

# Retooling for a Prosperous Ontario

A GLOBAL PERSPECTIVE ON SKILLED TRADES





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## Executive Summary

This report is an environmental scan of “best practices” from other jurisdictions in Canada and around the world relating to apprenticeship training. The jurisdictions selected in this report represent sources of ideas and strategies that, given a thorough analysis and evaluation, could be successfully applied in Ontario.

Ontario has several outstanding programs in place to help address the skilled trades shortage. However, individuals are often unaware of the programs and incentives that currently exist in Ontario nor are they aware of how to access information on such programs.

Our research indicates that the current challenges Ontario faces in regards to apprenticeship training and the skilled labour shortage are similar to those experienced in many other jurisdictions. A few examples of these challenges are:

- a negative perception associated with a career in a skilled trade;
- a lack of awareness;
- a hesitation from employers to train an apprentice due to training costs and “poaching”.

When reviewing “best practices” in other jurisdictions, several themes are evident when analyzing these successful ideas and strategies. These “themes” can be broken down into the following:

- a strategic marketing campaign;
- a re-branding of “apprenticeship training”;
- a “one-stop shop” and an elimination of red tape;
- an elimination of barriers for internationally trained skilled workers.

These strategies can easily be adopted in Ontario but it will take a dedicated, concentrated effort between business, government and other stakeholders in order to effect change.

In order for Ontario to successfully address the skilled trades shortage, government and stakeholders should conduct an evaluation of the successful initiatives other jurisdictions have implemented to address this crisis. Such an evaluation and thorough analysis may reveal opportunities for Ontario to pursue, and emulate the success found in other jurisdictions.





## Introduction

The Ontario Chamber of Commerce published a report entitled, “Taking Action on Skilled Trades: Establishing the Business Case for Investing in Apprenticeship,” in September 2005. That report quantified the return on apprenticeship training investment, while outlining a series of recommendations that will assist in addressing the skilled trades shortage in Ontario.

Although some progress has been made since the report was written, the province is still facing many of the same challenges relating to the skills shortage today as it did over a year ago. Many of the Ontario Chamber of Commerce recommendations made in the 2005 report still hold true today.

Reports show that Ontario will face a shortage of about 100,000 skilled trades workers in the manufacturing sector alone in the next 15 years. The Conference Board of Canada estimates that by 2020, Canada could be short about 1 million skilled workers due to an aging population and declining birth rates.

Our research indicates that the current challenges Ontario faces in regards to apprenticeship training and the skilled labour shortage are similar to those experienced in many other jurisdictions. The negative image associated with a career in skilled trades; the lack of information available to students, parents, teachers and guidance counsellors; and the hesitation and reluctance among employers to train an apprentice are just a few of Ontario’s trends that also exist globally.

Indeed, similarities also exist globally with respect to programs, initiatives and approaches that address the skilled trades shortage. Several themes are evident when analyzing strategies and ideologies that other jurisdictions are using to combat the skilled trades shortage.

Some examples of successful programs in other jurisdictions are:

- a direct marketing campaign;
- a re-branding of “apprenticeship training”;
- a one-stop shop” in order to easily access information in regards to skilled trades and apprenticeship training.

These are just a few examples of simple initiatives that have successfully been adopted by many jurisdictions.

With the support of government and business, these programs can quite easily be introduced and adopted in Ontario.

Indeed, Ontario has several outstanding programs in place to help address the skilled trades shortage. However, individuals are often unaware of the programs and incentives that currently exist in Ontario nor how to access information on such programs. Comprehensive information for youth, parents, guidance counsellors and teachers regarding the benefits of a career in trades is not easily accessible, and many businesses are unaware of the overall benefits of training an apprentice.

As noted in *Taking Action on Skilled Trades: Establishing the Business Case for Investing in Apprenticeship*, “Accessibility starts with awareness of the wealth of opportunities available in Ontario.” In other words, there still remains a need to coordinate and promote those programs that currently exist in Ontario, and to create a comprehensive and user-friendly web portal as a source of current information on apprenticeship and skilled trades. Business and government must recognize that apprenticeship is an investment in Ontario’s economy. Every stakeholder has a significant role to play in ensuring that the number of apprentices and skilled trades workers in Ontario markedly increases.

This report is an environmental scan of best practices in other jurisdictions in Canada and around the world relating to apprenticeship training programs. The jurisdictions selected in this paper represent sources of ideas and concepts that could be evaluated and considered for utilization in Ontario. Our research indicates that similarities and consistencies are found in many jurisdictions. But it will take a dedicated, concerted effort between business, government and other stakeholders in order to effect change. Several of the recommendations made in this report were first developed in *“Taking Action on Skilled Trades: Establishing the Business Case for Investing in Apprenticeship.”* These recommendations are as valid today as they were over a year ago.

Before reviewing best practices in other jurisdictions we must first understand the challenges Ontario currently faces, the investment Ontario has made to apprenticeship training and the overall apprenticeship system in Ontario.





## SECTION I: ONTARIO

### Ontario's Challenges

The education and training system in Ontario is not producing enough skilled trades workers to meet current industry demand, and this shortage will impede Ontario's businesses' ability to compete, grow and prosper. Ontario's population is aging and the workforce is growing older. To make matters worse, the rate at which the skilled workforce is aging is more rapid than the overall workforce. The growing number of workers approaching retirement coupled with the shrinking pool of young workers to replace the retirees will have a direct impact on Ontario's economy and Canada's ability to compete in an international market.

- The number of retirees will exceed the number of new entrants sometime between 2011 and 2016
- 50,000 skilled metal trades people will be needed in the next four years (Canadian Tooling and Machining Industry)
- Over the next 10 years, Canada's mining industry will be short 81,000 employees (Mining Industry Training and Adjustment Council)
- In the manufacturing sector, there is an estimated 400,000 workers required in the next 15 years due to retirement (Canadian Labour and Business, 2004 and the Canadian Manufacturers and Exporters, 2005)
- Canada is already short between 25,000 and 60,000 workers (Canadian Construction Association)
- By 2007, more than one-third of jobs created in Canada will require a skilled trade designation or a college diploma (Job Futures 2000, skills work.com)
- Ontario will face a shortage of about 100,000 skilled trades workers in the manufacturing sector in the next 15 years

Figure 1: Taking Action on Skilled Trades: Establishing The Business Case For Investing In Apprenticeship

In Ontario, young people are disinclined to enter a skilled trade, and both women and immigrants do not enter the trades in large numbers due to numerous barriers and obstacles. In order to overcome some of these barriers, the attitude towards skilled trades as a career choice must change.

Statistics released by Ipsos Reid in 2005, reported that a trades certification provided an income level 3.1% above the average for all education levels. In 2005, the average national wage in all occupations was \$16.91 per hour. The average Tool and Die Maker receives \$20.86 per hour, an Industrial Electrician \$22.98 per hour and a Construction Manager wages are far above the national average,

and yet students are still generally not contemplating a career in a skilled trade. It is imperative that students and stakeholders start viewing apprenticeship training as the third pillar of Ontario's postsecondary education system.

