

Supporting a Great Tradition: Apprenticeship

Executive Summary

Apprenticeship training must be accessible to all. Education training initiatives and opportunities must be expanded to ensure that current and future employers recognize female, aboriginal, visible minority people, young workers and persons with disabilities as potential apprentices. A provincial training levy for employers must be established that provides training that will include access to all training including literacy, essential skills, second language upgrading and apprenticeship training for all workers.

The *Apprenticeship Certification Act (ACA)* has split the apprenticeship system in Ontario into two. The industrial, public and service industry trades are now under its jurisdiction. The construction trades were left under the old *Trades Qualification and Apprenticeship Act (TQAA)*. To date, some of the new construction trades are being put under the ACA. The system has been deregulated. It has shifted the focus from apprenticeship as an employment relationship to

apprenticeship as a short-term education and training relationship.

It removed the enforcement of regulatory provisions governing ratios wage rates, removed entry levels and duration of training from the legislation.

It is apparent to the labour movement that deals with apprenticeship training on a regular basis that skill sets must not replace “whole” trades. We realize there must be flexibility to recognize genuine new trades as technologies change but it cannot be an excuse to fragment existing trades into partial components or skill sets which are then treated as new trades in themselves.

The ACA redefines the work of specific trades to that of simple skill sets. This results in an increase in multi-crafting and multi-skilling. It results in the further fragmentation and de-skilling of existing certified trades. This splintering of the trades compromises the health and safety of workers, consumer safety and environmental protection. It leads to a generation of workers who lack an understanding of their complete trade, and causes an

overall de-skilling of Ontario's workforce. This dismantling of the trades also cuts the economic benefits for all workers.

Apprenticeship standards are set across the country through the Red Seal Program. This was established to provide greater mobility across Canada for skilled workers. By successfully completing an Inter-provincial Standards Examination, they can obtain a "Red Seal" endorsement on their Certificates of Qualification and Apprenticeship. The program is intended to encourage standardization of provincial and territorial apprenticeship training and certification programs.

The "Red Seal" allows qualified tradespersons to practice the trade in any province or territory in Canada where the trade is designated without having to write further examinations. To date, there are 45 trades included in the Red Seal Program on a national basis. The Red Seal Program also gives workers the ability to earn a decent wage and contribute fully to Canadian society. The program is intended to encourage standardization of provincial and territorial apprenticeship training and certification programs. The "Red Seal" allows qualified tradespersons to practice the trade in any province or territory in Canada where the trade is

designated without having to write further examinations.

Compulsory Certification of all trades is absolutely essential to ensure a competitive, adaptable and productive workforce, quality craftsmen and a safer work environment for all trades as well as the general public. For example, the construction industry is continually faced with the affects of the underground economy. Several trades including general carpentry are voluntary. This means anyone can say that they are a carpenter.

Full support from the whole labour movement is needed to address the crisis the apprenticeship system is facing in Ontario.

Action Plan:

1. Lobby the government through an OFL Campaign to return to **one Trades Qualification Act** and repeal the ACA.
2. Lobby for Compulsory Certification for all trades after re-establishing the "whole" trades.
3. Lobby for provincial funding for apprenticeship training to be increased for both the trades training centres and the community colleges.

4. Lobby for a training levy to be established in Ontario. In 2006, the OFL set up a meeting of unions and employers to develop a framework for lobbying the government to begin discussion on the implementation of a training levy in Ontario.
5. Lobby for an increase in the number of opportunities for Ontarians, particularly from the equity seeking groups, to become apprentices in whole trades under the enactment of a Fair Wage Policy in all cities and towns in Ontario.
6. Lobby for fully funded and fully staffed shop classes in Ontario's K-12 public education system.

Supporting a Great Tradition: Apprenticeship

For decades, Ontario has carried out a rich tradition of paid, on-the-job training leading to a worker acquiring skills which can be used in many workplaces. These skills belong to the worker, who traditionally “journeys” to job sites, where there is work. The qualified journeyman teaches the apprentice the tools and skills needed to perform the job efficiently.

At least 80 to 90 percent of apprenticeship training is hands-on training and on-the-job training. The apprentice is paid an incremental wage while they learn. The vital classroom portion of the apprenticeship takes place off the job site in Ontario’s Community Colleges and Union Training Centres.

The labour movement has played an important role in improving the rights and working conditions of journeymen and apprentices.

Our interest in this comes from two angles: we bargain for better wages, benefits, safer working conditions and equity for our skilled

tradespersons. Secondly, we ensure that any work that requires construction, industrial, auto, retail and service needs are provided by skilled tradespersons. This means that things like buildings, roads, homes, cars, airplanes, schools, and food products are safe for the public to use.

This allows three basic things to happen:

1. The apprentice is taught properly by a qualified journeyman to perform all functions of the whole trade. Health and safety awareness is an integral part of learning the trade.
2. The apprentice receives hands-on training under the mentorship of a journeyman as an essential part of the learning process. This cannot be taught in a classroom setting.
3. The apprentice is paid for his/her work that is set by regulation as a percentage of the journeyman’s rate. Therefore, the apprentice is able to contribute as a viable taxpayer

and benefit both society and the community of Ontario.

Dismantling the Trades with the Introduction of the Apprenticeship Certification Act

In the 1990s, the Conservative Government took a sledgehammer to the Apprenticeship Program, the same way they tried to dismantle our social programs, health and our education systems.

