



Government of
Saskatchewan

2005-2006 Annual Report

Saskatchewan
Apprenticeship and Trade
Certification Commission

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Letters of Transmittal

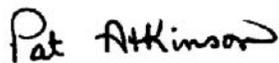
October 2006

The Honourable Dr. Gordon L. Barnhart
Lieutenant Governor of Saskatchewan
4607 Dewdney Avenue
REGINA SK S4P 3V7

Your Honour:

I have the honour to present the Saskatchewan Apprenticeship and Trade Certification Commission Annual Report for the year ending June 30, 2006. The financial statements included in the report were prepared in accordance with *The Apprenticeship and Trade Certification Act, 1999*.

Respectfully submitted,



Pat Atkinson
Minister Responsible for the
Saskatchewan Apprenticeship and Trade Certification Commission

October 2006

Honourable Pat Atkinson
Minister Responsible for the Saskatchewan Apprenticeship
and Trade Certification Commission
Room 322, Legislative Building
REGINA SK S4S 0B3

Dear Minister Atkinson:

We have the honour to present the Annual Report of the Saskatchewan Apprenticeship and Trade Certification Commission for the period July 1, 2005 to June 30, 2006.

Respectfully submitted,



Paul McLellan
Chair of the Board



R.D. (Bob) Guthrie
Chief Executive Officer

A Message from the Commission Board Chairperson

I am pleased to present the Saskatchewan Apprenticeship and Trade Certification Commission 2005-06 Annual Report. The Commission is responsible for the administration, management and governance of the apprenticeship training and trade certification program in Saskatchewan.

The Commission Board of Directors is comprised of a majority of members representing industry and chosen in equal numbers by employers and tradespersons. Also serving on the Board are representatives of the provincial government, equity-seeking groups and technical trainers.

There have been a number of changes to the membership of the Board during the past year. I wish to thank departing Board members Marion Schultz, Clarence Neault, Stew Mayotte, Wayne McElree and Margaret Lipp. At the same time, we welcome Hazel Hack, Randy Nichols, Gabriel Stenne, Rob Cunningham and Larry Steeves to the Board.

As Chair, I wish to welcome the Honourable Pat Atkinson as the new Minister Responsible for the Saskatchewan Apprenticeship and Trade Certification Commission, and thank the Honourable Andrew Thomson, who previously served in that role.

With the report of the Training System Review Panel last fall, the post-secondary training system is the focus of new interest, investments and expectations. The change in ministers, and two new representatives from the Department of Advanced Education and Employment and the Department of Learning on the Commission Board, are also contributing to changes in the relationship between the Commission and the Government of Saskatchewan. In response to the training system review and the changing labour market conditions in Saskatchewan, the government and other partners are making new demands on our work-based and industry-led apprenticeship program.

Increasing skills shortages and tightening technical training system capacity are challenges which confront us now and will continue in the future. Employers, employees, and governments look to the apprenticeship system as part of the solution. At the same time, it raises the expectations that our system will adapt, innovate and perform effectively. Our responsibility is to meet that challenge and, with the support of our industry boards, to maintain high standards. Enforcement of apprenticeship regulations is one important element in maintaining the apprenticeship standards that underpin the quality and success of our program.

The Board will continue to work with its network of Trade Board members and other stakeholders to ensure that our organization meets the needs of employers and tradespersons and uses its resources effectively. Our efforts are directed towards achieving the outcomes articulated in the Commission strategic plan – namely, employer training commitment, trades skills development and the validation of trades careers. The report which follows summarizes our activities and results for 2005-06. I trust you will find that the report demonstrates the Commission's progress towards its fundamental goals.



Paul McLellan
Chair

A Message from the Chief Executive Officer

In 2005-06, the Saskatchewan Apprenticeship and Trade Certification Commission continued to respond to new challenges in our province's economy and apprenticeship labour force. The annual report that is presented here sets out the Commission's financial and other results for the year that ended June 30, 2006.

The past year has been characterized by unprecedented growth of the apprenticeship program. The total number of registered apprentices in Saskatchewan now stands above 5,900, and the number of new apprenticeship registrations exceeded 2,100 in the year. Both these numbers surpassed our goals and represent all-time highs. They indicate that the Saskatchewan economy is strong, that employers are committed to workbased training and certification, and that careers in trades are increasingly attractive to Saskatchewan youth and other workers.

Much of the past year was spent strengthening our relationships with industry and promoting the goals articulated in our strategic plan. Taken as a whole, the results presented in this report indicate that the Commission achieved a considerable measure of success on the year's operations. We provided good service to our clients. We operated prudently, within the financial resources available to us through client fees and government grants. As in the past, all eligible apprentices were offered a technical training opportunity during the year.

The Commission made significant strides towards its goal of promoting Aboriginal inclusion in the apprenticeship workforce of Saskatchewan. At the end of the year, there were 1,108 apprentices of Aboriginal ancestry registered in our program. This represents nearly 19 per cent of all apprentices, and is above the proportion of Aboriginal persons in the population. Given that Saskatchewan's Aboriginal population is young and represents an increasing proportion of our future labour force, it is appropriate that we attract a higher proportion of young Aboriginal participants to apprenticeship, both to grow the trades labour force and to replace the retiring, older skilled workers.

Last year, the Commission designated a new apprenticeship trade – Rig Technician. This represents a breakthrough in the oil and gas sector, as the industry recognizes the need for oil and gas drilling rig worker training and certification. It is gratifying that the industry chose the workbased and industry-led apprenticeship training model to fulfill that need.

Another highlight was the completion of the youth apprenticeship pilot and decision to implement the Saskatchewan Youth Apprenticeship program province wide in 2006-07. With the assistance of our colleagues at Saskatchewan Advanced Education and Employment, we completed the curriculum resource materials and allocated the funding required to make apprenticeship awareness programming available to all high students in Saskatchewan beginning next year.

The strong results last year, and ambitious plans for 2006-07, would not be possible without our people. I wish to recognize the contribution of the Commission staff and Board members. It is fitting to acknowledge the people whose efforts have been instrumental in our success, and have so ably carried out the day-to-day operations of the Commission. I also wish to thank the members of the Board of Directors for their dedication and support during the past year. In addition, the members of our trade boards, curriculum and examination boards and trade examining boards deserve recognition for their service to the apprenticeship program. Without the dedication and commitment of our staff and these industry volunteers, it would not be possible to maintain a responsive, up-to-date trades training system with the excellent standards and results which our program delivers.



R.D. (Bob) Guthrie
Chief Executive Officer

Introduction

As western nations face the prospect of an aging workforce and increasing competition for labour, apprenticeship, as a work-based system of training and certification, will be a major part of any labour market solution. The Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) is mandated to maintain high standards for both the workplace and technical institute components of apprenticeship training. As the work done by tradespersons evolves, and as technology becomes available, the Commission continues to implement innovative means to provide the required training and development in a timely and cost-effective manner.

As skill shortages begin to have their effect on our society, the work of apprentices and tradespersons has received increased visibility and the economic opportunities in the trades are growing. Governments at all levels recognize the contribution that trades make to the economic and social well-being of our society and are taking concrete actions to promote entry into, and certification in, the trades. Saskatchewan in particular, with its “blue collar” economy, will benefit immeasurably from maintaining a skilled and certified trades workforce.

The Challenges Ahead

In common with most of the Great Plains states and provinces, Saskatchewan faces the prospect of rural de-population, an aging workforce, a burgeoning Aboriginal population and increasing demands for services. In addition, our province is subject to additional stresses due to the strong economic performance of our two western neighbours. British Columbia and Alberta are experiencing increases in economic activity that match that of Saskatchewan. As a result, our young people have opportunities elsewhere, and industry will be hard-pressed to retain skilled workers. This makes it increasingly difficult to replace the cohort of workers expected to retire within the next five years.

Saskatchewan takes pride in its education system and values the work the K-12 component does to prepare graduates for the workforce and for higher education. At the same time, students choose careers based on advice from many sources including teachers, parents and community leaders. Few of them have viewed the trades as a “first-choice” career and it will be incumbent upon the Commission, and its industry and education

partners, to de-mystify trades occupations and to ensure the benefits of a trades career are apparent to the graduate.

In concert with rural de-population, Saskatchewan is experiencing a decline in the number of young people who gain basic mechanical and operational skills through life on a farm or ranch. This presents two challenges. First, we need to engender a basic curiosity in young people about “how things work.” Second, we need to build those basic mechanical skill sets on the job or in technical training. However, these challenges will result in increased promotional costs to attract young people to the trades, and reduced productivity combined with increased on the job training costs.

The development of online and other distance learning methods over the past decade has resulted in increasing expectations, among both tradespersons and employers, that training will be more accessible, flexible and delivered in a way, and at a place, more acceptable to the learner. The Training System Review completed in the fall of 2005 made it clear that apprenticeship training cannot lag behind in adopting solutions that address the need for a learner-centered training model.

Meeting the Challenge

Our strategy as a society has been to continue to improve how we do things and the apprenticeship system has to improve as well. As part of our mandate to maintain standards in the trades, we need to continuously upgrade our programs and how we deliver them. Advances in technology need to be incorporated into our on-the-job training guides and our technical training curriculum so that workers will be more productive and work becomes easier as time goes on.

Saskatchewan and Manitoba are unique among Great Plains jurisdictions in having a rapidly-growing Aboriginal population. Through collaboration with First Nations and Métis organizations and educational institutions under Aboriginal Apprenticeship Initiatives, we are developing a skilled cohort of youth to replace retiring workers. At the same time, our Saskatchewan Youth Apprenticeship (SYA) initiative is also reaching a broad audience and providing incentives for high school students to enter the trades.

The province has embarked on a new initiative to attract immigrants to Saskatchewan and some of these immigrants are expected to be skilled tradespersons. The Commission will be supporting this initiative by providing timely assessment of trade time and credentials to ensure a smooth transition to employment in our industries. Delivering apprenticeship training in different formats and in local venues will also tap a potential market that is not prepared to commit to re-locating for training. Several of our training partners currently deliver training in the north and in rural communities, and the Commission has committed additional resources to support this effort.

Our position as an industry-led organization provides us with the credibility to guide employer partners to practice exemplary on-the-job training. By supporting and encouraging our industry partners - business and labour - to register apprentices and train them to journeyman status, we are helping to ensure businesses have access to a skilled and representative trades labour force. At the same time, workers will enjoy the benefits that derive from status as certified tradespeople.

Who We Are

The Saskatchewan Apprenticeship and Trade Certification Commission is an industry-led agency with a legislated mandate to govern and manage the apprenticeship system in Saskatchewan. The purpose of the Commission is to develop industry occupational standards in apprenticeship trades and provide services to employers and tradespersons supporting certification based on those standards. Through the industry board structure and the *Apprenticeship and Trade Certification Act, 1999*, the Commission is accountable to the industry it serves and to the Government of Saskatchewan.

Our Vision

A skilled and representative trades workforce, industry trained and certified.

The Commission fulfills its mandate to develop and deliver a relevant, accessible and responsive apprenticeship training and certification system to meet the needs of employers, apprentices, journeymen and tradespersons. The Commission uses its human, financial and capital resources in support of its vision, mandate and goals.

The apprenticeship system delivers a wide array of programs and services to employers and tradespersons. These include:

- journeyman and apprentice certification;
- career awareness;
- designation of new trades;
- industry occupational standards development;
- curriculum and examination development;
- apprentice and tradesperson registration and documentation;
- apprentice/tradesperson assessments and counseling;
- workplace assessments;
- institutional training scheduling and purchasing;
- apprentice and tradesperson testing;
- processing and paying training allowances; and
- ensuring compliance with apprenticeship regulations.

The Commission is guided by the following principles and values in its internal work with its partners and clients:

Industry-Focus: Apprenticeship employers and employees are the principal providers, clients and partners in apprenticeship, and therefore have a leading role in the direction and governance of the apprenticeship system.

Collaboration: Partnerships and teamwork in an environment of trust and respect strengthen the apprenticeship system.

Responsiveness: Assistance and services are provided to industry, partners and clients in a proactive, timely and effective manner.

Equity: Employers and individuals benefit from a diverse, broadly inclusive apprenticeship workforce, including the workforce of the Commission.

