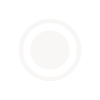
**Transcript**

November 9, 2023, 5:00PM

 **Goulding-Harnum, Sandee (EECD/EDPE)** 0:03  
Nathan, I hit record and we want to welcome everybody to the carpenters.

 **Langille, Nathan (EECD/EDPE)** started transcription

 **Goulding-Harnum, Sandee (EECD/EDPE)** 0:09  
Millwright college.  
We have Joseph Gangu with us and he's actually live at the Carpenter Millwright College in Fredericton.

 **Joseph Gangoo** 0:18  
Yes, yes.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 0:19  
Uh distributor.  
Very unique, serious flighted to have them with us.  
And so we're gonna turn it over to you.

 **Joseph Gangoo** 0:28  
Well, I'm just gonna just say thank you for inviting us.  
You know the kind of show you a little bit what we do here right now, you're at the you're at the Carpenter millwright.

 **Hudson, Stacy (ASD-N)** joined the meeting

 **Joseph Gangoo** 0:37  
College this is our main hall out of Fredericton.  
I'm just gonna take it for a little tour inside.  
Kind of show you what we do, and then we'll go directly to the port.  
There's just myself.

 **McGillicuddy, Nicole (ASD-W)** joined the meeting

 **Joseph Gangoo** 0:48  
My name is Joseph Gangoo.  
I'm the business rap organizer for the Carpenters union, and I'm gonna take a little quick little tour of the building and the facilities, OK, so.  
Kind of showing you a little bit.  
I know there's not that many people here today.  
I think everyone's away that we're we're so busy.  
We're always running around doing things, but come upstairs.  
If you look up here, that's where all the executive offices are for the executive.  
Now I'm gonna take it on a little tour of the back of the building.  
I'm going to try to move fast here just because I know Lloyd wants to.  
He wants to pour.  
He doesn't want to hold up here, so we'll walk back here.

 **Wheaton, Matthew (ASD-E)** joined the meeting

 **Joseph Gangoo** 1:25  
Umm, we do some safety training in here.  
So all I can find space training, we do it here.  
Umm, things like this, right?  
All of our training fall protection harnesses.  
Things like that.  
We'll do it in here as we come back and here so a little bit of the shop, right, so do I.  
Anytime we do any block training or any type of training step program things like this, then you'll do it in here, right?  
So we'll train it, they'll build in here when our main instructors is Lloyd Lloyd Dutcher up here.  
He does a great work up here as well.

 **Maltby-Ingersoll, Melanie (ASD-N)** joined the meeting

 **Joseph Gangoo** 2:02  
Now we're going to start heading back the back of the building.  
This is a building that we just built about two years ago and this is a facilitate all of our all of our our block training as well and.  
So we do our block training in through here.  
There's a couple guys here that that are in the block right now, right?  
They're gonna be writing soon, so the the students that I wrote side right now, the students at a rogue side right now that are both to do the poor, they're doing their block one training we we we we do some of the block training here in Fredericton just because there's a big overflow and some of the areas right and also for Everton doesn't put on block training.  
It's usually done on the Woodstock.  
OK.  
So we we kind of taken on some of that role, which is great and fantastic, right.  
So we'll get into actually looking at the poor now, right?  
So I think there are almost getting ready pump truck right here might be a little bit loud but.

 **Warman, Emme (ASD-N)** joined the meeting

 **Joseph Gangoo** 3:15  
I don't drop my phone in there, right?  
This is where you will take the concrete from here.  
Put it into the shoe from the school.  
Right.  
It goes into the pumper right and then it's place, right.  
A lot of times you're dealing with concrete after you're dealing with placing a concrete right using a pump truck, you don't usually come directly from the truck itself, right?  
You guys over here, get ready.  
He's running the controls.  
The fellow here, Lloyd.  
Doctor, he's our he's one of our instructors.  
One that teaching the Block 1.  
Umm so all these students are his students here that we're dealing with right now, right?  
So whenever Lloyd, whenever you're ready, Brother, we can start the floor.  
Whenever you're ready.  
We're good.  
Now we're gonna go now. Right?  
Right.  
So this is supposed to be what it's gonna be.  
It's gonna be a a another place for us to be able to store some of our tools.  
We have a lot of tools and equipment.  
Our training center has grown exponentially, so we're really trying to ensure that we have places to put down the equipment and materials.  
So this is a spot that we decided that you know what?  
If you're gonna be taking a block one with us, you're going to get hands on training, especially in the concrete world.  
Being a business agent and a business rap, you know, it's really hard to find good concrete people and good dry drywall people.  
So you know, we want to train them ourselves and we also could take on new people for training as well all the time.  
Gonna try to open up the camera here a little bit more. Sorry.  
I don't wanna mess anything up to keep going, so we're going to come up here, are gonna get ready.  
For I'm gonna get ready.  
I'm gonna be right in the thick of things here, guys.  
So don't mind me, right?  
Don't mind me.  
So he's getting ready, though, or right?  
Frank.  
So these type of forms, we call them their door forms, right?  
They're usually they come in 2 by 4 foot lengths and you know you just kind of they're pretty.  
Lots of pretty easy to put together, but they're pretty good.  
How was it?  
How was it putting this thing together?  
Big dog. Good.  
Alright, good.  
Good.  
You had a good time.  
What was your name again?  
I'm in Ahmed Ahmed.  
OK, alright, good course is going well.  
Yeah.  
Good, good.  
So I was going to get ready to place this right now.  
So he's nailing there.  
He's nailing a wheel there, getting that set up.  
Make sure the walls nice and straight right?  
Then you got your braces which are right here.  
The braces what holds the wall up right?  
So usually the braces on the one side as well, so he's getting ready to to set it, set it in right.