The Conservatives copied Britain's Thatcher Government. Pieces of a trade are taught by replacing the traditional way of learning the whole trade.

The proactive lobby against this Conservative agenda was well fought by our Federation, its affiliates and labour councils, along with support from a number of employers.

Unfortunately, the Conservatives decided to split the apprenticeship system into two pieces of legislation:

- (a) **The Apprenticeship Certification Act which is a competency based model** covers the Industrial, Service, Retail and Public Sectors. This Act is destroying our traditional system of Apprenticeship and Skills Trades by dismantling what we know as a whole trade and encouraging pieces of the

trade to be set up in lieu of the traditional trades.

- (b) **The Trades Qualification and Apprenticeship Act which is the traditional time based model** remains in place exclusively for the building trades. However, we now see many new building trades' designations falling under the *Apprenticeship Certification Act* instead of the TQAA.

To date, the Ontario Liberal Government has kept these two pieces of legislation separate. There are signs of the damage going further, rather than being reversed. The Government is concentrating on its goal of producing 26,000 apprentices yearly rather than worrying about the retention and completion rates of apprentices working in skilled whole trades.

It is noted that data shows the number of apprentices that fully complete and become skilled journeypersons is not available from the Ministry responsible for apprenticeship training. The completion of apprenticeship programs is documented by our affiliates in an efficient and accurate manner. In fact, the Liberals are adding occupations to the list of trades under the *Apprenticeship Certification Act* which are clearly not trades.

In order to bump up their number of registered apprentices, the Liberal government is adding occupations to the list of trades under the *Apprenticeship Certification Act* which are clearly not trades. In doing so, the *Act* also confuses the definition of traditional skilled trades with occupations or professions. For example, the Province has added Child and Youth Workers, Early Childhood Educators and Educational Assistants as trades under the *ACA*. While these occupations are recognized as worthwhile and invaluable occupations, the reality is that this action by the Liberal Government just adds thousands of students to the Province's roster of Registered Apprentices while not being a trade.

Most of the workers who pursue the above occupations as careers are not treated like traditional apprentices. Most of their on-the-job training is done without pay. Most of the students are from designated groups, particularly women. Tactics like these are used by the government as a claim that something is being done to address a pending skills shortage.

Another way of bumping up the numbers of actual apprentices is to use the *ACA* to dismantle whole trades into separate skill sets and creating apprentices who will only learn a piece of the trade.

An example that proves the *ACA* fragments traditional trades is the classification of a tool and die maker which comes under the *TQAA*. The province has introduced a "new" trade called Tool/Tooling Maker under the *ACA*. It was created because there are limited numbers of "die" operations in Ontario where apprentices can learn about the die portion of the trade.

The *ACA* is "competency" based and apprentices are required to complete the WHOLE trade according to the standards set out under the *ACA* in order to be certified.

On a regular basis, apprentices find it difficult to complete the whole trade because there are very few "die" operations in Ontario where they can get the hands on experience. As a result, the province has "de-skilled" the Tool and Die Maker and created a new trade called Tool/Tooling Maker.

In order to complete the skill sets of the whole trade to become a journeyman in the tool and die trade, one has to complete 2,000 hours of the required 8,000 hours for the tooling maker. They are required to pass a separate exam for the die portion of the trade. Under the *TQAA*, a tool and die maker is a four year apprenticeship program.

The apprentice designs, makes, modifies, and repairs dies, forms, cutting tools, gauges, jigs, and fixtures for the stamping industry. They work with precision machines and equipment to make tooling and dies. Once certified, workers have mobility and can work anywhere in Canada.

Traditionally, apprenticeship in a trade was classified as time based not competency based. One of the benefits of having trades designated and governed under the original TQAA is the regulations which govern the way trades are established. The health and safety of workers and the public is given priority.

Why We Oppose Two Pieces of Legislation for Apprenticeship

a) *Apprenticeship Certification Act (January 2000)*

Ontario's Conservative Government brought in the ACA to get rid of rules and regulations in the existing TQAA which protected the rights of apprentices and restricted what could be designated as a trade. This initiative and the subsequent exclusion of the construction sector forced the industrial, auto, service and public sector trades to fall under the new ACA. This Act has deregulated

trades and opened the way to calling "pieces" of a trade, a whole trade.

The ACA replaces the protections and rules in the TQAA with weak requirements which reduces protections for the apprentice and the public. The requirement of a ratio of apprentices to journeypersons is gone. The fact that the apprentice be employed by an employer with an employer-apprenticeship contract is gone. This has been replaced by the requirement of a "sponsor" with a "registered training agreement". Guaranteed wage rates are gone.

Employers are no longer required to train apprentices in all aspects of a trade over an appropriate period of time. Most significantly, the word "trade" is gone, and replaced with "occupation" or "skill set".

It is like changing all stop signs with a "slow down and look first sign", or eliminating the minimum wage and replacing it with a "wage rate the market can bear". Another example is replacing a collective agreement with a letter of intent.