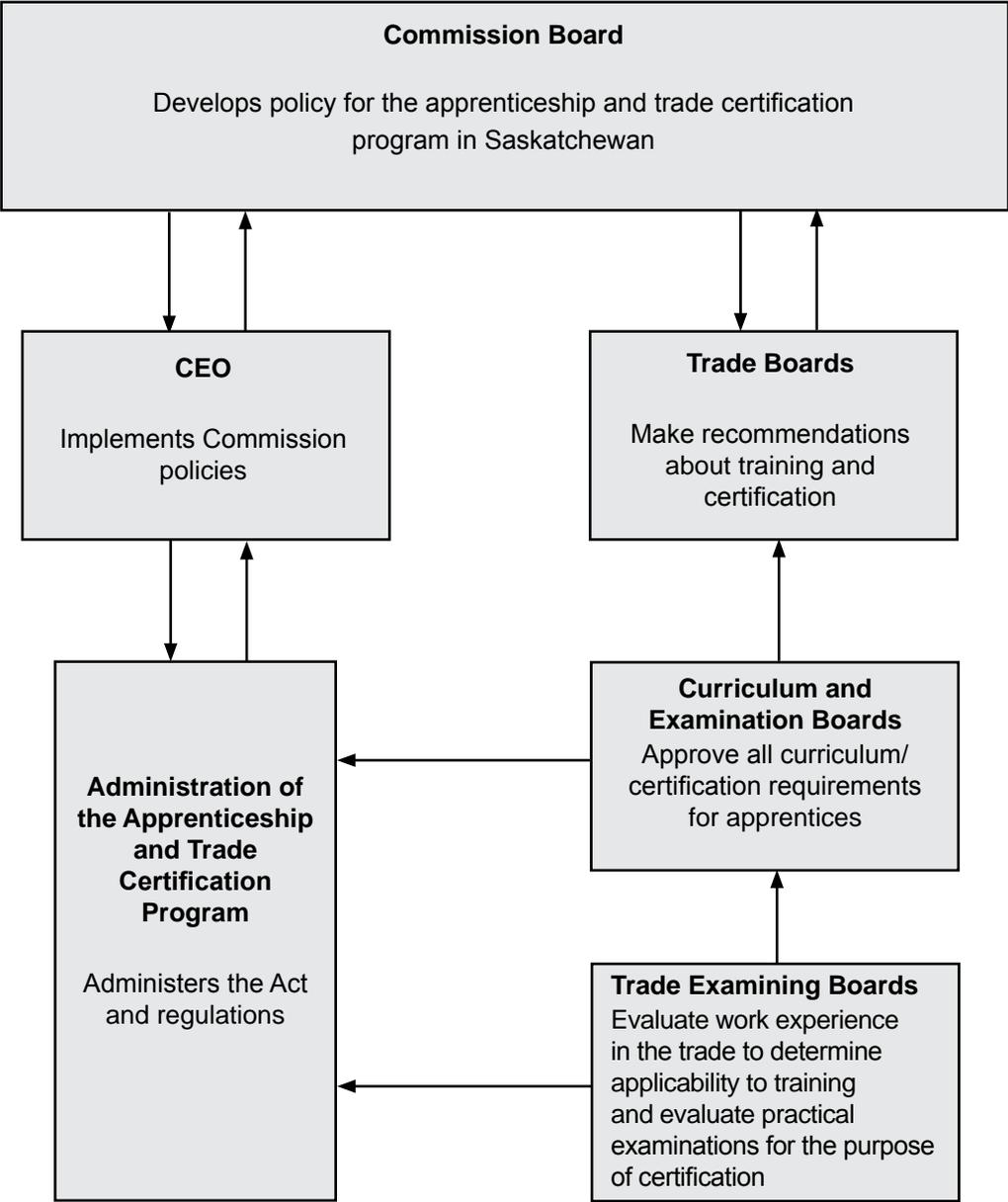
Transparency: Open, regular and clear communication is essential.

Accountability: The apprenticeship system is accountable to clients, industry and government to develop and maintain a skilled and certified trades workforce.

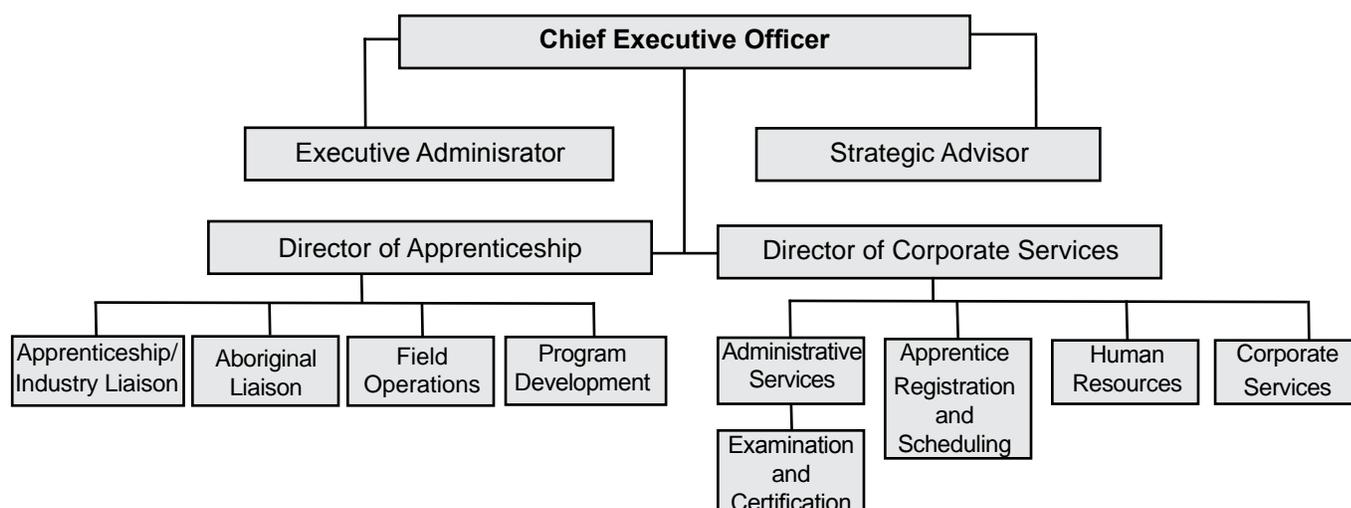
The Commission adds value to society by:

- ensuring standards are met;
- providing training and certification;
- supporting career development;
- increasing employability;
- increasing worker mobility; and
- enhancing public protection.

Saskatchewan Apprenticeship and Trade Certification Commission Profile



Organizational Chart - June 30, 2006



A Model Employer

In 2005-06, the Commission continued to promote its representative workforce strategy to encourage employers to hire Aboriginal people, youth, women, people with disabilities and members of visible

minorities. In keeping with this objective, the Commission makes a conscious effort to provide opportunities for these identified groups. The table below indicates the status of our workforce at June 30, 2006.

Saskatchewan Apprenticeship and Trade Certification Commission Employment Equity Workforce Analysis

	Total Employees	Persons of Aboriginal Ancestry	Persons with Disabilities	Members of Visible Minority Groups	Total Management Positions	Women in Management	Women in Non-traditional Occupations
Period ending June 30, 2004	56	6 (10.7%)	2 (3.6%)	1 (1.8%)	3	2 (67%)	5 (37%)
Period ending June 30, 2005	52	8 (15.4%)	4 (7.7%)	2 (3.8%)	4	2 (50%)	3 (18.8%)
Period ending June 30, 2006	58	9 (15.5%)	5 (8.6%)	4 (6.9%)	4	2 (50%)	4 (26.7%)
Saskatchewan Demographics		13.6%	9.7%	2.8%		45%	45%

The Apprenticeship and Trade Certification Program

Administering *The Apprenticeship and Trade Certification Act, 1999* ("The Act") and the associated regulations includes the following responsibilities and activities:

- Administrative support for registration and record keeping
- Assessment of work experience and prior learning
- Administrative support/facilitation of board activities
- Development and implementation of annual training plan;
- Development and administration of examinations
- Administration of certificates
- Monitoring of program and regulations through employer visitations
- Administration of apprentices' allowances for technical training
- Partnerships with various sectors of industry and government
- Development and implementation of provincial programming /special initiatives
- Participation and leadership in interprovincial apprenticeship and trade certification and related activities
- Development and implementation of program promotion/awareness materials and campaigns
- Management of financial and human resource issues

Governance

Authority

Saskatchewan's *Apprenticeship and Trade Certification Act, 1999* establishes the Commission as a Corporation and Agent of the Crown. A board of twenty or fewer members is appointed by the provincial government. The majority of board members are selected by industry, and equally represent employers and employees. The Commission Board also has representation from SIAST, the provincial government and equity groups. The Commission reports to a minister of the provincial government who is responsible for the administration of the Act, currently the Minister of Advanced Education and Employment.

The Apprenticeship and Trade Certification Act 1999 authorizes the Commission to manage the Apprenticeship and Trade Certification system.

Commission Board Responsibilities

The Commission:

- designates trades for apprenticeship training and certification;
- generates, retains and expends revenues;
- registers apprentices and journeypersons, monitors their training and provides certification of skill levels achieved;
- determines and charges fees for products and services;
- enters into agreements for training delivery; and
- represents Saskatchewan on interprovincial initiatives.

The Act gives the Commission the authority to make regulations to ensure the efficient and effective operation of the apprenticeship system to meet the needs of industry in a timely manner. The Act also ensures accountability to both industry and government.

Committees

The Commission Board has a committee structure to facilitate the work of the Board and develop recommendations for the Board's consideration in matters of policy and operations.

The committees are:

- Executive Committee: Acts with the full powers of the Board in situations when it is not possible to hold a full Board meeting.
- Finance/Audit Committee: Assists the Board in exercising due diligence over the financial affairs of the Commission, including the annual audit.
- Standards Committee: Assists the Board as it considers issues related to standards of training, certification, examinations, curriculum and entrance requirements; and provides guidance to Trade Boards on standards related to those issues.
- Representative Workforce Committee: Promotes the development of policies and practices that support and facilitate the growth of an apprenticeship workforce representative of the population of Saskatchewan and demonstrates leadership through modeling a workforce representative of the population of Saskatchewan.
- Innovation Committee: Researches new ways to deliver training and to support apprentices and employers in order to raise the profile of the trades and reduce barriers to participation.

Commission Board Members as of June 30, 2006

Commission Board Chairperson

Paul McLellan

Commission Board Vice-Chairperson

Garry Kot

Agriculture, Tourism and Service Sector

Employees Hazel Hack
Employers vacant

Construction Sector

Employees Kelvin Goebel
Garry Kot
Randy Nichols
Employers Doug Christie
Paul McLellan
Brent Waldo

Production and Maintenance Sector

Employees Mervin Roncin
Employers Allen E. Kotzer

Motive Repair Sector

Employees Tim Earing
Employers Don Jones

Persons with Disabilities/ Racialized Canadians/Working Poor

Conrad Pura

First Nations

Guy Poncelet

Métis

Brett Vandale

Northern Saskatchewan

Gabriel Stenne

Women In Trades

Marral Thomson

SIAST

Morris Onyskevitch

Saskatchewan Advanced Education and Employment

Rob Cunningham

Saskatchewan Learning

Larry Steeves

2005-06 Results At A Glance

Summary of Performance Results

- In Saskatchewan, there are 50 designated trades. Four of the trades are compulsory apprenticeship trades.
- On June 30, 2006 there were 5,915 apprentices registered in the system: 5,271 male and 644 female apprentices.
- 1,108 persons of Aboriginal ancestry were registered as apprentices during the year.
- Dedicated funding of \$400,000 was used for Aboriginal Apprenticeship Initiatives.
- Nearly 57% of registered Saskatchewan apprentices live outside the major urban centres of Regina and Saskatoon.
- 3,037 apprentices accessed technical training during 2005-06.
- 7,205 apprentices were registered and received services during the year.
- 153 individuals attended upgrading courses; 291 individuals attended updating and special courses addressing technological change and new processes.
- 1,606 written journeyman examinations and 364 practical examinations were conducted.
- The following certificates were issued in Saskatchewan between July 1, 2005 and June 30, 2006:

• Journeyman	1,118
• Proficiency	46
• Completion of Apprenticeship	886
• Learners	285
• Apprentice Year Cards	4,316

Key Results Areas	2005-06 Goal	2005-06 Actual
Total Registered Apprentices at June 30, 2006	5,375	5,915
New Apprentices Registered	1,600	2,101
Apprentices in Technical Training	3,050	3,037
Upgraders/Updaters in Training	500	444
Allowance Claims Processed/Approved	3,050	3,190/1,582
Employer/Workplace Visits	2,800	3,588
Work Experience Assessments	14,700	14,100
Learning Disabled Assessments	50	62
Written Examinations (all types)	1,800	1,694
Practical Examinations	390	364
Journeyman/Proficiency Certificates Issued	1,100	1,164
Industry Board/Committee Meetings	140	142
Trade Shows/Career Fairs	100	94
Revenue Generation (Total Non-Grant Revenue)	\$1,298,120	\$1,373,378

Summary of Financial Results

Grant Revenue

The grant from the Department of Advanced Education and Employment (formerly the Department of Learning) increased in 2005-06 by approximately \$783,000 to purchase additional training, address increased training costs resulting from the SIAST collective agreement and cover increased Commission staff collective agreement costs.

Fees

In 2005-06, the Commission received \$1,250,916 in fees for tuition, apprenticeship registration, tradesperson applications and administrative services. This represents an increase of \$124,583 over the previous year. The increase reflects an increase in apprenticeship registrations and increases in apprenticeship courses being taken.