 **Bruce, Gregg (ASD-N)** joined the meeting

 **Joseph Gangoo** 6:10  
I'm gonna come over.  
I'm actually gonna get right in here.  
I might get in this way, but that's OK.  
I'm gonna get rid of here, if you don't mind, or actually. Ohh.  
Like.  
Covering.  
So yeah, they're saying the pump is plugged there, so we're going to.  
Hold off for a second.  
They're saying the pump is a block a little bit here, so they're gonna just kinda try to to, uh, get some, get the blockage out of it.  
The big thing with that is just don't want anyone to be around because I've seen before where things have happened.  
So safety first.  
So they're getting ready to.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 6:55  
Joe, you may wanna talk to where your other schools are as well where where your other phone.

 **Joseph Gangoo** 6:59  
Sorry, let me over here.  
I can't even hear you.  
Where do where do you want me to be?

 **Goulding-Harnum, Sandee (EECD/EDPE)** 7:01  
That's yeah.  
Can can you let us know where your other colleges are?

 **Joseph Gangoo** 7:09  
My my other colleague Ohh around the province.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 7:09  
Tried the province.  
Yeah.

 **Joseph Gangoo** 7:14  
OK.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 7:14  
Where your schools?

 **Joseph Gangoo** 7:16  
OK.  
Well, we have our 11 training facility.  
That's not about the Saint John, and we have a Allen Allen Totton.  
He's up out of that one and mark limestone.  
They're out of Saint John, and I'll flip it over here a little bit.  
So you can see me there at the Saint John.  
Those they teach also sixteen week programs we have BLM course that we teach up there.  
We teach scaffolding up there as well, so we all and all all the safety training is also done out of the Saint John area.  
I teach out of Moncton as well, so I teach fall protection and confined space power, industrial truck operator and mupo.  
Umm I do those courses as well as Saint John.  
I mean, I've out of Moncton, and now we're we're getting a step program setting up in January where we're trying to get the 16 new students out in, in Moncton and eventually, hopefully we'll have our own training facility in Moncton.

 **Crawford, Beth (EECD/EDPE)** left the meeting

 **Joseph Gangoo** 8:08  
But really, the biggest training facilities that we have right now are here for Everton and Saint John.  
We also have another training facility at birth, Tran as well that that training facility is another one that's another little small one as well.  
We do safety training out of that, but we don't do any type of stuff like this here, where they're actually building, right.  
We just don't have the the, the the room for it right now.  
So I'm gonna show you the border starting to pour.  
Now they got the block it out right, so now he's placing it.  
So the big thing when you're placing concrete right, you'll wanna fill it up with lips, right.  
So you feel it, you know, you go about that two to four feet, right?  
All the way around, right?  
And then you come back around and you go two to four feet again, because if you if you fill that hole cavity up to the top, that's a lot of pressure.  
It's a lot of pressure and it can blow old knife seen that happen before.  
Guys just kind of, you know, go crazy on the pump.  
So he's in a place it in there much as he can.  
And then I think they have a vibrator here.  
You guys vibrating this?  
No, you're not.  
That's gonna hit the sides.  
So the way they're gonna vibrate this here, right?  
They usually you know, you could.  
You could you you vibrate it.  
They're just going to be just tapping the sides with their hammer and that is fine for a smaller before like this, right?  
Ohh, that's fine.  
That's that's fine.  
Wait.  
Ohh well OK.  
We got a little issue here.  
So.  
OK, so if you throw a tie there, the clothes that you could tie put a tie in the oak side of that there, put a two ties should be ties around the whole side there get three ties and just lock that in.  
Yeah.  
Yeah.  
So that's the kind of show you there.  
I know whenever right here, these are students, of course.  
Right.  
You're still learning, right?  
Right.  
So yeah, but you could you could put a tie right here.  
There's nothing hooked on that.  
All you got?  
No.  
OK, OK.  
Anyway you can.  
We need to do something, put a break, put it.  
Put something.  
Yes, this spike didn't know.  
You talking too much or too?  
Yeah, put up if you if you actually, if you keep don't go right now, but if you kept going that way not put pressure on this side you should be OK.  
It should be good, but just don't hit this side anymore, right?  
We're not vibrating.  
Yeah, you should be fine.  
Yes, right, right.  
So we're putting a plate as you see right here.  
I'm gonna show you little plate.  
This is the kind of this the whole that anymore right to ensure that that doesn't kick out, right.  
No, no, no. Keep going.  
We're gonna keep going.  
There.  
OK, bring your.  
So if you brought your, your, your, your, your your OK bring bring your nozzle in more into the they call you to bring it in a little bit.  
So it's not, it's so high, right?  
So put more pressure and we brought it down in some.

