

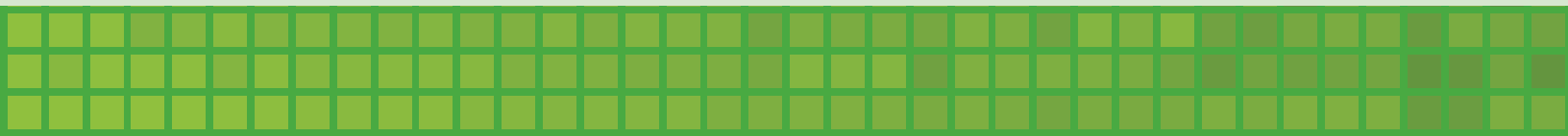
Apprenticeship and Certification Board 2013-2014 Annual Report



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 2013-2014. The Board consulted with stakeholders in setting the priorities for 2013-2014.

■ Review of the Trades Qualification Program

Trades Qualification (TQ) is one key pathway towards certification. Through TQ, experienced individuals are required to meet specific eligibility criteria and write the certification examinations in the trade. In 2013-2014, the Board began its evaluation to assess whether or not the TQ process is relevant and accessible for applicants. Based on its findings, the Board is expected to make recommendations about necessary changes to the TQ process in 2014-2015.

■ Pilot Projects

In 2013-2014, three pilot projects were launched:

1. The Northern Apprenticeship Training Co-op was delivered to northern and Aboriginal communities for Level 1 and Level 2 technical training in the Heavy Duty Equipment Technician trade. In 2013-2014, 14 participants completed their Level 1 and Level 2 training.
2. The e-Apprenticeship model was delivered for levels 1 and 2 of Common Core Electrical training, in which 12 people registered for each level.
3. Community Delivered Training (CDT) was designed to increase retention rates by providing apprentices the opportunity to complete their technical training in their communities. The Board will continue to work with communities to assess their needs and determine available opportunities to use CDT to increase the training potential of apprentices.

■ Employer Engagement and Participation

As part of the Strategic Plan 2012-2013, the Board developed an *Employer Action Plan* to identify public entity and industry employers with whom to engage to increase participation in, and promotion of the apprenticeship model. Throughout 2013-2014, the Board engaged with

a number of private sector employers and Crown Corporation entities to identify concerns and discuss opportunities for increased participation in the apprenticeship and certification system.

■ Target Groups – Participation and Completion

The Board's Target Groups Advisory Committee (TGAC) was established in 2012-2013 to identify barriers and challenges facing individuals from under-represented targeted groups. Targeted groups include women in non-traditional trades, Aboriginal persons, persons with disabilities and new Canadians. Over the 2013-2014 fiscal year, the TGAC met with key stakeholders representing these groups and developed a final report outlining the main barriers to participation and completion in the apprenticeship and certification system. Through this report, the committee was able to make priority recommendations for each group to the Board.

■ Review of Regulations

The Board continuously reviews and updates legislation under *The Apprenticeship and Certification Act*. In 2013-2014, the Board began reviewing the *Trades Qualification Fees Regulation* and the *Apprenticeship and Certification – General Regulation*. This will be an ongoing priority for 2014-2015.

■ Updating Program Standards

Program standards involve both technical training and regulations. To ensure ongoing relevance, updating program standards is a core responsibility of the Board. In 2013-2014 the Board updated or began reviewing the program standards for 13 trades.

■ Youth Involvement and Engagement

Throughout 2013-2014, the Board's Community Liaison Standing Committee (CLC) met with educators and school division representatives to discuss new ways to increase apprenticeship opportunities for youth. As part of the youth engagement strategy, the CLC developed a consultation guide and questionnaire to solicit feedback from stakeholders involved with the High School Apprenticeship Program (HSAP) to make it more accessible and increase youth participation.

Sommaire

Le présent rapport annuel fait état des activités de la Commission de l'apprentissage et de la reconnaissance professionnelle (« la Commission ») qui se rapportent aux objectifs énoncés dans le plan stratégique 2013-2014. La Commission a consulté les parties intéressées dans le cadre de son processus d'établissement des priorités pour l'exercice 2013-2014.

■ Examen du Programme de qualification professionnelle

La qualification professionnelle est une étape clé menant à l'obtention d'un certificat. Il s'agit d'un processus dans le cadre duquel des personnes expérimentées doivent remplir des critères d'admissibilité déterminés et faire l'examen en vue de l'obtention du certificat dans un métier donné. En 2013-2014, la Commission a amorcé une évaluation afin de déterminer si le processus de qualification professionnelle était ou non pertinent et accessible. Selon ses conclusions, elle devrait présenter des recommandations sur les modifications à apporter au processus en 2014-2015.

■ Projets pilotes

En 2013-2014, trois projets pilotes ont été lancés.