Industry Contributions

The Commission has received funds as a result of an initiative involving companies awarded contracts administered by Saskatchewan Property Management (formerly Saskatchewan Property Management Corporation). The initiative requires the contractor to contribute \$0.21 per hour for every hour worked by each employee working on the contract. The contractor may submit this amount to either the Construction Opportunities Development Council or to the Commission.

- In 2005-06, the Commission received \$14,773 through this initiative. This represents an increase of \$6,446 compared to the previous year.

Salaries and Personnel Expenses

Salary costs of \$2,584,655 in 2005-06 were approximately \$111,000 under budget. This reflects the difficulty in filling vacant positions, mitigated by unbudgeted increases in salaries, related to the implementation of the Public Service Commission's Out-of-Scope classification plan.

Program Contractual Services (Training Costs)

In the 2005-06 year, SIAST, the Commission's main apprenticeship technical training provider, delivered training valued at approximately \$7 million. Total training costs in the year are approximately \$0.7 million over the previous year, primarily due to cost increases associated with the new SIAST collective agreement and the purchase of additional training.

Advertising, Promotion and Printing Costs

Approximately \$140,500 in additional advertising and promotional costs were incurred over the previous year. The 2005-06 costs are more representative of the annual costs which have been normally expended. In 2004-05, communications expenditures were minimal due to a vacancy in the Communications Manager position.

Budget Deficit versus Annual Surplus

The current year activity resulted in a surplus of \$195,569. The budget for the year had anticipated a deficit of \$217,157. The reduction in expenditures arising from vacant positions and the increase in grant funds received added to the accumulated surplus in 2005-06.

Accumulated Surplus

The accumulated surplus at the end of the fiscal year of \$1,616,426 is comprised of financial and non-financial assets. Net financial assets make up \$1,342,042 of the total, of which \$154,231 is restricted for Aboriginal Initiatives and will be disbursed in the next fiscal year. Of the remaining \$1,187,811, the Commission Board's policy allows up to \$520,900 to be maintained as a reserve to cover unforeseen circumstances.

The accumulated surplus will enable the Commission to accomplish two important objectives:

- Respond to anticipated incremental demand for apprenticeship services and training as a result of higher than anticipated enrolments last year; and
- Contribute critical resources to support provincial implementation of a youth apprenticeship initiative.

The 2006-07 approved budget projects a deficit of \$733,000 and includes an additional \$134,000 to support the provincewide implementation of a youth apprenticeship program. This initiative provides specific educational program information on apprenticeship and apprenticeship accreditation to high school students.

The Commission also plans to use approximately \$190,000 of this surplus to undertake a project to electronically capture historical paper records dating back to 1944.

2005-06 Performance Results

Medium-Term Outcome 1: Employer Training Commitment - Effective infrastructure for apprenticeship skills development for employers of skilled tradespersons

Since 80-85% of learning occurs on-the-job, the employer's commitment to technical competence and a learning culture is critical to our success. SATCC does not deliver the on-the-job training component but undertakes a number of activities to support the relationship between the employer and apprentice. These include:

- Assisting employers, apprentices and supervising journey person to understand and meet the workplace training requirements of the apprenticeship program;
- Providing information about the services and benefits of the apprenticeship program to apprentices, tradespersons, workplace mentors and employers;
- Evaluating individual workplaces for the delivery of on-the-job apprenticeship training;
- Developing and distributing standards and guidelines for on-the-job training; and
- Developing workplace training plans for individual employers and apprentices.

To create and maintain effective infrastructure for apprenticeship skills development, the Commission's key partners in achieving this outcome will be: employers, apprentices and tradespersons, employer associations, unions, apprenticeship authorities of the provinces and territories, Canadian Council of Directors of Apprenticeship (CCDA), and sector councils.

Performance Measures – existing or planned

- Number of new employers in the system
- Number of new apprentices registered

- Proportion of apprentices who advance a level each calendar year
- Employer satisfaction that the training and certification provided by the apprenticeship system meet their needs for skill development
- Proportion of equity group apprentices is reflective of the working age population

Short-term Outcome 1a: Current and relevant industry standards for occupations, curricula, training and certification

In order to maintain a credible system of training, the Commission invests considerable resources in designing and maintaining standards. As the majority of trades are interprovincially recognized (Red Seal) trades. The Commission collaborates with other jurisdictions in keeping these trades current. Other trades are provincially certified and depend on the trade boards for leadership in standards development and maintenance. In either case, participation of employers and their workers is critical to the success of the development and maintenance efforts.

In general, the active trades have had strong representation from industry on Trade Boards, Curriculum and Examination Development Boards and Trade Examining Boards. The Commission is responsible for maintaining the standards in five Red Seal trades and participates in maintaining the others.

Renewal and rejuvenation of the various boards is always a challenge. This is an instance where communications with industry at many levels is critical to success. By reaching out to new employers and workers who are currently not engaged with apprenticeship, the Commission improves the spectrum of experiences and knowledge into which we can tap. While most employers remain committed to apprenticeship and comprehensive training, some have difficulty committing time to standards development. Others are reluctant to make the investment in certified training for various reasons.

Key Results:

- Revised exam bank for four of five Red Seal trades for which Saskatchewan is responsible
- Renewed 11 Trade Boards and reviewed the membership on all Curriculum and Examination and Trade Examining boards
- Prepared Occupation Analyses for Meat Cutter and Rig Technician trades
- Revised eight on-the-job training guides
- Revised 72 examinations

Short-term Outcome 1b: Better supply and demand balance in the apprenticeship trades labour market

While the Commission has no control over the hiring decisions of employers or the choices that workers make in their career pathways, we employ strategies to support the success of registered apprentices and certified journeypersons. There are periods, such as at present, when economic conditions predict a shortage of skilled labour.

The Commission uses the tools at its disposal to help alleviate the imbalance between supply and demand.

Commission staff will assist an employer with training plans to ensure workers can be trained on the job during busy work periods and when the prerequisite journeypersons are not available in sufficient numbers. They will also provide for assessment and counselling of workers who are struggling with technical training or examinations. By promoting a representative workforce and providing certification services for immigrant workers, Commission staff helps employers draw on unconventional sources of labour.

However, there is rarely a consensus among elements of the economy about what level of labour shortage exists and, to the extent possible, the Commission has to strike a neutral stance on the issue. By drawing on research completed by credible groups and by being sensitive to regional and trade disparities, the Commission has been able to have an effect on addressing imbalances. It is also important that the Commission balance all aspects of its role – promotion, education, standards validation and enforcement of *The Apprenticeship and Trade Certification Act*.

Program Development Activity	2004-05	2005-06
Examinations Reviewed/Implemented		
• Interprovincial (IP) examination	31	34
• Provincial Journeyperson	11	2
• Level/Placement	21	10
• Entrance	0	12
• Practical	5	3
• Endorsement and proficiency	n/a	9
• Diagnostic	9	2
• Examination Appeals Reviewed	30	22
Boards		
• Trade Board/Curriculum and Examination Development Board Meetings	148	142
• Trade Board Human Resource Plans developed	48	48
Trade specific program, promotional and information materials revised	n/a	382

Key Results:

- Equity apprentices represented 29% of the general apprentice population
- Increase in certifications granted to foreign tradespersons year-over-year

Short-term Outcome 1c: More workers with skills that are current and relevant to the needs of industry

Short-term outcome 1b addresses a quantitative measure of success (better supply and demand balance) while this short-term outcome addresses a qualitative measure of success. This outcome will be an important contributor to achieve the goal of a productive workforce for the province.

As industry expands and technology advances, the Commission seeks to ensure that apprentices and journeypersons have current and useful skills. This would indicate a need to keep training current and to make provision for frequent updating of certified journeyperson skills. A major role is played by

the field consultants (to ensure on-the-job training advances in step with the technical training), by program development officers (to ensure curriculum is current), by training coordinators (to schedule updating courses and activities) and by industry to keep Commission staff aware of changes in industrial practices.

The Commission has had success in providing innovative training. It encouraged the following innovative and flexible delivery of apprenticeship technical training:

- Cook apprentices had the option of attending training at three locations: Moose Jaw, Regina, and Saskatoon. Technical training is offered in an eight-week block in Moose Jaw. The day release method of attending one day a week over 40 weeks is offered in Regina and Saskatoon.
- Carpenter training was delivered in Moose Jaw, Regina, Saskatoon, Prince Albert, and La Ronge.

**Saskatchewan Apprentice Registrations of Underrepresented Groups
1999-2000 to 2005-2006**

Year	Total Number of Equity Members	Women	Women in Predominantly Male Occupations	Aboriginal People	Visible Minority	People with Disabilities
2000	1,117	951	227	229	7	19
2001	1,439	1,001	248	386	12	40
2002	1,909	1,074	291	479	19	46
2003	1,775	1,119	336	567	37	52
2004	1,920	913	257	817	58	132
2005	2,203	964	343	989	83	167
2006	2,261	872	299	1,108	98	183

- Crane and Hoist Operator apprenticeship technical training was delivered through a combination of distance delivery and five weekends of classroom training. Upgrading courses for boom truck operators were delivered in Lloydminster, Swift Current, Regina and Saskatoon.
 - The Saskatchewan Indian Institute of Technologies (SIIT) delivered technical training for level one carpenters in Regina and Saskatoon.
 - SIAST Palliser Campus delivered carpenter training for levels two and three apprentices on the Construction Careers Regina site. Level two was also delivered in Saskatoon for the Construction Careers Saskatoon Project.
 - To accommodate the demand for training, an extended day format was used to train apprentices in the welder, steel fabricator, sheet metal worker, plumber and machinist trades. This training commenced in the afternoon and ran until early evening.
 - Technical training for roofer apprentices continued to be delivered at the workplace and monitored by an instructor from SIAST Woodland Campus. The instructor was accessible to apprentices by telephone for guidance throughout the training. Competency examinations were administered to the apprentices at the workplace as training progresses.
 - SED Systems of Saskatoon is the deliverer of technical training for the electronics assembler trade. Training was delivered in one and two week blocks. Apprentices attended training two or three times during the year, at their employer's convenience, to complete a level of training. This delivery format reflects the needs of that industry.
 - Level one partsperson training was delivered at the work site through computer links. With special funding from the Commission and SIAST, level two partsperson training was developed for online delivery in the fall of 2005. The level two online delivery was implemented in the spring of 2006.
 - Technical training for level two and level three insulators was delivered in Regina. In recent years, apprentices had attended training in Alberta.
 - Level one plumber was delivered to apprentices in Prince Albert.
 - Technical training for power lineperson apprentices was primarily delivered online followed by 10-12 days of classroom training at the SaskPower Training Centre in Weyburn. This online training was task-oriented with each task or skill competency that was covered online being checked off by the employer as the task was completed in the field.
 - Level one training for industrial mechanic (millwright) apprentices was jointly delivered in Esterhazy by Parkland Regional College and SIAST Kelsey Campus for apprentices working in the area.
- In future, the Commission will need to consider offering upgrader and updater programs in rural areas and in more flexible formats. In the case of some learners, the Commission will have to engage with other parts of the education system to ensure the essential skills are in place to allow the learner to succeed in technical training.
- Key Results:**
- On average across all trades, an 82% success rate was achieved by apprentices on journeyperson exams. The success rate of Saskatchewan apprentices on Red Seal (Interprovincial) journeyperson exams for the 2005 calendar year was 75%, compared to the national average of 68%.
 - On average across all trades, a 66% success rate was achieved by tradespersons challenging journeyperson exams. The success rate for Saskatchewan tradespersons challenging Red Seal exams in the 2005 calendar year was also 66%, compared to the national average of 52%.
- Short-term Outcome 1d: Improved employer commitment to on-the-job skills development**
- As noted earlier, in an apprenticeable trade about 80-85% of training occurs in the workplace. Unless the employer is willing to commit time and resources

to training the apprentice in the field, the technical training component at the institution will not be sufficient to develop the necessary skills, nor does the need for training end with the achievement of journeyman status. The employer has to provide opportunities for the seasoned worker to learn new skills including mentoring of apprentices and supervising the work of others.

The Commission has dedicated a major part of its field resources to enlightening the employer on the value of a well-trained workforce. In addition to promoting training for apprentices and tradespersons, the Commission is mandated to ensure that employers comply with journeyman/apprentice training ratios to ensure sufficient time is available for mentoring.

As our society moves towards a representative workforce, and as immigration initiatives mature, the Commission may need to help employers access resources on cultural sensitivities and non-technical aspects of the business, such as developing teams and managing communications.

