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ABSTRACT

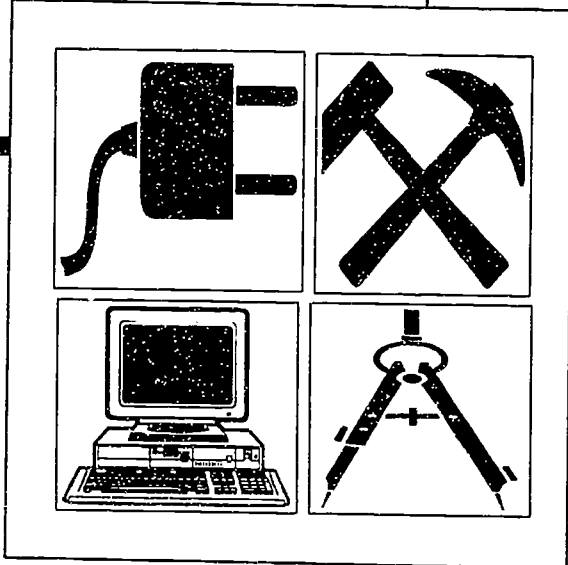
This paper is designed to serve as a basis for discussions of the senior apprenticeship option that is now being developed by Manitoba's (Canada) Department of Education and Training. The first two sections examine the need for a senior apprenticeship option in the context of challenges facing the Canadian economy and labor force and the history of the development of technical vocational education in Manitoba. Discussed next are current practices in apprenticeship training and technology education, the main objectives of the senior apprenticeship option, and its intended relationship to the regular apprenticeship program. The following components of the model are described in detail: entrance and participation requirements; accreditation; marketing; relevance of academic courses; scheduling of training; theory training; employers as trainers; the earn-while-you-learn principle; and workplace orientation for students. The roles of the partners in the senior apprenticeship option (government, employers/industry, schools, students, apprentices, parents) are detailed. Outlined next are plans for financing and administering the apprenticeship option, developing and implementing the program in consultation with business/industry, and evaluating programs. Contains 26 references. (MN)

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Proposal for
Consultation and
Implementation

Senior
Years
Apprenticeship
Option



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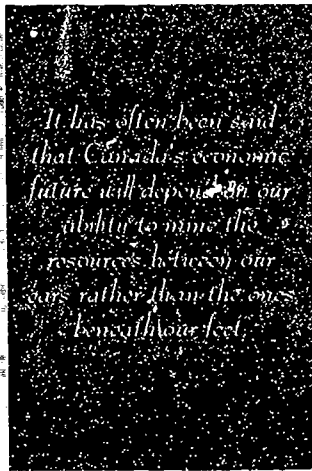
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A. The Opportunity

The challenges facing the Canadian economy and labour force have been widely discussed. In the environment of a new global economy and ever developing technology, the need for Canadians to become ever more competitive is clear.



Elements of competitiveness include productivity, quality, relevance and timeliness. This requires a highly skilled workforce capable of adapting to new and emerging technologies and market conditions.

The Manitoba labour market in 1994, in a phase of economic recovery, experienced an unemployment rate of 9.2%¹. Meanwhile employers continued to experience recurring skill shortages in a small but significant number of occupations, as noted by the Report on High Demand Occupations in Manitoba². Employers were finding that, although a large number of applicants were available for many job vacancies, many of them lacked the specific skills needed.

The 1991 Canadian Census reports that about 25% of all Manitobans aged 20 to 24 were without a senior years certificate and were not undertaking further training³. While there is no clear single cause for this phenomenon, many drop-outs do not see the relevance of schooling to their future in the job market.

The unemployment rate for those without a full senior years education in Manitoba was 14.7%, compared to 9.2% for the total labour force. Those whose highest educational attainment was senior years graduation had an unemployment rate of 8.0%⁴.

Demographic trends indicate that great numbers of skilled people currently in the workforce are likely to retire in the next decade or so. This increases the opportunities for young people with the appropriate education and training.

¹ Statistics Canada, Labour Force Annual Averages 1987 to 1994

² Manitoba Education and Training and Human Resources Development Canada, High Demand Occupations in Manitoba, November 1994

³ Statistics Canada, High-School Non-completion Review Rates - A Map of Current Issues, May 11, 1993

⁴ Statistics are calculated by Manitoba Education and Training, based on Labour Force Annual Averages, Statistics Canada, 1987 to 1994

B. Background

1. History

The development of technical vocational education in Manitoba senior years schools had its genesis in an Industrial Arts concept originally expressed in St. John's Technical, Dauphin Collegiate Institute, and Kelvin Technical, all of whom had large shop components.

