

# The Business of Mentoring

An Employer's Guide



2013  
REVISED EDITION

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# An Introduction to the Business of Mentoring Youth

**A**chieving the balance between running a business today and planning for tomorrow is a challenge every employer faces. Planning for new markets, new products, and other innovations requires a renewable workforce. You need knowledgeable, skilled employees to replace retirees and support new growth. Loyal, productive, and committed employees will keep your business strong.

Nova Scotia's youth are a great resource. They are the future workforce for you and our province.

We are inviting you to share your knowledge, experience, and skills with youth who are eager to be part of the workforce.

This guide will explore the options you have and give you information on how mentoring works and how to host a student.

Nova Scotia's education system offers a variety of community-based learning opportunities that involve youth, schools, and employers. You can choose the level of commitment that works for you:

- Classroom visits, career fairs, workplace tours, job shadowing
- Consultation on curriculum and standards
- Community service projects / volunteer placements
- Short-term work placements
- Co-operative education placements

**"Students get an idea of what's expected in the workplace and gain skills."** Employer

**"I recommend it (co-operative education) to get experience and to see what's out there in the world."** Student

*James Henderson, employer, Atlantic Superstore and  
Naomi Young, student*



## Reasons for Participating

When you connect with Nova Scotia's youth, you are contributing to the economic prosperity of your business and our province. You are helping to build Nova Scotia's workforce by exposing potential employees to your workplace.

**Renew Your Workforce:** Train youth today for the skills and knowledge you need in your workforce. The size of Canada's labour force is shrinking as the population ages and more people retire. It takes time to train new employees properly.

**Build a Strong Economy:** Help Nova Scotia secure a skilled labour force. Help increase career development opportunities for youth and start preparing them for their future in Nova Scotia.

**Be a Good Corporate Citizen:** Open your doors to youth and build a profile as an employer who cares about the sustainability and strength of your community.



**"My idea of the workplace changed by working with people who love what they do." Student**

*Scott Fisher, student and Barry Marvel, employer, Dymaxion Research Ltd.*

# How You Can Invest in Youth

There is more to education than getting a high school diploma. While the diploma is important, it is equally important for students to graduate with the skills they need to succeed both in work and life. Our education system shows students what they can achieve when they try their best. It introduces them to the world of possibilities that exist for a career. It gives them the skills they need to take the next step in their lives.

That is why it is so important for every student to complete high school.

One way we can help every student to graduate is by offering a variety of ways to learn. That's where you come in.

By becoming a mentor and connecting with youth, you can offer students experience rooted in the real world, with the opportunity to learn outside the classroom. You can inspire them to choose their future career. And who knows? You may hire one of these students one day!

## Did you know?

Students who stay in school and find meaningful employment strengthen our communities.

Recent studies show that students who worked up to 15 hours per week during high school were more likely to finish high school than those who didn't work. Programs that connect the world of work with the world of learning keep students engaged with learning and encourage them to earn their diploma.

## Short-Term Opportunities

Short-term opportunities, lasting a day or less, give students insight into your business. Students are interested to hear about real work experiences. These opportunities help them weigh their options and assess their interests and values. These opportunities also introduce you to the benefits and responsibilities of bringing students into your workplace. After providing one of these short-term opportunities, you may be interested in a longer-term commitment.

*Breagh MacMullin, student,  
LimeLight Communications  
Group Inc.*

There are two categories of short-term opportunities:

- You go to the students
- Students come to you

### 1. You go to the students

In these opportunities, you participate through:

**Classroom Visits** – These informal visits, usually organized by teachers, are your opportunity to share your experience and enthusiasm with a group of students. For many students, this will be their first glimpse at a work environment. Typical questions students may have are:

- What does it look like in your workplace?
- What do people really do all day?
- What does a person actually need to know to work there?
- What has been your career path?



**Career Fairs** – These give students the opportunity to learn about several different careers at once. You and other employers bring displays and information to a school to share with students. It is your chance to represent the world of work you have chosen. Your knowledge and passion will help students create a useful understanding of work.