1. Le projet pilote de formation en apprentissage en coopérative dans les régions du Nord a été réalisé dans des collectivités du Nord et des collectivités autochtones dans le but d'offrir la formation technique pour le métier de technicien d'équipement lourd, niveau 1 et niveau 2. En 2013-2014, 14 participants ont terminé leur formation de niveau 1 et de niveau 2.
2. Le modèle d'apprentissage électronique a été utilisé pour les niveaux 1 et 2 du tronc commun en électricité; 12 personnes se sont inscrites à chaque niveau.
3. L'initiative Formation en milieu communautaire visait à améliorer les taux de persévérance en offrant aux apprentis la possibilité de terminer leur formation technique dans leur collectivité. La Commission continuera de collaborer avec les collectivités afin d'évaluer leurs besoins et de déterminer les possibilités d'utiliser la formation en milieu communautaire pour accroître le potentiel de formation des apprentis.

■ Participation des employeurs

Dans le cadre du plan stratégique 2012-2013, la Commission a élaboré un plan d'action visant à encourager divers employeurs sélectionnés des secteurs public et privé pour accroître la participation

et la promotion de l'apprentissage. Au cours de l'exercice 2013-2014, la Commission s'est mise en rapport avec un certain nombre d'employeurs du secteur privé et de sociétés d'État afin de cerner les préoccupations et de discuter des moyens d'accroître la participation au régime d'apprentissage et de reconnaissance professionnelle.

■ Participation et réussite des groupes cibles

En 2012-2013, la Commission a créé le Comité consultatif sur les groupes cibles qui est chargé de définir les obstacles et les difficultés que doivent surmonter les personnes appartenant aux groupes cibles sous-représentés. Ces groupes comprennent les femmes exerçant des métiers non traditionnels, les Autochtones, les personnes handicapées et les néo-Canadiens. Durant l'exercice 2013-2014, le Comité a rencontré les principaux intéressés représentant ces groupes et a rédigé un rapport final indiquant les principaux obstacles à la participation au régime d'apprentissage et de reconnaissance professionnelle et à la réussite. Ce rapport a permis au Comité de faire à la Commission des recommandations prioritaires pour chaque groupe.

■ Examen des règlements

La Commission examine continuellement les mesures législatives fondées sur la *Loi sur l'apprentissage et la reconnaissance professionnelle* et les met à jour régulièrement. En 2013-2014, elle a amorcé l'examen du *Règlement sur le tarif des droits d'apprentissage et de qualification professionnelle* et du *Règlement général sur l'apprentissage et la reconnaissance professionnelle*. Cet examen sera une priorité permanente en 2014-2015.

■ Mise à jour des normes de programmes

Les normes des programmes englobent à la fois la formation technique et les règlements. Afin d'en assurer la pertinence, la Commission veille à leur mise à jour, ce qu'elle a entrepris pour 13 métiers en 2013-2014.

■ Participation des jeunes

En 2013-2014, le comité permanent de liaison communautaire de la Commission a rencontré des éducateurs et des représentants des divisions scolaires afin de trouver de nouvelles façons d'accroître les possibilités d'apprentissage pour les jeunes. Dans le cadre de la stratégie de participation des jeunes, le comité a élaboré un guide de consultation et un questionnaire destinés à recueillir les commentaires des intéressés qui participent au Programme d'apprentissage au secondaire afin d'améliorer l'accessibilité du programme et d'accroître la participation des jeunes.

Letter from the Chair



Theresa Oswald
Minister of Jobs and the Economy
Room 333, 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, 2013 to March 31, 2014.

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.

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 to 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

Leonard Harapiak
Chair
Apprenticeship and Certification Board

Governance and Committees



The Apprenticeship and Certification Board

Front Row (left to right): Trent Siemens, Greg Ware, Ryan Einarson
Back Row (left to right): Ron Stecy, Alisa Ramrattan, Doug Lauvstad, Marc Lafond, Allan Beach,
Leonard Harapiak, Bob Senff, Anita Campbell, Rick Ullman
Missing: Ron Koslowsky

The Apprenticeship and Certification Board (Board) provides a governance and leadership role within its advisory mandate to co-ordinate 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 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

