Lessons Learned and Best Practices
Increasing the Successful Participation Of
Women in Apprenticeship & the Skilled Trades

Executive Summary
This extensive national study was produced for the Labour Market Integration section of Employment, Workforce Development and Labour Canada. Seventeen site visits across Canada, 55+ interviews and 607 documents and data sets were undertaken and reviewed, leading to in-depth discussion and a multitude of recommendations for changes found throughout the documents. Ultimately, some clarity on what and where the best practices are in Canada; details of what makes these programs the most effective are presented in the Appendices.

The many people who contributed to this report across Canada demonstrate imagination, dedication, tenacity and ability to collaborate that has moved their initiatives forward. The reports/analyses undertaken of challenging and successful enterprises create a path of lessons learned. Their willingness to train women from difficult situations through various levels of training, work and jobs deserves commendation. Their success with employers, workers and unions to create respectful workplaces is recognized by governments, industry, colleges and the public. May it inspire others to do the same.

This work was contracted to an individual with 45 years of experience in the field as: an apprentice, a Red Seal journeylevel carpenter, an employer who qualified two female apprentices, a consultant and trainer on employment equity integration issues, a national and provincial apprenticeship board member, the founding two-term national coordinator of WITT National Network, a PhD in Technology Studies and currently an Honorary Research Associate at the University of British Columbia.

Best Practices to increase success for women in apprenticeship and the skilled trades require ongoing collaboration and support between women training, entering and working in technical fields, and their partners in government, industry, unions, educational institutions and community agencies working in the field towards this success. Historically, we have often seen one or another of these groups initiate an intervention, but little has changed because the other partners were not at the table.

The research and text for this report begins with the articles/documents/reports of the challenging experiences encountered by women engaging in this work and examines programs and documents going back as far as British Columbia’s Women’s Exploratory Apprenticeship Program (1978) and initiatives across Canada in the years since. It arrives at the present day to describe Canada’s most effective interventions being developed to increase the successful participation of women in apprenticeship and the skilled trades.
Elements Required for Successful Women’s Apprenticeship Equity

- A Government Environment in Support of Equity in Apprenticeship
- Effective and Dedicated Leadership in Government and Programs
- Community Collaboration (Unions, Colleges, Primary/Secondary Schools, Employers, Women’s Organizations and Government Representatives)
- Wide & Comprehensive Recruitment Efforts that Address Diversity
- Candidate Assessments and evaluation
- Multi-level Training Opportunities (academic upgrading, tool & technical skills, pre-apprenticeship training, fitness practice, understanding workplace culture and communication skills)
- Workplace Engagement: job placement and apprentice support with follow-up
- Retention Support (including working with employers/unions and tradeswomen)

The individual initiatives described in detail in this report demonstrate what can be achieved when each or all of these elements are put into practice. The details provide the foundation for the mandate, values, attitudes and actions that are proving to be successful in increasing women’s entry into Apprenticeship, and on to Journeylevel, and prosperous continuation as a skilled tradesworker. Quantitatively, the increase in numbers is significant. Qualitatively, the experience of the women going through these programs is a step change from even 10 years ago. It is still clear that everyone’s experience is not at the same level of improvement, but the comprehensiveness of these programs shows a noteworthy path for interventions.

The Need for Collaboration among Labour Market Partners

Ontario’s Equity Access to Apprenticeship Projects

Looking back, the most successful collaboration initiatives of the 1990’s were Ontario’s Equity Access to Apprenticeship Projects (1989-1995) (See Appendix D). Thirty unique projects across the province, supported by government, industry and non-profits, fulfilled many of the elements outlined above, and laid down a trail of innovative ideas.

Equity in Apprenticeship Support Programs today

While specific details work to make these individual programs successful, there are a number of features that the most successful initiatives today have in common. In both Nova Scotia with Women Unlimited, and Newfoundland and Labrador with the Women in Resource Development Corporation (WRDC) and the Office to Advance Women Apprentices (OAWA) collegial and collaborative relationships are built with government departments, employers, unions, community agencies, local colleges and women’s organizations. (See Best Practices p. 47-55 for detailed descriptions). SaskWITT’s 20 years of initiatives/ interventions (See Appendix G) demonstrate in detail interconnections and interdependence as the partners work together for success.
Some are driven by provincial government requirements (See Appendix E) and some use the context of the Federal Contract Compliance programs in a collegial fashion. Some are operating from Lessons Learned in the past (See Appendices C & F) and hopes for the future (See Appendix G & H). Women Building Futures has a very business-oriented program delivery model and a rigorous entry assessment process that provides “job ready” candidates for apprenticeship to Alberta’s industrial employers (See p.55-57 for details).

**Wrap-Around Services to See Women to Journeylevel and Beyond.**

In these most successful programs educators, apprenticeship facilitators and non-profit advocates spoke about the success of “wrap-around” services to see the women through exploratory programs where they develop the occupational fitness needed to succeed; choose and enter foundation training in a trade or technology; are assisted to find employment and/or apprenticeship when they graduate. Those women’s organizations are then available to support them, if needed, through their four years of apprenticeship. This level of support is necessary and well used in these times of challenging cultural change. The successful programs also offer integration support to industry in the form of workplace climate surveys and respectful workplace and anti-harassment training.

Some non-profit women’s organizations had built relationships with employers, educators and apprenticeship personnel to the point where their skills were valued and welcomed at the vision and decision tables, and their expertise was utilized in the processes. They provide ongoing support in finding an employer and supporting the women through some of the challenges that can occur in training and at workplaces. A number are receiving large charitable donations from employers to support elements of their programs not covered by regular training budgets and of use to the employer.

All of these programs had a clear relationship with exploratory or pre-apprenticeship programs for women, mostly in line with WITT Course Standards and Guidelines (See Appendix I), either through local community colleges or private training settings. They also developed initiatives to introduce youth and young women to hands-on work with tools, and an understanding the value of apprenticeship.

Okanagan College, BCIT, and Camosun College in British Columbia are working towards unique ways to implement the notion of “wrap-around support” that was founded in the Atlantic Provinces, with Mentors coming back to those programs to encourage the next generation student tradeswomen, and follow-up support on the job. These efforts are somewhat constrained by college funding schemas and programs are looking to outside donations to support additional support work. Actively recruiting First Nations women is a priority in all of the programs including a focus to support their effective inclusion.

There were unique features in one intervention or another that were identified as needed or missing by others.
The Need for Employment Equity Contract Language

The one element identified as missing especially, according to a significant number of those interviewed for this research project, is Employment Equity contract language negotiated into the Collective Agreement which states, as it did in British Columbia’s Vancouver Island Highway project (VIHP): “Employment Equity hiring will operate in priority over other preferential hiring processes.” Targets will be set, and bridging and outreach programs will be put in place “to facilitate the training of these groups to qualify for employment” (See Appendix E). While the Newfoundland & Labrador program requires unions to sign on to the negotiated high level agreement between the Owner and the Province, it did not seem to carry the same weight on the sites as the signatures in the actual worksite Collective Agreements unions were working under in B.C.¹ (or perhaps more oversight was needed).

The VIHP project (see p.17-18) achieved a high of 23% Equity hires and hours worked divided approximately in half between women and First Nations, and managed to reach an average of 16% over the life of the 3 year project: the best in Canada at the time. Early in the project, an Equity Integration Committee was put in place with membership from owner, contractors, sub-contractors, unions, and equity group representatives, along with government representatives from the Transportation Financing Authority and the Ministry for Women’s Equality where discussions/recommendations for action, effective reporting structures and HR problem solving significantly advanced the equity components of the projects. In 1997, the Building Trades members spearheaded a letter to the Premier

British Columbia’s Vancouver Island Highway Project (VIHP)
“A Review of the Equity Component of the Vancouver Island Highway Project” (See pp. 27-31), completed for the B.C. Transportation Financing Authority examines the need for clarity of purpose, policy and objective, outlining the elements as the emerged in that initiative He goes on to describe effective organization and sufficient resources, then relates that to the particular project, critiquing and evaluating along the way. Highlighting the successful outcomes and analyzing the reasons for that provides a description of useful models going forward. The Collective Agreement takes first precedence. The focus on recruitment and training is clearly described, and the requirements for tracking are deemed urgent. The description, analysis and recommendations will be found in Lessons Learned, (p.27-31).

Implementing The 2007 Energy Report in Newfoundland and Labrador (NL)
“Gender Equity and Diversity in the Natural Resource Sector” (See Appendix J) highlights the principles, values, government levers and actions that have contributed to Newfoundland and Labrador being identified as a significant site of Best Practices in Canada. This clear document was

¹ “Collective agreement between Long Harbour Employers Association and Resource Development Trades Council NL,” March 29, 2009: pp. 15-16 uses the language of “promote and support” and “respect,” but there is no mention of target setting or requirement. Uniquely, there was a fund of $.20/hr worked to support women’s training for that project. (this fund is no longer in existence.)

created as a tool to contribute to this research by the Executive Director of Strategic Policy and Planning for the Ministry of Natural Resources and makes quite visible the elements, processes, strategies and negotiations of government to contribute to significant change in labour market implementation in the Energy Sector. (See Appendix L for the Diversity Coordinators’ report for the history, development challenges and implementation of Workforce Diversity initiatives in NL up to May, 2017.) The Women’s Policy Office, which participates in the energy sector negotiations, also oversees similar negotiations with small and medium-sized businesses.

Some more recent examination of these challenges by industry itself

The most salient aspect of these agreements is the requirement of signatures by not just the company Owners, but all the sub-contractors and unions working on the jobs. Each one must work individually and collaboratively to develop goals, programs and practices to meet their commitments.

As a result, some employer organizations have been researching this and making their findings publicly available. The results indicate the need for wide ranging programming development in recruitment, training supports, and retention, with additional focus on hiring practices, orientation and respectful workplace training for all employees, and the need for working collegially with women’s organizations to improve their recruitment and employment capacities (See Appendix K – Emera NL’s Diversity Plan).

One size does not fit all

With each lesson learned, the interventions have become more fully developed. Some thought a “best practice” could be found that could be replicated across the country. This research has found that the Provinces of Canada are different from one another in what I refer to as their Cultural Ethos, their socio/political framework that guides their programs and implementation, making it difficult to choose one model of program to fit all circumstances. For this reason, what is presented will be a range of “best practices” that are working well in their particular context. It will be up to the various agencies and governments to decide which will work best in their circumstances. (See Lessons Learned and Best Practices Sections for detailed program and practice descriptions, and recommendations.)

Acknowledgements:

Deep thanks go to all of those who were interviewed for this report (See Appendix A) and all those who have contributed issues, ideas and solutions through their historical and current work and writings. It is only through learning from previous challenges, building on effective practices and finding the courage to implement unique solutions that we will find success.

In Gratitude,

Dr. Marcia Braundy
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

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INTRODUCTION

Women bring improved performance and productivity to teams, equipment, health and safety regimes, communication, organizational performance and reduced employee turnover (Canadian Apprenticeship Forum and Arrrowsmith 2016). Yet, after four decades of efforts, barriers and resistance remain when women seek to obtain and successfully integrate in apprenticeship training in many places in Canada.

In discussing the gender gap and constraints to women's economic empowerment around the world, Global Affairs Canada\(^1\) clearly names a major significant impediment to the effective integration of women at various levels of the workforce, and particularly for women in technical fields:

"Underlying these constraints are discriminatory social and cultural attitudes and their manifestations that can significantly affect women’s engagement with the economy and in productive activities."

Conscious and unconscious attitudes on the parts of both men and women, who see themselves as gatekeepers, permeate women’s experience in being recruited, trained, hired and retained.

Women, along with members of the other designated groups under the Employment Equity Act (Aboriginal people, Visible Minorities, and Persons with Disabilities), make up the vast majority of new entrants to the Canadian labour force, where skilled tradespeople are aging out each day. We cannot afford to go on limiting their opportunities in these fields.

Anecdotal data from some employers who have chosen to create welcoming workplaces note that these initiatives are working better not just for women, but for everyone. Companies like Suncor and the Edmonton Construction Association working with Women Building Futures\(^2\); Emera NL & NS and Irving Shipbuilding working with Women Unlimited\(^3\); Nalcor and ExxonMobil working with Women in Resource Development Corporation\(^4\) (among others) demonstrate the effectiveness of working in partnership with women’s organizations and local colleges. Hebron has reached 22% women on the construction site in Newfoundland. The IBEW has 18% female trades membership there. So what is the resistance that keeps the apprenticeship percentages for women so low across Canada?

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\(^1\) http://www.international.gc.ca/development-developpement/priorities-priorites/weegnaefno.aspx?lang=eng (paragraph 3 under # 3: The economic gender gap and the constraints to women’s economic empowerment

\(^2\) https://www.womenbuildingfutures.com/employers/testimonials

\(^3\) https://issuu.com/womenunlimited3/docs/a_decade_women_unlimited

\(^4\) http://www.wrdc.nf.ca/pdfs/WRDC%20AGM%20Report%202015-2016.pdf (pp.20-27)
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Over 300 reports and analyses, (some over 100 pages long), have been published in Canada examining the barriers and challenges to increasing the successful participation of women in apprenticeship, as well as the attractions and necessities for doing so. This includes the Parliamentary Standing Committee on the Status of Women (2010). Most have clearly laid out recommendations for how to accomplish that. To quote from the “Overview of Equity in Apprenticeship” document prepared by staff for the British Columbia Industry Training and Apprenticeship Commission (ITAC Interim Standing Committee on Underrepresented Groups 1997)

“These studies reflect common themes and issues, one often building on the other. The primary focus is on the low levels of participation of women and other equity groups in apprenticeship; barriers to obtaining access to apprenticeship for equity groups; methods of overcoming and/or eliminating these barriers; surveys of other jurisdictions in Canada; and recommendations.

Recommendations from one report to another resemble each other despite the year of the report. Some of these recommendations have been implemented and are discussed in detail in Section VI [of that report], Initiatives to Promote the Participation of Equity Groups.

One common denominator of these studies is that many of the recommendations are not implemented or operationalized. These recommendations appear over and over but with little mention of why they have not been actioned or why progress has been so slow to occur.”

It is beyond the purview of this report to answer that question. The goal of the current report is to draw on past recommendations, as well as on current implementations that are reporting observable success, to provide a set of recommendations for supporting the Best Practices of today.
METHODOLOGY

Historic and current documents, reports, and discussion papers, with lessons learned and recommendations for improvements were reviewed, along with project descriptions and evaluations of interventions to increase women's successful entry and completion in apprenticeship training. As well, projects which focused on the hiring and retention of women at all stages of apprentice and journey-level work in skilled trades and operational work in commercial, infrastructure and industrial settings were examined. These lessons learned would be used to evaluate current programs and initiatives for their ability to respond and innovate to achieve improved results, and could perhaps be deemed Best Practices. Due to time limitations, only those initiatives identified widely as significant were examined. It is possible that there are others with excellence in Canada that do not have the higher profiles.

In addition to historical and current documents reviewed for this report, interviews were employed to examine the implementation of interventions from many perspectives to get a clearer picture of current and historic initiatives that represent effective responses to the lessons learned, and are having successful results for the participants.

Quantitative Data was used to identify which provinces were increasing their percentages and their numbers of women in apprenticeship in trades where they have been under-represented (25% or less, mostly less).

Quantitative Data

Data was reviewed from Statistics Canada's CANSIM 477 series 0117, which stopped at 2013; and "Derived from 477 0072-A," which included 2014, but only for the top eleven trades. StatsCan, in turn, sources this material from the Registered Apprenticeship Information System. Overall numbers and percentages of women did not rise substantially in apprenticeships where they are regularly under-represented; however, there were trends indicating that some provinces were having more success than others in increasing both registrations and completions. Such differences in success allowed us to examine elements that contributed to higher levels of success.

Data was reviewed from individual pre-training and apprenticeship programs, and participation in youth oriented, exploratory and foundation trades programs. However, because numbers only tell part of the story, collection of qualitative data allows us to complement the statistics by digging deeper for the specifics of how and why some interventions produced higher success rates.

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5 Construction electrician, Carpenter, Automotive Service Technician, Plumber, Welder, Hairstylist, Steamfitter/Pipefitter, Heavy Duty Equipment Technician, Cook, Industrial Mechanic, Industrial Electrician
Interviews:

*Industry, Government and Unions*

Interviews examined interventions from many perspectives: employer’s representatives and union business agents; Directors, CEOs and Program Managers of Provincial Apprenticeship organizations; Skills Canada and community-based organizations promoting trades to young women; Provincial Government ministries responsible for negotiating Benefit Agreements with resource development Operators, representatives from those large Operators, and Diversity Coordinators challenged with the responsibility to assist in implementing those Agreements in industry.

Interviewees were identified through their participation in the Canadian Apprenticeship Forum and Canadian Coalition of Women in Engineering, Science, Trades and Technology (CCWESTT) conferences; through specific roles related to Provincial Apprenticeship organizations; unions and employers who could provide unique perspectives regarding ongoing or historical initiatives; In addition, group interviews were gathered together by support & training non-government organizations (NGOs) who brought in colleagues from education and industries with whom they collaborated. In some situations, I interviewed the collaborators individually. Several interviews took place by phone or Skype.

Everyone was given the same list of questions developed for their Sector: Educators; CCDA (Apprenticeship) personnel; Employers, Unions and Employer Organizations; Non-Government Organizations (NGOs) and Activists for Women. Though there were specific questions, the interviews were mostly open-ended and through each of their circuitous routes most of the questions were answered. A list of those interviewed is in Appendix A.

Many levels of dedication and willingness to make the changes needed for success were evident. Many lessons had been learned from the past. Innovative solutions were being enacted and pride in accomplishment was expressed. As well, there was a strong understanding that there was much more to be done. (See Lessons Learned and Best Practices)

*Non-Profit Women’s Organizations, Training Instructors & Administrators*

Interviews were also conducted with administrators and instructors in public educational institutions and, in non-profit and private training centres where exploratory and foundational trades and technology programs have a focus on women and foster the next generation of tradespeople. Interviewees outlined requirements for success for equity candidates and described what their programs provided. Some institutions accepted only the “cream of the crop” as candidates for training and produced a solid product for industry. and together they planned what was necessary to upgrade for success. Some programs achieved high rates of apprenticeship, others were proud the women achieved employment.

These are hands-on, women-only trades exploratory programs, often leading to entry and support in pre-apprenticeship or foundation programming in a particular trade. Some work with
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the women to achieve employment and apprenticeships and provide support through to Journeylevel. (See Lessons Learned and Best Practices).

