



Economic and Social Impact Study of East Preston Empowerment Academy (EPEA)

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Executive Summary



Executive Summary

Understanding the context of EPEA's impact

Social and Economic Context of EPEA

Marginalized groups in Canada face long-standing social and economic disparities, including wage gaps, lower labour participation rates, and higher unemployment and underemployment. Specifically, Canada's Black population remains one of its most disadvantaged.

Statistics Canada reports that the national employment rate of Black people aged 25 to 59 is lower than in the rest of the population. Specifically, according to the 2016 Census, the employment rate was 78.1% for Black men and 71.0% for Black women, compared with 82.6% and 75.5%, respectively, for the rest of the population. Similarly, the unemployment rate among the Black population was consistently higher than the rest of the population, even at higher levels of education. For example, among people with postsecondary education in 2016, the Black population's unemployment rate was 9.2%, compared with 5.3% for the rest of the population.

These trends are consistent at the provincial and local levels in Nova Scotia, where labour market participation, income, and education remain lower for the Black population. This context sets the backdrop of East Preston Empowerment Academy's (EPEA) impact.

The EPEA Program welcomes participants from all communities, not just East Preston. The EPEA instructors and Educators are not only looking to further the education of their own community members, but welcome any individual, in any community, who's interested in furthering their education and skills.

— EPEA participant



Executive Summary

Overview of EPEA and the study

About EPEA

EPEA is located in Nova Scotia's historically Black community of Preston Township. Established in 2014 as an initiative of the East Preston United Baptist Church, under the leadership of Pastor LeQuita Porter, EPEA was created to empower and equip members of its community with the tools to enhance their skills, qualifications, and employability through accessible and free of charge programming, including:

- Adult Learning Program (ALP)
- General Equivalency Development (GED) preparation
- High School & University Math & Science Tutoring
- Trades programs, including Pathway to Trades programming (e.g., Shipbuilding, Construction, Red Seal Certificate Preparation), Direct Entry into Trades, Women Mentorship Program in Trades, and Youth Mentorship Program in Trades

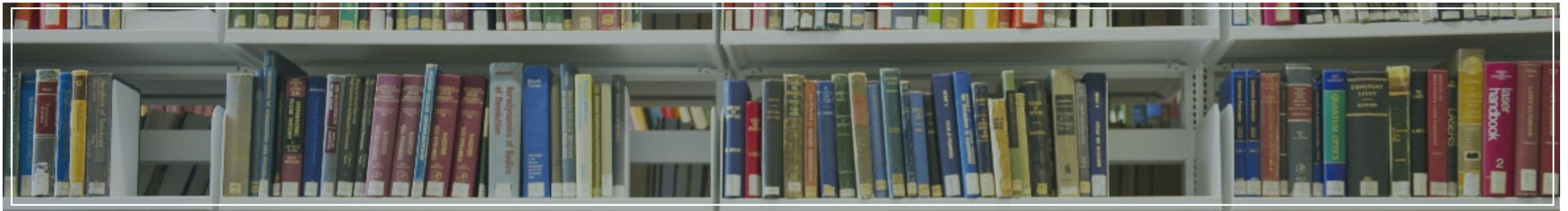
EPEA is well-positioned to address the socioeconomic disparities that the local Black community face, including undereducation and unemployment that largely stem from a legacy of anti-Black racism and segregation in the province.

About the Study

This study provides an assessment of the economic and social impact associated with EPEA's programming and activities:

- Quantitative analysis of the **economic contribution** of EPEA's activities to Nova Scotia, from 2016 to 2020, in terms of gross domestic product (GDP), labour income, employment, and government tax revenues.
- Assessment of the broader **socioeconomic benefits** of EPEA's activities, including EPEA's contribution to removing barriers to education, strengthening labour market integration, and supporting better employment opportunities.

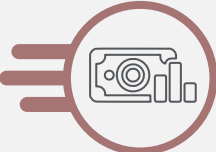
Additional information to complement the assessment of EPEA's impact was collected through stakeholder consultations with EPEA partners and leaders, as well as a survey of former program participants. Together, the data, assessments, and bespoke insights provide a holistic picture of EPEA's impact.



Executive Summary

Overview of EPEA's economic contribution to Nova Scotia

Summary of EPEA Cumulative Economic Contribution from 2016-2020



\$1.02M
GDP Contribution



\$783K
Labour Income



\$161K
Government Revenues



14
Sustained Full-Time
Equivalent Jobs (FTEs)



Note: Total economic contribution (i.e., direct, indirect, and induced impacts); Government Revenues (i.e., taxes on products and production, and income taxes)

Executive Summary

Black communities in Nova Scotia and Canada face long-standing economic disparities

Socioeconomic Benefits Studied

In addition to the economic contribution quantified in this study, EPEA brings a range of socioeconomic benefits to the community. The following benefits are explored in this study and are based on a literature review, consultations with EPEA program partners and leaders, and a survey of former EPEA program participants.



Removing Barriers to Education

- EPEA offers upskilling and reskilling programs to African Nova Scotians to help reduce the educational attainment gap that exists for these individuals.
- Educational programs include EPEA's Adult Learning Programs, General Equivalency Development (GED) program, Tutoring, and a variety of Trades Programs.
- EPEA's programs create a safe environment for community members to further their education without the fear of being judged for their current level of education or race.



Strengthening Labour Market Integration in Skilled Trades

- African Nova Scotians are underrepresented in apprenticeships for skilled trades, accounting for only 0.12% of total apprenticeships in 2015-16.
- Through programs like the Pathways to Shipbuilding Program, Women in Trades, and Back to Work – Pathway to Construction Trades Program, EPEA is partnering with government, academia, and industry to deliver successful apprenticeship programs for African Nova Scotians.
- The support and programs offered by EPEA are helping to fuel the supply of a diverse workforce in trades in Nova Scotia.



Supporting Better Employment Opportunities

- EPEA addresses labour force participation challenges by improving the employability of individuals through programs geared towards upgrading skills and navigating the labour market.
- Participation in EPEA programs allows African Nova Scotians to participate in the labour force and increases the diversification of labour pools. Having access to a broad labour pool leads to a more skilled and resilient workforce.
- Through supporting upskilling and reskilling, individuals are able to access higher wages.



Introduction



Introduction

Black communities in Nova Scotia and Canada face a history of segregation

Historic and Socioeconomic Overview

Situated in the historically Black community of East Preston, the East Preston Empowerment Academy (EPEA) was established in 2014 with a focus on empowering and equipping people of African descent with the necessary skills, tools, and confidence to fulfill their lifelong dreams through education initiatives. EPEA aims to address the socioeconomic disparities that the local Black community faces, including undereducation and unemployment that largely stem from a legacy of anti-Black racism and segregation.

Legally segregated common schools (public schools) were created in Nova Scotia in the early 19th century and legislated in 1865.¹ The schools for the Black community often lacked funding and experienced difficulties recruiting teachers, obtaining equipment, premises, and transportation in Nova Scotia.²

In 1884 the racial segregation in education legislation in Nova Scotia was amended to allow Black children to attend schools where they lived; however, the provisions therein remained law until 1950.³ As a result, racial segregation persisted, especially in communities with high concentrations of Black residents. The last racially segregated school in Nova Scotia closed in 1983.⁴

The impact of Nova Scotia's period of segregated, insufficient, and underfunded education at all levels of education for the Black community has contributed to the undereducation and unemployment faced by elders and families in the Black community. This period of racial segregation extended to employment and trade unions, medical schools, nursing opportunities, military enrolment, and recreation activities.⁵



Introduction

Black communities in Nova Scotia face long-standing economic disparities

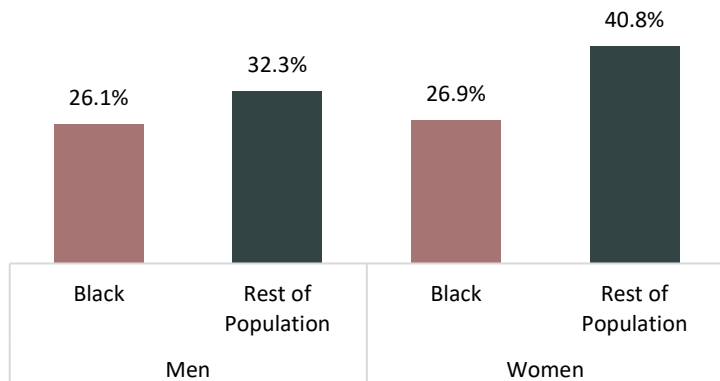
Labour Market and Income Disparities

Beyond education attainment, labour market participation and earnings are important indicators of socioeconomic well-being. Marginalized groups in Canada face long-standing economic disparities, including wage gaps, lower labour force participation rates, and higher unemployment and underemployment. Data from a Statistics Canada report highlights the differences in the employment and earnings of the Black community relative to the rest of the adult population – despite gains in the educational attainment of Black people.⁶ Among other social issues, these disparities highlight the importance of targeted programming for the Black community to support labour market integration and better employment opportunities.

The charts below highlight the labour market, income, and socioeconomic disparities faced by the Black community in Nova Scotia's largest city, Halifax.

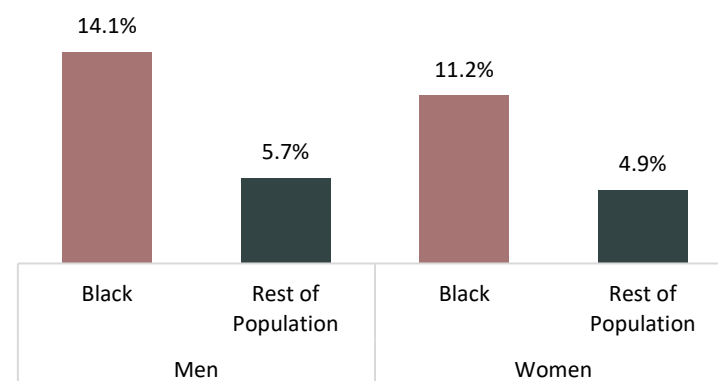
Education, Labour, and Income Statistics – Individuals aged 25 to 59, Halifax

Figure 1: Education (Bachelor level or above)



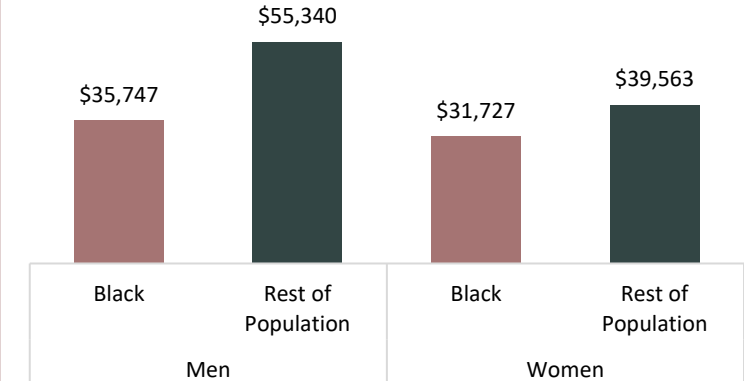
In Halifax, the Black population is less likely hold a bachelor's degree or higher, compared with their counterparts in the rest of the population.

Figure 2: Labour (Unemployment rate)



In Halifax, the unemployment rate is significantly higher for the Black population, compared with the rest of the population.

Figure 3: Income (Median annual wages)



A gap of \$20,000 and \$8,000 between median annual wages of Black men and women, compared with the rest of the population of Halifax.

Source: Statistics Canada, Census of Population, 2016.

About EPEA

EPEA was formed to address the socioeconomic gaps of African Nova Scotians

Overview of EPEA

The East Preston Empowerment Academy (EPEA) is an initiative of the East Preston United Baptist Church, created to empower and equip its community members with the tools to enhance their skills, qualifications, and employability through accessible and free of charge programming.