Key Results:

- 3,588 visits to workplaces by field consultants
- 4,523 year cards issued, indicating that number of apprentices had received the breadth of on-the-job training prescribed

Short-term Outcome 1e: Improved employer commitment to diversified (representative) workforce

The economy of Saskatchewan cannot function effectively without the participation of all sectors of the population, including youth, First Nations and Métis people and new immigrants. Employers generally recognize the need to find workers among these sectors. However, there has been reluctance on the part of many employers to adjust practices and attitudes within their workplaces in order to ensure these non-traditional sources of workers will commit to a long-term career in the trades.

The Commission has had some success in preparing workers from First Nations Bands for work

in the trades and is reaching out to youth through the Saskatchewan Youth Apprenticeship (SYA) initiative in high schools. In an informal way, field consultants have been promoting the benefits of a representative workforce to their employer contacts.

Aboriginal Apprenticeship Initiatives have resulted in a significant increase in the number of registrations and has started to show results in completion. See the Aboriginal Initiatives table on page 33.

As labour shortages loom, the need for a diversified workforce will become more critical and the Commission may be called upon to provide more leadership in this area. In collaboration with labour and employer organizations, the Canadian Apprenticeship Forum (CAF) and community groups, the Commission has developed better promotional materials and increased visibility of this issue among clients.

Key Results:

- Aboriginal registrants made up 18.7% of the current cohort of apprentices
- Women in predominantly male occupations made up 5.1% of the current cohort of apprentices
- Visible minority registrants made up 1.7% of the current cohort of apprentices
- Persons with disabilities made up 3.1% of the current cohort of apprentices

Medium-term Outcome 2: Trade Skills Development: Increased trade-specific competencies for apprentices and tradespersons

The credibility of the entire apprenticeship system rests on the bedrock of required and industry-recognized skills. Through the past six decades in Saskatchewan, apprenticeship has established itself as a system that is fair to employers and workers alike, balancing the former's need for a skilled labour pool and the latter's need for marketable skills and career pathways.

Establishing and maintaining standards involves two factors. The first is a competent cohort of program development personnel which includes both Commission staff and industry volunteers. The second is the maintenance of active partnerships with other elements of the education system including SIAST, the regional colleges, private sector and union trainers, and national agencies, such as the Canadian Council of Directors of Apprenticeship (CCDA).

The Commission's key partners in achieving this outcome will be: apprentices and tradespersons, sector councils, employers/workplace mentors, SIAST and other post-secondary trainers, Aboriginal organizations, Saskatchewan Learning, Saskatchewan Advanced Education and Employment, and the CCDA.

SATCC shows leadership in standards maintenance by engaging in activities that include:

- Developing, reviewing and/or validating the National and/or Provincial Occupational Analyses (NOAs/POAs) for all existing and potential designated trades in Saskatchewan;
- Developing, revising and/or approving technical training curricula for all designated trades in Saskatchewan;
- Developing and distributing standards and guidelines for on-the-job training;
- Assisting employers, apprentices and supervising journey person to understand and meet the workplace training requirements of the apprenticeship program;
- Evaluating individual workplaces for the delivery of on-the-job training;
- Developing workplace training plans for individual employers and apprentices;
- Developing, revising and validating examinations for use in designated trades in Saskatchewan;
- Participating in and contributing to the Interprovincial Standards and Examination (Red Seal) program in Canada;
- Developing essential skills for designated trades profiles;
- Assessing work experience of apprentices and tradespersons;
- Assessing technical training of apprentices and tradespersons;
- Administering exams to apprentices and tradespersons; and
- Issuing credentials to apprentices and tradespersons.

Performance Measures – existing or planned

- Employer satisfaction with performance of trade-specific competencies
- Employer satisfaction with the apprentice's ability to apply theoretical knowledge
- Mobility as demonstrated by the proportion of candidates in each trade who achieve national certification
- Pass rates on apprenticeship examinations

Short-term Outcome 2a: Broader recognition that apprenticeship training and trade certification meet industry defined standards

Employers, while generally recognizing the intrinsic value of education, have expectations that the result of an educational endeavour will be an improvement in an employee's knowledge, skills and attitude. By having industry intimately involved in setting these standards – whether at the Trade Board, Commission Board or interprovincial level – the prospect that a program will be seen as credible is greatly increased.

Where available, the Commission has adopted the Red Seal standards and uses the Red Seal examination in the majority of trades. As mentioned earlier, Saskatchewan is a net contributor to the Red Seal program. Provincially

developed and certified trades are maintained by a similar process in which reference groups selected from employers and employees vet the curricula and examinations.

Saskatchewan's Apprenticeship and Trade Certification Commission enjoys numerous training relationships with various training deliverers, organizations and associations.

Apprenticeship training is delivered by:

- Saskatchewan Institute of Applied Science and Technology (SIAST);
- Western Trade Training Institute (WTTI);
- SaskPower Training Centre;
- Saskatchewan Indian Institute of Technologies (SIIT);
- Saskatchewan Tourism Education Council (STEC);
- SED Systems;
- Heat and Frost Insulators and Asbestos Workers Joint Training Committee; and
- Saskatchewan Carpenter's Joint Training Committee.

For trades with a small number of apprentices, technical training is provided in other provinces.

In the future, the Commission may contribute to regionally-recognized trades (e.g. the Rig Technician which is common to British Columbia, Alberta and Saskatchewan) and may be called upon to help develop standards for new trades. A continual challenge for the Commission is maintaining the necessary technical expertise in such a broad variety of trades.

Key Results

- under development (will be gleaned from employer and apprentice surveys)

Short-term Outcome 2b: Improved performance of trade-specific skills by apprentices and tradespersons

The curriculum may be well-designed, the technical training may be a good quality, and the employer

may be exemplary in providing a broad range of tasks, however a worker may still not demonstrate an acceptable level of competence. It is critical that the Commission have in place both a testing method and a remedial procedure to address this possibility.

In most cases, because the curriculum is industry-derived and updated on a regular basis, the standards and resources will have been in place to ensure success. However, there may be times when a specific skill is more in demand and an increased or renewed focus on this is necessary.

By providing learning ability testing and by referring a client to an appropriate agency, the Commission can help ensure that the basics are there. Field consultants also help journeypersons and supervisors develop the necessary mentoring skills.

A challenge arises when the assigned mentor is either not interested or not competent in that role (even though he or she may be a top-notch journeyperson). Field Consultants coach the mentor in that role and also write training plans to mitigate the situation.

Key Results:

- under development (will be gleaned from employer surveys and from analysis of examination results)

Short-term Outcome 2c: Increased ability of apprentices to apply theoretical knowledge to perform higher level skills in the workplace

In many of the trades, each task is unique and therefore analytical thinking is required by the practitioner. In fact, this ability to analyze each situation and to synthesize experience and theoretical knowledge to produce the desired result has been the hallmark of the true "tradesman" over centuries. These analytical skills arise three ways: intrinsically (linear thinking), through case studies (during technical training or as related by a mentor) or through hands-on experience.

The curriculum for technical training is designed and delivered in a way that promotes analytical and

critical thinking. This is reinforced by testing for these skills in the final examination.

A challenge for the Commission is the fact that each workplace is different and because of the nature of the work or the organizational structure, opportunities to develop these analytical skills may be few and far between. Special updaters courses may need to be designed for those who work at repetitive or mundane tasks to improve their skills in applying fundamentals to troubleshooting or other tasks requiring decisions to be made.

Key Results:

- under development (will be gleaned from employer surveys and from analysis of performance on related analytical skills questions on examinations)

Short-term Outcome 2d: Increased mobility of labour enabling employers to hire from a national apprenticeship labour force and enabling journeypersons to change employers and/or work locations

Studies have consistently shown that a highly-mobile workforce correlates well with a successful economy. While an employer may rue the loss of an individual employee who seeks opportunities elsewhere, most recognize that transferable, recognized skills are important to the success of their sector.

In general, by adhering to Red Seal or otherwise industry-driven standards, the Commission has provided the necessary mobility options for apprentices and journeypersons. During the past year, two of the five Red Seal trades were revised, with exception of final translation services, for which the Commission is responsible.

An impediment to interprovincial mobility of apprentices arises when the sequencing of the training delivery is different among provinces. (All offer the same curriculum but in different ways and in different levels.) A future project will be working

with other jurisdictions to ensure true mobility exists at the apprentice level, as well as the journeyperson level.

Key Results:

- Of 5,915 apprentices, 5,565 or 94% were registered in a Red Seal trade
- Of 1,120 successful attempts at the journeyperson certification examination, 1,042 or 93% were in a Red Seal trade

Short-term Outcome 2e: Increased inclusion of Aboriginal people, women, visible minorities, people with disabilities and Northerners.

The long-term success of our provincial economy depends on our ability to successfully integrate marginalized groups into our workforce. A growing Aboriginal working age population, and an increased emphasis on immigration, means that old paradigms of fresh-faced rural kids filling the available jobs will no longer hold.

The Commission has put resources into meeting our commitment to a representative workforce in our own organization and we encourage participation of marginalized groups in the workforce. Specific to Aboriginal participation, the Commission has funded seven projects in the total amount of some \$400,000 in 2005-06.

The Commission also completed Saskatchewan Youth Apprenticeship (SYA) pilot projects in seven schools (three of which were in the north) with a view to encouraging high school students to consider opportunities in the trades. To support the SYA initiative, the Commission developed a video featuring young people (either apprentices or recent journeypersons) that provided real-world examples and highlighted the benefits of a career in the trades.

While we have made progress over the last decade, the Commission still faces the challenge that trades careers have a reputation as being hard and dirty work, the bastion of white males

and somehow less than a first choice career. By working collaboratively with the K-12 school system, judicious media advertising and the use of role models from marginalized groups, we expect that image will diminish.

Key Results:

- Aboriginal registrants made up 18.7% of the current cohort of apprentices
- Women in predominantly male occupations made up 5.1% of the current cohort of apprentices
- Visible minority registrants made up 1.7% of the current cohort of apprentices
- Persons with disabilities made up 3.1% of the current cohort of apprentices

Short-term Outcome 2f: Increased levels of acceptance of trade practices and standards by the consumer

In the final analysis, success for the apprenticeship system will be characterized by a general recognition that a trained apprentice or journeyman offers a better level of service to the consumer than would a non-registered, non-certified tradesperson.

Journeyman status has long been recognized as ensuring that the worker will be able to perform the assigned task in a competent and timely fashion. By continuing our promotional and educational efforts, the Commission has been able to maintain the profile of a certified tradesperson.

A major challenge will be to differentiate apprentices and journeymen from other workers who are “certified.” For example, by vendors who receive a company certification. With all the competing certifications and the international economy, the Commission will need to work hard to maintain brand identity in the future.

Key Results:

- Under development (will be gleaned from surveys of the general public, both local and national [e.g. Canadian Apprenticeship Forum] surveys)

Medium-Term Outcome 3: Validation of Trades Careers: Increased recognition by Saskatchewan people of apprenticeship as a legitimate, valuable and rewarding career choice

The viability of the apprenticeship system depends on industry’s ability to attract quality candidates. In the past, this pool of candidates was often rural in origin and came to the employer with, at minimum, a strong work ethic and often a foundation of practical skills. As this available pool dwindles, industry will need to reach out to new sources – more urban, racially diverse, and with extensive career expectations. The Commission will be instrumental in helping industry attract candidates with the desired characteristics and in the desired quantities.

Through the work of field consultants, the Commission has historically reached out to high schools and community groups. In the past year, the implementation of an expanded SYA initiative has further strengthened that effort. In addition, continued Aboriginal Apprenticeship Initiatives have reached new audiences and candidates among First Nation and Métis groups. Completion and distribution of a promotional video featuring successful apprentices and journeymen in a number of trades has provided potential candidates with concrete examples of career paths within the trades. Finally, our staff have prepared new promotional materials, as well as accessed national campaign materials available from the Canadian Apprenticeship Forum.

It is critical to reach as broad an audience as possible as career choices are influenced by many sources – some of whom may not be aware of opportunities in the trades. To achieve this, the

Commission has targeted students in the K-12 system, their teachers and parents and the general public. The Commission also collaborates with employers, labour organizations, Saskatchewan Learning, Saskatchewan Advanced Education and Employment, public and private sector trainers, the federal government (particularly Human Resources and Skills Development Canada), the equivalent apprenticeship agency in other provinces, the Canadian Apprenticeship Forum and Skills Canada.

By clearly defining what it means to be a skilled tradesperson and by showing concrete examples of the opportunities in the trades, the Commission and its sector partners strive to be heard among the diverse groups clamouring for the attention of potential workforce entrants. We do not take this task lightly and recognize that our message is just one of many that will reach this audience. Innovative and culturally appropriate approaches will help to differentiate the apprenticeship options from the others.

SATCC shows leadership in promoting trades careers by engaging in activities that include:

- Promoting trades as first choice careers to youth and the public;
- Producing and distributing publications for youth, apprentices, tradespersons, employers and the public;
- Participating in career and trade fairs for students and the public;
- Working with sector partners to provide recognition and certification of competencies and practices whenever appropriate;
- Promoting the value of designating trades and subtrades to industry partners to provide clear career pathways for recruits;
- Collaborating with other jurisdictions in designating emerging trades;
- Recognizing the achievements of outstanding new journeypersons and apprenticeship partners; and

- Promoting the value of a representative apprenticeship workforce to employers, under-represented groups and the public.

