

Apprenticeship and Certification Board 2015-2016 Annual Report



Manitoba 

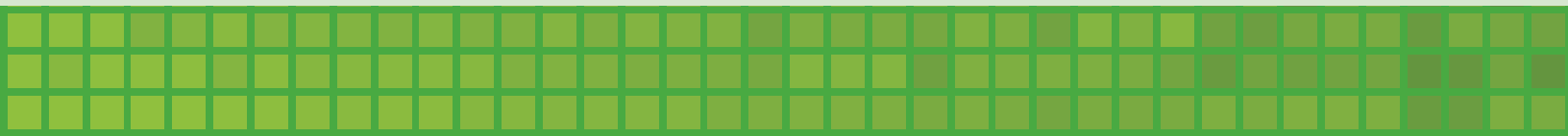


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Executive Summary

This annual report accounts for and communicates the activities performed by the Apprenticeship and Certification Board (Board) that relate to the goals and objectives pledged by the Strategic Plan 2015-2016. The Board consulted with industry stakeholders in setting the priorities for 2015-2016.

Underrepresented Groups

The Board continued efforts to increase the participation of underrepresented groups in the apprenticeship and certification system, with a focus on addressing recommendations in the Board's 2014-2015 Target Groups Advisory Committee and *Building Bridges: Increasing Women in the Trades* reports. These groups include Indigenous persons, new Canadians (internationally experienced tradespersons), women in non-traditional trades and persons with disabilities.

Programs launched in 2015-2016 included the Technical Vocational Instructor Bursary for female journeypersons and the Aboriginal Carpentry Construction Trades Program. The Northern Construction Trades Training Program continued to support a cohort of Indigenous apprentices over 2015-2016. Advancing collaboration among employers, apprentices and journeypersons to garner increased participation and completion rates among underrepresented groups in apprenticeship was a focus area for the Board. Through significant discussion the Board has developed a strategic engagement approach that will be rolled-out over 2016-2017.

In 2015-2016, there were 1,072 self-declared Indigenous persons, 1,272 women and 45 persons with disabilities registered as active apprentices with Apprenticeship Manitoba. This represents an increase in the number of Indigenous persons (123, 13%), women (104, 9%) and persons with disabilities (5, 13%) in the apprenticeship system over 2014-2015.

Employer Engagement

Over the 2015-2016 fiscal year, the Board continued to engage with employers to increase knowledge of, and participation in, the apprenticeship and certification system. The Board is committed to engaging employers that are not currently participating in the apprenticeship system in order to grow apprenticeship and certification in Manitoba. Throughout the year, the Board initiated discussions on new strategies that can be used to increase the engagement of groups that are not traditionally involved in apprenticeship. Increasing apprenticeship and certification amongst women and Indigenous persons remains a priority of the Board, as the Board has established a plan to further involve these groups. The Board laid the groundwork to further develop its long-term plan on employer engagement in 2016-2017.

Youth Engagement

The Board's ongoing focus on youth engagement continued throughout 2015-2016. Particular attention has been on increasing youth awareness of, and interest in, the apprenticeship and certification system, in addition to promoting the High School Apprenticeship Program (HSAP). During the 2015-2016 strategic planning year, the Board focused on engaging youth in underrepresented groups through skilled trades activities and continued to make contact with stakeholders in the education system to raise awareness of apprenticeship opportunities for youth. In this time, 565 grades 10 to 12 students joined HSAP as newly registered apprentices; 180 grades 7 to 11 students engaged in Building for Tomorrow Youth Camps; and approximately 30 grades 5 to 6 students participated in the launch of the North End Trades Discovery Initiative, which is expected to engage significantly more students in programming delivered in 2016-2017. Efforts to engage youth from underrepresented groups in skilled trades activities and programs will continue into 2016-2017.

Practical Experience

In 2015-2016, the Board conducted a review to find ways to enhance the overall quality of on-the-job training of apprentices through the improvement of journeyperson mentoring, coaching and supervisory skills. It was decided through industry consultation that a logbook would help in linking on-the-job and in-school training and prepare apprentices for continuous skill development throughout their apprenticeship. The Board has approved the development of a voluntary logbook to assist with the transfer of learning from technical training to practical experience. It is expected that a logbook will become available to industry for use on work sites early in the next fiscal year.

Review of Practical Exams

In 2015-2016, the Board initiated a review of practical (hands-on) exams, which are required by some trade regulations to achieve certification. The Board reviewed the process of administering practical exams and found that variations in invigilating exams and collecting fees has led to situations in which some Trades Qualifiers may be experiencing barriers to certification. Consultation with industry and training institutions that administer practical exams took place to garner additional information and to assess possible solutions, including regulatory amendments. The Board continues to review practical exams, with a focus on reporting and legislated requirements.

Accredited Programs

The Board reviewed accreditation practices and policies in 2015-2016 to determine the efficacy of the system and provide recommendations for improvements. Accreditation is the process that grants formal recognition to a training provider's technical training program where the curriculum, facility, equipment, and instructor qualifications

meet Apprenticeship's standards. Individuals, who successfully complete an accredited program, may use this technical training as a credit toward their apprenticeship. The accreditation review included a cross-jurisdictional scan of provincial accreditation practices, accreditation programming in Manitoba, and a statistical analysis of apprentices with and without prior learning in accredited pre-employment programs. The Board plans to conduct a review and prepare recommendations regarding time credit practices in the upcoming fiscal year in follow-up to the findings of the pre-employment report.

Updating Program Standards: Regulations

Legislation under The Apprenticeship and Certification Act is reviewed and updated by the Board on a continuous basis. In 2015-2016, the Board identified ten trades for regulatory updates including: Boilermaker, Carpenter, Crane and Hoisting Equipment Operator, Crane and Hoisting Power Generation Transmission, Floorcovering Installer, Gasfitter, Glazier, Refrigeration and Air Conditioning Mechanic, Sprinkler System Installer, and Welder. An industry-wide consultation was also conducted as part of the Board's work to designate the trade of Powerline Technician.

Updating Program Standards: Technical Training

The Board continuously reviews and updates the technical training requirements for Manitoba's provincial and interprovincial designated trades. In 2015-2016, the Board identified 23 trades for technical training updates in order to ensure that apprentices are receiving the most up-to-date standards of training. In addition, the level placement exams in 18 designated trades and the Red Seal exams for 16 designated trades were identified for examination development in 2015-2016.

Sommaire

Le présent rapport annuel fait état des activités réalisées par la Commission de l'apprentissage et de la reconnaissance professionnelle (« la Commission ») qui se rapportent aux objectifs énoncés dans le plan stratégique 2015-2016. La Commission a consulté les parties intéressées de l'industrie dans le cadre de son processus d'établissement des priorités pour l'exercice 2015-2016.

Groupes sous-représentés

La Commission a poursuivi ses efforts afin d'accroître la participation des groupes sous-représentés au régime de formation en apprentissage et de reconnaissance professionnelle, et a notamment mis l'accent sur les recommandations formulées dans les rapports de 2014-2015 du Comité consultatif sur les groupes cibles et de *Building Bridges: Increasing Women in the Trades*. Ces groupes comprennent les Autochtones, les Néo-Canadiens (les gens de métiers expérimentés formés à l'étranger), les femmes dans des métiers non traditionnels et les personnes handicapées.

Les programmes lancés en 2015-2016 comprenaient notamment la bourse d'enseignement technique et professionnel pour les ouvrières qualifiées et le programme de menuiserie pour les Autochtones. Le programme de formation aux métiers de la construction du Nord a poursuivi la formation d'une cohorte d'apprentis autochtones au cours de l'année 2015-2016. Promouvoir la collaboration des employeurs, des apprentis et des compagnons afin d'accroître la participation et les taux de réussite au sein des groupes sous-représentés dans l'apprentissage a été l'un des domaines d'action ciblés par la Commission. Grâce à des discussions fructueuses, la Commission a élaboré une approche d'engagement stratégique qui sera mise en place au cours de l'exercice 2016-2017.

En 2015-2016, il y avait 1 072 personnes s'étant déclarées Autochtones, 1 272 femmes et 45 personnes handicapées inscrites à titre d'apprentis actifs auprès d'Apprentissage Manitoba. Cela représente une augmentation de 123 Autochtones (13 %), de

104 femmes (9 %) et de 5 personnes handicapées (13 %) dans le système d'apprentissage au cours de l'exercice 2014-2015.

Engagement des employeurs

Durant l'exercice 2015-2016, la Commission a continué à nouer le dialogue avec des employeurs afin de les sensibiliser davantage au régime de formation en apprentissage et de reconnaissance professionnelle et de les encourager à y participer. La Commission s'est engagée à faire participer des employeurs qui ne participent pas actuellement au système d'apprentissage afin de faire croître l'apprentissage et la reconnaissance professionnelle au Manitoba. Au cours de l'année, la Commission a lancé des discussions sur de nouvelles stratégies qui pourraient permettre d'accroître l'engagement de groupes qui ne participent pas traditionnellement au système d'apprentissage. Accroître l'apprentissage et la reconnaissance professionnelle chez les femmes et les Autochtones demeure une priorité de la Commission, qui a d'ailleurs établi un plan à cet égard. La Commission a établi les bases visant à développer davantage son plan à long terme visant la participation des employeurs en 2016-2017.

