

Apprenticeship Futures Commission September 2007

Discussion Paper

*Prepared by the Apprenticeship Branch
Industry and Workforce Development Division
Manitoba Competitiveness, Training and Trade*

Table of Contents

Introduction	3
Apprenticeship Futures Commission.....	5
Apprenticeship Overview.....	6
Canada	
Manitoba	
Key Themes.....	11
1 Access.....	11
1. Inclusion	
2. Entry Points	
3. Affordability	
4. Incentives	
2 Engagement.....	16
1. Employers	
2. Learners	
3. Educators	
4. Community	
3 Innovation.....	21
1. Promotion/Marketing	
2. Delivery Options	
3. Technological Change	
4 Effectiveness	24
1. Return on Investment	
2. Efficiency	
3. Quality	
Conclusion.....	27
Tables	28
Bibliography	35

INTRODUCTION

Manitoba is currently experiencing historically low unemployment rates, resulting in widely reported labour shortages, particularly in the skilled trades. Manitoba's labour market faces greater competition for skilled workers as western provinces experience increased economic activity. The national Construction Sector Council's report "Construction Looking Forward – Labour Market Requirements from 2007-2015 for Manitoba" estimates that Manitoba will need to replace approximately 4,500 workers in the construction trades to maintain current workforce levels, and recruit over 2,500 additional workers to meet demands over the forecasting period. Similarly, the Manitoba manufacturing sector is also facing increased demands for skilled workers. It is therefore critical for Manitoba to explore new ways of increasing delivery capacity and improving outcomes for the current provincial apprenticeship, related training and certification systems. In recognizing such challenges, commitments were made during the recent provincial election campaign and in the recent Throne Speech to expand apprenticeship training.

In the past decade, a shortage of skilled labour required by employers has become a dominant feature of Manitoba's labour market. The current participation levels in the apprenticeship system are a result of an active labour market for apprenticeship technical training. Industry is also requesting the specification of multiple trades for compulsory certification which intensifies the demand for access to apprenticeship technical training. In addition, Manitoba employers tend to engage in the apprenticeship system after they identify the need for skilled workers. It is essential that employer engagement occurs on an ongoing, consistent basis to expand the apprenticeship program and prepare a skilled workforce.

Apprenticeship is a partnership between journeypersons and apprentices, employers and employees and also between government and industry. The provincial government and training providers offer the necessary structure and support for apprenticeship technical training and certification. The Province also ensures that consistent standards exist and are followed. Industry assists government in ensuring these standards meet the needs of Manitoba employers. These partnerships produce mobile journeypersons and graduates who are highly employable as a result of industry involvement. Employers are familiar with the skills a certified worker offers. Furthermore, research into apprenticeship training across Canada has found that apprenticeship is an effective method for the transfer and development of trade skills. It also acts as an excellent return on investment for industry and government.

Annual interprovincial Red Seal statistics (2005) indicates that Manitoba's completed apprentices rates are slightly ahead of the national average Manitoba reached 66% while the national average reported 62%. Active registered apprentices have also increased by 34% over the 2000/2006 reporting years.

In Manitoba, the Apprenticeship Branch is responsible for the administration of apprenticeship and related training and certification system as set out in the legislation, *The Apprenticeship and Trades Qualifications Act*. The relevant legislation also includes the *Apprenticeship and Trades Qualifications General Regulation*, the *Apprenticeship and Trades Qualifications Fees Regulation*, the *Appeals Procedure Regulation*, and trade-specific regulations for 53 trades (52 designated and 1 pending). In the fall of 2006, the Apprenticeship Branch joined the newly formed Department of Competitiveness, Training and Trade. With the focus of the new department, a commitment was made to consult with Manitoba's stakeholders on apprenticeship and related training and certification systems. Recommendations will be developed from these consultations that will contribute to the future strategic direction for skilled trades in Manitoba.

Throughout this discussion paper there are examples of programs and services offered by the Manitoba government which are integral to or support the apprenticeship training and certification system. Due to the nature of the service offered, many of these examples fall into more than one of the identified discussion themes and may be referred to more than once throughout the paper.

APPRENTICESHIP FUTURES COMMISSION (AFC)

Mandate

The mandate of the Apprenticeship Futures Commission (the Commission) is to consult with Manitoba's stakeholders and the public on apprenticeship and related training and certification systems. The Commission will make recommendations that will contribute to the future strategic direction for skilled trades in Manitoba. The Commission will be accountable to the Minister of Competitiveness, Training and Trade. The Apprenticeship Branch has developed this discussion paper to guide and inform the members of the Commission.

The Commission **should** consider the following areas in its review:

- The role of the Apprenticeship and Trades Qualifications Board
- The role of the Provincial Trade Advisory Committees
- The role of the Apprenticeship Branch
- *The influence of the Apprenticeship and Trades Qualifications Act and the associated regulations under the Act*
- Apprenticeship technical training providers
- Providers of related technical training (pre-employment programs in secondary schools)
- Relationship of secondary and post-secondary systems to apprenticeship
- Provincial strategies responding to critical skills shortages in designated trades
- A comparative analysis of apprenticeship in other Canadian jurisdictions.
- The relationship to the Agreement on Internal Trade (AIT)
- The relationship to the Red Seal Program
- The relationship between Apprenticeship and other selected agencies/ Branches of government.

Activities of the Commission

The Apprenticeship Futures Commission will consult with public, business, industry and labour representatives on the existing apprenticeship and related training and certification systems to identify opportunities and challenges to meet the changing and evolving needs of the Manitoba labour market. These consultations will be a combination of open public sessions and targeted stakeholder meetings and will take place in the fall of 2007. This will include working with key stakeholders to develop creative, innovative and practical solutions/approaches that focus on enhancing and/or expanding the existing apprenticeship training and certification system and increase its flexibility. Finally the Commission will make recommendations to government intended to achieve improvements to and expansion of the apprenticeship system and its service delivery mechanisms.

APPRENTICESHIP OVERVIEW

Apprenticeship is an industry demand driven system that includes regulation of apprentice training, trade certification and labour market development. In order to provide these services, apprenticeship combines practical (on-the-job) and technical (in-class) instruction that gives apprentices the opportunity to earn a living while acquiring the skills and knowledge necessary for trades certification.

Historical Overview

The apprenticeship system has a long history in the Province of Manitoba and is critical to the development of the Manitoba economy. In 1945, a joint agreement with the Dominion government accompanied by new provincial legislation (through Manitoba's Department of Labour) introduced structured apprenticeship training in Manitoba. This joint understanding was primarily intended to reintegrate returning veterans into the civilian workforce.

Through the 1950s and 1960s the government experimented with journeyperson upgrading, day-release programs and moved toward the establishment of interprovincial standards, including Red Seal Trades. In the 1960s, apprenticeship formally partnered with the Department of Education to improve in-class instruction. This partnership was followed by new alliances between the Manitoba Technical Institute, the National Employment Service and the Apprenticeship Division of the Department of Labour. In 1967, administrative procedures were established between Apprenticeship and the federal department of Manpower and Immigration when the federal government ceased to provide "apprentice allowances" during periods of in-school training.

The 1970s and 1980s saw the refinement of the apprenticeship system, new apprenticeship trades, the implementation of pool agreements and the introduction of a new *Apprenticeship and Trades Qualifications Act*. The apprenticeship system which had historically been responsive to the needs of industry became recognizably industry driven by the end of the 1980s.

In May 1998, a major initiative was undertaken to revitalize apprenticeship training in Manitoba. *Apprenticeship: Made in Manitoba, an Apprenticeship Revitalization Strategy* was developed and made recommendations including the following:

- Doubling the capacity of the apprenticeship system within three years;
- Development of policy and funding in recognition of apprenticeship as a system of formal occupational training and according apprenticeship equivalent status to other post-secondary education programs;
- A sustainable funding base including fees and increased provincial funding of the system; and
- Recognition of apprentices as students for tax purposes.