Performance Measures – existing or planned

- Average age of level one apprentices
- Attitude towards trades by the general public
- Attitude of Grades 11 and 12 students towards the career opportunities in the trades and increased awareness of educational requirements
- Demand for SYA programming

Short-term Outcome 3a: Increased understanding by actual and potential apprentices and the general public of trade opportunities and success requirements

In the past, trades careers were often considered a second or third choice for those not intellectually gifted enough to attend a community college or university. The reputation of the trades as hard, menial labour with difficult working conditions and limited prospects for advancement precluded them being chosen by a diverse group of candidates. While these characteristics of a trades career may remain true of a limited number of employers in selected trades, they are no longer the norm. Changing that perspective on the trades will require a major effort on the part of the Commission and its partners.

In the past year, the SYA Consultant actively promoted the new model in the schools – not just those involved in SYA pilot projects, but others as well. In total, the SYA and field consultants made 176 presentations, including attending 94 trade shows and career fairs. In addition, the Commission supported the complementary efforts of Skills Canada, having provided office space, funding and technical support to Skills Canada Saskatchewan personnel.

We developed new brochures in several sectors and trades, including the tourism sector and the meat cutter trades. She also contributed articles to industry publications, magazines published for a young Aboriginal audience and newspaper supplements in the major centres.

Unfortunately, the time available for presentations is limited and even with an additional SYA Consultant in the coming year, the Commission will be hard-pressed to reach even 50% of the potential recruits in the province. At the same time, there is always the risk that an economic downturn may result in a dearth of jobs for those candidates encouraged by our promotional activities. In addition, in the current boom cycle in the oil extraction business, there is a distinct possibility that non-skilled jobs may be able to offer higher pay and better working conditions than can an apprenticeship position.

Key Results:

- Under development (will be gleaned from surveys of high school populations and the general public)

Short-term Outcome 3b: Increased understanding by employers and tradespersons about benefits of trades training and certification

While employers recognize the need for a core set of competencies in their workers, they do not always support an apprenticeship model with the resulting mobility of skills. There are various reasons for this attitude, including the cost of training for broader skill sets, fear of losing an employee to another employer, having to pay a premium in wages to retain her/him, or equating an apprenticeship with unionization of the workplace. Similarly, tradespersons who continue to work without certification do so for a variety of reasons. These include fear of alienating an employer, reluctance to engage in formal learning activities and in writing examinations, and a sense that an onerous time commitment is involved in upgrading skills in preparation for challenging the certification process. By means of workplace visits with employers,

our field consultants have provided information about the advantages of employing apprentices. In the past year, concentrated efforts by all field consultants was conducted in Saskatoon, Regina and Prince Albert. A total of 748 employers were contacted. In addition, all Commission employees took advantage of opportunities to tell non-certified tradespersons about the process and advantages of certification.

Our challenge is to find the most effective means of reaching those small employers who have not been made aware of what apprenticeship offers and to reach the many tradespersons working in non-compulsory trades who may benefit from certification. There may be opportunities through associations, such as the Chambers of Commerce, the Canadian Federation of Independent Businesses or the various safety or professional organizations, to reach a larger audience.

Key Results:

- 3,588 employers were visited by field consultant
- Under development (will be gleaned from surveys of employers)

Short-term Outcome 3c: Increased awareness by teachers, counsellors, school administrators, students and parents in the K-12 system that trades are a “first choice” career option

A critical piece of the apprenticeship puzzle, not just in terms of providing new recruits for industry but also in terms of revamping the profile of trades careers in general, is the attitude displayed by young people and their influencers. Anecdotal evidence from employers and others in contact with the school system tells us that there is some way to go in portraying trades career options in a more positive light in the schools. While part of this attitude can be traced to experiences of the past, some of it arises as a consequence of not being in contact with modern industrial and commercial workplaces on a regular basis. There is also confusion between apprenticeship (a combination of on-the-job and periodic training at a technical

college) with pre-employment training as offered in many trades at SIAST or other institutions.

Even prior to implementation of the SYA program, the Commission's field consultants and other employees have actively promoted awareness of apprenticeship through presentations, brochures, displays and one-on-one counselling. In the past year, the Commission made 87 high school presentations and career fairs.

Our challenge is to balance the other tasks assigned to our employees with the demands of presenting to school groups or attending career fairs. We may find that there are more effective means of reaching the target audience (perhaps a pop-up screen or a banner advertisement on school computers).

Key Results:

- 87 presentations at career fairs, seven presentations at trade shows, and 82 presentations at other venues
- seven schools participated in SYA programs
- Under development (will be gleaned from surveys of high school populations)

Short-term Outcome 3d: Increased awareness by consumers of the benefits of using/employing the services of apprentices and journeypersons

Most of the public would probably think of a journeyperson as that person who is required to get the car running or to get the lights on the back porch working again. There is unlikely to be a connection with a training regime or a certification process and for other trades (such as meat cutter or hairstylist) it's unlikely the public would even think of the service worker as being in a trade. In order to make this connection, it will be necessary to raise the visibility of the certification. Only then will the consumer equate a competent worker with an apprenticeship and certification process.

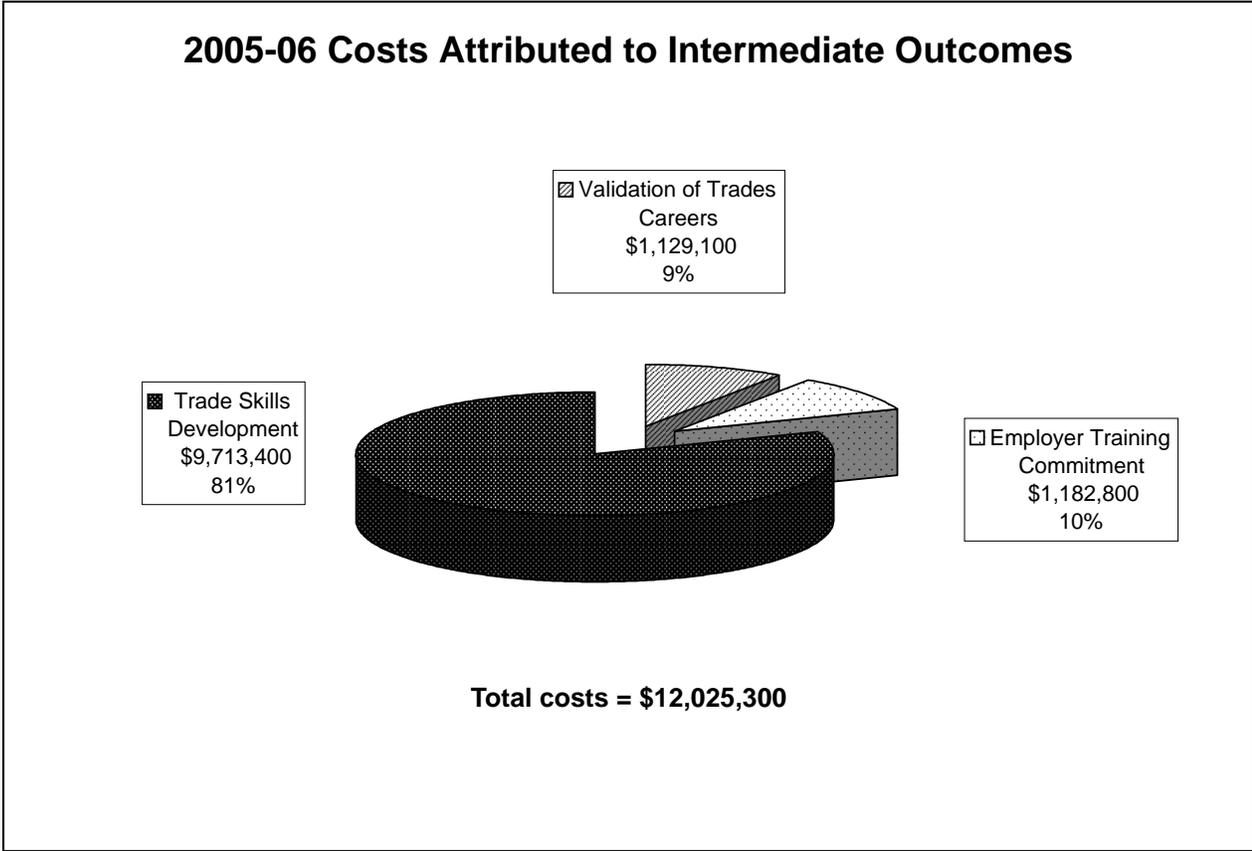
To date, the Commission has expected that our client base (apprentices, tradespersons, journeypersons and employers) is fully aware of what the terms "apprentice" or "journeyperson" imply and other than handouts for students or young workers we have not done a lot to promote our "brand" to the public. Some collaborative effort with industry may be the solution to moving forward on this. For example, just as an air-conditioning service provider may state that they employ "factory-trained technicians," they might advertise that their workforce is "apprentices and journeypersons trained and certified to national standards."

The biggest challenge from the Commission's perspective may be to convince industry to adopt terminology that reflects apprenticeship standards rather than the current usage.

Key Results:

- Under development (will be gleaned from surveys of the general public)

The following chart indicates the allocation of expenses for the 2005-06 fiscal year as the expenses relate to the objectives of the Commission. Additional information about these objectives is provided further in this annual report.



Registrations, Completions and Cancellations by Trade 2005-06

Trade	Number of Apprentices July 1, 2005	Registrations	Cancellations	Completions	Number of Apprentices June 30, 2006
Agricultural Machinery Technician	145	38	18	32	133
Aircraft Maintenance Engineer Technician	13	6	1	4	14
Automotive Service Technician	374	105	51	57	371
Boilermaker	28	10	0	13	25
Bricklayer	36	17	6	8	39
Cabinetmaker	5	7	2	0	10
Carpenter	877	253	119	68	943
- Framer	0	1	0	0	1
- Scaffolder	0	100	4	9	87
Concrete Finisher	1	1	0	0	2
Construction Craft Labourer	0	35	0	0	35
Cook	152	53	21	24	160
Crane and Hoist Operator	2	7	0	0	9
- Boom Truck Operator "A"	11	13	4	5	15
- Boom Truck Operator "B"	12	2	9	1	4
- Conventional Crane Operator	3	2	0	2	3
- Hoist Operator	0	0	0	0	0
- Hydraulic Crane Operator	10	11	2	2	17
- Tower Crane Operator	1	2	0	1	2
Custom Harvester	3	0	0	0	3
Drywall and Acoustical Mechanic	1	13	0	0	14
Electrician	771	274	83	125	837
Electronics Assembler	27	6	5	9	19
Electronics Technician (Consumer Products)	1	0	0	0	1
Floorcovering Installer	1	0	0	0	1
Food and Beverage Person	72	2	9	11	54
Glassworker	7	1	2	0	6
Guest Services Representative	31	19	0	10	40
Hairstylist*	346	213	68	140	351
Heavy Duty Equipment Mechanic	146	59	24	35	146
Horticulture Technician	4	1	0	0	5
Industrial Instrument Mechanic	100	29	5	24	100
Industrial Mechanic (Millwright)	233	91	17	48	259

Trade	Number of Apprentices July 1, 2005	Registrations	Cancellations	Completions	Number of Apprentices June 30, 2006
Insulator	28	0	4	4	20
Ironworker Reinforcing Rebar	0	0	0	0	0
Ironworker Structural	55	13	2	5	61
Locksmith	1	1	0	0	2
Machinist	158	46	9	26	169
Meat Cutter	0	0	0	0	0
Motor Vehicle Body Repairer	121	38	15	18	126
- Motor Vehicle Body Refinisher	2	0	0	1	1
Painter and Decorator	3	0	0	0	3
Partsperson	42	13	7	15	33
Pipeline Equipment Operator	32	0	0	0	32
Plasterer	0	0	0	0	0
Plumber	500	151	41	40	570
Pork Production Technician	78	2	54	0	26
Power Lineperson	124	42	6	23	137
Refrigeration Mechanic	102	21	16	15	92
Rig Technician	0	1	0	0	1
Roofer	20	19	7	2	30
Sheet Metal Worker	161	62	26	14	183
Sprinkler Systems Installer	20	10	3	1	26
Steamfitter-Pipefitter	78	38	10	12	94
- Petroleum Installer Technician	3	1	0	0	4
Steel Fabricator	28	17	2	0	43
Tilesetter	6	1	0	0	7
Truck and Transport Mechanic	129	68	20	26	151
Water Well Driller	1	0	0	0	1
Welder	306	183	48	64	377
- Semiautomatic Welding Production Operator	25	3	8	0	20
TOTAL	5,436	2,101	728	894	5,915

*Barber Stylist and Cosmetologist trades were amalgamated into the trade of Hairstylist as of September 2005.