Engagement des jeunes

Les efforts constants de la Commission visant la participation des jeunes se sont poursuivis tout au long de l'année 2015-2016. Nous avons notamment cherché à sensibiliser davantage les jeunes au régime de formation en apprentissage et de reconnaissance professionnelle et à accroître leur intérêt pour ce régime, sans oublier de promouvoir le Programme d'apprentissage au secondaire. Pendant l'exercice de planification stratégique 2015-2016, la Commission a mis l'accent sur l'engagement des jeunes dans des groupes sous-représentés grâce à des activités organisées sur le thème des métiers spécialisés et a continué à prendre contact avec les intervenants du système d'éducation afin de mieux faire connaître les possibilités d'apprentissage pour les jeunes. Pendant cette période, 565 élèves de la 10^e à la 12^e année

se sont inscrits au Programme d'apprentissage au secondaire comme de nouveaux apprentis, 180 élèves de la 7^e à la 11^e année ont participé au programme de camps d'été Construire pour l'avenir et environ 30 élèves de 5^e et 6^e année ont participé au lancement de l'initiative de découverte des métiers du North End qui devrait encourager un plus grand nombre d'élèves à participer aux programmes offerts en 2016-2017. Les efforts visant à encourager la participation des jeunes faisant partie des groupes sous-représentés aux activités et aux programmes liés aux métiers spécialisés se poursuivront en 2016-2017.

Expérience pratique

En 2015-2016, la Commission a mené un examen afin de trouver des moyens d'améliorer la qualité d'ensemble de la formation en milieu de travail des apprentis grâce à une amélioration des compétences de mentorat, d'encadrement et de supervision des compagnons. Il a été décidé, grâce à une consultation de l'industrie, qu'un carnet de formation aiderait à faire le lien entre la formation en milieu de travail et en classe et préparerait les apprentis au développement continu des compétences tout au long de leur apprentissage. La Commission a approuvé l'élaboration d'un cahier de formation volontaire afin d'aider au transfert des apprentissages d'une formation technique à des expériences pratiques. Un cahier de formation devrait être mis à la disposition de l'industrie et utilisé sur les lieux de travail au début du prochain exercice financier.

Révision des examens pratiques

En 2015-2016, la Commission a lancé la révision des examens pratiques qui sont requis en vertu de certains règlements sur les métiers afin d'obtenir une reconnaissance professionnelle. La Commission a examiné le processus d'administration des examens pratiques et a constaté que des différences dans la manière de surveiller les examens et de prélever les droits avaient créé des situations dans lesquelles des travailleurs qualifiés pourraient faire l'expérience de barrières à l'obtention de leur reconnaissance professionnelle. Des consultations de l'industrie et des établissements de formation qui administrent

les examens pratiques ont eu lieu afin de recueillir des renseignements complémentaires et d'évaluer de possibles solutions, y compris des modifications réglementaires. La Commission poursuit son évaluation des examens pratiques, en mettant l'accent sur les exigences en matière de rapport et sur les exigences législatives.

Programmes agréés

La Commission a revu les pratiques et politiques d'agrément en 2015-2016 afin de déterminer l'efficacité du système et de fournir des recommandations pour son amélioration. L'agrément est le processus en vertu duquel un programme de formation technique d'un fournisseur de formation obtient une reconnaissance officielle lorsque le programme de formation, les installations, l'équipement et les qualifications des instructeurs répondent aux normes d'Apprentissage Manitoba. Les personnes qui réussissent un programme agréé peuvent utiliser cette formation technique afin d'obtenir des crédits pour leur formation en apprentissage. L'examen du processus d'agrément a notamment compris un tour d'horizon des pratiques d'agréments dans les diverses provinces et des programmes qui s'y rapportent au Manitoba ainsi qu'une analyse statistique des apprentis ayant ou non des acquis dans les programmes de préemploi agréés. La Commission planifie de faire une évaluation des pratiques de crédits d'heures et de préparer des recommandations à cet égard au cours de l'exercice financier à venir pour faire suite aux constatations du rapport sur le préemploi.

Mise à jour des normes du Programme : règlements

La Commission examine et met à jour continuellement les dispositions législatives prises en vertu de la *Loi sur l'apprentissage et la reconnaissance professionnelle*. En 2015-2016, la Commission a identifié dix métiers en vue d'une mise à jour réglementaire, notamment les métiers de chaudronnier, de charpentier, de grutier-treuiliste, de grutier-treuiliste (production et transport d'électricité), de poseur de revêtements souples, de monteur d'installations au gaz, de vitrier,

de mécanicien en réfrigération et en climatisation, de poseur de gicleurs et de soudeur. Une consultation à l'échelle de l'industrie a été menée dans le cadre du travail de la Commission en vue de la désignation du métier de monteur de lignes sous tension.

Mise à jour des normes du Programme : formation technique

La Commission examine et met à jour continuellement les exigences de formation technique pour les métiers désignés à l'échelle provinciale et interprovinciale au Manitoba. En 2015-2016, la Commission a identifié 23 métiers pour des mises à jour de la formation technique afin de veiller à ce que les apprentis reçoivent une formation répondant aux normes les plus actuelles. De plus, la Commission a déterminé que les examens de placement de niveau de 18 métiers désignés et les examens du Sceau rouge de 16 métiers désignés devraient être mis à jour en 2015-2016.

Letter from the Vice Chair



Ian Wishart
Minister of Education and Training
Room 168, Legislative Building
450 Broadway
Winnipeg, Manitoba R3C 0V8

Dear Minister:

On behalf of the Apprenticeship and Certification Board, I am pleased to submit the Annual Report for the fiscal year of April 1, 2015 to March 31, 2016.

As mandated by The Apprenticeship and Certification Act, the Board is required to develop an annual strategic plan, based on consultations with stakeholders, and then report on the accomplishments of the strategic plan through an annual report. The Annual Report provides an opportunity for the Board to be accountable for its work as well as report the accomplishments of the preceding year.

The 2015-2016 year was characterized by transition for the Board as seven new members joined the Apprenticeship and Certification Board. The Board was challenged to consider new policies and procedures and the impact that they would have on industry. Manitoba also took part in harmonization initiatives which drove the Board to consult industry and implement common training standards in conjunction with our provincial and territorial partners. Board members took part in a strategic training session in accordance with its identified Board skills competencies to strengthen decision-making and strategic discussion priorities.

Though the Board has responsibility for setting the legislative and policy framework for the delivery of services, we acknowledge that it is the dedicated efforts of the management and staff at Apprenticeship Manitoba that transform our intentions into tangible services for clients.

We also would like to acknowledge the many participants in the apprenticeship and certification system who support the Board's work, including the many organizations and stakeholders within Manitoba as well as our interprovincial counterparts.

We look forward to continuing to work with you and your Department to meet Manitobans' growing expectations in the area of apprenticeship training and trades certification.

Sincerely,

Original signed by

Robert (Bob) Senff
Vice Chair
Apprenticeship and Certification Board

Governance and Committees



The Apprenticeship and Certification Board

Front Row (left to right): Ken Webb, Betty McInerney, Anita Campbell, Brent Charron, Bob Senff, and Marc Lafond.

Back Row (left to right): Harvey Miller, Lesley McFarlane, Michael Keeper, Steve Ducharme, and Trent Siemens.

Missing: Natasha Graveline, Bruce Harris, Colleen Munro, and James Wilson.

The Apprenticeship and Certification Board (Board) provides a governance and leadership role within its advisory mandate to coordinate a relevant, accessible and responsive apprenticeship and certification system in Manitoba. The Board's governance role involves responsibility for the development of an annual strategic plan based on consultations with stakeholders to identify and provide leadership on issues that have an impact on the apprenticeship system as a whole.