While the system has more than doubled the number of clients that it serves, there are still ongoing questions or concerns about the capacity to serve those who are currently registered, and accommodating anticipated need. Policy and increased funding have been in place since 1997 to support the requirements contemplated at that time. Tuition fees paid on behalf of apprentices are no longer taxable under the Federal Tax Code and students are eligible to claim tuition fees paid on their behalf as a deduction.

In the late 1990s and early 2000, accessibility issues took center stage for the Apprenticeship and Trades Qualifications Board. The Board's legislated authority to create policy under *The Apprenticeship and Trades Qualifications Act (1998)* permitted the Board, in 1999/2000, to draft policy statements on the issues of innovative technical training delivery, access to training funds, entrance standards, responsiveness to industry and the need to create a comprehensive funding policy for the apprenticeship system.

Since the changes came into place, the Board has made multiple policy decisions including the removal of the designated trainer provision from the General Regulation, and the provision of mature student status at the same time as increasing apprenticeship entrance requirements to Grade 12 (former Senior Level 4). Most recently the Board approved an access program for people with non-traditional educational backgrounds.

The removal of the designated trainer provision was intended to encourage trades practitioners with extensive trades experience to pursue certification through trades qualification, regular apprenticeship training and if available, via grandparenting provisions. The Board continues to grant temporary designated trainer provisions for specific trades on a case by case basis.

As mentioned above, an access program is intended to permit the registration of apprentices with non-traditional educational backgrounds and those who do not meet the current educational requirements. This will provide a one-year timeframe during which the person will be assessed and will complete any necessary educational upgrading. If the individual requires more time, the program can be extended to two years upon application to the Branch.

Canada

Apprenticeship in Canada naturally follows the business cycle - when the economy is strong, employers are willing to hire extra staff and the number of apprentice positions increases. However, both current statistics and future projections indicate that the skilled trades will face some serious supply issues regardless of the business cycle. The combination of fewer young people choosing apprenticeships as a form of post-secondary training, industry concerns over skills shortages and moderate support for apprenticeship programs, indicate that skilled trades' occupations face serious challenges for the future. Recently, federal and provincial research into apprenticeship training and certification has increased exponentially with more projects undertaken in the last two years than in the last fifty years. This research will offer insight into all

aspects of apprenticeship and contribute to a better understanding of the trends and issues facing the skilled trades.

Canadian provinces and territories have all developed individual and diverse frameworks for their respective apprenticeship systems and are attempting to remedy skills shortages through various models. Apprenticeship across Canada ranges from highly regulated systems to other structures that are based on business models with minimal government management. Nova Scotia and Manitoba are a regulated system where government is directly involved with industry in developing standards for trades training and certification. In contrast, British Columbia has developed a crown agency - known as the Industry Training Authority (ITA) - to oversee the apprenticeship system. BC's model incorporates a client service approach to engage prospective apprentices with a strong focus on responding to labour shortages, rather than regulatory aspects.

There is a broad range of approaches to the management of apprenticeship training across Canada. Nonetheless, a common thread is the provision of the necessary work experience and training for individuals wishing to pursue a career in the skilled trades. This is illustrated by the majority of apprenticeship activities being carried out under the mandate of various provincial departments. The department or government agency, to which apprenticeship activities are assigned, depends primarily on where the provinces are on the regulatory system.

In 1994 the Agreement on Internal Trade (AIT) was signed by provincial First Ministers in an effort to eliminate barriers to trade, investment and mobility within Canada. The Agreement limits the use of residency requirements as a condition of licensing, certification and registration or a condition of employment. It also establishes a process for recognizing worker qualifications in regulated occupations, providing all jurisdictions with an opportunity to create more uniformity in occupational standards.

Manitoba

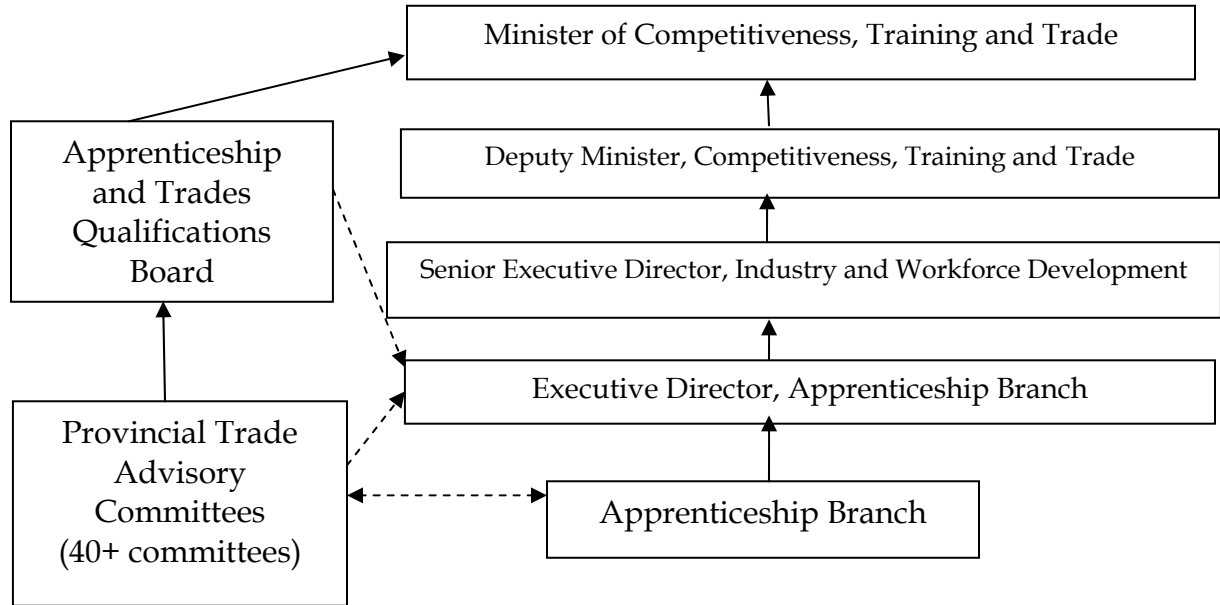
The Apprenticeship Branch is responsible for apprenticeship training and trades certification in more than 50 regulated trades under *The Apprenticeship and Trades Qualifications Act*. The Branch registers and monitors apprenticeship agreements between apprentices and employers and schedules technical training for apprentices, averaging eight weeks per apprentice, per year. The training is arranged through colleges and other designated training providers and purchased by the Branch. Technical training follows the standards developed and maintained by the Branch. For Red Seal trades, these standards correspond to a national standard agreed upon by all provincial and territorial apprenticeship systems.

The Apprenticeship and Trades Qualification Board is the major policy-making and governing body for apprenticeship training and is responsible for recommendations on trade designation, training standards requirements and regulatory provisions for trades and occupations. The Board works in partnership with its Provincial Trade Advisory Committees (PTACs) and the Apprenticeship Branch to:

- identify and designate trades for apprenticeship training and certification;

- develop standards for apprenticeship training in designated trades;
- specify trades that are appropriate for compulsory certification; and
- advise the Minister about trades training and Manitoba’s labour market.

MANITOBA APPRENTICESHIP ORGANIZATIONAL CHART



Current

The current focuses of the Apprenticeship Branch are compulsory certification, compliance and enforcement, Essential Skills, Prior Learning Assessment and Recognition (PLAR credential) processes. The focus on compulsory certification and compliance and enforcement reflects industry demands for highly skilled, certified workers and assurances that, particularly in the electrical trades, only certified journeymen or supervised apprentices are performing the required work.