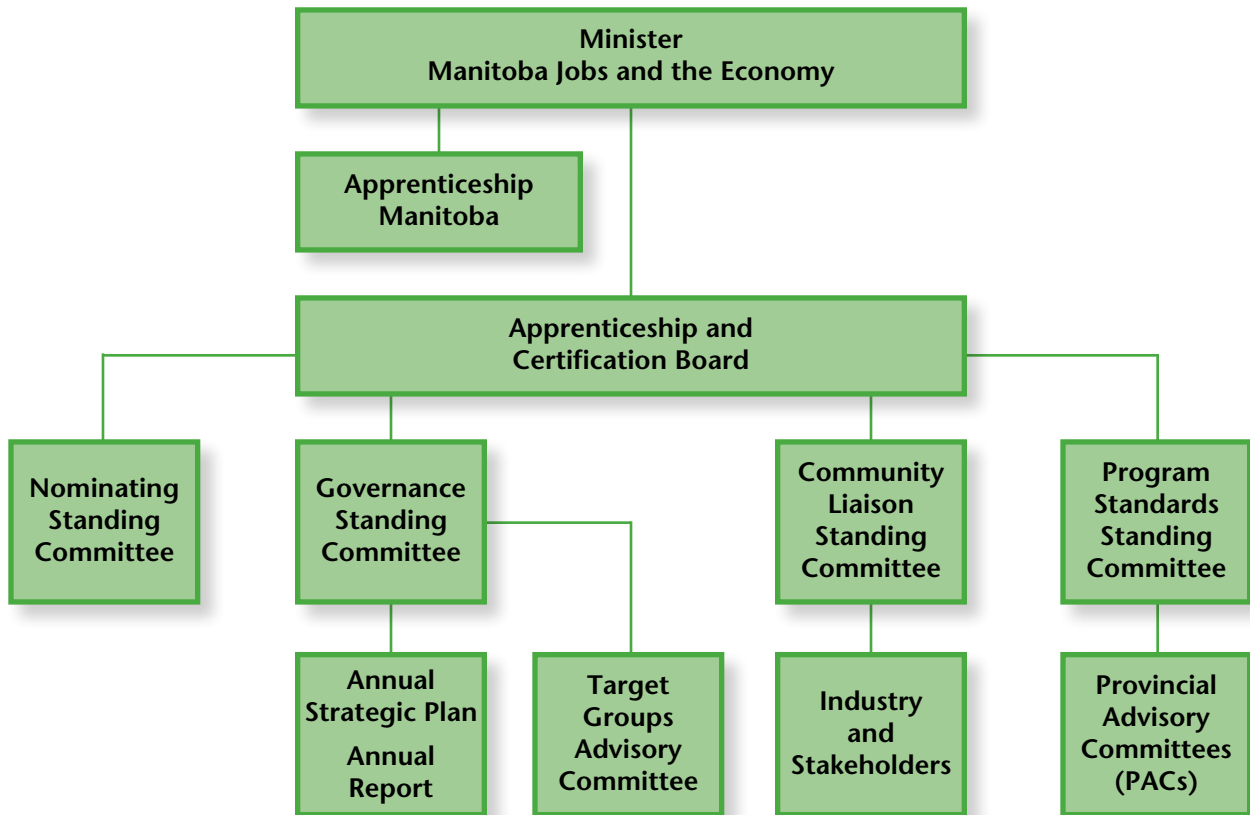
represent the interests of employers, two members represent the public interest and one non-voting member represents the interests of apprentices.

The Minister of Jobs and the Economy 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 2013-2014 organization structure is illustrated in the Organization Chart below. The Board's vision, mission, principles, critical priorities, and roles and responsibilities are also outlined in the following section.



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 of Jobs and the Economy 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 of Jobs and the Economy.
- 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
- participating in interprovincial apprenticeship initiatives

The Board has four Standing Committees comprised solely 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.

- a. Reporting to the Governance Standing Committee is the Target Groups Advisory Committee (TGAC). The purpose of this committee is to develop recommendations for the Board on achieving greater participation and completion rates of target groups.

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 about Manitoba's needs for skilled and trained trades people, and provides recommendations as to how to those needs can be met.

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 and occupations. The PSSC also upgrades qualifications as well as the content of regulations respecting designated trades and occupations.

4. Nominating Standing Committee (NSC)

This committee establishes and maintains a list of potential candidates for appointment to Provincial Advisory Committees 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 or occupation, the Nominating Standing Committee must:

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



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 *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 co-ordinates 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 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 under-represented 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).

CURRENT ACTIVITIES

A total of 2,617 apprentices were newly registered during the 2013-2014 fiscal year. As of March 31, 2014 there were 10,632 active apprentices registered in the apprenticeship system.

Year	Total Apprentices		
	Active	Completed	New Registrations
2013-2014	10,632	1,149	2,617

Strategic Plan Review

This annual report accounts for and communicates activities performed by the Board that relate to the goals and objectives pledged by the Strategic Plan 2013-2014. The Board consulted with stakeholders in setting the priorities for 2013-2014. The consultation process consisted of a variety of methods, including in-person meetings, requests for written responses, and solicitation of responses from the public through the Apprenticeship Manitoba website.

The Strategic Plan 2013-2014 committed to the following areas of focus:

- Review of the Trades Qualification Program
- Pilot Projects

The Strategic Plan 2013-14 also committed to invest in the following continuing areas of focus:

