

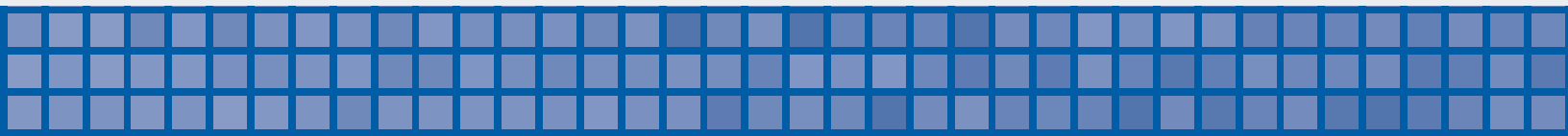
Apprenticeship and Certification Board 2016-2017 Annual Report



Manitoba 

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Executive Summary

The Apprenticeship and Certification Board promotes apprenticeship and certification and works to ensure the training needs of Manitoba's labour market for skilled tradespersons are met. In 2016-2017, the apprenticeship and certification system registered 2,217 new apprentices, and certified 1,387 new journeypersons. This annual report accounts for and communicates the activities performed by the Apprenticeship and Certification Board (Board) that relates to the goals and objectives pledged by the Strategic Plan 2016-2017. The Board used online consultations with industry and stakeholders in setting the priorities for 2016-2017.

Women in the Trades

Women continue to be underrepresented in the apprenticeship and certification system. In 2016-2017 women accounted for 12 per cent of all registered apprentices, however, the majority are concentrated in the "traditional trades" of Hairstylist, Esthetician, Electrologist and Cook. Female apprentices represent only three per cent of apprentices in non-traditional trades, including the construction, manufacturing and transportation sectors.

Nationally, women account for 14 per cent of apprentices; however, like Manitoba the majority are concentrated in the "traditional trades". According to the Construction Sector Council (CSC) of Canada, there has been little to no growth in the proportion of women in non-traditional trades and related occupations for over three decades.

The Board continued its ongoing commitment to increasing the number of women in non-traditional trades. In September 2015 the Technical Vocational Instructor Bursary pilot program was introduced to provide funding for tuition and supplies for female journeypersons in non-traditional trades to complete Red River College's Technical Vocational Teacher Diploma program. The objective was to increase the presence of female journeyperson instructors. In 2016-2017, six of the nine participants secured vocational teaching positions.

Indigenous Engagement

In 2016-2017, Indigenous apprentices represented nearly 10 per cent of all registered apprentices, up slightly from 2015-2016. As part of its commitment to encourage the participation of Indigenous Manitobans in apprenticeship, the Community Liaison Standing Committee (CLC) of the Board held targeted stakeholder consultations to discuss current programs geared towards the needs of the Indigenous community and explore new ways to encourage the participation of Indigenous Manitobans in the apprenticeship system. In addition, Community-Delivered Training (CDT) is being planned for Lake Manitoba First Nation, Peguis First Nation, Sandy Bay First Nation, and Swan River. CDT is apprenticeship technical training delivered to registered apprentices in northern or rural communities. Finally, support for the Northern Construction Trades Training Program (NCTT) continued over 2016-2017. This project provides 32 northern residents with a pathway to complete apprenticeship training and receive certification. As of March 31, 2017, there were 26 apprentices in the program completing level two training (81 per cent retention rate).

Youth Engagement

The Board's ongoing commitment to youth engagement, with a particular focus on youth from underrepresented groups, continued throughout 2016-2017. Over 100 students from grades 7 to 11 participated in the Building for Tomorrow Youth Camps across the province. In addition, financial support was provided for The North End Trades Discovery Initiative, which engaged over 300 students in grades 5 and 6 in culturally appropriate programming focused on learning about the skilled trades. The High School Apprenticeship Program (HSAP), a program to promote interest in the skilled trades amongst high school students, grew in 2016-2017. Over the year, 499 grade 10 to 12 students joined the program as newly registered high school apprentices.

Train the Trainer

For 2016-2017 the Board identified evaluating practical experience in the apprenticeship and certification system as a priority. Development of “train the trainer” resources began including a “Map to Certification” logbook. Work will continue to develop a logbook and identify partners to pilot this initiative in 2017-2018.



Review of the Regulatory and Technical Training Development Process

In 2016-2017 the Governance Standing Committee (GSC) undertook a review of the Board bylaws, policies and procedures that support the governance and reporting framework for the Board. In addition, the Nominating Standing Committee (NSC) was asked to provide recommendations regarding Provincial Advisory Committees (PACs) recruitment and membership. PACs are vital to the regulatory and technical training development process.

Practical Exam Review

In 2016-2017, the Board identified the review of practical exams as a priority. These exams are required by some trade regulations to achieve certification in addition to the written provincial or interprovincial examination. The review found that some clients, particularly trade qualification applicants, face challenges accessing the practical exams.

Updating Program Standards

Program standards refer to both regulatory and technical training standards. Regulations under The Apprenticeship and Certification Act are reviewed and updated to ensure industry and client needs are met. In 2016-2017, the Board initiated the regulatory review process for eleven trades. The Board also reviews and updates the technical training requirements for Manitoba’s provincial and interprovincial designated trades. In 2016-2017, the Board initiated the technical training review process for 20 trades to ensure that apprentices are receiving the most up-to-date training. In addition, the Board initiated the development process for level placement exams in 20 designated trades, and for Red Seal exam development in ten designated trades in 2016-2017.

Sommaire

La Commission de l'apprentissage et de la reconnaissance professionnelle promeut l'apprentissage et la reconnaissance professionnelle et veille à ce que les besoins du marché du travail du Manitoba en matière de formation de personnes qualifiées soient comblés. Au cours de l'exercice 2016-2017, le régime d'apprentissage et de reconnaissance professionnelle a inscrit 2 217 nouveaux apprentis et a reconnu les compétences de 1 387 nouveaux compagnons. 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 2016-2017. La Commission a mené des consultations en ligne auprès de représentants de l'industrie et de parties intéressées dans le cadre de son processus d'établissement des priorités pour 2016-2017.

Les femmes dans les métiers

Les femmes continuent d'être sous-représentées dans le régime d'apprentissage et de reconnaissance professionnelle. En 2016-2017, les femmes représentaient 12 pour cent de l'ensemble des apprentis inscrits, cependant, la majorité d'entre elles sont concentrées dans les « métiers traditionnels » de coiffeur-styliste, d'esthéticien, d'électrolyste et de cuisinier. Les femmes représentent seulement 3 pour cent des apprentis dans les métiers non traditionnels, dont les secteurs manufacturiers, de la construction et des transports.

À l'échelle nationale, les femmes représentent 14 pour cent des apprentis; cependant, comme au Manitoba, la majorité d'entre elles sont concentrées dans les « métiers traditionnels ». Selon le Conseil sectoriel de la construction du Canada, il y a eu peu ou pas d'augmentation de la proportion de femmes travaillant dans les métiers non traditionnels et les emplois connexes depuis plus de trois décennies.

La Commission a poursuivi son engagement continu d'augmenter le nombre de femmes dans les métiers non traditionnels. En septembre 2015, le programme pilote de bourses d'enseignement technique et professionnel a été lancé pour fournir une aide financière visant les frais de scolarité et les fournitures pour les ouvrières qualifiées dans les métiers non traditionnels afin de leur permettre de suivre le programme du Collège Red River menant à l'obtention du diplôme d'enseignement technique et professionnel. L'objectif de ce programme était d'augmenter la présence d'instructeurs femmes. En 2016-2017, six des neuf participantes ont obtenu un poste d'enseignement professionnel.