The Ontario Chamber of Commerce research indicates that:

- Ontario requires public/private investment in apprenticeship training of \$10 billion over the next 15 years just to maintain the current level of employment and skills
- Investing in skilled trades in manufacturing will yield a return on investment of \$4.30 for every dollar spent
- Government tax credits can be an important incentive for businesses to take on the cost of hiring and training additional apprentices
- The Apprenticeship Training Tax Credit represents 12% of the cost of training an apprentice
- In the UK, research shows that apprentices provide a 25% ROI and generate a 7.5% higher rate of productivity

Figure 2: Taking Action on Skilled Trades: Establishing The Business Case For Investing In Apprenticeship

Ontario also lacks a provincial immigration nominee program to accelerate the immigration process for skilled workers. In fact, Ontario is the only province that does not currently have its own immigration program. Under these programs, employers are able to nominate a prospective worker, who upon provincial approval, can apply for permanent residence. This application bypasses the lengthy federal immigration selection process.

The Canadian Apprenticeship Forum released *Assessing and Completing Apprenticeship Training in Canada*, in January 2004. This report examines the barriers that Canada faces towards apprenticeship training and a career in the skilled trades. According to this report, the top nine barriers in Canada towards skilled trades are:

1. Negative attitudes to apprenticeship and a poor image of trades
2. A lack of information and awareness of apprenticeship
3. Difficulties with unwelcoming workplaces or training environments
4. Costs of apprenticeship to individuals, employers and unions
5. Concerns over the impacts of economic factors on work and apprenticeship continuation
6. Concerns about the lack of resources to support apprenticeship
7. Concerns about apprentices' basic and essential skills
8. Shortcomings of workplace-based and technical training
9. Issues regarding regulations governing apprenticeship

A study completed by the Ontario Chamber of Commerce indicates that Ontario requires public/private investment in apprenticeship training of \$10 billion over the next 15 years in order to replace the 100,000 workers that will be retiring. On the other hand, to do nothing would cost the Ontario economy over \$40 billion in lost manufacturing output.

As documented in Taking Action on Skilled Trades: Establishing The Business Case For Investing In Apprenticeship report, the United Kingdom Apprenticeship Task Force's Business Progress Report indicates that UK companies that hired apprentices displayed a positive return on investment, increased competitiveness, reduced costs and increased staff retention. UK apprentices proved a 25% ROI and generated a 7.5% higher rate of productivity.

Even though research exists to prove that investing in apprenticeship training results in a positive return on business, employers in Ontario are reluctant to train an apprentice due to the cost of training and the issue of "poaching".

Poaching consists of one company hiring a trained or partially trained employee from another company. It continues to be a serious issue faced by Ontario's employers because of a low supply of skilled trades workers available to meet the demand. This contributes to the problem of low supply, as many employers are reluctant to invest in training for fear of losing their apprentice to another company. As a result, demand soars, wages go up leading to an increased cost of doing business.

Ontario is not alone with these challenges or the looming possibility of a labour shortage. Many countries, states, cities have come to the realization that immediate action needs to be taken in order to address this crisis.

## Ontario's Investment

Since "Taking Action on Skilled Trades: Establishing the Business Case for Investing in Apprenticeship" was released in September 2005, some existing initiatives have been expanded and new initiatives have been implemented by both the provincial and federal governments in an attempt to address the skilled trades shortage.

As many of these new initiatives have been implemented or expanded only within the last several months there is still not enough data available to examine the effects they are having on addressing the problem.

Following are some examples of the more significant plans that have been implemented or expanded: (a complete listing of recently released programs can be viewed in Appendix 1)

- **September 2005** - The provincial government announced an "action group" with a mandate to expand apprenticeship opportunities. The group is responsible for identifying successful apprenticeship programs and making recommendations on how the government might be able to better support them. The "action group" has not yet issued a report on their findings. However, the government's overall goal is to increase the number of new apprentices by 7,000 to a total of 26,000 each year by 2007-08.
- **November 2005** - The provincial and federal government signed the Ontario Labour Market Partnership Agreement (LMPA) and Ontario Labour Market Development Agreement (LMDA). Ontario was the last province to sign such agreements with the federal government. The LMPA and LMDA are federal provincial training agreements that will assist in keeping Ontario's labour pool competitive in terms of its skills and will ensure that Ontario receives an appropriate level of federal training dollars. However, at the date of this report the provincial government had yet to receive its funding from the federal government. The Ontario Chamber of Commerce is concerned that almost a year since the agreements were signed Ontario is still waiting for funding from the federal government.
- **January 2006** - The provincial government announced a "No Wrong Door" pilot project. The project will assist in developing a one-stop training and employment system. It allows for people to access or be referred to the services they need regardless of which Ontario government office or community based organization they initially contact. Five communities across the province are currently participating in this pilot project. At the time of writing this report, the results of the pilot programs had yet to be evaluated.
- In the **May 2006** Federal Budget, the government announced the following programs:
  - new Apprenticeship Job Creation Tax Credit of up to \$2,000 for employers who hire apprentices;



- a new \$1,000 Apprenticeship Incentive Grant for first- and second-year apprentices;
- a new \$500 tax deduction for tradespeople for costs in excess of \$1,000 for tools they must acquire as a condition of employment; and
- a new \$500 deduction in the cost of tools, in addition to the \$1,000 Canada Employment Credit.

While it is still too early to determine whether these investments have positively addressed the issue, Ontario has seen an increase in the number of students applying for apprenticeship programs. In the 2005-06 school year, there were 21,489 new apprenticeship registrations, and for the 2006-07 school year, there were 23,500 new registrations.

Ontario's programs are working, but much more needs to be done in order for the province to meet its skilled labour needs.

It is also important to note that a substantial amount of work is currently being undertaken within the apprenticeship community itself and by private sector employers to address the issues facing skilled labour. Several companies and businesses in Ontario have made significant progress on their own by providing and promoting apprenticeship training.

For example, as reported in *Taking Action on Skilled Trades: Establishing the Business Case for Investing in Apprenticeship*, Dofasco has the second largest apprenticeship program in Ontario, and over the past five years has employed an average of 476 students annually in various roles. Dofasco invests more than \$15 million a year to enhance the skills of employees. They also provide a tuition reimbursement program, allowing employees to return to school.

## Ontario's Apprenticeship Program

Ontario has made significant reforms to its apprenticeship system in the last 10 years. Since 1998, the Ontario government has engaged in numerous initiatives to promote apprenticeship training. Many of these initiatives are financially based, designed to support different stakeholders in the apprenticeship system. Yet, as stated earlier in this report, individuals are unaware of the existence of many of these programs.

In 2000, the Ontario provincial government introduced the Apprenticeship and Certification Act. The Act reformed the apprenticeship system's institutional framework and de-regulated substantial aspects of apprenticeship agreements, allowing them to be regulated by industry committees. This Act also made the role of industry in apprenticeship administration much stronger by allowing industry, not government, guidelines to regulate apprenticeship wages and apprentice-to-journeyman ratios. Apprentices now have the ability to pursue their academic training on a flexible basis at any approved training institution, as well as allowing credit for past work experience.