EPEA was formed to close the socioeconomic gaps created by historic inequalities in education that left those in the local community – particularly the older generation – undereducated. As such many Black community members in Nova Scotia do not have a high school education.¹ EPEA's focus is to encourage, support, and build confidence in community members who want to progress with education.

Importantly, EPEA represents an education initiative that promotes demand-led programming through the initiative's partnerships with local employers, such as Irving Shipbuilding. Therefore, the programming closely aligns with the needs of local employers. In addition to skills training for employment, EPEA's mission also includes assisting the community with developing skills and qualifications for future entrepreneurial pursuits.

EPEA's operations are supported by the Nova Scotia Department of Labour and Advanced Education, the Black Educators Association, the Nova Scotia Apprenticeship Agency, and the East Preston United Baptist Church. In addition, individuals and community contributors provide support with their time and resources.



Overview of EPEA Programming

Through targeted and strategic programming and encouragement, EPEA aims to build the skills and confidence of participants

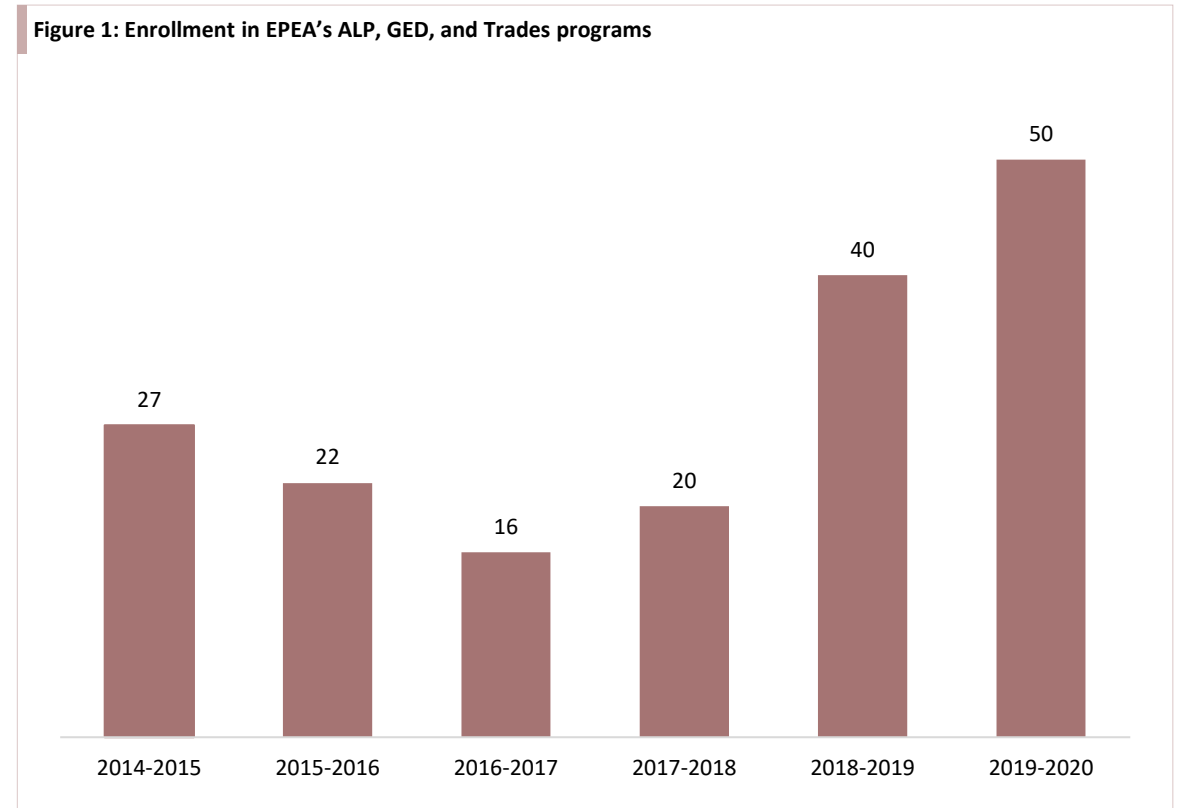
Overview of EPEA Programs

East Preston Empowerment Academy programming includes:

- **Adult Learning Program (ALP)** - assists adults in gaining the insights and training they need to better understand concepts like math, English, and business;
- **General Equivalency Development (GED) Preparation** - meets the needs of adult learners looking to acquire their GED or further employment opportunities;
- **High School & University Math & Science Tutoring** - provides tutoring services to help youth and adults with mathematics and science homework lessons, tutorials, and education; and
- **Trades programs:**
 - **Red Seal Certification Preparation** – prepares candidates for Provincial Trade Certification.
 - **Irving Shipbuilding Cohort** – a collaboration between academia, government, and community aimed at increasing the number of diverse welding apprentices at Irving Shipbuilding.
 - **Youth Mentorship Program** in the Trades, **Direct Entry into the Trades Program**, **Back to Work – Pathway to Construction Trades**, and the **Women in Trades Program**.

On average, student registration in EPEA’s ALP, GED, and Trades programs has been increasing, with 2019-20 posting the highest enrolment at 50 students.

Figure 1: Enrollment in EPEA’s ALP, GED, and Trades programs



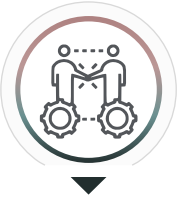
Overview of EPEA's Current Funding Sources

EPEA's funders support its accessible, meaningful, and impactful programming



Nova Scotia Apprenticeship Agency (NSAA)

- EPEA has a Joint Registration Agreement with the NSAA which authorizes EPEA to enter into an apprenticeship agreement(s) and to work collaboratively with the employer of an apprentice in all circumstances where the employer is not the EPEA.
- NSAA supports the Pathways to Trades Programming (e.g., Pathways to Shipbuilding, Direct Entry and Employability Pathways in the Skilled Trades).



Nova Scotia Department of Labour and Advanced Education (LAE)

- LAE prepares individuals for employment through learning programs, career information, and employment services.
- LAE supports the Back to Work project, specifically the Pathways to Construction Trades.



Black Educators Association (BEA)

- BEA assists African Nova Scotian communities in developing strategies towards an equitable education system.
- BEA supports the EPEA's Adult Learning programs.



Projects-based Funding

- Government of Canada
- Nova Scotia Government
- Association of Black Social Workers
- The Canadian Red Cross Project - COVID-19 Emergency Response
- NS Advisory Council on the Status of Women


About the Study

This study explores the economic and social impacts of EPEA to Nova Scotia and the community that it serves

Overview of the Study

This study comprises two key sections:


- Analysis of the **economic contribution** of EPEA’s activities to Nova Scotia, which entails estimation of quantitative impacts associated with EPEA’s economic output from 2016 to 2020. The key impacts quantified include gross domestic product (GDP), labour income, employment, and government tax revenues. The section also includes estimates of the **legacy contribution** of EPEA programming, which entails analyzing the economic contribution of EPEA participants in their new employment following the training received through EPEA.
- Assessment of the broader **socioeconomic benefits** of EPEA’s activities, which includes changes in the underlying social and economic environment considered attributable to EPEA programming. The key themes of analysis include EPEA’s contribution to removing barriers to education, strengthening labour market integration, and supporting better employment opportunities.




Economic Contribution

About: Economic contribution associated with the economic output of the EPEA.


Key Impacts Quantified




GDP



Labour Income




Employment



Government Tax Revenues







Socioeconomic Benefits

About: Changes in underlying social and economic environment as a result of the EPEA’s initiatives and programming.


Key Themes of Analysis



Removing Barriers to Education



Strengthening Labour Market Integration



Supporting Better Employment Opportunities

Note: refer to page 17 in the ‘Economic Contribution of EPEA’ section for more details on key impacts.

Note: These key themes represent EPEA’s priorities that support the program to strengthen Nova Scotia’s communities and families. It is likely that these themes are just a sample of the broader benefits associated with EPEA.



Economic Contribution of EPEA



Introduction to Economic Contribution Analysis

Evaluation of EPEA's cumulative economic contribution to Nova Scotia from 2016 to 2020

Modelling Approach

This study estimates the economic contribution of EPEA using an “input-output” methodology, which traces how the funding (i.e., revenue) associated with EPEA’s operations contributes to the economy by creating demand for goods and services across different industries.

EPEA’s economic contribution is estimated across four commonly used variables:¹

- **Gross Domestic Product-GDP (Value-added)**
- **Labour income**
- **Employment**
- **Government revenue**

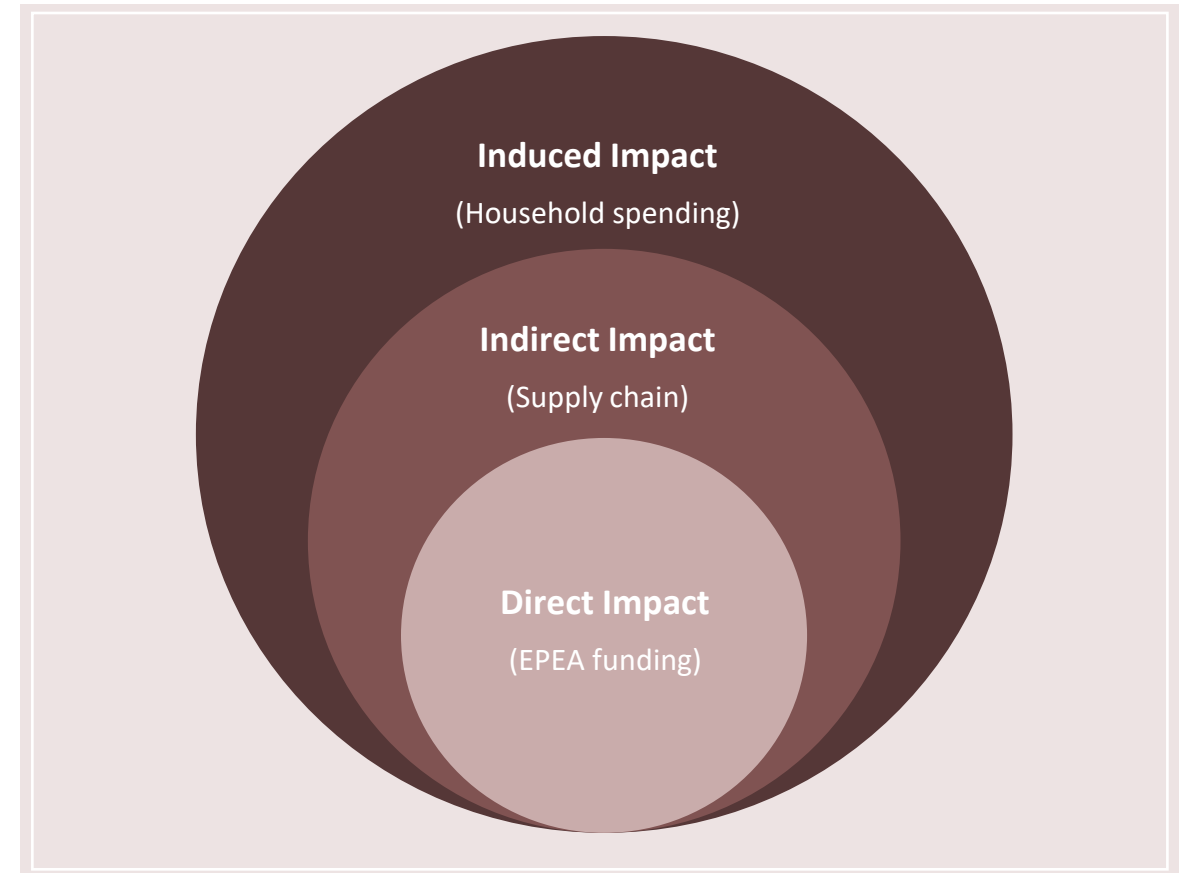
For each variable, the economic contribution is estimated at three levels:

- **Direct impact** associated with the total revenue generated from EPEA’s services;
- **Indirect impact** associated with the businesses that provide goods and services to EPEA for the purpose of overhead and operations; and
- **Induced impact** associated with the spending of wages and salaries earned by the employees and suppliers of EPEA. Examples include purchases of goods and services at the household level.