The *Apprenticeship Certification Act* takes away our system of skilled trades and training of apprentices. It replaced a good system with a loose system open to abuse of our young people who want to learn a skilled trade properly. Most of the general public do not realize how the dismantling of the trades has affected the quality and state of our skilled trades in Ontario.

b) *The Trades Qualification Apprenticeship Act*

The *TQAA* sets out minimum standards for employers and apprentices. It allows for three types of apprenticeship training programs:

1. Compulsory Certified Trades;
2. Voluntary (*TQAA*) or Non-Restricted Trades Designations (*ACA*);
3. Non-regulated, employer established trades.

The *Act* requires a Provincial Director of Apprenticeship and staff to administer and enforce legislation. This is done under the Ministry of Training, Colleges and Universities and applies to construction trades only.

Provincial and Local Apprenticeship Committees have licenses to operate trade schools and are also recognized in the *Act*. The *Act* also provides for, and governs, the issuing of Certificates of Apprenticeship that shows that an apprentice has successfully completed the in-school and on-the-job requirements and Certificates of Qualification that shows that the apprentice has passed the government exam where applicable.

Apprenticeship contracts between employers and apprentices are registered under the *Act*. General regulations for this *Act* regulate minimum standards.

These rules set out the following:

- ? the age and education requirements;
- ? rates of pay for an apprentice;
- ? ratios: that there has to be at least three journeypersons for every one apprentice;

- ? training and instruction which must be covered;
- ? the issuing of Certificates of Apprenticeship and Certificates of Qualification.

Regulations are also established for each individual construction trades listed in the TQAA. These regulations define the trade and whether or not the trade is compulsory, voluntary or exempted.

Enforcement of all of this comes from Provincial staff at the Apprenticeship Branch. Staff at the branch offices ensures that:

- ? the apprentice to journeyman ratios are followed;
- ? the apprentices are paid the correct rate;
- ? the certification in the Compulsory Certified Trades is followed correctly and ensures that each apprentice has his/her apprenticeship contract in place.

They also need to monitor apprentices' retention and completion rates in a better way.

The TQAA needs to be strengthened. The ACA has resulted in the de-skilling of the whole trades and the introduction of employer driven designer trades.

We Need One Trades Qualification Act

Clearly, Ontario needs one Act to govern the Trades and Apprenticeship. The ACA needs to be repealed.

- We need to conduct an in-depth lobby to ensure that only whole trades from this Act are reinstated under the TQAA.
- We need to lobby to ensure unions that represent workers from occupations such as child and youth worker, education assistant and early childhood educator have the opportunity to meet with the provincial government to talk about a regulatory body that would govern these kinds of professions accordingly. It is not clear how many of these occupations got their designation as a trade under the ACA, and no further designating should be allowed.

It is critical that the labour movement continue to bargain for equality and fairness on a regular basis while we continue to collectively lobby for **one** strong *Act*. Many unions in the industrial, auto, service and public sector have bargained protections for apprentices, bringing them up to standards anticipated by the *TQAA*.

These provisions have allowed apprentices to complete the whole trade. Through bargaining, apprentices receive proper health and safety training, which in turn assures the public of their safety.

Getting Into The Trades

Jobs, Opportunities and Access

Getting into the trades requires that an apprentice has a job with an employer or through a Joint Union/Employer Apprenticeship Committee.

Currently, there are many who want to get into a trade. There is a shortage of jobs and opportunities for apprentices. Many unions have bargained with employers for a specific number of apprentices to be trained. The Building Trades Unions, through their system of hiring halls and Joint Apprenticeship Committees, have ensured access for apprentices. The auto, industrial, retail, service and public sectors have also ensured access to apprenticeship training

through collective bargaining. There are still not enough jobs for apprentices especially in the industrial, retail, service and public sectors.

Employers who do not hire apprentices, but use skilled tradespersons are not doing their part. It is time for the Province to bring in legislation which will require all employers to contribute to the creating of jobs and opportunities.

Provincial Training Levy and Life Long Learning

The labour movement believes that training is a right. We propose that a training levy be established in Ontario. The fund would require that every employer who does not pay for apprenticeship training contribute one percent of payroll into the fund.

Employers who hire apprentices or pay into a union or union-employer administered training trust fund would be exempted based on current contributions and the amount generated by one percent of payroll. All sectors must be covered. Administration of the fund must involve employers, unions and the provincial government. Ontario needs to immediately begin a consultation on the establishment of a provincial training levy.

A major portion of the fund must be allocated to apprenticeship and the creation of jobs and opportunities for apprentices. This apprenticeship portion of the fund must only be used for the training of apprentices in a whole trade. This allocation must stipulate that apprenticeships should include fair and equitable access to the trades for all equity seeking groups.

The remainder of the fund needs to be available for life long learning and workplace training for other workers as well as apprentices (for example, the costs to cover wages and training for workers being upgraded in their skills, literacy training or training for a new occupation for laid-off workers facing restructuring or downsizing of their workplaces).

This approach will allow us to see training for workers (including apprenticeship) funded fully. The cost of upgrading for workers would be eliminated as a barrier. Many workers cannot afford to upgrade their skills because of costs. Training can play a significant role in increasing workers' feelings of self worth, job satisfaction and opportunities for advancement.

Free access to training will eliminate barriers that women, aboriginals, immigrant workers, visible minorities, people with disabilities, youth, older workers

and social assistance recipients face and allow them the right to fully participate in the labour market.