 **Moreton, Laurie A. (ASD-E)** joined the meeting

 **Joseph Gangoo** 11:05  
Yes, you should be OK.  
Yeah, exactly right.  
So now you don't get everything less the less pressure hitting the bottom right?

 **Warman, Carly (ASD-N)** joined the meeting

 **Joseph Gangoo** 11:12  
That's right, as long as you don't have to hit the tie.  
OK.  
Yeah.  
Yeah, that's all.  
Yeah, that's way too, yeah.  
Great there.  
Yeah, that's you wanna be lifting. Good.  
Yeah, carry on.  
Any more questions for me, Sandy or anyone there?  
I can answer them, but I can I can hear.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 11:36  
Absolutely.  
And Joe, as a poor continues.  
Uh, if you wanna stay there, great.  
If not, we can move inside and we can actually some questions in the quiet.  
What?  
Whatever works for you, this is your show.

 **Joseph Gangoo** 11:50  
OK.  
OK.  
No, we'll get no, we'll continue the poor.  
We'll continue the poor and then what?  
We'll do soon as.  
Soon as I we are finished the pour a little bit, then we'll we can head back inside.  
I wanna see the this the finished product and I want the students to see it as well.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 12:08  
Absolutely.  
Great question for you though.

 **Joseph Gangoo** 12:11  
Hey.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 12:11  
Why happen?

 **Yates, Jill (ASD-W)** joined the meeting

 **Joseph Gangoo** 12:14  
OK.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 12:18  
About your background.

 **Joseph Gangoo** 12:18  
So they're moving down here.  
I wouldn't raise that all the way up that like I would just keep going.  
You going to fix the past?  
Yeah, that's what I'm saying.  
You only make it 2 passes.  
Fill the half, go all the way around half and then come back and do the other half.  
That's how you should do it.  
OK, great.  
You should never be going to the top.  
That's why I'm trying to so you don't.  
You have a lot of liquid.  
If something will happens, if we we the term that they call, it's called liquid head right?  
And if and and if it's, if it's.  
If you pour this all the way to the top, it's a lot of liquid in here, right?  
So it can blow out.  
So the goal is you wanna pour it to about half, right?  
Right.  
Then you come back and will never lift, and then you'll consolidate it all together.  
But if you if you pour it to the top, you put a lot of pressure on it, right?  
This isn't that bad of a wall because it's just like, you know, throwing a small little one, but it can still cause problems and issues, right? So.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 13:23  
There's still.  
I wanna ask how did you start in this profession yourself?

 **Joseph Gangoo** 13:29  
I start OK.  
Ohm, I started years ago ohm, but I was doing more like I worked for a company called uh palmelo like Halifax.  
And then when I moved to Moncton about 15 years ago, there wasn't really that much work at the time.  
So I went into Roger Struction and then one day I ended up joining the Union again, getting back involved.  
And when I got back involved, they sent me to a company called Lancor.  
Another ones, they do a lot of prod buildings in Moncton there and then Saint John if Everton.

 **Walsh, Fred (ASD-S)** left the meeting

 **Joseph Gangoo** 14:02  
Ohh and I was with them for a bunch of years as well, and that's and that's how I got into the kind of the confession that's kind of something that I've done for years was concrete.  
I've done some framing.

 **Tc** joined the meeting

 **Joseph Gangoo** 14:12  
I'm, you know, from door and hardware things like that.  
But a lot of concrete and there's a lot of big, big projects.  
Umm something like this here where it's like door form.  
You don't really see a lot of it on the big commercial projects, but it's good to know.  
It's good to know, especially in the housing, yeah.  
What's?  
Yeah.  
So he's gonna go here? Yeah.  
Open Internet over.  
Sorry.  
Hey, if you still going?

 **Tc** left the meeting

 **Joseph Gangoo** 14:49  
That corner.  
No, I've been a Carpenter for probably about 20 years.  
I went into the school system for a few years as well.  
Umm, there's some bits.  
Some trades classes and I'm gonna jump down here because you coming back this way.  
Yeah, I went.  
I I talked for a bout three years in the school system and then I every summer I would go into construction, you know, doing different things, working on bridges or did the Riverview Bridge as well.

 **Dalton, Peter (ASD-S)** joined the meeting

 **Dalton, Peter (ASD-S)** 15:21  
True.

 **Joseph Gangoo** 15:21  
And then last year, when I went to the hall to go work in the summertime, they asked if I wanted to become an instructor.  
And that's where where I am today.  
While went from being an instructor and now I'm the business agent reps of Moncton, Miramichi area, me and my me, myself and Dave Jason at the reps here and what we do basically our job is to dispatch workers in, hire people that want to become carpenters.  
But I'm very very still close to the apprenticeship side of it as well.  
I'm trying to ensure that our guys are well trained, right and taking care of them on the job sites, right?  
So so there are over here.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 15:57  
Yo, what are some key?  
What are some tips that you would give the students going forward with respect to career choices and getting involved in in carpentry?