Innovators with trades exploratory programs for young women

Skills Canada and several non-profit community-based organizations are promoting trades to young women which include skills competitions. Interviews took place at Skills Canada’s once a year conference program in Newfoundland and with Techsploration - Nova Scotia. This latter program involves hands-on explorations, career research and interviews with mentors over a period of time and includes presentations to others by the 9th grade girls to their schools. They then return as mentors to others. GETT Camps – 6th, 7th & 8th grade Girls Exploring Trades and Technology build and race go-karts in community college shops over a week-long camp and Skills Canada’s one week camps also provide depth in tool skill development, using local tradeswomen as mentors.

Qualitative and Quantitative Movement

What was most interesting was something that only a few could see. With 40 years of apprenticeship experience, leadership and activism in the field, it was clear: Even though the percentages of women were small, the numbers of apprentices overall were growing, and the numbers of women were growing too, keeping up, but only very slowly exceeding the pace. This is a change from the 1980s and the early 1990s, when the numbers of male apprentices doubled and tripled, and the numbers for women in carpentry and electrical rose by only one or two individuals (Welch 1992). (See Appendix B)

While we were continuing to reinvent wheels that have been in place since the late 1970's with the Women’s Exploratory Apprenticeship Program in Haney, British Columbia (Labour and Education 1978), the Women in Trades Programs at Colleges in Winnipeg and Regina, and the excellent Women in Trades and Technology curriculum developed in Ontario (Booth and Murch 1981), we were and are in a spiral of learning from the lessons of the past to build better systems for now and into the future. Finally, today, we are seeing some movement in both the numbers and the percentages of women in several of the male-dominated apprenticeable trades (ITABC 2016-2007; Canada 2017; Walsh 2017).
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

DOCUMENTS, REPORTS AND FINDINGS

In the Newfoundland and Labrador Royal Commission on Renewing and Strengthening Our Place in Canada, when examining the Changing Role of Women (2003), Hussy notes: “Women's under-representation in male-dominated fields like trades and technology is related to gender-biased perceptions of ability” (p.294). After an extensive exploration of the background, lessons learned and implications of that, the Commission Report states:

“In the absence of meaningful employment equity and family friendly policies, women will continue to be excluded from the benefits of developments in traditionally male-dominated sectors” (p.295).

Gender bias, harassment and other difficult treatment were made clear in the transcribed and edited proceedings book of the Surviving and Thriving – Women in Trades and Technology and Employment Equity Conference (Braundy and Kootenay WITT 1989) and subsequent WITT conferences, as well as in the 1988 WITT Graduates Survey completed for Employment and Immigration Canada. The stories of difficult experiences were documented in the 1996 Hibernia Study (Grzetic, Shrimpton et al. 1996; Hart and Shrimpton 2003), and the Atlantic Canada study (Grzetic 1998), as well as the extensive research reports looking at success and failure factors on integrating women, and workers’ resistance to women, by Marie Josée Legault (2001b; 2003) in Quebec, Ingrid Bron at Ft. McMurry (Bron 2001), and MacIsaac & Dome’s study in Ontario and New Brunswick (2014).

While interviews undertaken for this research show some improvements, especially in processes developed to deal with the challenges of these experiences, there were still many stories told that indicate there is still a great deal of work to be done.

Are Women Interested in Trades and Technical Work?

Historically, it was suggested that the low numbers and percentages of women active in apprenticeship and the skilled trades was, perhaps, a lack of interest on the part of women. That myth has been debunked in the intervening years through the numbers of women who show up regularly to apply for the limited number of spaces available in exploratory and pre-trades programs for women offered across the country, through community colleges and women’s organizations who work to put them in place. It is also evident from the faces of the young girls

7 650 diverse women have participated in Nova Scotia’s Women Unlimited programs; 94% have completed the 14 week Career Exploration Program and 81% have proceeded to trades or technology training programs or employment. More than 150 women apply yearly to the Industry Training Authority sponsored Women in Trades Training and Gateway programs at each of Okanagan College, and Camosun College in British Columbia, and at BCIT when only 100 or less can be accepted. Women Building Futures in Alberta receives an average of 3500 expressions of interest yearly, which they winnow down to an average of 1000 applications over the past 3 years, with similar substantial applications in previous years. The women are put through a rigorous assessment process and only a fraction can be accepted into the full program. With approximately 150 graduates a year, WBF achieves over 18% Aboriginal participation, with similar First Nations participation noted by Okanagan College. It was not the responsibility of this project to examine all programs of this nature in Canada.
at the GETT Camps, as they design and build go-carts in community college shops⁸, supervised by older girls and women mentors, already certified, or on their way. It is also evident the many young secondary school girls who attend and then come back to the Techsploration programs in Canada where they explore careers, develop tool skills and self esteem, and share those elements with their home schools through theatre and public presentations. It can be seen in the eyes of the students at all-female Skills Canada events like the one in St. Johns this year, where tours of the college shops included instruction from trades instructors and hands-on project supervision from working tradeswomen given paid time off to mentor the forty girls from schools around the province.

It must be noted that in many secondary schools in Canada, technology education “shops” have been removed to make way for other programs, and school counsellors are still not given training and education that would lead them to suggest these programs for young women.

We know that many women are in the “pipeline,” or knocking at the door. There are programs in Canada that do an excellent job of preparing those women for the rigors of apprenticeship and the skilled trades. We will look at those in the Interventions and Best Practices section. We need these high calibre programs developed in more places, and funded with greater stability and wider criteria opportunities for those who would partake.

Research explores the reality

Assumptions about women’s capacity to undertake the work were highlighted in Dan Obradovic’s study of electrical entry program graduates (2004). He surveyed 25 employers in British Columbia and Alberta, and 14 female and 42 male graduates of entry-level electrical training. Seventy-two percent of the graduates had secured employment with electrical employers. Eighty percent of males found employment, whereas only 45% of females did so. In assessing trade knowledge, employers found women apprentices “to compare quite favourably with men” in skills, trade knowledge, career commitment and attitude, with 100% rating “women’s attitudes about the same or better than those of men,” (p.61). Once hired, both genders achieved a 91% indenturing rate, and high completion rates. 95% attained journeylevel. Sixty-five percent, including 80% of the women, reported that they “believe gender bias is a barrier to employment success for women. Two-thirds of the unemployed women attributed part of their failure to gender bias. Fifty-eight percent of male graduates suggested that misperceptions about women’s abilities represent barriers to women’s electrical employment. Whereas 48% of employed males were hired by the first employer they contacted, none of the women found work so quickly. Seventy-three percent of employers reported believing women’s physical strength limits their ability to do the work required of an apprentice (ibid.,p.57). “Only one of the working women profiled in this study found strength to be an issue” (p.71).

⁸ http://www.kootenayfeminism.com/witt.php#tech_camps
Looking for Causal Elements within the Workplace

Labour Relations professor Marie-Josée Legault at Télé-université du Québec (TELUQ) examined in-depth the treatment of women in large and medium sized companies for a major study: “Report on the Integration of Women in Non-Traditional Sectors of Employment - Summary of Local Success and Failure Factors: Final Results of Case Studies” (Legault 2001b). A Research Note based on those findings was published in 2003 which acknowledges women’s experience through interviews with male and female workers, union activists and employer representatives (Legault 2003). “Workers’ Resistance to Women in Traditionally Male Sectors of Employment and the Role of Unions” describes in some detail the “[e]xclusionary watchwords and boycotting; the pressure exerted on the women by a common front of peers and foreman,” and the extensive sexual and gender harassment occurring in both large and small to medium sized enterprises, some of which worked under Equity legislation in Quebec (pp. 12-26).

According to the reports by Quebec⁹ and Canadian¹⁰ affirmative action agencies, the results of the [Equity] programs implemented are not encouraging. Progress has generally been slow and meager. The programs do not meet their objectives; namely they do not increase the representation of the target groups (in this case, women) or reduce the segregation of jobs...

Moreover, although results among professional or administrative jobs were relatively good, the results were particularly poor for blue-collar jobs such as the building trades, for instance, or the best paid factory jobs (p. 11).

In some places little has changed since 2003: “Here the situation is wors[e] than ever. We have huge infrastructures project, but no women at all in it. Our big bureau of state-employers-unions management of building trades has an equity program asking for a shy... 2% of women instead of our 1%... 50% more, what’s there to blame?? (April 25,2017, Legault, Quebec).

I became familiar with Legault’s extensive research work on this subject while completing a PhD dissertation looking at male resistance to women in trades and technology, trying to discover what is underneath the fear that brings, particularly in some trades and technical men, the need to denigrate women. The centrepiece of my work was a play, based on a group interview I had conducted with four tradesmen and myself, a not totally disinterested observer. The actual words of the interview reflected so much of what I had found in 18 other interviews, so succintly. I felt strongly that there had to be a way in, to create an emotional understanding of the issues and reflect those words back to those who needed to hear them. The play was honed to 15 minutes and performed by professional actors and at UBC. (It is available through the book, Men & Women and Tools – Bridging the Divide (Braundy 2011) based on the dissertation. There were several themes identified: discomforting sexual feelings, the need to be in control, the fear

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¹⁰ Referring to the publications of company results under the Employment Equity Act reporting requirements. These reports provide data from organizations that are subject to that law, namely organizations that hire 100 employees or more,come under federal jurisdiction according to the Canadian Constitution, meet a certain monetary threshold.
of change, the need to be essential, among several others. It will only be when men and women can engage successfully in trades-related work and get to know each other as people that we can hope for real change. Until then, by telling the stories of the real experiences on the job and finding support where it is possible, women will continue to persevere in this work that so many of us love.

Women and Technical Work in Atlantic Canada

“Women, Employment Equity and the Hibernia Construction Project - a study of women’s experiences on the Hibernia Construction Project, Mosquito Cove, Newfoundland” (Grzetic, Shrimpton et al. 1996) and Women and Technical Work in Atlantic Canada (Grzetic 1998) undertook both qualitative and quantitative research into the experiences of women using the context of Federal Contractors and federally regulated employers (LEEP) under the Employment Equity Act and the Federal Government’s Designated Group Policy. They also researched the experiences of women in relation to employers involved with major infrastructure and megaprojects who received large amounts of federal funds. There was a comprehensive data collection regime, all of which is outlined in their reports. While there is not room in this report to analyze their findings, suffice to say the number and percentages of women in apprenticeship were low and there was significant room for improvement.

The actual experiences of women trying to get hired on those projects was “problematic.” For those who were hired, “The barriers outlined by women included stereotyping; harassment; lack of career information; lack of acceptance, recognition and support; systemic discrimination”... and there was a lack of jobs offered to complete their apprenticeships. “[M]en’s false perceptions and attitudes have serious implications on women’s employment opportunities.” So similar to the experiences described in Legault’s work in Quebec.

The recommendations that came from the focus groups of the Atlantic Canada report (See Appendix C) have been foundational in Newfoundland and Labrador for the development proactive initiatives in Equity programming. The Women in Resource Development Organization that co-manages the Orientation to Trades and Technology training courses with the North Atlantic Community College was developed in 1997, as a result of the Hibernia and Atlantic Canada reports. The reports were also foundational for the creation of the Gender and Diversity Plans that now underlie all major resource and economic development initiatives in that Province. (See Appendix J)

Hibernia

“The development of the Hibernia offshore oilfield is one the largest construction projects in Canadian History” ($15 Billion in 1996) (Grzetic, Shrimpton et al. 1996) (See Appendix C). The Federal Government at the time was also committed to overcoming regional disparities in Atlantic Canada through this “major regional development and employment project.” Public policy initiatives “included training, hiring, accommodation and other policies and program
adopted to encourage the employment of women in both traditional and non-traditional (sic!) occupations at the Hibernia construction site” (p.6). This was to be accomplished under a Project Labour Agreement that had strong local hire provisions, and an Equitable Hiring Policy was developed by the main contractor, NODECO. These provisions emphasized “qualified” workers, (not qualifiable with training, a sore point among the WITT women across the province). But a new project document was subsequently signed that excluded equitable hiring policies all of which resulted in women being only 1% of the workforce.

The report goes on to identify the responsibility of the Federal Government in light of their Designated Group Policy and Operational Guidelines as it was funding training on behalf of the building construction trades. This policy’s objective is to “facilitate adjustments required for the effective functioning of the labour market by eliminating the barriers preventing the full productive contribution of the designated groups... and to contribute to [their] achievement” (p.7).

Using Employment Equity as a framework, the study examined the ways in which the barriers to women’s successful participation in trades and operational work on the site were being addressed. “These include sexual harassment; sexual discrimination in hiring, promotion, job assignments, performance evaluations, and rewards; pressures of token status...work environments where facilities, equipment and clothing [are] designed for men; and responsibilities for childrearing and household work” (p.9). It was also important to identify any special measures implemented to increase the recruitment, hiring, training and promotion of women in trades and operational jobs.

Women participated in the quantitative and qualitative questionnaire and interview components. The findings indicate that “informal practices and day-to-day interactions in the workplace” resulted in the “undervaluing of women’s work,” leading to “inequitable decisions” regarding training, hiring, advancement and lay-offs, and the overvaluing and “upgrading of men’s qualifications” (p.48). Belief systems about women’s role in the family and the workplace often excluded them from accessing the available training that limited promotion, which was also limited by biased “family and friendship networks,” sexual and gender harassment, and a militaristic culture that was accepted by the men on the site (p.49).

Among the Recommendations, the need was expressed for a formal avenue for women to consult with groups such as WITT, the Provincial Women’s Policy Office and/or the Provincial Advisory Council on the Status of Women, and a formal Women’s Committee whose focus would be on occupational integration and equity issues, with women workers, the unions and management represented.

Hiring targets overseen by an Equity Integration Committee such as that used on the Vancouver Island Highway Project (VIHP) and respectful workplace education workshops should be identified in the Special Projects Agreement.
Newfoundland and Labrador Women in Trades and Technology (NLWITT) took the presentation of the Conclusions and Recommendations section of the report to a meeting of Government Ministers in Newfoundland and Labrador with a model for Workplace Diversity in 1997. This action seems to have had an impact with the programs and practices being instituted with Natural Resource Development and Infrastructure operations in the Province of Newfoundland and Labrador today.

The Need for Employment Equity Contract Language

The one thing that is especially missing, according to a significant number of those interviewed for this research project is Employment Equity contract language negotiated into the Collective Agreement which states, as it did in British Columbia’s Vancouver Island Highway project: “Employment Equity hiring will operate in priority over other preferential hiring processes.” Targets will be set, and bridging and outreach programs will be put in place “to facilitate the training of these groups to qualify for employment” (p. 18)

“A Review of the Equity Component of the Vancouver Island Highway Project” (Peter Ferris of Hewitt-Ferris and Associates 1997) examines the need for clarity of purpose, policy and objective, outlining the elements as the emerged in that initiative. He goes on to describe effective organization and sufficient resources, then relates that to the particular project critiquing and evaluating along the way. Highlighting the successful outcomes and the reasons for that forefronts a description of even more useful models going forward. The Collective Agreement takes first precedence. The focus on recruitment and training is clearly described, and the requirements for tracking are deemed urgent. Description and recommendations will be found in Lessons Learned, (p.27).

Some more recent examination of these challenges by industry itself

Employer organizations have more currently been researching this and making their findings publicly available. The results indicate the need for wide ranging programming development in recruitment, training supports, and retention, with additional focus on hiring practices, orientation and respectful workplace training for all employees, and the need for working collegially with women’s organizations to improve their recruitment and employment capacities.

Marine People Partnership

The Marine People Partnership was developed to explore workforce development issues and advise on a national human resource development strategy in the marine industry. It has produced an excellent report, The Challenges Needs and Opportunities for Strategic Workforce Development in the Greater Marine Industry11. Few people know or understand the depth and breadth of different enterprises that have an impact in this industry and this report is very useful as an educational tool for the public. But there was one paragraph that really seemed to speak to the issues of this report. It is based on self-reflection and is salient in this time of skill shortages:

11 http://iore.ca/marine-people-partnership-mpp/
While society as a whole has made substantial progress toward more diversity and tolerance in the workplace, the marine industry has lagged in efforts to stir-up its homogenous workforce. This has been due to multiple factors that include:

- Low turnover across the industry for the past two decades, resulting in few new hires
- The presence of numerous SMEs with low staff counts coupled with highly specialized role requirements, or with reactive rather than strategic hiring practices
- Low relative visibility over recent years resulting in low awareness of the industry among diverse job seekers,
- Practices and policies that unintentionally undermine recruitment and retention of [under-represented] workers, such as seniority-based retention (during lay-offs) and callbacks (during booms) that make it difficult to enter the industry or progress through trade certification or career development
- Perceptions of discrimination from employers and fellow-employees
- Good intentions but low awareness of how to hire an under-represented worker, or of the financial incentives and other supports available to employers
- Conventional recruiting strategies that have not included a diversity mandate, or that privilege social familiarity over performance potential
- Lack of awareness of the innovation-driven adaptations that have lessened the physical requirements of many roles, and that could make these roles more accessible to people with disabilities

**BuildForce Canada**

The Construction Sector Council, now known as BuildForce Canada, stated “barriers to women’s access to industry careers persist in recruitment, apprenticeship training and education, hiring/employment, and the workplace” (2010) and key informant interviews for that report presented significant differences of opinion:

“Many industry informants did not see problems of gender-based harassment and bullying on job sites as contributing factors, but tradeswomen in the focus groups described incidents of harassment and bullying, unsafe working conditions on the job, and lack of workplace policies and management support” (ibid., p.6).

They did feel they had enough information from their research to state:

Two issues were emphasized in the research:

1. It is very important to take a generic approach to workplace change to avoid targeting women and prevent backlash against them. Consistent with this approach is the recommendation that a business case for diversity be developed to drive industry-wide change.
2. To successfully build and maintain women’s participation, multiple programs to improve recruitment, training, education, hiring, employment and retention must work together.(ibid, p.7)
The concluding paragraph of the Executive Summary of that document reminds the reader, “The economic and legal research of Scott Moss (2004) suggested that the percentage of women in the workplace can be seen as a proxy for employers’ treatment of women (ibid, p.7).

**The Canadian Apprenticeship Forum (CAF) - “These barriers can be overcome”**

The Canadian Apprenticeship Forum (Canadian Apprenticeship Forum and Arrowsmith 2016) documents the barriers they found (p.8-13) which included “discrimination and harassment when trying to find a sponsor and on-the-job,” lack of mentorship, pre-apprenticeship training, and role models, and concluded that:

> “These barriers can be overcome and high employment and training completion rates can be achieved if women’s organizations and industry work together. Important elements of successful preparation programs include hands-on learning opportunities, mentoring, job coaching and job placements. Employers can create welcoming workplaces for women by listening carefully and dealing with problems as they arise, providing a supportive mentor who is willing to teach, and implementing family-friendly and anti-harassment workplace policies. Ongoing industry engagement and employer leadership and commitment are crucial to making progress and moving forward (ibid., p.16) (emphasis added).

