

# Our Voice

**Community Literacy  
of Ontario**

**80 Bradford Street  
Suite 508**

**Barrle, Ontario L4N  
6S7**

**Tel: 705-733-2312**

**Fax: 705-733-6197**

[www.nald.ca/clo.htm](http://www.nald.ca/clo.htm)

[clo@bellnet.ca](mailto:clo@bellnet.ca)



## Apprenticeship: Facts, Figures and Opportunities

*By Lynne Wallace and Sandra Hennessey of the College Sector Committee for Adult Upgrading*

Canada is facing a critical shortage of skilled labour. According to diverse sources, there could be as many as 50,000 unfilled jobs by 2010. Many trades and businesses are already claiming a shortage of skilled tradespersons and report that the shortage is a pressing issue. The Ontario government has implemented a number of initiatives to increase the supply of skilled tradespersons. MTCU has a four-year plan to boost apprenticeship training in Ontario. It is investing over 11 million annually to provide opportunities for 26,000 people to train as apprentices for careers in the skilled trades. Youth, in particular, are being encouraged to pursue a career in the skilled trades.

Apprenticeship careers offer Ontarians an opportunity to earn excellent wages in rewarding work environments with high levels of job security and employment mobility. This bulletin is intended to provide you with some essential information about how apprenticeship works in Ontario. The following websites were used as sources to develop this bulletin.

### INSIDE THIS ISSUE:

|   |                   |
|---|-------------------|
| <a href="#">How Does the System Work?</a>             | <a href="#">2</a> |
| <a href="#">Apprenticeship Legislation and Models</a> | <a href="#">3</a> |
| <a href="#">Trade Designations</a>                    | <a href="#">4</a> |
| <a href="#">Certificates</a>                          | <a href="#">5</a> |
| <a href="#">Other Routes</a>                          | <a href="#">5</a> |
| <a href="#">Quick Facts</a>                           | <a href="#">6</a> |
| <a href="#">Filing the Gap Project</a>                | <a href="#">7</a> |
| <a href="#">Successful Apprentices</a>                | <a href="#">8</a> |

*College Sector Committee for Adult Upgrading*

⇒ [www.collegeupgradingon.ca/](http://www.collegeupgradingon.ca/)

*Fanshawe College*

⇒ [www.fanshawec.on.ca/newsletter/2005/08/2.asp](http://www.fanshawec.on.ca/newsletter/2005/08/2.asp)

*Halton Industry Education Council*

⇒ [www.apprenticesearch.com/](http://www.apprenticesearch.com/)

*Ministry of Training, Colleges and Universities*

⇒ [www.edu.gov.on.ca/eng/training/apprenticeship/appren.html](http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)

*Ontario Chamber of Commerce*

⇒ [www.occ.on.ca/](http://www.occ.on.ca/)

*Ontario Youth Apprenticeship Waterloo Region District School Board*

⇒ [www.gooyap.ca/index.html](http://www.gooyap.ca/index.html)

*Red Seal Program*

⇒ [www.red-seal.ca/](http://www.red-seal.ca/)

# How Does the Apprenticeship System Work?

Individuals can enter the Apprenticeship system directly by finding a job with a qualified employer willing to take them on as an apprentice. Most apprenticeships require an Ontario Secondary School Diploma (OSSD) or Grade 12 equivalency such as the GED or ACE. The employer and the apprentice sign a training agreement prepared by an Apprenticeship Branch consultant. An apprenticeship can take from two to five years to complete. It includes a classroom component generally delivered by community colleges. Apprentices spend about 90% of their time on the job and the rest at school. The in-school portion of apprenticeship training is provided at specific times scheduled by the MTCU Training Consultant. The apprentice receives wages based on the typical hourly wage received by a fully skilled worker. The wages of an apprentice increase as s/he acquires skills and gains competency.

High school students can begin an apprenticeship while still attending high school. It involves registering for cooperative education and the Ontario Youth Apprenticeship Program (OYAP). OYAP is usually a two year program during years three to five of high school. Successful applicants must take the related technology courses, co-op and other recommended subjects. There is a co-operative education placement component. Hours towards apprenticeship accumulate and practical skills or competencies are mastered and "signed off" in the students' Training Standards Apprenticeship Booklet. Upon graduation, students who have an employer can begin full time employment without interruption to their apprenticeship training.

Upon completion of the apprenticeship program, the apprentice is required to write a government exam in order to receive a certificate. Once the apprentice receives a certificate, s/he is known as a journeyman.