Other initiatives include a cooperative education tax credit; a loans for tools program; an Ontario youth apprenticeship program; an apprenticeship innovation fund; and a co-op diploma. These are just a few of the initiatives the Province has introduced within the last few years.(a more detailed look at Ontario's Apprenticeship Initiatives can be viewed in Appendix II)

While significant progress has been made with new programs and initiatives addressing the skilled trades shortage, information and resources in regards to apprenticeship training is still not readily available to high school students and parents. Students may not be aware of many of these programs and therefore may not contemplate a career in skilled trades due to lack of information. Indeed, the overall perception of a career in skilled trades continues to pose a problem. Careers in skilled trades still take a backseat to careers that require a university education. A survey conducted in 2005 by Ipsos-Reid for the Canadian Apprenticeship Forum indicated that 58% of youth and 53% of parents say university is their first choice over college or apprenticeships in skilled trades. Only 25% of youth surveyed in 2005 say they are aware of all the career options available in skilled trades.

Ontario is, by far, not alone in regards to its challenges relating to the skilled trades shortage. Australia, United Kingdom, Germany, Alberta and Manitoba are just a few examples of jurisdictions that currently face similar problems. However, these five jurisdictions have initiated plans and strategies that have lead to some very successful outcomes. Indeed, many of these initiatives can easily be adopted in Ontario.

In all five of these jurisdictions, there are consistent themes to the solutions applied to addressing the skilled trades shortage.

These themes are best summarized as:

- A strategic marketing campaign consisting of the following elements:
  - a campaign targeting employers on the benefits of hiring an apprentice and investing in apprenticeship training. Business, government and stakeholders must convey a strong, clear and concise message that “investing in an apprenticeship is an investment in the economy”
  - a campaign targeting students, parents, teachers and guidance counsellors stressing the benefits of choosing a career in a skilled trade
  - a “re-branding” marketing plan in order to bestow a positive image and new outlook on “skilled trades” and “apprenticeship training”
- A skills strategy that reduces red tape and creates a “one stop shop” for apprenticeship services
- Eliminating barriers for internationally-trained skilled trades workers



## SECTION II: ENVIRONMENTAL SCAN OF OTHER JURISDICTIONS

### Australia

The Australian apprenticeship program, which is similar to the Canadian apprenticeship system, has gone through many positive changes in the last 10 years. In 1990, the Australian government expanded the number of occupations covered by apprenticeships, created national standards for assessment and made apprenticeship program arrangements more flexible. As a result, apprenticeship registration increased by 14.9 per cent per year from 1995 to 2003. The expansion of the occupational sectors now includes the sales and service sector as well as clerical.

In 1994, the Australian government created the National Employment and Training Taskforce (NETTFORCE), to encourage employers to undertake more skilled labour trainees. NETTFORCE established industry training companies in 24 industry specific sectors. It also provided assistance to enterprises, particularly small business, through support given by training service providers to employers who are providing on-the-job trainees. More than 2, 800 new businesses took advantage of this service in the second year of the program's existence.

In 1996, the Australian Government streamlined the Apprenticeship program and created a national standards "training package" that consisted of training contracts, competency goals and assessment guidelines. The standards also accredited private training providers as well as the Australian Technical and Further Education systems.

The national approach was successful in creating a "one stop shop" for apprenticeship services, cutting through red tape and simplifying training arrangements for employers. It was also responsible for the implementation of a national marketing campaign to communicate the benefits of New Apprenticeships to employers and young people.

A marketing and education campaign was also created targeting small business. Mentoring programs and information on training issues were made available on the internet, through professional development kits, and networking opportunities. The programs were focused on using a range of technologies and action learning strategies to equip business operators and supervisors with general business skills or general supervisory skills. The projects developed participants' skills in selecting and/or conducting training for their staff.

In September 2004, the Australian government integrated a comprehensive plan to ensure that the

value of trades was enhanced as a career path. This plan included providing expanded opportunities for students wanting a career in trades, more advice on career opportunities and greater financial assistance for New Apprentices, and industry initiatives to build a skills base future.

Throughout Australia, 22 “Apprenticeships Services” were established and contracted by the Australian Government to deliver apprenticeship support services to employers, current and potential apprentices and the community. Many of these “Apprenticeships Services” are supported and delivered in conjunction with the local Chamber of Commerce. Some of the local Chambers offer training workshops for employers as well as providing access to information on apprenticeship training and government incentives. In addition, “Apprenticeship Services” facilitate Australian Apprenticeship placements through a Job Placement Licensed Organization (contracted through the Department of Employment and Workplace Relations), or through formal linkages with Job Network Members and/or Job Placement Licensed Organizations.

A key to Australia’s success is its aggressive marketing campaign enticing foreign skilled workers to relocate to Australia. Australia is currently undergoing its largest immigration drive in 40 years, promising shorter working hours, a better climate and lower cost of living. In addition, Australia is now offering immigrants four-year employer or three-year state-sponsored immigration, with the option to immigrate permanently.

Another successful program is the “Australia Needs Skills Expo”, whereby the government aggressively markets Australia and its employment opportunities in other countries. As a result of these programs, more than 36,000 skilled immigrants came to Australia in 2002-03, an increase from 24,130 in 1998-99.

In Australia, skilled migration is one of the best opportunities for skilled workers to gain entry. In 2005, the federal government devised a program allowing individual Australian states to sponsor selected skilled workers from overseas, who are under 45, speak proficient English and have the required skill set. State sponsored applicants do not have to pass the immigration assessment test. In many cases the federal government has also made the immigration assessment test easier so more skilled workers can pass.

The Skilled Migration Program is a government initiative to overcome skill shortages within the Australian workforce and to identify individuals who can make a valuable contribution to Australia’s thriving economy.

Australian firms are also offered financial incentives for apprenticeship training. These incentives are

funded through the federal government and range from \$1,750 Australian dollars per year to \$7,000 Australian dollars over two years. Since this incentive package was introduced by the government, the apprenticeship program generated growth of more than 200,000 apprenticeships and traineeships between 1998 and 2003.<sup>1</sup>

The Australian government has recently “rebranded” apprenticeship training in the hope that the current negative image associated with a career in skilled trades will change, and will become a well respected profession. In March 2006, the name “Australian Apprenticeships” formally replaced the scheme known as “New Apprenticeships”, and the name “Australian Apprenticeships Centres” replaced, “Australian Apprenticeships.”

The Australian government hopes that the name change will reinforce the message that apprenticeships are a first-rate career option and are as professionally, financially and personally rewarding as a university pathway.

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<sup>1</sup> Review of Fiscal Incentives for Small and Medium Size organizations to increase workplace training, The Work and Learning Knowledge Centre, August 2006.

## United Kingdom

Apprenticeships in the United Kingdom are based on frameworks devised by Sector Skills Councils, state-sponsored employer-led bodies responsible for defining training requirements in their sector. Currently there are over 160 Apprenticeship frameworks that not only include traditional apprenticeships but also areas of the service sector.