The concepts and practices describe here by CAF were also elements highlighted by Legault (2003) to respond to “worker resistance,” and implemented through programming in Nova Scotia and Newfoundland and Labrador through the Diversity Planning process (see Best Practices). The Canadian Apprenticeship Forum (CAF) report highlights several of the programs across Canada that developed to successfully respond to these challenges. There are others which have also shown to be exemplary responses to the documented barriers. We will look at these in the Interventions and Best Practices sections. CAF is to be commended for the high quality of research and documents that it has been producing and distributing, for employers, for apprentices, for women. Their conference in Vancouver did not use women as window dressing, but as essential actors in the stories of apprenticeship that were being told.

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HIGHLIGHTS FROM THE INTERVIEWS

Wrap-Around Services to See Women to Journeylevel.

In the most successful programs, educators, apprenticeship facilitators and non-profit advocates spoke about the success of "wrap-around" services to see the women go through exploratory programs where they develop the occupational fitness needed to succeed; choose and enter foundation training in a trade or technology; are assisted to find employment and/or apprenticeship when they graduate. Those women's organizations are then available to support them, if needed, through their four years of apprenticeship. It appears this level of support is necessary and well used in these times of challenging cultural change. The successful programs also offered integration support to industry in the form of workplace climate surveys and respectful workplace training.

Other programs were happy to help their students with employer contacts, but the women were on their own from there. In the best situations, there was a non-profit women's organization that had been working for years to make progress on equity in apprenticeship issues. These groups had built relationships with employers, educators and apprenticeship personnel to the point where their skills were valued and welcomed at the vision and decision tables, and their expertise was utilized in the processes. They provide ongoing support in finding an employer and supporting the women through some of the challenges that can occur in training and at workplaces. They also work with employers to assist with Respectful Workplace and anti-harassment training. A number are receiving large charitable donations from those employers to support elements of their programs not covered by regular training budgets and of use to the employer.

Equity in Apprenticeship on Major Building and Infrastructure Projects and Small and Medium Enterprises

Currently the successful impetus to significantly increase the numbers of women coming out of pre-apprenticeship training programs and getting work in some provinces is coming from three places: government mandated with careful negotiations, and massive skill shortages in the oil and gas fields and elsewhere and the strong efforts of Instructors, Program Administrators and Organizational Placement Advocates. This is being handled quite differently in the two oil & gas rich provinces across the country from one another. (See Alberta and Newfoundland and Labrador in the Best Practices section)

Small and medium sized businesses are working with community college programs who have been recommending effective workers for them from their WITT course programming, and the employers are beginning to rely on that.

A significant number of the interviews, conversations and documents focused on the ways major infrastructure and natural resource development projects can be used to ameliorate the
social impacts of major project disruptions in communities. **We learned from initiatives in Newfoundland and Labrador as well as Nova Scotia the importance of having all those affected by these projects at the table from the early development to make decisions and develop plans to make those projects as socially productive as they are economically viable.**

As well, the government’s requirement that all operators coming into Newfoundland & Labrador develop gender and diversity plans with specific goals and activities to achieve them set the stage for their successes. During those meetings when representatives of each stakeholder group were at the table, and subsequently when Diversity Coordinators were hired to facilitate the process of integration, organizations like Women Unlimited, Women in Resource Development and the Office to Advance Women Apprentices demonstrated their value in working effectively with industry and unions. Historically, local WITT organizations also fulfilled this mandate.

This was a major factor in the success of the Vancouver Island Highway Project (VIHP), with their Equity Integration Committee made up of Operators, Contractors, Unions and Equity Group Representatives (Peter Ferris of Hewitt-Ferris and Associates 1997). The 2003 detailed description of the development of the “Project Agreement” as a way of achieving public policy objectives (Calvert and Redlin) for the $1.3 billion dollar VIH Project demonstrates how this was successfully accomplished in British Columbia, **coming in on time and under budget, with the highest percentages of equity hours worked in North America.**

The use of the Project Agreement **which built employment equity contract language into Collective Agreements with the Building Trades, and an Equity Integration Committee to oversee it, was identified by a number of interviewees as a significant element to increase women in apprenticeship and the skilled trades. Its absence was identified as something that reduced the success of other kinds of project efforts.** That portion of the Highway Constructors Ltd. and British Columbia Highway and Related Construction Council Collective Agreement (1994) can be found in Appendix E.

The quid pro quo in developing the Major Project Agreements was the offer of a unionized worksite with a no strike or lockout clause, specific openers for wage discussion, with clauses that called for local hire, with employment equity hiring taking priority over other preferential hiring clauses. It also included requirement for outreach and training initiatives: **“The Council and Employer also agree to establish bridging and outreach programs to facilitate the training of these groups to assist in qualifying for employment,”** which responds to concerns in the Employment Equity Legislation and Federal Contractors Program which only speaks of hiring “qualified” workers.

This same language was used on the Columbia Basin Power Projects and is still currently being used by BC Hydro on their projects around the province. One interviewee, a senior
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community relations manager who has been with Columbia Power Corporation from the beginning, said that the Equity Clause in the Collective Agreement was the foundation of their success in meeting and exceeding equity goals.

Progress in Supporting Women in Trades

One notable finding, recognized by only a few of the respondents, emerged from these reports and interviews. With 40 years of apprenticeship experience, leadership and activism in the field, it was clear: Even though the percentages were small, the numbers of apprentices overall were growing, and **the numbers of women were growing too, keeping up, but only very slowly exceeding the pace, and only in those provinces with dedicated equity initiatives** (see Best Practices). This is a change from the 1980s and the early 1990s, when the numbers of male apprentices doubled and tripled, and the numbers for women in carpentry and electrical rose by only one or two individuals (Welch 1992).

Although evidence showed that many initiatives failed to take advantage of lessons learned in the past, there were some exceptions: The Women's Exploratory Apprenticeship Program in Haney, British Columbia (Labour and Education 1978), the early Women in Trades Programs at Red River College in Winnipeg and in Regina, Saskatchewan in the early 1980's; and the Women in Trades and Technology curriculum developed in Ontario (Booth and Murch 1981) indicated a spiral of learning from the lessons of the past to build better systems into the future. Building on those, the **Orientation to Trades & Technology Curriculum Guide and Resource Book with a Special Emphasis on the Needs of Women** (Braundy 1987, 1997) was produced first by British Columbia, and then edited nationally to meet WITT National Network's **National Standards** and **Program Development Guidelines** for trades and technology exploratory courses for women. The **curriculum guide and resource book** has since been adapted in Yukon and Northwest Territory, Ontario, and Newfoundland and Labrador.

With the growth of experience in the field, and some dedicated financial resources, the thirty Women’s Access to Apprenticeship projects across Ontario in the 1990's (see Appendix D) raised the numbers 70% to 1700 women in apprenticeships where they were previously underrepresented (see Best Practices). Those programs ended abruptly. Today, we are seeing some movement in the percentages of women in a number of the male-dominated apprenticable trades (ITABC 2016-2007; Canada 2017; Walsh 2017). Canada needs to identify those programs that are having success, and support them. (See Recommendations.)
LESSONS LEARNED

Intervention Frames:

Interventions have been initiated under several theoretical assumptions. Some emerged from a perspective that if we just “fix the girls,” the problems would be solved; others believed that if we could just help the men understand the impact of their behaviours that those behaviours would change. There was a widely held belief that government intervention with Employment Equity legislation for the workplace was required; however that was reduced such that only voluntary efforts were encouraged. Other interventions have aimed to ensure effective integration through Contract Compliance in various forms. Still others embraced the notion that all players needed to be at the table and work together towards collectively decided-upon goals. Most intervenors felt that if we could only make apprenticeship attractive enough through education and promotion, the problems would be solved. That included demonstrating the business case for equity in apprenticeship for employers and unions and engaging their cooperation and active participation.

This multiplicity of perspectives is addressed in this report through a set of Intervention Frames. Each of the initiatives included in these frames is a development resulting from lessons learned and recommendations from the past thirty plus years of working to intervene in a social construct that has undermined women’s successful participation in the trades and technology workforce. The focus here is on Apprenticeship, the system of training and certification through which technical skills are recognized and rewarded. For many women, the gates of this system have been guarded, and entry has been challenging.

One size does not fit all

With each lesson learned, the interventions have become more fully developed. Some thought a “best practice” could be found that could be replicated across the country. This research has found that the Provinces of Canada are different from one another in what I refer to as their Cultural Ethos, their socio/political framework that guides their programs and implementation, making it difficult to choose one model of program to fit all circumstances. For this reason, what is presented in the Intervention Frames will be a range of “best practices” that are working well

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in their particular context. It will be up to the various agencies and governments to decide which will work best in their circumstances.

Youth programming
Exploratory, Pre-Trades & Foundation Programming
“Wrap-Around Supports” & Recruitment, Hiring & Retention
Major Projects, Infrastructure and Procurement
Provincial & National Organizational Structures,

Space precludes documentation of all initiatives that have been undertaken in each of these Frames, though some could also be listed as Best Practices. People across Canada have been working on this issue to some effect for many years, and portions of these efforts are noted in the attached References and Appendices.

Most of the important lessons learned were clearly stated in a number of historical documents. Many of the best practices of today have re-recognized, on their own, the need for the elements suggested in this section, and have developed programs over time to meet those needs.

Lessons Learned for increasing the successful participation of women in Apprenticeship

Exploratory, Pre-Trades & Foundation Programming

Source: 1986 Discussion paper on Women on Trades and Technology Courses contracted by British Columbia Ministry of Continuing Education and Job Training, based on a 16 member articulation meeting held in Prince George (Braundy)

Lessons

Women face inappropriate eligibility criteria, with limitations on employment status, and social assistance status.

Women face problems getting referrals & discouragement from resistant counselors or apprenticeship field staff.

There is little continuity in seat purchases and supports for female students

There is a need for recognition that personal efficacy reached through tool skill development provides a competency base from which to grow into many different occupations.

There is a need for two levels of courses: (1) Introductory, featuring personal self-assessment, life skills, career prep and exploration, hands-on with tools, and potential for upgrading academic preparation; (2) Advanced, featuring in-depth hands-on trades & technology
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exploration and work fitness preparation. [There is also a third level, which is pre-
apprenticeship or foundational training.]

There is a need for standardized curriculum content with learning packages and time frames across colleges.

Pre-requisites should be required only where necessary. Basic knowledge in reading, math and science is required in order for students to be successful and go on to further training and employment; however academic deficits can be dealt with in upgrading programs as needed.

There is a need for organizational supports to act in concert. These include: Federal & Provincial Government, Colleges and community organizations such as women’s centres & self-help groups.

There is a need for stable funding streams to eliminate ad hoc programming and allow for stable instructional personnel.

There is a need for instructors who provide role models.

Instructors must be supported by the colleges or training institutions where they work.

More effective data-based evaluations and follow up are required.

There is a need for better financial supports for students, including childcare, income support while training, etc.

More employment placement support for students are required.

Lead time is required for instructors and college personnel to develop relationships with employers and labour to prepare for work placement opportunities within the course. These include developing relationships with WCB, First Aid, WITT organizations and others who will be able to speak with the students about their programs.

There is a need for advertising for programs in regular promotional avenues.

There is a need for professional development opportunities for instructors.

“There was general agreement as to the goals and objectives of the programs: The ultimate goals is a staged process to economic independence with provision for upgrading where necessary:

1. Assisting women to develop life skills and career planning capabilities that will enable them to determine in what direction their inclinations and abilities lie.

2. Providing labour market, employment standards, occupational health and safety and technological change information to allow the women to make informed career choices.

3. Introducing women to a wide variety of occupations that offer greater financial remuneration than those traditionally held by women. Exploring a number of those in great enough depth to make decisions about the student’s possible successes in each area.
4. Providing women with extra training (physical, mental and emotional), that will enable them to compete successfully for training and jobs in trades, technology, and other traditionally male oriented employment.

Source: Surviving & Thriving –Women in Trades & Technology and Employment Equity Conference Recommendations 1988/89. 120 Tradeswomen & Technologists and 120 Employers, Unions, Government and Educators unanimously agreed on 10 pages of recommendations. Listed below are those relevant to WITT courses, Apprenticeship, and Employment:

Lessons: Conference Recommendations

Additional funding must be allocated for exploratory trades & technology training for women, childcare assistance, educational upgrading and income support, particularly as Employment Equity targets are being set based on the availability of “qualified” women and other designated groups.

It is recommended that the Federal EIC publicly respond to the WITT Graduates Survey and describe what they will do to reinstate WITT type programs across the country.

Modifications of the training funding eligibility criteria are required to insure accessibility and funding for bridging and exploratory programs for all interested women.

Funding for these programs must be provided on a continuous basis.

There must be clear and consistent curricula for the delivery of these program across Canada.

There needs to be improvement in the quantity and quality of information pertaining to trades and technical work distributed to support staff, teachers, counsellor etc, particularly in Kindergarten through Grade 12.

Restore the Federal Contractors Program threshold to $200,000 and include the Construction industry.

Federal and Provincial Governments as employers should implement apprenticeship training programs in all departments that use skilled trades.

Institute a Levy/Grant incentive system for employers to increase apprenticeship training.

Address the subtle but debilitating harassment embedded and allowed in the training system.

Employers and unions must include effective sexual harassment policies and complaint procedures in their employment policies and collective agreements and provide training to their employees.

All trades and technology programs include a teaching unit on sexual harassment as a required part of the curriculum.

Employers and unions include effective sexual harassment policies and complaint procedures in their employment policies and collective agreements and communicate these policies.
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and complaint procedures to all persons who are working or are members of their organizations.

Source: *2015-Greater Trail Skills Centre: Working Opportunities for Women Research Project.* This documents an extensive research project looking at economic security for women and focusing on women in trades, technology and operations work. It provides a useful framework from which to review initiatives.

**Lessons: Barriers identified.**

On the job barriers included:
- The industrial workplace – image and reality
- Improvements to employer policies
- Discrimination and harassment

- Beyond the job barriers included:
  - Lack of education and career awareness
  - Lack of role models
  - Family responsibilities

**Lessons: Solutions.** A variety of programs, including employer campaigns, non-profit organizations programs and school offerings, were reviewed and five common themes supporting the successful recruitment and retention of women were identified. At least one of these core elements listed below was evident in the case studies that were reviewed and the most successful programs combined two or more of these elements. These included:

- Partnerships
- Training
- Workplace communication
- Workplace practices
- Financial management skills


**Recommendations**

**Identified strategies for improving access arising from the interviews with women include:**

- Hands-on training in credit courses that prepares young women for entry-level jobs, building on the RAP and Co-op models currently in place
- Work experience programs that enable young women to develop skills and readiness for the workplace
- Access to a network of role models and mentors who work in TTO occupations in the industry
Orientation program for female employees in TTO that prepares women for the particular demands of the workplace and that builds confidence in their acquired skills, including assertiveness training, etc.

Review and development of training policies that provide women entering TTO work with hands-on training to enhance technical competence

Mentoring program for new female employee

Gender sensitivity and cultural awareness training for trainers, supervisors and co-workers

Bridging or job-shadowing programming that enables women already in female-dominated jobs to explore TTO occupations, building on the Bridges model employed in the past

Establishment of arms-length advocacy and support network for women in the workplace.

Recommendations arising from a broader social and community perspective include, in addition to those identified above:

Career exploration initiatives and programs aimed at young women in high school and earlier that assist them in exploring career options, building on ones such as Operation Minerva or GETT Summer Camps (Girls Exploring Trades and Technology)

Community-based career information for women in transition, especially geared to overcome marginalization

Access via the internet, especially for isolated communities, to role models, career resources, other youth programs, forums, etc.

Training in Gender/Cultural Awareness for school personnel, community-based trainers, and College instructors

Recruitment strategies aimed at attracting young women/women into TTO jobs

Establishment of human resource development agreements for new projects, especially those established in partnership with aboriginal groups and surrounding community

Establishment of self-help networks with the aim of addressing power imbalances in decision-making forums

Advocacy and support for community services to facilitate access such as childcare.

Facilitating Retention and Advancement

In addition to strategies identified above for improving access, strategies to be considered for facilitating retention and advancement arising from the results of the interviews include:

Review of communication systems and outreach strategies to ensure career information is accessible to female employees

Development of ongoing support network for women employed in TTO occupations

Review and enhancement of development and progression targets and policies that support women entering entry-level work to advance or obtain additional training

Team-building strategies and support for informal learning processes

Review and enhancement of employee recognition and performance appraisal procedures which recognize and enhance credibility of internal training processes

Review and enhancement of accommodations policies, including parental supports and accommodations for couples and single parents' needs
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Ongoing review of equipment and physical space design to address barriers related to gender or body size
Review and enhancement of employee grievance procedures
Review and enhancement of policies regarding sick leave and work-related injuries, particularly with a view to women’s specific health care needs
Recommendations which build on these to reflect broader research findings include:
  Acknowledgment of female employees’ issues and particular knowledge relating to needs in the workplace
  Recognition of domestic, family and community responsibilities and how these are manifested in conflicts with employment
Identification and development of measures which address these, such as on-site childcare, flexible scheduling, job sharing, etc.
Creation of female ‘space’ within the workplace through use of facilities for recreation, meals, or leisure
Development of conflict resolution procedures such as mediation and alternative dispute resolution
Leadership development and training provided to assist women in advancing into positions of authority and decision-making power within organization
Advocacy and support for community-based harassment and sexual abuse counselling
Development of monitoring agreements and compliance measures for human resource development agreements
Identification, assessment, and further development of industry ‘best practices’ that can be shared and implemented in partnership with other stakeholders
Outreach and partnerships with community or industry-based employee groups in other resource communities

It is truly fascinating to see the commonality lessons in 1986, 1988, 2001 and 2014. While we look around us and see a few more women doing the same trades and technical work that we do, it is concerning to also see that so many of the more challenging experiences are still experienced in common. But we have learned from the past, and because those who came before us documented and analyzed those experiences, we have been able to use their words to make others see what needs to change. When I started this project, and several times over the past few months, I have picked up a document I wrote in 1992, when I sat with a large number of men on the Canadian Labour Force Development Board’s National Apprenticeship Committee as the lone tradeswoman. I was frequently asked the question “What needs to change to solve these difficult problems, embedded in our society.” While the question may have been rhetorical, I wrote and presented the nine page “What needs to change to get more women into Apprenticeship?” (Braundy 1994) Clearly outlining many of the elements you are finding in this report. The most important change needed was and is, “No more lip service.: And with that, I will share one more set of lessons learned, well developed, and about a project that is near and dear to my heart. It answers the question so eloquently.
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A review of the Equity Component of British Columbia's Vancouver Island Highway Project (VIHP)

Peter Ferris noted the following, after conducting: “A Review of the Equity Component of the Vancouver Island Highway Project,” because even on one of the most successful equity initiatives in transportation infrastructure in North America, there are still many important lessons to learn.