The approach is used to estimate the cumulative economic contribution of EPEA at the provincial geographical level (i.e., Nova Scotia) from 2016 to 2020.

¹ Please see Appendix A for detailed definition of each variable.

Total Economic Contribution of EPEA Funding



EPEA Economic Activity

EPEA’s operating activities have grown significantly since 2016, as indicated by the increasing funding and programming activities

Economic Activity Analysis

EPEA is primarily funded by the Nova Scotia Department of Labour and Advanced Education, the Black Educators Association, the Nova Scotia Apprenticeship Agency, and the East Preston United Baptist Church. A small portion of EPEA’s funding is generated from individual contributions.¹

EPEA’s operating activities are estimated using this funding, which is channeled towards operational expenditures and investments. EPEA’s total funding has grown annually (i.e., the compound annual growth rate – CAGR) by 56% from 2016 to 2020, increasing from over \$63,000 in 2016 to over \$373,000 in 2020. This growth is reflected in EPEA’s increase in programming and operations, with funding being directed towards programs such as EPEA’s Pathways to Shipbuilding, and the Employability Pathways in the Skilled Trades programming.

The funding ripples through the local and provincial economy, generating economic impacts, including contribution to GDP, labour income, employment, and government revenue. The economic contribution estimates included in this study are based on the analysis of EPEA’s funding (revenues).

Summary Funding in Scope

Table 3: Funding from 2016-2020

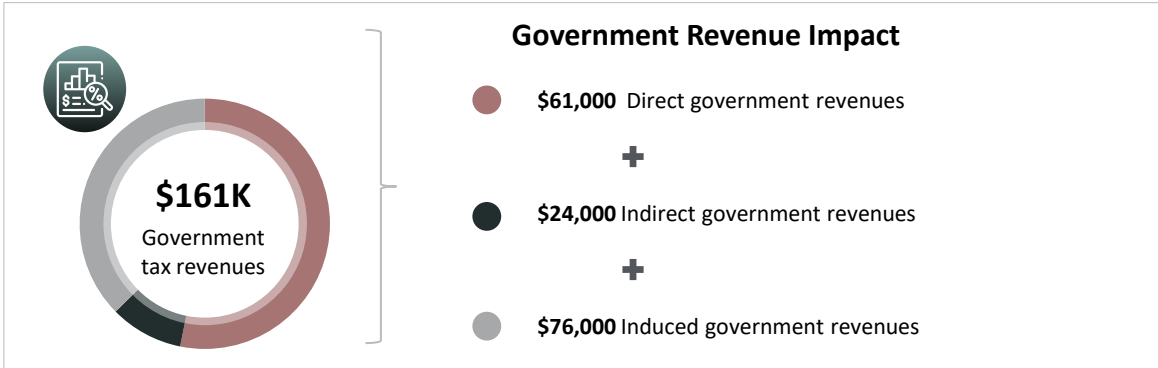
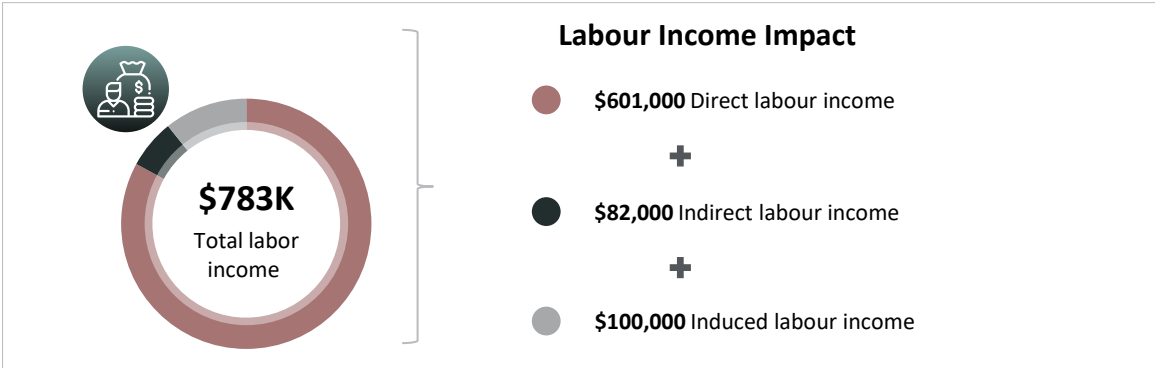
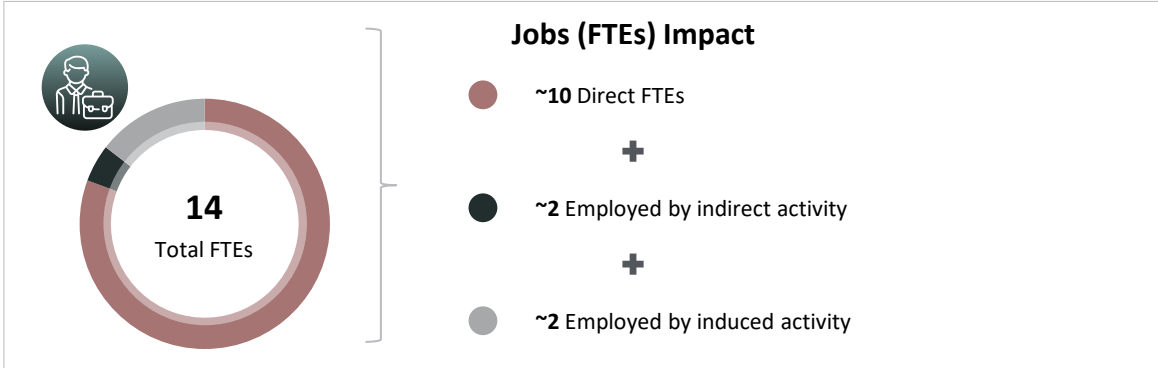
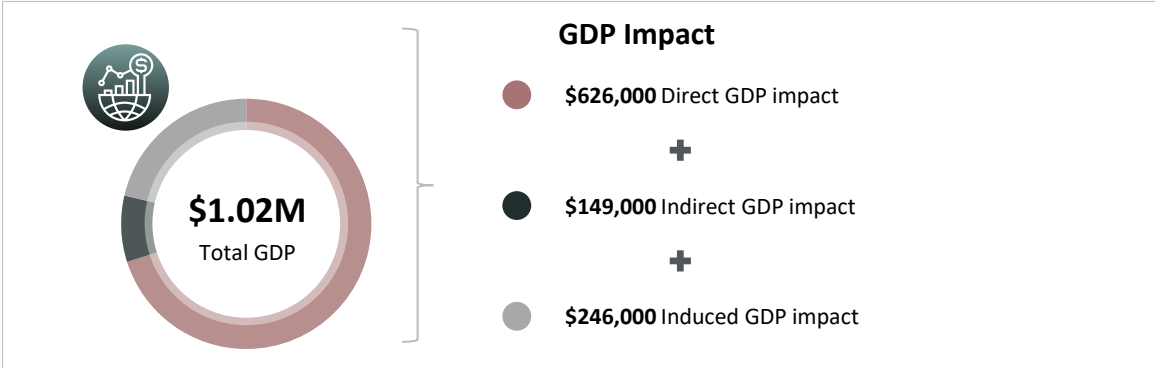
	Funding
2016	\$63,126
2017	\$159,135
2018	\$166,745
2019	\$207,875
2020	\$373,642
Total (2016-2020)	\$970,523

Note: All values are in 2020 dollars.

Overview of Economic Contribution to Nova Scotia

We estimate that EPEA’s operating activities supported the following economic contribution from 2016 to 2020

Estimated economic contribution of EPEA’s operations to Nova Scotia | Based on \$970,000+ in funding for EPEA programming



Note: Summed numbers may be slightly different owing to rounding. Government revenues include products and production taxes (e.g., sales (GST), payroll taxes), and corporate and personal income taxes to provincial, and municipal governments.

Additional Insights

- For every funding dollar invested, we estimate \$1.05 of value will be added to Nova Scotia’s economy as an outcome of the direct, indirect, and induced impacts.
- For every \$1 million dollars invested, we estimate 14 FTE jobs will be created or sustained in Nova Scotia as an outcome of the direct, indirect, and induced impacts.

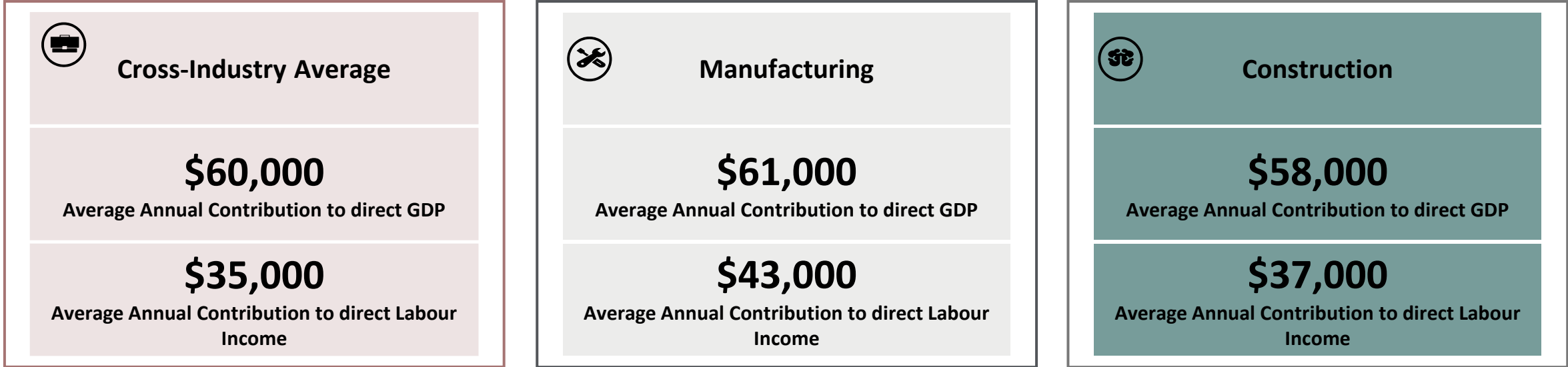
Legacy Contributions

Each participant that finds employment upon graduation is in a position to generate significant economic contribution to the local economy

Beyond the economic contribution arising from EPEA’s direct activities, there are potential additional economic impacts associated with individuals participating in the programming and ultimately finding employment opportunities in the local economy.

This page estimates the legacy contributions of participants. Legacy contributions represent the annual economic benefits of an individual employed in industries targeted by EPEA programming. Each student’s path to employment will generate annual economic benefits to Nova Scotia’s economy, with the figures below representing the potential magnitude of contribution from each job supported by EPEA.^{i, ii}

Each job created in Nova Scotia is estimated to generate the following direct annual economic contribution



ⁱThe annual economic contribution per job are calculated based on the median wage by industry in Nova Scotia and Statistics Canada’s Input-Output multipliers at the provincial level. Figures are reported in 2020 Canadian Dollars.

ⁱⁱThese estimates are used to represent the potential economic impact of students finding employment (e.g., if 20 students find employment in the manufacturing sector, the estimated total GDP contribution will be \$61,000 times 20). These estimates do not relate to the estimates of economic contribution from EPEA funding on the previous page.



Socioeconomic Benefits of EPEA



Socioeconomic Benefits of EPEA

EPEA generates socioeconomic benefits, which this study analyzes as they relate to (i) removing barriers to education, (ii) strengthening labour market integration in skilled trades, and (iii) supporting better employment opportunities

EPEA Catalyzes Broader Benefits

The economic contribution generated by EPEA operations does not capture the full story of the organization's impact. Indeed, EPEA's programs help address historical inequities and inequalities faced by African Nova Scotians in the education system and the labour market.