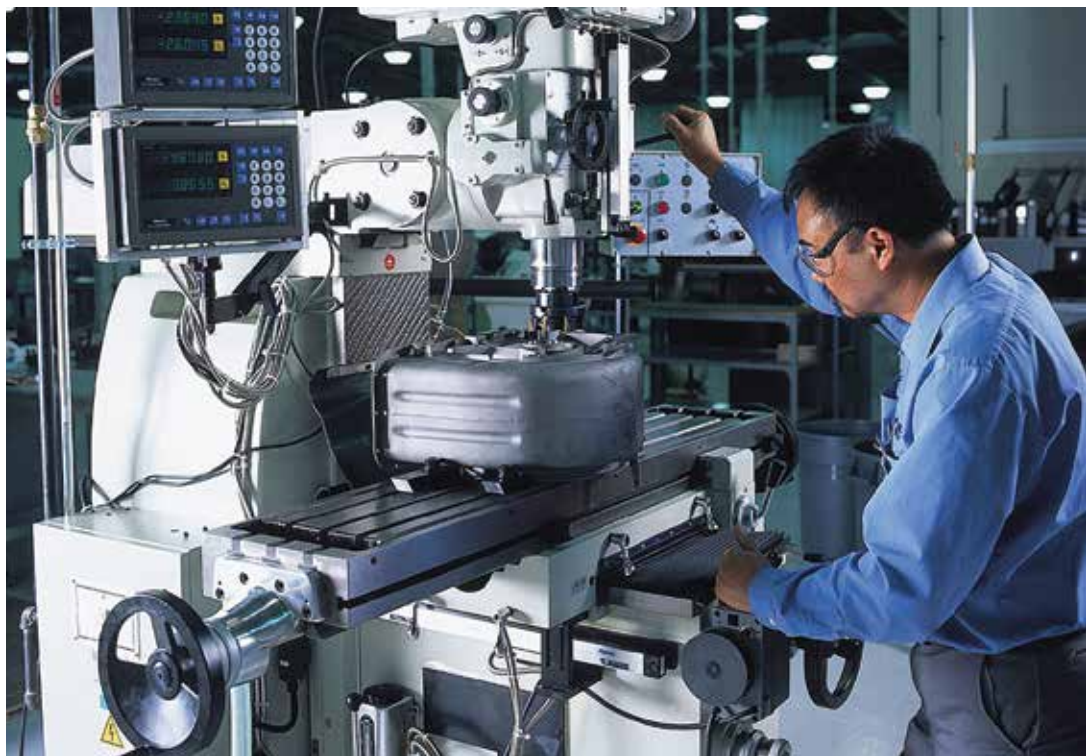
- Employer Engagement and Participation
- Participation and Completion of Target Groups
- Review of Regulations
- Updating Program Standards
- Youth Involvement and Engagement

An overarching priority not listed here involves raising public awareness of the benefits that flow from apprenticeship training and certification. The Board commits to engage in outreach and advocacy on behalf of the apprenticeship training and certification system, particularly through the activities of the four standing committees, to promote it at all levels of government, industry, educational systems and to the general public.

Another overarching priority is the Board's commitment to the Manitoba government's "Respectful Workplace Policy" and the application of these standards throughout the apprenticeship and certification system province-wide. The application of respectful workplace standards has special significance to the participation and completion of targeted groups.

Additionally, the Board encourages the Manitoba government to continue to position apprenticeship training and certification as a viable and valuable post-secondary education option.

The following is a breakdown of the commitments, and achievements pertaining to each during the 2013-2014 fiscal year.



Strategic Plan Priorities

■ Review of Trades Qualification Program

One of the key pathways towards certification is through Trades Qualification (TQ). TQ applicants need to demonstrate that they have been employed in the trade for at least 1.5 times the term of apprenticeship in the last 10 years and that they have experience in at least 70 per cent of the scope of the trade. If TQ applicants are successful during their assessment, they are then eligible to challenge the trade certification examination.

The Board considers TQ a key route towards certification and through a process of evaluation, will assess whether or not changes need to be made to ensure that it remains a relevant and accessible process for applicants. Throughout 2013-2014, the Board began evaluating the criteria required of TQ applicants, and is continuing to collect, analyze and report on received statistics. It is expected that the Board will review the acquired information and make recommendations in 2014-2015.

■ Pilot Projects

Northern Apprenticeship Training Co-op

The Northern Apprenticeship Training Co-op was developed to respond to Manitoba's commitment to provide additional training opportunities in northern and Aboriginal communities. The Northern Apprenticeship Training Co-op is a pilot project adapted from the traditional apprenticeship model, and features a cohort of apprentices undertaking technical training for the Heavy Duty Equipment Technician trade. The intent of the co-op model is to meet the needs of industry and facilitate an uptake of apprenticeship training by northern residents with a particular emphasis on Aboriginal people.

The Northern Apprenticeship Training Co-op features both technical and practical training components. The practical training is organized through the Northern Manitoba Sector Council in which work placements are facilitated with a number of northern Manitoba employers. The Sector Council also



co-ordinates training, recruits employer partners, assigns apprentices to employers and provides any other support required by the apprentices or their employers. Essential skills training and "Introduction to Industry" training are core supplements featured in the technical training and on-the-job practical experience. In addition, the program provides living and other supports (such as counseling) as required by individual participants and co-op placement employers.