In late summer 2007, there will be an online public consultation process regarding the compulsory certification designation of the motor vehicle trades. Draft regulations for the trades of Motor Vehicle Mechanic, Motor Vehicle Body Repairer and Motor Vehicle Body Repairer (Painter) have been drafted and will be available for review online via a consultation guide. The estimated completion of this process is December 2008. The trade of Plumber will also be moving forward for compulsory certification and starting a similar consultation process before the end of 2007.

The Branch has been working cooperatively with the Workplace Safety and Health Division of Manitoba Labour and Immigration on enforcement of compulsory certification and compliance initiative. A protocol is being established whereby officers of the Workplace Safety (WSH) Division, through routine site inspections, ensure that the

regulatory requirements of both the *Electricians' License Act* and the *Apprenticeship and Trades Qualifications Act* are met.

Additional focus has been placed on Essential Skills which helps ensure that apprentices entering the system have the basic skills necessary to succeed in technical and practical training. In some cases, this results in apprentices participating in upgrading courses prior to or as part of their apprenticeship training program. As a complement to Essential Skills programming, the Branch is working to improve the Prior Learning Assessment and Credential Recognition processes for apprentices and experienced workers in Manitoba, or from other jurisdictions. The PLAR assessment provides the opportunity for candidates to receive credit for technical and practical experience acquired before entering an apprenticeship program. Manitoba's efforts in this area will assist Canadians and immigrants in gaining recognition for skills they already possess, hereby eliminating duplication of efforts in training.

KEY THEMES

1 Access

Access, in an apprenticeship training and certification system, has several different meanings. It could refer to ensuring that women, Aboriginal peoples, immigrants and visible minorities are able to gain entry to and make use of the system through the provision of services such as English as an Additional Language (EAL), recognition of foreign credentials or community based training. Trade specific regulations also affect access to the apprenticeship system by identifying who may train apprentices, how apprentices are examined, apprentice wage rates and the required qualifications for entrance into an apprenticeship program. An example of how these may result in a barrier can be seen in the specification of supervision ratios which require that no more than one apprentice be registered to a journeyman for the majority of trades. This could potentially limit the ability of an apprentice to find work with a particular company. However, the Branch permits an employer to apply for a ratio adjustment as a means to avoid this situation. In addition access can refer to the system's ability to be flexible and responsive to the differing needs of employers and apprentices regarding the provision of training through alternative delivery means. There is also the aspect of affordability to the employer and to the apprentice, which can impact the ability or willingness of an apprentice or employer to participate in the training. A future apprenticeship system in Manitoba would work to reduce, if not completely remove, barriers and allow broader-based access to potential candidates.

Removal of barriers for current and future stakeholders, allowing broader-based access to apprenticeship opportunities.

Inclusion

In Manitoba, as in other provincial apprenticeship systems, various practices and programs have been put in place to ensure the inclusion of women, Aboriginal peoples, immigrants and visible minorities. In order to increase the numbers of workers from these groups, it is important to respond to the growing demands for skilled workers and providing secure employment to these participants and dissolving existing stereotypes.

Women

The skilled trades have traditionally been a male-dominated sector. Women currently constitute 14.1% of all apprentices in Manitoba, primarily in the service trades. This is higher than the national average, (women account for 9.7% of all apprentices) yet women are still under-represented. Manitoba has implemented programs to encourage women to participate in skilled trades training. For example, *Trade Up to Your Future*

developed by the Women's Directorate and Advanced Education and Literacy (AEL) is a pre-trades training program designed to provide pre-employment training and increase the awareness and attractiveness of industrial occupations to women.

Other provinces have also developed initiatives (see Table 1) to increase the participation of women in the skilled trades. These programs are designed to introduce a variety of trades-related occupations in which women are currently under-represented. The goal is to provide participants with skills training, trades specific academic upgrading, work experience and job placement.

Aboriginals

Aboriginal apprentices are under-represented in northern and remote areas in Manitoba's skilled trades labour force. Approximately 20.5% of all apprentices in Manitoba are of Aboriginal descent and represent 14% of Manitoba's total population. To provide better access to apprenticeship training, particularly for northern and remote communities, the Apprenticeship Branch has implemented Community-Based Training (CBT) programs. CBT provides technical training courses in the community so that apprentices are not forced to relocate temporarily for their training. To date, the programs have focused on traditional trades, including plumber, carpenter and construction electrician, but the training offered continues to grow in variety.

A Canada-wide project known as the *Aboriginal Trades Project* has been designed to increase Aboriginal participation in targeted employment and apprenticeship programs on a national basis by creating, strengthening and leveraging partnerships and collaborative networks. The goal is to increase the capacity of trades and apprenticeship stakeholders to respond to industry demand for a skilled workforce by sharing expertise and promoting best practices in the recruitment and retention of Aboriginal workers. The project also increases Aboriginal awareness and knowledge of trades and apprenticeship opportunities in Canada. Other projects in BC and Alberta (see Table 1) also assist Aboriginal peoples to enter and complete apprenticeship programs at the same time as providing workplace support for these apprentices and their employers.

Immigrants

Immigration is an important means for maintaining a workforce by helping to fill vacancies and ease critical labour shortages. Efforts have been directed at assisting those with professional and/or technical backgrounds in Manitoba and providing recognition for prior education and work experience obtained outside of Canada. Through the Manitoba Credentials Recognition Program an immigrant is offered skills assessment and wage assistance along with counselling and referral services (for eligible clients). Manitoba also has the Manitoba Provincial Nominee Program (MPNP) which allows potential immigrants to be nominated for Permanent Resident Status in Canada. The MPNP selects skilled workers who have the training, work experience, and language ability to be employed in Manitoba and contribute to the provincial economy.

In order to further assist immigrants and other groups in pursuing a career in the trades, the Province provides Prior Learning Assessment and Recognition (PLAR). This is a process used to identify, document, assess and recognize skills and knowledge. By identifying and gathering information on past experiences and accomplishments, individuals can receive credit for work in other trades, from other jurisdictions, previous technical training or recognition of other provincial certificates.

Entry Points

Apprenticeship programs can be accessed through multiple methods. In Manitoba there are four options:

- Senior Years Apprenticeship Option (SYAO) for high school students;
- Prior Learning Assessment and Recognition (PLAR);
- pre-employment programs at Manitoba colleges;
- Vocational and technical schools;
- Community-Based Training (CBT); and
- Direct Entry.

Provinces and territories across Canada have different legislation regarding the requirements for age and educational background prior to entering apprenticeship programs and therefore offer a variety of other entry points for future apprentices. However, in most provinces and territories, entrance to apprenticeship is through a sponsoring employer.

In Manitoba, the Senior Years Apprenticeship Option (SYAO) offers high school students in Grades 11 and 12 the option to obtain practical, paid, work experience in 1 of approximately 40 trades while simultaneously earning credits towards high school graduation. Upon completion of high school, participants are able to apply any on-the-job training hours to a full-time apprenticeship. This program provides an opportunity for students to determine interest in the skilled trades in a hands-on, way. The admission rates of SYAO graduates into a full-time apprenticeship program (post high school graduation) are low. However, the program is not necessarily intended solely as an entry point and additional recruitment method for new apprentices. Similar to the women's programs discussed above, it is an avenue for students to find out if they are interested in the trades.

Ontario and Nova Scotia both have their own youth apprenticeship programs. The *Ontario Youth Apprenticeship Program (OYAP)* was designed for high school students to prepare them for a smooth transition into post-secondary apprenticeship training. OYAP integrates in-school learning through Technology, Math, Science, and English courses with practical experience obtained through Cooperative Education placements. The goal is to have participating students develop the work habits, knowledge, attitude and skills necessary for success in the workplace. Nova Scotia's *Youth Apprenticeship Program* is similar to Manitoba's in that it allows students, in Grades 11 or 12, to work for an employer and use the hours completed during the program towards a post-secondary apprenticeship training program. Some schools across Nova Scotia also

launched a new program called *Options and Opportunities (O2)* which offers on-the-job training through work placements and in-school learning in six occupational areas, including the skilled trades.