The Board is comprised of a Chair and a maximum of 13 other members. The Chair is the official spokesperson for the Board, and is responsible for the communications between the Board and the Minister. Five members represent the interests of

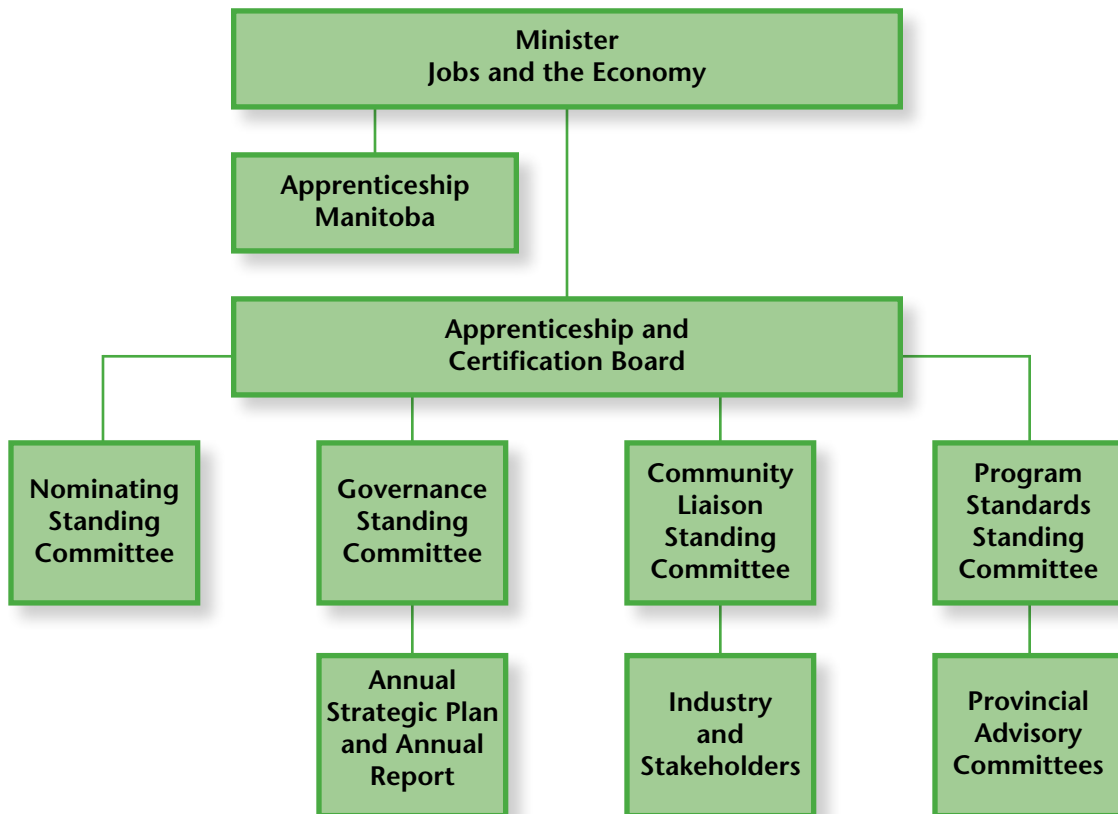
employees, five members represent the interests of employers, two members represent the public interest and one non-voting member represents the interests of apprentices.

The Minister of Education and Training is responsible for appointing Board members and the Chair. The Board, in turn, appoints Provincial Advisory Committees (PACs) from which it receives and reviews recommendations about trade regulations, training standards, examinations, and certification requirements.

Apprenticeship Manitoba provides the necessary technical and administrative support to the Board and the PACs.

Organization

The Board's 2015-2016 organization structure is illustrated in the Organization Chart below. The Vision, Mission, Principles, Critical Priorities, and Roles and Responsibilities of the Board are also outlined in the following section. Note: As of May 2016 Apprenticeship Manitoba is now located within Manitoba Education and Training.



The Vision

The Apprenticeship and Certification Board provides leadership and direction to ensure a relevant, accessible, responsive and effective apprenticeship system.

Mission

To deliver an enhanced apprenticeship and certification system in Manitoba by effectively meeting the changing needs of apprentices and employers, promoting greater stakeholder engagement, and improving transparency and accountability of the Board to the Minister responsible for administering The Apprenticeship and Certification Act as well as to stakeholders.

The Board ensures its accountability by striving to:

- Establish certification standards that meet industry needs.
- Establish program and delivery standards to ensure quality technical and practical training.
- Be respectful of the individual and shared responsibilities and the expertise and experience of Apprenticeship Manitoba.
- Develop an annual Strategic Plan and Annual Report documenting the Board's work for each planning year in consultation with stakeholders.
- Report to and advise the Minister responsible for administering The Apprenticeship and Certification Act.
- Provide an apprenticeship system that is a viable, equitable post-secondary option.

Principles

The following values and principles provide the foundation for the Board's decision-making and conduct in carrying out its mandate.

1. Fiduciary Rather Than Representative Capacity

The Board acts for the greater good and in the best interests of the apprenticeship and certification system, seeking to advance the achievement of the Board's mandate.

2. Policy and Strategy Focus

The Board establishes strategic direction and policy for the apprenticeship and certification system in Manitoba and respects the management and implementation responsibilities of Apprenticeship Manitoba.

3. Commitment

The Board respects that an effective Board team requires individual as well as group commitment. Board members' individual commitment is reflected in the level of preparation, attendance and participation as well as in the portrayal of apprenticeship in members' community associations.

4. Safe and Respectful Environment

The Board creates and maintains a healthy environment for Board deliberations that respects the multiple perspectives and diverse experiences of Board members while ensuring that members remain focused on the Board's mandate and responsibilities.

5. Integrity and Courage

Board members shall be open, honest and transparent in all interactions and do what is right regardless of a decision's impact on individual members.

6. Single Voice

After sufficient deliberation and a fair voting process, Board members shall support Board decisions both publicly and privately.

7. Informed Decision-Making

The Board bases its decisions on factual, objective and empirical information where available.

Roles and Responsibilities

The Board is responsible for:

- Promoting apprenticeship training and certification;
- Supporting employer and employee participation in apprenticeship and certification;
- Advising the minister about the training needs of Manitobans and the needs of the Manitoba labour market for skilled and trained persons; and
- Participating in interprovincial apprenticeship initiatives.

The Board has four Standing Committees that are solely comprised of Board members:

1. Governance Standing Committee (GSC)

This committee advises the Board regarding the development of the annual Strategic Plan and Annual Report, and performs other functions assigned by the Board. The GSC also reviews the roles and responsibilities of the Board and its committees, makes recommendations related to the Board structure, and develops a process for assessing Board effectiveness.

APPEALS PROCEDURE

The Apprenticeship and Certification Act (the Act) and Appeals Procedure Regulation allow for a person to appeal a decision made by the Executive Director of Apprenticeship Manitoba within 30 days of receiving written notice of the decision. Appealable decisions are outlined in subsection 41(1) of the Act. Apprenticeship Manitoba works with clients to understand and resolve any issues they may be experiencing, particularly if a decision in question does not meet the criteria for an appeal. The Appeals Procedure User Guide assists clients to understand the process for appealing a decision by the Executive Director.

2. Community Liaison Standing Committee (CLC)

This committee serves as a liaison between the Board and stakeholders in the apprenticeship system, and works to build and maintain relationships with stakeholders. The CLC also advises the Board on Manitoba’s needs for skilled and trained trades people, and provides recommendations for how to meet those needs. The committee acts as a focal point for industry inquiries to the Board.

3. Program Standards Standing Committee (PSSC)

This committee develops and revises apprenticeship programs, including content, training standards and examinations, and the qualifications required for certification in designated trades. The PSSC also upgrades qualifications as well as the content of regulations respecting designated trades. Furthermore, the committee reviews criteria for accrediting programs and ensuring consistent process.

4. Nominating Standing Committee (NSC)

This committee is responsible for all aspects related to the recruitment and nomination of Provincial Advisory Committee members. It establishes and maintains a list of potential candidates for appointment to PACs and other committees established by the Board. When establishing a list of potential candidates for appointment to a Provincial Advisory Committee for a designated trade, the Nominating Standing Committee must:

- consult with representatives of employers and employees in the trade; and
- ensure that each candidate is associated with and knowledgeable about the trade.

CANADIAN COUNCIL OF DIRECTORS OF APPRENTICESHIP (CCDA) – FOREIGN QUALIFICATION RECOGNITION (FQR) INITIATIVE

In 2013, CCDA launched the FQR Initiative to develop a robust approach, consistent across all jurisdictions, to determine the eligibility of tradespersons trained outside Canada to enter the certification process in any one of the Red Seal trades. Representatives from Manitoba, Alberta, British Columbia, New Brunswick, Ontario and Saskatchewan along with Employment and Social Development Canada (ESDC) make-up the Project Task Team for this initiative. The Task Team brings together expertise from across the country to undertake the following work:

- Examine best practices from jurisdictions inside and outside of Canada.
- Combine and adapt these practices to produce an optimal process and standards framework.
- Implement the optimal process and standards framework.
- Improve the information available about trades certification processes so that Trades Qualifiers are better prepared before they submit an application.

In 2015-2016, as part of the CCDA FQR Initiative, the Trades Qualifier Application Pilot Project was launched in six jurisdictions including Manitoba. The purpose of the pilot was to determine the best process for Trades Qualifiers to apply for Red Seal Certification. In this initiative, Trades Qualifiers applying for the trades of Construction Electrician, Carpenter or Heavy Duty Equipment Technician between May 15 and July 31, 2015 used a Revised Trades Qualifier Application package and completed a survey. The information and feedback collected through this initiative will be used to make changes to the application process.

Apprenticeship Manitoba

The Board receives assistance from Apprenticeship Manitoba (AM), which provides technical, administrative and financial support to the Board and PACs. AM is responsible for the administration of The Apprenticeship and Certification Act (the Act), the *Apprenticeship and Certification – General Regulation*, the *Apprenticeship and Trades Qualification Fees Regulation*, the *Appeals Procedure Regulation*, the *Administrative Penalty Regulation*, and apprenticeship programs for over 55 trades designated under the Act. AM also coordinates the training and qualifications system that delivers accredited, structured, workplace-based skills and technical training to apprentices, leading to journeyperson certification.