Employers who participate in an employment contract with their apprentices are funded entirely through government agencies. These agencies contract with learning providers who organize and/or deliver training and assessment services to employers. The majority of these providers are private training companies or organizations such as the local Chamber of Commerce.

In 2000, the government established the Modern Apprenticeships Advisory Committee (MAAC) whose mandate was to review the current apprenticeship system. As a result of the Committee's findings, a Blueprint for Apprenticeship was created. The Blueprint is a user-friendly guide for students and employers identifying why an apprenticeship is worth the investment. Other initiatives include: instilling a national culture of lifelong learning; improving access and responsiveness to skills training; and funding industry training.

Most importantly, a major marketing campaign was launched aimed specifically at employers. CEOs of the top 1,000 English companies with 1,000 or more employees were sent letters from the Chancellor and Secretary of State, requesting they offer Apprenticeships within their organizations to increase national competitiveness and productivity. Full page ads were also printed in local and national newspapers signed by the employer-led Apprenticeships Task Force – a high-level group of business leaders who help to ensure that apprenticeships continue to grow.

As part of this campaign, a new branding of skilled trades also took place. The name 'Modern Apprenticeships' changed to "Apprenticeship", with the goal to improve the image of work-based learning and to encourage young people and employers to participate.

Between 2001/02 and 2004/05, the percentage of young people completing apprenticeships rose from 24% to 39%, and in 2005 it was announced that the target of acquiring 28% of 16-21 year olds to start an apprenticeship had been met. The campaign has proven to be a success.



## Germany

The German apprenticeship system is often viewed as one of the “most comprehensive and detailed regulatory systems for apprenticeship training in the Western world.”<sup>2</sup> Germany’s two-track vocational training system is quite unique compared to other countries. The “two-track” or “dual system”, as it is quite often referred to, signifies that education is both at the workplace and in vocational schools. Apprenticeships form a key role in many German’s working lives. At the age of 10, a student’s secondary education is differentiated into three educational tracks that prepare students for university, commerce and trades. At the time of writing this report, the German apprenticeship system is currently the largest in the world: a total of 1.6 million apprentices were registered in 2002, representing 4.7 per cent of the labour force aged 15-54. In 1997, 46 per cent of 18 year old males and 36 per cent of 18 year old females participated in apprenticeships, evidence of both the widespread participation and the striking amount of gender equality relative to other systems.<sup>3</sup>

**Summary Table: 2003 Data International Apprenticeship System**

Country	Total Registrations as a Percentage of (%)			
	Population		Labour Force	
	15-24	15-54	15-24	15-54
Germany	18.0	3.7	36.2	4.7
Australia	14.8	3.6	21.9	4.6
Canada	5.7	1.3	8.6	1.6
France	4.8	1.1	15.8	1.5
Ireland	3.8	1.1	7.6	1.5
U.K.	3.4	0.7	5.0	0.9
U.S.	1.4	0.3	2.2	0.4

Source: Skills Research Initiative: The Apprenticeship System in Canada: Trends and Issues, Andre Sharpe, James Gibson (2005). Pg. 23

Germany currently has over 350 officially recognized vocations included in the Two-Track System. The skills and education taught in apprenticeships is strictly regulated and institutionalized. The apprenticeship course is two to three years in length. The practical part of the apprenticeship course takes place on three or four days of the week in a company; the other one or two days are spent with specialist theoretical instruction in a vocational school. It is the objective in Germany that the combination of theory and practical work will result in a highly qualified skilled worker. Vocational

<sup>2</sup> Skills Research Initiative: The Apprenticeship System in Canada: Trends and Issues, Andrew Sharpe, James Gibson (2005).

<sup>3</sup> Skills Research Initiative: The Apprenticeship System in Canada: Trends and Issues, Andre Sharpe, James Gibson (2005). Pg. 23

training is considered a launching pad for a career that can lead to participants becoming master craftsmen and women. This two-track system means that the proportion of young people without a profession or a traineeship in Germany is comparatively low, and is only 1.8 percent of those aged 15-19 years-old. The system is financed by companies, who pay the trainees/apprentices a salary, while the government covers the vocational school. Small and medium-sized companies provide 80 percent of the trainee slots.

Germany's commitment to apprenticeship training goes even further. The Federal Institute for Vocational Education and Training (BIBB) is a nationally and internationally recognized centre of excellence for research into and development of initial and continuing vocational education and training. The aims of its research, development and counselling work are to identify future tasks of vocational education and training, to promote innovation in national and international vocational education and training and to develop new, practice-oriented proposals for solving problems in initial and continuing vocational education and training.

### The BIBB

- studies structural developments in the job market for training positions and in continuing education and training
- observes and studies initial and continuing training practice in enterprises
- tests new methods in initial and continuing education and training
- identifies future skills requirements through early detection
- develops and modernizes initial and continuing training occupations supports in-company vocational training practice with modern training documents and training media
- drafts concepts for the qualification of company trainers
- promotes modern vocational education and training centers to supplement in-company initial and continuing training
- assesses the quality of the vocational distance learning offered
- manages and supervises national and international programs for the further development of vocational education and training
- does international comparative research on vocational education and training

(Source <http://www.bibb.de/en/1420.htm>)

In Pursuing these tasks the BIBB also helps:

- ensure future-proof training for all young people
- gear the vocational education and training system in Germany to the needs of the knowledge and service society
- constant modernizing initial and continuing vocational education and training, e.g. by

developing new job descriptions and through quality assurance and quality management systems

- increase the effectiveness and attractiveness of vocational education and training, for example by contributing to the more efficient utilization and development of interactive multi media assisted ways of teaching and learning
- support high and less high performers
- support measures to promote transparency and recognition of vocational education and training in Europe
- describe trends in the development of technology, society and the labour market and determining their effect on vocational qualification through vocational training research
- propagate the results of its work both nationally and internationally
- help to shape occupational reform processes through participation in international projects
- develop scenarios for the future of initial and continuing vocational education and training
- participate in future-oriented education planning.

(Source <http://www.bibb.de/en/1420.htm>)

The statutory framework of the BIBB assists in integrating apprenticeship into the education system and regulates on-the-job training. Similar to Canada, Germany has a federal system in which education is the responsibility of the province. However, the BIBB ensures that Germany has one core recognized body responsible for marketing skilled trades and assisting with future planning as per market demand. Unlike Ontario, where apprenticeship trainees are often unaware of the required steps involved of how to enter an apprenticeship program, the BIBB system ensures that apprenticeship trainees are aware of the courses and path they must take in order to graduate successfully from an apprenticeship program.

Germany continues to expand its apprenticeship training. In June 2004, the federal government and representatives of employers and business signed a voluntary pact on apprenticeships whereby business and employer associations have committed themselves to creating new opportunities for apprentices. Companies have agreed to provide, on average, 30,000 new apprenticeships annually in each of the next three years.

**Companies and businesses in Germany view apprenticeship training as a positive investment in their business.**

The system is financed principally by employers, unlike many other countries which are offered government wage subsidies. The off-site job training costs are funded publicly, at no cost to the

apprentice and the job training is solely the responsibility of the employer. Businesses and companies are legally able to pay apprentice trainees at a lower wage so, therefore, are in effect compensated in some fashion for their training.