Fair Wage Policy

A Fair Wage Policy is another way to create job opportunities for apprentices. A Fair Wage Policy needs to be implemented at the Municipal, Provincial and Federal levels of government. Fair Wage Policies require that any work done through a tendered contract pay the current union rate of pay. For example, the City of Toronto has had this policy in place for many years.

This policy guarantees that non-union contractors cannot underbid those paying a better union rate of pay. All levels of government need to have a fair wage policy for any work they are contracting. Fair wage policies should require that contractors who use skilled trade workers have a minimum percentage of jobs for apprentices.

An Effective Apprenticeship System in Ontario

The Ontario Apprenticeship System needs:

1. A strong Provincial Government role in setting the standards and enforcing the rules.

2. The designation of all trades as compulsory trades through one TQAA.
3.
 - a) to reinstate and improve the promotion and hands-on exposure to trades in elementary and secondary school programs
 - b) demystify, explain and acknowledge in clear language, the difference between Co-op Training vs. Apprenticeship.
4. The unions to lobby proactively on apprenticeship issues.

1. The Provincial Government Role and the Provincial Apprenticeship Branch

The Provincial Government passes legislation and regulations which govern Apprenticeship in Ontario. Advisory Committees, made up of unions and employers, advise the government, which then sets the rules or standards for curriculum, ratios of journeypersons to apprentices, testing and enforcement. Collective agreements often raise those minimum standards. Once the Provincial Government sets standards, consistent monitoring is essential and enforcement with consequences has to be the practice.

For example, in order to be an electrician in Ontario, the rule is that you need a licence to practice that trade. This means that a curriculum has to be set; that an electrician apprentice has to have paid work while learning to be an apprentice and a contract is set up with the employer(s). The apprentice is tested along the way and eventually has to pass a test which determines whether or not he/she is given a Certificate of Qualification as an electrician.

Enforcement is required to ensure that anyone working in the Province as an electrician has a Certificate of Qualification or a Certificate of Apprenticeship. This work is currently done by the Province's Apprenticeship Branch. This needs to be continued and strengthened. Recently, a review of Post Secondary Education suggested that the work of the Ministry's Apprenticeship Branch be transferred to Community Colleges.

While there is an important history of cooperation between the Province and the Community Colleges in the delivery of apprenticeship training, the transfer of any of the Province's work to the Colleges is inconsistent with the Province being in charge of enforcing its rules on Apprenticeship.

2. Trades

Compulsory Trades

Another key decision made by the Province is whether or not to designate a trade as a **Compulsory Certified Trade**. These are trades which require a person either be registered as an apprentice or a holder of a Certificate of Qualification in order to legally perform the work of the trade in the Province of Ontario. There are only seven compulsory trades: Electrician, Plumber, Steamfitter, Refrigeration, Operating Engineers and Sheet Metal workers.

Compulsory certification gives the trade the needed status, recognition and distinction that everyone wants in their choice of careers. It is documented fact that compulsory certified trades have a higher completion rate than non-compulsory trades.

Compulsory certification and recognition of the trades as a worthwhile career choice would help labour's commitment to facilitate the inclusion in the trades by under-represented groups such as women, racial minorities, aboriginal people, and persons with disabilities.

Restricted Trades

For certain trades regulated under the ACA, only registered apprentices or licensed (certified)

journeypersons may practice in that trade. Examples of restricted trades under the ACA include: Automotive Service Technician, Auto Body Repairer, Truck and Coach Technician and Hairstylist.

Voluntary (TQAA) or Non-Restricted (ACA) Trades Designation

Not all trades are Compulsory Certified Trades. Many trades are Voluntary Trades. That means that you are not required to be a registered apprentice or licensed journeyperson to do the work of the trade. For example, the Carpenters Union has for many years asked for a compulsory certified designation. Without it, it means that anyone can claim they are a Carpenter. They can build a school, a nursing home, or a condominium without a license.

Another example is Sprinkler Fitters who install sprinklers in most buildings. The installers do not need to be certified but sprinklers are needed to notify the public in case of a fire. We know that when a trade is designated as a compulsory certified trade that the safety of the public and the safety of the workers are primary because a qualified worker is doing the work.

We also know that the requirement for a Certificate of Qualification leads to more apprentices completing their training: completion rates for compulsory

certified trades are at 90 percent. We also know that the requirement for the certificate reduces the work done in our “underground economy” where trades people are encouraged to work for cash.

It is urgent that the Province follow the advice of Industry Advisory Committees and designate trades as compulsory. All new trades and existing trades need to be designated as compulsory certified trades. It is better for trades people, apprentices and the public which use their services and skills.

3. Elementary and Secondary Schools

Another key support of apprenticeship is the exposure of the trades to students in the elementary and secondary schools. The former Ontario Conservative Government took a billion dollars out of elementary and secondary schools. Many important programs were eliminated including shop classes that exposed students to the skilled trades.

The funding formula gave no leeway to maintain the curriculum, space, equipment and teachers needed for trades’ classes. This needs to be reversed.

Students need to be exposed to the trades. This will allow them the opportunity to familiarize

themselves with the trades and make career choices accordingly.

This will also help Guidance Counsellors advise students and parents about a student’s potential as a tradesperson.

A critical factor to recognize is the job shortage and job opportunities. Youth cannot pursue trades careers if there is limited access and opportunity for apprenticeship training. It is recommended by all teacher federations that apprenticeship and skilled trades be produced for school guidance departments.