Attendance in Apprenticeship Technical Training Courses by Trade and Stage of Training 2005-06

Trade	Enrolment Levels				
	All Levels	First	Second	Third	Fourth
Agricultural Machinery Technician	81	21	19	20	21
Aircraft Maintenance Engineer Technician	15	5	6	0	4
Automotive Service Technician	242	69	46	72	55
Boilermaker	31	17	6	8	n/a
Bricklayer	19	11	0	8	n/a
Cabinetmaker	3	1	0	2	0
Carpenter	400	165	111	67	57
- Framer	0	0	n/a	n/a	n/a
- Scaffolder	47	18	9	11	9
Concrete Finisher	0	0	0	0	0
Construction Craft Labourer	0	0	0	0	0
Cook	74	17	30	27	n/a
Crane and Hoist Operator	28	15	10	3	n/a
Custom Harvester	0	0	0	0	0
Drywall and Acoustical Mechanic	10	10	0	0	0
Electrician	588	136	181	139	132
Electronics Assembler	14	7	7	n/a	n/a
Electronics Technician (Consumer Products)	0	0	0	0	0
Floorcovering Installer	0	0	0	0	0
Food and Beverage Person**	n/a	n/a	n/a	n/a	n/a
Glassworker	3	1	1	1	0
Guest Services Representative**	n/a	n/a	n/a	n/a	n/a
Hairstylist*	n/a	n/a	n/a	n/a	n/a
Heavy Duty Equipment Mechanic	103	20	11	24	48
Horticulture Technician	1	0	1	0	n/a
Industrial Instrument Mechanic	32	6	12	9	5
Industrial Mechanic (Millwright)	190	47	47	48	48
Insulator	23	1	14	8	n/a
Ironworker Reinforcing Rebar	0	0	0	0	0
Ironworker Structural	12	12	0	0	0
Locksmith	1	1	0	0	0
Machinist	91	21	10	36	24
Meat Cutter	0	0	0	0	0
Motor Vehicle Body Repairer	71	23	20	16	12

- Motor Vehicle Body Refinisher	0	0	0	0	0
Painter and Decorator	1	0	0	1	n/a
Partsperson	26	7	3	16	n/a
Pipeline Equipment Operator	0	0	0	0	0
Plasterer	0	0	0	0	0
Plumber	311	100	103	52	56
Pork Production Technician	1	1	0	n/a	n/a
Power Lineperson	124	41	29	26	28
Refrigeration Mechanic	66	10	24	20	12
Rig Technician	0	0	0	0	0
Roofer	23	18	4	1	n/a
Sheet Metal Worker	86	22	22	21	21
Sprinkler Systems Installer	12	3	6	3	n/a
Steamfitter-Pipefitter	45	11	0	14	20
- Petroleum Installer Technician	3	2	1	n/a	n/a
Steel Fabricator	18	10	8	0	0
Tilesetter	4	2	2	0	0
Truck and Transport Mechanic	90	22	24	22	22
Water Well Driller	0	0	0	0	0
Welder	140	33	35	72	n/a
- Semiautomatic Welding Production Operator	8	8	0	0	0
TOTAL	3,037	914	802	747	574
* Technical training is completed prior to registration					
** Technical training is in partnership with Saskatchewan Tourism					
n/a - No applicable training for this trade/level					
Note: First year Boilermaker figures include entry level training plus level one.					

Journeyperson Examinations 2005-06

Trade	Total Exams Written	Total Successful	Total Unsuccessful
Agricultural Machinery Technician	41	29	12
Aircraft Maintenance Engineer Technician	0	0	0
Automotive Service Technician	95	65	30
Barber Stylist	1	0	1
Boilermaker	8	7	1
Bricklayer	10	8	2
Cabinetmaker	4	2	2
Carpenter	109	84	25
- Framer	0	0	0
- Scaffolder	14	11	3
Concrete Finisher	0	0	0
Construction Craft Labourer	2	1	1
Cook	91	47	44
Crane and Hoist Operator	3	3	0
- Boom Truck Operator "A"	34	31	3
- Boom Truck Operator "B"	20	15	5
- Conventional Crane Operator	1	0	1
- Hoist Operator	0	0	0
- Hydraulic Crane Operator	6	5	1
- Tower Crane Operator	0	0	0
Custom Harvester	0	0	0
Drywall and Acoustical Mechanic	0	0	0
Electrician	194	128	66
Electronics Assembler	10	8	2
Electronics Technician (Consumer Products)	0	0	0
Floorcovering Installer	0	0	0
Food and Beverage Person ¹	n/a	n/a	n/a
Glassworker	0	0	0
Guest Services Representative ¹	n/a	n/a	n/a
Hairstylist ²	246	183	63
Heavy Duty Equipment Mechanic	82	55	27
Horticulture Technician	0	0	0
Industrial Instrument Mechanic	33	29	4
Industrial Mechanic (Millwright)	91	59	32
Insulator	8	5	3
Ironworker Reinforcing Rebar	0	0	0
Ironworker Structural	1	0	1

Locksmith	0	0	0
Machinist	29	22	7
Meat Cutter	4	4	0
Motor Vehicle Body Repairer	21	17	4
- Motor Vehicle Body Refinisher	0	0	0
Painter and Decorator	4	2	2
Partsperson	30	27	3
Pipeline Equipment Operator	0	0	0
Plasterer	0	0	0
Plumber	80	45	35
Pork Production Technician	0	0	0
- Breeder	2	1	1
- Facilities Maintenance	0	0	0
- Farrowing	0	0	0
- Grower-Finisher	1	1	0
- Nursery Management	0	0	0
Power Lineperson	37	34	3
Refrigeration Mechanic	17	14	3
Rig Technician	0	0	0
Roofer	2	2	0
Sheet Metal Worker	32	16	16
Sprinkler Systems Installer	1	0	1
Steamfitter-Pipefitter	38	30	8
- Petroleum Installer Technician	0	0	0
Steel Fabricator	3	1	2
Tilesetter	1	0	1
Truck and Transport Mechanic	41	25	16
Water Well Driller	0	0	0
Welder	150	103	47
- Semiautomatic Welding Production Operator	9	1	8
TOTAL	1,606	1,120	486

*Examinations are written in Manitoba in conjunction with the Department of Transport Canada.

¹ Examinations are written through the Saskatchewan Tourism Education Council.

² Effective September 1, 2005, the Barber Stylist and the Cosmetologist trades were amalgamated into the trade of "Hairstylist."

Apprentices: Registrations, Completions and Cancellations Five Year Overview 2001-02 To 2005-06

Year	Number of registrations during year	Number of completions during year	Number of cancellations during year	Number of apprentices at end of year
2001-02	1,676	800	983	5,205
2002-03	1,648	790	955	5,108
2003-04	1,626	794	682	5,258
2004-05	1,740	807	755	5,436
2005-06	2,101	894	728	5,915

Aboriginal Apprenticeship Participation

	People of Aboriginal Ancestry Registered	Certified Journeypersons of Aboriginal Ancestry
2000-01	386	29
2001-02	479	46
2002-03	567	39
2003-04	817	37
2004-05	989	63
2005-06	1,108	67

Aboriginal Initiatives

The Saskatchewan Apprenticeship and Trade Certification Commission has provided special funding for projects that will increase Aboriginal participation in the trades and apprenticeship training.

- During 2001-02, 79 new Aboriginal apprentices were registered in apprenticeship pilot project initiatives.
- During 2002-03, 60 new Aboriginal apprentices were registered as a result of this initiative.
- During 2003-04, 190 Aboriginal apprentices were registered as a result of this initiative, including 60 under the Métis project.
- During 2004-05, 81 Aboriginal apprentices were registered as a result of this initiative. The increase was limited by the postponement of several projects to the fall of 2005 to provide an opportunity for participants to improve their academic readiness.
- During 2005-06, 101 Aboriginal apprentices were registered as a result of this initiative. Thirty-six of the apprentices participated in projects that were previously postponed in 2004-05.

2005-06 Financial Results

Management Report
September 1, 2006

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles.

Management has ensured that the consolidated financial statements are presented fairly in all material respects. Management maintains a system of internal controls over accounting and administrative practices to ensure that the information presented is accurate and reliable. These measures provide reasonable assurance that transactions are recorded and executed in compliance with legislation and required authority, and assets are adequately safeguarded.

The Commission Board is responsible for reviewing and approving the consolidated financial statements and ensures that management fulfills its responsibilities for financial reporting. The financial statements have been audited by the Provincial Auditor of Saskatchewan, whose report follows.



R.D. (Bob) Guthrie
Chief Executive Officer

AUDITOR'S REPORT

To the Members of the Legislative Assembly of Saskatchewan

I have audited the consolidated statement of financial position of the Saskatchewan Apprenticeship and Trade Certification Commission at June 30, 2006 and the consolidated statements of operations and accumulated surplus, change in net financial assets, and cash flows for the year then ended. The Commission's management is responsible for preparing these financial statements for Treasury Board's approval. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these consolidated financial statements present fairly, in all material respects, the financial position of the Commission as at June 30, 2006 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



Regina, Saskatchewan
July 20, 2006

Fred Wendel, CMA, CA
Provincial Auditor

Saskatchewan Apprenticeship and Trade Certification Commission
Consolidated Statement of Financial Position
As at June 30

	<u>2006</u>	<u>2005</u>
Financial Assets:		
Due from General Revenue Fund (Note 3)	\$ 1,458,219	\$ 965,522
Accounts Receivable (Note 6)	77,736	254,246
Inventory for Resale	<u>4,901</u>	<u>4,564</u>
Total Financial Assets	<u>1,540,856</u>	<u>1,224,332</u>
Liabilities:		
Accounts Payable	52,584	67,377
Accrued Vacation Leave	131,847	112,123
Unearned Revenue (Note 7)	<u>14,383</u>	<u>28,380</u>
Total Liabilities	<u>198,814</u>	<u>207,880</u>
Net Financial Assets (Note 9)	<u>1,342,042</u>	<u>1,016,452</u>
Non-financial Assets (Note 10)		
Tangible Capital Assets (Note 10)	236,346	275,849
Inventory of Promotional Supplies	7,136	9,684
Prepaid Expenses	<u>30,902</u>	<u>118,872</u>
	<u>274,384</u>	<u>404,405</u>
Accumulated Surplus	<u><u>\$ 1,616,426</u></u>	<u><u>\$ 1,420,857</u></u>

(See accompanying notes to the financial statements)

**Saskatchewan Apprenticeship and Trade Certification Commission
Consolidated Statement of Operations and Accumulated Surplus
For the Year Ended June 30**

	Budget	2006	2005
Revenue:			
Grants – General Revenue Fund	\$ 10,663,250	\$ 10,847,494	\$ 10,064,503
Client Fees	1,203,000	1,250,916	1,126,333
Industry Contributions	8,400	14,773	8,327
Products and Services	35,720	34,384	39,629
Interest	51,000	73,305	46,260
Total Revenue	<u>11,961,370</u>	<u>12,220,872</u>	<u>11,285,052</u>
Expenses:			
Salaries and Personnel	2,695,487	2,584,655	2,326,187
Program Contractual Services	8,077,000	8,130,812	7,431,770
Amortization	120,700	123,087	121,322
Other Contractual Services	141,380	81,005	84,921
Board Honorariums	174,100	152,664	146,129
Travel	305,700	294,299	297,653
Telephone	62,760	62,653	64,595
Advertising, Promotion and Printing	204,800	209,074	68,535
Space Rental	235,800	230,628	242,909
Equipment Rental	10,400	9,430	9,978
Office Supplies	61,200	74,445	62,377
Postage, Courier and Freight	72,000	58,961	71,244
Products for Resale	8,000	190	13,104
Other	9,200	13,400	10,049
Total Expenses	<u>12,178,527</u>	<u>12,025,303</u>	<u>10,950,773</u>
Annual (Deficit) Surplus	<u>\$ (217,157)</u>	<u>195,569</u>	<u>334,279</u>
Accumulated Surplus, beginning of year		<u>\$ 1,420,857</u>	<u>\$ 1,086,578</u>
Accumulated Surplus, end of year		<u>\$ 1,616,426</u>	<u>\$ 1,420,857</u>

(See accompanying notes to the financial statements)

Saskatchewan Apprenticeship and Trade Certification Commission
Consolidated Statement of Change in Net Financial Assets
For the Year Ended June 30

	2006	2005
Annual Surplus	\$ 195,569	\$ 334,279
Purchase of Tangible Capital Assets	(83,673)	(74,163)
Amortization of Tangible Capital Assets	123,087	121,322
Disposal of Tangible Capital Assets	89	0
	<u>39,503</u>	<u>47,159</u>
Reduction (Acquisition) of Prepaid Expenses	87,970	(22,745)
Use (Acquisition) of Inventory of Promotional Supplies	2,548	(2,655)
	<u>90,518</u>	<u>(25,400)</u>
Increase in Net Financial Assets	325,590	356,038
Net Financial Assets, beginning of year	<u>1,016,452</u>	<u>660,414</u>
Net Financial Assets, end of year	<u>\$ 1,342,042</u>	<u>\$ 1,016,452</u>

(See accompanying notes to the financial statements)

Saskatchewan Apprenticeship and Trade Certification Commission
Notes to the Consolidated Financial Statements
For the Year Ended June 30, 2006

1. Description of Business

The Apprenticeship and Trade Certification Commission (the Commission) was established as an entity by *The Apprenticeship and Trade Certification Commission Act, 1999* effective October 1, 1999.

