



**REPORT RESPONDING TO
THE RECOMMENDATIONS OF THE STANDING COMMITTEE ON
AGENCIES, BOARDS AND COMMISSIONS
ON
THE APPRENTICESHIP AND TRADE CERTIFICATION BOARD**

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RECOMMENDATION #1

That the *Apprenticeship and Trade Certification Act* be amended to:

- a. Repeal provisions requiring the Apprenticeship and Trade Certification Board to meet four times each year;
- b. Repeal provisions which require the Apprenticeship and Trade Certification Board to determine appeals relating to apprenticeship contracts; and
- c. Allow the Minister to establish appeal panels which would be in existence for a time-limited period for the specific purpose of determining appeals relating to apprenticeship contracts.

RECOMMENDATION #2

That the *Apprenticeship and Trade Certification Act* be amended to eliminate all provisions dealing with the establishment or function of Trade Advisory Committees.

RESPONSE #1 & #2

A proposal is being prepared to amend the *Apprenticeship and Trade Certification Act* to:

1. Provide for the Apprenticeship Board to meet at the call of the Chair, in consultation with the Supervisor of Apprenticeship;
2. Remove the requirement of the Board to hear and determine appeals relating to apprenticeship contracts;
3. Allow the Minister to establish appeal panels as recommended. Appeal panels are proposed to have the same function as the Board currently has in determining appeals relating to apprenticeship contracts. Members of appeal panels may be recommended to the Minister by the Board, may consist of one representative of employers, one representative of employees, and may be chaired by a member of the Apprenticeship Board.

4. Eliminate all provisions dealing with the establishment and function of Trade Advisory Committees.

The Apprenticeship Regulations are also proposed to be amended to allow Trade Examining Boards to perform similar functions previously carried out by Trade Advisory Committees, but on a task by task basis. The work of the expanded Trade Examining Boards could then be required to be reported to the Apprenticeship Board.

NOTE: Further amendments to the legislation are proposed in Response #5.

RECOMMENDATION #3

That the Government undertake a review of all workplace safety initiatives, services, education strategies and studies and prepare a plan for their coordination and evaluation.

RESPONSE #3

The tasks of different agencies in workplace safety are clearly defined, as outlined below:

1. The Department of Safety and Public Services regulates occupational health and safety. As the regulator for both the public and private sectors, it cannot be involved in the direct provision of occupational health and safety services. Rather, Safety Officers conduct inspections and investigations to ensure that employers (whether private companies or public institutions) comply with the provisions of safety statutes and regulations.

For example, during worksite inspections, Safety Officers (inspectors) check to make sure that worksite occupational health and safety committees exist and function.

2. The Workers' Compensation Board (W.C.B.) has an interest in occupational health and safety from the standpoint that workplace accidents impact on the insurance and rehabilitation services that the Board provides and coordinates. The W.C.B. is not a regulator of workplace safety, and therefore it cannot act directly in the relationship between the employers and the regulators.

3. The Department of Health plays no role in occupational health and safety other than in occupations which have an impact on public health (e.g., food preparation). In that case, the Department of Health provides advice to employers, to ensure that the proper precautions are taken to prevent the spread of communicable diseases or other medical conditions, to the general public.
4. The Labour Standards Board (currently situated in the Department of Safety and Public Services) has no role in occupational health and safety. The Labour Standards Board is a quasi-judicial administrative tribunal which arbitrates labour standards disputes between employers and employees, such as disputes about hours of work, or overtime pay.
5. The Department of Education has overall responsibility for apprenticeship and certification. Learning safe work habits is one component of the training apprentices receive. Safe work habits are part of specific apprenticeship programs, because each trade requires different safety skills. For example, although there are some basic principles about safe attitudes, the training of safe work habits for electricians is different from the training of safe work habits for gas fitters.

Departments and agencies are aware of their responsibilities and coordinate their efforts in workplace safety where circumstances require it. For example, departments and agencies have collaborated on the preparation of brochures informing the public about workplace safety. The Deputy Ministers of Safety and Public Services, Health and Education, and the Chairman of the Workers' Compensation Board will ensure that workplace safety services and initiatives are coordinated, and evaluated as part of the on-going evaluations of the programs of departments and agencies.

RECOMMENDATION #4

That the Department of Education work with the Apprenticeship and Trade Certification Board to develop, and table in the Legislative Assembly, a plan for emphasizing the designated trades as an excellent training and career opportunity for residents of the Northwest Territories.

RESPONSE #4

Education has an ongoing publicity and support campaign which has had significant success as the following figures show:

- . The NWT has the highest per capita population of apprentices per 1,000 workforce, 18 per 1,000, which is double the Canadian average;
- . NWT apprentice numbers have grown steadily even through the recent downturn in the economy;
- . The participation rate of native people is 52%.