The community and intergenerational impacts of EPEA programs will spur from individuals carrying forward skills developed. These longer-term benefits have the potential to positively shape the community and the economy, and ultimately help foster a more just and equitable society.

EPEA programs also support the economic recovery of Nova Scotia by upskilling and reskilling a subset of the population that is already economically underrepresented and further fragilized by the economic crisis.¹

EPEA has the potential to generate long-term impacts through the lasting influence that its programs have on students, local partners, and the broader social and economic ecosystem.

For the purpose of this analysis, we explore these longer-term contributions through three key topics: **(1) Removing barriers to education, (2) Strengthening labour market integration in skilled trades, and (3) Supporting better employment opportunities.**

Community Leaders Celebrate the Importance of EPEA

Stakeholder consultations with EPEA partners and leaders and a survey of former program participants significantly informed the content within this section. This allowed for better articulation of the human aspect of the broader impacts of EPEA. The quotes to the right highlight the common discussion themes of our conversations.

“EPEA served as bridges between where participants wanted to go and where they were. [...] The interest was always there, but EPEA was a safe space, and teachers were from the community.” – *EPEA founder*

“We are bringing skills to participants that they are able to use on the labour market that will elevate them to gainful employment, and bring change in terms of opportunity” – *EPEA Board Member*

“The collaboration between EPA and NSCC allowed us to provide meaningful training and skills to a group that may not have had the opportunity” – *EPEA Partner*

“The program gave me the willpower to go out and not be afraid to go back into the school system and pursue further education. [...] EPEA was an encouragement and empowering force” – *EPEA Participant*

Removing Barriers to Education [1/2]

Through offering access to educational programs, EPEA is reducing barriers to education for over 150 African Nova Scotians

Existing Barriers to an Essential Right

Education is a fundamental social good in Canada, as recognized in the legislation.¹ Canada is among the most educated countries in the world, ranking first in the percentage of adults with a post-secondary degree (56.7%).²

However, some subsets of the population do not have equal access to educational opportunities and are continuously underrepresented in secondary and post-secondary education. Lower educational attainment rates for certain populations are often a result of barriers to education that can take several forms, including financial, pedagogical, cultural, or structural (e.g., racism, stereotypes, low educational achievement of parents and guardians).^{3,4,5}

The barriers to education can have long-term impact on the lives of individuals. Individuals with lower educational attainment often experience higher unemployment rates⁶ and lower earnings. Higher education is also associated with higher life satisfaction, higher wages, and better physical and mental health.⁷

African Nova Scotians are less likely to have completed secondary and post-secondary education, with 26.8% having no certificate, diploma, or degree compared with 19.7% for the rest of the Nova Scotian population in 2016.⁸ This gap is also reflected in the Halifax region where only 26.9% of Black women aged 25 to 59 held a bachelor's degree or higher compared with 40.8% for their female counterparts in the region.⁹

EPEA Addresses Barriers to Education

Below we outline a few of the programs that EPEA offers community members to equip them with the necessary skills, tools, and confidence to complete their education.

Adult Learning Program (ALP)

The Adult Learning Program was introduced to provide community members academic programming in mathematics, English, communications, and others. The program was designed to meet the needs of African Nova Scotian adult learners, and adult learners from other marginalized or disadvantaged groups, who do not have a high school diploma.

General Equivalency Development (GED) Program

The High School GED Program helps community members who are looking to obtain their GED. The program is designed to assist participants in improving literacy, math, problem-solving, critical-thinking and teamwork skills, etc.

Red Seal Program

In 2016 EPEA expanded its program offerings to include Red Seal certification training through a partnership with the Nova Scotia Apprenticeship Agency (NSAA). EPEA's Red Seal program uses the National Occupational Analysis (NOA) to determine each trade qualifier's strengths and weaknesses to help with test taking-strategies, math, reading and writing skills, NSAA exam preparation, and assistance for those with learning disabilities.

Removing Barriers to Education [2/2]

EPEA programs improve the overall wellbeing and happiness of participants

EPEA Address Barriers to Education

By virtue of the community it serves and targets, EPEA is helping reduce the educational attainment gap that exists between African Nova Scotians and the rest of the population. The programs help individuals from East Preston and the broader Halifax area to acquire lifelong learning skills that help improve their employability in the labour market, prepare for entry to higher education, or improve their quality of life.

EPEA programs have long-term beneficial impacts on the lives of the participants. Based on a survey of previous EPEA program participants conducted by Deloitte:

82% somewhat agreed or strongly agreed that their overall well-being has increased as a result of enrolling at EPEA

76% somewhat agreed or strongly agreed that attending EPEA increased their overall happiness in life

During consultations, stakeholders indicated that the success of EPEA programs is linked to multiple factors such as:

- **Relevant curriculum** – The curriculum offered by EPEA to teach subjects such as mathematics or history is relevant for the community members.
- **Safe space** – The programs are designed with and for the community to address challenges specific to the community. To participants, this mitigated the fear of being judged for their level of education.



Strengthening Labour Market Integration in Skilled Trades [1/2]

EPEA supports a steady pipeline of African Nova Scotian apprentices

Solving Employment Issues For Canada

Skilled trades support the long-term growth of the Canadian economy. Welders, electricians, and carpenters are vital to the manufacturing and construction sectors, while transport equipment operators and rail yard and ship crew support the transportation industry. In 2015, 22.1% of employed Canadians worked in skilled trades occupations.¹

While critical for the economy, many provinces are forecasting shortages in skilled tradespersons over the next several decades. Nova Scotia expects strong demand for certified skilled tradespersons, driven by an increasing population and the retirements of many skilled tradespersons.

Black people in Canada are underrepresented in skilled trades, with only 9.8% and 11.1% of Black women and men, respectively, between 25 and 59 having completed an apprenticeships or trades certificates in 2016.² They are also underrepresented in apprenticeships, with African Nova Scotians accounting for 0.12% of total apprenticeships in 2015-16. Notably, representation has been slowly growing, reaching 1.9% in 2019-20.³

Many barriers to the registration and completion of apprenticeships have been identified, such as financial difficulties, job instability, personal or family issues, discrimination, and the need to refresh skills.^{4,5}

Through the support and programs it offers, EPEA is helping to support the supply of a diverse workforce in trades in Nova Scotia. By providing preparatory courses through some of its programs, mentorships, and access to apprenticeship opportunities, EPEA helps mitigate the barriers to apprenticeship completion.

EPEA Supports The Development of Skilled Tradespersons In Nova Scotia

EPEA offers multiple trades programs to upskill and further the qualifications of African Nova Scotians working in trades. The various programs help to ensure that participants possess the required skills to succeed in their trade and help meet the demand of skilled trades workers in Halifax, Nova Scotia, and Canada.

74% of former participants in the trades programs surveyed are employed, with **44%** employed full time

85% of respondents rated the level of assistance received from EPEA in connecting them with potential employers after the program “very good” and “excellent”

Some of the trades programs offered by EPEA include:

Red Seal program

The Red Seal program was created by EPEA in 2016 in collaboration with the Nova Scotia Apprenticeship Agency to provide training and examination for Red Seal certification. Through offering this program, EPEA is supporting the supply of skilled apprentices workers where there is demand.

EPEA Red Seal program participants are working in various occupations in trades. Since 2017, the program has supported over 30 community members, of which 10 have received their certifications in industrial, electrical and construction trades. Additionally, there are over 10 other participants presently preparing their certifications.

Strengthening Labour Market Integration in Skilled Trades [2/2]

EPEA's trades programs bolster African Nova Scotians in trades

Pathways to Shipbuilding Program

In collaboration with government, academia, and industry, EPEA has developed a pre-apprenticeship program in welding for African Nova Scotians. The partners of this program include⁶:

- Irving Shipbuilding Inc.
- Nova Scotia Community College
- Government of Nova Scotia
- CWB Welding Foundation
- NSCC Foundation
- YMCA Employment Centre

This 14-week program includes personal and professional readiness training and is designed to provide students with the opportunity to discover and explore welding and metal trades.

The participants are then able to transition to the Nova Scotia Community College (NSCC) Welding Diploma program. Upon graduation, participants may have the opportunity to enter an apprenticeship with Irving Shipbuilding.

- One cohort of 20 participants completed the program in 2020, with most graduates having found employment with Irving Shipbuilding.

From the consultation with Irving, the program with EPEA has helped increase their workforce diversity and connect with a community often underrepresented in the industry

Back to Work – Pathway to Construction Trades

EPEA is developing a program to increase African Nova Scotians, Black Canadians, and other visible minorities in the construction trades. This program, developed as a post-COVID economic recovery strategy, is funded by the Nova Scotia Department of Labour and Advanced Education Skills and Learning Branch. The program aims to upskill participants while creating mentorship opportunities in the construction industry. The partners of this program include:

- Nova Scotia Apprenticeship Agency
- YMCA – NS Works Employment Services
- Nova Scotia Community College
- Atlantic Home Building and Renovation Sector Council
- Nova Scotia Construction Sector Council – ICI
- Akoma Holdings Inc.
- DORA Construction and En Point Mentorship
- International Association of Bricklayer Association

Other trades programs offered by EPEA include the Youth Mentorship Program in Trades, Direct Entry Program, and Women in Trades Program.

Supporting Better Employment Opportunities [1/2]

EPEA bridges the gap between community members and the labour market

Challenges to Better Employment Opportunities

A skilled and resilient workforce is a key component for a country’s long-term economic prosperity. In a highly competitive global economy, access to a skilled and adaptable labour pool is a competitive advantage.

However, as demonstrated earlier in the report, some subsets of the population are facing additional challenges hindering their prospects in the Canadian labour market. Lower education attainment level is correlated with higher unemployment and lower earnings.

African Nova Scotians in Halifax face greater disparities in the labour market compared with the rest of the population. In 2016, the Black population was less likely than their counterparts in the rest of the population to hold a bachelor’s degree or higher.¹ Similarly, the unemployment rate faced by Black men and women in Halifax was more than double the rate faced by the rest of the population.²

Consultations with stakeholders have highlighted some of the barriers and challenges faced by African Nova Scotians in the labour market, such as:

Limited financial means to pursue further education – Black people in Canada are more likely to live in poverty, limiting their ability to pursue higher education

Lack of diversity in the workplace – Employers may have difficulty attracting and retraining workers

Negative stereotypes and discrimination – Employers may hold negative beliefs about the qualifications and skills of Black workers



Supporting Better Employment Opportunities [2/2]

A majority of EPEA participants experienced a salary increase after completing a program

Addressing the Gaps and Supporting the Community

There are multiple strategies to mitigate labour force participation challenges and ensure communities are economically thriving. EPEA has identified gaps and needs in its community and developed programs and partnerships to answer help address them.

EPEA is addressing this challenge by improving the employability of individuals through upgrading their skills and providing tools that will enable them to successfully navigate the labour market. EPEA offers multiple paths through which community members can gain new skills and find better employment opportunities, including the Red Seal Program and the Pathway to Shipbuilding program.

Of respondents who started a new job after completing an EPEA program, over 70% indicated that they experienced an increase in their hourly salary range

About 68% of EPEA programs participants surveyed are employed, with 43% working full time

EPEA also provides community members with professional development seminars such as computer training, public speaking, or a conference on professionalism. Participants in the public speaking course mentioned confidence, patience, and communication as key skills they could apply to their professional lives.

Furthermore, EPEA also helps individuals re-enter the workforce in another field or sector after identifying how their skills align with the market needs. EPEA has entered a partnership with the YMCA Nova Scotia Employment Center to support community members with finding employment by providing workshops to help them identify their transferrable skills. The program has supported 11 participants in trades to date.