Over 150 occupations and careers in the trades exist in four major sectors:

## Construction sector

⇒ This includes trades such as brick and stone mason, electrician, millwright, carpenter, hoisting engineer, ironworker, lather, plumber, refrigeration and air-conditioning mechanic, sheet metal worker.

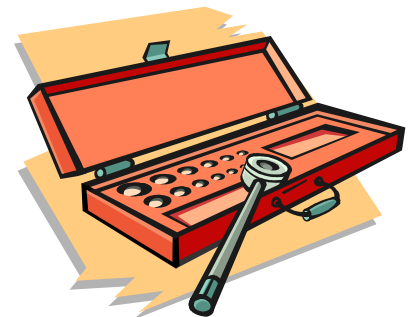


## Service sector

⇒ This includes trades such as cook, baker, hairstylist, horticultural technician, educational assistant, early childhood education worker.

## Industrial sector

⇒ This includes trades such as fitter, industrial electrician, general machinist, pattern maker.



## Motive power sector

⇒ This includes trades such as automotive service technician, farm equipment mechanic, fuel and electrical systems technician, air-cooled and marine mechanic, truck and coach technician.

## Apprenticeship Legislation

Apprenticeship training and trade certification are legislated in Ontario. **The Trades Qualification and Apprenticeship Act (TQAA)** applied to all trades from 1964. It is time-based.

In 1998, the Ontario Government initiated apprenticeship reform with the **Apprenticeship and Certification Act (ACA)**. ACA legislation came into effect in 2000 and applies to the service, motive power and manufacturing / industrial sectors representing about 100 trades. The construction sector wanted the TQAA to continue to apply to the construction trades, which number about 30. The TQAA therefore applies to construction trades only.

The two different legislations have resulted in two different models. The focus of ACA is on the conditions and nature of the training, emphasizing the completion of skills sets as prescribed by industry representatives of particular trades. ACA is viewed as a competency-based (or performance) model while TQAA is viewed as time based.

## Apprenticeship Models

| Competency-Based Model   | Time-Based Model  |
|--|---|
| <ul style="list-style-type: none"> <li>⇒ Governed by the Apprenticeship and Certification Act (ACA) since January 2000</li> <li>⇒ Applies to all industrial, service and motive power trades</li> <li>⇒ Apprenticeship contract is called a Training Agreement</li> <li>⇒ Sponsor refers to the trainer, who may or may not be the apprentice's employer</li> <li>⇒ Completion of academic and training standards as prescribed by affiliated Industry Committees</li> <li>⇒ An Ontario Secondary School Diploma (OSSD) at or above the general or college level, or a recognized equivalency</li> </ul> <p>Ontario equivalents include GED and ACE certificates</p> | <ul style="list-style-type: none"> <li>⇒ Governed by the Trades Qualification and Apprenticeship Act (TQAA)</li> <li>⇒ Applies to all construction trades</li> <li>⇒ Apprenticeship contract is called Contract of Apprenticeship</li> <li>⇒ Employer refers to the company who has entered into a contract of apprenticeship and has agreed to provide wages and training by a qualified trainer</li> <li>⇒ Grade 10 Ontario Secondary School or recognized equivalency at or above the general level</li> </ul> |

# Trade Designations

Under both the Trades Qualification and Apprenticeship Act (TQAA) and the Apprenticeship and Certification Act (ACA), serving an apprenticeship has varying designations. They are:

## 1. Compulsory Trades

Under the TQAA, six of the 30 construction trades are designated as compulsory; only registered apprentices or licensed (certified) journeypersons may practice in that trade. Compulsory trades under the TQAA include: construction maintenance electrician, hoisting engineer, plumber, refrigeration and air-conditioning mechanic, sheet metal worker and steamfitter.

## 2. 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.

## 3. Voluntary (TQAA) or Non-Restricted (ACA) Trades

Under both legislations, individuals can legally work in the trade without being registered or licensed. Examples include: tool and die maker, mould maker, general machinist, cook, baker and horticulturist.

There are also regulated and non-regulated trades.