While high school programs are an option for determining interest and potentially entering an apprenticeship program, Red River College (RRC), University College of the North (UCN) and Assiniboine Community College (ACC) all offer pre-employment programs for some of the skilled trades. As well, pre-employment programs allow students to gain experience and training which may be required by the employer prior to hiring an apprentice. However, students in pre-employment programs are responsible for the costs of these programs themselves. Some of the trades for which pre-employment training is offered are Refrigeration and Air Conditioning Mechanic, Agricultural Equipment Technician, Construction Electrician, Plumber, and Bricklayer. Upon completion of these programs, candidates receive credit toward completion of a full-time apprenticeship program as well as their high school graduation.

As noted earlier, Community-Based Training (CBT) provides inclusion for northern and/or remote apprentices but it is also an entry point since apprentices do not have to relocate to a major centre to take technical training. This initiative has been successful because apprentices are able to stay in their communities with their families while they complete their technical training. Recently, the program has been adopted by Hutterite communities.

Generally apprentices who wish to participate in apprenticeship training must register with a certified journeyman in order to pursue the practical portion of apprenticeship training. Another entry point, in the form of a designated trainer, exists for specific cases where certified journeymen are not available to provide training and supervision. A designated trainer is a tradesperson with extensive knowledge and experience in a trade who is given authority to act as a supervisor and trainer for practical apprenticeship training. As of March 1, 2006, this provision expired in the General Regulation for all apprentices other than Aboriginal, SYAO and those with a time-limited provision in the trade-specific regulation. The provision for Aboriginal apprentices expires in March 1, 2009 which will potentially reduce their access to apprenticeship.

Trades Qualification provides another entry point for individuals wishing to pursue certification in a trade. However, it is not necessarily an entry point to apprenticeship training, rather it is a means to recognize the skills and experience of a tradesperson by permitting them to directly take the certification exam rather than pursue a full apprenticeship program. This is available for those tradespeople who have experience equal to 1 ½ times the term of apprenticeship and can show knowledge and experience in a minimum of 70% of the tasks of the trade. Trades Qualification provides an avenue for experienced trades people to be recognized via certification for their knowledge, expertise and time in a trade. Red Seal advancement also provides more mobility to journeymen as the Red Seal is a recognized standard across Canada.

Affordability

Most of the training costs for apprenticeship technical training programs offered in Manitoba are funded on behalf of the Apprenticeship Branch. The remaining portion (ranging from \$200-\$275 per level) is paid by the apprentice who also pays the cost of any required textbooks. An apprentice may qualify for Employment Insurance while attending technical training which offsets the cost of lost wages for the time in school. During the practical training portion of the apprenticeship program, an apprentice receives wages from the registered employer. However, if an individual wishes to take a pre-employment program at RRC, ACC or UCN these costs are partially subsidized by the government. (See Table 2 for a cross-jurisdictional comparison of costs.)

Incentives

While attempts are being made to include apprentices from immigrant and Aboriginal communities and to increase the number of women involved in the skilled trades, there are also efforts targeted at increasing the overall numbers of new apprentices entering the trades. (See Table 3 for examples of incentives in other jurisdictions) The following represents the incentives that are currently offered by the Province of Manitoba:

- *CareerFocus Program*: Employers wage incentive to assist in creation of new career-related positions for Senior Years Apprenticeship Option participants.
- Financial assistance may be available for tuition, child care, commuting allowance, living-away-from-home allowance, travel assistance, and disability allowance.
- First Nations Band members or Métis may receive the costs of travel, tuition, books, emergencies or living-away-from-home-allowances.
- Scholarships are available for various trades for apprentices enrolled in post-secondary institutions in Manitoba.

One of these efforts includes a federal incentives package offered to apprentices and employers across Canada to encourage enrolment of apprentices in trades programs. The federal government recently announced several opportunities to encourage participation in the trades including: the Apprenticeship Job Creation Tax Credit for employers who hire eligible apprentices, the Apprenticeship Incentive Grant (AIG) for registered apprentices who have successfully completed the first or second year of a Red Seal program in Canada and the Tradesperson's Tools Deduction.

2 Engagement

Manitoba has recognized that there is a need to increase the engagement of employers, apprentices, educators and the community at large in the apprenticeship training and certification system. While the skilled trades continue to provide secure, well-paying and long-term employment, many educators and parents (including journeypersons) still encourage their students and children to pursue academic post-secondary education rather than apprenticeship. Employers are not responding to the current skills

Increased engagement of employers, parents, educators and learners has been recognized as necessary to build and sustain effective participation in Manitoba's apprenticeship system.

shortage demands with increased participation in apprenticeship training, which in turn results in no increase of future journeypersons. Higher engagement levels of the various stakeholders would improve employers' ability to not only attract new apprentices, but to retain them throughout their apprenticeship training. Improved engagement will also help employers retain certified journeypersons by building employer-employee loyalty. These issues are not unique to the Province; governments across Canada are facing similar questions of how to engage stakeholders in apprenticeship training. Increased stakeholder engagement with the apprenticeship system means that the awareness of and participation in the apprenticeship system by all stakeholders is improved.

Employers

In Manitoba, employers may not be completely aware of the benefits of hiring apprentices or that apprenticeship training is a shared cost between employers and the government. This reflects the national scenario. Only 17.6% of eligible employers are currently employing apprentices in Canada within the construction, manufacturing, transportation and services sectors, while 55% have never hired apprentices and only 27.4% have hired apprentices in the past. These statistics are as valid in Manitoba as in the rest of Canada.

A recent report by the Canadian Apprenticeship Forum, *Assessing and Completing Apprenticeship Training in Canada* identified nine key barriers to participation in skilled trades. These include:

- negative attitudes to apprenticeship;
- lack of information and awareness;
- unwelcoming workplaces;
- high costs of apprenticeship;
- employer concerns over seniority provisions in collective agreements;
- lack of provincial/territorial resources to enforce training standards;

- inadequate essential skills on the part of apprentices;
- a lack in the scope of workplace and technical training; and
- negative perception amongst employers regarding regulatory rules, particularly, the apprentice to journeyman supervision ratio.

There are a number of ongoing programs in Manitoba to promote the skilled trades for employers, learners, educators and the broader community. For employers, an *Employers' Guide to Apprenticeship Training* and *A Journeyman's Guide to Apprenticeship Training* were created by the Apprenticeship Branch in response to requests from industry and government partners. The contents of the publications include an overview of training in Manitoba, training responsibilities of the employer, journeyman and apprentice, effective practices for practical training and the applicable legislation.

In the 2007 budget, the Government of Manitoba has set aside an additional \$2 million to expand training opportunities for apprentices. Federal programs include a number of tax credits to interest employers including the Apprenticeship Job Creation Tax Credit (AJCTC) for Employers. There is also the Career Focus Program which provides a wage subsidy for employers who hire Senior Years Apprentices. The Aboriginal Apprenticeship Provincial Advisory Committee (AAPAC) was appointed to oversee Community Based Training initiatives and provide guidance to the Apprenticeship and Trades Qualifications Board regarding the employment needs of Aboriginal apprentices in Manitoba.

Other provincial and territorial governments have a number of programs to engage employers, the community and educators. In 2006, many jurisdictions began to offer apprenticeship tax credits. In 2004, Ontario introduced the Apprenticeship Training Tax Credit, making employers eligible for a 25% refundable tax credit on expenses associated with training apprentices. British Columbia has begun the process of creating tax credits to promote apprenticeships and set aside \$90 million in the 2006 budget to expand training opportunities in construction trades and emerging industries. Other Canadian provinces are also considering introducing apprenticeship tax credits.