Potential Future Impacts

EPEA has the potential to play an important role in supporting Halifax and Nova Scotia's recovery from the COVID-19 pandemic

Supporting Nova Scotia's Recovery from COVID-19 Pandemic

The COVID-19 pandemic has triggered the deepest recession since the Great Depression. In Halifax, unemployment levels increased to 8.7% in 2020, from the unemployment level of 5.8% in 2019.

Across Canada, the pandemic has highlighted socioeconomic inequalities. For example, Statistics Canada reports that from January 2020 to January 2021, the unemployment rate increased more among Black Canadians (+5.3 percentage points) than among non-visible minority Canadians (+3.7 percentage points).¹ Additionally, in January 2021, Black Canadians (33.2%) were twice as likely as non-visible minority Canadians (16.6%) to be living in a household reporting that it had been difficult or very difficult to meet its basic financial commitments in the last four weeks.²

As a result, the recovery from COVID-19 underscores the importance of resolving the skills gap challenge and other barriers that disproportionately impact Black Canadians. Indeed, the 2021 Budget recognizes the importance of facilitating labour market access for underrepresented groups to achieving inclusive economic growth. To this end, EPEA offers programs that help lower barriers to education and increase employability, which, in turn, can catalyze economic growth and uplift people and communities.





Summarizing the Impact of EPEA



A group of diverse people, including men and women of various ethnicities, are standing together and holding certificates. They are smiling and looking towards the camera. The background is slightly blurred, showing an indoor setting with a door and a clock. The text is overlaid on the image in white, with some words in bold.

EPEA GENERATES IMPORTANT ECONOMIC AND SOCIAL IMPACTS

Our study finds that EPEA's programming activities generate positive social and economic impacts to Nova Scotia's economy. The \$0.97 million in funding received by EPEA is associated with an estimated \$1.02 million in economic contribution between 2016 and 2020.

Beyond the impacts associated with the funding spent on programming, EPEA programs represent an opportunity to further develop the education and skills of African Nova Scotians and generate long-term change at a critical point in time when such change is essential.

Of the respondents who started a new job after completing an EPEA program, about **70%** indicated that they experienced an increase in their hourly salary range in the new job.



Appendix A

Methodology, Definitions and References



Input-Output Modelling

Statistics Canada input-output Modeling

In Canada, the authoritative and comprehensive source for calculating economic variables is the Statistics Canada input-output model (2017). This model estimates the impact of demand shocks at a provincial level using relationships between products/services, industries, and inter-provincial trade at the provincial and national jurisdictional levels.

Input-Output Modelling

Input-output models are used to simulate the economic impact of an expenditure on a given basket of goods and services or the output of one of several industries. Input-output analysis uses data on the flow of goods and services among various sectors of the economy, and attempts to model how an expenditure, increase in demand, or investment ripples through a region's economy. This is done by mapping the production of products and service by each industry, and identifying the intermediate inputs used in the production of each final product or service used by consumers, sold as an export, or purchased by government. The model can then aggregate all of the employment and value-added impacts generated in the supply chain as commodities are produced. Input-output models also consider the role of imports, which tie the supply chain to the global economy. This data is combined into a single model of the economy which can be solved to determine how much additional production is generated by a change in the demand for one or more commodities or by a change in the output of an industry.

Assumptions and Limitations of the Input-Output Model

The Statistics Canada input-output model is the industry standard for estimating economic benefits, however it does present the following key assumptions and limitations:

- The model reflects a simplified macroeconomic structure.
- The model does not include some variables of interest for macroeconomic analysis, such as interest rates or corporate income taxes.
- The model assumes that the Canadian economy has the spare capacity available to produce the goods and services stimulated by the economic shock.

Deloitte's estimates provide a snapshot of the economic activity likely to be associated with EPEA funding. However, our results will not take account of the opportunity cost of resources used. As such, the estimates do not represent net new economic impacts.

Key Static Economic Definitions



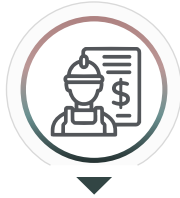
Gross Domestic Product (GDP)

GDP is the “total unduplicated value of goods and services produced in the economic territory of a country or region during a given period”. GDP includes household income from current productive activities (wages and salaries). In the context of our study, GDP serves as a measure of the total economic value-added resulting from EPEA operations for programming.



Employment

In our study the employment impact is measured in terms of full-year equivalent positions for ongoing employment (i.e., employment impact associated with annual expenditures). Full-year equivalent positions are counted according to their duration and not according to whether they were employed on a full-time or part-time basis. That is, two part-time employees would be counted as one full-year equivalent if the total time they spent on the job adds up to one year. This approach is consistent with standard statistical terminology.



Labour Income

Labour income represents the total earnings of employees (including employees of suppliers to the projects), consisting of wages and salaries as well as supplementary labour income (such as employer’s contributions to pension funds, employee welfare funds, the Unemployment Insurance Fund and Workers Compensation Fund).



Government Tax Revenues

In this study, government revenues includes federal, provincial, and municipal products and production taxes such as sales tax (GST), payroll taxes, property tax, and excise duty. This report also includes corporate income taxes and personal income taxes.

Endnotes

Introduction

Introduction

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2. The Dalhousie Law Journal. N.d. Racial Segregation in Canadian Legal History.
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4. Ibid.
5. Ibid.
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About EPEA

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Economic Contribution of EPEA

Economic Contribution of EPEA

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Socioeconomic Benefits of EPEA

Socioeconomic Benefits of EPEA

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Removing Barriers to Education

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Endnotes

Socioeconomic Benefits of EPEA (cont'd)

Removing Barriers to Education (cont'd)

- 8. Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016275.
- 9. Statistics Canada. Feb 25, 2020. Canada's Black Population: Education, labour and resilience

Strengthening Labour Market Integration in Skilled Trades

- 1. Statistics Canada. May 29, 2017. National Apprenticeship Survey – Canada overview report 2015
- 2. Statistics Canada. Feb 25, 2020. Canada's Black Population: Education, labour and resilience
- 3. Nova Scotia Apprenticeship Agency. 2020. NSAA Statistics Report 2019-2020
- 4. Statistics Canada. May 29, 2017. National Apprenticeship Survey – Canada overview report 2015
- 5. Statistics Canada. Feb 25, 2020. Canada's Black Population: Education, labour and resilience
- 6. EPEA. N.d. Pathways to shipbuilding for African Nova Scotians.

Supporting Better Employment Opportunities

- 1. Statistics Canada. Feb 25, 2020. Canada's Black Population: Education, labour and resilience
- 2. Ibid.

Potential for Further Future Impacts

- 1. Statistics Canada. Feb 24, 2021. A labour market snapshot of Black Canadians during the pandemic.
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Appendix B

Survey Summary

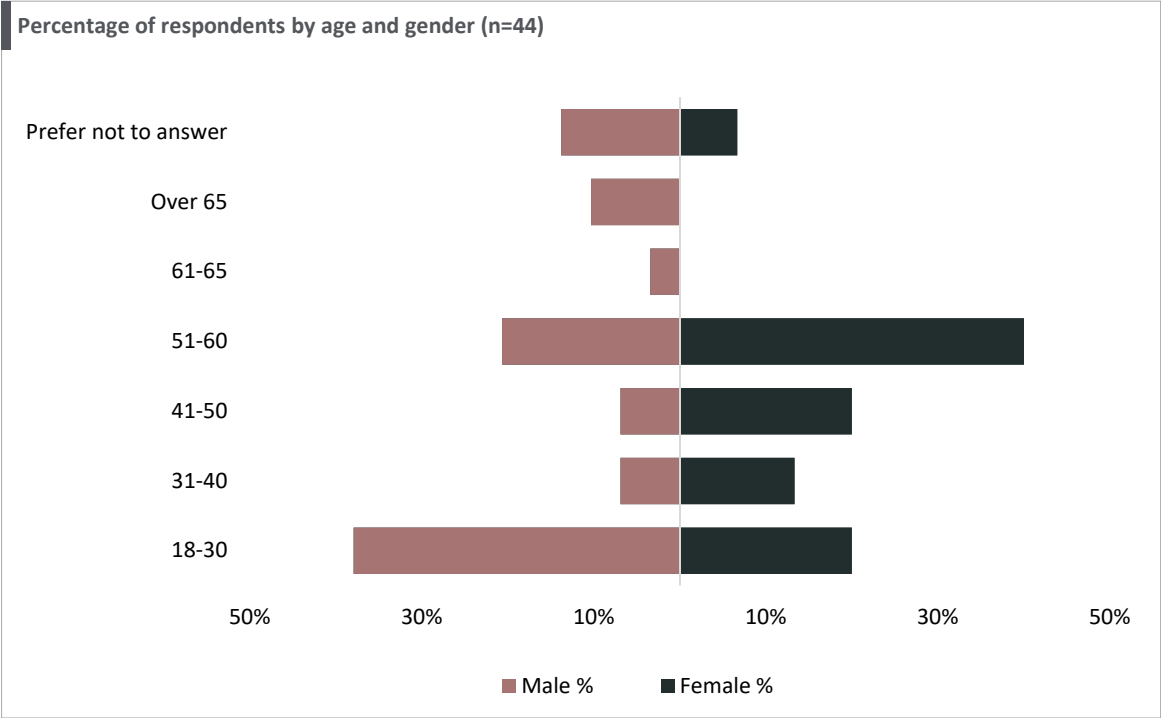


Appendix B: Summary of Survey Results

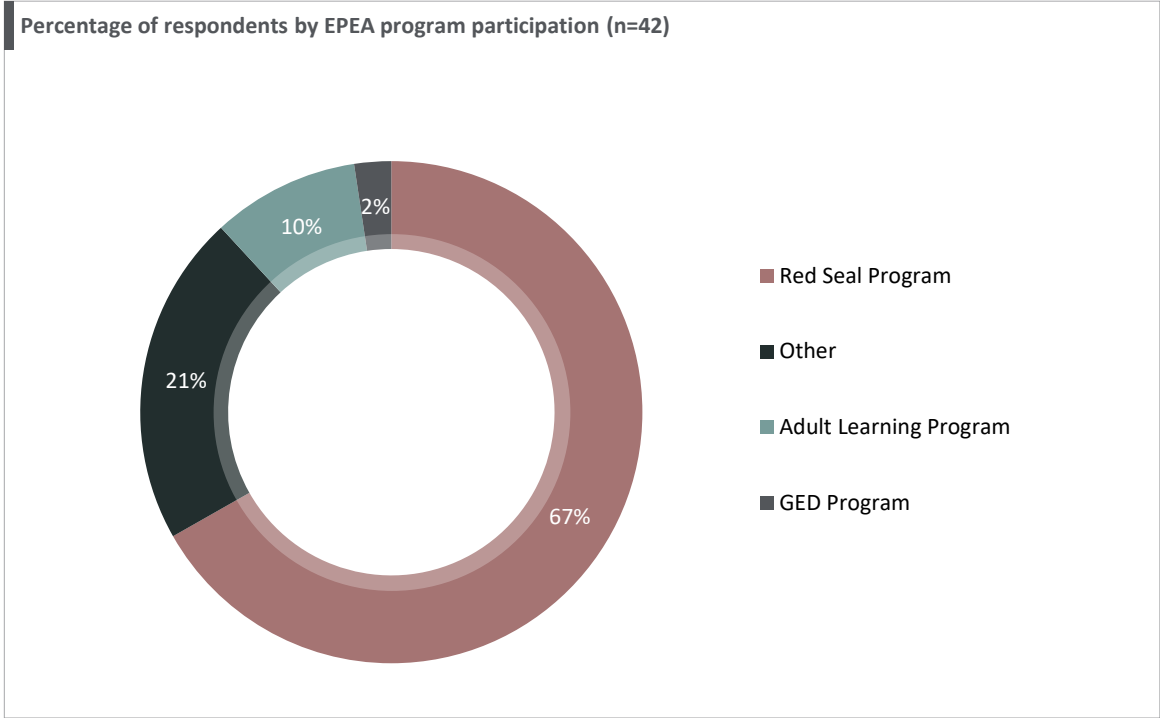
The East Preston Empowerment Academy Programs Survey “the survey” was disseminated in 2021 to approximately 89 former EPEA students to collect data for this study. The survey is representative of the EPEA program participants with a response rate of about 55% across age cohorts, gender, and participation in various programs. The survey findings are segmented into three sections: an overview of participants, employment analysis, and perspectives of EPEA participants on the programs and experience.