 **Joseph Gangoo** 15:59  
What?  
I I I would just say just keep an open mind, be willing to work hard everyday.  
It's gonna be tough days.  
It's gonna be days where you're not gonna wanna be there, but you just gotta just put your head down and go and then eventually you get through the tough times and you work your way to where you are, where you want to be at.  
The biggest thing now is specially I don't wanna say it, but it's like phones and stuff, right?  
You know, a lot of the younger generation now they they like to use their phones on the job sites.  
When I started, and even the day if I'm working out here, I'm on my phone now and I'm talking about it.  
But still, but you know your phones away.  
You're there to do work and then on your break time or your lunch time, then you're using your phone.  
Unless it's unless it's an emergency or something like that.  
But you know, just be willing to learn.  
Will work well with others.  
Communicate well with others, and it's so much different than what it what it was when I started.  
When I started years ago, you know it was more the old, the the older crowd, you know, didn't wanna teach the new secrets.  
Right, because they were scared, you know, or even worried about them moving their job or at the same sensitive.  
Sometimes they were cranky, but now it's a lot.  
Much, much better, right?  
A lot of these are older guys that have been through it.  
Wanna help the young generation?  
So just you know, umm, I just try to learn as much as you can in in every aspect of it.  
And move back here.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 17:33  
Nathan, you might have some questions there as well for Joe as we watch, yeah, as we watch.

 **Langille, Nathan (EECD/EDPE)** 17:37  
I do for Joe.  
I have a question.

 **Joseph Gangoo** 17:38  
Go ahead, Nathan.

 **Langille, Nathan (EECD/EDPE)** 17:38  
Joe uh, can you explain this, students, if they were interested in pursuing or or or acquiring their education through the Carpenter Millwright College, how would they go about doing that?

 **Joseph Gangoo** 17:40  
No.  
Yeah, we're gonna have.  
I don't for.  
OHS actually doing?

 **Langille, Nathan (EECD/EDPE)** 17:51  
I mean, a lot of the students know that NBCC is a pathway.  
But why?  
The Carpenter, Millwright College and what would be, you know, some some key differences and how would they go about, you know, going through your program?  
Who do they connect with?  
Who do they contact along that line?  
If you don't mind just sharing a little bit of that.

 **Joseph Gangoo** 18:11  
OHS.  
Well, they just contact myself for Dave, Jason or anyone, anyone of us.  
So you could contact Lloyd, you can contact Al Market.  
Mason, anybody with the garbage union will steer the right way.  
The difference between ours and NBCC and NBCC, that's a great job.  
They do all the blocks and stuff like that and we've taken on some of the blocks.  
The difference between us is that we have the hands on right as you can see right now, what they're doing, right?  
Right.  
They're doing the hands on stuff right now and actually moving things around, right?  
That's a big difference.  
And then we also do all the safety training as well, right?  
So the age to be hired as the Carpenter is a is 17 years old.  
Umm.  
And then from there, then we try to get you into a course.  
Sometimes I've had situations where I've seen a young guy he come to the office and I'm like, you know what?  
I think you'd be good to go.  
Right.  
And I'll send them out to a contractor to tell them look, he's pretty green.

 **Yates, Jill (ASD-W)** left the meeting

 **Joseph Gangoo** 19:07  
That's how you know.  
Just keep an eye on him and then get him going.  
He's making money, plus he can do his blocks at the same time.  
So you know that's that's the biggest thing with us.  
We give all the training, we try to help him.  
Another thing we do is well now because we have a I was formally, I was your apprenticeship mentor, but now we have Brian Romero's apprenticeship mentor for the province.  
What?  
What he what he would do, what he does now is all of our new people that we sign in.  
If I sign you in, you're a young guy, you know, you come see me from high school.  
Hey, you looking like, you know, get a job, and once you sign in, I would just send you over to Brian.  
Brian will get you set up.  
I'm with your apprenticeship and then he works directly with the apprentiship counselors, like in the city.  
So, for example, Moncton, who I dealt with a lot, was a Zach ball, right?  
So I would call Zach up and I would be like, hey, you know, I got this young guy he wants to join and do his apprenticeship and then we get him already if you have extra hours, then we'll try to figure out ways to try to get those hours.  
But that's kind of some of the benefits that we bring.  
We bring the actual the hands on experience and being connected to the contractor and actually trying to get your work.  
Our goal is to try to get you work so you can make money right while you're in school.  
Does that answer your question, brother?

 **Langille, Nathan (EECD/EDPE)** 20:16  
Absolutely.  
And I actually put in the chat for all the students to be able to look at the application through the web page.

 **Joseph Gangoo** 20:18  
By 1940.

 **Langille, Nathan (EECD/EDPE)** 20:24  
So I just included that in the chat to the students and I can have access to that number.