Engagement des Autochtones

Au cours de l'exercice 2016-2017, les Autochtones représentaient presque 10 pour cent de l'ensemble des apprentis inscrits, soit une légère hausse par rapport à 2015-2016. Dans le cadre de son engagement visant à encourager la participation des Autochtones du Manitoba à l'apprentissage, le comité permanent de liaison communautaire de la Commission a organisé des consultations ciblées des parties prenantes afin de discuter des programmes actuels axés sur les besoins de la communauté autochtone et d'explorer de nouvelles stratégies pour encourager leur participation. De plus, on planifie la Formation en milieu communautaire pour la Première nation du lac Manitoba, la Première nation de Peguis, la Première nation de Sandy Bay et celle de Swan River. La Formation en milieu communautaire est une formation technique en apprentissage offerte aux apprentis inscrits dans les collectivités rurales et du Nord. Enfin, le soutien au programme de formation aux métiers de la construction dans le Nord s'est poursuivi en 2016-2017. Ce projet fournit à 32 résidents du Nord la possibilité de suivre une formation en apprentissage et d'obtenir un certificat. Au 31 mars 2017, il y avait 26 apprentis dans le programme qui terminaient la formation de niveau deux (taux de rétention de 81 pour cent).

Engagement des jeunes

Au cours de l'exercice 2016-2017, la Commission a poursuivi son engagement continu envers la participation des jeunes, et plus particulièrement ceux appartenant aux groupes sous-représentés. Plus de 100 élèves de la 7^e à la 11^e année ont participé au programme de camps d'été Construire pour l'avenir partout dans la province. Par ailleurs, un soutien financier a été fourni à l'initiative de découverte des métiers du North End, qui a permis à plus de 300 élèves de 5^e et de 6^e année de participer à des programmes adaptés sur le plan culturel concernant les métiers spécialisés. Le Programme d'apprentissage au secondaire, qui vise à promouvoir l'intérêt pour les métiers spécialisés chez les élèves du secondaire, a pris de l'ampleur en 2016-2017. Cette année-là, 499 élèves de la 10^e à la 12^e année se sont inscrits au Programme comme de nouveaux apprentis.

Formation des formateurs

Au cours de l'exercice 2016-2017, la Commission a établi comme priorité l'évaluation de l'expérience pratique dans le régime d'apprentissage et de reconnaissance professionnelle. On a commencé l'élaboration de ressources concernant la « formation des formateurs », dont un carnet de formation intitulé « Map to Certification ». Le travail se poursuivra afin d'élaborer ce carnet de formation et de trouver des partenaires pour piloter cette initiative en 2017-2018.

Examen du processus d'élaboration de la formation réglementaire et technique

Au cours de l'exercice 2016-2017, le comité permanent de gouvernance a procédé à l'examen des règlements administratifs, des politiques et des procédures de la Commission qui appuient le cadre de gouvernance et d'établissement de rapports pour la Commission. En outre, le comité

permanent de nomination a été chargé de fournir des recommandations au sujet du recrutement et de la nomination de membres aux comités consultatifs provinciaux. Ces derniers jouent un rôle vital dans le processus d'élaboration de la formation réglementaire et technique.

Évaluation des examens pratiques

En 2016-2017, la Commission a établi l'évaluation des examens pratiques comme domaine d'action prioritaire. Ces examens sont requis en vertu de certains règlements sur les métiers afin d'obtenir une reconnaissance professionnelle, en plus de l'examen écrit provincial ou interprovincial. Cette évaluation a révélé que certains clients, en particulier les demandeurs de reconnaissance professionnelle, sont confrontés à des défis en ce qui concerne l'accès aux examens pratiques.

Mise à jour des normes du Programme

Les normes du Programme font référence aux normes en matière de formation réglementaire et technique. Les règlements d'application de la Loi sur l'apprentissage et la reconnaissance professionnelle sont examinés et mis à jour pour veiller à la satisfaction des besoins de l'industrie et des clients. En 2016-2017, la Commission a entamé le processus d'examen réglementaire de onze métiers. De plus, la Commission examine et met à jour les exigences de formation technique pour les métiers désignés à l'échelle provinciale et interprovinciale au Manitoba. En 2016-2017, la Commission a entamé le processus d'examen de la formation technique de 20 métiers afin de veiller à ce que les apprentis reçoivent une formation répondant aux normes les plus actuelles. En outre, la Commission a amorcé le processus d'élaboration des examens de placement de niveau de 20 métiers désignés et des examens du Sceau rouge de dix métiers désignés en 2016-2017.

Letter from the 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 please to submit the Annual Report for the fiscal year of April 1, 2016 to March 31, 2017.

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 on 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 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 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

Ken Webb,
Chair
Apprenticeship and Certification Board

Governance and Committees



The Apprenticeship and Certification Board

Front Row (left to right): Lesley McFarlane, Ken Webb, Betty McInerney, Collen Munro.

Back Row (left to right): Harvey Miller, Brent Charron, Marc Lafond and Bruce Harris.

Missing: Steve Ducharme, Natasha Graveline and Michael Keeper.

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 14 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

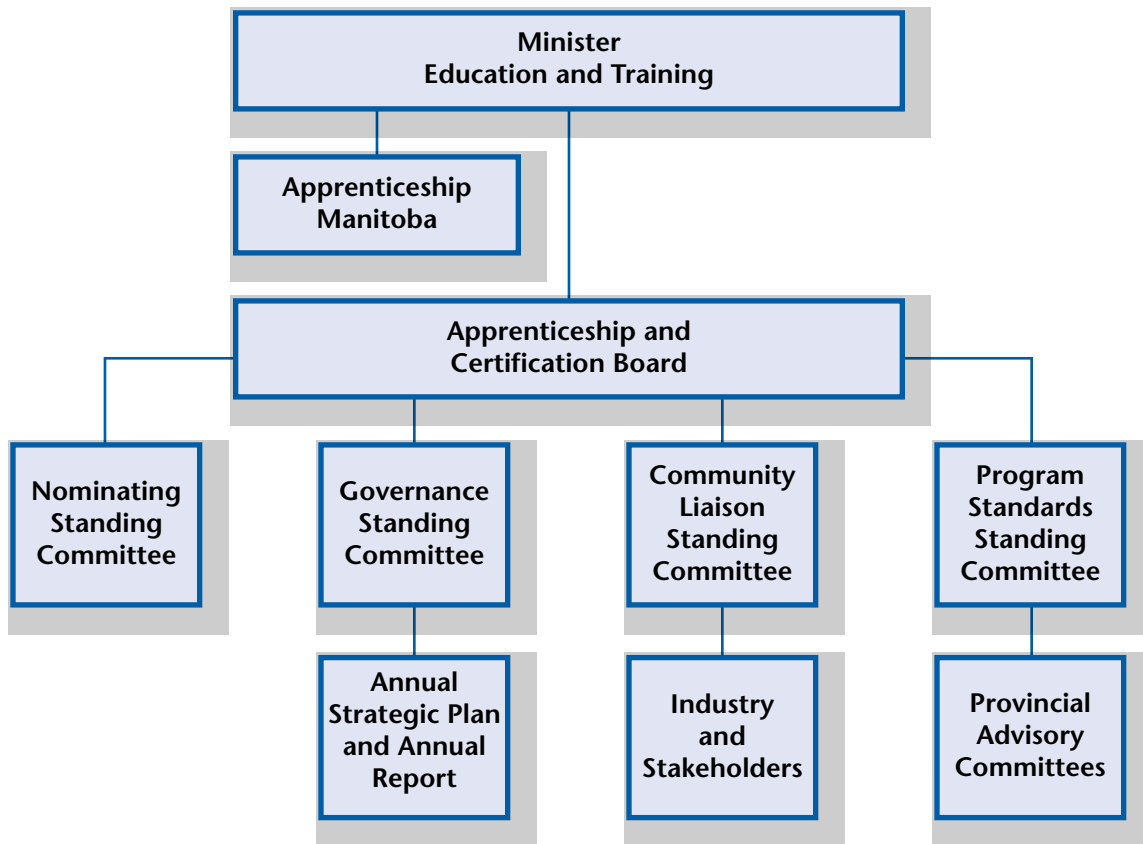
employees, five members represent the interest of employers, two members represent the public interest and one non-voting member represents the interests of apprentices.