Lessons Learned: Goals & Objectives

In some of the early projects on both the East Coast and in the Kootenays, gender bias, nepotism and harassment were enough to force Human Rights tribunals to step in, something that is never good for anyone. Reports on these projects provided important lessons learned that have had an impact on many projects since.

“Given the importance of contractors and unions to equity initiatives, their involvement in developing policy and goals is vital. Equally, equity group stakeholders bring to the process not only a necessary advocacy role, but practical experience and valuable networks. Equity initiatives are generally more successful when equity group stakeholders are organizationally connected to the equity initiative so that they can provide constructive support to the effort” (Ferris. p.814)

“Mutually agreed upon equity objectives that everyone has committed to achieving belongs to all the stakeholders and is not the responsibility or priority of merely one of them” (Ibid. p. 17)

Clarity of Policy and Purpose, effectively communicated, with positive examples of how things can be accomplished with a collegial and respectful approach is what is needed.

All stakeholders must participate in goal setting for common set of objectives. This includes Equity representatives at the beginning of the project, i.e. Equity Integration Committee; Owners need to ensure in the bidding process that Contractors have the ability and inclination to fulfill those goals and objectives, and will represent themselves publicly in accord.

Need clarity whether objective is to spread work around the equity participants or provide, perhaps for fewer numbers, training and work experience for ongoing permanent attachment to workforce? Workforce balance as a Corporate Objective.

14 This report studies the $1.3 billion Vancouver Island Highway Project, the 1st major project in British Columbia to work under a Collective Agreement that contained very clear Employment Equity Hiring clauses, giving them preference over other preferential hiring clauses. It was conducted by a consultant who understood what he was looking at as he had participated with a First Nations based initiative on a major project in Northern Manitoba.
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Inevitable challenges will emerge to accepted practices and willingness of all level of workers to accept and adopt change

Requires strong commitment and leadership from top of organization and involvement of all levels of staff in implementation

Strong advocacy essential within organization, as well as effective arrangements to translate policy and objectives to concrete results and the resources, human and financial, to support and sustain initiatives.

Practices

The means are required to identify, select, train, support and advocate for the equity candidates, with designated financial resources for prior learning & experience assessment, pre-employment training, on the job training, skills training and employment support training.

Control of the dispatch and hiring functions, with measureable employment goals (negotiated targets)

Tracking both Equity Hires and Equity Hours worked— “equity hiring is no measure of success if equity employees are laid off soon after hiring” (Ferris, p. 8)

Tracking and supports to continue to trade certification in cases of apprenticeships.

Lack of training funds hinders the proponent from furthering equity apprenticeship training. Pre-apprenticeship training is essential to identify effective candidates for employment.

Equity Integration Committees need to serve the project from the earliest developments. It is made up contractors, sub-contractors, unions and equity stakeholder representatives. Government agents need to participate if there is public money component to the project. This working group must be charged with meeting agreed upon goals, not just in an advisory capacity.

The Collective Agreement for the project must provide the clear means to hire qualified equity candidates and to provide on the job/apprenticeship opportunities to equity trainees.  

15 The Allied Hydro Agreement between the Allied Hydro Council and Columbia Power Corporation, with its Employment Equity clauses taking precedence over other preferential hiring clauses, was noted by Audrey Repin, Director, Stakeholder & External Relations, Columbia Power Corporation, as the most significant element that led to CPC’s achievements. This clause also existed in the Collective Agreement between Highway Constructors Ltd and British Columbia Highway and Related Construction Council. That project achieved a high of 22.9% equity hours worked (split ½ & ½ between women and First Nations) and an average of 16.8% was achieved over the 6 year life of the Vancouver Island Highway Construction Project, supported by an Equity Integration Committee and the Provincial Government. The Columbia Power Corporation working as part of BC Hydro has renegotiated that Agreement with the same Employment Equity clauses in 2008 and 2013, and has been implementing it in many projects in British Columbia to some constructive effect.
On-site Training and work assignments need to be distributed fairly among the workers to ensure opportunities for advancement.

“Where public funds are provided to predominantly male unions for training, [the Federal Government] should follow the guidelines in its Designated Groups Policy. To address lack of enforcement mechanism and accountability, funding should be further conditional upon:

- Implementing thorough equity initiatives covering recruitment, training, referrals, hiring, support, advancement and lay-offs;
- Including collective bargaining language on employment equity which includes sexual and gender harassment;
- Reform of seniority structures to ensure seniority won't frustrate equity hiring and
- Providing a harassment policy and education programs to eliminate harassment in the workplace. (Grzetic, Shrimpton & Skipton, 1996. P. 55).

Analysis and Reporting should be undertaken internally month by month and reported publicly quarterly.

**Recruitment & Selection**

Funding is required for an Employment Equity position for region to assist with the longer term training and employment issues for all the major projects, keeping track of potential EE hiring and keeping lists of interested and qualifiable women.

Targeted recruitment notices: “We welcome applications from women, First Nations, persons with disabilities and visible minorities,” sent to Community Colleges & community centres, women’s organizations, fitness centres, etc.

Review job qualifications to remove bias and make sure criteria apply to job requirements

Recruitment and Selection processes must clearly communicate the realities of construction work, as well as the skills, aptitude, and motivation required to progress through a trade, and should be undertaken by the operator in collaboration with union, sub-contractors and equity group representatives. Workshops for the hiring teams on Equity initiatives.

Advertise and hire through WITT and Foundation Programs at local colleges. Promotional activities/special events with equity focus as recruitment practices. Participate in Skills Canada initiatives.

Clarity is needed as to what categories of equity candidates are being focused on for the project, i.e. women, First Nations, visible minorities, persons with disabilities? All? or some?

Agreed upon goals need to be formalized and attached to the collective agreement if there is one, i.e. establishing equity goals by trade for certified workers and trainees.

Drug Testing provided on a regular basis
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Orientation & Training
All workers must receive orientation with clear statements regarding Harassment and Respectful Workplaces, and avenues of resolution for complaints; as well as contacts for confidential discussion of these.

Equity candidates must be provided with opportunities for prior learning assessment and an understanding of the standards of skills, productivity and safety on the site.

Pre-employment training for Equity candidates that replicates the standards, skills, fitness levels and safety practices of what is required on the job can enable trainees to develop and demonstrate their capability.

Pre-apprenticeship or Foundation training programs linked to subsequent on the job training and apprenticeship.

Retention
Harassment and Diversity workshops and Cross-cultural understanding training with clear messages for behavioural requirements for all workers go a long way to avoiding serious negative human rights abuses. Strong policies to back this up and employee signatures on Codes of Conduct. Workshops on Respectful Workplaces.

Anti-harassment and anti-discrimination clauses are important in collective agreements.

Require Equity & Diversity Coordinator dedicated to the project consistently, reporting at a senior enough level to make change when needed.

Providing off site confidential opportunities to meet with Equity Coordinator when needed.

Stress leave needs to be an option.

Support groups are useful, particularly for female trainees

Social areas with a fridge in all female trailers when at camp jobs

Family friendly policies such as married people's quarters and shift accommodations. Flexible schedules where possible.

Recognition for good ideas, working training and development opportunities shared well around workforce.

Training wages paid during in-school training strongly encourages apprentices to come back.

“If one views the construction project, and the training provision attached to it, as a means to the end of providing attachment to the construction workforce, then it seems reasonable to invest funds to achieve that goal” (Ferris, p.22)
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An effective tracking mechanism for hires and hours worked, training provided and promotions achieved, particularly important for apprenticeships and identifying equity progress.

The opportunity to move trainees from site to site to ensure continuity of training during project slow-downs.

Worksite modifications for accommodations for persons with disabilities; work task specialization.

Equity Outreach and Recruitment Committee; Employment Equity Committee that meets monthly.

And forward we go, to look more deeply at the best practices that have emerged, giving a sense of the possibilities.

Peter Ferris’s recommendations from 1997 on Vancouver Island and Northern Manitoba have found part of their resolution in the Diversity Plans that are developing in Newfoundland and Labrador. It will be important to watch for their implementation there and elsewhere in Canada.
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Major Projects, Infrastructure, SMEs and Procurement

Policies & Practices

Finding the best way in to look at this wonderfully complex issue has been challenging. I have decided to begin where ultimately Apprenticeship rises or falls, the employers and the unions. It has been far too easy to say that if we could just “fix the girls,” “get them interested,” the problems would be solved. I remember that the reason that I organized the Surviving & Thriving Conferences is that I kept hearing Employment Counsellors say, “Women aren’t interested;” hearing Employers say, “We can’t find any women!” and hearing Women say, “No one will hire us!” I thought they should all get into one room and speak to each other. Which they did, going for long walks by Okanagan Lake, and meeting in small and large groups, they began to understand each other and continued to work together for many years as part of the Women in Trades, Technology and Operations National Network (WITTNN). There was an impetus and an inspiration in those conferences that carried on into today, growing slowly sometimes, but the flame has not gone out, and many friendships endure even now. The existence of WITT National Network from 1988 to 2001 was foundational to equity in apprenticeship successes across Canada. The loss of the national support for local initiatives is deeply felt today, especially for the exchange of information, ideas, and sense of support networks across Canada for individuals and groups of women in trades it provided. Individual apprentices continue to call me asking for where they might find a support group. The quarterly newsletters kept everyone informed of the joys and successes, the challenges and missteps, the familial and political adventures and those oh so needed snappy comebacks. The ten pages of mostly unanimous recommendations from the Surviving & Thriving Conference framed the work to be done. The knowledge of all those participants, WITT women, union members, employers, educators and government, working from their own roles somewhere in the country carried the energy forward.

References:

The above “lessons learned” have been drawn, and sometimes quoted, from A Review of the Equity Component of the Vancouver Island Highway Project (1997) by Hewitt-Ferris and Associates (sometimes referred to as “The Peter Ferris Report”), and Ruth Beck’s Employment Equity Project Interim and Final Reports (1999-2001) to the West Kootenay Women’s Association and Status of Women Canada [working with the Columbia Basin Power Projects and the Kootenay Lake Ferry Project] and her submission to the Columbia Basin Trust Task Force on Construction (See Appendix F).

These lessons learned are also drawn from the Women, Employment Equity and the Hibernia Construction Project – A study of women’s experiences on the Hibernia Construction Project, Mosquito Cove, Newfoundland (1996), and Women in Technical Work in Atlantic Canada, a community research project funded by Status of Women Canada (1998) (See Appendix C). Brenda Grzetic, formerly with the Women’s Policy Office in NL, was the lead on both projects, with researchers from across the Atlantic Provinces, where the working tradeswomen themselves were interviewed and clearly outline the barriers: stereotyping, harassment, lack of career
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information, lack of acceptance, recognition and support; systemic discrimination and lack of jobs. She was also an initiator of the training courses for women in that site.

An interview with Audrey Repin (2017), currently Director, Stakeholder & External Relations, Columbia Power Corporation also informs these lessons learned. (The Columbia Power Corporation (CPC) is the Co-Owner with the Columbia Basin Trust of the Columbia Basin Power Generating Dams). Repin has held many front line positions including Labour Relations officer with the Corporation for the past 20+ years during construction of the generating capacity of the Keenlyside/Arrow Lakes Dam, the Brilliant Dam and the Waneta Dam, (previously water control dams in the Columbia River Basin). Those projects were conducted under the “Allied Hydro Agreement,” the Collective Agreement between Columbia Hydro Constructors Ltd. and the Allied Hydro Council of British Columbia which contained very specific Employment Equity hiring and training clauses that gave preference to equity candidates over all other preferential hiring clauses. Columbia Hydro Constructors (CHC), a construction arm of BC Hydro, has renewed this Agreement in 2008 and 2013, and has been working under that contract around British Columbia ever since.

The most salient and succinct historical document comes from Ruth Beck, Employment Equity Project Coordinator who spent two years monitoring EE on major construction projects in the West Kootenays, and networking, researching, strategizing, educating and advocating for employment equity in the region. She also, on the other side of the country, identifies all of the barriers mentioned in the previous paragraph, and more, and, in a very constructive approach, notes how some parties are working towards change. She makes a number of astute suggestions and strategies for resolution that should be examined in detail: Submission to the Columbia Basin Trust Task Force on Construction (2001) (see Appendix F).

Ontario’s Employment Equity Demonstration projects, particularly the construction of the Niagra Courthouse, were formed of the dedicated work of the Management Board Secretariat and the Minister’s External Advisory Committee (MEAC), from June 1992 through to late 1995 when a change in government repealed the Ontario Employment Equity Act, and we heard no more and many public documents have been eliminated.\(^{16}\)

In the this next section on Best Practices, we see how, almost by osmosis, those strategies and the lessons learned have focused the development of major changes in the way things are done is several places in Canada.

Best Practices - Newfoundland and Labrador, the Model Development and Implementation

Let us begin on the East Coast, traditionally an economically underserved province where the 1990s and 2000s brought significant mining, oil & gas and other industrial exploration/development operators into Newfoundland and Labrador. These are multi-year,

\(^{16}\) I was a recipient of ongoing drafts for comment, and retain the material for posterity.
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long term projects across Canada that have historically been shown to have difficult social impacts in the areas where they are located.

In the Voisey Bay project, begun in 2005, there were direct economic benefits negotiated, local employment requirements and benefits, and local procurement policies put in place. These agreements went through ongoing reflection, evaluation and improvements even as the deep challenges of historical racism and sexism emerged\textsuperscript{17}, and also provided some very positive impacts on the larger community.

There have been continual lessons learned as a result of the Hibernia Project and others. With more 25-35 year projects potentially coming on stream, the Government of Newfoundland and Labrador decided to use their power to intervene and make a difference with those impacts. Thus began the collection of Stakeholder meetings for the development and implementation of Impact and Benefit Agreements to benefit the Provincial population in general, which includes producers of goods and services to the project as well as the indigenous populations most affected, women and other under-represented groups. These also participated in the Stakeholder meetings. The Women in Resource Development Corporation (WRDC) was one of these. There is more information about that group as a Best Practice found under ‘Wrap-Around Services.’

Unique Employment Equity initiatives would be enacted under the Environmental Assessment Act, using the clauses of both the Environmental and Social Impact assessments. The Canada-Newfoundland & Labrador Atlantic Accord Implementation Act (Benefit Plan Requirements) was also helpful in framing government policy to negotiate the Benefit Agreements.

The Energy Plan and Required Negotiated Gender and Diversity Plans for Operators

In 2007, the Newfoundland and Labrador Energy Plan laid out the Principles and Goals to guide the development of their resources to at least the year 2041, when the Upper Churchill full benefits would come back to the province. Included in that plan were some of the most specific commitments Canada has seen to improve the training and employment options for women, among them: a requirement for large scale project operators to develop and implement employment plans for women with specific objectives and activities to hire and train women with both quantitative and qualitative goals and reporting requirements. These plans must include special measures to remove barriers and achieve a more gender balanced workforce within a reasonable period of time.

\textsuperscript{17} David Cox and Suzanne Mills. 2015. Gendering Environmental Assessment: Women’s Participation and Employment Outcomes at Voisey’s Bay. Arctic, V1 68, No 2 (2015) and Women’s Perspectives on Voisey’s Bay and the Future of Economic Development in Nunatsiavut

While the some in the country were backing away from Employment Equity, Newfoundland and Labrador were demonstrating how effective it could become. In several interviews, the loss of the federal Workplace Equity Consultants was strongly felt. They had added significant expertise and value to the work being undertaken.

**The Energy Plan and Required Negotiated Gender and Diversity Plans**

The 2007 Energy Plan was developed using a highly consultative model, which is just the way they do business in eastern Canada: Many stakeholders at the table from the outset. Based on that clear mandate, and a full consultation process with employer operators, contractors, unions, equity organizations, small businesses and a government committee from the Ministry of Natural Resources, a requirement for a fully formed Gender and Diversity Plan from all operators coming into the province was set in place: goals and timetables, training and apprenticeship initiatives et al, with a very clear “we can help you with this” perspective.

Plans would provide specific quantitative and qualitative goals and identify barriers to be eliminated, with policies and practices on which they would report their progress. Special measures, as referred to in the Employment Equity Act, would be used to “attract and secure women for occupations where they were under-represented.” Industry got a boost on those special measures when the province set the Office to Advance Women Apprentices in place.

In 2009, the Office to Advance Women Apprentices (OAWA) was set up by the Apprenticeship Branch to work with female apprentices once they have completed in school training, to assist them in finding employment with the goal of achieving journeylevel status. “OAWA has established partnerships with employers, unions, government and training institutions in helping to accomplish these goals.” Their offices are in the Carpenter/Millwrights Training College. It was a $3 million investment that is paying off: From OAWA's March 2017 stats, we learn, since they only count the male-dominated trades that between 2012, at 128 female apprentices, they have achieved 894 female apprentices today in these fields. They have gone from 10 Journey levels to 50 today, with many more in the pipeline of Pre-Apprenticeship and 1st through 4th year Apprentices at work and school. It is a very good model which will be discussed in greater detail under the Wrap-Around Services. Diversity professionals have become part of most major project teams But now, back to Industry.

**Hebron**

In 2011, Hebron Benefits Agreement came forward, with clear Procurement and Contracting statements. The Diversity Plan was in the Appendices. It included elements of Skills Development Through Community Investment, Encouraging students to stay in school, and partnering “with organizations or support programs that expose women and/or the other designated groups to math, science, technology or engineering…”; Recruitment & Selection statements, Establishing and Developing a Supportive Work environment statements, and offering flexibility to assist in balancing work and personal life; evaluating exit interviews to identify diversity considerations, and designing platform living quarters to provide women a safe, secure, comfortable and
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A respectful residential environment. It had a full checklist of elements missing at Hibernia, and they had done their homework on some of what needed to be included. What it lacked, in my estimation, were the specifics: measureable employment & training targets, procurement plans, Respectful Workplace training of all workers, etc. Accountability reporting on the Plans has a double bonus, in that it provides a lessons-learned that is used to improve the initiatives undertaken each year. This has been the case for Hebron, and their support for WDRC programs, particularly the Techsploration-Orientation to Trades and Technology (TOTT), a 13 week program for young women 17 to 22 years old not eligible for the 16 week Orientation to Trades and Technology (OTT) program, which focuses on opportunities in the Natural Resource sector. Of 42 graduates, 36 went on to enrol in a trades or technology training program who may well end up working for Hebron in some capacity in the future. In 2016, 9% of tradespeople on the project were female! As the draft report (2017) from the Diversity Network reminds us, that is up from 1% during the Hibernia project.