The model has been successful in developing skilled workers who are becoming productive members of Manitoba's northern workforce. In 2013-2014, 14 participants completed their level 1 and level 2 training. This project will serve as an investment toward increasing training opportunities for residents in northern Manitoba and representation of Aboriginal people in the trades.

e-Apprenticeship

The e-Apprenticeship model provides the opportunity for apprentices to earn an income while they learn online. E-Apprenticeship programs are designed to be cost-effective, accessible and flexible.

In 2013-2014, e-Apprenticeship was delivered for levels 1 and 2 for Common Core Electrical training. This module was proven successful specifically with Manitoba Hydro as computer labs and flexible time options were provided for apprentices to complete their training.

The use of e-Apprenticeship is expanding. Throughout 2013-2014, this training model was adapted for level 1 Pork Production Technician training, which will be delivered in 2014-2015.

Community Delivered Training

The Community Delivered Training (CDT) initiative is targeted towards First Nations and Métis communities to increase retention rates by allowing apprentices to remain in their communities to complete technical training and gain on-the-job experience. CDT is designed to benefit the apprentice, industry and the growth of Manitoba's economy.

A key component of CDT consists of Mobile Training Labs (MTLs). MTLs provide the opportunity for individuals in rural and northern Manitoba to access technical training within their community. In 2013-2014, Red River College delivered a Mobile Training Lab for an Introduction to Welding program in Winkler and Portage La Prairie. Red River College is currently co-ordinating pre-employment electrical training for Peguis First Nation and Fisher River Cree Nation, to be delivered in 2014-2015.

There are current plans to use the MTL model to deliver accredited training in remote locations to high school students. Through this delivery model, students would be able to access pre-employment and trades training, including training accredited to Apprenticeship Manitoba standards and Apprenticeship Manitoba-directed training.

Discussions between Apprenticeship Manitoba, industry and communities are in progress to determine where MTLs can be used to link technical training opportunities with community-based projects and emerging industries. The Board will continue to work with communities to assess their needs and determine available opportunities to use CDT to increase the training potential of apprentices.

FINANCIAL INCENTIVES

The Manitoba government provides financial incentives for both apprentices and employers. For apprentices, the government provides:

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

For employers, the government provides:

- Early-Level Apprentices Hiring Incentive (ELA-HI)
- Advanced-Level Apprentice Hiring Incentive (ALA-HI)
- Journeyman Hiring Incentive (J-HI)

In early 2014, the Minister of Jobs and the Economy announced newly enhanced, streamlined **tax credits** for employers to hire apprentices and to expand the labour force. Implementation of these incentives will occur in 2014-2015.



■ Employer Engagement and Participation

The Board recognizes the importance of engaging Manitoba employers who are not currently using the apprenticeship and certification model to train employees in the skilled trades. In 2012-2013, the Board developed an **Employer Action Plan** to identify public entities and industry employers with whom to engage to promote participation in the apprenticeship and certification system.

For 2013-2014 the Community Liaison Standing Committee (CLC) prioritized a list of employers and continued their engagement process by meeting with employer groups from the private sector and Crown Corporations. The CLC met with the following organizations throughout 2013-2014:

- Manitoba Centennial Centre Corporation (MCCC)
- Manitoba Employers Council

- Manitoba Liquor and Lotteries Corporation (MLLC)
- Manitoba Public Insurance (MPI)
- St. Boniface Collision and Refinishers Ltd.

The CLC continues to engage employers through meetings and events with industry stakeholders. In addition, the CLC is available to stakeholders who wish to discuss areas of concern within the trade industry.

Lastly, the Board endorses the use of apprenticeship training for publicly-funded capital projects. These initiatives support the increase of employer participation in apprenticeship (see sidebar).

CAPITAL PROJECTS INITIATIVE

In 2011-2012, the Manitoba government implemented the first phase of the Apprenticeship Training and Development Policy. The provincial government is now developing legislation that builds upon the Apprenticeship Training and Development Policy as it applies to capital projects.

Effective 2014-2015, the Manitoba government will only employ bidding contractors and subcontractors that are party to an active apprenticeship agreement and employ certified journeymen for work in designated trades on publicly-funded capital projects. The following steps will be implemented in the lead-up to this requirement:

- As of July 1, 2011, bidding contractors with more than 20 of their own employees and all mechanical contractors, bidding and/or subcontractors, are required to be engaged in apprenticeship training.
- Beginning fiscal year 2012-13, bidding contractors with more than 10 of their own employees and sub-contractors with more than 20 of their own employees will be required to be engaged in apprenticeship training.
- Beginning in the fiscal year 2013-14, all bidding contractors as well as sub-contractors with more than 10 of their own employees will be required to be engaged in apprenticeship training.
- The Manitoba government continues to move forward in 2014-2015 to develop and introduce new legislation that will ensure apprenticeship opportunities on all major government-supported building projects.

PUBLIC SECTOR APPRENTICESHIP TRAINING STRATEGY

In December 2013, the Minister of Jobs and the Economy announced a new initiative in partnership with the Civil Service Commission to develop and increase work experience opportunities for apprentices in the public sector through the Public Sector Apprenticeship Training Strategy. This initiative will be implemented over the 2014-2015 fiscal year and will be aimed at providing opportunities for high school students and college graduates with a particular focus on northern and rural regions of Manitoba.