AM provides further support to the Board by helping the Board reach goals set within the annual Strategic Plan. In its role within this partnership, AM promotes trades training and certification to industry standards; co-ordinates information and planning for the designation of new trades; develops competency standards and curricula in co-operation with Manitoba industry and other provincial/territorial apprenticeship systems; processes requests for the accreditation of training programs to designated trade standards; assists underrepresented groups to access apprenticeship training; counsels on trades careers and certification matters; and performs other

essential support services to facilitate apprenticeship training and certification.

The Executive Director of AM is the Secretary to the Board, and is the main contact for inter-provincial and pan-Canadian apprenticeship initiatives. The Executive Director is responsible for consulting with industry, and represents Manitoba at the Canadian Council of Directors of Apprenticeship (CCDA).



UPDATE TO THE APPRENTICESHIP AND CERTIFICATION – GENERAL REGULATION

In 2015, the Board approved regulatory changes to the *Apprenticeship and Certification – General Regulation*. The update to the regulation was meant to clarify language throughout and ensure consistency with The Apprenticeship and Certification Act. Some of the changes to the regulation include:

- Replacing the term “director” with “executive director”.
- Replacing the term “journeyperson to apprentice” with “apprentice to journeyperson” when making reference to ratios.
- Requiring employers to notify Apprenticeship Manitoba within 15 days when an apprentice’s supervising journeyperson has changed.
- Eliminating the requirement for applicants in the trades qualification program to prove work experience within the last 10 years. Work experience can now be demonstrated beyond 10 years.

Strategic Plan Priorities

This annual report accounts for and communicates the activities undertaken by the Board that relate to the goals and objectives committed through the 2015-2016 Strategic Plan.

The Strategic Plan 2015-2016 committed to the following areas of focus:

- Under-represented Groups
- Employer Engagement
- Youth Engagement
- Practical Experience
- Review of Practical Exams
- Accredited Programs
- Updating Program Standards: Regulations
- Updating Program Standards: Technical Training

An overarching priority the Board continues to promote is the commitment to the Government of Manitoba's "Respectful Workplace Policy" and the application of these standards throughout the apprenticeship and certification system. These standards have special significance to the participation and completion of target groups.

Additionally, the Board continues to encourage the Government of Manitoba to continue to position apprenticeship training and certification as a viable and valuable post-secondary education option.

The following is a status update on the commitments made in the Strategic Plan 2015-2016. The Board will continue with work to complete any unfinished priorities from previous strategic planning years to ensure continuity of efforts.

Underrepresented Groups

In 2014-2015, the Board's Target Groups Advisory Committee (TGAC) released a report on the barriers to the participation and completion of underrepresented groups (Indigenous persons, women in non-traditional trades, new Canadians, and persons with disabilities) in the apprenticeship and certification system. The Board prioritized the TGAC's recommendations to address identified

barriers and began implementing priority activities in 2014-2015. A forum for women in non-traditional trades was held in October 2014. This was a way to hear directly from female apprentices, employers and journeypersons about their skilled trades experiences. The recommendations from that forum and the TGAC led to the creation of a number of initiatives that were implemented in 2015-2016. These included the following:

- The **Technical Vocational Instructor Bursary**, launched in September 2015, provides funding for tuition and supplies to female journeypersons to complete the Technical Vocational Teacher Diploma program at Red River College. In this initiative, priority is given to women in non-traditional trades. Nine women received the bursary in 2015-2016. The bursary aims to increase the presence of female mentors and educators within the apprenticeship system, as exposing apprentices to female educators and role models during their training will help to reduce gender biases that prevent the inclusion of tradeswomen.
- The City of Winnipeg, in partnership with Apprenticeship Manitoba, Industry, Training and Employment Services and the Centre for Aboriginal Human Resource Development, delivered the **Aboriginal Carpentry Construction Training Program**. The program, which began in October 2015, provides 20 Indigenous participants the opportunity to gain level one credit in the trade of Carpentry. The program includes essential skills training, technical training, tutoring and work experience.

The Northern Construction Trades Training Program continued over 2015-2016. This program, which began in January 2015, provides pathways for 32 Indigenous participants to complete an apprenticeship and become certified in the trades of Industrial Electrician, Industrial Mechanic (Millwright) or Steamfitter/Pipefitter. As of March 31, 2016, there were 29 apprentices in the program completing level two training (91% retention rate).

Building on past efforts, the Board developed a strategic approach for continuing to engage employers in constructive discussions about their key role in increasing the participation and completion rates for underrepresented groups in apprenticeship. This approach will be rolled-out over 2016-2017. Through it, the Board aims to continue to advance collaboration among employers, apprentices and journeypersons to encourage employer participation in hiring underrepresented groups.

Employer Engagement

The Board continues to uphold its commitment to increase employer engagement and participation in the apprenticeship and certification system. In 2015-2016, the Community Liaison Standing Committee (CLC) made employer engagement a priority on behalf of the Board and laid the groundwork as part of its long-term plan to engage industry employers.

The Board began work on its strategic engagement plan for non-traditional employers which it plans to further prioritize over the next year. As the Board just completed Year Two of its three-year strategic plan, the Board has invested in long-term planning for a majority of its engagement priorities. Planning for targeted employer engagement and field visits to industry stakeholders were conducted over the course of the year by the Board. The Board also

initiated strategies to promote apprenticeship to targeted groups involved with major capital projects and plans to build on this work in the coming year.

In 2015-2016, the Board began providing flexible delivery of level-one technical training in the trade of Millwright for eight new apprentices in the Swan Valley Area. This flexible delivery model was developed following consultation with industry and employers. It is designed to reduce the impact on employers related to releasing staff for two months each year to attend technical training. Through this model, employers release apprentices for shorter periods of time over several months (two weeks a month for four months). This allows smaller employers the opportunity to release apprentices to attend training with a minimized impact on production. Benefits to the apprentices include community-based Essential Skills and technical training, enabling apprentices to maintain balance between training, employment and family commitments.

The Board also met with industry members to discuss trade designation as well as compulsory certification in the 2015-2016 fiscal year. A request was made by industry to designate the trade of Plumber as compulsory. The Board has participated in consultations to provide input in the province-wide consultations, the outcomes of which will be published in a final report in 2016-2017.



WOMEN IN NON-TRADITIONAL TRADES

Women account for only 11% of all active apprentices in the province. As of March 31, 2016, there were 1,272 female apprentices registered in Manitoba. Of those, 76% were concentrated in the trades of Hairstylist, Esthetician, Electrologist and Cook, also referred to as 'traditional trades'. Among 'non-traditional trades' in the construction, manufacturing and transportation sectors, women accounted for 3% of all apprentices in 2015-2016, meaning that women were outnumbered by men by approximately 30:1 in Manitoba's highest demand trades. Addressing the factors that contribute to the gender imbalance in the skilled trades is a long-term priority for the Board. In 2015-2016, through significant discussion, a high-level strategy to increase the presence of women in non-traditional trades was prepared. Work on this strategy is expected to continue in 2016-2017.

ENFORCEMENT PROGRAM

The Apprenticeship Futures Commission (AFC) report published in March 2008 recommended that accountability for enforcement on apprenticeship regulations be transferred to the Department of Labour and Immigration (now Department of Growth, Enterprise and Trade). As of July 2015, the enforcement of certain regulatory requirements for the compulsory trades in the construction and industrial sectors has been delegated to inspectors within Workplace Safety and Health, Employment Standards and the Office of the Fire Commissioner. Inspectors are authorized to conduct inspections of worksites or premises where work in the compulsory trades is being performed to prohibit uncertified workers from working in a compulsory trade and ensure apprentice to journeyman ratios. The trades being enforced include: Sprinkler System Installer; Steamfitter – Pipefitter; Refrigeration and Air Conditioning Mechanic; Construction Electrician; Industrial Electrician; and Crane and Hoisting Equipment Operator.

The Board is always happy to meet with employers through its Community Liaison Standing Committee as a way to promote apprenticeship in Manitoba and address industry concerns. Industry stakeholders are encouraged to contact the CLC to discuss issues and identify trades for regulatory and technical training updating.

Youth Engagement

Over 2015-2016, the Board focused on exposing youth to skilled trades opportunities to increase awareness of the apprenticeship system, and continued to support youth engagement in the High School Apprenticeship Program (HSAP).

Due to its success, the Building for Tomorrow Youth Camp program was delivered again in 2015-2016. This program, which was launched as a pilot in July 2014, introduces a variety of high demand trades to youth, with a particular focus on underrepresented groups. It is based on partnership with industry and training organizations. In 2015-2016, seven service providers delivered eight Building for Tomorrow Youth Camps to over 180 grades 7 to 11 students.