The Stantec Report

Also in 2011, the Department of Natural Resources contracted a Scan of Gender Equity Policies and Practices in the mining and oil and gas industries around the world. It was not exhaustive, and there were some gaps. Interestingly, they missed the significant government involvement in the Vancouver Island Highway Project where the quid pro quo for the jobs to go union was that Employment Equity clauses be built into the Collective Agreement and the Ministry of Women’s Equality attended every Equity Integration Committee meeting. Even so, the Conclusions and Recommendations were an excellent foundation for helping companies understand the depth, breadth and specificity of the elements required for the plans they would have to develop. This clearly led to more effective plans. My key informant on senior government planning for these initiatives made it clear that there isn’t a one-size-fits-all approach here, “a tailored approach that recognizes the uniqueness of each project...ensure[s] the ability to align with provincial direction/framework” and move “towards results.” There are two main systems to advance: Labour Force Development Cycle and Project Oversight Accountability Structure.

Employment Equity on Projects Using Public Resources

Policies & Practices

There was a strong feeling among most of those interviewed for this report that Government had a role to require Employment Equity Contract Compliance on those projects using public funds, “ensuring fair and appropriate standards in recruitment, training, hiring, lay-off, disciplinary and promotion practices” (Grzetic, Shrimpton & Skipton, 1996, p 55). Concern was also expressed for the loss of the expertise of government trained and dispatched EE consultants who were seen as very helpful in educating employers and unions (particularly small and medium sized employers— SMEs) about the required practices of the program. This enabled respect for education, consulting and support groups on the ground who did ongoing work with industry.

18 “Women, Employment Equity and the Hibernia Construction Project,” a study of women’s experiences on the Hibernia Construction Project, Mosquito Cove, Newfoundland
Different governments have handled this in different ways, and some governments don’t engage with it at all. There is a clear difference in the “Cultural Ethos” between many provinces, leading to very different approaches, but many of the lessons learned are held in common.

There were four major projects in Canada at this time where the governments intervened in the contracting process to ensure more effective social impacts: The Hibernia Construction Project in Newfoundland, The Vancouver Island Highway Project, The Columbia Basin Power Projects in British Columbia and the Equity in Construction demonstration projects constructing Courthouses in Ontario. We know a great deal about the first three, and less about the last due to changes in government reducing available information.

The Hibernia Construction Project (1990-1997) – Newfoundland & Labrador

The Hibernia Project was one of the largest construction projects in Canada, with clear benefits commitments spelled out for Canada and Newfoundland & Labrador in exchange for major financial support from the Federal Government. The study, "Women, Employment Equity and the Hibernia Construction Project," a study of women's experiences on the Hibernia Construction Project, Mosquito Cove, Newfoundland, was conducted five years into the project, when women's frustration and a Human Rights Case had reached untenable levels. Very important lessons were learned in this and the subsequent study which included all of the Atlantic Provinces (1998) (See Appendix C) served as a foundation for understanding the need for many of the progressive policies and practices found on the East Coast today. Details will be found in a later section.

The Vancouver Island Highway Project

BC21 was a major policy initiative of the British Columbia government in the 1990s to use the leverage of government infrastructure funding to accomplish social goals such as local hire and special measures for women, First Nations, visible minorities, and persons with disabilities, as well as local procurement of goods and services to enhance the local economies of the Province.

The first project in Canada to work under a Collective Agreement with Employment Equity hiring clauses in the contract and a clause that read, "Employment Equity hiring will take precedence over all other preferential hiring clauses" was the 1.3 billion dollar Vancouver Island Highway Project (VIHP). WITT organizations had a great interest in the project, and pressed successfully to have an Equity Integration Committee implemented for the duration of the project. The committee had representation from the building trade unions, Highway Constructors Ltd. and their Equity Coordinator, sub-contractors, designated equity groups, The Ministry of Women’s Equality, the Transportation Financing Authority and others. They made requests for more appropriate reporting of both Equity hires, and Equity hours worked, both to track, and to let the sub-contractors know that they were being monitored. The details of the
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Policy and practices were published in the Canadian Journal Just Labour by current academics who were senior government officials at the time: John Calvert and Blair Redlin. Their report is fascinating and true, but they neglected to talk about the Equity Integration Committee which met monthly and pushed successfully hard and long to achieve data reporting on both equity hires and equity hours worked, counted effectively, as well as the training and apprenticeship information and ability to keep track of workers on a moving construction site.

The reports also documented which trades and apprenticeships were being filled. A section of the highway was dedicated to training those of the Equity workers who had less experience, and with their mentors, this was a unique vehicle for employment and learning. That section was built well, but perhaps a bit more slowly than the rest. Other equity workers went directly into apprenticeship or onto the job as tradespeople, building the rest of the Highway.

It was a successful project, one of the most successful in North America at the time, with a high of just over 23% Equity hours worked, split almost in half between women and First Nations, and an average of 16.8% over the life of the project.

“This equity program has, after four years and a great deal of time and effort and cooperation between the various interest groups, resulted in an effective and viable means of providing training and job opportunities for women, visible minorities, First Nations and the disabled in BC’s construction industry. Historically, these groups have made up only two percent of the work force in construction; our rate is approximately 17% and improving with each passing year.

Our program, although not perfect, is to our knowledge the only one of it’s kind, not only in BC, but in all of Canada. To return to what was considered acceptable equity employment levels prior to our program or more specifically, that equity was “not considered” within the construction industry, would be totally unacceptable to all parties that have participated in this viable, new approach towards attaining more equity for all of BC’s present and future construction workforce.” (Kypp Lantz, Council Representative, BC Highway and Related Construction Council [unions], in a letter to the Premier asking for the program to be continued in all government funded construction, with a lowering of the $50 million dollar threshold to enable a wider range of projects).

There were many lessons learned, and well documented by the Hewitt-Ferris and Associates report discussed below.

But the most important factor was that Government said the jobs would go union if the Equity clauses were in the contract, and twenty years later that contract has been used again and again by the Columbia Basin Power Projects and BC Hydro Projects around the Province of British Columbia to significant increases in female and First Nations’ apprenticeship participation.

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Ontario’s Equity in Apprenticeship Projects

In 1989, Ontario’s Ministry of Skills Development set in place 30 Equity Access to Apprenticeship projects around the province with talented/dedicated staff and supervision and a mandate to promote, recruit, train, place and support women and other equity groups into successful apprenticeships. They accomplished this in imaginative, innovative and practical ways, delivered through community organizations and collaborating with colleges, employers, unions, and women’s organizations. They increased women in under-represented apprenticeships by 70%, to 1700 by 1995. The development and implementation work was completed when, in December 1995, the EE Legislation was repealed by a subsequent government and all Equity Access to Apprenticeship projects were cancelled. Portions of the model they created have been implemented in several provinces; the whole has yet to be matched. The notions of their “wrap-around” support system are being emulated in several provinces. (See Appendix D for details)

New Brunswick’s useful tool

The Province of New Brunswick had a significant promotional effort from 2005-2012 their Wage Gap Action Plan and produced a useful 1 pager for employers on how to recruit and how to retain women in trades and technical jobs20 (See Appendix G) and a twenty-six page resource guide for the same purposes21

The Emera Diversity Plan

Emera Newfoundland and Labrador & NovaScotia is building the Maritime Link, which will enable the transmission of clean, renewable and reliable electricity from Newfoundland and Labrador to Nova Scotia and beyond.

The 2013 Emera Diversity Plan22 (See Appendix K), is quite pro-active. Rather than “encouraging sub-contractors,” it states that “all contractor and sub-contractors will be required to adhere to the terms contained in this agreement with the objective of providing opportunities and benefits to the people of Newfoundland and Labrador and Nova Scotia during the construction phase of the project.” It highlights the need to remove the barriers that limit the participation of women and members of other under-represented groups,” including in procurement of goods and services. “All employees have the right to work in an atmosphere that promotes equal opportunities and that is free from discrimination, harassment and sexual harassment.”

While the plan identifies that there will only be approximately 12 apprentices over the life of the construction phase, it gives a clear statement of all of the other types of trades and occupations

20 http://www2.gnb.ca/content/dam/gnb/Departments/eco-bce/PSI/PDF/Recruiting%20and%20Retaining%20Women%20in%20non-traditional%20Workplaces-e.pdf
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that will be required as well as the technicians, engineers and other jobs for which people can train outside of the site.

They will be:

Developing and delivering presentations to the project management team and contractors highlighting the policies, procedures, targets and compliance requirements;

Delivering to all employees, contractors and sub-contractors mandatory respectful workplace and gender, diversity and cultural sensitivity training

And the commitments go on: Using 2006 Stats Canada four digit NOC codes, employment goals for women include:

- Project Team/Management 35%
- Construction Management 5%
- Journeyperson & Apprentices – Equipment Operators Earth Works, Trade Helpers and Labourers 18%
- Journeyperson & Apprentices – All others 10%

Emera has a very clearly laid out and detailed commitment for reaching these goals. They have used the lessons learned documented in the Hibernia reports by Brenda Grzetic et al and other material to develop specific actions to increase the successful participation of women in their trades and technical workforce. The feedback in the interviews suggest that this is a Best Practice. Their full Plan is available on the Web.23

Union response

All Gender & Diversity Plans require that not just the Owner & Operator are signatories, but that all sub-contractors, unions and suppliers are responsible for adhering to the elements of the agreements over which they have access and control.

The IBEW has been given the task of supplying labour to many of the industrial sites in the province. They have signed a Memorandum of Understanding (MOU) and agreed that they “will not frustrate access to employment” for designated group members. In 2004, they also signed off on an EE initiative with Status of Women Canada to sponsor pre-apprenticeship electrical Foundation training for women. For several years, in the Long Harbour Collective Agreement, there was a $ .20/hr contribution from all their members into a fund to send women to pre-apprenticeship training, and this has also paid off. “They actually learned the women excelled faster than the men! ...the women were underrepresented and made it a point to prove they were equal.” The Business Agent appeared quite pleased. “Benefits Agreement brought in Employment Equity and spelled it out by percentages. It has worked exactly! IBEW was the vehicle but today the other trades are being equally successful. Recently the Hebron (Exxon Mobile) IBEW 2330 got an award for excellence in women in the site!” “The President of IBEW is a woman, Ann Geehan, that might have helped.” “The Code of Conduct...It made us better ...Now 18% of 2400 IBEW members are women. Zero to 350, not bad...”

The Long Harbour Diversity Fund

The Long Harbour Diversity Fund, a partnership between Vale Inco and the Resource Development Trades Council, launched in 2010, near the start of the construction phase of the Long Harbour Processing Plant. Every unionized employee on site contributed 20 cents per hour worked to the fund, which was then used to set up a $10,000 “diversity scholarship” (per successful applicant) for women who wanted to enroll in a trades-based training program. The criteria: the women had to be non-EI eligible, attend a union college, and complete training in a trade consistent with the Vale Long Harbour recruitment requirements.

In 2011, the Office to Advance Women Apprentices (OAWA) came on board as administrators of the program. Working with the unions involved, OAWA offered proposal writing support to women interested in applying for the scholarship, and promoted the program at career fairs, high schools, and through women’s organizations. As women finished their pre-apprenticeship training, OAWA helped the participants find work. Through the duration of the scholarship, 157 women received scholarships. The program boasted a 90% employment rate.

The Long Harbour Diversity Fund came to a natural end in 2015—with the end of construction in Long Harbour, its source of funding dried up. It stands as a model adaptable to other projects, particularly those looking to increase the pool of available female tradespeople in order to meet or surpass diversity targets” (Draft Diversity Network Report, 2017)

The IBEW Business Agent felt strongly that specific electrical training should be offered rurally to First Nations people in the province and they could become certified with provincial status to work on specific projects. As an effort in that direction,

In March 2014, ENL partnered with Newfoundland and Labrador’s Qalipu Mi’kmaq First Nation Band and the International Brotherhood of Electrical Workers (IBEW) Local 1620 to provide an employment readiness training program. Nine men and seven women participated in the two-week program, focusing on safety training and other key skills to help prepare participants for the workforce.

The IBEW Local 1620 union also provided training on its Code of Excellence – a program and standard designed to encourage safe, productive, and high quality work in the construction industry. Participants in the course are able to sign the IBEW Local 1620 union list to be eligible for labourer work with the Maritime Link Project. Although this does not guarantee employment with the Project, the pre-employment training provided safety training certifications that are prerequisites for many employers. (ENL Newsletter, 2014)

It will be important to ensure that this limited training actually leads to an avenue towards certification.
Developing and Monitoring Plans – Best practices

EmeraNL’s Diversity Plan, covers both Newfoundland and Labrador, and Nova Scotia, through the Maritime Link Transmission Project which will bring power from Muskrat Falls in Labrador through Newfoundland to Nova Scotia and elsewhere. As per the requirements highlighted in the Province’s 2007 Energy Plan and outlined on pages 5-15 of the Canada-Newfoundland and Labrador Benefits Plan Guidelines each Operator coming into the province must create a Benefits Plan, under which must be a Diversity Plan describing the specifics of what will be done to achieve the targets they must set.

In reviewing plans and reports from Husky on the White Rose Project and the consortium that is producing the Hebron project, one must recognize that to some extent, this is a developmental process for 30-35 year projects with new and different requirements, and will continue to improve over time, as forms and practices are developed and implemented.

That said, EmeraNL produced an excellent first pass with its Diversity Plan, elements of which can be found in Appendix J, and could form a model for both development and execution. The quality of commitment and specificity of actions to be taken are to be commended. If the Federal Government reinstated its Employment Equity Reward Program, EmeraNL would be in the running.

There have been other successes in this unique in Canada effort. At the Bull Arm fabrication site of the Hebron project, women made up 4% of the 2000 skilled workers, and in 2016, they had reached 9%. That is progress, and would not have been achieved without the requirements put in place by the Government of Newfoundland and Labrador.

Much of the positive result from these plans is dependent upon the important work of the Diversity Coordinators, and the level of those to whom they report. All good intentions require effective implementation.

The Diversity Network

Both the Operator and Union organizations participate in and financially support promotional events and initiatives for girls and women to learn more about the trades, which may lead to more women in the job. Those results are not yet clear, but the increases in female apprentices in Newfoundland and Labrador, represented in the 2012 to 2017 statistics from the Office to Advance Women Apprentices are very significant. Some of that may be coming from the Gender and Diversity Plans negotiated with the oversight of the Ministry of Natural Resources and the Women’s Policy Office. Some also comes from the efforts of the Diversity Coordinators on site at each Operation, who monitor, participate in and report on barrier reduction measures, and recruitment and retention efforts. They have been meeting over the past year, and are collectively producing their own stories of Best Practices (See Appendix L). It is a welcome review of practices and very well researched recommendations coming from years of practice.

24 http://www.nr.gov.nl.ca/nr/energy/plan/index.html
"Senior management and the diversity committee can take the lead on communicating a policy of no tolerance for workplace harassment and discrimination through posters, newsletters, and training. Supervisors, shop stewards, and forepersons must follow-up appropriately on any concerns and suggestions brought to them, showing that they also have zero tolerance for harassment and discrimination of any personnel." *Balance to Build*, p.10, 2017.

Their recommendation for a Best Practice is to have the Diversity Coordinator report directly to the Project Lead, (something that was clearly recommended in the Peter Ferris report on the Equity Component of the Vancouver Island Highway Project) (See Appendix L for full report)

"The diversity representative generally reports directly to senior project management. We have learned that this direct path of communication allows the timely and effective resolution of issues, and maintain awareness among project employees that diversity is a project priority," *Balance to Build*, p.10, 2017

something most Equity Coordinators across Canada would agree with.

They also recommend that the companies “[p]rovide all employees with an employee handbook that clearly defines harassment and discrimination, outlines respectful workplace policies and procedures, and offers and practical tools to deal with harassment and discrimination on the worksite. The handbook should include information on support services and dispute resolution options.” One can see the effective responses to many of the issues that have been raised by recommendations over the past thirty plus year. It is clear what can begin to be accomplished when your government stands at your back with strong and deliberate policies that are negotiated among many stakeholders, but with a clear purpose presented. Newfoundland and Labrador’s 2007 Energy Plan has provided a strong foundation onto which to build a legacy of social change. This Lesson Learned is turned into a Best Practice at Emera NL, and a number of the other large and small operators in the Province.

The Diversity Network itself is a Best Practice. It provides the opportunity for Gender and Diversity Coordinators at many companies with Plans to come together, share knowledge, information, tips, heartaches, and strategies for moving forward. They are developing a Lessons Learned and Best Practices Document of their own, and have generously allowed me to quote from their draft. [Final copy in Appendix L]

**The Women’s Policy Office NL**

The NL Women’s Policy Office works with the Ministry of Natural Resources in reviewing and approving the Gender and Diversity Plans within the Benefits Agreements, which are different for every company. While reporting is required, it is unclear how these plans are regulated and reviewed for accomplishment. In the interviews there was a sense that the unions in general must work to remove barriers to women’s membership and find more effective ways to welcome women into their ranks.

In addition, outside the Department of Natural Resources, The Women Policy Office is overseeing the development and implementation of Women’s Employment Plans for medium-sized commercial developments prior to their release from the Environmental Assessment process. As
they said to me, “Every Province has Environmental Assessment Legislation, and can use it to do this.” It is certainly a **Best Practice** that is showing results in numbers of female apprentices across the Province.

**The WITT National Network 1988-2001**

- Founded in 1988 at the Surviving & Thriving Women in Trades and Technology conference, the organization had many achievements:
- Fostering 40 local tradeswomen organizations across Canada who met regularly and supported their members and became role models for the community
- Three national conference with from 240 to 374 trades and technical women, employer, unions, government and educators where strong recommendations and policies were formed and promoted, and great ideas and initiatives were presented and found their ways across the country
- Price Waterhouse assisted WITT National network to prepare for government a document what would assist WITT to do its work. The Discussion Paper for WEAC and CLFDB working group, Keeping Equity In Sectoral Partnership initiatives is a useful frame for understanding a number of the policy and practices issues to make equity work with industries (See Appendix H).
- Their national newsletters kept the women in trades and technology movement informed of initiatives across the country and is available at [http://www.kootenayfeminism.com/witt.php#national_network](http://www.kootenayfeminism.com/witt.php#national_network) Scroll down for the newsletters
- Produced Welcoming Women – A Checklist of Strategies, and many other contributions.

**Breaking News: B.C. Government Community Benefits Infrastructure Initiatives**

Two significant announcements have changed the landscape of **Equity in Apprenticeship in British Columbia in 2018**.