Learners

A bias towards university education and the academic path to a career exists in Manitoba primary and secondary schools. At a recent Tri-College and Apprenticeship Forum presentation, it was noted that university educated teachers teach what is familiar. If university educated teachers are not informed about the skilled trades options nor engaged in the merits of the apprenticeship training system, these same teachers may not encourage students to pursue careers in the skilled trades. Generally, youth are not exposed to skilled trades as a career option unless they have a family member involved in these careers.

The *Skilled Trades and Apprenticeship Awareness and Perception Study* found that only 32% of youth surveyed have considered a career in skilled trades. Although 69% of target parents with children 13 to 24 years surveyed would recommend the skilled

trades to their children, only 28% of the youth surveyed agreed that their parents had encouraged them to pursue a career in the skilled trades.

The Apprenticeship Branch is working to promote skilled careers to youth in partnership with Skills Canada Manitoba. The provincial and Canadian Skills competitions were recently held in Manitoba. Two other events were held in 2007, provided by the Branch and Skills Canada Manitoba - The Skilled Trades and Technology Showcase and The Young Women's Conference. These events were targeted at junior high and high school students who were able to meet with mentors from across Manitoba to discuss career options in the trades. (See Table 4 for examples of youth programming in other jurisdictions)

There are a number of provincial career symposiums held in Manitoba every year that have a more general orientation, including *Career Focus* and the Manitoba Mentorship program. The Mentorship program is sponsored by *MB4Youth* to assist with school to work transition. There are also a number of trade specific career symposiums and promotional campaigns in Manitoba. The *Youth Builders Project*, sponsored by the City of Winnipeg and Province of Manitoba, are held in order to explore careers in the building and renovation trades.

Other industry sectors have developed their own industry specific events to attract potential apprentices to skilled trades careers. In 2002, the Construction Association of New Brunswick traveled across the Province of New Brunswick to speak with high school students regarding specific trades. The Canadian Manufacturing and Exporters Association partners with high schools to offer tours around selected manufacturing companies. The Tourism Career Awareness campaign provides a website, brochures and school presentations to promote careers in tourism and is sponsored by the Manitoba Tourism Education Council and federal partners. The Winnipeg Construction Association will be modifying the Alberta Construction Association *Trade Up* CD ROM and website to make it relevant to the Manitoba trades and work environment.

Educators

Educators are aware apprenticeship is a career option, but tend to lack the experience and understanding of apprenticeship training and its prospective careers. Engagement in this area means connecting with educators and assisting them in the promotion of skilled trades as a viable first option to their students. A number of tools have been developed to assist educators in understanding and planning their curricula to promote the skilled trades. Relevant projects include the Manitoba Essential Skills (ES) Initiative, Prior Learning Assessment and Recognition (PLAR), the Applications of Working and Learning (AWAL) and Canadian Language Benchmarking (CLB).

AWAL is a federally-funded professional development project to place educators in different workplaces to design curricula that reflects the realities of the workplace. For example, the River East Transcona School Division created a demonstration project that led to the development of a transferable model for orienting teachers to the needs of the modern industrial workplace and the essential skills requirements for new entrants.

Manitoba is at the early stages of coordinated Essential Skills (ES) implementation in the post-secondary community, in conjunction with private partners. The nine ES developed by Human Resources and Social Development Canada include critical foundational skills and knowledge required in the workplace. The Apprenticeship Branch has a new intake process to assess existing and required skills for mature students and trades qualification (TQ) candidates. This process includes ES fact sheets for each trade, a checklist for self-assessment or a referral service for other kinds of learning needs, including learning disabilities and language benchmarking. The Branch also offers certification exam preparation (CEP) workshops that prepare participants to write their final exam.

Through national initiatives, various supports are also offered to qualified, skilled and experienced individuals in order to assist with immigration, working in Canada or to assist with recognition of foreign credentials, including the skilled trades. The Centre for Canadian Language Benchmarking is leading the country in the development of national standards in English as an Additional Language (EAL) and occupational language analysis for the Red Seal Trades, through a Canadian Council of Directors of Apprenticeship (CCDA) initiative.

In 2002, Ontario created a Resource Handbook for Foreign-Trained People, to assist with PLAR. The Boilermakers National Training Trust Fund (BNTTF) is developing a policy manual and has a training office to administer PLAR at a local level. The Construction Industry Network for Essential Skills Training in Alberta is comprised of six Alberta training organizations that assist construction workers to address their ES needs.

Community

The Government of Manitoba has made many efforts and committed resources to engage the community at large in the apprenticeship and related training and certification system, as well as employers, learners and educators. Assiniboine Community College has developed a Trades Trailer that contains interactive displays for school fairs and symposia and travels throughout southwestern Manitoba. As mentioned earlier, the Manitoba Women's Directorate and Advanced Education and Literacy offer a program targeted specifically at women called *Trade Up to Your Future*.

Other jurisdictions are also supporting efforts to engage the wider community by working to attract Aboriginal peoples, women and secondary students. Some projects fall into multiple categories:

- In Vancouver, *ACCESS Trades* is a cooperative venture with the goal of increasing Aboriginal participation in community-based apprenticeship training programs where trade skills shortages exist.
- For secondary students, Techsploration (Nova Scotia, Newfoundland and Labrador) and Women in Resource Development Committee (Newfoundland and Labrador) are notable examples.

- Trades Discovery for Women (BC) offers a 20 week course for women to gain hands-on experience in 20 different trades.
- A *Women in Trades and Technology (WITT)* exploratory course in Saskatoon is six week evening course to assist with career selection in the skilled trades.
- *Women Building Futures* in Edmonton offers a 24 week course for women with little or no experience in the skilled trades.
- *Young Women's Conference* is delivered by Skills Manitoba and targets grade seven and eight girls to gain an interest in the trades.
- *Skills Manitoba organizes an Annual Provincial Competition*

3 Innovation

Innovation improves on existing programs and services, equipment, processes, policies or other activities. The innovations can be improvements in providing a service, the adoption of new technology, or new methods for engagement and promotion. In an apprenticeship system, innovation is necessary to ensure that apprentices are trained using current technologies, that the training methods are adapting to the changing needs of apprentices and that efforts to promote apprenticeship are constantly being renewed to adapt to the changing face and needs of potential apprentices and employers. In order to address the predicted future labour shortages facing the Manitoba economy, innovation in all areas of the apprenticeship training and certification system is important to ensure its growth and flexibility. (See Table 5 for examples of innovative programs in other jurisdictions)

New and innovative methods will drive increased access and apprenticeship outcomes for the future.

Promotion/Marketing

Major challenges for the skilled trades related to promotion and marketing are:

- lack of awareness and the unenthusiastic image generally conveyed in schools;
- the lack of resources to support skilled trades;
- frequent regulatory changes;
- employers and unions; and,
- shortcomings of workplace-based and technical training.

In light of these growing concerns, some programs that address these challenges are currently in place in Manitoba, as well as other jurisdictions. In addition, governments, industry and stakeholders have also begun to promote apprenticeship and careers in the skilled trades to specific audiences which include: youth, women, Aboriginal peoples, visible minority groups, and immigrants.

The Apprenticeship Branch recently developed a provincial communications strategy to complement key messages and resources provided by the 2006 national campaign entitled "Skilled Trades: A Career You Can Build On". The national campaign was a joint initiative between the Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA) and Skills Canada/Compétences Canada and it offered the Manitoba Apprenticeship Branch the opportunity to benefit from an awareness strategy that was consistent in each province and territory across Canada.

Key objectives of the provincial apprenticeship strategy include: changing the look and appeal of the skilled trades to the public; generating broad awareness and understanding of how the apprenticeship system works in Manitoba; equipping

educators, employers and prospective apprentices with resources that effectively promote apprenticeship and careers in the skilled trades; and, honouring the successes of those involved in the apprenticeship training system.