In January 2005, Germany's federal government passed the Vocational Training Reform Act. The objective of the act is to secure and improve training opportunities as well as the high quality of vocational training for students. The Act allows for several pathways to be taken in order to learn an occupation. As part of this initiative, "JOBSTARTER- Training for the Future" was created. Nation-wide funding is provided for innovations and structural development in vocational education and training. The program is aimed at a better regional supply of in-company training places for young people by means of motivating companies to provide training. It also recognizes that there are often several pathways to learn an occupation, and often different ones are attempted until vocational training is successfully concluded. (i.e. college courses are recognized credits applied to an apprenticeship diploma.)

The responsibility for finding an employer willing to provide the apprenticeship training rests solely with the apprentice. However, the German system places a great deal of resources into structuring this search to ensure it is transparent. The search process is integrated into the last two years of secondary school education, where classroom time and resources are spent reviewing information about potential apprenticeships. The German Chamber of Commerce also publishes the list of potential apprenticeships offered by employers.

In order to assist businesses and prevent "poaching", Germany has adopted a pay-back clause. These pay-back clauses force employees who leave their employer to reimburse part of the cost of the training they received. These arrangements lower the incentives of workers to seek a new job after being trained.

There are also many incentives for young people in Germany to participate in apprenticeships. It is illegal for workers under the age of 18 to work in many of the labour market jobs, therefore leaving employment options restricted for unskilled labour. Many students are also deterred from attending University due to the long length and high attrition rates in German university programs. Many students choose to take an apprenticeship instead. Collective agreements effectively restrict most entry into skilled trades to apprentices and ensure that the semi-skilled/skilled wages differential is attractive enough to promote apprenticeship. In addition, considerable social status is associated with a completed apprenticeship, which constitutes a professional identity, in stark contrast to Canadian attitudes towards trades.

Germany has consistently viewed apprenticeship training on an equal footing to college and university. Students are exposed to apprenticeship training at a very young age through school. In turn, Germans view skilled labourers as respected professionals and students consider apprenticeship training as a valuable profession to study.

## Alberta

At the time of writing this report Alberta had the strongest economic growth of any province in Canada. In order to sustain this growth, the government of Alberta has come to the realization that the province requires an adequate supply of skilled workers. "There are currently \$107 billion worth of capital projects planned or underway in the province of Alberta. If Alberta does not attract enough people with the knowledge and skills to fill the labour shortages, many of these projects will have to be delayed or abandoned. This would damage Alberta's international reputation and impair efforts to promote further investment."<sup>4</sup>

In 2001, the Alberta government created a labour supply strategy in order to address the skilled labour shortage. The strategy consists of a three-pronged approach to address Alberta's labour needs:

1. Increase the skill and knowledge levels of Albertans to meet labour market demand
2. Increase the mobility of labour within Canada and,
3. Increase the number of immigrants to Alberta.

One of the successful programs introduced to assist with the labour supply strategy was the introduction of the Registered Apprenticeship Program (RAP). RAP gives high school students the opportunity to become employed apprentices while still attending school. Beginning in Grade 10, students can earn credit toward a high school diploma and a trade certificate through RAP.

RAP began in 1992 with only five high school students and five employers. By 2003, it had grown to 1,100 students in over 200 high schools, involving over 850 employers. Since its inception, approximately 500 youth who started in RAP have completed their high school and their apprenticeship program and are now certified. A further 1,700 youth who started in RAP have graduated from high school and are now full time apprentices working towards their journeyman certificate.

Through the RAP high school program, 50 scholarships of \$1,000 each are awarded to students who have completed a minimum of 250 hours of on-the-job training and work experience in a trade and who plan to continue in a regular apprenticeship after high school. Funding for the scholarship is donated by the Alberta Heritage Scholarship Fund and Alberta industry.

In 2005, Alberta introduced "Youth Apprenticeship Project" (YAP). YAP allows students in grades seven and eight to visit work sites and see live demonstrations of skills by certified trades people. Students who are involved in YAP are able to earn credits towards their high school diploma as well

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<sup>4</sup> Human Resource and Employment, Economic Development Advanced Education. "Supporting Immigrants and Immigration to Alberta." July 15, 2005, pg 5.

as gain hours toward a selected apprenticeship program, and earn minimum wage while apprenticing.

The Alberta government has designed a strategy specifically targeting opportunities for aboriginal apprenticeship training. The Aboriginal Apprenticeship Project (AAP) and the Alberta Aboriginal Communication Strategy Program has proven to be a successful undertaking by the province. The program is designed to assist Aboriginal people enter an apprenticeship program by linking them with employers who focus on apprenticeship training. Marketing material has been developed specifically for an Aboriginal audience and Aboriginal Youth Ambassadors are responsible for making presentations to aboriginal students to ensure they are aware of a career option in skilled trades.

Unique from other provinces in Canada, staff of the Ministry of Learning in Alberta monitor the quality of training of apprenticeships and provide interaction and support to trainers. In the 2003-04, school year, staff from the ministry made over 14,000 visits to worksites to personally observe on the job training.

As part of the government's commitment to its labour strategy, Alberta has formally designed an action plan and a policy document specifically aimed at increasing skilled immigrants to Alberta. "Strategy for Integrating Skilled Immigrants into the Alberta economy" was launched in September 2004, focusing on the economic integration of Albertans with an international credential – a trades certificate, college diploma or university degree earned outside of Canada. A plan was incorporated in the document to develop and distribute information products targeted at skilled immigrants, including a "Welcome to Alberta" immigration website.

Alberta also has an Alberta Provincial Nominee Program (PNP) which is a program that allows the province to nominate to the federal government a limited number of foreign nationals who have demonstrated potential to meet provincial economic needs. Where there is a shortage of qualified workers in Alberta, the Alberta Provincial Nominee Program may provide eligible Alberta employers with an approval to proceed with the recruitment of potential Provincial Nominee candidates to fill critical skill occupations. The program is employer driven and an applicant must have a guaranteed job offer from an approved Alberta employer before submitting an application to the Alberta Provincial Nominee Program.

## Manitoba

In Manitoba, the Apprenticeship Branch of the Department of Advanced Education & Training is responsible for managing the training of apprentices and certifying journeypersons in the trades. The current education system in Manitoba allows for all high school students to have the option to participate in work placement programs. The programs listed below are optional for all high school students:

**Co-operative Education/Career Transitions Exploration:** These programs are unpaid with work terms varying from job shadowing (one day) to 80% of the course duration. Students work during the school day, and are awarded credits toward graduation.

**Co-operative Vocational Education:** Co-operative Vocational Education (CVE) falls within the Senior Years Technology Education Program (Senior Years are equivalent to Grades 9, 10, 11 and 12 in Ontario). CVE is an implementation strategy for the Senior Years Technology Education Program. Through CVE, students can complete eight to 14 credits. It is a full-time Senior 4 option (Senior 4 is equivalent to Grade 12 in Ontario) requiring 28 Senior Years' credits, including the core subject area requirements. The option is trade-specific and involves 50% to 80% of program time on-the-job, and 20% to 50% in-class instruction. It is work education in its most structured and comprehensive form. The Apprenticeship Branch also accredits many of the vocational arts programs.

