

The Elgin, Middlesex, Oxford
Local Training Board

STATEMENT ON APPRENTICESHIP

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The Elgin, Middlesex, Oxford
Local Training Board

Commission locale de
formation pour les comtés
d'Elgin, de Middlesex et d'Oxford

STATEMENT ON APPRENTICESHIP



Principle #1

Advisory Committees

All Provincial Advisory Committees (PAC's), Industrial Advisory Committees (IAC's), Curriculum Advisory Committees (CAC's) or other Apprenticeship Advisory Committees (hereafter referred to as Appropriate Advisory Committees) should consist of representatives from the respective trade from both labour and business management, as well as representatives of the Ministry of Training, Colleges and Universities (MTCU). Appropriate Advisory Committees should be given sufficient authority and funding to affect the programs for which they were designed to provide advice.

Principle #2

Marketing

Government should continue to promote and market Apprenticeship and Trades Work to youth. Greater emphasis should be placed on getting the message out to those who are in a position to influence career decisions such as parents and guidance counselors. Secondary school curriculum should include a mandatory career-planning course that includes current information on skilled trades careers and/ or Technical Education courses.

Principle #3

Educational Issues

All learners should be offered the necessary generic employability skills training prior to entering apprenticeship or post-secondary programs through the secondary school and/or pre-apprenticeship programs. Generic Employability skills should also be offered for all post-secondary and apprenticeship programs. Being prepared with the basic communication and technical math skills will facilitate mobility from one type of program to another. Evaluating Academic Readiness for Apprenticeship Training (EARAT) testing in a standardized format should be used as a surveillance tool to identify potential educational shortfalls and assist apprentices in upgrading their academic readiness at the beginning of their apprenticeship before any in-school training is to take place. In addition, High School Curriculum should be malleable enough to accommodate students who wish to specialize in skilled trades.

Principle #4

Recognition of Skills

A process for assessing and determining prior learning credit should be developed and implemented in support of individuals wishing to enter the Apprenticeship system. This could also be valuable for the recognition of individual experience and credentials from other provinces and countries. Appropriate Advisory Committees should determine how this process is implemented.

Principle #5

Role of Government

The government's role should be to work with Appropriate Advisory Committees and/or Local Training Boards to establish quality indicators for training deliverers. These indicators should be rigorously enforced and tied directly to the best training possible. For example, college grants could be directly linked to quality measures for Apprenticeship training. The government should support the use of multiple delivery sources for apprenticeship training. These other delivery methods through the public education system may include, but are not limited to:

- Correspondence
- Internet study
- Distance learning, or video instruction.
- Secondary School Systems (Where facilities exist)

The Appropriate Advisory Committee should be involved with this process.

Principle #6

Costs

The funding model should be based on the unique characteristics of apprenticeship factoring in the demographics of apprentices and the contributions made by employers and apprentices to work related training. The funding model should not shift the cost of apprenticeship in-school related training to apprentices or employers. Given that there are inherent challenges in recruiting for some apprenticeable occupations, the funding model should not present barriers to a specific industry's ability to develop and retain the skilled labour force required to meet demand. The funding model should be developed with the Appropriate Advisory Committee's input.

Principle #7

Seasonal Workers

Recognition should be given to the cyclical and/or seasonal nature of some apprenticeable occupations when developing a funding model. Recognition should also be given to the cyclical and/or seasonal nature of some apprenticeable occupations when scheduling in-school related training, and while planning recruiting campaigns.



Principle #8

Employment Insurance Benefits

Employment Insurance should fully provide income support for apprentices for all time spent in school associated with the apprenticeship. A method of expediting payment to Apprentices while they attend school is needed to alleviate undue financial stress on individuals and their families.

Principle #9

Local Training Boards' Role

Since Local Training Boards know and understand the demographics and are actively involved in labour market planning in their respective regions, Local Training Boards should be one of the groups government consults with around apprenticeship issues. Government should also communicate back to local boards on the recommendations. Sufficient consideration should be given to Local Boards' input when making any changes to programs.

Principle #10

Commitment

A statutory relationship between the employer and the apprentice that defines a greater level of commitment between the two parties regarding the completion of an apprentice's training must be established. Employers should offer a greater level of commitment with regards to Apprenticeship training.

Principle #11

National Standards

A statutory obligation regarding national standards is needed. This should include an advisory committee on national standards, which meets as a national council on a regular basis. The Advisory Committee should be similar in design and demographics to Appropriate Advisory Committees at the provincial level. The Advisory Committee should be given sufficient authority and funding to effectively regulate the national standards.

Principle #12

Access

Equity of access, including limited access because of geographic distance from the training service provider, physical or mental disability, and a discrimination free environment for all should be included as a basic requirement for all training delivery, including access to apprenticeships.

Principle #13

Incentives

Employer incentives should be developed in order to encourage the commitment of employers to train apprentices and complete apprenticeships. Some employers have suggested tax incentives or wage subsidies would help during the first stages of Apprenticeship training to offset the high initial cost of training.



Principle #14

Ratios

A legislated minimum ratio of apprentices to journeypersons in trades where the Appropriate Advisory Committees see a future increase in demand should be established. This would ensure that every employer that employs workers in a specific trade would participate in the training of apprentices and contribute to the future supply of journeypersons. In addition, the elimination of maximum ratios of Apprentices to Journeypersons is not beneficial to an apprentice's training. Journeypersons who have higher numbers of Apprentices to give direction to will have less time to spend with each individual Apprentice, further burdening the Apprentice to direct their own education. Maximum ratios should be protected. However, a one-time re-examination of the current ratios could provide more opportunities for apprentices without eroding their training.

Principle # 15

Time on the job

The elimination of mandated hours an Apprentice spends in each term leads to a cursory review of skill sets without spending time practicing them. Apprentices would then be prevented from fully mastering the skills they are learning. Government mandated time schedules should be protected. In trades that fall under the Apprenticeship and Certification Act of 1998, mandatory minimum time schedules should be developed, and implemented using the model set out in the TQAA.

Principle # 16

Wages

The elimination of minimum wage percentage scales could seriously limit the viability of Apprenticeships. Most Apprentices receive Employment Insurance benefits while they attend the in-school portion of their training. If the Apprentice has no mandated minimum wage while employed, and Employment Insurance covers only a portion of their income while un-employed and attending school, the potential for an apprentice to suffer serious financial hardship while attending school is significant. Many Apprentices may elect to defer, or to cancel in-school training until such time as their financial burdens may be lighter. This policy may prove to be discouraging to more mature Apprentices who have significant financial commitments. This policy may also make it difficult to recruit new apprentices into some trades. Apprentices should be paid a wage that is commensurate with their skill level. Market pressures will determine what that wage level should be. Mandated minimum wage ratios should be protected.

Principle # 17

New Technology

Any new trades that emerge as a result of new or changing technology should be thoroughly reviewed by Appropriate Advisory Committees. Input should be accepted and considered from all concerned parties. New trades should also be designed taking into consideration the above principles.