Apprenticeship Branch initiatives include:

- Revision and enhancement of apprenticeship brochures/publications, powerpoint presentations, advertising and website
- Integration of powerpoint presentations and key messages for career fairs and visits to high schools, adult learning centres, employers and various other organizations
- Targeted mailings of resource and promotional materials to all high school and adult learning centers
- Facilitation of an Educators Seminar in Winnipeg and Brandon in order to target and inform counselors and teachers in urban and rural Manitoba
- Partnership with Skills Canada Manitoba to offer an In-School Program targeted at promoting the skilled trades and apprenticeship to students at the junior high school level (Grades 7-9)
- Refinement of awards ceremonies to celebrate achievements of apprentices and leaders in the apprenticeship training system such as employers, journeypersons and instructors
- Expansion of sponsorships for local events promoting apprenticeship and the skilled trades

A unique initiative that the Apprenticeship Branch sponsors is the Manitoba Trades Trailer developed by Assiniboine Community College (ACC). The Trades Trailer has been used in career fairs, parades, high school visits, and various other locations and events around the province to provide recruitment opportunities for prospective trades students and apprentices for ACC and potential employees for Manitoba industry. The interior of the trailer contains interactive displays relating to work in the trades, as well as the latest information about the trades-job opportunities, skills upgrading programs, entrance requirements, etc. from each of the skilled trades programs offered at ACC.

Similar projects to this include Nova Scotia and Newfoundland and Labrador's jointly developed *Techsploration*. *Techsploration* is an experimental program that allows young women in Grade 9 to explore trades and technology-related occupations, and participants from this program to share knowledge gained from the program with fellow students. The program also acts as a catalyst for ongoing community partnerships among female role models, training providers, educators, school boards, First Nations, boards of education, businesses, union, governments, associations, and community members. (See Table 6 for examples of marketing programs in other jurisdictions)

Training Delivery Options

Manitoba currently relies primarily on block-release training delivery for the technical training components of apprenticeship. This type of training results in apprentices taking classes on a full-time basis for an average of eight weeks out of a calendar year. During this time, apprentices generally receive Employment Insurance benefits to help replace lost wages since the employer does not necessarily pay them while they are attending technical training. Alternative methods of delivery are offered in some trades, including day release programs where apprentices take technical training one day a week or over a weekend once a month or community-based training which offers technical training for a group of apprentices from a particular community, in their community.

The Apprenticeship and Trades Qualifications Board developed a Board-appointed Aboriginal Apprenticeship Provincial Advisory Committee (AAPAC). AAPAC is intended to increase participation in apprenticeship training and employment in the skilled trades for First Nations, Métis and Inuit communities. While the emphasis to date has been on community-based training, the AAPAC is also developing materials to assist individual aboriginals in making the transition from regional on-the-job training to taking the technical training requirements in a larger urban centre.

Technological Change

Manitoba has recently developed the trade of Computer Numerical Control (CNC) Machinist which is a direct response to the technological changes taking place in the machinist and tool and die maker trades. CNC Machinists use high tech, computerized equipment to complete their tasks and must have a high level of both computer skills and technical knowledge to work in the field. This is the first trade in the province that can be considered a “post-certification” trade. In order to become an apprentice CNC Machinist, the applicant must already be certified as a machinist or tool and die maker. As technology advances, there will be a significant amount of change in the skilled trades including the type of equipment used and the knowledge required.

Manitoba is not widely engaged in on-line training and program delivery other than an initial project involving the Partsperson trade. The provinces that have used information and communication technology (ICT) to train or provide information to apprentices have experienced positive feedback. The innovative methods and programs outlined above provide a sample of the creativity provinces and territories have used and will continue to use to change the attitudes and ideas surrounding skilled trades occupations.

4 Effectiveness

The main goal of an apprenticeship training and certification system is to train and certify trades people to meet the demands of the labour market. There are three keys to effectiveness for an apprenticeship system; 1. providing a positive return on investment to employers and apprentices; 2. ensuring a high level of skills; and 3. confirming that the services offered are as efficient as possible. An effective system will allow employers, apprentices and other participants in the training system to receive the full benefit of their apprenticeship investment.

An effective system will allow employers, apprentices and other participants in the system to receive the full benefit of their apprenticeship investment.

In order to ensure that the dual goals of training and certifying skilled tradespeople and meeting the demands of the labour market are met, the apprenticeship system provides a range of services: academic support and preparation, provision of technical training, development of regulations and timely responses to industry direction. Falling under these broad categories of services are numerous activities: Essential Skills, Prior Learning Assessment and Recognition, certification examination preparation (CEP) workshops, establishing standards, designation of trades, and compulsory certification. The efficient and effective provision of these services along with better access, engagement and innovation within the apprenticeship system also allows for better attraction and subsequent retention of apprentices and journeypersons.

Return on Training Investment

Survey results from the Canadian Apprenticeship Forum indicate that, similar to other provinces, Manitoba employers require encouragement to hire more apprentices, educators need additional knowledge of opportunities in skilled trades and parents need further awareness about the benefits of skilled trades for their children. All three groups appear to have a negative perception of the potential return on investment in apprenticeship training.

In Manitoba, employer participation in apprenticeship training is heavily influenced by a weighing of the benefits of apprenticeship against the costs. While some employers feel that the benefits do outweigh the costs, there appears to be a common belief that training an apprentice results in a net financial loss to business. These negative perspectives on the costs of apprenticeship act as a barrier to engagement by apprentices and employers. As discussed earlier, educators and parents have also developed the perspective that a university education or other college programs are preferable to and potentially more valuable than a career in the skilled trades. However, a recent report by the Canadian Apprenticeship Forum challenges this belief by

providing evidence that rather than being a financial burden, apprenticeship provides a significant return on investment.

When examining the costs of apprenticeship, an individual employer considers the wages paid, reduced productivity by journeypersons while training apprentices, lowered productivity while apprentices attend technical training and retention of the apprentice upon certification. In some trades, for example the trade of welder, employers may determine that it is more cost effective to hire and train a worker to the specifications needed on the jobsite rather than hire an apprentice. There could be little incentive for an apprentice to look for an employer to partner with since there are jobs available without certification.

In terms of a return on investment for apprentices, a recent survey in Saskatchewan has determined that “not only do apprentices have more satisfaction with their training compared to other college and university students... on average, they make approximately \$4,000 more than their university-educated counterparts”. They also had the lowest education-related debt, were more likely to have a permanent job and were most likely to be in a job related to their training.

Efficiency

Research has found that apprenticeship provides a good return on investment for employers and apprentices have a high level of job satisfaction both during and upon completion of their training. However, efficiency is still an issue in terms of provision of apprenticeship training and support services. In Manitoba approximately 3,000 apprentices attend technical training each year, representing just over 50% of the total registered apprentices. Currently, there are approximately 1,300 apprentices (25% of the total apprentices) who are unable to attend technical training. This is for a variety of reasons including:

- infrastructure capacity
- funds to purchase training
- the loss of income for an apprentice and
- a deficiency in or lack of other apprentice supports.

Given the projected 70% increase in apprentices over the next four years, the Apprenticeship Branch anticipates significant challenges in offering timely training and certification services to its clients.

There are multiple methods that would potentially increase efficiencies in the provision of apprenticeship services that have been adopted by other jurisdictions and can be considered in Manitoba including:

- single window service
- e-payments
- online application
- electronic school call notices

The introduction and increased use of electronic technology in the administrative processes of apprenticeship can result in less lag time between, for example submission of application and registration of an apprenticeship agreement. Single window service allows for “one-stop shopping” for persons accessing government services which would broaden the number of locations that an apprentice could access needed services or make payments.