**Senior Years Apprenticeship Option:** The SYAO allows students to start their apprenticeship while attending high school. It combines regular Senior Years school instruction with paid, part-time, on-the-job apprenticeship training. To qualify, students must be at least 16 years of age, have completed S2 (equivalent of Grade 10 in Ontario), and be enrolled in an approved Manitoba S3 or S4 program. (S1-S4 is Manitoba's grade system — equivalent to Grades 9 to 12.) Students have the opportunity to earn up to eight supplemental academic credits for graduation. They can also apply their work experience hours to continued, full-time apprenticeship training after graduation.

The Manitoba government created the Industry Training Partnership (ITP) program in 2002. This involves working in partnerships with industry and labour to develop workforce skills in support of business goals: market expansion, increased sales, and improved worker productivity. ITP's mandate is to promote private sector involvement and investment in human resource development and workplace training, and link skills development with provincial economic development priorities. ITP partners with



industry to assess training needs and to develop short and long-term training strategies to develop a skilled workforce.<sup>5</sup>

Manitoba was the first province to introduce an Aboriginal Apprenticeship Training program. A six person Aboriginal Apprenticeship Program Advisory Committee was appointed in 2002 with a mandate to promote and increase participation and employment in apprenticeship training in First Nations, Metis and Inuit communities. A partnership was created between the Apprenticeship Branch and individual First Nations and Metis communities. In just one year of this program being introduced there was an increase of 41% of aboriginals training in apprenticeships.

Data from the 2001 Census indicates that among the Canadian Aboriginal population aged 25-to-64 years, 39 percent had not completed high school, while only eight percent had a university degree. Moreover, among the 20-to-24 year olds, only 24 percent of the Aboriginal people were attending school on a full-time basis, compared to 40 percent for the non-Aboriginal population. School attainment and enrolment are even lower for Aboriginals living on reserves, where responsibility for the education system rests with the federal government. Our results lead us to believe that increasing investment in the education of Aboriginals would not only substantially improve their communities, but would also likely bring significant economic gains to Canada as a whole.<sup>6</sup>

Manitoba has also implemented its own provincial immigration nominee program to accelerate the immigration process for skilled workers. In fact, Ontario is the only province that does not currently have its own immigration program. Under these programs, employers are able to nominate a prospective worker. If the province approves the nomination the individual can apply for permanent residence. This application bypasses the lengthy federal immigration selection process.

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<sup>5</sup> Review of Fiscal Incentives for Small and Medium Size organizations to increase workplace training, The Work and Learning Knowledge Centre, August 2006

<sup>6</sup> Public Investment in Skills: Are Canadian Governments doing enough? C.D. Howe Institute, October 2005, pg. 16



## SECTION III: SUMMARY & CONCLUSION

This report cites a number of specific examples of “best practices” utilized in Australia, United Kingdom, Germany, Alberta and Manitoba. The jurisdictions examined in this report face many of the same challenges and issues Ontario currently faces. However, all five of these jurisdictions have implemented strategies and ideas that have proven to have successful outcomes and can easily be adopted in Ontario.

The ideology and methods used globally to assist in addressing the skilled shortage crisis are all very similar in nature. Re-occurring themes prevail when reviewing “best practices” globally and can be broken down into the following recommendations:

- A strategic marketing campaign consisting of the following elements:
  - a campaign targeting employers on the benefits of hiring an apprentice and investing in apprenticeship training. Business, government and stakeholders must convey a strong, clear and concise message that “investing in an apprenticeship is an investment in the economy”
  - a campaign targeting students, parents, teachers and guidance counsellors stressing the benefits of choosing a career in a skilled trade
  - a “re-branding” marketing plan in order to bestow a positive image and new outlook on “skilled trades” and “apprenticeship training”
- A skills strategy that reduces red tape and creates a “one stop shop” for apprenticeship services
- Eliminating barriers for internationally-trained skilled trades workers

All of these recommendations and strategies represent marketing campaigns and streamlining processes that would benefit Ontario immensely. It is also important to note that in order to make these initiatives a success it will take a concentrated and dedicated effort from all levels of government, business and stakeholders.

As cited earlier, Ontario has implemented several successful and promising programs and initiatives aimed at addressing the skilled trades shortage. Unfortunately, many individuals are still unaware of the existence of these programs and incentives. Quite often, students do not contemplate a career in skilled trades simply because they are unaware of the programs that exist, or are unclear as to how to access the programs. It is therefore imperative that the awareness level in Ontario be raised surrounding the possibility of a career in skilled trades.

Other provinces and countries have seen the wisdom of investing in sustained, strategic marketing initiatives in order to raise the awareness of and credibility in a career in the skilled trades.

For example, England specifically targeted large corporations. The Chancellor and Secretary of State wrote directly to CEO's of the top 1,000 companies with more than 1,000 employees, calling for them to offer apprenticeship training within their organizations to increase national competitiveness and productivity. A request such as this, made in a personalized letter to a CEO from a head of state, is more likely to be taken seriously and acted upon than a blanket request going out to the nation. Following this strategy, full page ads were printed in national and local newspapers signed by a high level group of business leaders. CEOs identified on a personal level with many of these business leaders. The strategic letter campaign, combined with the newspaper advertisements, reinforced the message that investing in apprenticeship training will benefit the national economy.

Part of the UK's strategy involved a "re-branding" campaign geared towards improving the image of skilled trades as a viable career option.

These combined marketing campaigns proved to be a success. Between 2001/02 and 2004/05, the percentage of young people completing apprenticeships rose from 24% to 39%, and in 2005 it was announced that the target of acquiring 28% of 16-21 year olds to start an apprenticeship had been met.

Similar tactics were used in Australia, where a national campaign was launched specifically aimed at employers. The message was clear and concise-an investment in training an apprentice is an investment in the economy and businesses will prosper as a result.

As in the UK, Australia also concentrated its efforts on a massive marketing campaign, marketing the benefits of a career in skilled trades coupled with an image re-branding campaign.

As a result, Australia is slowly seeing a shift in the outlook that is associated with a career in skilled trades. More students are applying for apprenticeships and they are slowly starting to recognize apprenticeship training as the third pillar of postsecondary training.

The same must be done in Ontario. A campaign must be launched aimed specifically at employers on the benefit of hiring an apprentice and investing in apprenticeship training. The message must be clear and concise that

**"investing in apprenticeship is an investment in the economy."**

A re-branding of “skilled trades” must also take place in Ontario in order for the negative perception of a career in a skilled trade to change. Overcoming this negative perception will assist in apprenticeship training being viewed as the third pillar of postsecondary education.

Germany is another great example of a country that views apprenticeship training as a key component of postsecondary training. German’s instill a positive outlook and attitude towards apprenticeship training and a skilled trades worker is viewed as a valuable and professional member of the community. In school, students are exposed at a very young age to skilled trades training and the benefit of a career in a skilled trade are appreciated by all. As a result, the poor stigma associated with a career in a skilled trades does not exist in Germany, and every student is aware of the existence of apprenticeship training.