**Consulting on Curriculum and Standards** – Are you interested in influencing the way industry standards are portrayed in schools? There are opportunities to work with a consultant from the Department of Education and Early Childhood Development to help develop and implement new curriculum for programming to help address labour market needs.

## 2. Students come to you

In these programs, students visit you for:

**Workplace Tours** – Students, with their teacher, come to your workplace for a first-hand view of where you work and what you do. You and the teacher set the guidelines for the tour. Before the students arrive, ask yourself, What do I want students to understand about this organization? What do I want them to say about my business to their family and community? What am I proud of here? These tours inform both students and teachers about the workplace.

**Job Shadowing** – Through a teacher contact a student is matched with you to spend a full school day in your workplace. The student is usually assigned to one person and spends the day learning about that person's work. Teachers may contact you for job-shadowing opportunities for students. The job shadow is all based on the student's interests.

You may be familiar with Take Our Kids to Work Day. This is a job-shadowing program for grade 9 students. Parents bring their children to work so they can learn more about their parents' jobs. It makes the students proud and gives their parents a new perspective on their own work.

Crystal thought she wanted to be an architect. But during a co-op classroom period, her teacher talked about how he had changed his mind about his career choice after having an experience in an entirely different field. He later talked to Crystal about a co-op placement at the Nova Scotia Hospital, and she decided to try it. This experience showed her a whole range of options she could consider in health care, from recreational therapy to nursing and psychiatry. As a result, Crystal is seriously considering working in health care and is excited about psychiatry as she finishes high school.

## Placement Opportunities

These programs last from 5 to 100 hours and fall into three categories:

1. Community service projects / volunteer placements
2. Short-term work placements
3. Co-operative education placements

### 1. Community Service Projects / Volunteer Placements

Students work in the non-profit or service sector and perform some service to the community, such as working on a community service organization's bicycle safety awareness drive or in the office at a seniors' residence. Students spend time learning all aspects of the work rather than performing a specific task. They choose projects that reflect their interests, concerns, passions, and values. A teacher supervises the project.

**"The experience has helped me find new opportunities."** Student

These types of projects help students develop a sense of social responsibility and gain personal and social rewards while doing real, meaningful work. The program provides volunteers to the community and fosters a culture of volunteerism.

## 2. Short-Term Work Placements

Students spend 5 to 25 hours working either in a regular workplace or as a volunteer in the community. The work they do links to the courses they are taking at school and usually connect to a skill that can't be learned without seeing it in action. For example, they may work at the Bedford Institute of Oceanography while studying oceans or work at a museum or hotel while studying tourism.

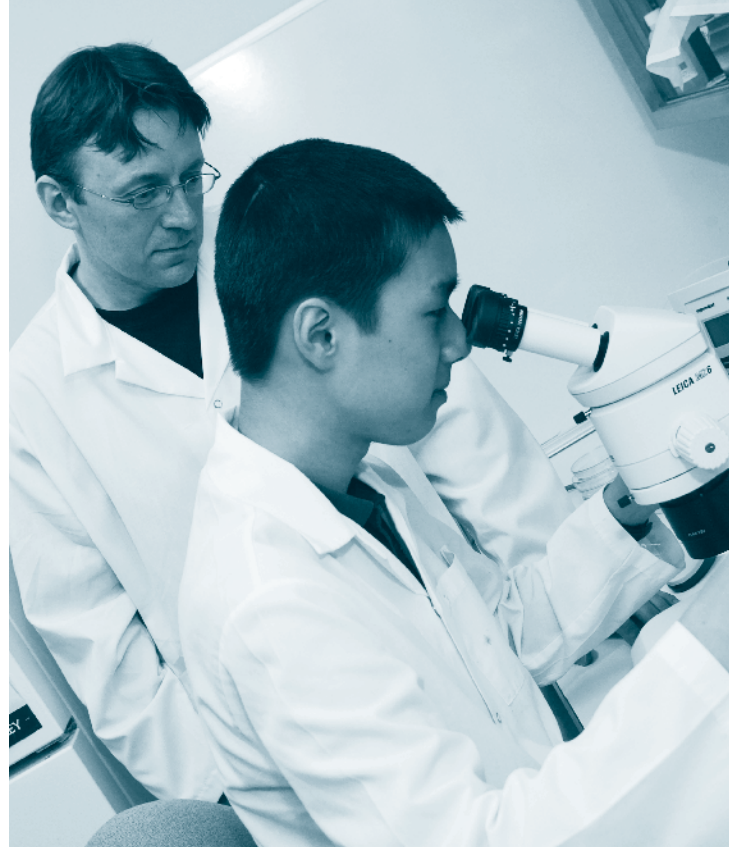
These short-term placements can help you decide whether you would be interested in offering longer-term placements.