Some of the innovations discussed earlier can also provide increased efficiency in the system and encourage the retention of apprentices throughout the practical and technical training portions of apprenticeship. These include considering alternative training options like community-based training or day-release which provide apprentices with the opportunity to stay in their home community or, in the case of day-release, continue to work while taking their technical training. On-line technical training has also been implemented in several jurisdictions and permits the apprentice to learn at his or her own speed.

Quality

A high standard of quality has been set in Manitoba for its apprentices. Since 2001, the entrance requirements to the regular apprenticeship program streams have been established as high school completion. This requirement encourages high school completion and provides apprentices with a better education base on which to build that includes mathematical, communication and literacy skills which are keys to success in skilled trades training. In addition, Manitoba has developed an Essential Skills strategy which is intended to ensure that apprentices, who come from non-traditional backgrounds, have the basic skills necessary to perform the tasks of the trade as well as be successful in completion of apprenticeship training. This reduces costs associated with the need to repeat apprenticeship training at the same time as improving completion rates and certification results.

CONCLUSION

Manitoba faces significant challenges in terms of responding to the demands for skilled tradespeople in the province. In order to meet these demands, the apprenticeship training and certification system must consider the issues of access, engagement, innovation and effectiveness and how each might impact the system. Throughout the discussion paper the current situation in Manitoba has been presented followed by practices found from across Canada to provide discussion points for what can be done in Manitoba. Your expertise and experience in skilled trades and training can help Manitoba create an accessible, innovative, and effective training system that properly engages all its stakeholders and ensures that Manitoba attracts and retains quality apprentices and tradespeople to meet the labour market needs of the province, today and into the future.

TABLES:

Table 1: Programs improving access to apprenticeship in other jurisdictions

	British Columbia	Alberta	Saskatchewan	Ontario
Women		<i>Women Building Futures</i> has created the <i>Journeywoman Start Program</i> which is designed to provide women with training and experience in the skilled trades.	<i>Women's Work Training Program</i> . addresses women's specific learning needs for e.g. having little or no experience with construction and carpentry tools	<i>Women in Skilled Trades</i> , is targeted at low-income women to help them develop new skills in the skilled trades, find employment and achieve economic independence.
Aboriginal	<i>The Aboriginal Apprenticeship and Industry Training</i> program works to establish long-term, self-governed Aboriginal trades training programs that reinforce and incorporate First Nations language, traditions and values	<i>The Alberta Aboriginal Apprenticeship Project</i> assists qualified Aboriginal people to enter and complete an apprenticeship program and provides workplace support apprentices and their employers.		
Immigrants	British Columbia provides assessment of and training in English as a Second Language (ESL) and French as a Second Language (FSL).			

Table 2: Apprenticeship Technical Training Costs by Jurisdiction

British Columbia	The cost of tuition for apprenticeship technical training varies per training institution. Apprenticeship in British Columbia is governed through a deregulatory framework where public and private apprenticeship training institutions have mandate over the technical training costs for apprentices. The costs vary and are issued on a per course, monthly, or weekly basis depending on the institution in question.
Alberta	Base tuition fee = \$672.00. There are additional fees to the base fee if the apprentice is required to complete additional modules.
Saskatchewan	The cost of tuition for apprenticeship technical training is \$30.00 per week for all apprenticeship trades. The minimum tuition fee is \$120.00. Apprentices in the electrical trade will pay an additional surcharge of \$7.00 per week to recover the costs for an increase in the length of technical training.
New Brunswick	Base tuition fee = \$200.00. If the apprentice is eligible for employment insurance they may apply to have New Brunswick assume the cost of the apprenticeship technical training tuition fee.
Nova Scotia	Apprentices are required to pay a tuition deposit of \$79.67 to the Apprenticeship Training Division which will cover their first week of training. They also pay an additional \$79.67 tuition fee for each subsequent week of training directly to the training provider. Apprenticeship technical training costs for Online training courses is currently \$79.67 for each course, with the exception of the initial Orientation Course, which is free of charge. Costs for textbooks and necessary classroom materials are the responsibility of the apprentice.
Prince Edward Island	There is currently no charge to apprentices for technical training; however, an apprentice must be eligible for employment insurance in order for Prince Edward Island to assume the costs of technical training for that apprentice.
North West Territories	The apprentice is required to pay \$81.25 per week for technical training. The apprentice is also eligible for employment insurance. Through the apprentices' eligibility for employment insurance, the apprentice may also be eligible for other funding through Labour Mobility Development, etc.
Nunavut Territory	There is currently no charge to apprentices for technical training. The apprentice does not have to be eligible for employment insurance for Nunavut Territory to assume the costs of technical training for that apprentice.
Yukon Territory	There is currently no charge to apprentices for technical training. The apprentice does not have to be eligible for employment insurance for Yukon Territory to assume the costs of technical training for that apprentice.

Table 3: Programs offering incentives to participate in Apprenticeship training

	British Columbia	Alberta	Ontario
Incentive	<p><i>Passport to Education</i> is also available to apprentices involved in technical training in the form of award stamps.</p> <p><i>Secondary School Apprenticeship Scholarship</i> is available to high school students who begin pursuing a career as apprentices while in high school</p>	<p><i>Alberta Apprenticeship and Industry Training Scholarships</i> program provides scholarships designed to recognize the excellence of Alberta apprentices in the trades, and trainees in a designated occupation.</p> <p><i>Registered Apprenticeship Program (RAP) Scholarships</i> which recognize the accomplishments of Alberta high school students participating in RAP</p>	<p>Apprenticeship Scholarships, a Literacy and Basic Skills Program (provides free literacy, numeracy and essential skills services) and a <i>Loans for Tools Program</i> (offers new apprentices a loan to help them buy the tools and equipment they need).</p>

Table 4: Programs to engage youth in Apprenticeship

	British Columbia	Alberta	Saskatchewan	Nova Scotia
Program	<p>Career Technical Centres offer over 40 programs combining high school and technical apprenticeship training for grade 11 and 12 students.</p> <p>Apprenticeship Career Exploration Program offers learners an opportunity to explore the training system in all industry sectors and trades.</p>	<p>Careers – Next Generation teams career representatives with schools and provide hands-on experience in the trades via internships.</p>	<p>Saskatchewan Youth Apprenticeship Program incorporates knowledge of skilled trades into high school curriculum. There have been 75 certificates of completion to date.</p>	<p>Nova Scotia Youth Secretariat offers high school credits to students employed as apprentices which are applicable to the on-the-job training component of apprenticeship.</p>

Table 5: Innovative programs to encourage participation/engagement in apprenticeship

	British Columbia	Saskatchewan	Ontario	New Brunswick	Federal
Program	BLADERUNNERS, which is a non-partisan initiative that works in partnership with ACCESS, Employers, Trade Organizations, Unions, Community Organizations, Government and the Aboriginal Community. More than 1000 youth have participated in the program and many have successfully completed on the job training and apprenticeships resulting in trades certification.	The Commission sponsors two drag racers' efforts in the pro-drag racing class and at the same time is showcasing their brand name and work done on the race car by local apprentices in the welding, mechanical and electrical trades. The race car will be making its way to selected schools throughout the province so students may have a chance to see some of the work performed by tradespersons.	Industrial Mechanic (Millwright) Activity Bus (a.k.a the Local 199 train) to provide students in Grades 7 and 8 with insight into the world of apprenticeship and skilled trades, through providing hands-on Industrial Mechanic (Millwright) experience at the schools. This is a partnership between the Ontario government, CAW Skilled Trades Council and CAW Local 199.	Traveling Road Show on Construction Trades which travels to high schools across New Brunswick to talk to students, in an interactive way, about careers in specific trades. The group also presents a trade show featuring upwards of about 40 booths where students can try everything from bricklaying, to carpentry, to welding.	Much Music/ Musique Plus Skilled Trades Scholarship Contest for young men and women. Candidates are awarded \$500 scholarships to pursue post-secondary studies towards a career in the trades. This partnership is part of a larger mass media campaign entitled, "Respect, Opportunity, Good Pay" which highlighted the positive aspects of a career in the skilled trades.