However, the province has moved far beyond the Industrial Arts model at the senior years level. The construction in Winnipeg of Technical Vocational High School in 1949, and R.B. Russell in 1967, and the subsequent development of regional comprehensive schools throughout the province from 1967 onward, has moved the province into a senior years vocational training system which is well positioned regionally. The challenge is to update programs and articulate the senior years with other advanced education and training programs.

The rationalization of the regional comprehensive schools (see the MacFarlane Committee Report of 1959) resulted in Federal/Provincial supports for regional comprehensive secondary schools, and the opening of three community colleges in the early 1970's. These facilities were constructed with the understanding that the three-year half-time pre-employment programs would be accepted for level one recognition in the apprenticeable trades. (The colleges offered a parallel one-year full-time pre-employment program for the same recognition).

The history of articulation between schools, colleges and the apprenticeship system has been problematic and has failed to yield a smooth training ladder. Since the early 1970's, many attempts have been made to rationalize a training culture. In 1992, the departments of Labour and Education and Training recognized a very real opportunity to help link the education and training systems and the workplace. After discussions among the ministers and deputy ministers, preliminary consultations with industry and school divisions centred on the concept of a Senior Years Apprenticeship Option were undertaken.

These consultations were to be the beginning of the development of a program that could help equip more young people to access opportunities in the labour market, and to provide employers and industry with the skilled workforce needed to compete in the global marketplace.

Shortly after the recent consolidation of provincial education and training programs into the Department of Education and Training a departmental committee was struck to expedite the development of a Senior Years Apprenticeship Option proposal.

2. Senior Years Apprenticeship Option Study Group

The committee or study group was formed in the spring of 1993. Current membership is as follows:

Chair:

Harvey Miller
Director
Apprenticeship Branch
Training and Advanced Education Division

Committee Members:

Chuck Simundson
Manager, Special Projects
Apprenticeship Branch
Training and Advanced Education Division

Raymond LaFlèche
French Development and Delivery
Program Implementation Branch
School Programs Division

H. Marshall Draper
Provincial Specialist
Program Implementation Branch
School Programs Division

3. Purpose

This paper is the product of the study group discussions and is intended to serve as the basis for discussion as the Senior Years Apprenticeship Option is being developed. To ensure that the program is to effectively meet the needs of its clients, an extensive consultation process will be undertaken. This consultation is described later in this paper.

We anticipate that the Senior Years Apprenticeship Option proposal will evolve and be revised as discussions occur with the partners in this training program including industry, students, parents, schools, school divisions and government agencies.

To develop the Senior Years Apprenticeship Option proposal, a review of initiatives in other provinces and countries was conducted. Experiences from other areas are referenced at the end of this document.

In its final version, this paper will be the core around which individual Senior Years Apprenticeship projects can be developed. To maintain an "action" orientation, a program framework has been developed.

The Senior Years Apprenticeship Option is intended to be open and flexible. By being able to adapt the program to meet the diversity of employment opportunities in Manitoba communities, the program will be able to assist students/apprentices to meet the challenges of the future. It is also intended that through ongoing evaluation and review, the program will evolve as the needs of the marketplace change.

C. Current Practices

1. Apprenticeship Training

Apprenticeship is a training relationship involving an apprentice (i.e. a trainee), an employer, and the Apprenticeship Branch. An employer hires an apprentice to meet an existing or projected skill need. A contractual arrangement known as indenturement is established between the employer, the apprentice, and the Apprenticeship Branch. This links the number of people trained through apprenticeship and the needs and opportunities of the labour market. By contrast most other training processes train individuals in the hope of eventual employment.

The characteristics of traditional (or on-the-job) apprenticeship learning include:

- Work is the driving force. The progressive mastering of tasks by apprentices is appreciated not as a step towards a distant symbolic goal (such as a certificate), but for its immediate value in getting the work done.
- Apprentices start with the skills that are relatively easy. Mistakes are least costly.
- Learning is focussed on bodily performance. It involves the ability to do rather than to talk about something.
- Standards of performance are embedded in the work environment. What constitutes expert execution of a task is obvious, and judgements about the learner's competence emerge naturally and continuously in the context of the work. The apprentice "owns the problem" of moving on to the acquisition of the next skill.
- Teachers and teaching are largely invisible. In apprenticeship learning -- and informal job training in American workplaces -- it looks as though little teaching is going on. Whatever instruction the apprentice receives originates not from a teacher teaching, but from a worker doing his or her work that the apprentice observes.⁵

Apprenticeship programs in Manitoba vary from two to five years in duration. The next page lists those programs currently available in Manitoba.