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, its committees and the PACs.

Organization

The Board's 2016-2017 organization structure is illustrated in the Organizational Chart below. The Vision, Mission, Principles, Critical Priorities, and Roles and Responsibilities of the Board 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 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. 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.

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 tradespeople, and provides recommendations for how to meet those needs.

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 updates qualifications as well as the content of regulations respecting designated trades.

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.

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 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 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 also represents Manitoba at the Canadian Council of Directors of Apprenticeship (CCDA).



HSAP

The High School Apprenticeship Program (HSAP) provides students with practical, paid, work experience and credit towards their high school diploma. The purpose of HSAP is to provide youth with an opportunity to gain experience and interest in the skilled trades. In 2016-2017, 499 grade 10 to 12 students joined HSAP as newly registered apprentices. As of March 31, 2017, a total of 1274 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, 982 HSAP participants have taken advantage of the incentive.

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 2016-2017 Strategic Plan.

The Strategic Plan 2016-2017 committed to the following areas of focus:

- Women in the Trades
- Indigenous Engagement
- Youth Engagement
- Train the Trainer
- Review of the Regulatory and Technical Training Development Process
- Practical Exam Review
- Updating Program Standards: Regulatory and Technical Training

In addition, an overarching Board priority is the commitment to the Government of Manitoba's "Respectful Workplace Policy" and the applications of these standards throughout the apprenticeship training and certification system. The following is a status update on the commitments made in the Strategic Plan 2016-2017. The Board will continue working on completing any unfinished priorities from previous strategic planning years to ensure continuity of efforts.

Women in Trades

The Board remained committed to increasing the participation and completion rates of women in non-traditional trades. In 2016-2017 women accounted for 12 per cent of all registered apprentices, up slightly from 11 per cent in 2015-2016. However, the majority are concentrated in the "traditional trades" of Hairstylist, Esthetician, Electrologist and Cook. Female apprentices represent only three per cent of apprentices in non-traditional trades, including the construction, manufacturing and transportation sectors. Nationally, females account for approximately 14 per cent of all registered apprentices, again with the majority being registered in "traditional trades".

The Vocation Instructor Bursary pilot program was launched in September 2015 and continued throughout 2016-2017. The program's objective is to increase the presence of female journeyman instructors within the certification and training system. This program provides funding for tuition and supplies for female journeymen to complete the Technical Vocational Teacher Diploma program at Red River College. The program has been successful; six of the nine recipients have secured vocational teaching positions at high schools and colleges in Manitoba.

WOMEN IN NON-TRADITIONAL TRADES

Women account for 12 per cent of all active apprentices in the province, up slightly from 11 per cent in 2015/2016. As of March 31, 2017, there were 1327 female apprentices registered in Manitoba. Of those, 78 per cent 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 three per cent of all apprentices in 2016-2017, meaning that women were outnumbered by men by approximately 30:1 in these trades. Identifying and addressing the factors that contribute to the gender imbalance in the skilled trades remains a long-term priority for the Board.



In addition, collaborative efforts were undertaken with the Manitoba Status of Women branch to develop a strategy to increase the participation of women in the trades. Apprenticeship Manitoba played an active role on the planning committee for *The Unlocking the Toolkit Girls Forums*, which were held in November 2016 in partnership with Manitoba Women in Construction, Women in Science and Engineering, Skills Canada Manitoba and the Manitoba Construction Sector Council. Forums, which took place in Winnipeg, Beausejour and The Pas, provided students with hands-on trade-related activities and interactions with female role models.

Indigenous Engagement

The Board continued its commitment to increasing the participation and completion rates of Indigenous people in the apprenticeship and certification system. In 2016-2017, Indigenous apprentices made up nearly 10 per cent of all registered apprentices. The Community Liaison Standing Committee (CLC) of the Board began targeted stakeholder consultation sessions to collaborate with organizations that have successfully implemented programs geared to the needs of the Indigenous community. The first of these meetings was held with the Manitoba Construction Sector Council (MCSC) to learn more about the council's successful Indigenous Engagement Strategy and Job Readiness Training.

Community-Delivered Training (CDT) is apprenticeship technical training delivered to registered apprentices in rural communities. CDT takes the classroom into communities rather than requiring students to travel to existing training sites. CDT is a flexible model of training as apprentices are able to remain in their communities. It also reduces the financial burden of travel and lodging. Carpentry CDT programs are provided in Lake Manitoba First Nation, Split Lake First Nation, and Peguis First Nation. In addition, partnerships with employers in the trade of Industrial Mechanic have been made to implement an alternative delivery model for Level One Industrial Mechanic as a form of CDT in Swan River.

The partnership with the Northern Manitoba Sector Council continued throughout 2016-17 to provide training programs for the Northern Construction Trades Training Program (NCTT). The project, which began in January of 2015 and continued over 2016-2017, provides northern residents with the opportunity to receive skilled trades training and employment. Thirty-two Indigenous participants were supported with life-skills training, cultural teachings and a pathway to gain certification in the trades of Industrial Electrician, Industrial Mechanic or Steamfitter-Pipefitter.

Youth Engagement

Over 2016-2017, the Board focused on increasing youth awareness of and engagement in the apprenticeship system. Activities that met this objective included the Building for Tomorrow Youth Camp program. The camps introduced students in grades 7 and 8 to a variety of skilled trades through hands-on activities. The camps were delivered in partnership with Assiniboine Community College; Red River College; the Borderland, Morris and DSFM School Divisions; and the Mining Industry Human Resources Council. More than 100 youth attended camps in Winnipeg, Brandon, Russell, Dauphin, Morris and Altona.

In addition, support was provided in partnership with Skills Canada Manitoba, the Aboriginal Education Directorate, the Community Education Development Association and the Winnipeg School Division to deliver the North End Trades Discovery Initiative. This program provided grade 5 to 12 students living in the Winnipeg neighbourhoods of Lord Selkirk Park, William Whyte, North Point Douglas and Dufferin with skilled trades learning opportunities. The objectives of the program were to encourage students to stay in school, provide fun trade-related activities, and promote the skilled trades as a viable future career option. Six activities were delivered to more than 300 students, including one project in which students made picnic tables that were then donated to their local community centres.