Part 1: Participants Demographic Statistics

The survey is representative of the EPEA program participants population:
 Respondents include both male and female participants across all age groups.



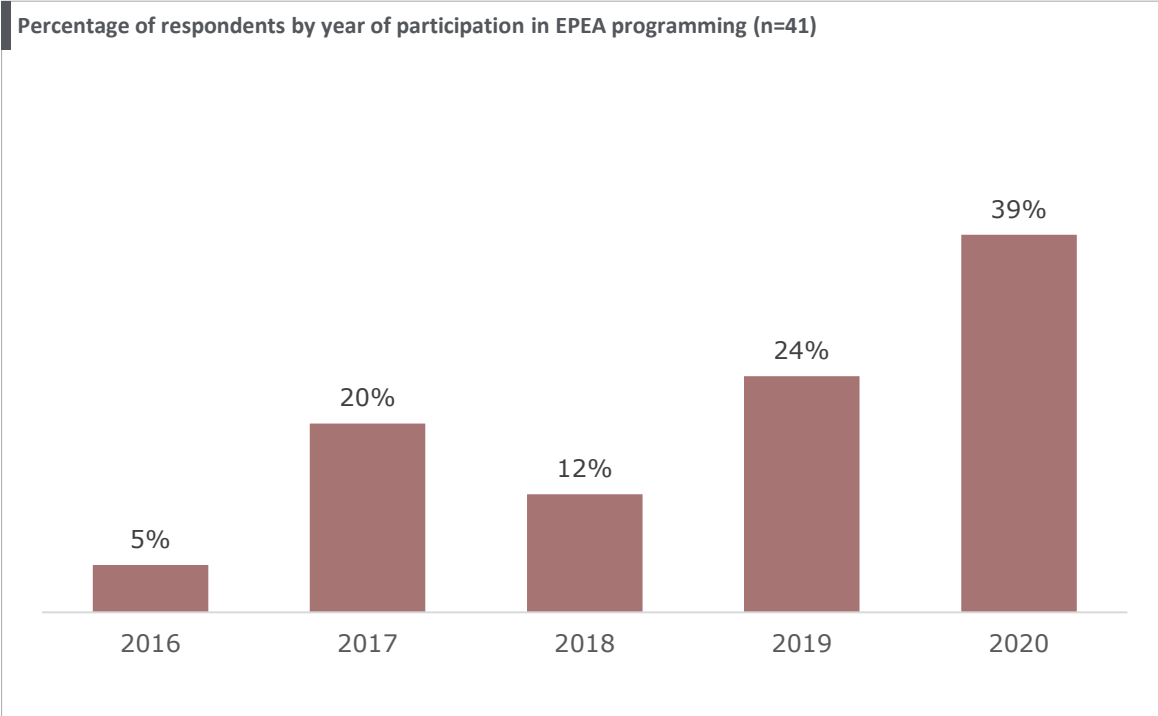
Majority of survey respondents participated in the EPEA Red Seal program:
 About 67% of survey respondents participated in a red seal program, that includes the pathways initiative, direct entry, women in trades, or youth development initiative.



Appendix B: Summary of Survey Results

Part 1: Participants Demographic Statistics

Majority of survey respondents are recent participants in EPEA programming:
Over 60% of the participants surveyed participated in an EPEA program in 2019 and 2020.

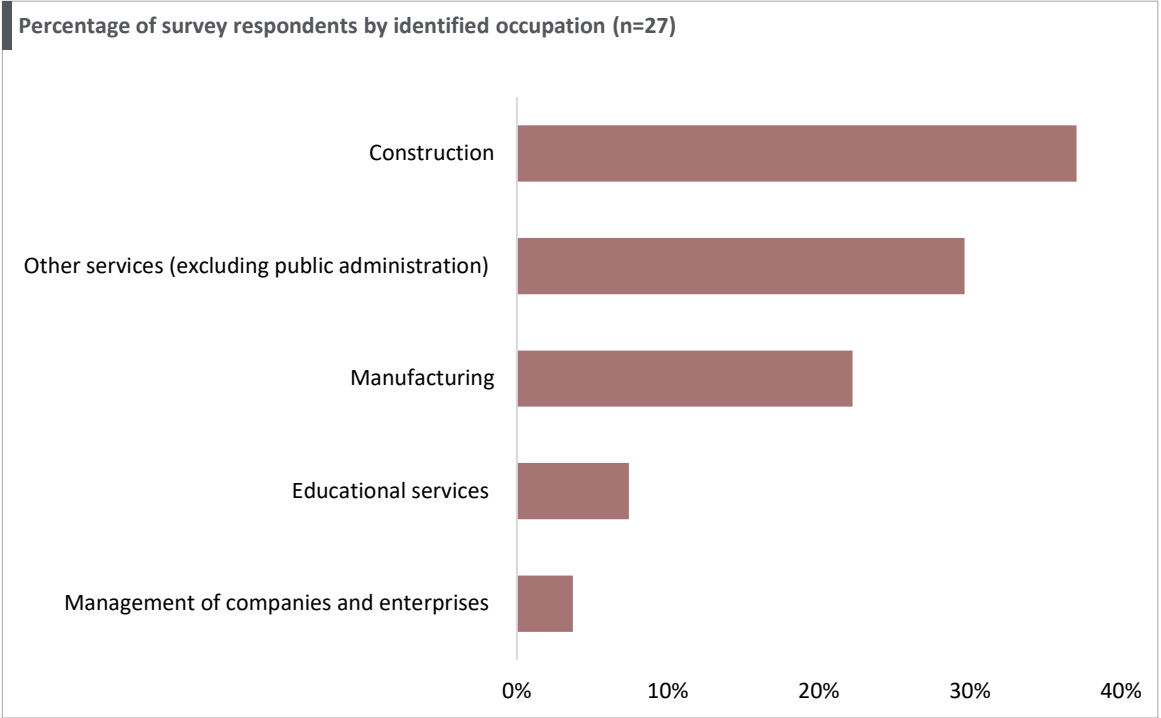
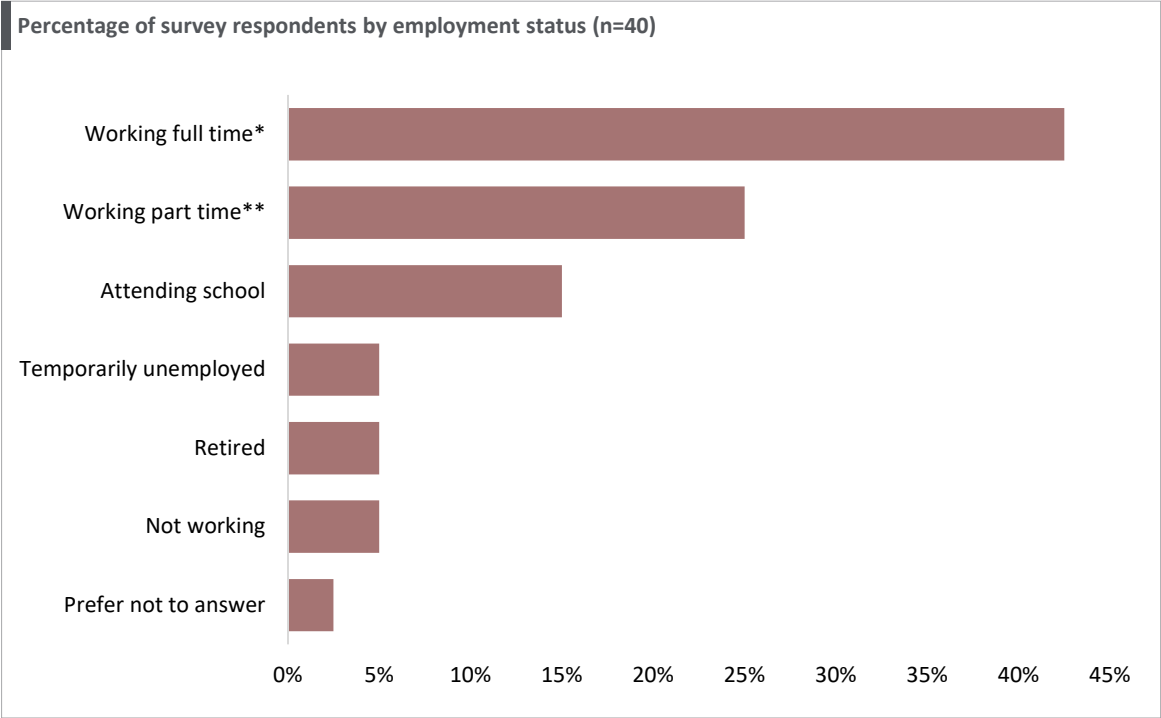


Appendix B: Summary of Survey Results

Part 2: Participants Employment Profile

Most EPEA program participants are employed and working either full time or part time:
 About 68% of respondents are employed, with 43% working full time, and 15% working part time.

EPEA program participants occupy employment across different sectors of the economy:
 About 59% of respondents occupy a job in a skilled trade (metal fabricator, welder, carpentry, electrician, etc.)

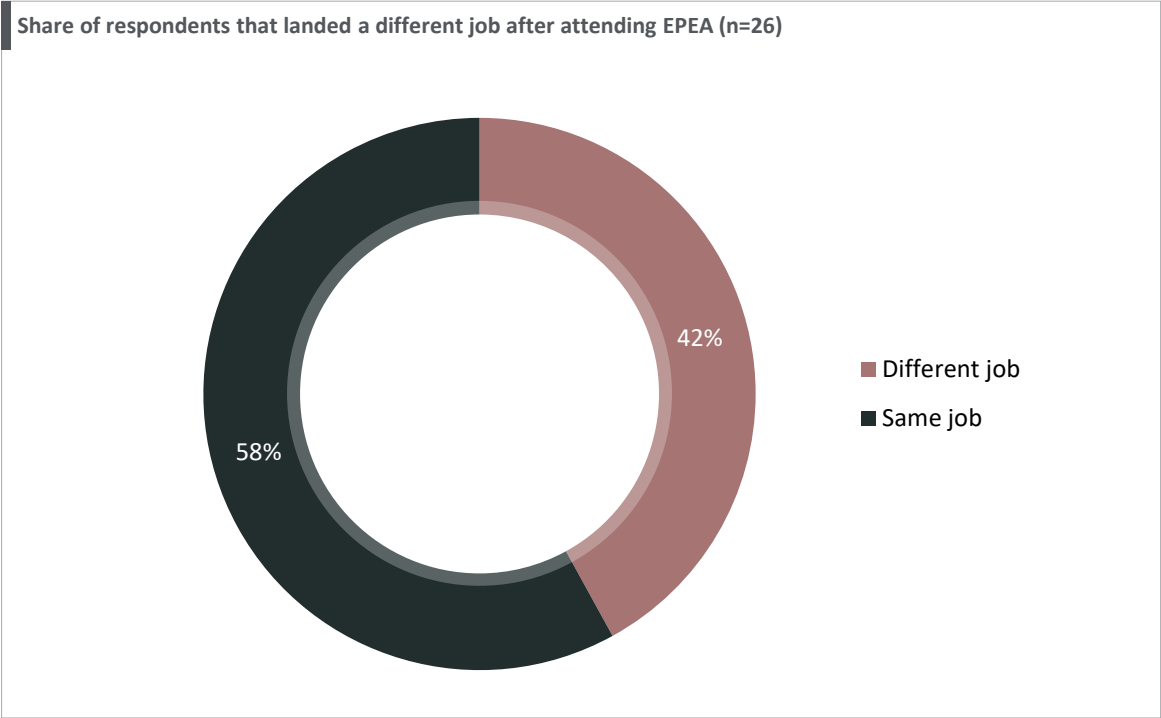


*full time employment >30 hours per week
 ** Part time employment <30 hours per week