5 Berryman, Sue E., *Designing Effective Learning Environments: Cognitive Apprenticeship Models*, Institute on Education and The Economy, Columbia University, New York NY, quotation of B. Jordan

Apprenticeship Programs Currently Available in Manitoba

Trade	Certification	Years	Annual Hours
Industrial Boilermaker	Interprovincial	3	1600
Industrial electrician	Interprovincial	4	1600
Industrial instrument mechanic	Interprovincial	4	1600
Industrial mechanic (millwright)	Interprovincial	4	1600
Industrial welder	Interprovincial	3	1600
Machinist	Interprovincial	4	1800
Miner	Provincial	3	1600
Mould & pattern maker	Provincial	4	1800
Tool and die maker	Interprovincial	4	1800
Mechanical Aircraft maintenance engineer technician	Provincial	4	1800
Electric motor winder	Provincial	4	1800
Heavy duty equipment mechanic	Interprovincial	4	1800
Motor vehicle body painter	Interprovincial	2	1800
Motor vehicle body repair	Interprovincial	4	1800
Motor vehicle mechanic	Interprovincial	4	1800
Refrigeration & air-conditioning mechanic	Interprovincial	4	1800
Construction Bricklayer	Interprovincial	4	1200
Cabinetmaker	Interprovincial	4	1600
Carpenter	Interprovincial	4	1800
Construction electrician	Interprovincial	4	1800

Trade	Certification	Years	Annual Hours
Crane operator	Interprovincial	varies	varies
Drywall mechanic	Provincial	3	1600
Glazier	Interprovincial	4	1800
Interior systems mechanic	Interprovincial	Under development	
Landscape technician	Provincial	4	1500
Lather (see Interior systems mechanic for Interprovincial certification)	Provincial	4	1600
Painter & decorator	Interprovincial	4	1600
Plumber	Interprovincial	4	1800
Power electrician	Provincial	4	1600
Roofer	Interprovincial	3	1200
Sheet metal worker	Interprovincial	4	1800
Sprinkler & fire protection system installer	Interprovincial	4	1700
Steamfitter/pipefitter	Interprovincial	5	1800
Service			
Consumer electronics technician	Interprovincial	Under development	
Coc's	Interprovincial	3	1600
Hairstylist	Interprovincial	Under development	
Partaperson	Interprovincial	3	1800

2. Technology Education

Many senior years schools in Manitoba offer Technology Education Programs designed to help equip the learner to enter the workforce. Some schools offer a Cooperative Vocational Education Option delivered at the workplace in cooperation with an employer. All technology programs require an element of workplace experience.

3. A Comparison of Technology Education and Apprenticeship Training

Technology education and apprenticeship, although working towards very similar ends in equipping the learner to succeed in an occupation, have different mandates. Technology education is more generic than apprenticeship training. Students are equipped to address career plans, and can sample a number of different occupations at the introductory skill level.

Apprenticeship provides an indentured employment opportunity. The learner has definite plans to obtain industry established certification and recognition. The training is primarily on-the-job, and maximizes the realities of technology applications, cost effectiveness, and productivity for a specific trade area. These features of the regular Apprenticeship program would also apply in exactly the same way to the Technology Education Senior Years Apprenticeship Option.

To be viewed as complementary rather than competing processes, articulation is necessary.

D. Senior Years Apprenticeship at a Glance

The Senior Years Apprenticeship Option would be made available to students in participating senior years schools. The option would formally integrate institutional education and the workplace. Students would be able to opt into the Senior Years Apprenticeship Option no earlier than the beginning of Senior 3 (formerly grade 11). Normal course loads would be undertaken in each of Senior 1 and 2. Senior 3 and 4 would be a combination of academic, classroom schooling relevant to a trade, and on-the-job training through productive employment in business, industry, government or a profession. The required trade theory and academic prerequisites are to be handled in various ways depending upon school resources and specific trade requirements.

The option will provide a model that can be customized by individual schools in consultation with the Apprenticeship Branch. The local situation, including such factors as availability of institutional training resources and prospective employers will help determine the choices schools and students will make.