### Regulated trades:

- ⇒ Are governed by legislation
- ⇒ Require a Certificate of Apprenticeship
- ⇒ Require a Certificate of Qualification
- ⇒ Number about 65

### Non-regulated trades:

- ⇒ Are governed by legislation
- ⇒ Require a Certificate of Apprenticeship
- ⇒ Do not require a Certificate of Qualification
- ⇒ Number about 100



## Certificates

Certificates are issued at the completion of apprenticeship training. The certificates are:

### Certificate of Apprenticeship

- ⇒ Shows that an apprentice has successfully completed the in-school and on-the-job requirements
- ⇒ Is issued under the ACA trades, when the above requirements are met
- ⇒ Is issued under the TQAA when the above requirements are met as well as passing the written exam

### Certificate of Qualification

- ⇒ Shows that an apprentice has passed the Government exam (where applicable)
- ⇒ Is issued once the exam is passed under ACA and TQAA trades

### Red Seal Certificate

- ⇒ Skilled tradespersons can obtain a Red Seal Certificate which provides them with greater mobility across Canada allowing them to practice their trade in any province or territory in Canada where the trade is designated. To obtain a Red Seal Certificate, certified journeypersons must successfully complete an interprovincial standards examination.



## Other Routes

### **No employer? Is the door to apprenticeship closed?**

Although more than 25,000 employers in Ontario are involved in the Apprenticeship system, there is still a shortage of qualified employers. Individuals committed to securing an apprenticeship may choose to participate in a Pre-apprenticeship program or postsecondary Pre-Trades program. Participation in these courses will improve their chances of being hired by an employer.

### **Pre Apprenticeship Program**

Colleges and other training deliverers provide hands-on training for individuals interested in exploring a particular trade or moving into an apprenticeship. Pre-apprenticeship programs provide a solid grounding of the basic skills and knowledge required by the trade. This improves participants' chances of finding an employer who will hire them as an apprentice. Placement opportunities for pre-apprenticeship participants lead to apprenticeships. Hours spent in pre-apprenticeship training can be credited towards the overall apprenticeship training, if the individual decides to sign on as an apprentice.

Individuals do not need to be registered as apprentices to participate in pre-apprenticeship programs. Many LBS/Academic Upgrading college programs have strong linkages with pre-apprenticeship programs.

### **Co-op (College) Diploma Apprenticeship Programs**

These programs offer a unique experience for individuals to concurrently complete

- ⇒ an apprenticeship in-school curriculum
- ⇒ an apprenticeship co-op experience
- ⇒ an Ontario College Diploma

One example is the Truck and Coach Co-Op Diploma Apprenticeship Program offered at Fanshawe College. This program is two years long. Students work as signed apprentices in a co-op format between academic semesters. Graduates receive their postsecondary diplomas and credit for completing all required in-school apprenticeship training.



# Quick Facts

- ⇒ Qualified journeypersons often earn wages equal to or higher than those of university graduates.
- ⇒ A tool and die maker can easily earn upwards of \$80,000. A union brick and stone mason earns about \$64,000.
- ⇒ Within five years 42% of Ontario's skilled trades expect to face skills shortages in their industry.
- ⇒ There are 26 Apprenticeship Offices in Ontario.
- ⇒ Apprenticeship training is recognized as one of the most efficient methods of training and educating skilled tradespersons.
- ⇒ There are several paths to Apprenticeship including ACE, GED, OSSD, OYAP, Pre-Apprenticeship and postsecondary college skills and trades programs.
- ⇒ In February 2006, the government kicked off a provincial campaign promoting apprenticeship and skilled trades aimed at adults between 25 and 54 years of age.
- ⇒ Co-op Diploma Apprenticeship programs have been created to allow people to train as apprentices in a specific trade while obtaining an associated college diploma.
- ⇒ Once an apprentice has found an employer willing to train him or her, the employer and the apprentice sign a training agreement prepared by an Apprenticeship Branch consultant.
- ⇒ Approximately 90% of apprenticeship training is provided in the workplace by employers and the remaining 10% involves classroom instruction, most of which is provided by Ontario's community colleges.
- ⇒ It is important to be continuously checking the Ministry website for new developments in Apprenticeship. New occupations and training providers are added each year.
- ⇒ Although the Ministry guidelines may indicate the eligibility requirement for a specific trade as Grade 8, 10 or 12, individuals interested in registering as an apprentice should check the hiring practices of employers in their area to determine the academic level required.

# Filling the Gap Project

*PTP Seeks to "Fill the Gap" in looming skilled trades shortage! By Matt Foran*

Matt Foran, from "PTP – Adult Learning and Employment Programs of Toronto", is currently working as lead researcher on PTP's "Filling the Gap" project. The research, funded by the National Office of Literacy and Learning, aims to establish a functional model for Literacy and Basic Skills providers to support students interested in a career in the skilled trades. A successful model will increase the role community literacy organizations in Ontario play in preparing their students for apprenticeships. Federal and Provincial governments have recently identified LBS students as a possible demographic to aid in cauterizing future shortages of skilled tradespersons.