Skills Canada Manitoba in partnership with Apprenticeship Manitoba, Aboriginal Education, the Community Education Development Association and Winnipeg School Division #1 launched the North End Trades Discovery Initiative in January 2016. This program will provide opportunities for grades 5 to 12 students in the North End of Winnipeg to learn about careers in the skilled trades and training options throughout the 2016-2017 school year.

Promotion activities have led many youth to HSAP. In 2015-2016, 565 grades 10 to 12 students joined HSAP as newly registered apprentices. As of March 31, 2016, a total of 1,350 HSAP apprentices were enrolled in the program. A financial incentive is available for students who complete HSAP and transition into full-time post-secondary apprenticeship training. Since being implemented in 2011, 477 HSAP participants have taken advantage of the incentive.

The Provincial Accreditation Through High School (PATHS) pilot program, implemented in 2014 as a new recognition for skilled trades technical training offered by high schools, was evaluated in 2015-2016. The initial pilot resulted in lower than anticipated level-one exam results. In recognition of these results and in response to a request from pilot schools to better understand program standards, curriculum development and the final exam process, Apprenticeship Manitoba held a full-day Professional Development session for high school instructors in October 2015 and a half-day session for administrators in September 2015. The sessions were a way to hear from instructors and administrators about their experiences in providing technical training. A wider rollout of PATHS was deferred to accommodate an extended evaluation to better understand challenges and improve training delivery and student performance on exams.

Practical Experience

In 2015-2016, the Board responded to a recommendation from the Apprenticeship Futures Commission (AFC) to identify and implement mechanisms to enhance the overall quality of on-the-job training of apprentices by improving journeyperson mentoring, coaching and supervisory skills.

Through research and industry consultation, the Board has learned that a logbook would connect on-the-job and in-school training as a way to prepare apprentices for continuous skill development throughout their apprenticeship. The Board has approved the development of the “Map to Certification” logbook to assist with the transfer of learning from technical training to practical experience.

The “Map to Certification” logbook will be made available as a voluntary resource for download by apprentices, journeypersons and employers to guide apprentices through certification. Through a guided discussion on the pros and cons of an apprentice logbook, the Board has determined that the logbook will be a simplified, concise, and trade specific document that apprentices could utilize to help guide them through their apprenticeship program.

Review of Practical Exams

A limited number of trades incorporate a practical exam as a part of the certification process. In 2015-2016, the Board initiated a practical exam review to examine all aspects of Manitoba’s practical exam structure to help inform possible regulatory or policy changes.

The Board has reviewed the process of administering practical exams, and developed a report detailing its findings. The report outlines how changes have been made to the way in which practical exams are administered and fees collected in order to keep pace with the changing times. It also states that corresponding regulatory amendments did not occur, which has led to regulatory compliance issues. Other issues highlighted throughout the report included:

- No clear policies governing how private institutions administer and invigilate practical exams;
- Inconsistencies in the collection of the regulated \$75 fee for clients to challenge the practical exam; and
- Long wait-times for Trades Qualifiers in the trades of Hairstylist, Esthetician, and Electrologist to challenge the practical exam.

The Board continues to review practical exams, with a focus on the reporting and legislated requirements.

COMPLETION OF APPRENTICESHIP FUTURES COMMISSION (AFC) RECOMMENDATIONS

On September 27, 2007, the AFC was provided the mandate to consult stakeholders and the public regarding Manitoba’s skilled labour shortage; competition for skilled labour as a result of economic growth and activity in western Canada; increased apprenticeship participation rates and technical training demands as a result of increased labour market demands; and employer engagement in apprenticeship. Following a series of public consultations across Manitoba, the AFC submitted a final report with 23 recommendations concerning the strategic direction of Manitoba’s apprenticeship and certification system. To date, all 23 recommendations have been fully implemented.

ADVANCES IN TRADES QUALIFICATION (TQ)

In alignment with the Canadian Council of Directors of Apprenticeship (CCDA) Foreign Qualification Recognition (FQR) initiative, Apprenticeship Manitoba has begun work to simplify the TQ process model and implement a plan to further improve the consistency, transparency and fairness in Trades Qualification Assessment. Activities carried out over 2015-2016 included:

- Process simplification
- Specialized scope of trade assessments
- Improved communication with applicants throughout the TQ process
- Removal of requirement to prove that work experience has occurred within the past 10 years.

Accredited Programs

The Board conducted a review of accreditation practices and policies to determine the efficacy of the current system and provide recommendations for future improvements. In Manitoba, public schools, private schools, colleges, unions, and registered private vocational institutions can apply for level one accreditation of pre-employment programming in designated trades.

As part of the review, aspects of the accreditation process including a cross-jurisdictional scan of provincial accreditation practices, accreditation programming in Manitoba, and a statistical analysis of apprentices with and without prior learning in an accredited pre-employment program were studied.

The conclusions that were drawn from the review have provided the Board with further direction for improving the accreditation system. In the coming year, the Board plans to continue its work through a review of accreditation time credit practices.

Updating Program Standards

Program standards involve both regulations and technical training. Regulations set the parameters for the apprenticeship system. The Board approves the creation, updates and amendments of trade regulations, which are also informed by Provincial Advisory Committees (PACs). Technical training is

classroom-based instruction provided to apprentices in school, and includes theoretical units associated with the trade. Apprentices then apply the theoretical learning during their on-the-job training. Based on the recommendations from PAC members through the Program Standards Standing Committee (PSSC), the Board sets benchmarks for program standards.

Updating program standards is a core Board responsibility. PACs provide trade-specific expertise and recommend potential changes to program standards to keep them relevant and up-to-date. PACs help inform the PSSC, which in turn makes recommendations to the Board. The number of PAC meetings varies year to year according to the trades identified on the Board's strategic plan.

Should an issue arise in a trade that is not included on the strategic plan, the PAC Chair or an individual from industry may request a meeting with the Board's Community Liaison Standing Committee (CLC) to discuss the matter. More information on this process can be found by contacting Apprenticeship Manitoba's Manager of Policy, Legislation and Board Operations at apprenticeshipboard@gov.mb.ca.

Regulations

The Board continuously reviews and updates legislation under The Apprenticeship and Certification Act. In 2015-2016, the Board undertook the review of a number of trade regulations to incorporate input

from industry Provincial Advisory Committees and implement recommendations from the harmonization initiative, where applicable. Due to limited apprenticeship participation and the lack of desire from industry for regulatory development, the trades of Floorcovering Installer and Glazier have been identified as inactive trades and will be removed from the Board's Annual Strategic Plan until there is a request from industry to move forward with development in these trades. Table 1.1 lists the trades for which a regulation review was undertaken in 2015-2016.

The Board took significant steps in 2015-2016 towards the designation of the trade of Powerline Technician in Manitoba. A draft trade regulation was presented to industry for consultation and feedback gained through the consultation is being considered at this time. As part of the designation process, the Board approved a policy that would allow the Board to approve on a case-by-case basis a task-based ratio requirement. Task based ratios are supervisory requirements that are based on particular tasks as oppose to the general 1:1 ratio of apprentices to journeypersons that the Board generally imposes for all tasks.

RECOGNIZED ASSOCIATIONS

Recognized Associations are being promoted by the Board as a type of large employer that can hire apprentices. Under the *Apprenticeship and Certification – General Regulation*, a union or other incorporated association that provides apprentices to do work within their designated trade for others can be identified as a Recognized Association. Under these agreements, the organization is formally recognized by the Executive Director and can act as the employer of a large number of apprentices. The Recognized Association can fulfill the duties of an employer. For more information and to apply to become a Recognized Association, please visit: manitoba.ca/apprenticeship/pdfpubs/pubs/info_employers/recognized_association.pdf.

Table 1.1 – The following trades were identified for regulatory review in 2015-2016 and include those trades carried over from previous strategic planning years.

Trade	Status	Date
Boilermaker	In progress	2016-2017
Carpenter	In progress	2016-2017
Crane and Hoisting Equipment Operator	On hold due to harmonization	2016-2017
Crane and Hoisting Power Generation Transmission	On hold due to harmonization of CHEO	2016-2017
Floorcovering Installer	Inactive	Removed
Gasfitter	In progress	2016-2017
Glazier	Inactive	Removed
Powerline Technician	In progress	2016-2017
Refrigeration and Air Conditioning Mechanic	No PAC – Industry Underrepresented	2016-2017
Sprinkler System Installer	No PAC – Industry Underrepresented	2016-2017
Welder	In progress	2016-2017

Technical Training

The Board continuously reviews and updates technical training standards for Manitoba's designated provincial and interprovincial trades. The Board's strategic plan identifies the trades that are due for review based on updates made to the trade's occupational analysis, harmonization updates or other changes to the trade's standards that have

occurred. Table 1.2 lists the trades for which a technical training review was undertaken in 2015-2016. Table 1.3 lists the trades that were identified for level placement exam updates. Table 1.4 lists the trades that underwent Red Seal exam development in 2015-2016.