Senior Years Apprenticeship Option is an extension and enhancement of the regular apprenticeship program. It opens another route of access to a training process at a time when many of the trades are facing existing or anticipated skill shortages. By its close relationships with the regular Apprenticeship Program and the senior years school system, Senior Years Apprenticeship Option will serve as a good model of a laddered learning process.

The agreements between the Apprenticeship Branch and the School Programs Division, is one of articulation between the two jurisdictions respecting education and training. It is intended that persons will be students⁶ while at school, and will be registered as such for purposes of credits and workers compensation coverage. It is also intended that persons will be apprentices⁷ while on the job and under an indenturement agreement, and will be registered as such for purposes of payments, workers compensation, hours of training, working conditions, and all other normal apprenticeship agreement expectations.

⁶ For the purposes of school-based education (under Technology Education Program, Senior Years Apprenticeship Option) **student status** applies to the person admitted into the program option, approved by the Minister, while that person is in attendance at or to school based programs.

⁷ For the purposes of Apprenticeship Training (under Technology Education Program, Senior Years Apprenticeship Option) **apprenticeship status** applies to the person admitted into the program option, approved by the Minister, while that person is in attendance at workplace employment and training under an indentureship.

E. Components of the Model

1. Entrance and Participation Requirements

The Senior Years Apprenticeship Option would be open to senior years students who meet the minimum requirements, including age, defined by the regulation pertaining to the trade they wish to enter. Specified academic courses may be prerequisite or corequisite. A complete Senior 2 standing is proposed as pre-requisite for anyone wishing to enter the Senior Years Apprenticeship Option. Due to the rate of technological change in most trades, mastery in language arts, maths and sciences is strongly encouraged.

For a student to become an apprentice, an employer willing to hire that student as an apprentice must be identified. The employer, the apprentice and the Apprenticeship Branch of the Department of Education and Training would enter into an Apprenticeship Agreement. At this point the student becomes an "apprentice" for the purposes of *The Apprenticeship and Trades Qualifications Act*, *The Public Schools Act*, and *The Workers Compensation Act*, for the time that the student is on-the-job. The employer, by this agreement, would commit to providing the apprentice with the on-the-job training in the range of the skills required to work in the trade.

For this Option, employers whether in a compulsory or non-compulsory Workers Compensation industry category, must provide Workers Compensation coverage through the Workers Compensation Board of Manitoba for apprentices for the period of time where they are working and training on the job.

2. Accreditation

Individuals who successfully complete Senior 4 while in the Senior Years Apprenticeship Option would be recognized as senior years graduates, and would, in addition, have accumulated time-credit for their on-the-job employment and work experience to be applied to their apprenticeship standing should they choose to continue in apprenticeship training. Trade theory training, if a part of their Senior Years Apprenticeship Option, would be articulated into their apprenticeship training. Hence, the apprentice could have a complete senior years standing, plus be well along the way to attaining journeyperson certification.

It should be noted that journeyperson certification attainable through apprenticeship training is highly portable and, in many trades, is recognized across the country. Apprenticeship certification is based on industry defined standards.

3. Marketing

To attract high calibre students into the Senior Years Apprenticeship Option and to secure and maintain good employer participation, a marketing strategy should be developed and implemented by participating schools. This strategy should focus on several groups including the students, prospective employers, parents, members of target groups, and those within the educational system including school boards, principals, teachers and guidance counsellors.

These groups should be made aware of opportunities within the trades in terms of career and employment prospects, as well as income potential. Other information provided should include the issue of life-long learning, the challenge, the training arrangements, and financial assistance provided while in institutional training in the regular apprenticeship program.

The marketing strategy should work to improve the image of the trades. There exists a misperception that tradespeople work in unchallenging and uninteresting labour. Most trades require highly skilled workers capable of planning, critical thinking, problem solving and managing very complex processes. (*See also Section H: Consultation*)

4. Relevance of Academic Courses

Students who drop out of the school system often cite that they do not see the relevance of an education to their future employment. The Senior Years Apprenticeship Option will help bridge this gap.

It is proposed that core subjects such as mathematics, language arts, and sciences be applied to work in the trades. Sectoral Advisory Committees should review curricula to assess and recommend trade related problem-solving applications of the concepts. It is understood that a review of the senior years curriculum is underway and that relevance to the workplace will be part of that review.

The fit of the Senior Years Apprenticeship Option into the Senior Years graduation requirement is shown on the next page.