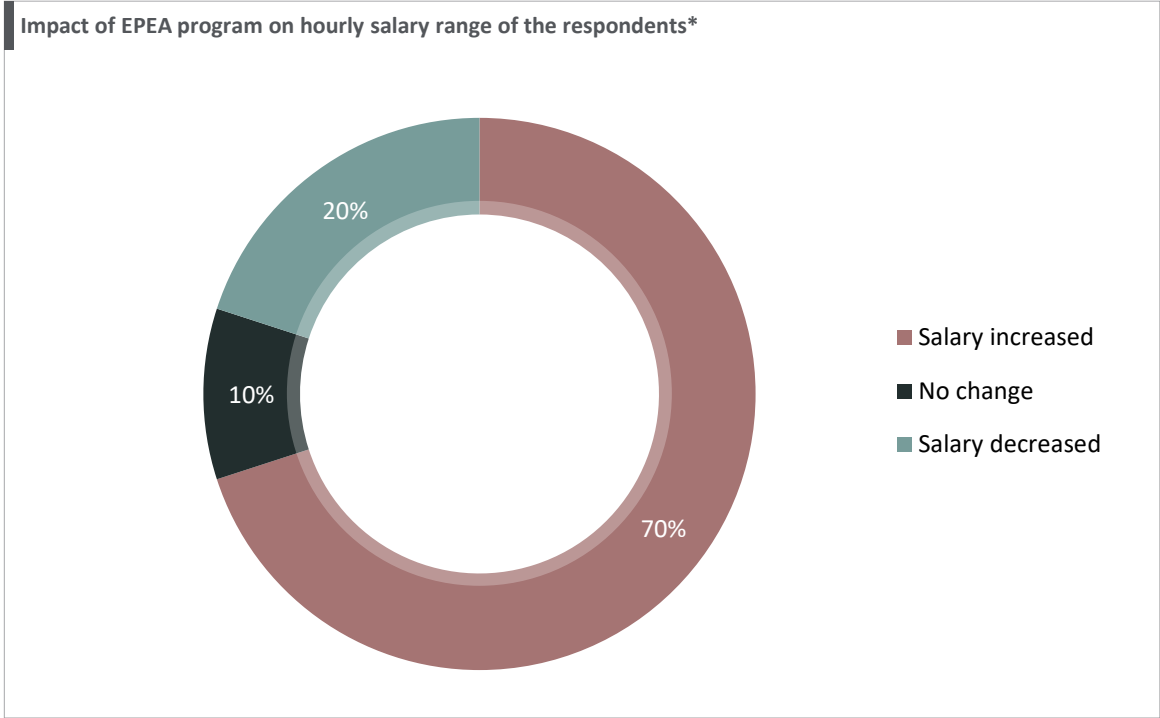
Appendix B: Summary of Survey Results

Part 2: Participants Employment Profile

Majority of the EPEA program participants started a different job upon completing a program at EPEA: Approximately 42% of EPEA program participants landed different jobs upon completing a program at EPEA.



Individuals who participated in EPEA are more likely to experience an increase in hourly wage following completion of respective EPEA program: Of the respondents who started a new job after completing an EPEA program about 70% indicated that they experienced an increase in their hourly salary range in the new job.

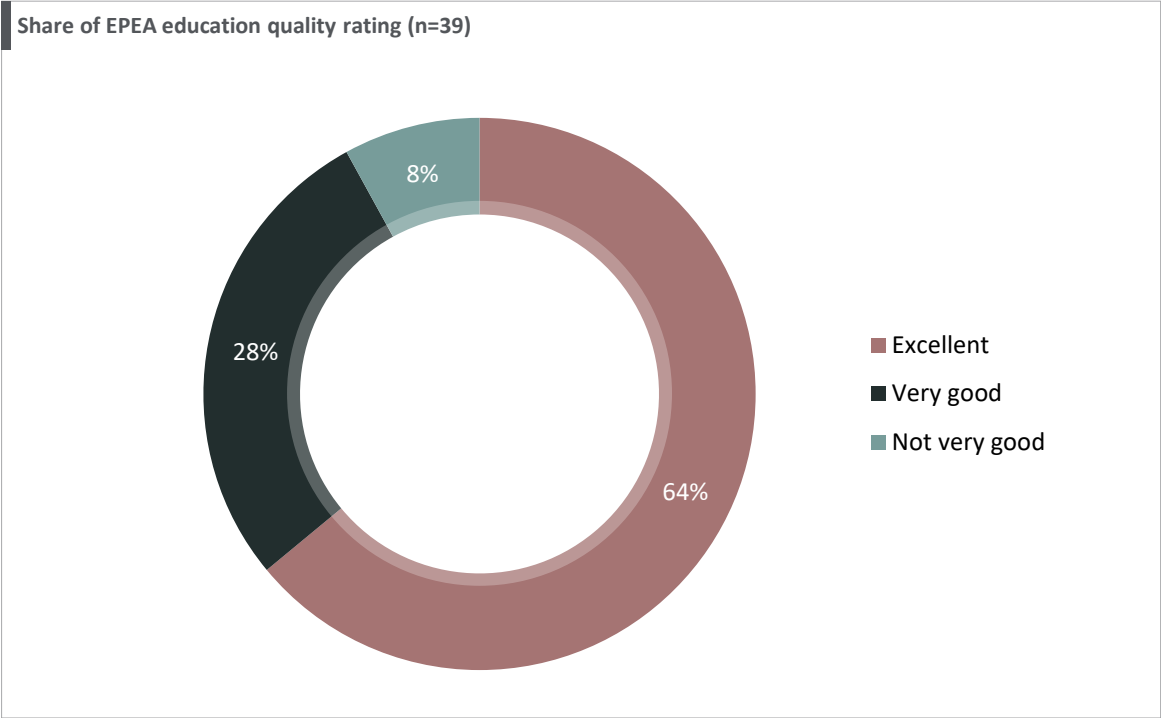


*Of respondents who answered 'No' to having the same job prior to attending EPEA

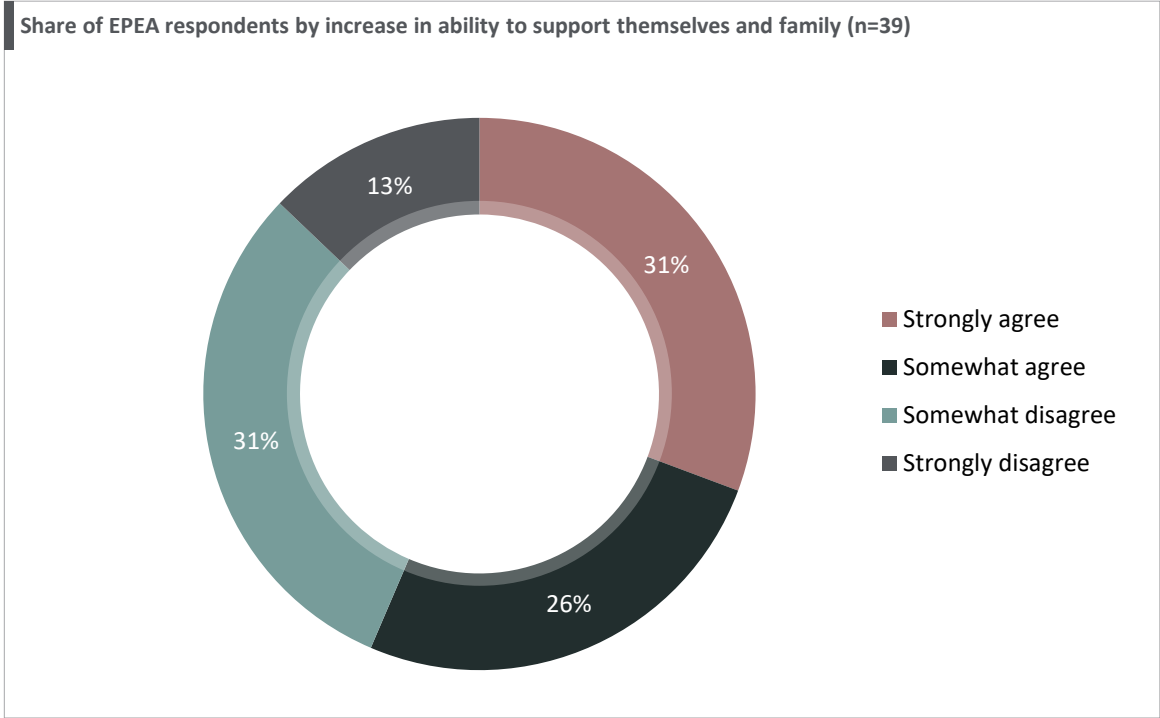
Appendix B: Summary of Survey Results

Part 3: Participants Perception of EPEA Performance

Overall EPEA participants were satisfied with the quality of education provided at EPEA: Approximately 64% of EPEA participants indicated that the education received was excellent in terms of providing the skills needed for their current job.



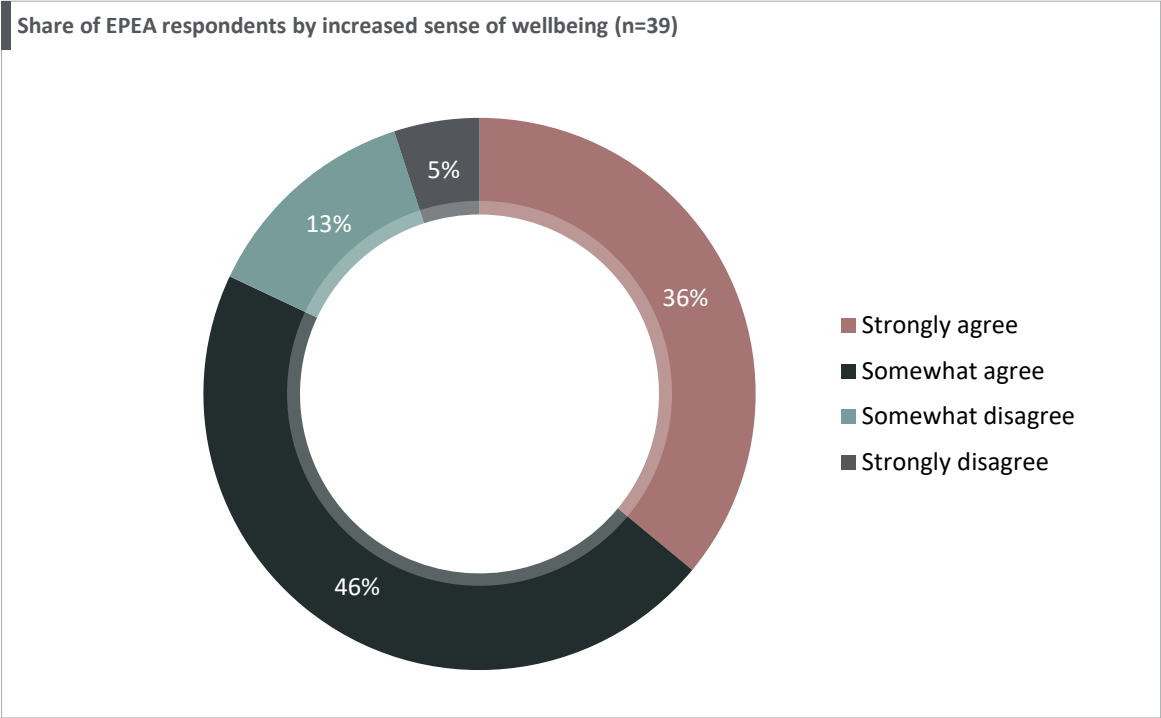
EPEA participants are better able to support themselves and their family after participating in the EPEA program: Over 50% of respondents agree that participating EPEA program increased their ability to support themselves and their family.