 **Joseph Gangoo** 20:26  
Alright.

 **Langille, Nathan (EECD/EDPE)** 20:29  
Actually gonna put a link to the overall site that you folks have as well.

 **Joseph Gangoo** 20:33  
Yeah.  
Well, like we and and The thing is like, I mean like every job and every career, I mean it's not for everybody, of course.  
But you know, you get some people like we, I had this one young guy I was at.  
I was at needs one night and I remember he thought he see my big logo on the back of my shirt and he was like man like I'd like to kind of join the carpet.  
Union 17 year old guys.  
He went to one of the high schools in Moncton and you know, we hired him on.  
We sent them out to one of our contracts, one of our big contractors.  
He worked.  
It worked out well.  
He got laid off right and he called me.  
And he's like, oh man, like I got laid off.  
What do I do?  
I don't know, I said.  
Man, that's part of the game when you're that's the biggest thing too, is like, don't get discouraged when you're young.  
You're gonna \*\*\* \*\*\*\* off.  
You're gonna be the first.  
The what's on the totem pole, but understand, you just gotta keep, you know, keep pushing.  
But the the store I'm trying to make is now he's working for another contractor.  
There are non union contractor but he learned some good skills and eventually one day he might come back and work with us again.  
So just to kind of just gives you another Ave you know to pursue, yeah.

 **Langille, Nathan (EECD/EDPE)** 21:31  
Another question Joseph from one of the schools, you're female participation and your programs, are you seeing an increase?

 **Goulding-Harnum, Sandee (EECD/EDPE)** 21:32  
OHS.

 **Langille, Nathan (EECD/EDPE)** 21:39  
Is it pretty steady?  
And also, and maybe perhaps I know TC is also on the call kind of monitoring the chat about incentives for females to join the carpentry profession.

 **Joseph Gangoo** 21:47  
Yeah.  
Yeah.  
No, it's it's huge.  
We have a lot of females.  
I think we have three here in the blocks.  
I'm gonna be honest with you.  
When I first started, I'm TC can probably speak to it as well.  
I know when I first started, I probably only work with.  
Probably maybe like 3 or 4 females in my whole career, but now you see on the job site, you know there's a you see three or four just on one job site and especially now with the new grants that are happening, we have this thing called the Apprenticeship Service grant, which what we do, we set them up with a contractor and if they're like, let's say they're uh, what we're trying to use, you know, LBGTQ, a female visible minority just ability.

 **Tc** left the meeting

 **Joseph Gangoo** 22:33  
So that could be, I don't know, like dislexic or whatever.  
They'll get grant money to hire a person on they keep them for four weeks at least four weeks, and then from there they might wanna keep them.  
They might not, but it kind of gives that incentive to higher, you know, visible minorities, females, LBGTQ and things like that as well.

 **Tc** joined the meeting

 **Joseph Gangoo** 22:51  
But As for females, yes, there's a lot.  
There's a lot coming up and and you know, there's a lot of good ones.  
I just had a call yesterday actually from one of the Members.  
He's one of our drywall members and he basically just like, look, my wife does as she's in the esthetician and he was like, do you think we can get her in the course?  
In in in Moncton I I sent her a number of raked.  
The TC I sent the right off, I think I just, I said I texted him.  
And then he's gonna try to get her set up with a chore.  
So yeah, no, a lot of females are involved right now, yeah.

 **Langille, Nathan (EECD/EDPE)** 23:19  
And Joseph, I just included a link to The Apprentice of grants through Canada as well.  
So that different individuals can take a look at that and how to apply.

 **Joseph Gangoo** 23:28  
Yeah.  
And the and the thing.  
Another thing with apprenticeship grants, I don't know.  
I didn't really touch on.  
Is another thing is when they go through their blocks right, you're getting paid to go through your blocks, right?  
You know you're getting $1000 for each block you block one block 2 you get $1000 grant when you pass it.  
All your books are paid for.  
Your travel is taken care of.  
If you need lodging, for example people that I have one student that's from Moncton, she's up here.  
You know, they're giving her 100 and $120.00 a day for for lodging.  
I know it's not a lot, but it's something and you know, and they also get their money back that they have to pay because there there is a fee that you have to pay the the go to each block but they get that money back soon as they pass.  
So you, you, you all you do is gain.  
You don't lose.  
You come out of this.  
You don't have no no debt.  
I mean, unless you, you know, go buy something, but usually you're not gonna have any debt.  
You're going back to work and just making money.

 **Langille, Nathan (EECD/EDPE)** 24:20  
I appreciate that, Joseph, all that all those possibilities and and a lot of students don't realize, you know, about the fact that, you know, you're you're making money, the entire team the entire time.  
And there's a lots of different ways to have lodging travel.  
All those things covered.  
So I do appreciate that.  
Thank you for talking about that.

 **Joseph Gangoo** 24:40  
No worries.  
No worries.  
No worries.  
Yeah.  
So they're they're now, they're starting.  
I'm gonna put this over for a second here.  
Now they're on the other wall.  
This wall here was actually stick frame, so we had this one which is like door form which I actually panels that are prefabricated, you know by a company and now this one here.  
I'm gonna come around the back.  
Right.  
Gonna come around the back.  
How's it going there?  
You doing great.  
Alright, good.  
Fantastic.  
Fantastic.  
So this one here was actually just plywood, right?  
So my uprights and some whalers and wedges, right?  
So they're working on this one right now and some ties, of course, ties holding the wall together and then kind of come back this way a little bit here.  
I'm gonna move over this way.  
So if any other questions.  
So you gonna, I actually can hear.  
Sorry for me to hear.  
I'm gonna come back over here.  
Rather on that backside.  
So remember, I was telling you about the vibrating consolidation.  
Now they're hitting the side of the panel to try to consolidate the concrete right then?  
Sure that there's no voice, right, honey Coleman, they call it the honey coming.  
So young guys down there, he's hitting that there right now.  
Over here.