Train the Trainer

In 2016-2017, the Board directed the Governance Standing Committee (GSC) to develop a template for a “Map to Certification” logbook. Development on the logbook began with the identification of the project’s objective, which is to promote a better understanding among apprentices, journeypersons and employers about how the technical training elements of an apprenticeship program relate to on-the-job practical experience. Consultations on a draft logbook were held to obtain feedback from industry and work will continue to identify an employer or organization to pilot the logbook.

Review of the Regulatory and Technical Training Development Process

In 2016-2017, the Board undertook a review of the process for updating trade regulations and technical training standards to respond to the challenges that these practices create for industry. Provincial Advisory Committees (PAC) are comprised of industry representatives who are responsible for providing recommendations to the Board about the training standards for each trade. PAC members are appointed by the Board based on the recommendations made by the Nominating Standing Committee (NSC). Each PAC is comprised of an equal representation of employee and employer representatives, plus a Chair. Challenges to the recruitment of PAC members have resulted in an inability to update program standards.

As a result of these challenges, the Board directed the NSC to provide a recommendation to the Board regarding PAC membership. As a first step, the NSC conducted a review of the Board bylaws and made a number of recommended amendments to the recruitment, membership and appointments sections. Work in this area is ongoing as the Board continues to address challenges and consider improvements in order to make the regulatory and technical training development process work more efficiently.

FINANCIAL INCENTIVES

The Manitoba government provided the following financial incentives for apprentices, employers and journeypersons in 2016/17.

For apprentices:

- 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:

- New Employer Hiring Grant
- Paid Work Experience Tax Credits

For journeypersons:

- Vocational Education Instructor Bursary
- Journeyperson Business Start Program

Practical Exam Review

Some designated trades incorporate a regulated practical exam requirement as a part of the certification process. In 2016-2017, the Board initiated a review of the practical exam requirements and the client experience in challenging these exams. It was found that trade qualifiers wishing to challenge the practical exams for the compulsory trades of Hairstylist, Esthetician and Electrologist had difficulty securing exam seats. As a result the Board recommended consultations with industry stakeholders and accredited training providers who administer practical exams to help inform a recommendation. Consultations resulted in the identification of barriers for trade qualification clients in particular. Work will continue on this priority in 2017-2018 to determine appropriate solutions.

Updating Program Standards

Program standards involve both regulatory and technical training requirements. Regulations set the legislated parameters for the designated trades, and technical training refers to the classroom-based instruction that provides apprentices theoretical learning. Apprentices apply the theoretical learning during their on-the-job training. Updating program standards is a core Board responsibility. Based on the recommendations from PAC members through the Program Standards Standing Committee (PSSC), the Board sets benchmarks for program standards. PACs

provide trade-specific expertise and recommend changes to program standards to keep them relevant and up-to-date.

Should an issue arise in a trade when it 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.



Regulatory Updates

In 2016-2017, the Board reviewed the following trade regulations, including those trades carried over from previous strategic planning years.

Note: The term “in progress” refers to a PAC recommendation that has not yet been approved by the Board and/or the Minister. The reference to “No PAC” means that the PAC is unconstituted, and therefore cannot meet until membership has been fulfilled by industry representatives.

TABLE 1.1

Trade	Status
Boilermaker	In progress
Carpenter	Completed
CNC Machinist	No PAC
Crane and Hoisting Equipment Operator	In progress
Crane and Hoist Operator – Power Generation and Transmission	In progress
Diesel Engine Mechanic	No PAC
Esthetician	In progress
Gas Turbine Repair and Overhaul Technician	In progress
Gasfitter	Complete
Insulator (Heat and Frost)	Complete
Landscape Horticulturist	On hold due to harmonization
Plumber	On hold
Pre-Engineered Building Erector	On hold
Powerline Technician	In progress
Refrigeration and Air Conditioning Mechanic	No PAC
Sprinkler System Installer	In progress
Truck and Transport Mechanic	No PAC
Welder	Complete

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 facilitate apprentice mobility. In 2013 the first set of Red Seal trades were identified for harmonization. Carpenter was implemented in 2016, Welder, Mobile Crane Operator and Tower Crane Operator will be implemented in fall 2017. The next set of trades have been identified for harmonization, with implementation in most jurisdictions by September 2017: Automotive Service Technician, Truck and Transport Mechanic, Heavy Duty Equipment Technician, Agricultural Equipment Technician, Construction Electrician, Industrial Electrician, Industrial Mechanic (Millwright), Plumber, and Steamfitter/Pipefitter. Additional information on the Harmonization project can be found at red-seal.ca.

Technical Training Updates

In 2016-2017 the Board reviewed and updated the following trades regarding technical training standards, including those carried over from previous strategic planning years.

TABLE 1.2

Trade	Status
Agricultural Equipment Technician	In progress
Automotive Service Technician	In progress
Automotive Painter	Carried over to 2017-2018
Bricklayer	Complete
Construction Electrician	Carried over to 2017-2018
Crane and Hoist Operator – Power Generation and Transmission	Carried over to 2017-2018
Crane and Hoisting Equipment Operator	Complete
Gas Turbine Repair and Overhaul Technician	Carried over to 2017-2018
Heavy Duty Equipment Technician	In progress
Industrial Electrician	In progress
Ironworker	In progress
Landscape Horticulturist	In progress
Machinist	In progress
Motor Vehicle Body Repairer	Carried over to 2017-2018
Painter and Decorator	Carried over to 2017-2018
Plumber	In progress
Power Electrician	Carried over to 2017-2018
Refrigeration and Air Conditioning Mechanic	Carried over to 2017-2018
Sprinkler System Installer	In progress
Steamfitter-Pipefitter	In progress
Tool and Die Maker	In progress
Truck and Transport Mechanic	In progress
Welder	Complete

APPEALS PROCEDURE

The Apprenticeship and Certification Act (Act) and Appeals Procedure Regulation provide the opportunity 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. The *Appeals Procedure User Guide* assists clients to understand the process for appealing a decision by the Executive Director.

ADVANCES IN TRADES QUALIFICATION (TQ)

In alignment with CCDA initiatives, the TQ process in Manitoba has been improved. The new client-centred model and has resulted in:

- Faster application processing times
- Improved communications with clients
- Improved client understanding regarding their competencies
- Improved assessment transparency, consistency and fairness

In 2016-2017 the following trades were identified for Level Placement Exam updates.

TABLE 1.3

Trade	Status
Agricultural Equipment Technician	Carried over to 2017-2018
Automotive Service Technician	Carried over to 2017-2018
Cabinetmaker	Carried over to 2017-2018
Carpenter	Complete
Construction Electrician	Carried over to 2017-2018
Cook	Complete
Crane and Hoist Operator – Power Generation and Transmission	Trade is under review for de-designation.
Crane and Hoisting Equipment Operator	Carried over to 2017-2018
Heavy Duty Equipment Technician	Carried over to 2017-2018
Industrial Electrician	Carried over to 2017-2018
Industrial Mechanic	In progress
Ironworker	Carried over to 2017-2018
Marine and Outdoor Power Equipment Technician	In progress
Motor Vehicle Body Repairer	In progress
Plumber	Complete
Power Electrician	Carried over to 2017-2018
Refrigeration and Air-Conditioning Mechanic	Carried over to 2017-2018
Roofer	Carried over to 2017-2018
Sloped Roofer	Carried over to 2017-2018
Steamfitter-Pipefitter	Complete
Transport Trailer Technician	In progress
Truck and Transport Mechanic	Carried over to 2017-2018
Welder	Complete

In 2016-2017 the following trades were identified for Red Seal Exam Development.