New Directions
Senior Years Technology Education Program: Senior Years Graduation Credit Requirements (English Language)*
(Minimum 28 credits)

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (4 credits)	Compulsory Core Subject Areas (4 credits)	Compulsory Core Subject Areas (2 credits)	Compulsory Core Subject Areas (2 credits)
language arts (English)	language arts (English)	language arts (English)	language arts (English)
mathematics	mathematics	mathematics	mathematics
sciences	sciences		
social studies	social studies		
Compulsory Subject Area physical education (1 credit)	Compulsory Subject Area physical education (1 credit)		

Plus, courses approved under the Senior Years Technology Education Program (minimum of 8 to a maximum of 14 credits).

To graduate with an approved **Senior Years Apprenticeship Option**, students must complete the 14 compulsory requirements, a minimum of 8 (to a maximum of 14) approved Senior Years Apprenticeship credits, and options from the optional supplementary subject areas to complete the minimum 28 credits required for graduation purposes.

An approved **Cooperative Vocational Education Option** is an implementation strategy for the Senior Years Technology Education Program at the Senior 4 level which uses work education as the primary mode of delivery.

Optional Supplementary Subject Areas (0-6 credits) such as**

- second languages
- sciences (additional)
- mathematics (additional)
- the arts
 - visual arts
 - music
 - drama
 - dance
- physical education
- social studies (additional)
- language arts (additional)
- health education
- skills for independent living
- technology education (additional)
 - vocational industrial
 - home economics
 - business and marketing
 - industrial arts

* Students must ensure that they meet the entrance requirements of the postsecondary education, training, or work situations they intend to pursue.

** Within the approved Senior Years Technology Education courses or optional supplementary subject areas, students must complete two Senior 3 credits and two Senior 4 credits across their Senior Years.

New Directions

Senior Years Technology Education Program: Senior Years Graduation Credit Requirements (Français and French Immersion)* (Minimum 28 credits)

Senior 1	Senior 2	Senior 3	Senior 4
Compulsory Core Subject Areas (5 credits)	Compulsory Core Subject Areas (5 credits)	Compulsory Core Subject Areas (3 credits)	Compulsory Core Subject Areas (3 credits)
Français	Français	Français	Français
Anglais or English-LA Immersion**	Anglais or English-LA Immersion**	Anglais or English-LA Immersion**	Anglais or English-LA Immersion**
mathématiques	mathématiques	mathématiques	mathématiques
sciences de la nature	sciences de la nature		
sciences humaines	sciences humaines		
Compulsory Subject Area éducation physique (1 credit)	Compulsory Subject Area éducation physique (1 credit)		

Plus, courses approved under Senior Years Technology Education Program (minimum of 8 to a maximum of 10 credits).

To graduate with an approved **Senior Years Apprenticeship Option**, students must complete the 18 compulsory core requirements, a minimum of 8 (to a maximum of 10) approved Senior Years Apprenticeship credits, and options from the optional supplementary subject areas to complete the minimum 28 credits required for graduation purposes.

An approved **Cooperative Vocational Education Option** is an implementation strategy for the Senior Years Technology Education Program at the Senior 4 level which uses work education as the primary mode of delivery.

Optional Supplementary Subject Areas (0-2 credits) such as***

- | | |
|---|--|
| <ul style="list-style-type: none"> • autre langues • sciences de la nature (additional) • mathématiques (additional) • les arts <ul style="list-style-type: none"> — arts plastiques — éducation musicale — arts dramatiques — danse • éducation physique | <ul style="list-style-type: none"> • sciences humaines (additional) • language arts (additional) • santé • vie autonome • études technologiques (additional) <ul style="list-style-type: none"> — formation professionnelle industrielle — économie familiale — affaires et commercialisation — arts industriels |
|---|--|

* Students must ensure that they meet the entrance requirements of the postsecondary education, training, or work situations they intend to pursue.

** Anglais for students in a Français Program; English LA-Immersion for students in a French Immersion Program.

*** Within the approved Senior Years Technology Education courses or optional supplementary subject areas, students must complete one Senior 3 credit and one Senior 4 credit across their Senior Years.

5. Scheduling of Training

Schools may wish to offer alternative scheduling for the in-school or classroom portion of the Senior Years Apprenticeship Option. Schools will manage the scheduling of release time for on-the-job training, and for in-school trade theory training where such is offered. Shown below, by way of example, are two possible scheduling patterns:

Sample 1	
Senior 3 Year	Senior 4 Year
Core Academic Courses	Senior Years Apprenticeship Option (up to 8 credits)

Sample 2	
Senior 3 Year	Senior 4 Year
Core Academic Courses for Senior 3 and Senior 4	
Senior Years Apprenticeship Option (up to 8 credits)	

6. Theory Training

The in-class or institutional theory training normally involves several weeks each year. For apprentices in the Senior Years Apprenticeship Option, alternatives may include:

- Attending a community college or other advanced education or training institution shortly after graduating from the senior years program.
- Delivery at a school level, either by properly certified technology teachers from the school; or on a contract basis with a community college, using curricula, facilities and instructional staff acceptable to the Apprenticeship Branch.
- Distance education packages developed through a recognized agency, with delivery guided by on-site instructors.
- A blend of the above.