Table 1.2 – The following trades were identified for Technical Training Development in 2015-2016 and include those trades carried over from previous strategic planning years:

Trade	Status	Date
Aircraft Maintenance Journeyperson	Board approved	Oct 2015
Agricultural Equipment Technician	On hold due to harmonization	2016-2017
Automotive Painter	On hold due to harmonization	2016-2017
Boilermaker	Board approved	Dec 2016
Bricklayer	On hold due to harmonization	Sept 2019
Cabinetmaker	Board approved	Fall 2015
Carpenter	Board approved	July 2016
Construction Electrician	On hold due to harmonization	2016-2017
Crane and Hoisting Equipment Operator	On hold due to harmonization	2016-2017
Heavy Duty Equipment Technician	On hold due to harmonization	2016-2017
Industrial Electrician	On hold due to harmonization	2016-2017
Ironworker	On hold due to harmonization	2016-2017
Landscape Horticulturist	On hold due to harmonization	2016-2017
Machinist	On hold due to harmonization	Sept 2019
Motor Vehicle Body Repairer	On hold due to harmonization	2016-2017
Painter and Decorator	No PAC – Industry Underrepresented	2016-2017
Plumber	On hold due to harmonization	2016-2017
Power Electrician	On hold due to harmonization of CE/IE (common core)	2016-2017
Refrigeration and Air Conditioning Mechanic	On hold due to harmonization	2017-2018
Sprinkler System Installer	No PAC – Industry Underrepresented	2018-2019
Steamfitter-Pipefitter	On hold due to harmonization	2016-2017
Truck and Transport Mechanic	On hold due to harmonization	2016-2017
Welder	Board approved	Mar 2016

GASFITTER CERTIFICATION EXAMINATION

The Gasfitter A and B interprovincial examinations have recently been approved for use by the Canadian Council of Directors of Apprenticeship. Gasfitters in both the trade and subcomponent trade will now have the opportunity to become certified as a Red Seal journeyman once they pass the newly developed national certification exams. The Red Seal designation means that journeymen will be recognized as having reached a national standard of training in their trade.

Table 1.3 – The following trades were identified for Level Placement Exam Updates in 2015-2016:

Trade	Status	Date
Agriculture Equipment Technician, Heavy Duty Equipment Technician, Truck and Transport Mechanic – <i>Common Core</i>	Level 1 completed	Feb 2016
Automotive Painter and Motor Vehicle Body Repairer (Metal and Paint) – <i>Common Core</i>	Level 1 completed	Oct 2015
Automotive Service Technician	Level 1 completed Level 2 in progress	Jan 2015 2016-2017
Cabinetmaker	In progress	Dec 2016
Carpenter	Completed	May 2015
Cook	On hold due to harmonization	2018-2019
Construction Electrician, Industrial Electrician, and Power Electrician – <i>Common Core</i>	On hold due to harmonization	2016-2017
Industrial Mechanic (Millwright)	On hold due to harmonization	2016-2017
Machinist	Level 1 Completed	Apr 2014
Marine and Outdoor Power Equipment Technician	Level 2 in progress	2016-2017
Plumber	Completed	Apr 2016
Refrigeration and Air Conditioning Mechanic	On hold due to harmonization	2017-2018
Welder	In progress	Dec 2016

CERTIFIED OCCUPATIONS

The Certified Occupations Act came into effect on November 5, 2015 to provide flexibility to industry sectors looking to take part in standardized training that does not fit into the traditional apprenticeship model. Prior to the Certified Occupations Act, the Apprenticeship and Certification Board was responsible for the designation of occupations in Manitoba, but with the adoption of the new Act, the Certified Occupations Board will now assume responsibility for guiding and coordinating the development and recognition of certified occupations in Manitoba.

CCDA HARMONIZATION EFFORTS

The Canadian Council of Directors of Apprenticeship (CCDA) is undertaking a national project to harmonize apprenticeship programs across the country in order to increase apprentice mobility. Manitoba has taken a leadership role in harmonization efforts, including as co-chair of one of the subcommittees, and has provided significant research and analytical support to the task force. The following ten Red Seal trades were identified as the first set of trades to be harmonized: Carpenter, Welder, Metal Fabricator (Fitter), Ironworker (Generalist), Ironworker (Reinforcing), Ironworker (Structural/Ornamental), Heavy Duty Equipment Technician, Mobile Crane Operator, Mobile Crane Operator (Hydraulic), and Tower Crane Operator. The CCDA has now identified the next set of trades to be harmonized: Automotive Service Technician, Truck and Transport Mechanic, Agricultural Equipment Technician, Construction Electrician, Industrial Electrician, Industrial Mechanic (Millwright), Plumber, and Steamfitter/Pipefitter. Significant progress has been made on harmonization efforts. More information on the Harmonization project can be found at red-seal.ca.

Table 1.4 – The following trades were identified for Red Seal Exam Development in 2015-2016:

Trade	Status	Date
Baker	In progress	2016-2017
Bricklayer	Complete	May 2015
Construction Craft Worker	In progress	2016-2017
Construction Electrician	In progress	2016-2017
Gasfitter (B Class)	Complete	May 2016
Gasfitter (A Class)	Complete	May 2016
Hairstylist	In progress	2016-2017
Heavy Equipment Operator (Excavator)	In progress	2016-2017
Heavy Equipment Operator (Tractor-Loader-Backhoe)	In progress	2016-2017
Heavy Equipment Operator (Dozer)	In progress	2016-2017
Ironworker (Generalist)	In progress	2016-2017
Ironworker (Reinforcing)	In progress	2016-2017
Ironworker (Structural/Ornamental)	In progress	2016-2017
Landscape Horticulturist	In progress	2016-2017
Partsperson	Complete	June 2015
Sheet Metal Worker	In progress	2016-2017
Truck and Transport Mechanic	In progress	2016-2017
Steamfitter/Pipefitter	In progress	2016-2017

FINANCIAL INCENTIVES

The Manitoba government provides financial incentives for apprentices, employers and journeypersons.

For apprentices, the Manitoba government provides:

- The majority of tuition fees for technical training
- Tuition Fee Income Tax Rebate
- HSAP Financial Incentive
- Tim McLean Memorial Bursary
- Access to Apprenticeship Bursary
- Final Year Apprenticeship Bursary

For employers, the Manitoba government provides:

- New Employer Hiring Grant
- Paid Work Experience Tax Credits

For journeypersons, the Manitoba government provides:

- Vocational Education Instructor Bursary
- Journeyperson Business Start Program



MOBILITY

On July 16, 2015, Canada's Premiers signed the Provincial-Territorial Apprentice Mobility Protocol which establishes a basis to facilitate apprentice mobility across Canada without interruption to their training. Manitoba is working with its industry members and jurisdictions from across Canada to provide apprentices with the opportunity to continue with their Red Seal training in another jurisdiction. The protocol applies to apprentices moving between provinces/territories on a permanent or temporary basis who would like their hours worked and technical training recognized in their new province/territory of employment. The goal of the Mobility Protocol is to facilitate the mobility of apprentices and individuals who are engaged in apprenticeship training, or have completed pre-apprenticeship training by mutual recognition of training, experience and associated examination results. Through this work, Canada's Premiers are implementing their 2014 agreement to reduce barriers to apprentice mobility as part of their commitment to strengthen and modernize the Agreement on Internal Trade.

Statistics

CURRENT ACTIVITIES AT A GLANCE

As of March 31, 2016

Apprentices			
	New Registrations	Active	Completed
Male	1,701	8,196	845
Female	325	1,272	185
Total*	2,471	11,307	1,167

Trade Qualifiers			
	Applications Received	Exams Administered	TQ Certificates Issues
Male	365	269	140
Female	67	72	35
Total*	459	365	185

*Totals also include undisclosed gender.

UNDERREPRESENTED GROUPS

As of March 31, 2016

Note: Equity group declarations are voluntary. Statistical information is not currently available for new Canadians.

Women in Non-Traditional Trades**			
Year	New Registrations	Active	Completed
2015-2016	85	303	11

**Non-traditional trades exclude Cook, Hairstylist, Esthetician (including Nail Technician and Skin Care Technician) and Electrologist.