TABLE 1.4

Trade	Status
Baker	Complete
Automotive Service Technician	In progress
Construction Craft Worker	In progress
Construction Electrician	In progress
Cook	Released by ISEC
Gasfitter	In progress
Hairstylist	Complete
Heavy Equipment Operator (Excavator)	In progress
Heavy Equipment Operator (Tractor-Loader-Backhoe)	In progress
Heavy Equipment Operator (Dozer)	In progress
Industrial Electrician	In progress
Ironworker (Generalist)	In progress
Ironworker (Reinforcing)	In progress
Ironworker (Structural/Ornamental)	Complete
Landscape Horticulturist	Completed
Plumber	Completed
Sheet Metal Worker	Completed
Truck and Transport Mechanic	In progress
Steamfitter/Pipefitter	Completed

MOBILITY

On November 17, 2016, Manitoba signed into the New West Trade Partnership Agreement (NWTPA). The Agreement creates a single economic region encompassing British Columbia, Alberta, Saskatchewan, and Manitoba and presents the opportunity for continued economic growth in these provinces. The labour mobility provision in the Agreement allows certified workers to practice their occupations in these provinces without being subject to additional exams or training requirements. The agreement commits each jurisdiction to enhance trade, investment and labour mobility and removes barriers to movement of goods, services, investment and people within and between the provinces.



Statistics

CURRENT ACTIVITIES AT A GLANCE

As of March 31, 2017

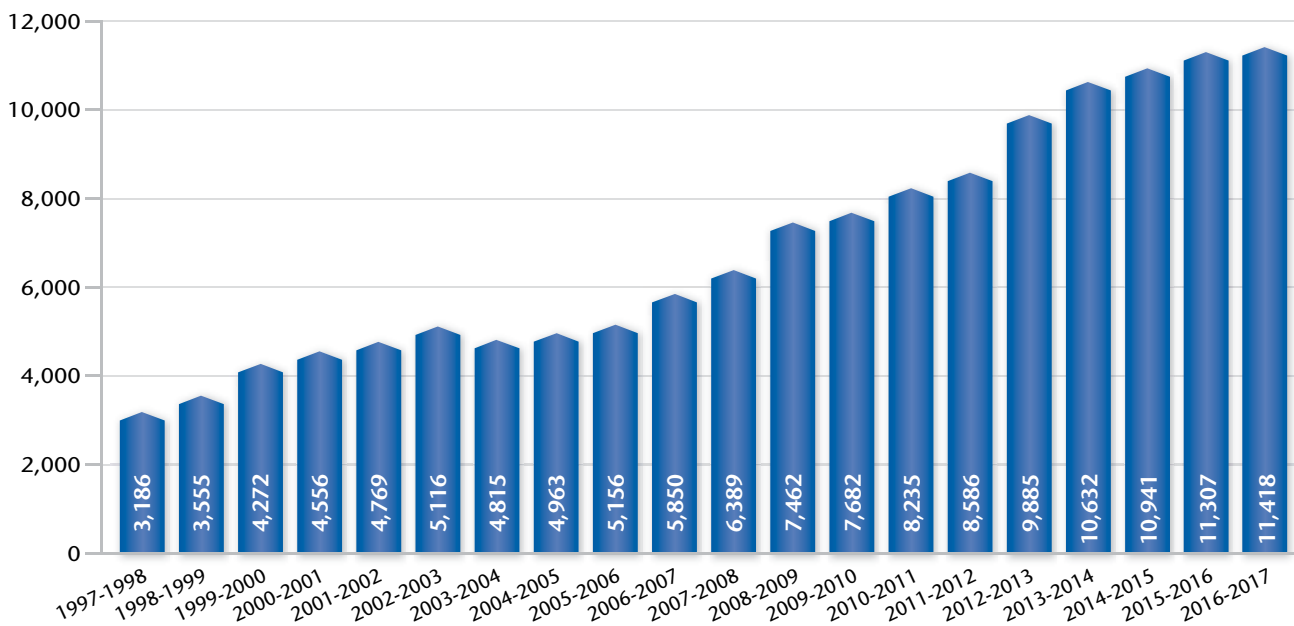
Apprentices			
	New Registrations	Total Registered (Active)	Completed (Certified)
Male	1,372	8,153	723
Female	344	1,327	196
Total*	2,217	11,418	1,095

Trade Qualifiers			
	Applications Received	Exams Administered	TQ Certificates Issued
Male	400	474	228
Female	70	107	40
Total*	530	624	292

*Totals also include undisclosed gender.

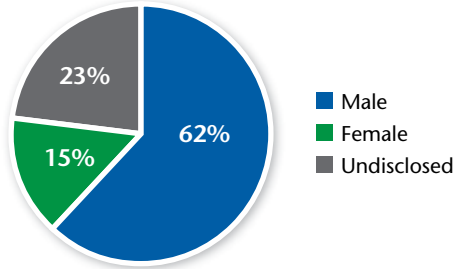
TOTAL NUMBER OF APPRENTICES BY YEAR

As of March 31, 2017



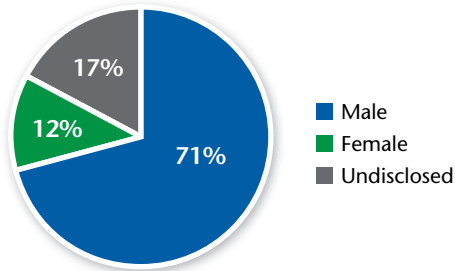
APPRENTICES – NEW REGISTRATIONS

As of March 31, 2017



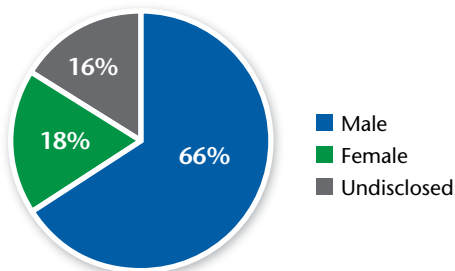
APPRENTICES – TOTAL REGISTERED (ACTIVE)