## 3. Co-operative Education Placements

This highly structured and supportive opportunity matches students aged 16 and older with employers and community hosts. The work is based on what the student is already studying or on skills specific to a particular career or occupation in which the student has interest. The teacher, the student, and the employer all work together to develop a learning plan. The student's work is evaluated against this learning plan. Students earn a school credit for the work they do during their co-op placement. The 100-hour co-op placement can be stretched out over a period of time, while the student is still attending classes, or it could take place over the summer months if the teacher, student, and employer are in agreement.

The teacher will spend time at the work site—a minimum of one contact for every 25 hours the student works. There is no pay requirement in co-op. There are instances when students can be paid, but it is not a requirement.

Your role in co-operative education is to help a student grasp the realities of the workplace and follow his or her learning plan. The school's role is to help the student succeed at this valuable hands-on learning experience, to build a relationship between your business and the school, and to guide you and the student through the process. The student's job is to respect all of your policies and requirements and those of the school program.



*Mickey Kang, student,  
Dr. Kelly Soanes,  
National Research Council*

**"Co-op has given me a hands-on approach to learning  
and has helped me choose my career path."**

**Student, Co-op program**

# How Mentoring Works

When you choose to be a mentor and get involved with a student's education, you are demonstrating how to be a successful and responsible working adult. A mentor shares his or her experience, knowledge, and wisdom about a particular occupation or about the workplace in general.

Here are some points to help you be a good mentor:

- Remember *your* mentors. Ask yourself what difference certain people made in your life and how you can pass that experience and knowledge on to the student.
- Consider the example you set. Convey to your student *why* you do things certain ways, not just *how* you do them.
- Keep in mind that mentoring may take only a short period of time, yet make a lifelong difference.
- Don't worry about mistakes. Think of them as an opportunity to show the student how to learn from them.

As with any relationship, there are phases to a mentorship. Early on a student often holds the mentor in high esteem and may feel uncomfortable and awkward at times. Later on, students gain more confidence and may want to stretch their wings. At this stage the mentor needs to offer more encouragement and support.



If your workplace is small and you are directly supervising the student, you are the mentor. If your organization is larger, you may ask a member of your staff to be a mentor. The teacher will know the student's learning style and personality. This information will help you choose a good mentor match for the student.

**"It has shown me the value of hard work."**

**Student**

*Matt Graca, co-op student; Mike Elliott, Sportwheels*

**“For most jobs, you need experience to get the job, and you can’t get experience without a job.  
This is a chance to get that experience.”** Student, Co-op program

## What Are Your Responsibilities?

Your job is to provide a high-quality learning experience for the students. As a mentor, you should be willing to

- share your experience and enthusiasm
- mentor and supervise students
- work with the school and student to develop a work plan and maintain records
- support the development of workplace skills, including job-specific skills and teamwork, personal management, and communication skills
- communicate regularly and honestly with the teacher and student
- discuss the student’s progress with both the teacher and student and offer the student positive and constructive feedback on a regular basis

*Students are not meant to permanently replace a regular employee.*

### You should also be able to

- provide a safe and positive work experience (Safety is a larger concern in non-office workplaces and may include proper use of safety equipment and accident-reporting procedures, Workplace Hazardous Materials Information System [WHMIS] training, etc.)
- communicate to the student your organization’s fire and emergency plans
- provide an opportunity to observe all aspects of the business
- allow students to assume a variety of job tasks and responsibilities
- assign duties that require more skills, when appropriate

## What Are the Student’s Responsibilities?

If a student is in a mentoring relationship with an employer, whether it’s short- or long-term, he or she should be willing to

- learn
- exhibit a positive attitude
- work with the employer and school to develop a work plan
- perform required tasks
- show respect and honour confidentiality policies
- follow safety guidelines

## Are There Any Costs?

There are no hard costs or fees to become involved with any of these opportunities. The only cost is the time and resources required to orient, train, and supervise the student.