Over the past summer, PTP worked alongside George Brown College's Office of Special Projects, OBS Upgrading and Apprenticeship Departments to establish an innovative partnership, which delivered LBS Level 5 upgrading to 29 students as a full time program. The majority of students were very interested in joining the skilled trades but had previously encountered numerous obstacles. The aim of the course was to expose students to various construction trades and the skills required for success, while preparing them to make a decision if the trades are 'right for them'.

Within the program, Matt Foran delivered an eight week Communications and "Building for the Future" course – based on PTP's apprenticeship exploration resource of the same name. Mathematics courses were divided into two sections, advanced and functional, to address skill gaps identified in initial student assessment. Upgrading courses were contextualized to be relevant to the construction industry – materials and exercises provided students with practical experience directly related to future on-the-job tasks. Over the course of the program, the would-be apprentices visited local unions and training delivery agencies, and were exposed to several guest speakers, among them, celebrity construction worker "Igor" from the hit TV show "Restaurant Makeover".

Key to the successful of this program is the commitment to assist every one of the would-be apprentices with finding a pathway that will lead to achieving their goal. Of the 29 students who began the program, 21 were accepted into Pre- Apprenticeship programs starting January 2008. Eight participants developed plans that included further upgrading or skilled training steps. The findings from this program will contribute to the recommendations in "Filling the Gap", which will be published and distributed mid-2008.

The researcher is currently seeking to book site-visits with literacy providers, who work to prepare students for apprenticeship. If you have any recommendations, please email Matt Foran at [mattf@ptp.ca](mailto:mattf@ptp.ca). The researcher is also currently collecting data from LBS providers and students about apprenticeship. Kindly fill in the brief LBS provider survey below; it should take only a few minutes. Also, please distribute the LBS student survey to your students.

⇒ **LBS Provider Survey:**

[www.surveymonkey.com/s.aspx?sm=6zAz5HCheHUfbV65AY0Y\\_2bg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=6zAz5HCheHUfbV65AY0Y_2bg_3d_3d)

⇒ **LBS Student Survey:**

[www.surveymonkey.com/s.aspx?sm=8FWN0o4WF5Ot5ekatoRzZg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=8FWN0o4WF5Ot5ekatoRzZg_3d_3d)





#### CLO's BOARD OF DIRECTORS

- Carynne Arnold (Kingston)
- Debra Barrett (Toronto)
- Chris Benninger (Chatham)
- Linda Conley (Picton)
- Elizabeth Debergh (Wellington County)
- Barb Duguay (Fort Frances)
- Sue Hughes (Haileybury)
- Barbara McFater (Toronto)
- Bert Providence (Toronto)
- Cheryl Reid (Toronto)
- Marsha Roadhouse (Belleville)
- Lynne Zuliani (Wawa)

#### CLO's STAFF

- Robin Cook-Ritchie (Project Staff)
- Joan Beaudry (Administrative Assistant)
- Jette Cosburn (Co-Executive Director)
- Karen Farrar (Project Staff)
- Joanne Kaattari (Co-Executive Director)
- Vicki Trottier (Project Staff)

#### OURVOICE NEWSLETTER

Writing: Lynne Wallace and Sandra  
Hennessy with a contribution from  
Matt Foran.

Desktop Publishing: Joanne Kaattari

#### OUR CORE FUNDER

Community Literacy of Ontario is funded by  
the Ontario government, under  
**EMPLOYMENT ONTARIO**  
Ontario's employment and training network.

## Successful Apprentices

### What does it take to be a successful apprentice?

At the July 2007 college conference, *Riding the Wave*, Greg White, Chair of Apprenticeship and Trades at Conestoga College, provided a list of the attributes required for success.

In addition to the expected academic skills especially in mathematics and computers and personal characteristics like punctuality, team work and time management skills, he also shared the following list:

- ⇒ Potential apprentices must have a strong desire to become tradesperson.
- ⇒ Successful students are willing to get dirty, sweat, and gain calluses.
- ⇒ Tradespersons have a love for tools, and a desire to use tools.
- ⇒ Personal attributes include superior hand-eye co-ordination, mechanical aptitude, and a good ability to visualize in three dimensions.
- ⇒ Good tradespersons have a good aesthetic sense, that is, an eye for good proportion, pleasing lines, a sense of plumb/level etc.
- ⇒ A good tradesperson is a skilled craftsman or woman. The craft requires years of patient observation, training and practice for true success, and for that reason deserves respect and good financial rewards.
- ⇒ These rewards will come to people with the right talents, who work safely, efficiently, and accurately.