As of March 31, 2017



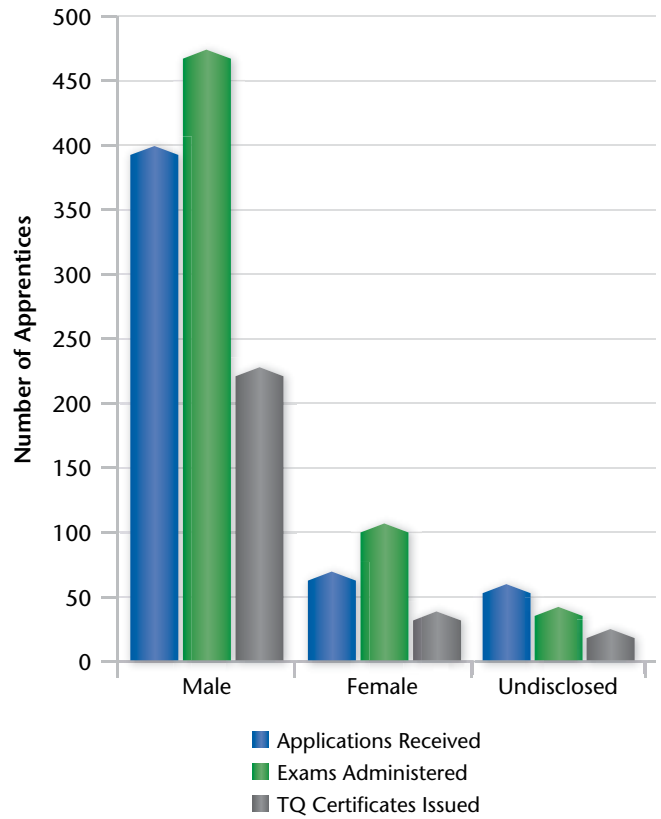
APPRENTICES – COMPLETED (CERTIFIED)

As of March 31, 2017



TRADES QUALIFIERS BY GENDER

As of March 31, 2017



UNDERREPRESENTED GROUPS

As of March 31, 2017

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

Women in Non-Traditional Trades**

Year	New Registrations	Total Registered (Active)	Completed (Certified)
2016-2017	57	291	21

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

Women in Traditional Trades***

Year	New Registrations	Total Registered (Active)	Completed (Certified)
2016-2017	287	1,036	175

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

Indigenous Apprentices

Year	New Registrations	Total Registered (Active)	Completed (Certified)
2016-2017	200	1,107	81

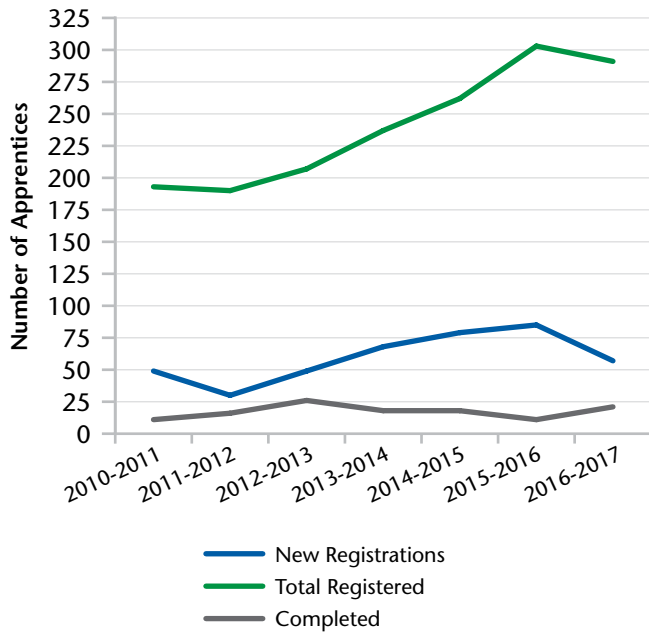
Persons with a Disability

Year	New Registrations	Total Registered	Completed
2016-2017	7	47	4

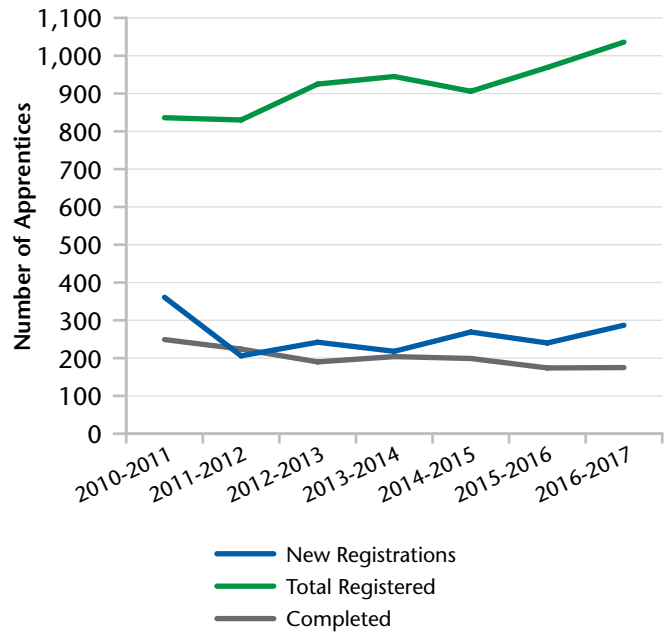
AWARDS

The 10th Annual Apprenticeship Awards of Distinction gala was held on November 3, 2016 at the RBC Convention Centre. The gala, which was celebrated during Apprenticeship Recognition Week, formally recognized the outstanding contributions that our stakeholders make to the apprenticeship and certification system. The gala was attended by over 300 people and featured keynote speaker Kate Campbell from HGTV. The 25th Annual Apprenticeship Highest Achievement Awards were held April 18, 2017, which celebrated 51 of the top achievers who became certified in 2016-2017.

