



## APPRENTICESHIP COMPLETIONS FORUM – June 6, 2013

### ROUNDTABLE DISCUSSION

(Sudbury, Manitoulin, Nipissing & Parry Sound)

#### Questions:

1. *How do the national and provincial data shown in the video and presented in this workshop compare to what you know are key issues in your community? What specific new strategies would you propose to address skill shortages in your community?*
2. *Who is providing services in your community to support apprenticeship completion? What kind(s) of services do they provide? What specific strategies would you recommend to better integrate these services to better support apprenticeship completions?*
3. *What are the most significant challenges and barriers to apprenticeship completion that you observe from your experience working with apprentices? What can be done to help apprentices overcome these challenges and barriers?*

TOPIC	SUMMARY – PARTICIPANT REPSONSES
<b>RATIOS</b>	<ul style="list-style-type: none"> <li>• Too restrictive for employers</li> <li>• Not enough journeypersons to accommodate apprentices</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Sometimes employer expectations are too high – sometimes the job requires far lower skills</li> <li>• Students out of high school often lack a range of skills: literacy, math, work ethic, punctuality, ability to resolve conflict, job readiness, task focus and may have alcohol and/or drug problems</li> </ul>
<b>SERVICES – LOCAL*</b>	<p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• Although participants were able to list some local services, it was apparent that a number of services were missing. As a result, rather than list services that were identified, organizers have noted that it will be important, in future, to develop a comprehensive referral guide that provides a full inventory of services, locations and programs related to apprentices.</li> <li>• On a more general note, a range of programs are offered through the Ministry of Training, Colleges and Universities (MTCU); local school boards; local colleges; some trade unions; employment services; literacy and basic skills programs; youth centres; Aboriginal training and employment centres; Native friendship centres; resource centres; individual employers and others.</li> <li>• There is a wide range of services that exist to assist apprentices with: wage subsidies; skills upgrading; examination fees;</li> </ul>

	<p>travel allowances; funding for living away from home; training allowance; incentives; certificate of qualification practice tests; career assessments; etc.</p> <p><i>*for information on:</i></p> <ul style="list-style-type: none"> <li>• literacy services in northern Ontario please see: <a href="http://www.northernliteracy.ca">www.northernliteracy.ca</a>;</li> <li>• Mid North Network contact: Marsha Bell, Executive Director at: 705-560-4774</li> <li>• apprenticeships go to MTCU (Ministry of Training, Colleges and Universities) at: <a href="http://www.tcu.gov.on.ca/eng/search.asp">http://www.tcu.gov.on.ca/eng/search.asp</a></li> <li>• other related services offered through MTCU go to: <a href="http://www.tcu.gov.on.ca/eng/employmentontario/">http://www.tcu.gov.on.ca/eng/employmentontario/</a></li> </ul>
<b>BARRIERS</b>	<ul style="list-style-type: none"> <li>• Too much red tape re: employment insurance and funding (which may not flow until a level is complete)</li> <li>• Lack of: <ul style="list-style-type: none"> <li>○ employer commitment</li> <li>○ enough journeypersons to train apprentices</li> <li>○ financial support – especially if upgrading and have family responsibilities</li> <li>○ local trades’ programs and local opportunities for apprenticeships/placements (and individual may not be willing or able to relocate; may be older; may have family obligations; and/or not enough funds)</li> <li>○ job readiness, work ethic, etc. (as noted under skills)</li> <li>○ coping skills to deal with workplace culture</li> <li>○ current/up-to-date skills (such as math and literacy – skills of mature clients are often outdated)</li> <li>○ French language apprenticeship programs</li> <li>○ Or poor transit system – ie. Industrial sectors are outside of Sudbury’s core making it very difficult to get to/from work using public transit</li> </ul> </li> <li>• Provincial testing is very challenging</li> <li>• Cost to employer (health and safety training, supervisor time, etc.)</li> <li>• Women still have difficulty getting into trades and getting apprenticeships</li> <li>• Many employers reluctant to use women or persons with disabilities – some of this is due to perceived cost (ie. separate showers for women)</li> <li>• Stigma attached to persons with disabilities</li> <li>• Bringing in temporary foreign workers which may undermine the local labour force or labour force growth</li> <li>• Cyclical nature of work (particularly in trades and resource-based and/or seasonal industries) impacts on: a) employer willingness to take on apprentices and b) sometimes there is not enough steady work for certified journeypersons</li> <li>• Difficult political climate</li> </ul>
<b>STRATEGIES</b>	<p><b>Ratios:</b></p> <ul style="list-style-type: none"> <li>• Change/reduce ratios to entice employers to take on apprentices</li> </ul> <p><b>Training:</b></p> <ul style="list-style-type: none"> <li>• Use a trainer of trainer approach – journeypersons to train others (such as older workers) to work with and/or mentor apprentices</li> <li>• Look for best practice models and resources</li> </ul>

**Program options:**

- Provide more extensive trades and support programs locally
- Encourage dual diploma programs
- Ensure theory and application are complementary
- More prep classes (including math, literacy, certificate of qualification modules) to further support apprentices and help them overcome barriers/challenges

**Awareness & promotion:**

- Increase high school awareness & guidance capacity to support apprenticeship opportunities (ie. colleges & universities speak to students re: post secondary options, should do same - bring in people to speak about trades/apprenticeships)
- Offer job fairs to promote apprenticeships
- Sensitize employers and employees to apprenticeship needs, including those with disabilities
- Annual community-based forums for services providers and employers/industry (similar to this event)
- Ensure consistent information from MTCU & keep apprenticeship bureaucracy simple
- Rebranding the trades (to promote them and reduce stigma)
- Use of testimonials – that reflect real-life stories
- Support concept of “asset mapping” (Learning City Initiative)

**Incentives:**

- Offer funding to participate in out-of-town programs
- Financial incentives for employers to hire non-traditional workers and apprentices

**Apprentice supports:**

- Better matching between apprentice and journeyperson
- Apprentice “hotline”
- Attach a coach to an apprentice (to create better matching)
- “one-stop-shop” to help apprentices (help resolve issues, advice and support, etc.)
- MTCU - provide a better pathway model that connects education/training–apprentice–employer/journeyperson

**Testing:**

- Much more rigor in looking at how testing for apprentices is done