7. The Employer as a Trainer

To enhance the ability of the employer and supervising journeyman to provide a quality on-the-job training component, it is suggested that train-the-trainer workshops be held at the beginning of the year, with participation open to employers and/or supervising tradespeople. The WORKFORCE 2000 and Youth Programs Branch has indicated a willingness to provide this valuable support.

Participating employers may find the acquisition of this human resource development expertise of value to them in working with and training other employees. This will also help promote the development of a workplace learning culture.

8. Earn While You Learn

Apprentices will, in most trades, have the opportunity to earn a wage higher than the minimum wage they might otherwise receive in part-time after school employment. The Apprenticeship and Trades Qualifications Act sets out minimum wages that apprentices must be paid. These levels vary from trade to trade, but at the lowest end are the provincial minimum wage plus 10%. Employers with apprentices under the Senior Years Apprenticeship Option would be required to meet the wage requirements of The Apprenticeship and Trades Qualifications Act and associated regulations.

In addition, should they choose to continue apprenticeship training after school graduation, apprentices receive very favourable financial assistance for formal training, while commanding an above average income during the period of the year where they are learning on-the-job.

9. Workplace Orientation for Students

To help students successfully make the transition from the school environment to the workplace, an orientation should be provided to students at the beginning of participation in Senior Years Apprenticeship Option. This orientation would educate prospective apprentices to the realities of the workplace including employer expectations around attendance and time, productivity, professionalism, the role and function of labour organizations, as well as the concepts of the Senior Years Apprenticeship Option and the regular apprenticeship programs. Establishing this up-front understanding should help lead to successful placements and retention of employers satisfied with their involvement with the program.

The Conference Board of Canada's "Employability Skills Profile: The Critical Skills Required of the Canadian Workforce" shown on the following page, could serve as the core content for such an orientation.

**Employability Skills Profile:
The Critical Skills Required of the Canadian Workforce
Developed by the Conference Board of Canada**

Academic Skills	Personal Management Skills	Teamwork Skills
<p>Those skills which provide the basic foundation to get, keep and progress on a job to achieve the best results</p> <p>Canadian employers need a person who can:</p> <p>Communicate</p> <ul style="list-style-type: none"> ▶ Understand and speak the languages in which the business is conducted ▶ Listen to understand and learn ▶ Read, comprehend and use written materials, including graphs, charts and displays ▶ Write effectively in the languages in which business is conducted <p>Think</p> <ul style="list-style-type: none"> ▶ Think critically and act logically to evaluate situations, solve problems and make decisions ▶ Understand and solve problems involving mathematics and use the results ▶ Use technology, instruments, tools and information systems effectively ▶ Access and apply specialized knowledge from various fields (e.g., skilled trades, physical sciences, arts and social sciences) <p>Learn</p> <ul style="list-style-type: none"> ▶ Continue to learn for life 	<p>The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results</p> <p>Canadian employers need a person who can demonstrate:</p> <p>Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> ▶ Self-esteem and confidence ▶ Honesty, integrity and personal ethics ▶ A positive attitude toward learning, growth and personal health ▶ Initiative, energy and persistence to get the job done <p>Responsibility</p> <ul style="list-style-type: none"> ▶ The ability to set goals and priorities in work and personal life ▶ The ability to plan and manage time, money and other resources to achieve goals ▶ Accountability for actions taken <p>Adaptability</p> <ul style="list-style-type: none"> ▶ A positive attitude toward change ▶ Recognition of and respect for people's diversity and individual differences ▶ The ability to identify and suggest new ideas to get the job done-creatively 	<p>Those skills needed to work with others on a job and to achieve the best results</p> <p>Canadian employers need a person who can:</p> <p>Work with others</p> <ul style="list-style-type: none"> ▶ Understand and contribute to the organization's goals ▶ Understand and work within the culture of the group ▶ Plan and make decisions with others and support the outcomes ▶ Respect the thoughts and opinions of others in the group ▶ Exercise "give and take" to achieve group results ▶ Seek a team approach as appropriate ▶ Lead when appropriate, mobilizing the group for high performance