The Commission is an industry-led agency with a mandate to govern and manage the apprenticeship system in Saskatchewan. The purpose of the Commission is to develop industry occupational standards in apprenticeship trades and to provide services to employers and tradespersons supporting certification based on those standards.

2. Significant Accounting Policies

These financial statements are prepared in accordance with generally accepted accounting principles as recommended by the Public Sector Accounting Board of The Canadian Institute of Chartered Accountants and reflect the following significant accounting policies.

a) The Basis of Accounting

The accounts are prepared on the accrual basis of accounting.

b) Revenue

The revenue of the Commission consists of monies provided by Saskatchewan Learning (effective April 1, 2006, the Department of Advanced Education and Employment) to operate the Commission and train apprentices, fees charged to apprentices, monies collected from the sale of products and services and interest revenue. Revenue is recorded when received or receivable.

c) Expenses

Expenses represent the cost of resources consumed during the period of operations. Expenses include a provision for the amortization of tangible capital assets.

d) Inventories

Inventories of items for resale are valued at the lower of cost and net realizable value, which is determined by the first-in, first-out method. Inventories of promotional supplies are valued at cost.

e) Tangible Capital Assets

Tangible capital asset purchases are recorded at cost. The cost and related accumulated amortization of items retired or disposed of are removed from the records and any gains or losses are included in the Statement of Operations and Accumulated Surplus.

Saskatchewan Apprenticeship and Trade Certification Commission
Notes to the Consolidated Financial Statements
For the Year Ended June 30, 2006

Amortization is recorded on tangible capital assets on a straight-line basis over their estimated useful lives.

Office Equipment	5 years
Office Furniture	10 years
Computer Hardware	3 years
Leasehold Improvements	Life of lease
Computer Application Software	3 years
System Development	5 years

f) **Joint Venture**

The Commission has a 2% share in a joint venture called the Inter-Provincial Computerized Examination Management System (ICEMS). The results of the joint venture operations have been included in these financial statements using the proportionate consolidation method.

3. Due from the General Revenue Fund

The Commission's bank account is included in the Consolidated Offset Bank Concentration arrangement for the Government of Saskatchewan.

Earned interest is calculated and paid by the General Revenue Fund on a quarterly basis into the Commission's bank account using the Government's thirty day borrowing rate and the Commission's average daily bank account balance. The average rate for the period July 1, 2005 to June 30, 2006 was 3.2% (2004-2005 – 2.31%)

4. Related Party Transactions

These financial statements include transactions with related parties. The Commission is related to all Saskatchewan Crown agencies, such as departments, corporations, boards, and commissions under the common control of the Government of Saskatchewan.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms. In addition, the Commission pays Provincial Sales Tax to the Saskatchewan Department of Finance on all its taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

Saskatchewan Apprenticeship and Trade Certification Commission
Notes to the Consolidated Financial Statements
For the Year Ended June 30, 2006

The Commission has not been charged with any administrative costs associated with administrative services provided by Saskatchewan Learning, the Department of Finance, and the Information Technology Office and no provision for such costs are reflected in these financial statements. These costs were borne by Saskatchewan Learning and the Department of Finance. Also, the Department of Finance paid for the employee benefits of the Commission.

Interprovincial Computerized Examination Management System (ICEMS)

The Province of Saskatchewan entered into an agreement with the Government of Canada, the nine other provincial governments and the three territorial governments to develop an Interprovincial Computerized Examination Management System (ICEMS). The Commission is a member of the ICEMS Steering Committee. The Commission has joint control over the operating policies of ICEMS. The Commission's pro-rata share of its interest in this joint venture is as follows:

	<u>2006</u>	<u>2005</u>
Due from General Revenue Fund	\$ 3,390	\$ 7,108
Accounts Receivable	1,121	996
Tangible Capital Assets	92,578	138,864
Accounts Payable	(418)	(459)
Revenue – Products and Services	(24,436)	(23,157)
Expenses – Other Contractual Services	28,154	22,844
Amortization	46,288	46,288

The Federal Government collects the monies for ICEMS and forwards them to the Commission. The ICEMS Steering Committee approves disbursements from monies held in trust by the Commission to pay for the development of the ICEMS. Since these monies are held in trust for the ICEMS joint venture, they are not reflected in these financial statements, except as noted above. At June 30, 2006, the Commission held in trust cash for the ICEMS in the amount of \$116,943 (2005 - \$245,172). During the year, the Commission received \$874,899 (2005 - \$830,758) for ICEMS and disbursed \$1,003,128 (2005 - \$819,989).

Saskatchewan Institute of Applied Science and Technology (SIAST) Agreement

The Commission enters into an annual agreement with SIAST for technical training based upon a Training Needs Assessment prepared prior to each fiscal year. In 2006, the contract amount was \$6,500,000 (2005 - \$5,900,000) and these amounts are included in the Statement of Operations and Accumulated Surplus under Program Contractual Services.

5. Financial Instruments

The Commission's financial instruments include due from the General Revenue Fund, accounts receivable, accounts payable and accrued vacation leave. The carrying amount of these financial instruments approximates fair value due to their immediate or short-term maturity. These financial instruments have no interest or credit risk.

Saskatchewan Apprenticeship and Trade Certification Commission
Notes to the Consolidated Financial Statements
For the Year Ended June 30, 2006

6. Accounts Receivable

Accounts receivable are composed of the following:

	<u>2006</u>	<u>2005</u>
Grants – General Revenue Fund	\$ 40,000	\$ 243,503
Interest receivable	16,929	9,747
Salary overpayment receivable	1,360	0
Cost reimbursement by the Federal Government	<u>19,447</u>	<u>996</u>
Total accounts receivable	<u>\$ 77,736</u>	<u>\$ 254,246</u>

7. Unearned Revenue

Unearned revenue is comprised of tuition fees received from apprentices before June 30, 2006 for training which will occur after June 30, 2006.

8. Operating Lease

The Commission entered into a lease agreement for rental space at 2140 Hamilton Street. The annual lease payments agreed to are:

2006-2007 -	\$142,029
2007-2008 -	\$71,015

The lease agreement expires December 31, 2007.

9. Net Financial Assets

The net financial assets of the Commission are comprised of restricted and unrestricted financial assets.

Grants from the General Revenue Fund include \$400,000 (2005 - \$400,000) designated for aboriginal initiatives. The unexpended amounts designated for aboriginal initiatives are recorded as restricted financial assets. The net financial assets are comprised of the following:

	<u>2006</u>	<u>2005</u>
Financial assets restricted for aboriginal initiatives	\$ 154,231	\$ 248,321
Unrestricted financial assets	<u>1,187,811</u>	<u>768,131</u>
Total net financial assets	<u>\$ 1,342,042</u>	<u>\$ 1,016,452</u>

10. Non-financial Assets

The recognition and measurement of non-financial assets is based on their service potential. These assets will not provide resources to discharge liabilities of the Commission. For non-financial assets, the future economic benefit consists of their capacity to render service to further the Commission's objectives.

The table on the next page provides disclosure of the tangible capital assets.

Saskatchewan Apprenticeship and Trade Certification Commission
Tangible Capital Assets
For the Year Ended June 30

	2006					2005	
	Leasehold Improvements	Office Furniture	Office Equipment	Computer Hardware	Computer Application Software	System Development	Total
Opening cost	\$ 43,443	\$ 73,002	\$ 23,397	\$ 253,874	\$ 15,098	\$ 253,525	\$ 662,339
Additions during the year	6,920	14,216	7,553	53,668	1,316	0	83,673
Disposals during the year	0	(111)	0	(4,758)	0	0	(4,869)
Closing cost	50,363	87,107	30,950	302,784	16,414	253,525	741,143
Opening accumulated amortization	27,773	18,222	19,958	205,002	14,125	101,410	386,490
Annual amortization cost	7,460	8,693	4,949	49,868	1,412	50,705	123,087
Amortization related to disposals	0	(22)	0	(4,758)	0	0	(4,780)
Closing accumulated amortization	35,233	26,893	24,907	250,112	15,537	152,115	504,797
Net book value of tangible capital assets	\$ 15,130	\$ 60,214	\$ 6,043	\$ 52,672	\$ 877	\$ 101,410	\$ 236,346
							\$ 275,849

The Commission Performance Plan for 2006-07

On May 18, 2006, the Board of Directors of the Saskatchewan Apprenticeship and Trade Certification Commission approved the 2006-07 Business Plan and Budget. The annual business plan describes the Commission's operational activities for the year ahead, identifies key issues, strategic directions and the risks to the Commission's operations posed by factors beyond the Commission's direct control. It is based upon the long-term strategic plan that sets out the organization's goals and objectives, and is aligned

with the goals that the Province of Saskatchewan has set for post-secondary education.

Strategic Directions

The following table outlines several key issues facing the Commission and identifies strategic directions that will be pursued.

Key Issue	Strategic Direction/Actions
Employer commitment to certified training	<ul style="list-style-type: none"> • Access federal and provincial studies that address the issue of skill shortages and review/rate proposed solutions • Encourage job creation, labour force development and participation in certified training by promoting the return on training investment, an apprenticeship training tax credit and other options and partnerships that support the same goals • Disseminate research that demonstrates the economic impact of a mobile labour force trained and certified to national standards
Labour force/demographic shifts	<ul style="list-style-type: none"> • Continue the emphasis on Aboriginal Apprenticeship Initiatives • Support sector councils in their campaigns to attract a new generation of workers • Provincewide implementation of Saskatchewan Youth Apprenticeship
Support an industry training culture	<ul style="list-style-type: none"> • Provide a more visible support presence in the workplace to support development/maintenance of a robust industry training culture • Increase the number of field inspections and site visits to ensure that apprenticeship regulations are being observed and good workbased training practices are being followed • Enhance industry capacity in areas such as mentoring, teamwork and diversity • Improve and distribute on-the-job training guides; monitor use of these guides
Level of provincial funding	<ul style="list-style-type: none"> • Maintain and enhance apprenticeship program and operations services within the resources provided by the province • Continue to assert the value of apprenticeship as a "third pillar" in post-secondary education • Work to improve provincial support for investment in workbased training and certification
Demand for de-centralized and innovative training	<ul style="list-style-type: none"> • Provide training and certification services that reflect the changing scope and nature of activities in the workplace • Balance flexibility with capability to deliver high quality training and other services • Improve the ability to deliver decentralized training through partnerships and technology

Key Result Areas for 2006-07

The following table is a summary of the results expected from the 2006-07 key initiatives and programming:

Key Results Areas	2006-07 goal	Change from 2005-06 goal
Total Registered Apprentices	5,500	+3.2%
New Apprentices Registered	1,800	+12.5%
Apprentices in Technical Training	3,175	+4.1%
Upgraders/Updaters in Training	500	n/c
Employer/Workplace Visits	3,200	+14.3%
Work Experience Assessments	14,700	n/c
Learning Disabled Assessments	50	n/c
Written Examinations (all types)	1,800	n/c
Practical Examinations	340	-12.8%
Journeyman/Proficiency Certificates Issued	1,100	n/c
Industry Board/Committee Meetings	130	-7.1%
Trade Shows/Career Fairs	150	+50%
Revenue Generation	\$1,309,900	+0.9%

Budget Overview for 2006-07

The Commission is projecting a deficit for 2006-07 in the amount of \$565,300 before amortization.

Wage-related and training costs in the 2006-07 budget were developed based on changes in the public sector Collective Bargaining Agreements and provincial government guidelines for out-of-scope employees.

Due to better than expected financial results for the year ended June 30, 2006, the Commission will be able to respond to anticipated increases in technical training demand as well as increased demand for Commission services. The provincewide implementation of the SYA program is planned for 2006-07 and will include the hiring of three permanent staff. The Commission will also undertake a long overdue project, which will electronically capture historical apprenticeship records dating back to the inception of apprenticeship.

Risks

The major risk areas which the Commission must address in 2006-07 are:

1. The Commitment of Employers to Certified Trades Training

The investment that employers make in apprenticeship training and certification will ensure a highly mobile worker whose skill set is attractive to other employers who have chosen not to invest in training. By reducing their costs for training, these employers ("poachers") can provide higher wages or other benefits to recruit a trained workforce.