Another concern in high schools and elementary schools concerns curriculum in maths and sciences. Affiliated unions involved in apprenticeship continually point out that young people wanting to apprentice in a trade need to have a high level of Math, English, problem solving and Sciences.

The present general curriculum does not appropriately prepare students for the high level of mathematics and problem solving skills needed in a trade. Yet, the Provincial Government continues to talk about helping students (who are enrolled particularly in the applied and essential levels) get into the trades.

Programs like the Ontario Youth Apprenticeship Program (OYAP) aim to have students reduce their school time to go onto job sites in the hope of gaining credits for an apprenticeship. Unions like the Carpenters Local 27 have been able to bargain effective changes to the way the OYAP program works by incorporating union sensitive curriculum and rules that benefit the apprentice. Above all, the reintroduction of fully funded and adequately staffed classes in the schools, combined with high level math and sciences as part of the curriculum is a better use of money and student's time.

Co-op Training vs. Apprenticeship Training

There is a difference between employed apprentices being trained by journeypersons in every aspect of a trade, and students enrolled in certificate programs which may require some co-op or workplace practicum. Both are legitimate, but different. Apprenticeship is "employment-based" while the other is "school-based". We are seeing a blurring of the two when professional classifications get listed as trades, and trades get broken up into a series of certificates.

This is a crisis for the public, consumers, students, workers and employers. The public and consumers need to know that the

buildings and services they use have been built or provided by tradespeople who know all aspects of their trade. We also need to know that bakers, chefs, cooks and retail meat cutters know what they are doing when preparing food for consumption for the public.

Imagine the negative and dangerous impact on consumers who eat in restaurants, stay in hotels, buy groceries in Ontario's supermarkets if the above workers were not compulsory certified?

We want to deal with tradespeople who have learned all aspects of a trade through the mentorship of a journeyperson. We also need to know that their training is monitored and enforced by a competent and efficient provincial government body like the Apprenticeship Branch of the Ministry of Training, Colleges and Universities.

Apprentices are better served when they have skills in all aspects of a trade, not just pieces of a trade. This makes them better skilled tradespeople and allows them to work in any province, sector or workplace. Being restricted to pieces of a trade requires finding employers who need those specific "pieces".

4. Unions

Another major support for apprenticeship is the union. While we take this point for granted, it needs to be said, again, that when there is a union involved, apprentices do better than in non-union situations. Whether a building trades union, industrial union, public or service sector union, collective agreements which have clauses dedicated to the fair treatment of apprentices protects workers' rights and ensures their safety.

The ratio of journeypersons to apprentices guarantees that the apprentice gets the proper training that they need to learn their trade. Wages are better and special attention is paid to health and safety from our system of joint committees. The "earn while you learn" system has allowed more Ontarians to pursue apprenticeship training.

Health and Safety Issues

One of the strengths of the traditional apprenticeship system lies in the role of the journeyperson in teaching the apprentice how to do the job safely. Whether on a construction site, or learning to work with hairdressing chemicals or cutting meat, apprentices are sent to jobs where safety needs to be a priority.

This is one of the reasons that establishing a ratio of journeypersons to apprentices is so essential. We have heard the argument from some that these ratios are a barrier to employers being able to hire more apprentices. We argue that these ratios are the remedy that ensures that apprentices are not used as cheap labour, and have enough access to a journeyperson whose safety on the job is a priority for the apprentice.

Completion of apprenticeship are accelerated when the apprentice has access to a journeyperson's support.

The need for people to have a Certificate of Qualification or Certificate of Apprenticeship before they can perform the work in that specific trade is also a major health and safety issue. When a license is required to do a trade, this means that standards are set for the trade.

Compulsory certification and mandatory training reduces injuries and fatalities because health and safety awareness is incorporated in the apprenticeship training. The apprentice has to be tested and licensed before becoming a certified journeyperson. This ensures a level of security and guarantees the consumer and public that the buildings or services they are using are safe.

For example, Toronto based Aviv Canada had to settle with condo owners over improper construction, resulting in massive leakage in a multi-million dollar settlement. If mandatory certification had been in effect, this terrible occurrence could have been prevented.

Apprenticeship and Training

An apprentice learns the trade on the job under the mentorship of a journeyman (approximately 80-90 percent of apprenticeship is on-the-job training). Approximately 10-20 percent of the apprenticeship program is taught in a classroom setting.

There are two supportable places where the classroom portion is taught: at a community college or a non-profit Building Trades Training Centre. Both are equally deserving of support from the province.

Ideally, apprenticeship is a partnership between apprentices, employers, labour and educational institutions. All of the parties bring expertise and interests to the table and all of the parties should be involved in any future developments.

a) The Community College Sector

Colleges of Applied Arts and Technology have an important role to play in the delivery of apprenticeship training in

Ontario. This role should be supported and enhanced. However, the government and college management have threatened the future health of the apprenticeship system by making an ill-conceived attempt to grab control of the system and force changes in the system without reference to the other partners in the system.

Under the current system, Provincial Advisory Committees for the trades regulated by the TQAA and Industry Committees for the trades regulated by the ACA are valuable resources for the system. These committees bring most of the stakeholders in the system together to oversee apprenticeships in each trade and should be used to ensure that any change in the apprenticeship system meets the needs of all the partners.