It is imperative that this attitude be adopted in the Canadian culture. We realize that a shift in this type of attitude does not happen instantly. However, it is important that we begin addressing this attitude immediately in order for future generations to view a career a skilled trades as a valued and respected profession.

Unlike Germany, there is still not a clear path for apprenticeship programs in Ontario. A great deal of confusion currently exists in how to navigate through the steps of entering an apprenticeship, where to locate information, and what programs exist for businesses and students. It is imperative that stakeholders and government work together to create a “one-stop-shop” to house all the information available for apprenticeships in Ontario. “One-stop-shops” have successfully been launched in many parts of Australia. Many local Chambers of Commerce act as the portal for their community in regards to information on apprenticeships. Ontario’s Chamber of Commerce network could play a key role in this strategy.

The elimination of barriers for internationally-trained skilled trades workers proves to be another issue facing Ontario. We note in this report how both Alberta and Manitoba have Provincial Nominee Programs. This allows the province to nominate to the federal government a limited number of foreign nationals who have demonstrated potential to meet provincial economic needs where a shortage exists.

Alberta and Manitoba have designed action plans specifically aimed at increasing skilled immigrants to their province. User-friendly websites provide skilled immigrants with information of what is required of them in order to be employed as a skilled trade worker in the province.

It is noteworthy that Ontario is the only province in Canada that does not have a Provincial Nominee Program. Skilled immigrants in Ontario also face many barriers and difficulties when trying to find work in their field of study.

In order to enhance Ontario's skilled workforce it is essential that the barriers that skilled immigrants currently face be eliminated.

In summary, in order for Ontario to successfully address the skilled trades shortage, government and stakeholders should consider evaluating and utilizing the successful initiatives other jurisdictions are currently undertaking to address this crisis. Government and stakeholders must collectively address the undesirable image associated with a career in a skilled trade.

Examples were seen throughout this report of successful re-branding exercises that took place in Australia and the United Kingdom to overcome the negative perception associated with apprenticeship training. We also examined the positive culture in Germany where students view apprenticeship training as the third pillar of post-secondary training.

Barriers must be eliminated in order for foreign trained immigrants to work in Ontario. Examples were seen specifically in Alberta, Manitoba and Australia of successful immigration programs that, with the support of the federal government, could easily be adopted in Ontario.

Major marketing campaigns must be launched targeting employers, students, parents, and guidance counsellors stressing the business case for investing in an apprentice along with the benefits of a career in a skilled trade. Examples were seen in Germany, Australia and the United Kingdom of successful marketing campaigns, resulting in a positive change in attitude from employers and students.

If these simple solutions are adopted in Ontario, apprenticeship training will soon be viewed as the third pillar of post-secondary education and Ontario will be on its way to addressing the skilled trades shortage.

## APPENDIX I

### Ontario's investment

**September 2005** - The provincial government announced an "action group" with a mandate to expand apprenticeship opportunities. The group is responsible for identifying successful apprenticeship programs and making recommendations on how the government might be able to better support them. The "action group" has not yet issued a report on their findings. However, the government's overall goal is to increase the number of new apprentices by 7,000 to a total of 26,000 each year by 2007-08.

**November 2005** - The provincial and federal government signed the Ontario Labour Market Partnership Agreement (LMPA) and Ontario Labour Market Development Agreement (LMDA). Ontario was the last province to sign such agreements with the federal government. The LMPA and LMDA are federal provincial training agreements that will assist in keeping Ontario's labour pool competitive in terms of its skills and will ensure that Ontario receives an appropriate level of federal training dollars. However, at the date of this report the provincial government had yet to receive its funding from the federal government.

**January 2006** - The provincial government announced a "No Wrong Door" pilot project. The project will assist in developing a one-stop training and employment system. It allows for people to access or be referred to the services they need regardless of which Ontario government office or community based organization they initially contact. Five communities across the province are currently participating in this pilot project. At the time of writing this report, the results of the pilot programs had yet to be evaluated.

**May 2006** - The provincial government announced the expansion of Job Connect. Job Connect links individuals to employment and training opportunities and serves as a pathway to apprenticeship and higher skills training. It provides information about the local labour market and training opportunities as well as providing support to individuals with their career planning and job searches. Most importantly it acts as a placement service, linking individuals with employers who are willing to provide on the job training.

**June 2006** - The provincial government signed the Labour Market Mobility agreement with Quebec. The agreement allows for Ontario contractors and workers access to construction work in Quebec. Quebec contractors and workers will have the same access to work in Ontario.

**July 2006** - The provincial government announced its partnership with De Beers Diamond Mine,

James Bay Employment and Training Board, Northern College, and Aboriginal communities to assist in providing a skilled labour force that will support the expansion of the mineral industry in Northern Ontario. The provincial government committed \$ 1 million to the James Bay Employment and Training Board through the Pre-Apprenticeship Training Program. This investment will help people gain the skills they need to be successful in an apprenticeship and to be eligible for work at the De Beers Victor Diamond Mine Project.

In the **May 2006** Federal Budget the government announced the following programs:

- new Apprenticeship Job Creation Tax Credit of up to \$2,000 for employers who hire apprentices;
- a new \$1,000 Apprenticeship Incentive Grant for first- and second-year apprentices;
- a new \$500 tax deduction for tradespeople for costs in excess of \$1,000 for tools they must acquire as a condition of employment; and
- a new \$500 deduction in the cost of tools, in addition to the \$1,000 Canada Employment Credit.



## APPENDIX II

### Outline of Ontario Apprenticeship Initiatives

#### Ontario Cooperative Education Tax Credit

In January 1998, the Ontario Co-operative Education Tax Credit was extended to employers training apprentices in specific skilled trades. Eligible trades include computer-aided design and automated manufacturing as well as telecommunications and information technology. In 1999 the eligible period of support was extended to 24 months.

#### Loans for Tools Program

In May 1998, the government introduced the Loans for Tools program that provides loans to new apprentices to cover part of the cost of buying tools.

#### Ontario Youth Apprenticeship

In June 1998, the Ontario Youth Apprenticeship Program (OYAP) was provided with new funding and a more accountable framework to help students begin working towards an apprenticeship while completing high school.

#### Women in Skilled Trades Initiative (WSTI)

The 1999 provincial budget announced a \$3.8 million investment in the Women in Skilled Trades Initiative to recruit and train women through pre-apprenticeship programs for the automotive manufacturing industry.

#### Apprenticeship Innovation Fund (AIF)

Announced in the 2000 budget, the Apprenticeship Innovation Fund provides apprenticeship training system to new skilled trades and will help maintain high quality and consistent standards of training. In 2005, support for the Fund was extended for another two years.

#### 2001 Budget Initiatives

The 2001 budget announced support to double the number of entrants to apprenticeship programs. As part of this initiative, Ontario will establish a pre-apprenticeship program, encourage experienced skilled workers (journey-persons) to update their skills and launch a campaign to promote careers in skilled trades.