F. Roles of the Partners

For the Senior Years Apprenticeship Option to be successful, a number of organizations must join in a collaborative effort. Distribution of the responsibilities in this process should be negotiated among these organizations. Tentatively, responsibilities and functions could be defined as follows:

1. Apprenticeship Branch, Department of Education and Training

- Development and provision of curricula for trade theory training, through consultation with industry.
- Administration of apprenticeship arrangements, applications and agreements, and monitoring of on-the-job training and progress.
- Provision of information on the Senior Years Apprenticeship Option and regular apprenticeship programs.
- Delivery of train-the-trainer in-service sessions for employers in conjunction with the WORKFORCE 2000 Program.

2. Program Implementation Branch, Department of Education and Training

- Provision of core subject materials, acceptable to the Trade Advisory Committees, to incorporate trade related problems and examples acceptable to industry.

3. Employers and Industry

- Delivery of on-the-job learning component of the apprenticeship training program to the apprentice, including supervision and mentorship by a journeylevel tradesperson.
- Exposure of the apprentice to the widest possible range of tasks and responsibilities necessary to succeed in the trade.
- Constructive feedback to the apprentice to encourage and help further develop the student as a tradesperson.

4. Senior Schools

- Delivery of trade relevant and other academic curricula.
- With the assistance of the Apprenticeship Branch and possibly through arrangements with the community colleges, the delivery of trade theory training, using approved apprenticeship curricula.
- Promotion in the school of the Senior Years Apprenticeship Option.
- Orientation sessions for the Senior Years Apprenticeship Option entrants.
- Take reasonable precautions to ensure that the work is appropriate for the apprentice under this Option, and that the work site adheres to appropriate

workplace safety practices.

- Maintain the necessary records for credit purposes, and report same to the Schools' Finance Branch for categorical grant claims.

5. Students

- Attend school and classes regularly and punctually.
- Comply with rules, regulations and policies of the school.
- Conform to the expectation of the Senior Years Apprenticeship Option, and all agreements pertaining to conduct, performance, attendance, and workplace expectations.

6. Apprentices (under the Option)

- Attend the workplace as determined by the indenturement agreement.
- Comply with the rules, regulations and policies of the employer.
- Conform to the expectations of the Senior Years Apprenticeship Option, and all agreements pertaining to conduct, performance, attendance, and workplace expectations.

7. Parents

- Provide consent for their child (student) to become an indentured apprentice under this Option.
- Ensure that their child attends school and the workplace as agreed.

G. Finance and Administration

1. Grants to Senior Years Schools

The Department of Education and Training provides several forms of supports to approved Technology Education Programs:

- a. A Base Grant of approximately \$3,000 per eligible student is provided for all pupils. (This is pro-rated for attendance respecting adult students enrolled in part-time programs). It is proposed that this level of pro-rated support (based on time in school only, not on time on the job) be provided for students enrolled in Technology Education Programs, Senior Years Apprenticeship Option.
- b. Categorical Grants for approved Technology Education Programs, Cooperative Vocational Education (CVE) Option, include unit-credit support at the rate of \$50 per student per credit. Justification for this grant to be used for the Senior Years Apprenticeship Option is based on the expectation that the school will continue to register the "apprentice" under this Option, and will provide orientation sessions, tracking, counselling, and reporting requirements. This will apply only for the off-campus credits accumulated, up to a maximum of eight credits per participant.

2. Capital Costs

Instead of the school system having to incur large outlays for the acquisition of current technology, students can learn using the equipment purchased by employers in order to do business. As employers need to have current technology to remain competitive, students will have access to state-of-the-art technology.

3. Legal Issues

The intention is that participants in the Senior Years Apprenticeship Option, while on-the-job, would be apprentices under *The Apprenticeship and Trades Qualifications Act* and its associated regulations. During the on-the-job portion of their training, the apprentices would legally be employees of the indenturing employer. Benefits and coverage such as Workers Compensation would be the responsibility of the employer.

No changes to *The Apprenticeship and Trades Qualifications Act*, *The Public Schools Act* or *The Workers Compensation Act* would be required to implement the Senior Years Apprenticeship Option.

4. Program Approval Process

Schools will be required to seek approval from the School Programs Division for each student registered under the Technology Education Program, Senior Years Apprenticeship Option. Similar to the process for registering any Technology Education Program, the following procedure is required.