The school provides

- insurance for students while they are at the workplace (covered by the School Insurance Program any time as long as the work is related to career exploration and achievements of learning outcomes)
- safety training such as first aid, WHMIS, and other programs, if they are needed in your workplace

### How Mentoring Benefited a Community

The Chester Playhouse and its sister organization, the Chester Theatre Council, have a long history of working with youth. Emily, the daughter of long-time theatre volunteers, tried her hand at everything from ticket taking to backstage work to running the bar. One day Bob Elliot, a professional lighting designer who volunteers with the Playhouse, took Emily under his wing. Emily now makes her living in theatre and is often hired by the Chester Playhouse and other theatres in the region. She is one of many local young people who made a career out of their passion and continue to enrich the community that enriched them.

# How to Host a Student in Co-operative Education

## Preparing the Workplace

Prepare your employees for the student's arrival. Let them know what the student's role is, and what the staffs' roles are in relation to the student. Now is the time to identify any issues and talk about how to address them.

For example, decide who will act as mentor for the student and discuss how that may affect other people's routines. Let your staff know now who can help the student, and give them ideas on ways to offer useful feedback. Everyone may feel he or she has good advice to share with the student—but too much advice may leave the student confused. Be sure to set guidelines on how to demonstrate tasks and procedures.

## First Meeting: Starting off on the Right Foot

Once an interested student is matched with your workplace, you will have a meeting with the student and the teacher to formalize the learning agreement (see Co-operative Education Learning Plans and Learning Agreements on the next page). Use this opportunity to build a relationship with the student, to find out what the student's strengths and weaknesses are, and to let the student know your workplace processes.

Remember, this may be your student's first work placement. Here are some considerations to keep in mind:

- Start the meeting by setting a time limit, and stick to it.
- Don't try to cover all the details in this first meeting; it is more important to connect with the student.
- Give the student the basics; let him or her learn more rules later.
- Offer a tour/orientation of the workplace and review any safety courses or procedures that are requirements.

## Questions to Ask

### Questions to Ask the Student

Is this your first job?

What are you looking forward to in this job?

What do you really like doing?

How can I help you do well here?

What kind of work would be ideal for you? Why?

Are you used to working with other people? Do you prefer working alone?

What do you know about this workplace?

How do you like to get information or feedback? (Directly on the spot? Privately? etc.)

What questions do you have about working here?

What do you hope to achieve or learn by completing this placement?

## Questions the Student May Ask You

*(and ones you should answer without being asked)*

Do I need to establish a regular work schedule?  
Where are the restrooms, the lunchroom, a telephone, the coat rack, and other important sites?  
How much time can I spend on my breaks, and how many do I get?  
What does company time mean? Personal time?  
What should I do if I can't make it to work?  
What happens if I'm late or absent?  
Who depends on the work I do?  
What is the protocol if I have a schedule conflict?  
What are the confidentiality rules and issues?  
What health and safety protocols are in place?  
What is the value of working quickly?  
Do you have a required dress code?  
Can I count on you to protect me from racial discrimination, sexual harassment, or bullying?

**"Students have a chance to find not just a pathway,  
they have an opportunity to find their pathway."**

**Co-op teacher**

## Introducing the Student

Your student is about to come in and meet a group of strangers. He or she will probably have "starting anxiety"—who would not? So find a good time and place to introduce your student to the staff. If you already have someone on staff close to the student's age, try to set that person up as a "buddy."

If you are not working with the student yourself, give him or her a "go-to" person. Look for an employee who likes to work with students—that's a better choice than one who is highly knowledgeable but lacks patience.