Table 6: Innovative marketing programs across jurisdictions

	British Columbia	Alberta	Nova Scotia
Program	<p><i>Trade Routes</i>, a state-of-the-art mobile training facility that delivers trades training to as many as 20 communities in the northern region of British Columbia. The 53-foot mobile traveling classroom accommodates classes of 12 students per session and features welding equipment, drill presses and a host of other equipment and tools to provide hands-on training for welders, electricians, plumbers, pipefitters/steamfitters and millwrights.</p>	<p>In December 2006, Alberta Industry Training amended the section “employment of apprentices” within each trade regulation to allow for apprentices in their 4th period of their apprenticeship program to work in their skilled trade without journey person supervision. This has been a well received approach to market the skilled trades in Alberta as well as provide a unique solution to the labour shortages experienced in Alberta with respect to the skilled trades.</p>	<p>On-line technical training is available in selected trades as a delivery option for its apprentices. The virtual campus is a partnership with the Nova Scotia Community College and the Nova Scotia Department of Education. To address accessibility issues, computer terminals are available in the libraries of Nova Scotia Community College campuses throughout Nova Scotia as well as in community CAP sites.</p>

Table 7: Apprenticeship Return on Investment in Canada by trade

Trade	Duration of Apprenticeship (Years)	Costs (\$)	Benefits (\$)		Net Benefit (\$)		Benefit-Cost Ratio	
			Excl. Tax Credits	Incl. Tax Credits	Excl. Tax Credits	Incl. Tax Credits	Excl. Tax Credits	Incl. Tax Credits
Automotive Service Technician	4	219,354	327,835	342,835	108,481	123,481	1.49	1.56
Bricklayer	4	202,530	270,729	285,729	68,200	83,200	1.34	1.41
Carpenter	4	192,080	214,207	229,207	22,127	37,127	1.12	1.19
Construction Electrician	5	275,424	338,040	353,040	62,616	77,616	1.23	1.28
Cook	3	77,601	119,703		42,102		1.54	
Heavy Duty Equipment Mechanic	4	208,231	304,247	319,247	96,016	111,016	1.46	1.53
Industrial Mechanic (Millwright)	4	246,061	298,493	313,493	52,432	67,432	1.21	1.27
Insulator	4	202,149	267,441	282,441	65,292	80,292	1.32	1.40
Machinist	4	184,956	283,669	298,669	98,713	113,713	1.53	1.61
Mobile Crane Operator	4	248,068	256,318	271,318	8,250	23,250	1.03	1.09
Motor Vehicle Body Repairer	4	180,647	298,281	310,281	114,634	129,634	1.63	1.72
Refrigeration and Air Conditioning Mechanic	4	242,960	319,084	334,084	76,124	91,124	1.31	1.38
Sheet Metal Worker	4	251,698	300,017	315,017	48,320	63,320	1.19	1.25
Sprinkler System Installer	4	206,153	338,933	353,933	132,780	147,780	1.64	1.72
Tool and Die Maker	4	173,469	290,473	305,473	117,004	132,004	1.67	1.76
Average	4	207,425	281,631	308,198	74,206	91,499	1.38	1.44

Bibliography

- Aboriginal Trades Project <http://www.aboriginaltrades.ca/en/> Accessed Jun 21, 2007
- Aboriginal Apprenticeship & Industry Training <http://www.secwepemc.org/aaitp.html>
[Accessed June 21, 2007](#)
- Apprenticeship and Industry Training. <http://www.advancededucation.gov.ab.ca/appren/>
Accessed June 21, 2007
- Canadian Apprenticeship Forum (CAF). Accessing and Completing Apprenticeship Training in Canada: A Report on Consultations. March, 2005. www.caf-fca.org
- Canadian Apprenticeship Forum (CAF). Accessing and Completing Apprenticeship Training in Canada. Perceptions of Barriers. Executive Summary. Ottawa: Jan, 2004. www.caf-fca.org
- Canadian Apprenticeship Forum. Building Canada's Future. Final Report December 2006. Ottawa: December 2006. www.caf-fca.org
- Canadian Apprenticeship Forum (CAF) and Skills Canada. Employers Attitudes and Perceptions of Apprenticeship Study: Research Highlights, 2005. www.caf-fca.org
- Canadian Apprenticeship Forum (CAF). Illustrative Practices: Apprenticeship Training in Canada. March, 2005. www.caf-fca.org
- Canadian Apprenticeship Forum and Skills Canada. Skilled Trades and Apprenticeship Awareness and Perception Study Highlights, 2006. www.caf-fca.org
- Canadian Apprenticeship Forum (CAF). Skilled Trades A Career You Can Build On. Regional Consultation. Manitoba. Summary of Key Findings. October, 2004. www.caf-fca.org
- Canadian Council of Learning "Apprenticeship Training in Canada" <http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning/apprenticeship-LinL.htm> Accessed June 21 2007
- Community-Based Training (CBT) http://www.gov.mb.ca/tce/apprent/future/aboriginal_apprentice.html Accessed June 21, 2007
- Government of Canada. Skilled Trades A Career You Can Build On. Backgrounder August 2004. Available at <http://www.careersintrades.ca/media/backgrounder_eng.pdf> Accessed June 21, 2007.

Government of Canada. Canadian Apprenticeship Forum. *Building on Commitments*. Apprenticeship Summit 2004. Available at <http://www.caf-fca.org/pdf/report/Final_Conference_Report-Nov-2004-En.pdf> Accessed June 21, 2007.

Government of Manitoba. Department of Competitiveness, Training and Trade. "Finances". <http://www.gov.mb.ca/tce/apprent/future/finances.html>

Government of Manitoba. Manitoba Competitiveness, Training and Trade. Apprenticeship. Available at <<http://www.gov.mb.ca/tce/apprent/index.html>> Accessed June 21, 2007.

Government of Manitoba. Manitoba Competitiveness, Training and Trade. "Information About Grants, Incentives and Awards". www.gov.mb.ca/tradecareers

Government of New Brunswick. Department of Post-Secondary Education, Training and Labour. Apprenticeship. Available at <<http://www.aoc-acp.gnb.ca>> Accessed June 21, 2007.

Government of Nova Scotia. Department of Education. Apprenticeship Training and Skill Development Division. Available at <<http://www.apprenticeship.ednet.ns.ca/>> Accessed June 21, 2007.

Government of Ontario. Ministry of Training, Colleges and Universities'. Apprenticeship. Available at <<http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html>> Accessed June 21, 2007.

Government of Saskatchewan. Saskatchewan Apprenticeship and Trade Certification Commission. Apprenticeship and Certification. Available at <http://www.Saskapprenticeship.ca/index.php> Accessed June 21, 2007.

Human Resources and Social Development Canada (HRSDC). "About Applications of Working and Learning (AWAL)" www.awal.ca/about.asp

Kayed, Marianne. "Presentation on Canadian Language Benchmarking of the Red Seal Trades". Unpublished. Winnipeg: June, 2007.

Manitoba Apprenticeship Branch. <http://www.gov.mb.ca/tce/apprent/index.html> Accessed June 21, 2007

Manitoba Credentials Recognition Program. <http://www.gov.mb.ca/tce/apprent/future/supports/index.html>. Accessed June 21, 2007

Posthumus, Dianna. "Presentation on Applications of Working and Learning National Project (AWAL) in Technical – Vocational Demonstration Project". Unpublished. Winnipeg, June 2007.

Sharpe, Andrew and James Gibson. Centre for the Study of Living Standards. *The Apprenticeship System in Canada: Trends and Issues*. September 2005.