Financially supported by the Federal Government and the Honourable Melanie Mark, B.C. Minister of Advanced Education, Skills and Training, along with the governance partners: BC Federation of Labour; BC Building Trades; BC LNG Alliance; Build TogetHER; Construction Labour Relations Association of BC; BC Tradeswomen Society, **The British Columbia Centre for Women in the Trades** will provide programs and services for women and industry to support the retention and advancement of women in the trades. Their June 2018 launch was a hopeful breath of fresh air focusing new light on this important issue.

Just under a month later, the British Columbia Premier John Horgan announced the launch of a new labour agreement model. It is aimed at getting more apprentices, Indigenous, under-represented groups and local residents working on infrastructure projects. 25% of the hires will be for apprenticeship and training opportunities with a focus on hiring more women, Indigenous people and other under-represented workers who will be organized under a new Crown corporation — **BC Infrastructure Benefits Inc.**, earning good wages for people building roads, bridges, transit and hospitals.
The Goal: To significantly increase the registration and successful completion of apprenticeship training for women in Canada

RECOMMENDATIONS FOR BEST PRACTICES: INCREASING WOMEN IN APPRENTICESHIP & SKILLED TRADES

Federal, Provincial and Territorial Governments

1) Federal, Provincial and Territorial Governments, as employers and role models, need to put in place service-wide trades apprenticeship programs with a focus on hiring designated group apprentices in all departments that use skilled trades workers.

2) Reinvigorate the Federal Contractors program, return the threshold amount to $200,000 and expand the use of experienced Employment Equity Consultants to assist industry to meet the requirements. Broaden its application. This time it must include the construction industry, as it has been established that voluntary methods are ineffective with that sector.

3) Federal, Provincial and Territorial Governments should use the incentive of Infrastructure funding, Natural Resource and Environmental Assessments and Benefits Agreements to require the development and implementation of Gender & Diversity plans. They further should recognize that one size does not fit all employers or all industries (see Newfoundland and British Columbia initiatives\textsuperscript{26}), and collaborate with stakeholders, including Equity groups, to implement effective models across Canada.

4) Governments should fund research, development, monitoring and support programs for third party implementation and evaluations in aid of these initiatives.

\textsuperscript{(1997-2001–WKWA-Ruth-Beck-Employment-Equity-project-reports).}

5) The term “non-traditional” should not be used in reference to jobs for women in trades, as it creates the perception that women do not belong in them. The jobs should be specified as Trades, Technology and Operations jobs, or TTO, an acronym adopted many years ago by the City of Toronto and taken up by WITT National Network from 1988-2001.

Best Practices for increasing women in Apprenticeship: Recruitment, Training, Retention

The historic lessons learned point clearly in the direction of what have been demonstrated as the most effective best practices, what is often referred to as “Wrap Around” programming. By this we mean organizations, often community-based women-centred organizations, working in partnership with local schools, community colleges, employers, labour and local apprenticeship agencies to offer a continuum of services from career exploration, support during trades and technology training, employment development to support women as they move into the trades and technology workforce and retention services working with employers, the apprentices and

\textsuperscript{26}(1997-Island-Hwy-Equity-Component-Review-Peter-Ferris-1.pdf)
(1997)-BC-Union-Kyyp-Lantz-to-Premier-Glen-Clark-re-Equity-Integration-extended.pdf)
co-workers to assist in moving them through to completion of apprenticeship and employment beyond.

**Key elements of Wrap-Around Programs:**

**Effective, passionate, collaborative leadership** – demonstrated dedication to both the outcomes for the individual women and successful linking to the employer's workforce. Leadership, instructional and support personnel with strong understanding of the skilled trades, the potential challenges for women entering the field, what is required to be successful and demonstrate the ability to communicate and inspire that understanding in others.

Joint planning practices – working constructively and collaboratively with educational institutions for effective, hands-on exploratory programming with a clear path to pre-apprenticeship/foundational training, while at the same time assisting the women to develop the physical fitness, mental and emotional stamina to be successful; integrating this with the health and safety and other certifications they will carry forward into their working lives.

Unions and other workers, Apprenticeship personnel and working women acting as **Mentors** will come to class to describe their roles and their processes for continuing in the field.

**Personal and Career Development** are an essential component of the program, and English and/or Math upgrading can either be a part of or addendum to the course work. Communicating the strong connection between learning to use tools and the development of self-esteem that will see students through potential challenges to come. Through site visits, mentor discussions, conflict resolution and other communications workshops, assist the students to research the elements of the work environments of the trades they are considering, and what their responsibilities will be to foster respectful workplaces.

**Leadership** needs to be prepared to work with **employers** and their **workers** to ensure appropriate apprenticeship registration takes place, respectful workplace training is engaged, and identify and help to resolve any worksite issues causing concern during the apprenticeship. The support needs show up in the first year, and become less as time goes on, but as one interviewee stated: “We are here 24/7.” In many ways it is a coaching role on the part of staff.

The organization works with employers, local women’s groups, educational institutions, and community partners to **promote, recruit and retain women** through levels of training and into full apprentice status and on to Journeylevel.

**ORGANIZATIONS THAT CAN BE IDENTIFIED AS BEST PRACTICES**

The following organizations have demonstrated their capacity for success. There may well be others. What we have described here are effective examples for Wrap-Around support, to see women from recruitment and assessment, through two or three levels of training (introductory, exploratory and technical), into Apprenticeship employment and on to Journeylevel.
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These more multi-stage intensive programs have proven successful, with their employer and union partners, who, in many cases are showing up with some level of financial support. They are finding benefit in the women apprentices as the culture of the workplace begins to change with effective interventions. For the women, they are not facing the traditional isolation and sometimes inappropriate behaviours without backup. For this reason, a large number return to the organizations as Mentors of the next generation. This was particularly exciting to see at the Skills Canada events during Trades & Technology Week 2016 in Newfoundland and Labrador.

Introductory, Exploratory, Pre-Trades, & Foundation Programming

1) Recognize the need for and fund three levels of programming: (based on WITT National Standards (1992-WITT-Course-National-Standards&Program-Development-Guidelines.pdf) 27 (See Appendix I)
   a. Introductory. These courses include some hands-on training, but with a focus on academic upgrading, personal development, communication skills, job market research, decision making and goal setting, problem solving and managing the requirements of home and work. They incorporate Role Models and career exploration elements, in an all-female setting.

   b. Women in Trades & Technology exploratory programs: In addition to elements found at the introductory level, these courses include a strong focus on labour market trends, occupational fitness, tool skills development, safe work practices and tickets, theory and practical expertise in a variety of trades and technical areas. "Recognize, Adapt and Influence Workplace Culture," and Essential Skills, in an all female setting. (See 28.)

   c. Foundation, or pre-apprenticeship, courses. These programs focus primarily on theory and practical knowledge in a particular trade or technology in preparation for entering apprenticeships in industry. They also include industry and employer investigations and specific safety certificates, machine operations, etc. 1st year credit towards apprenticeship completion is often proffered. Occasionally women-only programs, most often mixed gender, general programming in the trades divisions of community colleges.

2) Federal government needs to work with Provinces and Programs to implement appropriate eligibility criteria that allow for successful results and enable entry at different levels of skill and

27 http://www.men-women-tools.ca/documents/CVAPP.htm
http://www.ita.essentialskillsgroup.com/essential-skills ;
http://www.itaskillplan.ca/essential-skills ;
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development (see above, 3 levels of courses). This is happening in some programs now, under the Canada Job Fund, but could become more intentional.

Wrap-Around Supports: Promotion, Recruitment, Training, Placement, Retention

Working with a variety of partners, women’s organizations recruit, train, assist with finding employers, train in Respectful Workplaces and intervene when necessary to retain:

Best Practice: Apprenticeship placement, retention & promotion

The Office to Advance Women Apprentices was created in 2009 with a mandate to increase employment opportunities for females in the skilled trades. This is a detailed description of the workings of a Best Practice.

THE OFFICE TO ADVANCE WOMEN APPRENTICES (OAWA)

OAWA is a Newfoundland & Labrador arms-length agency funded by the Department of Advanced Education and Skills with the Canada Job Fund. OAWA is housed in the Carpenters & Millwrights College who manage the finances. This arms-length relationship from Government offers OAWA the flexibility to respond easily to emerging needs. OAWA has established partnerships and built relationships with a wide array of employers, unions, educational institutions, government agencies and community partners to innovate creative solutions to issues that arise for the tradeswomen and the apprentices they serve. Karen Walsh, Executive Director 7097575434 ext. 240 Founder and 9 years at the program kwalsh@womenapprentices.ca

Since 2004, Government has found that the number of women registering for apprenticeship programs in trades where they are under-represented has increased by 35 per cent, but women were experiencing difficulty obtaining that initial work experience to move through the apprenticeship program, and often had work experiences that made them leave the trade.

OAWA works with female apprentices once they complete their in-school training to assist them in finding employment opportunities with the ultimate goal of achieving journeylevel status. They work effectively with their labour market and training partners to accomplish these goals.

OAWA has:
- A registry database of 1544 tradeswomen and 103 Journeylevels which identifies their trade, level of apprenticeship, employment status, resumes and circumstances.
- A Wage Subsidy Program to assist employers with the cost associated with hiring apprentices. The subsidy provided is $14/hr.
- A Mentorship Program where female tradespersons mentor new women entering the trades, women interested in taking a trade and high school girls in skilled trade classes
- Diversity Scholarships up to $10,000 are offered in partnership with LHEA/RDTC

As of November 2016, OAWA has completed 939 placements, 730 of them without the offer of financial assistance. Approximately half are working in small and medium enterprises that are non-union, the other half on large unionized resource development sites working under
negotiated Diversity Plans in the Natural Resource industries.

OAWA works with the **Orientation to Trades & Technology (OTT)** programs delivered at five campuses of the College of the North Atlantic by the Women in Resource Development Corporation, going in at the 3rd or 4th week of the program. They develop relationships with the students, describe the realities of industrial worksites; unions and how to access them; potential barriers and note they might not get a job directly out of training, but that the Office to Advance Women Apprentices will work with them to obtain an apprenticeship, staying connected as they move through to Journeylevel.

The Office works to ensure employment opportunities for female apprentices who have graduated from the various trades training programs. They encourage all female tradespersons or students currently enrolled in a trades training programs to register with their office.

**The purpose of the registry is to create a database of female apprentices who have completed trades training programs.** This database serves as an internal resource which enables instant access to a listing of female tradespersons. If, for example, a potential employer contacts the office expressing an interest in hiring a third year welding apprentice, they are able to quickly access the database, retrieve a listing of all third year welding apprentices, and contact the women to inform them of the potential employment opportunity.

**Wage Subsidy Initiative**

**Provides:** 90% wage funding for 1st year apprentices and 80% funding for 2nd year apprentices, with a 5-7 day in-house approval.

OAWA works with apprentices and employers for the duration of the employment contract, providing assistance if required; intervening when necessary, and focusing on innovative and effective solutions. OAWA provides a Red Seal Preparation course for those close to the end of their apprenticeship. On May 17, 2017, 120 new Journeylevel women will come together to celebrate their achievement with OAWA and labour market partners.

**Journeylevel Mentoring Program**

The Journeylevel Mentoring Program, funded by the Provincial Government of Newfoundland and Labrador, will support employers in hiring journeypersons to mentor apprentices by offsetting the salary of Journeyperson Mentors. This program will provide opportunities for apprentices to gain the work experience and hours they need to progress through their apprenticeship program. Preference for this project will be given to companies:

- Who are interested in hiring an apprentice who is a member of an under-represented group such as women, aboriginal persons or persons with disabilities.
- Employers with regional distribution, with an emphasis on rural Newfoundland & Labrador.
- Employers who work in high demand trades.
Mentorship

Mentors are young women who are getting settled in their trade and are willing to come out to events or meet with interested women who might need some advice or encouragement. They provide role models in the community and in schools as well.

Promotion to Public and School-age Students

There are currently over 1544 female tradeswomen enrolled in the database and group of these women volunteer as mentors in the following ways:

- Speaking to women’s groups
- Women in Trades Days advertised to the public
- School presentations
- Presentations in which our office speaks to young people and employers
- One-on-one mentoring with women who are thinking about a trade but want to speak with a women already working in that area, etc.
- Testimonials of female tradeswomen in NL grade nine social studies textbook.
- Frequent networking events where high schools students can meet Apprentices and Journeylevels over pizza and conversation.
- Regular participation with Skills Canada Newfoundland and Labrador “hands-on the tools” events for Jr & Sr Secondary Schools around the province in trades shops, Carpentry/Millwright College and College of the North Atlantic.

Tradespeople are in demand and women are moving forward in that trade and trailblazing the way for other young women interested in a career in the trades.

The Office to Advance Women Apprentices is working on a promotion where tradeswomen are featured on posters with a write up on their career. The posters will be placed in local high schools in the women’s hometowns. So if you are interested in having a poster prepared please contact Karen at kwalsh@womenapprentices.ca

Karen Walsh has been invited to speak to officials in seven Provinces who have indicated an interest in adapting the model to their Provinces.

Build Together – Women of the Building Trades

Lindsay Amundsen, Director of Program Development and Operations

Build Together - Women of the Building Trades is a program of the Canada’s Building Trades Unions (CBTU). It is a national program that promotes and mentors women in the construction trades. They have had to cut back on their national mandate due to limited resources. Currently in British Columbia, Alberta, Saskatchewan and Manitoba they are sponsoring events, making videos, visiting schools and talking to young women about entering the trades. They have produced excellent booklets on Creating a Safe and Welcoming Work Environment – Preventing Workplace Harassment and Discrimination. It has been produced as both A Handbook for Employers, Contractors and Unions, and A Guidebook for Employees. Their work is
an important contribution to both women and the labour movement and needs to be more widely available. They are linking up with Skills Canada’s National Competitions.

**Women in Resource Development Corporation (WRDC)**

| Career Development services include:       | • resume/portfolio preparation,                                           |
|                                         | • personal/social counseling,                                             |
|                                         | • life skills development, and                                            |
|                                         | • employment matching.                                                   |

Founded in 1997, **Women in Resource Development Corporation** (WRDC) is a provincial non-profit organization with many facets. They are committed to increasing women's participation in trades and technology. With private and public funding, WRDC addresses the challenges surrounding the attraction, recruitment, retention and advancement of women in these sectors.

The Educational Resource Centre (ERC), was created in 2002, to provide hands-on learning and career exploration opportunities for younger women and girls in science, technology, engineering and math (STEM) as well as skilled trades and is similar to the hands-onTechsploration programs that have grown out of Nova Scotia.

Successfully increasing the participation of women in these fields requires a comprehensive “lifecycle” approach, supporting women at all points in the career cycle. They have programming in:

• **career exploration**; • **career counselling** and **employment assistance services**;
• **recruitment and retention** consultation and training for employers;
• **collaborating with key stakeholders** such as training institutions, employers, labour unions, government departments and community groups to identify solutions to issues commonly identified by women in trades and technology.

Providing women with exposure to different career possibilities, helping them enroll and succeed in training programs, as well as assisting in job search and career advancement activities are essential to increasing women’s participation in trades and technology.

WRDC’s Career Development Coordinators (CDCs) conduct outreach and provide customized employment counseling services and support including information sessions and presentations, participation in local career fairs and industry events, as well as one-on-one career counseling sessions with women. They are located throughout Newfoundland and Labrador, in St. John’s, Clarenville, Corner Brook, and Happy Valley-Goose Bay.

When women know they want a trade but are not sure which one, they can take **Orientation to Trades and Technology (OTT)** program, a 16-week career development program for women, delivered at College of the North Atlantic (CNA) campuses and funded by the provincial government in concert with the Canada Job Fund. Participants receive hands-on experience in a range of trades and technology fields, undertake a variety of academic courses, worksite tours and industry presentations. The program includes the personal and professional development needed to foster success in male-dominated occupations, including safety certificates, and respectful workplace training. Over 700 women have completed the OTT program since 1999. In
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an external evaluation of the program, 98% indicated that the OTT program was helpful for them, and 74% went on to further their education.

WRDC works with operators, contractors, and other employers to review and assess their organizational diversity policies and practices, and provide individualized recommendations and customized tools and supports to enhance their efforts.

They deliver Professional Development Workshops and Train-the-Trainer sessions on diversity and inclusion, provide linkages between qualified women and job openings through career fairs and employment matching initiatives, and provide support in the assessment of workplace climate and monitoring the effectiveness of retention initiatives over time.

Consultation and Coordination Services include:

☐ Diversity Planning and Policy Development
☐ Workforce and Workplace Diversity Assessments
☐ Career Fair Coordination & Labour Market Support
☐ Climate Survey Coordination, Implementation, and Analysis

Professional Development Workshops include:

Recruitment & Retention Best Practices –

☐ Overview of best practices for successful recruitment and retention of women and other under-represented groups; content may be tailored to specific sectors such as oil and gas, energy, mining, and/or construction.

Creating a Respectful Workplace

☐ (*CCA Gold Seal Accredited) - highly-effective and interactive session that can be customized for various occupation types, workplaces, and sectors; content includes the topics of harassment, discrimination, and bullying and examines the ways that organizations, managers/supervisors, and employees can work together to create and maintain a respectful and inclusive work environment.

Managing a Diverse Workforce–

☐ Interactive session for managers, supervisors, and HR professionals that provides a solid understanding of what diversity is, how companies can benefit from it, and how to effectively manage it within their organizations; content focuses on effective communication and management best practices for a diverse and inclusive workforce.

WRDC recognizes the importance of engaging all stakeholders in efforts to increase women’s participation in trades and technology careers.

Women Unlimited –Nova Scotia (developing since 2000, founded in 2006)

Women Unlimited (WU) has grown out of years of work by Hypatia to expand the career options and enhance working environments for women from all walks of life. Deeply committed to
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diversity and inclusion, their focus on preparing women for trades and technology careers examines systemic and cultural factors that can have an impact on success, and assisting women to remove the barriers they may encounter.

In aid of this, they work in collaborative partnership with industry, trade unions, community, and educational institutions to promote and provide for the full participation of women as they transition into trades and technology careers. From free hands-on training to job coaching and working with employers to ensure welcoming environments, it is an essential wrap-around service.