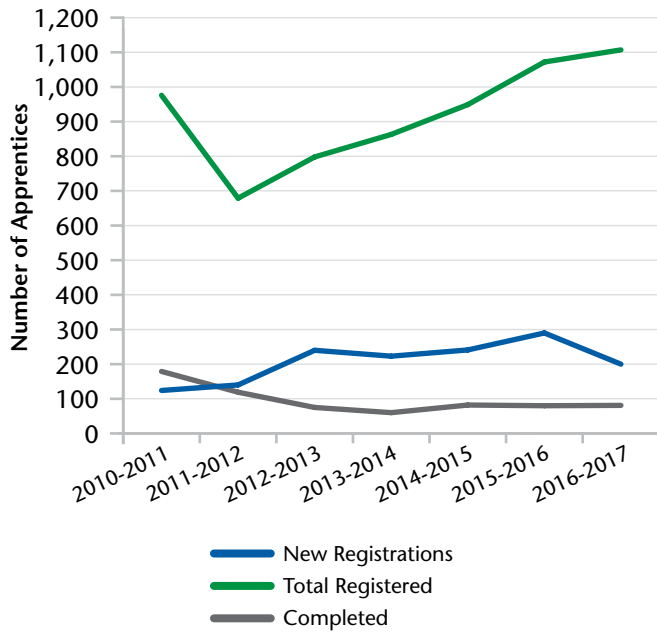
WOMEN IN NON-TRADITIONAL TRADES



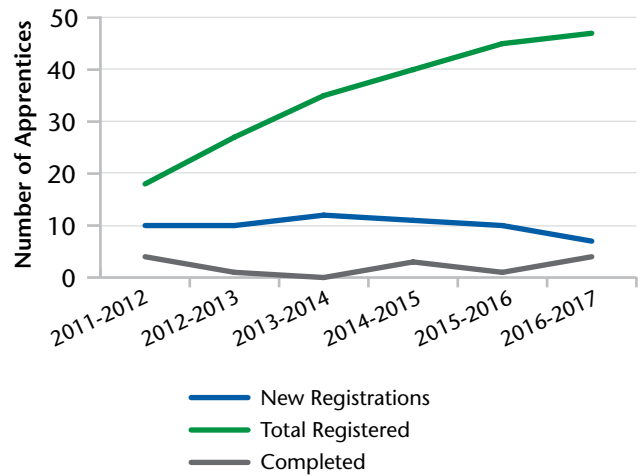
WOMEN IN TRADITIONAL TRADES



INDIGENOUS APPRENTICES



PERSONS WITH A DISABILITY



NUMBER OF EMPLOYERS WITH ACTIVE APPRENTICES

As of March 31, 2017

Total Number of Employers with Active Apprentices (ranges from 1 to 400+ apprentices)	3,878
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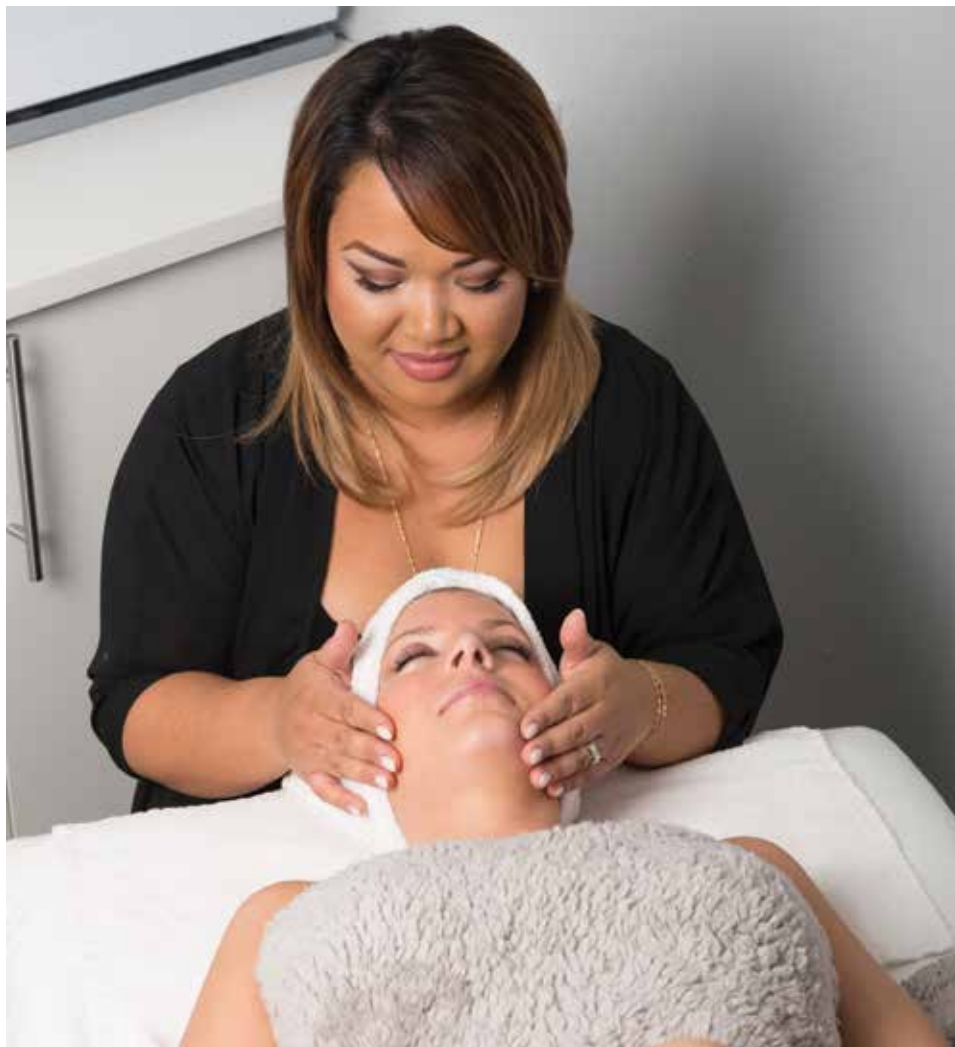
TOTAL REGISTERED APPRENTICES (ACTIVE) BY TRADE AND GENDER

As of March 31, 2017

OCCUPATION	FEMALE	MALE	UNKNOWN	TOTAL
Agricultural Equipment Technician	2	128	51	181
Aircraft Maintenance Journeyperson	11	62	7	80
Automotive Painter	4	18	8	30
Automotive Service Technician	18	454	89	561
Boilermaker	1	39	11	51
Bricklayer	1	68	11	80
Cabinetmaker	10	46	20	76
Carpenter	45	1,211	298	1,554
Computer Numerical Control Machinist	1	–	1	2
Concrete Finisher	–	27	6	33
Construction Craft Worker	3	33	4	40
Construction Electrician	52	1,534	296	1,882
Cook	176	151	74	401
Crane and Hoist Operator – Power Generation and Transmission. Branch 1: Mobile Crane Operator	–	2	–	2
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	44	7	52
Crane and Hoisting Equipment Operator – Branch 2: Boom Truck Hoist Operator	–	8	2	10
Crane and Hoisting Equipment Operator – Branch 3: Tower Crane Operator	1	17	–	18
Diesel Engine Mechanic	2	130	20	152
Electric Motor System Technician	–	2	1	3
Electrologist	2	–	3	5
Esthetician	179	3	54	236
Esthetician – Nail Technician	87	9	56	152
Esthetician – Skin Care Technician	10	–	7	17
Floorcovering Installer	–	15	3	18
Gas Turbine Repair & Overhaul Technician	2	31	2	35
Gasfitter (Commercial A)	–	18	2	20
Gasfitter (Domestic B)	3	53	14	70
Glazier	–	10	2	12
Hairstylist	582	65	193	840

OCCUPATION	FEMALE	MALE	UNKNOWN	TOTAL
Heavy Duty Equipment Technician	11	269	48	328
Industrial Electrician	4	166	18	188
Industrial Mechanic (Millwright)	9	242	39	290
Instrumentation and Control Technician	2	23	6	31
Insulator (Heat and Frost)	4	55	1	60
Ironworker (Generalist)	–	69	4	73
Landscape Horticulturist	18	58	21	97
Lather (Interior Systems Mechanic)	3	93	10	106
Machinist	1	69	12	82
Marine and Outdoor Power Equipment Technician	2	53	9	64
Motor Vehicle Body Repairer (Metal and Paint)	6	186	49	241
Painter and Decorator	8	38	9	55
Partsperson	5	33	5	43
Plumber	11	835	142	988
Pork Production Technician	8	94	13	115
Power Electrician	5	36	2	43
Pre-Engineered Building Erector	–	15	2	17
Railway Car Technician	3	172	36	211
Recreation Vehicle Service Technician	–	5	1	6
Refrigeration and Air Conditioning Mechanic (Commercial)	9	285	30	324
Refrigeration and Air Conditioning Mechanic (Residential)	1	77	15	93
Rig Technician	–	–	–	–
Roofer	1	69	13	83
Sheet Metal Worker	2	210	40	252
Sloped Roofer	–	7	–	7
Sprinkler System Installer	–	68	5	73
Steamfitter-Pipefitter	1	127	17	145
Steel Fabricator	–	6	4	10
Tool and Die Maker	–	12	–	12
Transport Trailer Technician	–	30	4	34
Truck and Transport Mechanic	8	340	70	418
Water and Wastewater Technician – Certification	1	8	1	10
Water and Wastewater Technician – Wastewater Collection Operator	–	–	–	–