■ Target Groups – Participation and Completion

The participation and completion rates of target groups – which include women in non-traditional trades, Aboriginal persons, new Canadians, and persons with disabilities – is an ongoing challenge that the Board is committed to addressing over the long term.

In 2012-2013, the Board established the **Target Groups Advisory Committee (TGAC)** and developed terms of reference to structure the committee. The TGAC is responsible for making policy recommendations with respect to increasing the participation and completion of target groups in the apprenticeship and certification system. The TGAC is composed of five members representative of the target groups.

In 2013-2014, the TGAC conducted a cross-jurisdictional analysis and held a number of consultations with key stakeholders to identify the many challenges targeted groups face in entering into the skilled trades. Based on these findings, the TGAC developed a final report outlining the main challenges for each group and made strategic policy and program recommendations on how to increase the representation and participation of these groups within the trades. The report was tabled at the Board in 2013-2014 and the recommendations will be considered in future decision-making processes.

The priority of increasing the participation of women in non-traditional trades, persons with disabilities, Aboriginal people and new Canadians is one that cannot be fully addressed in one year. It will continue to be a priority for the Board into the next planning year and beyond.

TARGET GROUPS ADVISORY COMMITTEE

The TGAC met with the following stakeholders throughout 2013-2014 to receive feedback on the barriers faced by target groups in the apprenticeship and certification system in Manitoba:

- Ambassador Mechanical
- Apprenticeship Manitoba Qualifications Assessors
- BUILD Inc.
- Female Apprentices and Journeypersons
- Frontier School Division
- International Brotherhood of Electrical Workers (IBEW)
- Manitoba Construction Sector Council (MCSC)
- Manitoba Hydro
- Manitoba START
- McCaine Electric
- Minister's Advisory Council on Workforce Development
- Neeginan College of Applied Technology
- Society for Manitobans with Disabilities (SMD)
- Standard Aero
- Workplace Integration of Skilled Newcomers in the Trades (WISNIT)

CURRENT ACTIVITIES

The number of active female apprentices in non-traditional trades for 2013-2014 was 237 out of a total of 10,632 active apprentices. Women in non-traditional trades therefore constituted approximately two per cent (2%) of total active apprentices.

Year	Women in Non-Traditional Trades*		
	Active	Completed	New Registrations
2013-2014	237	18	68
Percentage	2.2%	1.5%	3%

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

The number of active female apprentices in traditional trades for 2013-2014 was 945 out of a total of 10,632 active apprentices. Women in traditional trades therefore constituted approximately nine per cent (9%) of total active apprentices.

Year	Women in Traditional Trades*		
	Active	Completed	New Registrations
2013-2014	945	204	218
Percentage	8.9%	17.8%	11%

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

Continuing efforts were made in 2013-2014 to respond to the training needs of the Aboriginal community. By the end of the 2013-2014 fiscal year there were 863 active, self-declared Aboriginal apprentices registered in Manitoba including 223 new registrations across all trades. Apprenticeship Manitoba continues to seek unique ways to help northern apprentices find jobs. A pool agreement between the Northern Manitoba Sector Council and local employers has helped ensure apprentices are successful in achieving scope of the trade in their on-the-job training while in an apprenticeship program.

Year	Aboriginal Apprentices*		
	Active	Completed	New Registrations
2013-2014	863	60	223
Percentage	8.1%	5.2%	8.5%

* All employment equity declarations are voluntary and are at the discretion of the individual.

The Board has found that there is currently a lack of awareness about existing policies, programs and supports for persons with disabilities, which contributes to their low participation rate in the trades. It remains an ongoing priority to develop progressive strategies to raise awareness on the available supports to increase the participation of persons with disabilities in the skilled trades.

■ Review of Regulations

Among the Board's ongoing priorities is a review and update of the *Apprenticeship and Certification – General Regulation* to ensure it is consistent with *The Apprenticeship and Certification Act*. In 2013-2014, the Board began its review of the *Apprenticeship and Trades Qualification Fees Regulation* and the *Apprenticeship and Certification – General Regulation*. The Board will make a determination on the recommended amendments in 2014-2015.

■ Updating Program Standards

Program standards involve both technical training standards and regulations. Technical training means school-based instruction to apprentices, including theoretical units associated with the trade, which the apprentice then applies during on-the-job training. Based on the recommendations from Provincial Advisory Committee (PAC) members and the Program Standards Standing Committee (PSSC), the Board sets the benchmark for program standards, placement level tests, certification examinations and accreditation.

Regulations set the rules that outline what is and is not permissible in an apprenticeship program. The Board approves the creation, updates and amendments of trade regulations, which are informed by Provincial Advisory Committees.