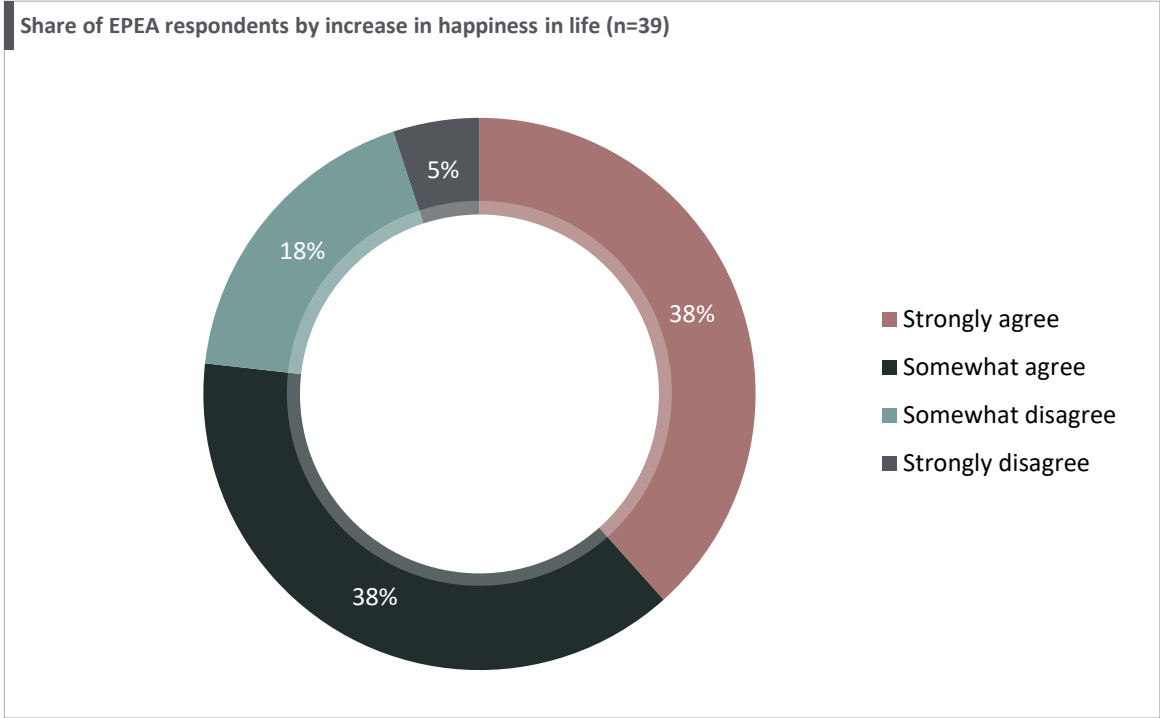
Appendix B: Summary of Survey Results

Part 3: Participants Perception of EPEA Performance

EPEA participants' overall sense of wellbeing increased after taking part in EPEA program :
Over 80% of respondents agree that attending EPEA increased their overall wellbeing.



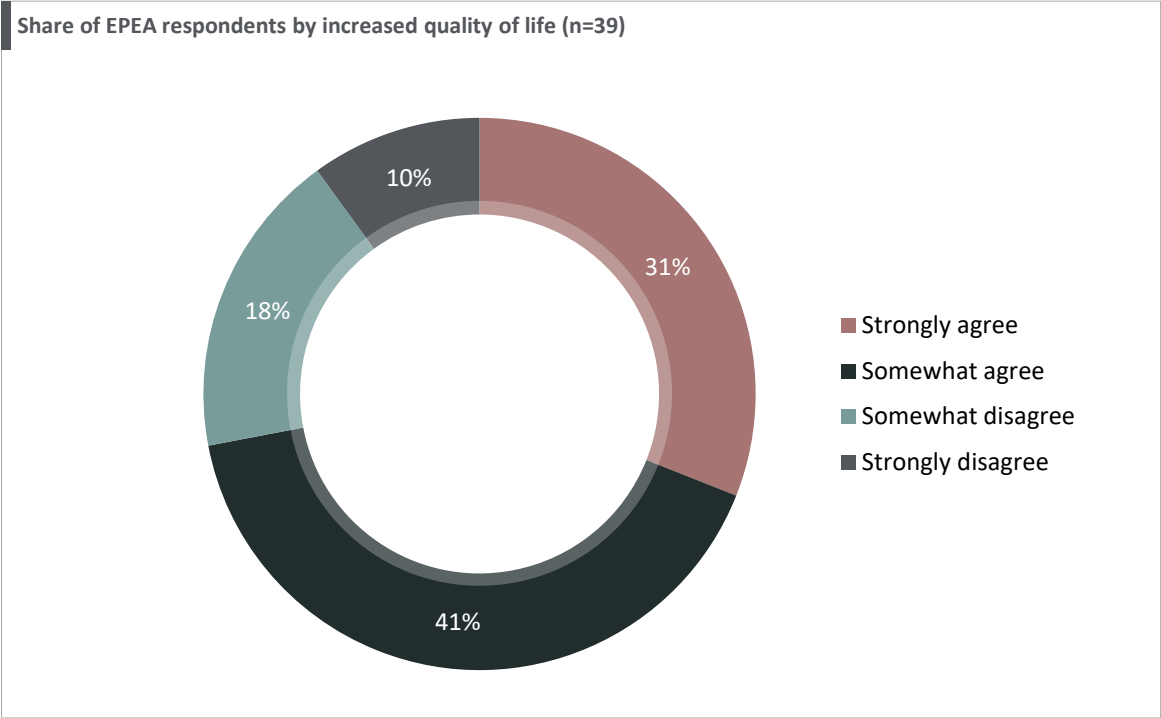
Participation in an EPEA program contributes to participants having an overall happier life:
Over 70% of respondents agree that attending EPEA increased their overall happiness in life.



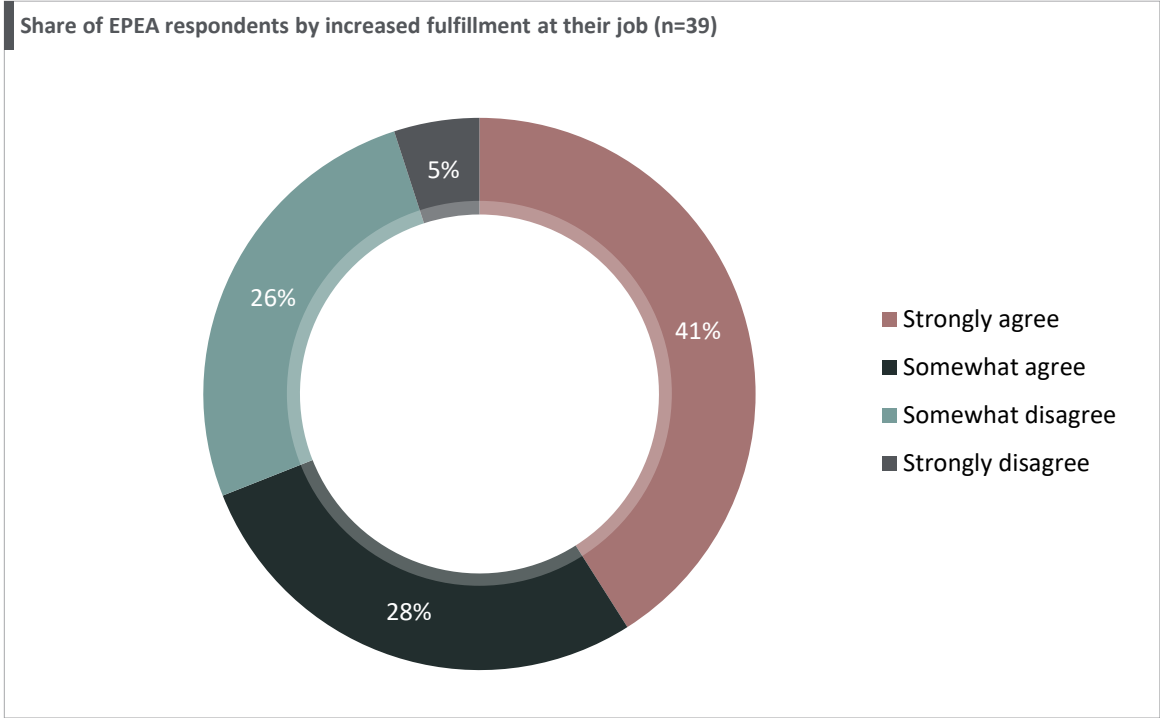
Appendix B: Summary of Survey Results

Part 3: Participants Perception of EPEA Performance

Participation in an EPEA program contributes to a better overall quality of life:
Over 70% of respondents agree that attending EPEA increased their overall quality of life.



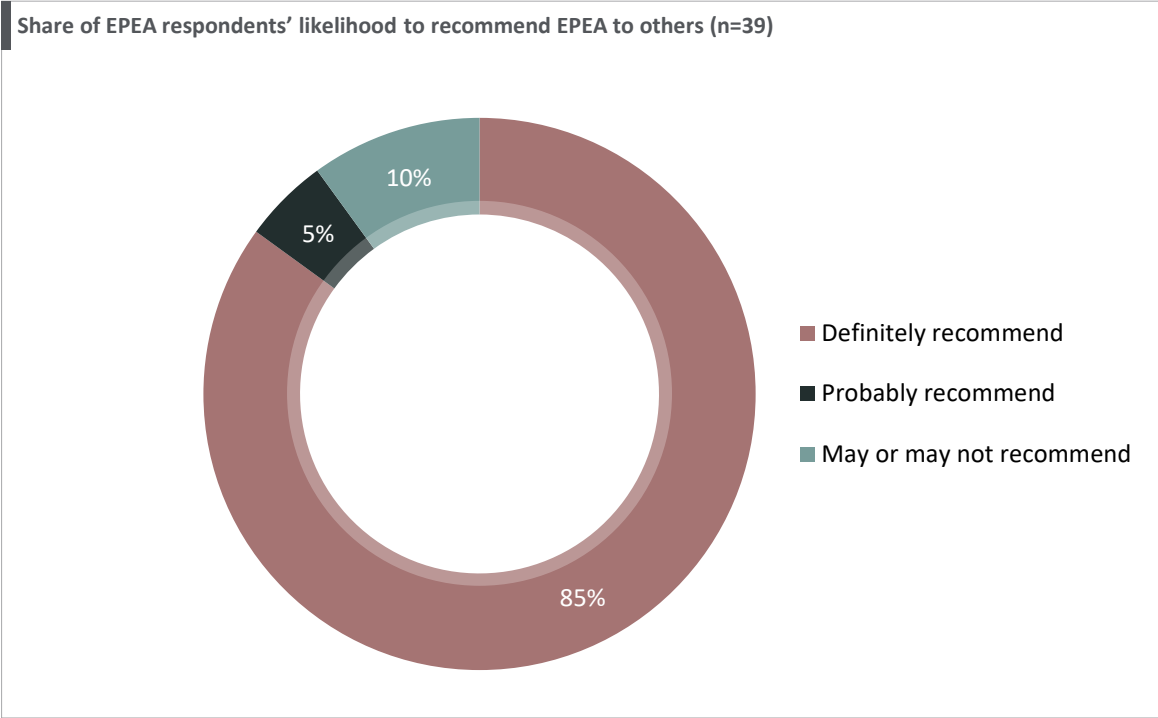
EPEA program contributes to participants feeling more fulfilled in their daily job:
About 69% of respondents agree that after participating in EPEA they feel more fulfilled in their job.



Appendix B: Summary of Survey Results

Part 3: Participants Perception of EPEA Performance

Many participants are likely to recommend EPEA to others:
About 85% of respondents indicated that they are likely to recommend EPEA to a friend or colleague.





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