### **Then ... Get Started!**

The best way to get your student started is to have a task ready so the student can get working right away. This moment requires trust on both your parts. You have to trust the process that brought the student to your workplace, and the student has to trust that you will let him or her do the job.

## Co-operative Education Learning Plans and Learning Agreements: The What, Why, and How

A learning plan and learning agreement are essential to ensure the placement is a positive experience for both you and the student. In it, you and the student will agree in plain terms to the services the student will provide you, what you will provide the student, and what goals you both expect to reach.

The teacher has experience writing these plans and agreements and can guide you on what to include.

For example, in the learning plan, you may agree to provide the student with some specific types of training, a chance to take on more work as the student progresses, and the possibility of paid work in the future.

The student may agree to provide you with a commitment to work specific days and times of the week, to follow the workplace rules and safety regulations, to take on certain tasks, to maintain confidentiality, and to take an active part in accepting wise counsel.

You may both agree to an ongoing relationship as mentor and protégé, if appropriate.

Once the learning plan and learning agreement are finished, and all parties understand them, and agree to them, you, the teacher, the student, and the parents will sign it. You will all receive a copy for your records.

## Encouraging the Student

As you know, work is a combination of hard, technical skills and softer skills, such as attitudes and attributes. How can you help a student learn all that?

**Model** – You model by your actions whether you intend to or not. If you want the students in your workplace to be respectful, trustworthy, diligent, and enthusiastic, then that is what you need to model.

**Give Direct Instruction** – Give clear instructions of what you want done and why. Most people want to know the principles behind the actions. Be specific and use examples. Help the student see how what he or she is doing fits in with the bigger picture.

**Reflect** – We learn as we reflect. After a task is done, listen to the student reflect on how it worked for him or her. You may want to build this into a weekly meeting: How do you feel about the way you handled ... ? What would you do if ... ?

**Observe** – Let the student observe you or others. Let staff know that when the student is observing, staff need to be patient, to go slowly, and to describe out loud what they are doing.

**Encourage** – When you see students doing something right, positively reinforce the behaviour by letting them know right away. Let students take on more responsibility as they learn; give them a chance to challenge themselves and learn new skills.

**Be Flexible** – Most people use a combination of learning styles, so use a combination of teaching styles.

- **Auditory Style** – This is for people who remember what they hear. They usually have a good vocabulary and like to talk. Tell them what you want them to know.
- **Visual Style** – This is for people who like instruction manuals with diagrams or pictures. Give them these, or hand-draw simple diagrams, for anything that you need them to learn.
- **Tactile or Kinesthetic Style** – This is for people who understand how to do a task when they get to do it for themselves. Give them hands-on examples.

## Feedback and Evaluations

### Give Regular Feedback

Your student is at your workplace to learn skills and responsibilities and to experience the social structure of work. Be sure to give informal feedback regularly so the student knows how he or she is doing. Make it ongoing, even if you only have five minutes a week. Some students will need to complete daily logs. This feedback will help students complete this task. Also, it is helpful to check in with all employees who work with the student regularly, to get their opinions and see how they are doing. Always begin your feedback by noting what is going well.

### How to Give an Evaluation

The learning plan you established with the student and teacher will guide you through the student evaluation. Your student's teacher will support employers with the evaluation.



*Karrie Scribner, employer, Nova Scotia Hospital  
and Nicki St. Peter, student*

**“The benefits of student involvement are huge. It’s a win-win-win situation for our organization, the students, and our residents.”**

Employer, Nova Scotia Hospital

## Transitions

### Hiring the Youth, Saying Goodbye, Moving On ...

How you say goodbye to a student is every bit as important as how you said hello. Formalize the ending; consider having a small gathering with the staff, or take the student aside and let him or her know what it has meant to have him or her in your workplace.

Complete the evaluation that is part of the student’s placement. Make sure you include how you and your workplace were enriched by the student’s involvement.

What if the student hopes to be hired, but this is not possible? If the reason is not performance-based, explain that to the student. Offer to give a strong reference and some possible job leads. If the reason is performance-based, make that an honest, but encouraging, part of the evaluation.