According to a recently released study by the Canadian Apprenticeship Forum and Skills Canada (Skilled Trades Promotion Project, March 14, 2006) in the key industries of manufacturing, construction, transportation and services, only 41% of employers have journeymen on staff. Even more telling, less than half of that minority of employers who employ journeymen in Canada also have apprentices on staff. The net result is that only 18% of employers in these key sectors hire apprentices. These findings are significant for two reasons. First, they demonstrate clearly that it is more attractive to some employers to hire fully trained and certified tradespersons than to invest in training in-house. And second, it indicates there is significant capacity in the private sector to train more apprentices if the economic disincentives to training a highly skilled and mobile workforce can be addressed.

The Commission recognized that the potential exists to place the investment of the apprenticeship employer (mostly small and medium enterprises) at risk. To address this, the Commission sponsored a study of the feasibility of an apprenticeship training tax credit to “reward” the employers who provide a public good, such as a highly-skilled and mobile worker. The tax credit has received support from several industry associations and the Commission Board. The Commission’s research, supported by an independent review by Saskatchewan Industry and Resources, did not identify a better alternative to encourage employers to hire and train skilled trades to broad industry standards.

2. Decline in the industry training culture

In the view of many people, apprenticeship is synonymous with the short periods of technical training, which apprentices receive in a formal school setting. There is continuous pressure to increase the length of the technical training and move more skills development from the field, workshop or plant to the school. The majority of training and skills development in apprenticeship trades has occurred and continues to occur on-the-job. As the commitment to on-the-job training erodes, employers will expect more and longer periods of training in the institutional training system.

An even greater risk is that employers will have come to expect a much higher level of competence from new hires. Because of the prevalence of “pre-employment” programs (at SIAST or other post-secondary institutions) that replicate some of the technical training that takes place during each level of apprenticeship, employers see an advantage in hiring a graduate of these programs over indenturing an apprentice at level one. These employers have come to expect that the candidate and the taxpayer will have covered the cost of much of the entry-level training.

In order to ensure that the on-the-job training component does not degenerate into a narrow set of employer-specific competencies, the Commission has increased the level of contact with, and support for, employers and employees in the field. Without continued deployment of resources in this area, the promotional and enforcement components of our mandate will not

be met. This may result in a “free-for-all” with each employer or trade group training for immediate needs that provide the highest short-term returns.

3. System Trades Training Capacity

The non-university post-secondary education and training system is at risk of being unable to meet the training needs of Saskatchewan’s labour market. Essentially, the trades training capacity of the existing system has been reached in the present training model. In order to meet current and future demand on the training system, it may be necessary to rebalance the investment in the post-secondary system as a whole and to adjust the mix of workbased and pre-employment training.

Part of our ongoing strategy would be to encourage collaboration and innovation between all parties to deliver training in the most appropriate fashion. The Commission has reviewed the relevant recommendations of the Training System Review report of 2005 and has made initial steps to improve our practices. Further efforts will require the participation of the Department of Advanced Education and Employment and our training partners.

Changing the mix of training investments or the model of training is difficult because it upsets existing funding arrangements and training practices. While apprenticeship is a potential beneficiary of such changes, the risk is that the system as a whole will resist change and the apprenticeship program will be unable to contribute optimally to solving the capacity problem.

4. The Level of Provincial Funding

Apprenticeship is a low cost, high value post-secondary training system with a proven record of meeting industry needs. As an example, the oil and gas sector has recently obtained designation in the Rig Technician trade in order to take advantage of the workbased training and certification program that the Commission offers. As more trades opt into apprenticeship, there is a risk that the provincial funding will not grow proportionately. In that case, the Commission will be required to choose from among several unattractive options: restrict access to apprenticeship, reduce services to all clients or increase user fees significantly.

Increasing the skilled trades workforce is costly (even if apprenticeship is the lowest cost option) and requires a higher lever of investment by all parties. When the government wants more results from the system, it will need to increase its investment.

To the extent that the Commission's revenue generating potential is seen by the government as an opportunity to reduce provincial funding to apprenticeship, particularly in comparison to the other institutions in the learning sector, apprenticeship programs and services are put at risk. Apprenticeship stakeholders, throughout the renewal process which led to the creation of the Commission, consistently maintained that the enhanced revenue generation potential of an industry-led Commission must be predicated upon the maintenance of provincial funding to apprenticeship.

Public sector collective agreement settlement costs are another aspect of risk to the Commission. Employees of the Commission, with the exception of the CEO, are members of the public service of Saskatchewan. Most technical training is delivered by public sector employees at SIAST. The provincial government sets wages for public sector employees. There is a risk that the provincial funding will not fully provide for the cost of any wage increase for government employees and SIAST staff. In this case, the Commission will be required to reduce programs or services in order to operate within its available resources.

The level of accountability in the public sector has been increasing steadily in recent years. This includes the planning, performance measurement and reporting cycle of the integrated accountability framework. It also includes higher expectation and standards for protection of privacy and personal information. This high level of accountability comes with a cost. There is a risk to the Commission that the expectations of government will not keep pace with the funding it provides to deliver on those expectations.

5. High Reliance on a Single Technical Training Deliverer

The Commission is heavily reliant one training deliverer – the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST is the

premiere trades training institution in the province and provides high-quality programming. About two-thirds of the entire Commission budget is expended on contracted technical training, the large majority of which is delivered by SIAST. If there is an interruption in the Commission's ability to source technical training from SIAST (for example, due to a labour dispute) the apprenticeship program is at risk.

Although SIAST has provided excellent training to date, financial or capacity demands may lead it to a decision to reduce services or raise prices. The Commission will be at a disadvantage with no alternate source available. The emergence of other training providers in the public sector (such as regional colleges) or the private sector would allow the Commission to provide cost-effective, relevant training in locations that best meet the needs of the apprentice or upgrading tradesperson. As a general benefit, the presence of alternates to SIAST would improve the efficiency and customer service standards of all training providers.

6. Support for the Commission Model of Governance

The Commission was established in 1999 based on a consensus model that balanced the interests of stakeholders in an industry-led public and private sector partnership. (Industry is defined to mean employers and employees). There are other models that may also be appealing to various players. For example, in Ontario apprenticeship is managed through the Ministry of Education while curriculum and delivery of training is coordinated through colleges, unions and employer associations. British Columbia has adopted a model in which an employer-dominated board sets direction while the colleges design and deliver training.

As board members, senior government managers and political ministers change, the "corporate memory" and consensus that led to the creation of the industry-led model may begin to break down. If stakeholders do not adapt to the new environment and resolve apprenticeship issues through the Commission governance model, there is a risk that the Commission will be marginalized in apprenticeship decision-making and will lose the confidence of industry. This has the potential to divert critical resources from the core business of

apprenticeship training and certification and tie up the system in wrangling and restructuring.

Conclusion

The performance plan summarizes how the Commission proposes to meet the expectations of industry and government in 2006-07. It will deploy its human, financial and capital resources in support of its vision, mandate and goals. The plan also sets out basic measures by which the Commission's performance may be judged.

While there are performance measures based on intermediate and short-term outcomes listed throughout this report, the Commission's Key Result Areas are essentially output measures. During the past year, the Commission has identified means of measuring performance and in 2006-07 the Commission will implement baseline surveys and modify existing capture mechanisms to ensure we measure against these.

For More Information

Industry Sectors and Designated Trades in Saskatchewan

Agriculture, Tourism and Service

Cook (IP)
Custom Harvester
Electronics Technician (Consumer Products) (IP)
Food and Beverage Person
Guest Services Representative
Hairstylist (IP)
Horticulture Technician
Locksmith
Meat Cutter
Pork Production Technician

- Breeder
- Farrowing
- Grower-Finisher
- Nursery Management
- Facilities Maintenance

Construction

Boilermaker (IP)
Bricklayer (IP)
Cabinetmaker (IP)
Carpenter (IP)

- Framer
- Scaffolder

Concrete Finisher (IP)
Construction Craft Labourer
Crane and Hoist Operator (IP)

- Boom Truck Operator "A"
- Boom Truck Operator "B"
- Conventional Crane Operator
- Hoist Operator
- Hydraulic Crane Operator
- Tower Crane Operator

Drywall and Acoustical Mechanic (IP)
Electrician (IP)*
Floorcovering Installer (IP)
Glassworker (IP)
Industrial Mechanic (Millwright) (IP)*
Insulator (IP)
Ironworker Reinforcing Rebar
Ironworker Structural (IP)
Painter and Decorator (IP)

Pipeline Equipment Operator

- Dozer Operator
- Excavator Operator
- Grader Operator
- Sideboom Operator

Plasterer
Plumber (IP)
Power Lineperson (IP)
Refrigeration Mechanic (IP)*
Roofer (IP)
Sheet Metal Worker (IP)
Sprinkler Systems Installer (IP)
Steamfitter-Pipefitter (IP)

- Petroleum Installer Technician

Tilesetter (IP)
Water Well Driller

Production and Maintenance

Electrician (IP)*
Electronics Assembler
Industrial Instrument Mechanic (IP)
Industrial Mechanic (Millwright) (IP)*
Machinist (IP)
Refrigeration Mechanic (IP)*
Steel Fabricator (IP)
Welder (IP)

- Semiautomatic Production Welding Operator

Motive Repair

Agricultural Machinery Technician (IP)
Aircraft Maintenance Engineer Technician
Automotive Service Technician (IP)
Heavy Duty Equipment Technician (IP)
Motor Vehicle Body Repairer (IP)

- Motor Vehicle Body Refinisher (IP)

Partsperson (IP)
Truck and Transport Mechanic (IP)

- Represents a sub-trade or endorsement
- Represents a journeyperson certificate in the trade specialty
- * The designated trade is part of more than one industry sector.
- (IP) This trade or sub-trade is recognized with the Red Seal interprovincial status

Definition of Terms Used in This Report

Act and Regulations: *The Apprenticeship and Trade Certification Act 1999* and regulations are the authority under which the program operates.

Apprentice: An individual who is working in a designated trade and has signed a contract of apprenticeship with his or her employer and the Apprenticeship and Trade Certification Commission. Note: Apprentices are not students. They are employees in a trade in which they are acquiring skills.

Apprenticeship Training: A system of training that has two main components: on-the-job training and technical training. The apprentice, the employer or joint training committee, and the Director of Apprenticeship sign a contract of apprenticeship. Apprentices learn the knowledge and skills associated with a trade through on-the-job training which is supervised by a certified journeyman, combined with technical in-school training. Upon completion of the final level of training, apprentices are eligible to write the journeyman examination.

Compulsory Apprenticeship: An individual must be an apprentice or a journeyman to work in the trade. There are four compulsory apprenticeship trades in Saskatchewan: electrician, plumber, refrigeration mechanic and sheet metal worker.

Designated Trade: An occupation designated under *The Apprenticeship and Trade Certification Act, 1999*. Designation of an occupation means that legislated rules apply; and that standards, technical training and certification examinations are established.

Interprovincial Standards “Red Seal” Program: A national certification program that assists workers seeking employment in any province/territory in Canada.

Joint Training Committee: A committee of employer and employee representatives in a trade. Joint training committees are established in industries where job changes are frequent; for example, the construction industry. Eligible apprentices can register directly with the joint training committee rather than with an employer.

Journeyman: An individual who has worked at a trade for several years, passed all examinations, and has been issued a Journeyman Certificate of Qualification from the Apprenticeship and Trade Certification Commission.

Pre-Employment Training: Full time training programs designed for individuals who have no job or skills in a trade, but who would like to take training to improve their chances of finding a job. Advanced standing in apprenticeship training may be granted if the individual registers as an apprentice at a later date. This training usually follows school graduation and in most instances is offered by the Saskatchewan Institute of Applied Science and Technology (SIAST).

Pre-Trades Training: Short training programs designed to respond to immediate labour needs of local industry. The courses are usually less than 20 weeks in length and are offered through regional colleges. Advanced standing in apprenticeship training may be granted if the individual registers as an apprentice at a later date.

Proficiency Certificate: This certificate is issued to reflect an individual’s ability in a significant area of their trade.

Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) (The Commission): SATCC is responsible for administering the programs for apprenticeship training, trade certification, upgrading for non-journeymen and updating for journeymen.

Sub-trade: A branch of a designated trade that is recognized for training and certification purposes.

Tradesperson: An individual who is working at one of the designated trades, but is not an apprentice or a journeyman.

Updating: Training designed to enhance the skills of an individual who already holds journeyman status.

Upgrading: Training designed to assist a tradesperson in preparing for journeyman certification.

Voluntary Apprenticeship: Workers are encouraged to take apprenticeship training or attain journeyman certification, but it is not a mandatory requirement to work in the trade.

Work (Workplace) Experience: The experience an individual gains on a job site learning the skills and performing the actual tasks involved in the work of the trade/occupation.

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