 **Tc** 26:22  
Hey Joe, can I interrupt you?  
It's TC.

 **Joseph Gangoo** 26:25  
Yes, T go ahead.

 **Tc** 26:28  
Listen, man, maybe I just wanted to kind of say about, like, how we're having our sixteen week programs starting in January and February throughout the province.  
They're pre employment programs, but also I want to mention too that we're gonna start pursuing people into the lather trade.  
If you wanna talk about that a little bit, Joe, that'd probably be pretty good.

 **Joseph Gangoo** 26:52  
OK, so right now we have the we have the drive like actual like the the carpentry trade, right?

 **Tc** 26:53  
But.

 **Joseph Gangoo** 27:00  
We do your blocks, but now we have the lather trade that's happening as well too, because a lot of guys they might get in the drywall and then you know and and really like what they're doing.  
So I think it was about six months ago we actually got the, you know, approval to start putting on some lather blocks and and now God's gonna start doing their learning how to do steel stud and put up drywall and get a red seal in the later because there's so many different other Red Seal programs as well, not just carpentry.  
Right.  
But one one of them is a is a leather one that we're really trying to get focused on because we have a lot, a lot of drywallers in the city.  
So if you're a drywaller, give us a call.  
We'll give you a job.  
Well, we're always looking.  
We're always looking for guys.  
We're always looking for people.  
So no, it's great.  
It's great that answer your question T.

 **Tc** 27:53  
Ohh yeah, good.  
Thanks Joe.

 **Joseph Gangoo** 27:54  
OK, OK.  
I'll put this over again.  
Any other questions that you want me to answer?  
Or I can try to answer, don't be shy.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 28:10  
I'll turn it back to you, Nathan.

 **Joseph Gangoo** 28:14  
What's that, Cindy?

 **Goulding-Harnum, Sandee (EECD/EDPE)** 28:16  
I said I'm.  
I'm gonna turn it back to Nathan, but I do have a quick question for you.

 **Joseph Gangoo** 28:21  
OK.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 28:21  
When you're talking about the when you talk about the block training for carpentry, can you explain a little bit more about the hours and timelines?

 **Joseph Gangoo** 28:21  
I'm gonna step back here.  
OK.  
What would a block training it takes about four years for the carpentry side of it?  
You need a total of 7200 hours, right?  
So that's about 1800 hours a year.  
Usually if you work a full year, it's about 2000 hours.  
But they say about 1800 hours.  
So if you do four years 1800 hours into 7200 hours and do all the skills because of certain skills that have to be done to be actually be to write your test, then you can go write your red seal.  
So it takes about four years for a red seal Carpenter, and then the target takes about the same amount of time for a lather.  
The only difference between the leather program and the the carpentry program?  
It's just less hours, less total hours, right?  
And I'm not sure.  
Maybe it's because of maybe the drywall sector is a little bit different.  
Different, but it's less total hours.  
You still gonna do all four blocks, though?  
But the thing like I remember when I was going through my blog process and I remember they were talking like my the apprenticeship guy.  
He was telling me was like, it's just you just working.  
You're just working.  
You're just gaining average.  
You can't look at it as being like ohh I need like you know, 1300 hours or 600 hours.  
You're just working when your time comes up and they call you to say, hey, you know, we need you to go to block one or Block 2, just go right.  
But if you look at it, it's like I know some people are like, oh, I got this many hours.  
Just go to work every day.  
You it will eventually happen.  
Just go to work every day.  
You will get your ticket right? So.  
Yeah.  
OK, you probably tired of looking at my face.  
Hold on.  
Let me flip this over like.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 30:14  
Not at all.  
Not at all.  
You've been very informative to us.

 **Joseph Gangoo** 30:18  
Hold on a SEC.  
So right now I I think right now, boy, Lloyd, what are they doing right now?  
You switching trucks or is there just it's how many trucks we got coming just the one.  
Ohh, you're switching trucks now.  
OK, so right now they're switching trucks.  
They're they're out of that one.  
That one's ran out.  
So right now they're just over here.  
They're switching another truck over here.  
Come down here when the show a little bit down there was a footings, right?  
Putting there's a key way, right?  
So the the point of the keyway is basically so the wall won't tip over, right?  
So you they put a key way in, right and then you have your rebar right there.  
That's in place in place.  
They will take other rebar and tie it into it to make sure the wall doesn't tip over right.  
I wanna look inside the in here without falling.