Women in Traditional Trades***			
Year	New Registrations	Active	Completed
2015-2016	240	969	174

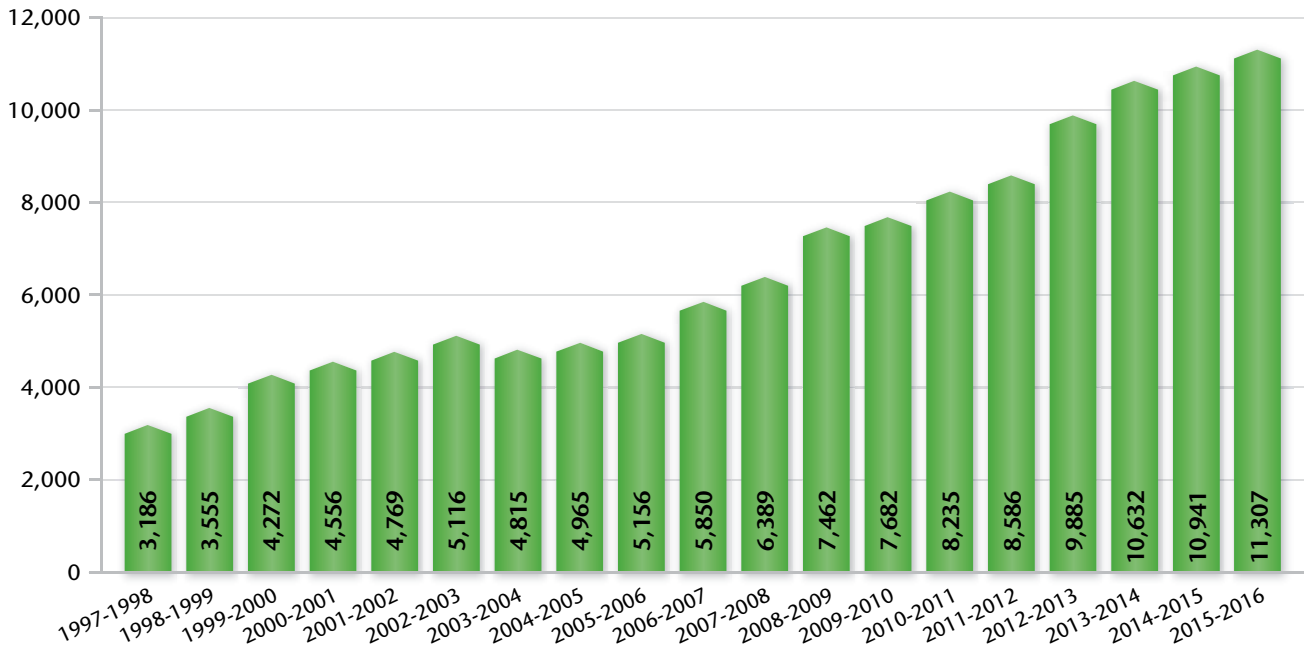
***Traditional trades include Cook, Hairstylist, Esthetician (including Nail Technician and Skin Care Technician) and Electrologist.

Indigenous Apprentices			
Year	New Registrations	Active	Completed
2015-2016	290	1,072	80

Persons with a Disability			
Year	New Registrations	Active	Completed
2015-2016	10	45	1

ACTIVE APPRENTICES

As of March 31, 2016



ACTIVE APPRENTICES BY TRADE AND GENDER

As of March 31, 2016

OCCUPATION	FEMALE	MALE	UNDISCLOSED	TOTAL
Agricultural Equipment Technician	2	113	59	174
Aircraft Maintenance Journeyman	13	65	10	88
Automotive Painter	6	14	8	28
Automotive Service Technician	16	432	83	531
Boilermaker	2	31	11	44
Bricklayer	–	77	11	88
Cabinetmaker	7	47	13	67
Carpenter	40	1,106	244	1,390
Computer Numerical Control Machinist	1	–	1	2
Concrete Finisher	–	32	6	38
Construction Craft Worker	1	53	4	58
Construction Electrician	50	1,581	296	1,927
Cook	174	137	85	396

OCCUPATION	FEMALE	MALE	UNDISCLOSED	TOTAL
Crane and Hoist Operator – Power Generation and Transmission Branch 1: Mobile Crane Operator	–	5	–	5
Crane and Hoist Operator – Power Generation and Transmission Branch 2: Boom Truck Hoist Operator	–	–	–	–
Crane and Hoisting Equipment Operator Branch 1: Mobile Crane Operator	1	54	7	62
Crane and Hoisting Equipment Operator Branch 2: Boom Truck Hoist Operator	–	7	–	7
Crane and Hoisting Equipment Operator Branch 3: Tower Crane Operator	1	7	–	8
Diesel Engine Mechanic	3	153	23	179
Electric Motor System Technician	–	2	1	3
Electrologist	1	–	3	4
Esthetician	158	5	35	198
Esthetician – Nail Technician	69	5	56	130
Esthetician – Skin Care Technician	6	–	5	11
Floorcovering Installer	–	13	2	15
Gas Turbine Repair & Overhaul Technician	4	35	3	42
Gasfitter (Commercial A)	–	20	4	24
Gasfitter (Domestic B)	3	39	10	52
Glazier	–	13	2	15
Hairstylist	561	59	158	778
Heavy Duty Equipment Technician	8	309	54	371
Industrial Electrician	6	178	16	200
Industrial Mechanic (Millwright)	7	248	42	297
Instrumentation and Control Technician	1	26	5	32
Insulator (Heat and Frost)	6	60	1	67
Ironworker (Generalist)	–	75	5	80
Landscape Horticulturist	25	60	15	100
Lather (Interior Systems Mechanic)	3	103	8	114
Machinist	2	73	10	85
Marine and Outdoor Power Equipment Technician	2	37	11	50
Motor Vehicle Body Repairer (Metal and Paint)	3	162	43	208
Painter and Decorator	10	30	8	48
Partsperson	9	34	7	50
Plumber	12	822	127	961
Pork Production Technician	9	86	17	112
Power Electrician	11	77	5	93

OCCUPATION	FEMALE	MALE	UNDISCLOSED	TOTAL
Pre-Engineered Building Erector	–	15	1	16
Railway Car Technician	8	199	43	250
Recreation Vehicle Service Technician	–	5	1	6
Refrigeration and Air Conditioning Mechanic – Commercial	7	288	32	327
Refrigeration and Air Conditioning Mechanic – Residential	1	74	14	89
Rig Technician	–	–	–	–
Roofer	–	62	8	70
Sheet Metal Worker	1	196	41	238
Sloped Roofer	–	3	–	3
Sprinkler System Installer	–	71	5	76
Steamfitter-Pipefitter	1	132	17	150
Steel Fabricator	–	7	4	11
Tool and Die Maker	–	9	–	9
Transport Trailer Technician	–	37	7	44
Truck and Transport Mechanic	5	351	68	424
Water and Wastewater Technician	2	8	–	10
Water and Wastewater Technician – Wastewater Collection Operator	–	–	–	–
Water and Wastewater Technician – Wastewater Treatment Operator	–	–	–	–
Water and Wastewater Technician – Water Distribution Operator	–	–	–	–
Water and Wastewater Technician – Water Treatment Operator	–	1	–	1
Welder	14	253	84	351
Grand Total	1,272	8,196	1,839	11,307

APPRENTICESHIP AWARDS

The annual Apprenticeship Awards of Distinction gala formally recognizes outstanding contributions that employers, industry training leaders, Board and PAC members make to the success of the apprenticeship training system. The awards were held on November 5, 2015 with 264 persons in attendance. The annual Apprenticeship Highest Achievement Awards, held May 12, 2016, recognized high achievers in the apprenticeship system for the 2015/16 academic year with 46 top new journeypersons and their employers being publicly recognized. Manitoba celebrated the annual Apprenticeship Recognition Week during the first week of November 2015.