### **Apprenticeship Enhancement Fund (AEF)**

Through the Apprenticeship Enhancement Fund, the government is providing \$50 million over five years to modernize equipment and facilities in colleges for apprenticeship programs.

### **Apprenticeship Tax Credit and Scholarships**

Apprenticeship Training Tax Credit was launched that will refund 25 per cent of apprenticeship wages up to \$5,000 per apprentice and 30 per cent if the employer was considered a small business. Second, the government initiated scholarships targeted to persons without a high school diploma to complete such a diploma and enter into an apprenticeship program.

### **Co-op Diploma**

\$6 million invested in 2004/05 to create a co-op Diploma Apprenticeship Program, integrating college diplomas and apprenticeship certification.

Ontario also has a number of initiatives that have been very successful in promoting careers in skilled trades. Skills Canada – Ontario is a provincial not-for-profit organization that promotes skills trades and technologies as first choice career options to Ontario youth.

In 2005-2006, Skills Canada – Ontario Liaison Officers visited over 3, 500 classrooms in Ontario to provide in school presentations on the benefits of a career in skilled trades. This one initiative was so successful that it is currently being adopted by every Skills Canada office across the country. The Colleges of Ontario Network for Education and Training (CON\*NECT), who serves as the business marketing unit of the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) serves as the point of contact between Skills Canada – Ontario and the association.

### **Red Seal Program**

The Red Seal program encourages the standardization of provincial and territorial apprenticeship programs and certification, to provide greater mobility across Canada for skilled workers. However, Ontario has not yet made the Red Seal Program mandatory.

### **Trade-Up**

Trade –Up is an initiative put together with Bruce Power, Hydro One, Ontario Power Generation and the Power Workers' Union to raise awareness about the many skilled trade careers available in the electricity sector and to encourage teachers, counselors, parents and students to consider apprenticeships as an option.

Trade-Up provides Career Kits that include a Student's Guide, Teacher's Lesson Plans (including trades brochures), and a DVD all focusing on skilled trades in the electricity sector.

### **Skills/Technology Institute Initiative**

It was developed in 1995 between INCO and Cambrian College. The project has expanded to now include a variety of partners. Its mandate is to be the training supplier of choice for Northern Ontario industry and students.

In 1998, DaimlerChrysler Canada, The Canadian Auto Workers, and St. Clair College introduced the Automotive Manufacturing Skills Initiative in Ontario. Students in this program spend two days a week as paid apprentices and three days in class. The program is four years in length and graduates of the program earn both a college diploma and tradesperson's paper.

### **Passport to Prosperity**

Passport to Prosperity is a province-wide campaign to increase employer awareness of and participation in work opportunity experiences for high school students. The campaign is an employer-led recruitment effort to help students explore career options and develop workplace skills and experience.

### **Industry-Education Council of Hamilton (IEC)**

IEC is a charitable, not-for-profit organization with a mandate to advance cooperation among business, education, government and the community. In 1997 the IEC became involved with skilled trades initiatives. "The initiative originally focused on raising awareness among young people concerning the viable career options in the skilled trades. In 1999, the IEC adopted a secondary focus in response to a call to action from government, business and the community to initiate change relative to how our community is organized to recruit, train and retain its skilled workers. This multi-phase initiative invites ongoing community input, collaboration and shared planning to implement a skilled trades action plan."



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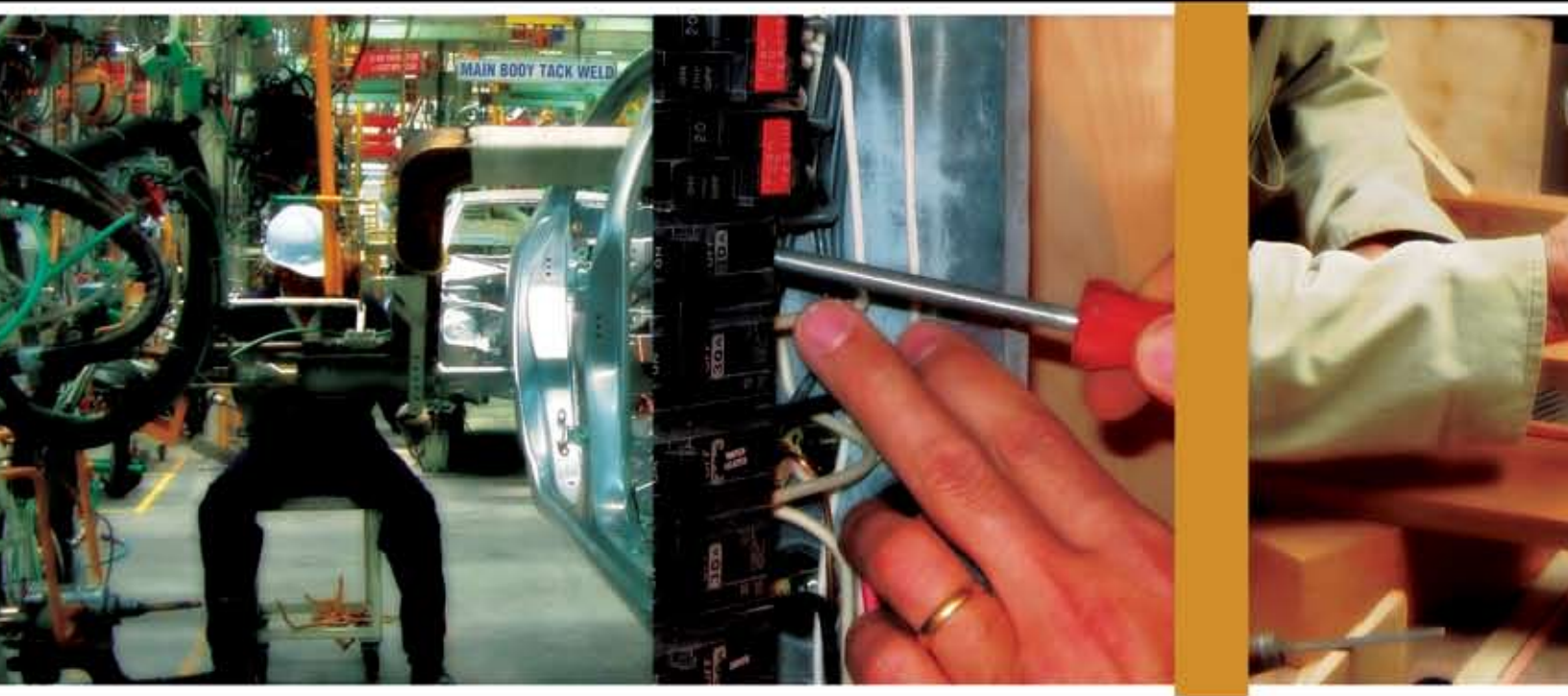
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Ontario Chamber of Commerce

180 Dundas Street West, Suite 505  
Toronto, ON M5G 1Z8  
Tel: (416) 482-5222  
Fax: (416) 482-5879  
Email: [info@occ.on.ca](mailto:info@occ.on.ca)