## Youth Apprenticeship

Sometimes, at the end of a work experience, you will want to hire the student. This could be a natural transition from a co-op program to a summer job or youth apprenticeship.

Youth apprenticeship offers employers access to young people interested in pursuing a career in one of Nova Scotia’s designated trades and the opportunity to help them get started on the path to becoming a certified journeyperson. If you are interested in hiring a student at the end of a co-operative education placement and he or she is ready to commit to training in a particular trade, there is a possibility for this student to begin an apprenticeship training program immediately with your company. This can all be done while he or she is also completing high school.

To learn more about youth apprenticeship and how to register a co-operative education student as a youth apprentice, contact the Youth Apprenticeship Coordinator at the Department of Labour and Advanced Education, (902) 424-5685, or visit [www.workitns.ca](http://www.workitns.ca).

### Why invest? What are the benefits?

- You have access to a pool of young and local employees.
- You can train a youth apprentice to your standards.
- You can introduce a youth apprentice to a positive culture of training in your workplace, greatly increase your opportunities to retain valuable employees.

# Other Helpful Information

## Working with Students who have Special Needs

### **You can support a student with special needs in many ways:**

- Learn as much as you can about the student's special needs.
- Identify the student's strengths and challenges and build on strengths to support the student in your workplace.
- Encourage self-advocacy on the part of the student.
- Match the student with a supportive workplace mentor.
- Develop open lines of communication between the student and his or her supervisor.
- Provide an orientation outlining roles, responsibilities, expectations, and routines.

Some points to consider when hiring a student with special needs:

- Welcome the student to the workplace and let him or her know that you hope that this will be a successful and enjoyable learning experience for both you and him or her.
- Find out about the student's individual strengths and challenges. The more you know, the better the work experience will be for everyone.
- Direct other employees to take their lead from you.
- Let the student guide you; he or she knows what kinds of supports will help him or her to be successful in the work placement.
- Identify tasks or activities for which the student may need support in order to have a successful learning experience.
- Take the time at the first meeting to discuss safety and the student's ability to do tasks independently.
- Trust him or her, as you would any student, to do a job he or she feels ready to do.

A few other pointers:

- Resist helping without being asked.
- Resist lowering your expectations.
- Make sure the student feels free to ask for help at any time.

Above all, let the student take responsibility for the work! That's what this learning experience is all about.

Dave Pineo, of Fairley & Stevens Ford Dealership, hosted a young man who had undergone multiple surgeries to regain mobility in his hands. Gerald\* was very shy and withdrawn at the start of his co-op placement. Despite his shyness, Gerald learned quickly. He soon became adept at shipping and receiving, storage systems management, and parts delivery. Dave made a real effort to draw Gerald out, making sure he talked to him each day and assuring Gerald he was a welcome addition in the workplace. After the placement was over, Dave received a thank-you letter from Gerald—confirmation that they had both succeeded in the program.

\*Not his real name

**"Employers with this program are getting a whole new perspective on what they do. The students are keen and see the job in a whole new way."** Employer, Co-op program

## Preventing Problems

One of the best ways to prevent problems is to be clear in the beginning about what is important, acceptable, and unacceptable at your workplace. Keep in mind, the student may not have had the benefit of learning the social “ins and outs” of a workplace. Try to share as much of it as possible early on.

For example: If being on time is crucial, make sure the student knows that—and knows why. If the dress code is not important, don’t focus on it.

You might not remember to cover every little detail, or you may give too many details for the student to remember. In those cases, have a plan to respond quickly to unacceptable situations so they don’t get out of hand.

### Ways to Respond

- Take the student aside.
- Do not lecture or use sarcasm.
- Help the student find the source of the problem. Is it a power struggle? A misunderstanding? A cultural issue?
- Use a problem as a chance to help the student learn problem-solving techniques. Ask, What would you do if you had a deadline to meet and an employee who ...
- Focus on what is working, what is going well.
- Provide positive feedback as soon as improvement is noted if a problem has been identified.
- Communicate regularly and honestly with the teacher. This is part of your responsibility. Remember you can contact the teacher for advice if a problem arises.