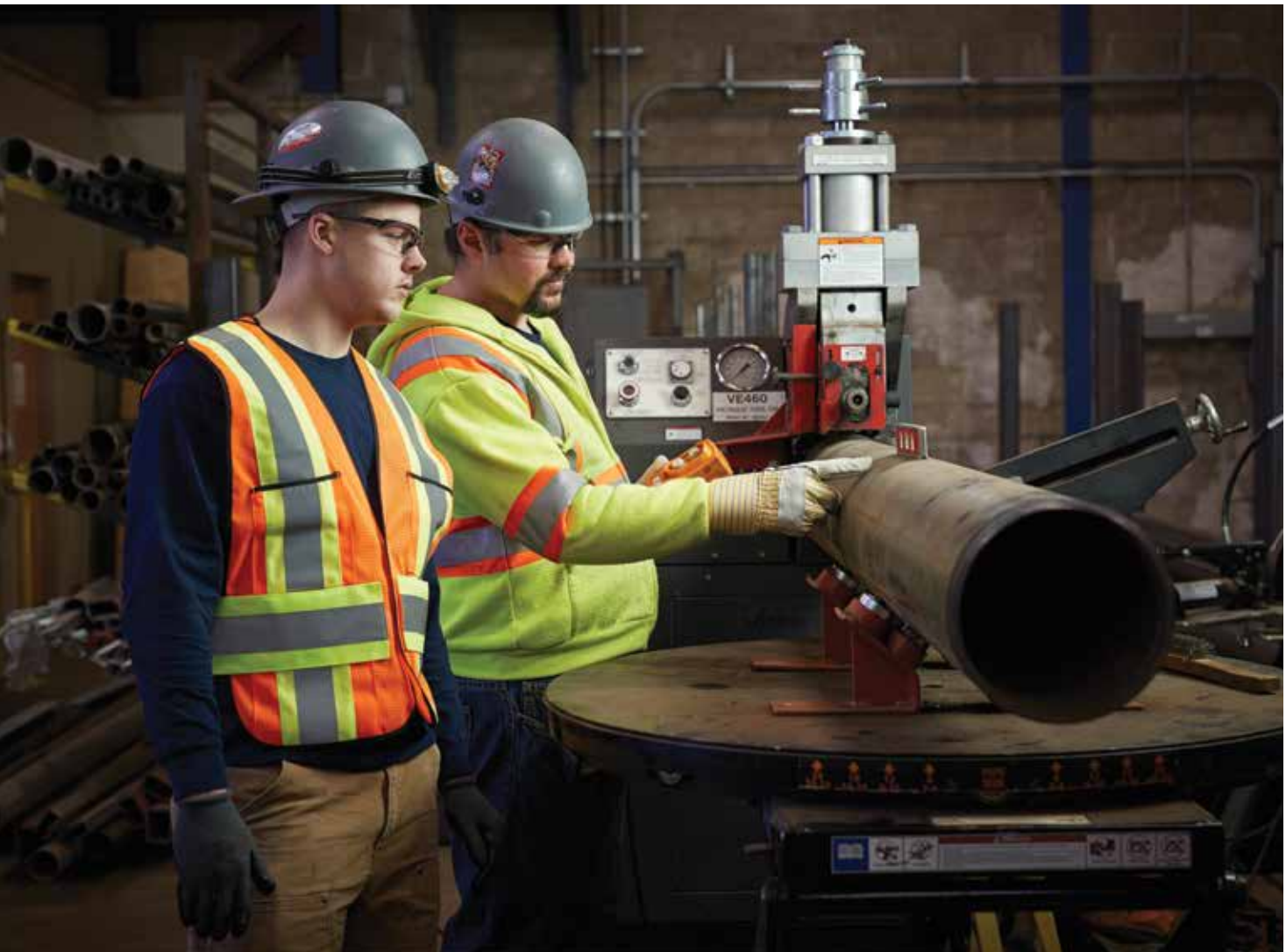
NEW REGISTRATIONS BY TRADE AND GENDER

As of March 31, 2016

OCCUPATION	FEMALE	MALE	UNDISCLOSED	TOTAL
Agricultural Equipment Technician	–	28	14	42
Aircraft Maintenance Journeyman	5	17	4	26
Automotive Painter	4	7	2	13
Automotive Service Technician	5	127	19	151
Boilermaker	–	11	–	11
Bricklayer	–	11	4	15
Cabinetmaker	4	12	3	19
Carpenter	13	271	51	335
Computer Numerical Control Machinist	–	–	–	–
Concrete Finisher	–	6	–	6
Construction Craft Worker	–	12	1	13
Construction Electrician	11	275	65	351
Cook	59	58	20	137
Crane and Hoist Operator – Power Generation and Transmission Branch 1: Mobile Crane Operator	–	–	–	–
Crane and Hoist Operator – Power Generation and Transmission Branch 2: Boom Truck Hoist Operator	–	–	–	–
Crane and Hoisting Equipment Operator Branch 1: Mobile Crane Operator	–	14	3	17
Crane and Hoisting Equipment Operator Branch 2: Boom Truck Hoist Operator	–	1	–	1
Crane and Hoisting Equipment Operator Branch 3: Tower Crane Operator	–	3	–	3
Diesel Engine Mechanic	–	9	2	11
Electric Motor System Technician	–	–	1	1
Electrologist	–	–	–	–
Esthetician	33	–	14	47
Esthetician – Nail Technician	22	3	25	50
Esthetician – Skin Care Technician	2	–	3	5
Floorcovering Installer	–	4	–	4
Gas Turbine Repair & Overhaul Technician	2	12	2	16
Gasfitter (Commercial A)	–	4	–	4
Gasfitter (Domestic B)	1	16	2	19
Glazier	–	6	–	6
Hairstylist	124	10	57	191

OCCUPATION	FEMALE	MALE	UNDISCLOSED	TOTAL
Heavy Duty Equipment Technician	4	75	9	88
Industrial Electrician	–	14	1	15
Industrial Mechanic (Millwright)	2	50	16	68
Instrumentation and Control Technician	–	5	2	7
Insulator (Heat and Frost)	–	11	–	11
Ironworker (Generalist)	–	11	–	11
Landscape Horticulturist	9	21	4	34
Lather (Interior Systems Mechanic)	2	40	3	45
Machinist	1	11	3	15
Marine and Outdoor Power Equipment Technician	–	13	1	14
Motor Vehicle Body Repairer (Metal and Paint)	–	47	12	59
Painter and Decorator	3	11	2	16
Partsperson	2	10	2	14
Plumber	5	116	23	144
Pork Production Technician	2	25	7	34
Power Electrician	–	1	–	1
Pre-Engineered Building Erector	–	11	1	12
Railway Car Technician	1	10	2	13
Recreation Vehicle Service Technician	–	1	–	1
Refrigeration and Air Conditioning Mechanic – Commercial	–	47	10	57
Refrigeration and Air Conditioning Mechanic – Residential	1	18	2	21
Rig Technician	–	–	–	–
Roofer	–	21	2	23
Sheet Metal Worker	1	25	16	42
Sloped Roofer	–	1	–	1
Sprinkler System Installer	–	14	–	14
Steamfitter-Pipefitter	–	20	2	22
Steel Fabricator	–	–	–	–
Tool and Die Maker	–	1	–	1
Transport Trailer Technician	–	11	2	13
Truck and Transport Mechanic	2	76	21	99
Water and Wastewater Technician	2	7	–	9
Water and Wastewater Technician – Wastewater Collection Operator	–	–	–	–
Water and Wastewater Technician – Wastewater Treatment Operator	–	–	–	–

OCCUPATION	FEMALE	MALE	UNDISCLOSED	TOTAL
Water and Wastewater Technician – Water Distribution Operator	–	–	–	–
Water and Wastewater Technician – Water Treatment Operator	–	–	–	–
Welder	3	60	10	73
Grand Total	325	1,701	445	2,471



HIGH SCHOOL APPRENTICESHIP PROGRAM

As of March 31, 2016

OCCUPATION	NEW REGISTRATIONS	ACTIVE
Agricultural Equipment Technician	8	35
Aircraft Maintenance Journeyperson	1	1
Automotive Painter	4	6
Automotive Service Technician	44	79
Boilermaker	–	–
Bricklayer	4	6
Cabinetmaker	9	18
Carpenter	111	240
Computer Numerical Control Machinist	–	–
Concrete Finisher	3	14
Construction Craft Worker	10	31
Construction Electrician	35	54
Cook	101	285
Crane and Hoist Operator – Power Generation and Transmission Branch 1: Mobile Crane Operator	–	–
Crane and Hoist Operator – Power Generation and Transmission Branch 2: Boom Truck Hoist Operator	–	–
Crane and Hoisting Equipment Operator Branch 1: Mobile Crane Operator	–	–
Crane and Hoisting Equipment Operator Branch 2: Boom Truck Hoist Operator	–	–
Crane and Hoisting Equipment Operator Branch 3: Tower Crane Operator	–	–
Diesel Engine Mechanic	–	–
Electric Motor System Technician	–	–
Electrologist	–	–
Esthetician	–	1
Esthetician – Nail Technician	–	–
Esthetician – Skin Care Technician	–	–
Floorcovering Installer	4	13
Gas Turbine Repair & Overhaul Technician	–	–
Gasfitter (Commercial A)	–	–
Gasfitter (Domestic B)	1	2
Glazier	–	3
Hairstylist	14	27
Heavy Duty Equipment Technician	30	55

OCCUPATION	NEW REGISTRATIONS	ACTIVE
Industrial Electrician	–	4
Industrial Mechanic (Millwright)	4	11
Instrumentation and Control Technician	–	2
Insulator (Heat and Frost)	–	1
Ironworker (Generalist)	–	1
Landscape Horticulturist	25	62
Lather (Interior Systems Mechanic)	5	13
Machinist	7	13
Marine and Outdoor Power Equipment Technician	6	14
Motor Vehicle Body Repairer (Metal and Paint)	19	42
Painter and Decorator	4	9
Partsperson	7	19
Plumber	17	33
Pork Production Technician	23	55
Power Electrician	1	2
Pre-Engineered Building Erector	1	2
Railway Car Technician	–	–
Recreation Vehicle Service Technician	1	3
Refrigeration and Air Conditioning Mechanic – Commercial	2	4
Refrigeration and Air Conditioning Mechanic – Residential	3	6
Rig Technician	–	–
Roofer	8	19
Sheet Metal Worker	6	19
Sloped Roofer	–	1
Sprinkler System Installer	1	2
Steamfitter-Pipefitter	–	2
Steel Fabricator	–	6
Tool and Die Maker	–	–
Transport Trailer Technician	–	6
Truck and Transport Mechanic	15	39
Water and Wastewater Technician	1	2
Water and Wastewater Technician – Wastewater Collection Operator	–	–
Water and Wastewater Technician – Wastewater Treatment Operator	–	–
Water and Wastewater Technician – Water Distribution Operator	–	–
Water and Wastewater Technician – Water Treatment Operator	–	–
Welder	30	88
Grand Total	565	1,350



CONTACT INFORMATION

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