College faculty members, who deliver in-school training, are involved in the Curriculum Committees that regularly review the curriculum of the in-school portion of apprenticeship training and report back to the Provincial Advisory and Industry Committees, which approve the curriculum. This link is critical to ensure that the curriculum remains relevant and current.

College faculty members, who teach in apprenticeship programs, are recruited from the ranks of qualified tradespeople. They have experience in the trades they teach and expertise in teaching and curriculum development. As college faculty, they benefit from being part of a larger community of educators, and they can depend on the support of their colleagues to help develop learning materials and to hone their skills as adult educators.

Historically, through the allocation of public funds to the colleges, the province has made significant investment in developing public facilities specifically designed to accommodate skills training. With the support of programs, such as the Apprenticeship Enhancement Fund, colleges have invested millions of public dollars in updating the equipment that students use to gain valuable hands-on experience.

Apprentices who attend colleges are able to benefit from being part of a larger educational community. Students who have disabilities can access services at centres dedicated to providing support for students with special needs. Students with personal or financial problems can seek

assistance through available counseling services. Students can also make use of on-campus student facilities that colleges have developed, such as tutoring, athletics centres, libraries and student centres.

However, with a seven percent actual decline in the overall apprenticeship per diem funding over the past decade (20 percent when adjusted for inflation) colleges are struggling to maintain facilities and equipment for apprenticeship programs.

The recent introduction of tuition fees for the in-school portion of apprenticeship has downloaded the costs of training to the individual, and tuition fees act as a deterrent to potential new apprentices entering the trades. Perversely, the new tuition fees do nothing to enhance the funding for apprenticeship training because the revenue they generate is taken off the already inadequate per diem funding that the colleges receive for such training.

The introduction of the *ACA* has allowed the colleges to introduce a new model of apprenticeship training, the co-op diploma that undermines the traditional apprenticeship system. Co-op placements are valuable means

for students to gain experience in their chosen field but they cannot replace the traditional apprenticeship.

Students on co-op placement are not apprentices and do not receive the same type of on-the-job training that is at the core of the apprenticeship system. Also, students, who once were only required to attend school for short periods, now will be required to pay full tuition for the years that they are receiving training.

These new models have been introduced without any extensive study of how effective they will be. It is hard to imagine that graduates from these programs will have the skills they need to succeed as qualified tradespeople.

b) Building Trades Training Centres

Ontario has seen more Building Trades Unions sponsoring apprenticeship training in their whole trade. These non-profit centres are either jointly administered with employers or administered by unions on their own. Funding can come through the collective bargaining process by negotiating union or co-determined programs.

These union oriented apprenticeship programs are ensuring that training in whole trades is taking place. This has been made more crucial in a time when the provincial government agenda has been geared towards the splitting up of trades into skill sets.

Examples of the evolution of trades training centres are:

- i) The Sprinkler Fitters of Ontario U.A. Local 853 became one of the first not-for-profit designated training centres in Canada because George Brown did not renew their contract with the Ministry of Training, Colleges and Universities.

They became the only training delivery agent responsible for the provincial training of apprentices for the Sprinkler and Fire Protection trade.

The members of the U.A. Local 853 have invested well over one million dollars in the facility and training equipment at the centre. The U.A. has also contributed approximately two hundred thousand dollars through a grant system supported by the U.A. sprinkler fitter and apprentices nationally.

In 1997, they opened their doors with one full-time instructor training approximately 75 apprentices. Today they have three full-time instructors and will train approximately 270 apprentices this year.

- ii) The Carpenters' Local Union 27, Joint Apprenticeship & Training Trust Fund Inc. is a jointly trusted labour-management training centre located in Woodbridge, Ontario. It was established to serve the human resources development needs of both the Local Union 27 membership and its employers. Since its inception in 1986, the Training Trust Fund has offered an extensive variety of *pre-apprenticeship*, *apprentice-ship*, *health and safety*, and *journey-worker* upgrading courses to thousands of students. They encourage participation from equity seeking groups and youth as part of their mandate.

The Training Trust Fund is governed by a Board of Directors that is comprised of labour representatives from the Carpenters' Local Union 27 and employer representatives from the General Contractors' Section

of the Toronto Construction Association.

Two joint employer/labour committees — the Carpenters' Joint Local Apprenticeship Committee and the Floor Covering Installer Joint Local Apprenticeship Committee — oversee activities specific to the *General Carpenter* and *Floor Covering Installer* apprenticeship programs. The carpenters' apprenticeship system in Ontario's unionized construction sector is a model of employer/labour cooperation that is essential for the industry's future competitiveness and productivity.

The Training Trust Fund's newly constructed state-of-the-art facilities consist of approximately 62,000 square feet of "hands-on" training and classroom areas that have been customized in accordance with the theoretical and practical requirements of the training programs. In addition to its fully site-simulated carpentry shop, the Training Centre is equipped with eight electronic classrooms, computer laboratory, woodworking machine shop, welding shop, and floor covering installer shop.

iii) UFCW has also set up similar training centres that provide their members with a variety of training needs because of the technological changes in the retail sector.

c) More Money Needed

Both the college sector and trades training centres are working with limited funds to provide in-classroom training for apprentices. Money is needed for instructors, for space, and for equipment. In the meantime, our provincial and federal governments claim they support more apprentices being trained, and that this work needs to increase for those trades where a skills shortage is anticipated.