The most interesting aspect of the work in Nova Scotia is the deep collaboration that exists among the stakeholders. The Academic Chair of the School of Trades and Technology is also the President of Techsploration and has been involved with Women Unlimited since its inception. She was involved with WITT Nova Scotia, and co-chaired CCWESTT’s conference in Nova Scotia. She, has worked with all three of these groups. Others around our interview table had been apprenticeship counsellors before going to work for industry, as a Diversity Coordinator The Nova Scotia Apprenticeship Agency recently signed a MOU with Women Unlimited to work together on several projects. They have a joint training initiative with Irving Shipbuilding, and also with Emera NL&NS on the Maritime Link Project. Since 2006, 650 diverse women have participated in WU programs; 94% have completed the free 14 week Career Exploration Program and 81% have proceeded to trades and technology training programs or employment. They have an inspirational set of promotional videos on their website:

http://www.womenunlimitedns.ca/video
The Women Unlimited Model

**Recruit: Engage Diverse Women**
- Free, women-centred program
- For diverse, unemployed and under-employed women
- Programs located in Halifax, Dartmouth, Bridgewater and Sydney

**Explore: 14-week Career Exploration Program**
- Hands-on experiences in trades & technology programs
- Safety certificates, math upgrading, portfolio development and more
- Labour market information
- Networking with women training & working in trades & technology

**Support During Trades and Technology Programs**
- Partnership with the Nova Scotia Community College
- Support during trades & technology training programs

**Work: Support to Transition into Employment**
- Links to local employers for work experiences
- Transitional support to employment and/or apprenticeship
- Job retention support

**Change: Promote Respectful Workplaces**
- Partnerships with employers, unions and industry associations
- Build workplace strategies to recruit and retain women
- Promote respectful workplaces for women

To learn more visit: [www.womenunlimitedns.ca](http://www.womenunlimitedns.ca)

A self-described women-centred model in ongoing development since 2000, working in a collaborative, community-based process with Nova Scotia Community College, government systems, large and small employers, unions and community agencies, **Women Unlimited prepares diverse women for apprenticeship** and jobs in trades and technologies. Their Career Exploration Program (funded for underskilled and unemployed women through the joint Provincial/Canada Job Fund agreement) includes safety certifications, hands-on trades & technical exploration, site visits, essential skills training, personal development and communication skill building. Participants gain expertise in facing challenges in the workplace as
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members of under-represented groups. The course is delivered in collaboration with Nova Scotia Community College at four settings in Nova Scotia.

Women Unlimited has worked collegially with over 100 employers and over 70 community partners. The videos on their website are well done, informative:  
http://www.womenunlimitedns.ca/video with women on their way to their Red Seal talking about the paths they have traveled to get there.  
https://www.youtube.com/watch?v=ukZH5cxg4ek

Program with Irving Shipbuilding:
The 14 week program with 20 women is focusing on skills and abilities needed to prepare them for the two year training program in welding and metal fabrication for the shipbuilding industry. Irving pays 50% of costs for each of the two years of the ongoing technical training in welding and metal fabrication. The Canadian Welding Foundation agreed to match that. Women Unlimited is working with a private company to get tools and personal protective equipment donated as well.

Their philosophy is: “If you have a really high expectation for someone to succeed, they will prove you right.” Irving has committed to hiring the graduates as apprenticeships become available, and they have contracts for shipbuilding well into the next 30 years. Women Unlimited recently announced a new round of 20 students under this same partnership.  
https://www.youtube.com/watch?v=TBc3PAgLlls

A formal working relationship was established in late 2016 with the arms length from the government Nova Scotia Apprenticeship Agency. This collaboration under an Memorandum of Understanding (MOU) with Women Unlimited will work to ensure that trades pathways work for women, barriers are identified and addressed, and opportunities to complete apprenticeship are built into the system.

Nova Scotia Apprenticeship Agency

This new model of provincial apprenticeship management, which began development in 2011, opened officially in 2014. The new CEO is now the Chair of the Canadian Council of Directors of Apprenticeship, and late fall of 2016 launched a major initiative: Building More Equitable Pathways – A diversity and inclusion framework for the Nova Scotia Apprenticeship Agency with strong goals and ambitious objectives for social equity, competency assessment, cultural safety, intersectionality, equity and inclusion with under-represented groups.

Women Building Futures, Edmonton, Alberta

Kathy Klimpton, President & CEO; JudyLynn Archer, Past President & CEO 1-866-452-1201 (The following is adapted with thanks from The Greater Trail Community Skills Centre “Working Options for Women Final Report” (2015) from a group site visit, with additions from the interviews undertaken in this project)
Women Building Futures (WBF) is a successful non-profit organization that has prided itself on creating and producing high quality female employees big industry in Alberta. With 37 employees, they work extensively to assess, train and produce excellent tradeswomen and assist employers to develop welcoming workplaces.

Although they started out in an undeveloped rental space in the basement of an old building, they now boast a wholly owned facility in downtown Edmonton, a renovated warehouse with fully outfitted training shops in the basement, supplied by Suncor, Acklands and others. There are training and administrative spaces as well as 42 units of affordable housing (18 of which are dedicated to single moms). Beginning with a focus on supporting under-employed women, WBF has developed well-established and positive reputation with the major industries for providing a continuous supply of hard-working, pre-screened, and trained employees for trades, technical and operations jobs.

- Over 3,900 women participated in the Women Building Futures Career Assessment Program (Awareness Program and/or Career Decision Making Program), of which over 1,400 were Aboriginal women.
- 291 students graduated of which 70 were Aboriginal women.
- Over 170 employers employed Women Building Futures graduates.
- WBF graduates found employment at a consistent rate of 90% or greater.

Their success can be seen through their graduation and employment rates:
- 96% of accepted applicants graduate;
- 90% employment rate upon graduation;
- Approximately 80% complete one year of employment;
- 76% complete four years of employment;
- Graduates see an average annual income increase of 227% on the first day of hire.

They receive significant funding from industry (Suncor, Finning, Mammoet, and Imperial Oil among others) for training and equipment, including direct seat purchases and customized program delivery. These revenue sources significantly decrease reliance on public funding to produce their end product, but it does eliminate accepting and supporting candidates who may need different levels of support to reach the same success.

. While there are four streams of funding possible for paying for their programs:
- Provincial funding through the Canada Job Fund Agreement for underskilled and underemployed women
- EI Eligible
- Employer sponsored
- Fee payer
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All have to go through the extensive assessment process, and are selected on the basis of their performance. The Employer sponsored assessments are a bit more rigorous.

The promotional initiatives target women 25-40 across Alberta with local information sessions with an overview of what a trades career can offer in terms of income opportunities and satisfying work. Approximately 75% continue to Career Decision Workshops which can last from ½ day to 5 days (in small Aboriginal Communities) with significant self-assessments and evaluation of the challenges they are likely to encounter in the program and on the job. Successful hiring depends on drug and fitness tests. Staff will refer them to external supports if they decide to delay their application. Assessment of Math and English skills are next, and an additional 50% drop out at this level.

The differing cultural ethos in each province may impact the transferability of the model, as organizations in other provinces are committed to working to assist women to overcome the barriers they are encountering, and are being supported to do so.

The final step the process for entering Women Building Futures ongoing training and support system is the woman’s application to the program in which she is interested. At this stage, around 20-30% of the participants who attended the original information session are remaining. Once the initial paperwork is submitted, the women must also submit to rigorous drug testing which provides a lifestyle “snapshot.” This snapshot is able to provide a picture of drug use, alcohol use, and activity level. Given that the women who reach this stage of the intake process are well aware of the rigors of the course, the expectations of the employer and the work environment, a very high percentage are accepted into the WBF program and go on to graduate.

The next part of the program is similar to other programs in this section. Throughout their course, the women will receive additional support by WBF staff. Once the women are employed, staff will spend a significant amount of time with employers to ensure the apprenticeship paperwork is completed and that apprenticeship plans are being developed and followed. This work also includes instilling the confidence in the women to approach their employer to keep their apprenticeship and training plan on schedule and to address any concerns that may emerge with their apprenticeship plan.

Upon graduation, the women have access to a team of three counselors who provide wrap-around supports for the women for the next four years. This provides the women both a place and an opportunity to raise concerns, develop solutions and, sometimes, just vent about work or life. It creates a safe, social network for the women.

The promotional package for recruiting women into the program is the most complete and informative of all of the elements of the training of all the programs in Canada. It is an excellent Best Practices model.
WBF has also recognized the need for employers to understand the benefits to hiring and retaining women and also how employers can create women-friendly work environments. Their workshop, She Works, is targeted at employers, promoting effective hiring and retention practices.

**Recruitment and Retention**

**The Greater Trail Skill Centre in Trail, British Columbia.**

Jan Morton, E.D.

**Mentoring**

*From* Working Options for Women Final Report

The Skills Centre, supported by Status of Women Canada has developed and delivers a mentorship program to support the advancement of women in their careers. at Teck Metals Ltd., Bock and Associates and Gold Island Consulting. *Mining and Refining for Women (MR4W)*, was launched in January 2015. It involves the design and delivery of a sustainable in-house mentorship program offered in two geographically distinct Teck Resources operations in the province. The goal is to significantly improve the retention and advancement of women in Trades, Technical and Operational (TTO) roles, ranging from front line operations through to those in technical and professional roles.

The project design extends over 30 months and includes the development and delivery of a series of structured seven-month mentorship programs involving four cohorts of female employees and their mentors.

The first two cohort groups within Teck Metals Ltd. operations in Trail have been identified and confirmed as high priority by the Senior Human Resources staff. They began with female Engineers and went on to Production Operators (who have a variety of production related responsibilities in the various plants that make up Teck’s Trail Operations). The make-up of the concurrently run third cohort within Trail operations will be determined once an initial gender lens needs assessment has been completed and the model has been developed, tested and refined.

Designed to be integrated into a very busy 24/7 production environment with multiple shifts, a key priority has been the effective and efficient use of participant, mentor and project management time. For each cohort group, the mentorship program includes:

a. A full day launch, in which participants and their mentors are provided with an overview of the program, overview of participant and mentor roles, and the development of personal goals for the participants.
b. Two to four hours of coaching conversations per month for each female participant with her mentor. The conversations are scheduled around respective work schedules and a busy 24/7 plant operation.

c. Monthly group coaching sessions for the participants. Not only do these sessions allow for the effective identification of issues and strategy for action, they also provide opportunities to develop peer or affinity group support which has been identified as a key feature of effective mentorship models in the research.

d. Four, six-hour workshops for the participants. Although the specific topics are selected based on the specific needs, professions and work environments of each cohort group, possible topics could be personal presentation and speaking skills on the plant floor, leadership education, managing difficult conversations and more.

e. Monthly group coaching sessions for the mentors as well as some limited access to one-to-one coaching to develop the skills of the mentors.

It is anticipated that the mentors will be in a supervisory or managerial role within the company, thereby increasing the likelihood of positively addressing issues affecting the retention of women in the workplace.

**MB note: This project is currently showing very positive results, and work with Tech is proceeding to another level.**

A variety of programs, including employer campaigns, non-profit organizations programs and school offerings, were reviewed and five common themes supporting the successful recruitment and retention of women were identified:

- partnerships;
- training;
- workplace communication;
- workplace practices; and
- financial management skills.

At least one of these core elements was evident in the case studies that were reviewed and the most successful programs combined 2 or more of these elements.

**While the words “Wrap-Around” were not used in the reports on this project, the initiatives and framework described must lead one to that.**

**YOUTH INITIATIVES – BEST PRACTICES**

**Techsploration – Nova Scotia**

Tricia Robertson, E.D.

Founded in 1998 in Nova Scotia, Techsploration has spread to Newfoundland and Labrador through the Women in Resource Development Corporation (WRDC), and the concept has been explored in other Provinces.

The goal of Techsploration is to increase the number of women working in science, trades, and technology occupations by assisting young women from diverse backgrounds to explore a wide range of career options. 29 schools hosted event Techsploration events and even more have participated. The programs work with schools and districts to provide rich hands-on and exploratory mentorships with women working in the field. They attend full workdays and research occupations and come back into their schools to share what they are learning through theatre and public speaking. Alumnae are encouraged to come back regularly, thereby keeping in touch with the role models and passing on their growing skills to the younger girls.

**The Program**

**Techsploration Career Research Model**
December – March
Students apply and a teacher selects six young women in grade nine to be on their school’s Techsploration team. Together, they research a science, trade, or technology career assigned to their team. With the help of a female role model working in that field, the team spends a day at her workplace, learns about her work and creates a presentation.

Their prize-winning **Women in Action video series** make available to a wider audience the richness of the array of trades, technical and science occupations extant in the world around them.

**Techsploration Goes to School**
February – April
The Techsploration team shares their experience and presentation with students at their school (often through the development of a play). Young women and young men, staff and invited guests are introduced to in-demand careers by participating in a round robin with women working in these fields. Students ask the role models questions about their jobs, training and education.

**Techplorer Events**
April – May
Techsploration teams from across the province gather together to share their presentation with participants from other schools. The young women get an in-depth Look at multiple science, trades, and technology careers and learn valuable skills by participating in interactive presentations and workshops.
Techplorer Alumnae Activities

Ongoing
Young women in grades 10 – 12 are invited for follow-up activities such as interactive workshops and alumnae conferences to learn about more career options. They are encouraged to help teachers select the new school team & assist with the program.
In grade 12, all participants can also apply for scholarships created especially for Techsploration by our sponsors and volunteers.

Projects:

Women in Action Web Video Series
Each video features a Techsploration role model who provides a two-to-three minute overview of her career.
The videos can be viewed in the Women in Action library at techploration.ca, wiseatlantic.ca, or on Techsploration's YouTube channel.

Careercruising.com, an online career guidance system used in schools and libraries in 50 states and all 10 provinces, asked to feature our Women in Action Web Videos in their database of occupation profiles.

Scholarships
Techsploration offered 10 scholarships ranging in value from $1000 – $3000 to recognize outstanding Techsploration alumnae
20% were for trades courses at Nova Scotia Community College

Alumnae Tracking Project
The first phase of the Alumnae Tracking Project was such a huge success that the importance of continuing this initiative was obvious. It not only provided an opportunity to learn how to make program improvements, but proved that Techsploration works.

In our second phase, we focused on surveying alumnae who had graduated from high school since we finished phase one. We asked many of the same questions, hoping to identify trends over time as the project continues.

Check out the amazing results from the second phase of the project throughout this report.
Alumnae activities and surveys provide information about the real impact of these fun events in helping to broaden the career options of young girls, understand the importance of math and science in their lives and future, and potential education and career choices.

Women in Resource Development Corporation Has Youth Oriented Programs

Educational Resource Centre (ERC)

WRDC’s ERC has three components:

- **Techsploration Newfoundland and Labrador** is a program designed to provide young women with opportunities to explore trades, technical and technology-related occupations, while creating an awareness about the critical role of work in their lives. It also helps them understand the significance of high school math and science to their future careers.

- **GUSTO!** (Girls Understanding Skilled Trades Opportunities) GUSTO! is a one hundred percent Hibernia sponsored program engaging young women who are interested in learning about educational and career opportunities available in the skilled trades industries. GUSTO! is a FREE workshop for high school girls across Newfoundland and Labrador who are interested in gaining hands-on experience in the carpentry and electrical trades. Participants are guided by two certified tradeswomen, where possible, in the construction and assembly of their very own wooden lamp.

- **TOTT** (Techsploration: Orientation to Trades and Technology) is a 13-week program developed by WRDC to give women ages 17-22 practical experience of natural resource-based industries. It has been previously funded by Hebron and Hibernia Management Development Corporation (HMDC). This program is delivered by the College of the North Atlantic and has been specifically designed to provide a safe and supportive environment for young women to explore trades and technology through a hands-on training courses.

An essential part of these programs has been the development of a mentors’ network for girls and women working in or preparing for careers in trades, technology and science.

After participating in WRDC mentor workshops these women participate as role models and industry representatives in various programs and events.

The Educational Resource Centre (ERC) also houses a resource library which is available to the public.

**GETT Camps– Girls Exploring Trades and Technology – Multiple Provinces**

Originally developed at Fanshawe College, this hands-on program for 6th, 7th and 8th grade girls found its way, through the WITT National Network, to the tradeswomen of SaskWITT, where these one week camps took off! Hosted by Saskatchewan Institute for Applied Science & Technology (SIAST), girls, working in teams of two spend a week in the shops and labs designing and building Go-Karts from scratch: designing on CADD, cutting out plywood, drilling with drill presses, threading axels, painting in interesting fashion, and racing them on the last day.
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https://www.youtube.com/watch?v=CJTwG4RUDEA  SaskWITT trained women from across Canada to develop and deliver these programs at their local colleges and high schools.

The British Columbia Provincial Apprenticeship Board funded Kootenay WITT to sponsor five community groups around the Province to put them on at local colleges from 1993-1999. These advocates were then trained in Saskatchewan. Tradeswomen in the community were instructors and mentors to the girls, and graduates came back to help in following years. Manuals were developed and can be found at:  http://www.kootenayfeminism.com/witt.php#tech_camps

Build A Dream –

Windsor, Ontario – Nour Hachem

Last but not least is the Windsor, Ontario area Build A Dream Project where Grades 9, 10, and 11 girls get their hands on the tools and are taught pieces of the skills of various trades.  

Their responses are quite inspired. The brainchild of Nour Hachem, the full report on the project is very informative. 29 Click on the pdf below to get the 6 page report.”

Skills Canada

Skills Canada has both a national presence and a strong presence in many provinces. They run skills competitions and promote the skilled trades to youth. Skills Canada Ontario deserves particular mention, for the visible promotion of girls handling actual tools in their programs and enjoying it very much. The videos and photos on their website indicate a clear and strong commitment to increase the participation of girls in trades courses in Secondary School, as well as in Skills Canada Competitions, and week-long summer camps hosted at many colleges in Ontario. Some of these are All Girls Camps, many are Co-Ed, some All Boys. Several of them provide subsidized camp fees. Many of them are even now only accepting waitlists. There are four camps in partnership with First Nations, Metis and Inuit Communities.

http://www.skillsontario.com/camp

Fun Facts:

This was the 4th Build a Dream event in Windsor and the first to include a daytime symposium.

122 people attended the daytime symposium for employers and educators.

631 young women and their parents attended the evening event.

48 employers sponsored and/or attended the evening event.
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REFERENCES


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Appendix A

Interviews for Lessons Learned and Best Practices

Except where indicated these interviews took place in person in their offices in the order they appear

British Columbia

ITABC - Tara Fong

Nova Scotia:

Women Unlimited Group Interview 3 hours:

Doreen Parsons Women Unlimited; Carla Harder Women Unlimited; Kelli Skinner Women Unlimited

Carol Dayment - Emera – Project Operator for the Maritime Link Project
Donna MacGillivray – Nova Scotia Government
Tina Kelly - Academic Chair at Nova Scotia Community College
Sarah Simpson – Irving Shipbuilding
Alison Casey - Mainland Building Trades
Myself, Marcia Braundy – Journeywomen Ventures e
Janet Rhymes – See Meaning facilitator

Nova Scotia Apprenticeship Agency: 1.5 hours

Marjorie Davison – CEO of the Nova Scotia Apprenticeship Agency

Techsploration

Trish Robertson, Founder and Ex. Dir of original program in Canada

YW-NOW

Madeline Comeau, EE Consultant and Practitioner.