OCCUPATION	FEMALE	MALE	UNKNOWN	TOTAL
Water and Wastewater Technician – Wastewater Treatment Operator	–	–	–	–
Water and Wastewater Technician – Water Distribution Operator	–	–	–	–
Water and Wastewater Technician – Water Treatment Operator	–	1	–	1
Welder	11	224	70	305
Grand Total	1,327	8,153	1,938	11,418



NEW REGISTRATIONS BY TRADE AND GENDER

As of March 31, 2017

OCCUPATION	FEMALE	MALE	UNKNOWN	TOTAL
Agricultural Equipment Technician	1	32	14	47
Aircraft Maintenance Journeyperson	–	13	1	14
Automotive Painter	–	8	3	11
Automotive Service Technician	5	99	23	127
Boilermaker	–	10	1	11
Bricklayer	1	13	5	19
Cabinetmaker	2	11	7	20
Carpenter	9	253	91	353
Computer Numerical Control Machinist	–	–	–	–
Concrete Finisher	–	4	3	7
Construction Craft Worker	2	3	1	6
Construction Electrician	11	258	62	331
Cook	67	54	29	150
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	1	5	2	8
Crane and Hoisting Equipment Operator – Branch 2: Boom Truck Hoist Operator	–	1	2	3
Crane and Hoisting Equipment Operator – Branch 3: Tower Crane Operator	–	7	–	7
Diesel Engine Mechanic	–	–	–	–
Electric Motor System Technician	–	–	–	–
Electrologist	1	–	–	1
Esthetician	44	–	19	63
Esthetician – Nail Technician	40	4	24	68
Esthetician – Skin Care Technician	5	–	2	7
Floorcovering Installer	–	2	1	3
Gas Turbine Repair & Overhaul Technician	–	–	–	–
Gasfitter (Commercial A)	–	6	1	7
Gasfitter (Domestic B)	–	20	5	25
Glazier	–	–	–	–
Hairstylist	130	14	66	210

OCCUPATION	FEMALE	MALE	UNKNOWN	TOTAL
Heavy Duty Equipment Technician	2	38	9	49
Industrial Electrician	–	13	5	18
Industrial Mechanic (Millwright)	2	36	3	41
Instrumentation and Control Technician	1	–	2	3
Insulator (Heat and Frost)	–	2	–	2
Ironworker (Generalist)	–	16	1	17
Landscape Horticulturist	4	17	8	29
Lather (Interior Systems Mechanic)	–	14	3	17
Machinist	–	3	2	5
Marine and Outdoor Power Equipment Technician	–	19	2	21
Motor Vehicle Body Repairer (Metal and Paint)	3	42	11	56
Painter and Decorator	1	12	2	15
Partsperson	1	12	2	15
Plumber	1	93	24	118



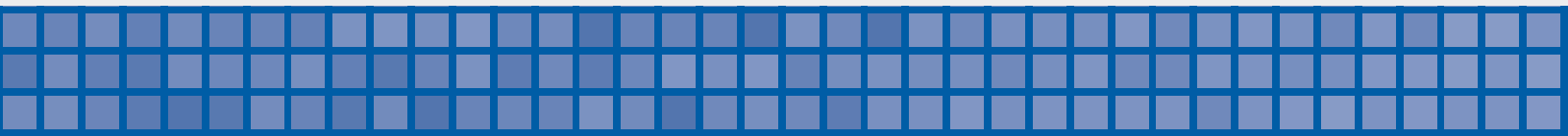
OCCUPATION	FEMALE	MALE	UNKNOWN	TOTAL
Pork Production Technician	3	18	3	24
Power Electrician	–	–	–	–
Pre-Engineered Building Erector	–	1	–	1
Railway Car Technician	–	–	–	–
Recreation Vehicle Service Technician	–	–	–	–
Refrigeration and Air Conditioning Mechanic (Commercial)	2	36	8	46
Refrigeration and Air Conditioning Mechanic (Residential)	–	15	4	19
Rig Technician	–	–	–	–
Roofer	1	21	8	30
Sheet Metal Worker	1	27	5	33
Sloped Roofer	–	5	–	5
Sprinkler System Installer	–	9	2	11
Steamfitter-Pipefitter	–	8	1	9
Steel Fabricator	–	–	–	–
Tool and Die Maker	–	3	–	3
Transport Trailer Technician	–	8	–	8
Truck and Transport Mechanic	2	55	17	74
Water and Wastewater Technician – Certification	–	–	1	1
Water and Wastewater Technician – Wastewater Collection Operator	–	–	–	–
Water and Wastewater Technician – Treatment Operator	–	–	–	–
Water and Wastewater Technician – Distribution Operator	–	–	–	–
Water and Wastewater Technician – Water Treatment Operator	–	–	–	–
Welder	1	32	16	49
Grand Total	344	1,372	501	2,217

HIGH SCHOOL APPRENTICESHIP PROGRAM

As of March 31, 2017

OCCUPATION	NEW REGISTRATIONS	ACTIVE
Agricultural Equipment Technician	18	33
Aircraft Maintenance Journeyperson	–	–
Automotive Painter	2	5
Automotive Service Technician	32	70
Boilermaker	–	–
Bricklayer	4	8
Cabinetmaker	8	24
Carpenter	79	231
Computer Numerical Control Machinist	–	–
Concrete Finisher	7	16
Construction Craft Worker	5	27
Construction Electrician	28	50
Cook	99	255
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	3	4
Esthetician – Nail Technician	–	–
Esthetician – Skin Care Technician	–	–
Floorcovering Installer	3	15
Gas Turbine Repair & Overhaul Technician	–	–
Gasfitter (Commercial A)	–	–
Gasfitter (Domestic B)	2	4
Glazier	–	–
Hairstylist	27	34
Heavy Duty Equipment Technician	14	44

OCCUPATION	NEW REGISTRATIONS	ACTIVE
Industrial Electrician	3	4
Industrial Mechanic (Millwright)	5	11
Instrumentation and Control Technician	–	1
Insulator (Heat and Frost)	1	2
Ironworker (Generalist)	–	1
Landscape Horticulturist	20	58
Lather (Interior Systems Mechanic)	4	14
Machinist	1	8
Marine and Outdoor Power Equipment Technician	9	13
Motor Vehicle Body Repairer (Metal and Paint)	16	39
Painter and Decorator	6	15
Partsperson	14	15
Plumber	12	35
Pork Production Technician	24	68
Power Electrician	–	–
Pre-Engineered Building Erector	1	2
Railway Car Technician	–	–
Recreation Vehicle Service Technician	–	3
Refrigeration and Air Conditioning Mechanic (Commercial)	2	5
Refrigeration and Air Conditioning Mechanic (Residential)	3	6
Rig Technician	–	–
Roofer	5	19
Sheet Metal Worker	8	22
Sloped Roofer	1	1
Sprinkler System Installer	–	1
Steamfitter-Pipefitter	–	1
Steel Fabricator	–	5
Tool and Die Maker	–	–
Transport Trailer Technician	1	6
Truck and Transport Mechanic	19	39
Water and Wastewater Technician	0	1
Welder	13	59
Grand Total	499	1,274



CONTACT INFORMATION

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c/o Manager, Policy, Legislation and Board Operations
100 –111 Lombard Ave
Winnipeg MB R3B 0T4
Email: apprenticeshipboard@gov.mb.ca

USEFUL LINKS

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