However, the money pie is too small and needs to be increased substantially.

Federal Issues

a) Red Seal

An important part of being a journeyman is what is described as “mobility”, or the ability to use your skills anywhere in Canada. There are many trades which allow a journeyman to write an exam for a red seal to be added to their Certificate of Qualification. This then allows the tradesperson to work anywhere in Canada without having to requalify in

another province. The ACA of Ontario contradicts this approach, and is another major reason why the government should repeal this legislation.

b) Credentials for Foreign Workers

Employers are seeking to recruit skilled trades’ workers on a temporary basis, internationally, for manufacturing jobs in Ontario claiming that there are severe growing skill shortages.

The labour movement is greatly concerned about the work situation of international workers in Canada and the prospect that employer strategies and non-existent labour market planning has led to unnecessary divisions among workers in some Canadian workplaces.

These divide and rule tactics where international workers are being pitted against Canadian workers undermines trade union values and workers’ rights such as decent wages, health and safety, human rights and employment standards’ rights.

All workers have a right to be represented and protected by a union. Where skill shortages exist and are verified, immigration could be used where temporary work permits could be issued as long as they were confined to projects with specific time limits.

Where immigration is used for permanent workers and to overcome barriers in attaining recognition of their international qualifications and employment in Canada, flexible and innovative programs need to be developed to support the integration of internationally trained tradespersons.

Appendix: Trades Chart defining voluntary and compulsory trades.

Trades Qualification and Apprenticeship Act (TQAA) Trades Chart			
Trade	Code	Compulsory (C) Voluntary (V)	Entry Grade
Brick & Stone Mason	401A	V	8
Cement (Concrete) Finisher	244G	V	10
Cement Mason	419A	V	8
Construction Boilermaker	428A	V	10
Construction Millwright	426A	V	10
Drywall, Acoustic & Lathing Applicator	451A	V	10
Drywall Finisher and Plasterer	453A	V	8
Floor Covering Installer	448A	V	10
Electrician: Construction & Maintenance	309A	C	10
Electrician: Domestic & Rural	309A	C	10
Floor Covering Installer	448A	V	10
General Carpenter	403A	V	10
Glazier & Metal Mechanic	424A	V	10
Heat & Frost Insulator	253A	V	10
Hoisting Engineer: Mobile Crane Operator, Sr. 1	339A	C	10
Hoisting Engineer: Mobile Crane Operator, Sr. 2	339C	C	10
Hoisting Engineer: Tower Crane Operator	339B	C	10
Ironworker	420A	V	10
Lineworker: Construction	4348	V	10
Lineworker: Power	434A	V	10
Painter and Decorator Branch 1 – Commercial & Residential	404C	V	10
Painter and Decorator Branch 2 – Industrial Painter and Decorator	4040	V	10
Plumber	306A	C	10
Pre-cast Concrete Erector	244K	V	10
Pre-cast Concrete Finisher	244L	V	10
Refrigeration & Air Conditioning Mechanic	313A	C	10
Reinforcing Rod Worker	452A	V	10

Trades Qualification and Apprenticeship Act (TQAA) Trades Chart			
Trade	Code	Compulsory (C) Voluntary (V)	Entry Grade
Restoration Mason	244H	V	10
Roofer	449A	V	10
Sheet Metal Worker	308A	C	10
Sprinkler & Fire Protection Installer	427A	V	10
Steamfitter	307A	C	10
Stone Cutter	244J	V	10
Terrazzo, Tile & Marble Setter	241A	V	10

APPENDIX

<i>Apprenticeship and Certification Act, 1998 (ACA) Trades Chart</i>		
Trade	Trade Code	Curriculum (Year) or Schedule of Training
Aboriginal Early Childhood Educator	620B	Schedule
Agriculture – Dairy Herdsperson	610D	Schedule 2000
Agriculture – Fruit Grower	640F	Schedule 2000
Agriculture – Swine Herdsperson	640S	Schedule 2000
Aircraft Maintenance Engineer	610C	1990
Alignment & Brakes	310E	1999
Appliance Service Technician	445A	1999
Arborist	444A	1994
Auto Body Repairer and Collision Damage Repairer Br. 1	310B	1998
Auto Body Repairer Br. 2	310Q	1989
Automotive Electronic Accessory Technician	310K	1999
Automotive Painter	410N	1998
Automotive Service Technician	310S	1999
Baker Br. 2	423A	1993
Baker/Patisier	423C	1993
Bearings Mechanic	615A	Schedule
Blacksmith	600P	Schedule
Cabinetmaker	438A	1990
Carpenter (Railway)	268A	Schedule 1993
Child & Youth Worker	620A	1995
Composite Structures Technician	267G	Schedule
Construction Craft Worker	450A	2001
Cook – Assistant Br. 1	415B	Schedule
Cook Br. 2	415A	1994
Draftsperson – Mechanical	614A	Schedule 1995
Draftsperson – Plastic Mould Design	614B	Schedule
Draftsperson – Tool & Die Design	614C	Schedule 1995
Early Childhood Educator	620C	Schedule
Early Childhood Educator – Inclusion Practices	620G	Schedule
Education Assistant	620E	Schedule
Electrical Control (Machine) Builder	617A	Schedule
Electrician – Power House Operator (TTC)	207S	Schedule