To ensure ongoing relevance, the updating of program standards and regulations is a core responsibility of the Board. Specific PACs discuss potential changes to technical training standards and regulations to keep trade standards relevant and up-to-date, and to respond to any legislated changes that may affect their respective trades. PACs provide trade-specific expertise, which helps inform the PSSC as it formulates its recommendations. The number of PAC meetings will vary year to year, depending on the trade regulations and program standards identified for updating during the planning year. PACs meet only in the specific year that their trade is identified for updating.



APPEALS PROCEDURE USER GUIDE

The **Appeals Procedure User Guide** assists clients in understanding the process for appealing a decision made by the Executive Director of Apprenticeship Manitoba.

Should an issue arise in a trade when it is not included in 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 issues and request that the CLC consider including the trade in the current plan. For more information on this process, the Manager of Policy, Legislation and Board Operations of Apprenticeship Manitoba can be reached via email at apprenticeshipboard@gov.mb.ca.

The following trades were updated for **technical training development** in 2013-2014:

Trade	Status	Date
Insulator (Heat & Frost)	Completed	February 2014
Millwright	Completed	March 2014
Crane and Hoisting Equipment Operator – Mobile Crane	Completed	March 2014
Sprinkler System Installer	Completed	March 2014
Welder	Completed	March 2014
<i>Trades carried forward from 2012-2013</i>		
Esthetician	Completed	May 2013
Tool and Die Maker	Completed	March 2014
Sloped Roofer	Completed	March 2014

The following trades were updated for **certification exam development** in 2013-14:

Trade	Status	Date
Rig Technician	Completed	December 2013

The following trades were updated for **regulatory development** in 2013-2014:

Trade	Status	Date
Gas Turbine Repair and Overhaul Technician	Approved in Principle	December 2013
Instrumentation and Control Technician	Registered	December 2013
Lather	Approved in Principle	February 2014
<i>Trades carried forward from 2012-2013</i>		
Esthetician	Approved in Principle	June 2013
Transport Trailer Technician	Registered (Amendment)	July 2013
Sloped Roofer	Registered	July 2013

The following trades have been **carried over** to the 2015-2016 Strategic Plan at various stages:

Trade	What Needs to be Updated	2013-2014	2014-2015
Boilermaker	Regulation and Certification Exam Development	Regulation is in progress. New National Occupational Analysis/Exam under development	The Board will review recommendations in 2014-2015. Examination to be released in 2014-2015.
Crane and Hoisting Equipment Operator – Mobile Crane	Regulation	Deferred – Will be updated after a review of technical training	The Board will review recommendations in 2014-2015.
Floorcovering Installer	Regulation	No PAC was formed – no industry response to calls for nominations	The Board will evaluate options for this trade in 2014-2015.

Trade	What Needs to be Updated	2013-2014	2014-2015
Glazier (from 2011-2012)	Regulation	No PAC was formed – no industry response to calls for nominations	The Board will evaluate options for this trade in 2014-2015.
Hairstylist	Regulation and Technical Training	In progress	The Board will review recommendations in 2014-2015.
Insulator (Heat and Frost)	Regulation	Deferred – Will be updated after a review of technical training	The Board will review recommendations in 2014-2015.
Sprinkler System Installer	Regulation	Deferred – Will be updated after a review of technical training	The Board will review recommendations in 2014-2015.
Steel Fabricator (from 2011-2012)	Regulation	No PAC was formed – no industry response to calls for nominations	The Board will evaluate options for this trade in 2014-2015.
Lather	Technical Training	In progress	The Board will review recommendations in 2014-2015.
Painter/Decorator	Technical Training	In progress	The Board will review recommendations in 2014-15.
Roofer	Technical Training	In progress	The Board will review recommendations in 2014-2015.
Carpenter	Certification Exam and Development	New National Occupational Analysis/Exam under development	Examination to be released in 2014-2015.
Crane and Hoisting Equipment Operator – Mobile Crane	Certification Exam and Development	New National Occupational Analysis/Exam under development	Examination to be released in 2014-2015.
Refrigeration and Air Conditioning Mechanic	Certification Exam and Development	New National Occupational Analysis/Exam under development	Examination to be released in 2014-2015.
Transport Trailer Technician	Certification Exam and Development	New National Occupational Analysis/Exam under development	Examination to be released in 2014-2015.

Designating a New Occupation

A designated occupation differs from a designated trade in that there is no apprenticeship program for the occupation but rather a system of standards by which eligible individuals will be able to challenge an examination to become certified.

In 2012-2013, the Board approved in principle the designation of Commercial Truck Driver as an occupation in Manitoba. Throughout 2013-2014, the Board began working with industry to develop standards and a regulation for this new occupation. The Board will be continuing this process in 2014-2015, including engaging employers to fill membership spots for a Provincial Advisory Committee to develop recommendations.

DESIGNATING A TRADE OR OCCUPATION

The Apprenticeship and Certification Board has developed a designation process for a Trade or Occupation **Toolkit** which is available to the public. This document helps industry stakeholders and individuals understand the process of designating a trade or occupation.