 **Langille, Nathan (EECD/EDPE)** 31:22  
Joe Nathan again.

 **Joseph Gangoo** 31:25  
OK, so there is some rebar.  
OK.  
OK, good looks good.

 **Langille, Nathan (EECD/EDPE)** 31:30  
Joe, it's Nathan again.

 **Joseph Gangoo** 31:32  
OK, hold on a second.  
Let me jump back.  
So I can hear you.  
What were you saying? Sorry.

 **Langille, Nathan (EECD/EDPE)** 31:36  
No, it's just Nathan again.  
You talk about skills and and what are some skills that would be required to be successful in and out.  
And I don't just mean the obvious like, you know, being able to, you know, use different tools, but also like soft skills.  
When we talk, when we talk with soft skills, we talking like I'll give you an example.  
Communication.  
The ability to communicate well.

 **Joseph Gangoo** 31:59  
Yeah.

 **Langille, Nathan (EECD/EDPE)** 31:59  
So what are some skills that you know you're looking for from potential students?  
You know, for them to have maybe at the beginning or to to develop as they're working through.

 **Joseph Gangoo** 32:11  
OK.  
Thank you for your question.  
Some some of the skills that we really, really focus on, one of the biggest ones is that's a communication communicating with others.  
That's huge and it doesn't mean not like knowing everything you know.  
If you're forming asks you to do something, you don't have to know it, but just communicating well with others you know.  
Being the work on time every day your breaks, you know, take your breaks and within that, a lot of time as well.  
Yeah, I think those are really the the biggest things really when, when, when it comes down to it, you know and yeah that's I would just say it and and work ethic, work ethic is big too, of course, but those are the, you know, things that are, you know, ah well that's that word trying to use that that that you know we should already kind of know work ethic gotta be there every day and do what needs to be done but community I think communication and then trying to like actually like step in other people's shoes you know so if I'm working with someone if I'm if I'm working with a anybody right a new a new journey man or if I'm working with you know my boss like my own boss I'm always trying to listen and learn right and and take information from him in some in some way and I think that if you do those things I'm you you'll you'll end up where you wanna be at.

 **Moreton, Laurie A. (ASD-E)** left the meeting

 **Langille, Nathan (EECD/EDPE)** 33:32  
Thank you, Joe, for answering that much appreciated.

 **Joseph Gangoo** 33:35  
No problem, no problem, no problem.  
So now they're almost at the top of this wall here.  
Yeah.

 **Tc** 33:48  
Joe, make sure that they tie up that last ball head so it doesn't fail like the other one did.

 **Joseph Gangoo** 33:56  
I ohh you were.  
Oh, you were on the call.  
OK, OK.  
Yeah, no problem.  
No problem.  
Let's go check it out.  
We're gonna go take a tour.  
Let's go see.  
OK.  
No, they got some kick plates on the bottom there.  
No, it looks looks good and they got a tie there at the bottom too.  
I don't know why.  
Ohh yeah yeah.  
But you know what it was?  
They had no dog ears.  
They had some dog ears.  
They could have locked out there right on that end, but they don't have it.

 **Tc** 34:19  
Yeah, you're right. Yeah.

 **Joseph Gangoo** 34:20  
They probably right.  
Anyway, it's all good.  
It's all good.

 **Langille, Nathan (EECD/EDPE)** 34:26  
You know what's the dog here?

 **Joseph Gangoo** 34:28  
It's it's it's it's basically it's basically one of these.  
See, it's basically one of these, but like not hooked on like it's just by itself and you will just take one like they're usually have a bucket of them, whatever.  
So you just cook it on you other side.  
See on this side doesn't have one, see, right?  
Doesn't have one because you're lock them in and like this.  
Do these things here they lock?  
I'm I can actually open it. Whatever.  
Right.  
I'll shoot.  
Hopefully it's good.  
OK.  
Yeah.  
So he's locking in.  
You put the tie in.  
You lock that down, tie on the other side, and you lock it in.  
But on the end, on one side doesn't have those right, but you can get a you can.  
You can get like there's a box of them and use those as well, right? Yeah.

 **Tc** 35:13  
Another name, another name for them.  
Joe Woods is pants.  
They're called pants.

 **Joseph Gangoo** 35:19  
Pants, OK.

 **Tc** 35:20  
You might go.  
You call them dog years and month and we call them pants in Fredericton.

 **Joseph Gangoo** 35:24  
OK, OK, alright.  
Go give me some dog ears.  
Alright, back my the bucket.  
Yeah.  
No, it's going pretty well over here.  
It's going pretty well, looking really good, really good.  
Good group, good group here. They're doing.  
I'm gonna go over here and show you guys.  
I'm finishing their finishing some of it here.  
Gonna try to get up. Ah.  
Just finishing the top here, trying to, you know, flatten it out.  
Right is much as you can, right?  
But a couple guys down there float net right.  
Good.  
We're good.  
How's it over there?  
Is everything good on that side?  
Ohh you gonna go back on that side.  
OK, OK.  
All those done.  
Hey.  
Hey, sorry close.  
So they're stopping on that side there.  
Yeah, that not.  
Ohh shoot OK.  
OK.  
How's it there?  
Is it good?  
Good. OK.  
So a lot of the times that I was working on in the concrete world, I was usually dealing with a lot of the big buildings or like Flyers, you know, big Perry panels.  
So, like, I'll I'll take it for a little walk in the in the yard here for a second while they're over there moving the other side.  
I'm gonna flip this over OHS.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 37:16  
So while Joe is walking, I just want.