- a. Schools must submit the name of the student, indentured agreement particulars, and schedule of expected time on the job, to:

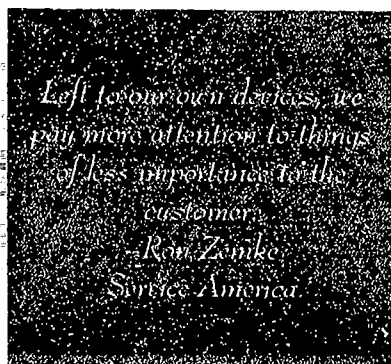
Assistant Deputy Minister
School Programs Division
c/o Provincial Specialist
Program Implementation Branch
W-320 1970 Ness Avenue
Winnipeg, Manitoba R3J 0Y9
[Tel. (204) 945-7947, Fax. (204) 945-1254]

(This will be used to create a provincial registry for support and credit recognition of students under the Senior years Apprenticeship Option).

- b. Use the Technology Education Unit-Credit Support form FB 115A (supplied by the Schools' Finance Branch) to claim the unit-credit categorical grant. Be sure to include the "Dept. Code" for reporting marks, the name of the course (indentured trade title), course number (eg. 40S), and the number of pupil unit-credits (under Category II).

Note: The approval process necessary for the Apprenticeship Branch is inherent in the signing of the indenturement agreement between the apprentice (under the terms of this Option), the employer, and the Director of Apprenticeship.

H. Consultation Process



This partnership is based on a structure of industry committees that prescribe the standards for training and certification in the apprenticeable occupations. These committees consist of a cross section of individuals who are experts in the trades. The direction provided by these individuals ensures that apprenticeship provides the skill sets needed by Manitoba industries. This linkage is the key to keeping apprenticeship programs current and relevant to ever changing marketplaces. This philosophy of partnership and consultation is considered critical to the successful implementation of the Senior Years Apprenticeship Option.

This document has been refined in consultation with the Apprenticeship and Trades Qualifications Board. This Board with broad representation from business, labour, priority groups, and educators, has strongly endorsed the proposed model. The Board has recommended that an ongoing component of program delivery be consultation with all relevant partners. The Minister of Education and Training has endorsed this position.

The Department of Education and Training will host a series of meetings with representatives of school boards and divisions across the province. These discussions, planned for the spring of 1995, will provide an overview of the Senior Years Apprenticeship Option and determine interest in running pilot projects beginning in the fall of 1995. The Department is also open to constructive assessments of all aspects of the proposed model. These meetings will be held regionally, with invitations being directed to school boards and superintendents.

Schools interested in piloting the Senior Years Apprenticeship Option will be invited to submit proposals. Staff of the Apprenticeship Branch and of the Program Implementation Branch are available to consult and help in this regard.

I. Implementation

Proposed timelines 1995 Consultation and Development

May	May/June	June	July	August
<i>Consultation with industry, schools, school boards, other training programs and other stakeholders.</i>	<i>Development and distribution of Option description and information package to schools and divisions.</i>	<i>Receive proposals from schools for the 1995-96 year, review and approval.</i>	<i>Train-the trainer program for employers (optionally available support to employers working with the Senior Years Apprenticeship Option).</i>	

1995-96 Pilot Program Year 1

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
<i>Delivery of on-the-job training to Apprentices by approved employers</i>											
<i>In-class theory training</i>											
<i>Continuous evaluation and assessment.</i>											

1996-97 Pilot Program Year 2

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
<i>Delivery of on-the-job training to Apprentices by approved employers</i>											
<i>In-class theory training</i>										<i>Senior Years Graduation for first classes of Senior Years Apprentices</i>	
<i>Continuous evaluation and assessment.</i>											

We propose that the program be run initially on a pilot project basis with a cross-section of Manitoba schools including rural and urban, large and small, and northern and southern locations. To that end, interested schools can submit proposals in May and June 1995 for implementation in September 1995. The Apprenticeship, and Program Implementation branches are available to assist in this regard.

J. Program Evaluation

Once the program is operational on a pilot basis, formative and summative evaluation criteria will be established to ensure that the Senior Years Apprenticeship Option is effectively meeting its objectives and serving its customers. By developing this "sensory acuity" we can ensure that if the Option is not meeting its objectives or if conditions in the market place change, that the Option can evolve to meet the emerging needs.

Program evaluation and revision will be on-going features of the Senior Years Apprenticeship Option, under the authority of the School Programs Division, Training and Advanced Education and participating senior years schools.

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