Sustainability in Apprenticeship

The Board recognizes the growing importance of using and teaching sustainable technologies and processes in technical training standards. The Board will continue to develop a “green lens” in its review of training standards and actively seek input regarding the adoption of sustainable work practices, processes or technology and their incorporation into training standards. Developing a “green lens” is defined as taking a point of view that values program or service features that are designed to help protect Manitoba’s environment and sustainably manage natural resources while balancing diverse community interests. Ongoing discussions with stakeholders will help inform the future development of technical training in an environmentally responsible way.

In 2013-2014, the Board continued developing partnerships with associations and organizations that have an understanding of green technologies and processes in how they relate to existing trades. The CCDA is currently in the process of exploring options to enhance the standards used by the Red Seal Program; environmental considerations play a role in this process. Apprenticeship Manitoba is involved with this national program and will also incorporate best practices regarding environmental concerns at a provincial level.

Apprenticeship Manitoba currently includes green technologies in the following trades: Automotive Service Technician, Machinist, Tool and Die Maker, Pork Production Technician, Refrigeration and Air Conditioning Mechanic (Commercial and Residential), Painter/Decorator and Landscape Horticulturist. Many other trades incorporate environmental considerations throughout their technical training programs.

■ Youth Involvement and Engagement

The Board recognizes that interest and awareness among youth is vital to the continued success of the apprenticeship and certification system. As an ongoing priority, the Board is committed to continue seeking ways to engage youth in the trades.

The Board's **Youth Action Plan** was introduced in 2012-2013. The action plan outlines a strategy to identify best practices among provincial approaches that engage youth with the apprenticeship model. The action plan includes the priority of identifying partner groups within organizations that are involved with youth or youth programming for information sharing and strategizing purposes. Partnerships have been developed with government departments such as Manitoba Education and Advanced Learning to harmonize common goals with regard to youth programming.

In 2013-2014, the Community Liaison Standing Committee (CLC) continued to develop partnerships with educators, including the High School Apprenticeship Program Professional Learning Group (HSAP-PLG). The HSAP-PLG provides a collaborative forum in which educators and school division representatives can discuss and recommend strategies to increase youth participation in the High School Apprenticeship Program (HSAP). Throughout the year the HSAP-PLG found consensus that focused on:

- increasing marketing avenues for HSAP to students, parents, employers and school administrators
- opportunities to increase available regional resources to administer HSAP
- streamlining the application process

The CLC also developed a consultation guide and questionnaire to solicit feedback from educators and other stakeholders involved with HSAP. A common note received from survey participants related to the importance of the engagement of parents, school boards and superintendents in successfully building the program. The feedback received from the survey will be incorporated into future decision-making.

High School Apprenticeship Program (HSAP)

The High School Apprenticeship Program (HSAP) is designed to build awareness of and interest in the skilled trades among high school youth, and to facilitate entry into a post-secondary apprenticeship. Available in virtually every designated trade, the HSAP provides practical, paid on-the-job work experience for school credit. In addition, the hours worked through HSAP can count toward a post-secondary apprenticeship program after graduation. The Board continues to support, promote and evaluate the program as an effective option to enter into apprenticeship.

HSAP INCENTIVE

The High School Apprenticeship Program (HSAP) Incentive was created in 2010 with the purpose of increasing employer and youth engagement in the HSAP and the post-secondary apprenticeship and certification system. Eligible apprentices receive a tuition exemption for one level of technical training for each 220 hours of work experience gained through the HSAP. This incentive aims to encourage youth to pursue a career in the skilled trades, and is designed to increase youth transition and retention rates from secondary to post-secondary apprenticeship training in Manitoba. Since the incentive was implemented in 2011, 290 HSAP participants have taken advantage of this opportunity.

CURRENT ACTIVITIES

The HSAP assists early entry into the trades and builds awareness and interest through the option of practical, paid, on-the-job work experience in the skilled trades for high school youth. In the 2013-2014 fiscal year, there were 1,402 active HSAP participants, an increase of 18.5 per cent from the previous year. This includes 494 new HSAP registrations in 2013-2014, constituting 19 per cent of all new registrations.

Year	HSAP	
	Active	New Registrations
2013-2014	1,402	494
Percentage	13.2%	19%

The Board is also focused on increasing interest amongst the broader education system as a whole. In 2013-2014, some school divisions were consulted to determine opportunities within the education system to present information for students about available pathways into the trades. These partnerships are expected to continue into 2014-15 to confirm existing opportunities that are available to increase youth awareness and participation in considering careers in the trades. Apprenticeship Manitoba will be presenting to students from grades 5 through 12 about HSAP and the various career opportunities available through the trades.

The CLC remains committed to working with key decision makers in the education system throughout 2014-2015 to increase awareness and encourage future participation in the apprenticeship and certification system.

CONTACT INFORMATION

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USEFUL LINKS

A list of informative links for employers, apprentices, stakeholders and jurisdictions can be found at manitoba.ca/tce/apprent/links.