Nevertheless, more can be done to raise the awareness of all northerners, especially parents, employers, young people, and interested working age individuals to the potential of trades as respected, rewarding and successful career options. A promotional campaign will be coordinated to take place over the next 3 years. The campaign will focus on promoting northern role models. The main elements of the campaign are:

1992-93:

- . A series of posters promoting trades as professional careers. One set of posters will profile successful apprentices and journeyman level tradespeople from across the NWT,
- . Promotional items such as coasters, luggage decals, bumper stickers, pins and coffee mugs with the motto "Professional By Trade". These items will be used as hand outs to employers, parents and young people at career fairs etc., and
- . A pilot cooperative education project in the Keewatin Region linking apprenticeship training with high schools,

1993-94:

- . A series of 12 minute videos focusing on trades common to the NWT,
- . Anik info profiles,
- . 30 second profiles for TVNC, and
- . Further development of regional advanced education career centres which will highlight trades as a career option.

1994-95:

- . Interviews of graduates from the NWT Apprenticeship Program to be aired on TVNC called "Meet the Experts".

Ongoing:

- . Conduct annual Trades Career Fairs.
- . Recognize successful and top apprentices through annual awards functions in regional centres.

NOTE: Some of the proposed initiatives in this plan may change depending on available resources.

RECOMMENDATION #5

That the Department of Education work with the Apprenticeship and Trade Certification Board to prepare, for tabling and debate in the Legislative Assembly, a 5 Year Plan for the development of an alternate system of standards for workplace qualification.

RESPONSE #5

The Department of Education has consulted, and is working on an ongoing basis, with the Apprenticeship Board, the NWT Construction Association, the Department of Public Works, and the NWT Housing Corporation to establish a 5 year plan, which will coincide with the Government 5 year capital plan, to increase local involvement in construction and establish a training and certification program, accepted by industry, for construction workers.

The plan proposes further changes to the Act and the administration of the program as well as the need to continue consultation. It provides for a training and certification program for construction workers, which is similar to the program delivered in British Columbia and Nova Scotia.

Apprenticeship and Trade Certification Act Amendments

- . change the name of the Act to the "Apprenticeship, Trade and Industry Certification Act";
- . change the name of the Board to the "Apprenticeship, Trade and Industry Certification Board";
- . change the responsibilities of the Board to include the authority to issue certificates of competency in occupations other than the designated trades;
- . provide for the regulation of the training, certification and employment of persons in occupations other than the designated trades;
- . establish a schedule of occupations to be covered under the revised Act.

Apprenticeship and Trades Program

- Restructure the administration of the current Apprenticeship and Trades Program to include the responsibility for the training and certification of construction workers. Provide for the development of policies and procedures in consultation with the N.W.T. Construction Association. (Until the Act is revised to establish the new board, the N.W.T. Construction Association in cooperation with the Apprenticeship Board will authorize construction worker certificates.)

Consultation

- Continue consultation with the Committee on Local Involvement in Construction (Public Works, NWT Housing Corporation and Education concerning future strategies and procedures.

Pilot projects have already begun to train construction workers through capital project contracts. This approach will be refined and developed over the next five years.

RECOMMENDATION # 6

That the Department of Education develop a plan, including yearly participation targets, for increasing the number of women in apprenticeship programs.

RESPONSE #6

The "Women in Trades" initiatives introduced by the Department of Education are proposed to continue:

- . Providing financial support to women in trades to attend career fairs etc. as role models,
- . Providing enhanced salary support to employers to hire and train women in the trades,
- . Producing posters encouraging the participation of women in trades, and
- . Conducting "Women Do Math" seminars.

In addition, the Department of Education will re-profile \$100,000 from the GNWT In-Service Apprenticeship Salary Program to casual wages, to hire women as casual apprentices for 4 months in DPW Maintenance facilities to train with DPW Journeyman level workers. The Department anticipates that this opportunity for work experience will encourage women to choose trades as a career. This initiative could provide work experience for approximately 12 women a year.

The Department of Education will also re-profile \$100,000 from the Apprenticeship Training Assistance Program to provide four months of work experience in trades to women in the private sector. This will be in the form of a 75% salary subsidy. This initiative will provide work experience for approximately 20 women a year.

Together these two initiatives will allow 32 women a year to experience working in trades. It is hoped one third will choose trades as a career and will obtain permanent employment as apprentices. Over a 5 year period this should bring the overall participation rate of women in apprenticeship in the NWT to 15% - 200% greater than the current level.