### While You Respond

Keep in mind that the student may behave inappropriately for a number of “normal” teenage reasons, such as needing to express himself or herself, get attention, feel some sense of control over his or her environment or his or her situation, distract attention from people looking at their work, or to find out if the boundaries are real and where they start.

### Examples of Preventing and Responding

Situation: Lateness, absenteeism, missing deadlines

*Prevent it from happening by*

- making it a major topic in your first meeting
- explaining why it is important to be on time
- giving concrete examples to show what happens when someone is late or absent or misses a deadline (Outline what happens with the work as opposed to what you will do if it happens.)

*Respond if it happens by*

- taking the student aside and asking why he or she has been late or absent
- trying to understand why the student has missed a deadline: Is the job too difficult? Does the student know what to do? Did he or she misunderstand the instructions?
- expressing your concern first, then your disappointment
- reminding the student of the importance of meeting deadlines

### Active Listening

Try this proven method to improve communications:

**Mirror feelings.** “You look worried.”

- Show concern and acceptance
- Help the student feel encouraged, not judged

**Restate words.** “I hear you say that I was giving instructions too quickly.”

- Confirm what the student said
- Encourage more communication
- Show respect

**Summarize major points.** “You feel nervous when you don’t hear or understand instructions, and then you have a hard time getting started.”

- Check for common understanding

**Paraphrase the student’s words.**

“You feel frustrated when you can’t keep up.”

- Clarify what the student means
- Show that you understand and are concerned

**Pause before speaking.**

- Give both of you time to rethink a situation

Situation: Inappropriate dress

*Prevent it from happening by*

- stating dress expectations clearly in the first meeting
- giving the rationale for the code: health, safety, clientele expectations
- looking for ways to be sensitive to lack of money or cultural differences and, if necessary, talking with the teacher about these issues
- complimenting students when they do dress appropriately

*Respond if it happens by*

- taking the student aside
- reminding the student of the dress code in your workplace and the rationale
- finding out, tactfully, if there are outside reasons why the student isn't dressing appropriately



*Faris Ghanem (left),  
student, Holiday Inn*

Situation: Poor communication skills

*Prevent it from happening by*

- giving the student prepared scripts to use on the telephone, front desk, or when dealing with customers
- explaining that every employee represents the company and should take pride in doing so
- pointing out that the ability to deal with the public is one of the most valuable skills a person can learn
- making sure the student knows the steps involved in taking a message: "Would you spell your name, please?" "When is a good time to call you back?"
- role-playing; start with the student making the call and you answering it
- letting the student listen in on someone else who performs this job effectively

*Respond if it happens by*

- taking the student aside and explaining your concerns
- reminding the student that communication is an important part of every job
- giving immediate positive feedback when he or she does something well

## Busy Times and Slow Times

Your workplace probably has a rhythm. It is helpful to plan to have your student there during both busy and quiet times so he or she experiences what it is really like in the workplace.

*During slow times*

- You can answer questions and go over more complex tasks.
- The student has time to digest what has been learned so far.
- The student can read about things he or she needs to know for the job.
- Other employees can get to know the student and make him or her feel more like a part of the team.

*During busy times*

- The student will learn the routines quickly and get plenty of practice.
- The real demands of the workplace and the job will be obvious.

*During a special event or training session*

If the training session is suitable for the student, it may be a good way to introduce the student to your employees and your work. It will also give the student a sense of the bigger picture of your work.

# The Importance of Getting Involved

We all have a stake in the education of our youth. A skilled labour force means economic prosperity for our province. That is why the Nova Scotia Department of Education and Early Childhood Development, in partnership with the community, is bringing the world of work and school closer together. The opportunities you provide will assist students to bridge the gap between school and work. Together we can make a huge difference in the learning journey of youth.



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For additional information about opportunities  
to connect with youth, visit:

[www.workitns.ca](http://www.workitns.ca)

[www.ednet.ns.ca/coop](http://www.ednet.ns.ca/coop)

[www.ednet.ns.ca/02](http://www.ednet.ns.ca/02)