 **Joseph Gangoo** 37:16  
So they just start.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 37:18  
I just want to explain that under the NB TAP program we actually have had employers such as landcorp that Joe had mentioned step up to the plate and take a some of our students, and we've added other Members such as Ike Lammers from Iron Maple.

 **Joseph Gangoo** 37:27  
Yeah.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 37:36  
Take some of our students.

 **Joseph Gangoo** 37:36  
Yeah.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 37:37  
So we're really excited to be working with the Carpenters, Millwright College and getting information out there to students and operation and an opportunity for us to have students placed with carpenters.  
And we'll just open the floor there now, Joe, to any questions before we sign off.  
We just wanna see if there's any questions through many of the students.

 **Joseph Gangoo** 37:58  
OK.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 38:01  
You can either type it into the chat or we can go.

 **Joseph Gangoo** 38:01  
Alright.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 38:03  
You can just unmute.

 **Joseph Gangoo** 38:04  
Work.  
Where can I see it?  
Can I or you automatic?  
Can you just tell me what what it said?  
Because I can't see anything or.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 38:12  
Yeah.  
Yeah, I can see it all.

 **Langille, Nathan (EECD/EDPE)** 38:13  
Yeah, we'll read them out to you, Joe.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 38:14  
I'm I'm monitoring the chat.

 **Joseph Gangoo** 38:18  
Ohh, OK, there we go.  
Like I don't want to show you guys where these period panels were real quickly, so I'll be need anybody tell me whatever anybody asks a question and there's a work here.  
I get like I wanna go one hand.  
No, I guess it's locked in, but that's a hook there and that hook we'll hook on to the panel.  
You take a crane or whatever you would do.  
Pick it up, drop it in the place, right? Yeah.  
Some more.  
Perry, stop over here.  
More things here MRK's.  
Alright, Jacks, you're dealing with some big buildings.  
You gonna be dealing with some of these jacks, right?  
Some of those.  
Many different products here, some of them I don't even know, but there's so many different periods, so many different products, that it's just insane, insane.

 **King, Meg (ASD-W)** left the meeting

 **Joseph Gangoo** 39:14  
Over here.  
Go back here.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 39:19  
But now we can't.  
Thank you enough for all you've done for us today and given an opportunity to have this, then teachers participate in your environment live and we look forward to doing more and different things with the college.

 **Joseph Gangoo** 39:35  
Yes, it.  
Well, I'm.  
I'm thankful that you know you.  
You asked me to kind of help out.  
It's always good to, you know, to connect, you know, with the younger generation and all these, you know, new people that wanna have, you know, new jobs and, you know, new careers.  
So you know, reach out, reach out to us.  
You know, we're at the Carpenter Millwright college.  
You could find myself Joe Ganguli know I'm you probably find me pretty easy.  
I'm talk to TC.  
You know my my training director, you can go reach out to Alan, Todd and Lloyd.  
Anybody, if you're looking to get into carpentry, just give us a call.  
Give us a call.

 **Langille, Nathan (EECD/EDPE)** 40:10  
Thank you, John.  
Much appreciate it.

 **Joseph Gangoo** 40:15  
What was that there, Sandy?

 **Goulding-Harnum, Sandee (EECD/EDPE)** 40:15  
At any of the students and teachers that want to reach out and wondering how to reach out to TC and Joel, all you have to do is email me and I can connect you directly with them.

 **Somers, David (ASD-S)** left the meeting

 **Goulding-Harnum, Sandee (EECD/EDPE)** 40:27  
We are also looking at doing some presentations at the schools, so if any of you, the teachers are interested in having a presentation, let me know.  
They just did one at Moncton High, which was really good.  
A lot of fun as well.  
They bring some unique ideas with them, so thanks again, TC no for all of your help and.

 **Joseph Gangoo** 40:47  
Yeah.  
It.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 40:49  
How do you sign out there?  
Get back to work.

 **Joseph Gangoo** 40:52  
So so.

 **Goulding-Harnum, Sandee (EECD/EDPE)** 40:53  
Thank you.  
Thank you.

 **Joseph Gangoo** 40:55  
Awesome.  
Awesome.  
Alright then.  
Well, thank you.  
Thank you for your time.  
Awesome.  
Thank you for your time.

 **Langille, Nathan (EECD/EDPE)** 41:02  
The carriage out.

 **Joseph Gangoo** 41:02  
Did I say care?

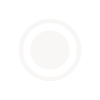
 **Colpitts, Katherine (ASD-W)** left the meeting

 **Goulding-Harnum, Sandee (EECD/EDPE)** 41:02  
No problems.

 **Joseph Gangoo** 41:04  
Take care. Bye.

 **Tc** left the meeting

 **McGillicuddy, Nicole (ASD-W)** left the meeting

 **Langille, Nathan (EECD/EDPE)** stopped transcription