<i>Apprenticeship and Certification Act, 1998 (ACA) Trades Chart</i>		
Trade	Trade Code	Curriculum (Year) or Schedule of Training
Elevating Devices Mechanic	636E	
Electronic Service Technician	416E	Schedule
Facilities Mechanic	255W	1996
Facilities Technician	255B	1996
Farm Equipment Technician	425A	1991
Fitter (Structural Steel/Plateworker)	437A	1995
Fitter – Assembler (Motor Assembly)	661H	Schedule 1997
Fitter Welder	616F	Schedule
Fuel & Electrical Systems Technician	310C	1991
Gemsetter/Goldsmith	606G	Schedule 1998
General Machinist	429A	1997
Hairstylist	332A	1999
Heavy Duty Equipment Technician	421A	1991
Heavy Equipment Operator – Dozer	636C	Schedule 2002
Heavy Equipment Operator – Excavator	636B	Schedule 2002
Heavy Equipment Operator – Tractor Loader Backhoe	636A	Schedule 2002
Horse Groom	600H	Schedule 1999
Horse Harness Maker	219D	Schedule 2001
Horticultural Technician	441C	1999
Hydraulic/Pneumatic Mechanic	277Z	Schedule
Industrial Electrician	442A	1994
Industrial Instrument Mechanic	447A	Schedule; TS Under Development
Industrial Mechanic Millwright	433A	1997
Info. Tech. Support Analysis: Hardware	634A	Schedule
Info. Tech. Support Analysis: Help Desk	634A	Schedule
Info. Tech. Support Analysis: Network	634C	Schedule
Locksmith	259L	Schedule
Machine Tool Builder & Integrator	430M	Schedule 2000
Marine Engine Mechanic	435B	1997
Motive Power Machinist	410K	1998
Motorcycle Mechanic	310G	1991
Mould or Die Finisher	277M	Schedule 2001
Mould maker	431A	1997
Native Clothing & Crafts Artisan	296B	Schedule
Native Residential Construction Worker	296A	1991
Network Cabling Specialist	631A	1999

Apprenticeship and Certification Act, 1998 (ACA) Trades Chart		
Trade	Trade Code	Curriculum (Year) or Schedule of Training
Optics Technician (Lens and Prism Maker)	225A	Schedule
Partsperson	240P	2000
Pattern maker	443A	1988
Pool & Hot Tub/Spa Service Technician	237T	2001
Precision Metal Fabricator	200G	Schedule
Process Operator: Refinery, Chemical & Liquid Processes	246F	Schedule
Pump Systems Installer	263F	Schedule
Recreation Vehicle Mechanic	690H	Schedule
Retail Meat Cutter	245M	Schedule
Roll Grinder/Turner	602H	Schedule 1995
Saddlery	219C	Schedule 1994
Saw Filer/Fitter	611B	Schedule
Ski Lift Mechanic	297A	Schedule
Small Engine Technician	435A	1997
Surface Blaster	278B	Schedule
Tire Wheel and Rim Mechanic	295A	1990
Tool & Cutter Grinder	602C	Schedule 2001
Tool & Die Maker	430A	1998
Tool & Gauge Inspector	239B	Schedule
Tool/Tooling Maker	630T	Schedule 2001
Transmission Technician	310D	1999
Truck & Coach Technician	310T	1999
Truck Trailer Service Technician	310J	1999
Water Well Driller	605B	Schedule
Welder	456A	2002
Wooden Boat Rebuilder/Repairer	211W	Schedule

Appendix

Trades Qualification and Apprenticeship Act (TQAA) Trades Chart		
Trade	Code	Curriculum (Year) or Schedule of Training
Brick & Stone mason	401A	1990
Cement (Concrete) Finisher	244G	1993
Cement Mason	419A	1991
Construction Boilermaker	428A	1998
Construction Millwright	426A	1993
Drywall, Acoustic & Lathing Applicator	451A	1990
Drywall Finisher and Plasterer	453A	1991
Floor Covering Installer	448A	1992
Electrician: Construction & Maintenance	309A	1994
Electrician: Domestic & rural	309A	1968
Floor Covering Installer	448A	1992
General Carpenter	403A	1992
Glazier & Metal Mechanic	424A	1995
Heat & Frost Insulator	253A	Schedule
Hoisting Engineer: Mobile Crane Operator, Br. 1	339A	1998
Hoisting Engineer: Tower Crane Operator, Br. 2	339C	1998
Hoisting Engineer: Tower Crane Operator	339B	1999
Ironworker	420A	1990
Lineworker: Construction	434B	1980
Lineworker: Power	434A	1980
Painter and Decorator Branch 1 – Commercial & Residential	404C	1992
Painter and Decorator Branch 2 – Industrial Painter and Decorator	404D	1992
Plumber	306A	2000
Precast Concrete Erector	244K	1993
Precast Concrete Finisher	244L	1993
Refrigeration & Air Conditioning Mechanic	313A	1998
Reinforcing Rodworker	452A	1993
Restoration Mason	244H	1992
Roofer	449A	1997
Sheet Metal Worker	308A	1994
Sprinkler & Fire Protection Installer	427A	1995
Steamfitter	307A	2000

Stone Cutter	244J	1991
Terrazzo, Tile & Marble Setter	241A	1995

Cope343