Newfoundland

Joann Greeley, electrician working on Bull Arm Hebron project. Founder: Diversity Coordinator’s Network (Diversity coordinators from Exxon Mobil, Emera, Husky, Nalcor, NOIA, etc; WRDC; OAWA and others) 2 – 1.5 hour interviews

Office to Advance Women Apprentices (OAWA)

Karen Walsh – all day. The beginning of Trades & Technology Week at the Carpenters & Millwrights College where Skills Canada was putting on a Trade Skills for Women Conference with panels of officials & hands-on shop tours for 40 young women assisted by female trades mentors, and then a Mentors panel with 17 working tradeswomen.

Craig White – Newfoundland President – Skills Canada – 20 min John Oakes
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- National President Skills Canada 20 min
   Ken White – VP – ACOA 20 min
   Tim Ford – Business Agent – Atlantic Regional Council Carpenters & Millwrights 15 min.

Debbie Romero, First female Executive Secretary-Treasurer of the International United Brotherhood of Carpenters & Joiners of America (she is located in St. Johns at the Carpenters & Millwrights College) 40 minutes

Group Interview with 10 Mentors

Interview with Karen Walsh – Karen Walsh Executive Director Office to Advance Women Apprentices OAWA 2 hours. After spending the day hosted by her

Sandra Bishop – Director of Apprenticeship 40 Minutes

Rick Dalton – Business Agent (IBEW) (120 Journey level females 18%)

**Women in Resource Development Corporation (WRDC) Newfoundland & Labrador:**

7 in Staff Group Interview – several satellite offices in Labrador and rural Newfoundland were on a call-in that didn’t work well technically. 2 hours:

Cheri Butt – CEO; Hind Eloukkal, Industry Liaison; Lisa Birmingham, Industry Liaison; Tracy Rideout, Research & Evaluation Coordinator; Hanna Gaultois, Project Coordinator; Betty Brazil, Program Coordinator; Melanie Smith, Information & Media Specialist

Interview with Cheri Butt, CEO, WRDC – 2.5 hours

**Women’s Policy Office Newfoundland & Labrador**

Brenda Grzetic, Manager, Economic Policy. Her interventions regarding the Hibernia project, of which I have all historic copies, are superbly researched, analyzed and written and provide clear direction. That was done from Newfoundland WITT, it is exciting to see that her skills and ideas are influencing Newfoundland’s excellent results. 1.5 hours

**Ministry of Natural Resources – Newfoundland & Labrador**

Tanya Noseworthy, Executive Director, Strategic Planning and Policy Coordination. Responsible for negotiating Gender & Diversity Plan with Owners & Operators coming into Newfoundland which are required to be signed off by sub-contractors & unions

**Saskatchewan**

Valerie Overend, Red Seal Carpenter; ED-SaskWITT; Organizer: Bridge the Gap with Women in Skilled Trades and Technologies: A Saskatchewan Industry-based Summit (2011) Many hours over two days.

Dawn Stranger – Director of Governance, Policy and Research, Apprenticeship Branch 40 minute phone interview
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Alberta

Women Building Futures

JudyLynn Archer, President and CEO-3 hours

British Columbia

BCIT 2 Hours

Tamara Pongracz - Chief Instructor Trades Access. Longtime manager of Trades Discovery for Women Program built into BCIT base budget–2 Hours

Camosun:
Joint interview: Karen & Jayna- 1.5 hours

Karen McNeill – Special Projects Trades & Apprenticeship at Camosun Now job placement for WITT – Did first programs of WITT at Camosun

Jayna Wiewiorowski, Coordinator WITT at Camosum
Coordinate Women in Trades Program, Recruitment, Interviews, Selection

Olaf Neilson, Chair Trades Development and Special Projects 1.75 hours

Awaiting a brief conversation with John Boraas, Vice President, Education to get some statistics

Okanagan College 4 hours

Nancy Darling – Program Administrator for Okanagan College Trades & Apprenticeship- responsible for the Women in Trades Training project, oversees recruitment, selection, training and negotiations with college & government

Selkirk College 1.5 hours

Kate Pelltier - Dean, Industry and Trades Training- Selkirk College, formerly Associate Dean of Trades at BCIT, Executive Director Operations - Secendred 1 Year: ITAC - Industry Training and Apprenticeship Commission. 1.25 hours

Youth & Apprenticeship

St. Clair College & Women’s Enterprise Skills Training Windsor Inc.

Nour Hachem, Apprenticeship Project Manager, Founder of Build Your Dream events which attracted more than 800 girls in grades 9, 10 and 11 and their parents to explore opportunities in fields under-represented by women, including skilled trades, sciences and technology. (see attached: 2016-2013-Build a Dream Report-1) 2-1.5 hour Skype interviews. She also managed pre-apprenticeship programs at St. Clair College, including
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

an all-female industrial mechanic and millwright program.

**Columbia Basin Power Projects 1993-2015**

Chuck Chatton, Business Agent for the Labourers Union – Allied Hydro Council 1 hour
a bit more to come

Leigh-Ann Marshall, Labour Relations, BC Hydro, Columbia Power Corporation,
1.5-hour interview by phone, many short calls and emails

Ruth Beck, Project Manager, West Kootenay Women's Association– Many hours of collegial
discussion and review.

Marcia Braundy, consultant. Review of over 50 documents and reports on process and
practice, collective agreements and advocacy.

**Island Highway – Equity Integration Committee**

Files, Reports, Letters, Memory and Statistics and Journal Articles

**Career Development, Placement & Retention**

**The Greater Trail Skills Centre**

**Jan Morton** –1.25 hours by phone. Working jointly with Tech Cominco on a Mentoring
project funded by Status of Women Canada: Mining and Refining for Women (MR4W):
Retaining Women in Non-Traditional Employment. Previously provided advice & placement
work for clients wanting to work on Columbia Basin Power Projects.

**National**

**BuildForce Canada**

(formerly the Construction Sector Council) Rosemary Sparks, ExDir by telephone 1 hour

**Canadian Apprenticeship Forum**

Sarah Watts-Rynard, ExDir  2 hours

**Build Together – Women of the Building Trades**

Lyndsay Amundsen, Director of Program Development and Operations  1.5 hours
Appendix B

Newfoundland & Labrador to Canada Comparison – Electricians & Carpenters
## APPRENTICESHIP TRADERS IN BRITISH COLUMBIA BY GENDER

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<th>Year</th>
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### Table #4

#### CORE CONSTRUCTION TRADES

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#### CORE METAL FABRICATING TRADES

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Appendix B
Appendix C

Women in Technical Work in Atlantic Canada

Written by: Brenda Grzetic

Researchers:
Newfoundland and Labrador: Barbara Forbes and Brenda Grzetic
New Brunswick: Debra Lavric, Rose Horwood, Brenda Losier
Nova Scotia: Madeline Comeau and Kimberly Challis
Prince Edward Island: Doris McDonald

CONCLUSIONS AND RECOMMENDATIONS

Conclusions
The findings of this research show that occupational segregation continues to be a major workforce issue for women in Atlantic Canada. Employers who are legislated to implement employment equity show only modest increases in the number of women in their technical workforce. The same is true for contractors and unions with infrastructure and mega-projects throughout the Atlantic provinces. This research shows that women are not part of the primary workforce (hence, women as flaggers and maintenance workers) and major public-funded projects are not providing significant employment or training opportunities for women.

LEEP
Data from LEEP reports indicate that women are experiencing slightly higher levels of employment in the middle management and professional job categories. With the exception of New Brunswick, there is no significant improvement in the number of women in semi-professional, forewomen, skilled trades and semi-skilled worker categories with LEEP employers in Nova Scotia, Newfoundland and Labrador and PEI.

Results from our survey of LEEP employers indicate extremely low numbers of women as technical supervisors, engineers, technologists, trades and operations workers and the low numbers are not improving significantly. The representation of women in technical supervisory occupations is 3.3% and 0.8% in skilled trades. It is important to note that the majority of employment opportunities available with LEEP and FCP employers surveyed are found in skilled trades and operations job categories, areas where women (at approximately 0.8% of the workforce) are still being excluded. The number of women engineers, technical supervisors and technologists is extremely low and questionable when one sees the availability of qualified women in the college and university graduate data throughout Atlantic Canada.
FCP

Women in Atlantic Canada are doing somewhat better with employers under the Federal Contractors Program than with LEEP: (it would be worthwhile to determine what factors account for the more promising results). Of the employers surveyed, figures showed that women made up 10% of their technical workforce. The highest number of women was in the technology category and the lowest number was in skilled trades.

Women in Other Designated Groups

This research shows that the representation of women from other designated groups is extremely low in technical job categories. Further analysis is required to determine why federal employment equity legislation is not working for these groups.

The 1997 Employment Equity Act Annual Report released by Treasury Board, Ottawa outlines some of the highlights from the compilation of annual report data for 1996. It states that in 1996, "the representation of persons with disabilities in the workforce decreased ... across all job sectors and for full-time and part-time work". It goes on to state that opportunities for new hirings and promotions increased with LEEP employers in 1996. Yet the employers’ data indicate that:

the number of positions filled by Aboriginal peoples and persons with disabilities decreased in 1996, and this figure stayed almost the same for members of visible minorities. For these three groups, a significant decrease in the number of hirings of members of the groups was observed in that year.\textsuperscript{i}

Given that there are 37,785 aboriginal people living in Atlantic Canada,\textsuperscript{ii} the representation of aboriginal women with LEEP employers should be higher than that found in the 1995 and 1996 LEEP reports (see Table #3). The situation may change somewhat when the revised Employment Equity legislation comes into effect in 1998 requiring the Canadian Human Rights Commission to audit companies on the effectiveness of their employment equity programs.

Women with Infrastructure and Mega-Projects

The low numbers of women who received training for work on large projects, combined with the noted barriers to employment (see the above sections on the Confederation Bridge and the Focus Group Report) resulted in very low numbers of women in technical occupations. ACOA, Ottawa and the provinces are responsible for the inadequate policies regarding Infrastructure projects. HRDC and the provincial governments of PEI and Newfoundland are responsible for policy with the two mega-projects. This research proves that if project policies and agreements to construct mega-projects do not allow for a gender-based analysis and allocate training and employment opportunities for women, employers alone in the (generally) construction and oil and gas industry will not ensure a place for women. Governments must recognize that when they sign agreements for these projects without ensuring training and employment guarantees for women, they are perpetuating the discriminatory practices that have historically kept women relegated to a few low paying low status occupations - and women’s disadvantaged position in society.
There is a link between government’s role in ensuring women-friendly employment policies and the number of women in community college technical programs. If women cannot see that they as a group are welcome into these occupational areas, their numbers in community college and university engineering programs will always remain low.

Health and Safety Concerns

Given the pressures outlined by women in the focus groups and women’s need to work, employers and unions must be aware that women who work in isolation (as women in TTO and engineering often do) are sometimes not able to speak out alone about issues affecting them in the workplace. Employers must be careful about how they are integrating women into TTO and engineering worksites especially when there is a tendency to treat women the same as men, regardless of the sometimes negative implications for women. Occasionally workspaces require redesign, albeit generally moderate in scale, to accommodate women into male-dominated jobs. Without appropriate workplace support for women workers, issues such as well-fitting safety clothing, appropriate health insurance policies, and easing into certain types of work are sometimes ignored. If employers and unions do not recognize and accommodate the needs of women workers, the result can be women’s increased vulnerability to both long and short-term injuries and the continuation of their low visibility in TTO and engineering occupations.

RECOMMENDATIONS

Establishing goals to increase the representation of women in technical occupations is a critical part of any employment equity plan. It is generally recognized that in order for occupations to stabilize for women, there must be a critical mass of at least 33%. This can only happen when employers adopt and implement women-friendly policies and programs, conduct information outreach and recruitment, and undertake a review of their employment systems. This research shows that employers in Atlantic Canada are having difficulties accomplishing their goals to increase the representation of women in technical occupations. We therefore make the following recommendations:

1. A public education process is desperately required to address employers' concerns regarding the implementation of employment equity initiatives. One way to begin could be with a forum to hear from companies in Atlantic Canada who have been successful in increasing the numbers of women in technical occupations. It could also be used to bring together other people who have expertise in this area to share ideas from across the country and develop a list of best practices. Status of Women Canada, HRDC, ACOA, the provincial governments, industry and unions should work together on such an initiative but given its responsibilities under the Act, HRDC should be the catalyst.

2. Employers must revisit their policies to ensure they do not unfairly exclude women from technical jobs within their companies. Special attention is needed to recruit aboriginal women, visible minority women and women with disabilities. Employers must ensure that any negative effects to women working in technical occupations are minimized or eliminated.
This may require establishing a committee and seeking outside assistance from community organizations.

3. The provincial governments in the Atlantic provinces must become much more proactive in developing policy which requires contractors and unions to develop their workforce so that it is representative of women across all occupational categories. It is important that government take a partnership role with employers in supporting goals to increase employment opportunities for women.

4. The Federal Government, through HRDC and the Atlantic Canada Opportunities Agency, must become *much* more proactive in ensuring that women are provided opportunities to work on projects utilizing large amounts of government funds. It is not enough to include one small clause in (infrastructure) contracts stating that contractors will abide by the Human Rights Code in its dealings with people. HRDC and ACOA must outline the employment equity obligations and accountability of employers who access large amounts of public funds. Then they must enforce it.

5. Gender-based analysis must be incorporated into planning and negotiations for all large resource-sector projects.

6. HRDC and the provincial governments must outline the employment equity obligations and accountability of employers who develop the natural resources of our provinces. It is critical that women benefit from natural resource developments and that employment equity policies be an integral part of project policy and not add-ons.

7. The federal government, through HRDC and the Canadian Human Rights Commission must become more involved with problem solving when dealing with FCP and LEEP employers. As this research shows, there clearly are problems with implementation, and the federal government must provide ways to *work with* employers to address the problems.

8. The Canadian Human Rights Commission needs to be more vigilant about auditing LEEP employers.

9. HRDC needs to do much more to improve the effectiveness and accountability of employers under the Federal Contractors Program. Employers who do not comply must be removed from lists for future bidding of contracts.

10. HRDC needs to allocate more resources to its regional offices to enhance their ability to more effectively carry out their responsibilities as defined in the Employment Equity Act.

11. Both federal and provincial government departments, educational institutions, industry, and unions must improve on the ways information on technical training and employment is communicated to women. In the focus groups, women from all four provinces stated again and again that women are outside the information loop.

12. Given the low numbers of women in especially the trades programs, more resources must be dedicated on a variety of levels to increasing the education of women. Special marketing initiatives are necessary to address women’s under-representation in technical and
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

engineering programs. Such initiatives should establish goals to increase women's long-term visibility in TTO and engineering occupations.

13. It is critical that industry, unions and educational institutions work together to improve recruitment and retention rates of women. There must be long-term planning that includes policy development, as well as strategies to address attitudinal, financial, and other barriers documented in this report.

14. Professional development courses aimed at improving the ability of women and men to communicate more effectively are necessary to combat negativity about achieving more gender-integrated workplaces.

15. Gender sensitivity training is needed for all stakeholders in order to counter stereotypes that affect women's career choices and that impact on recruitment and retention rates of women in the workforce. These courses should also address the isolation often experienced by women in male dominated occupations.

16. The federal and provincial government must recognize that changes to the Employment Insurance legislation has created additional barriers for women who want to upgrade their education, particularly for single mothers and women on social assistance. Programs should be reinstated and in some cases redesigned to guarantee these women equitable access to training that will enable them to become economically self-sufficient. These programs should include:

- Orientation to Trades and Technology courses\(\text{iii}\) for women;
- financial assistance for women to train in technical areas;
- access to support staff while enrolled in training;
- provisions for daycare;
- provisions for paid work experience opportunities for women who have completed their training;
- mandatory gender-sensitivity workshops for staff, employers, and unions involved in the training and work terms. These workshops should include information on Human Rights issues in employment and on workplace harassment.

17. For all employment projects utilizing public funds, a requirement to establish employment equity goals to ensure equitable participation of women should be written into all agreements. This will require the cooperation of both federal and provincial governments as many initiatives are cost-shared. More specifically, funding should be conditional upon:

The above conditions will help to ensure that men and women have equal opportunity to benefit equitably from employment generated with the assistance of public funds.
Unions should be encouraged to:

- include collective bargaining language on employment equity (including policies to address sexual and gender harassment) in collective agreements, and

- reform seniority structures to remove barriers for equity groups.

17. Government should seriously commit itself to an internal process of gender-based analysis in all its policy making and program development. In addition, education programs for government personnel would help them to better recognize and acknowledge the barriers that women (and other designated groups) encounter in trying to access training and work in occupations where they have been previously excluded.

18. Treasury Board needs to immediately complete an analysis and public reporting of the effectiveness of LEEP and FCP for women across all job categories. The benefit to women across all designated groups needs to be closely analyzed and include rates of pay and work status such as permanent, part-time or temporary. (This research did not include analysis of part-time and temporary workers as they tended to be women in non-technical occupations such as clerical and sales positions.)

19. The numbers of employers under LEEP has been decreasing ever since its implementation in 1986. The government should study ways to broaden the coverage of the legislation for both LEEP and FCP employers. Given the findings of this research, we recommend that all future construction projects be immediately brought under the Federal Contractors Program.
1993 - OISE article on woman in trades success stories

[Women’s Access to Apprenticeship Projects
A stellar example of innovation and dedication in intervention-MB]

Ontario program promotes women's apprenticeship
Chances are greater today that the mechanic tuning your car's engine will be a woman. The number of female auto mechanics and apprentice mechanics in Ontario has doubled over the past three years. Much of this increase is due to the work of the Women’s Access to Apprenticeship projects of the Ontario Ministry of Skills Development.

This article will briefly review the organization and mandate of the women's access projects, as well as some of the techniques developed by project co-ordinators to help place women in skilled trades, and to encourage women to consider careers in [technical]*1 occupations.

What are the Women's Access to Apprenticeship Projects?
The projects were established in 1989 as a community-based initiative to increase the number of women in [technical] occupations such as plumber, electrician, machinist, and carpenter which require apprenticeship training.

The heart of the initiative is 30 regional projects, 25 of which are delivered through community sponsors, such as local industrial training committees, colleges of applied arts and technology, and women's training agencies.

The other five projects are delivered directly by the Minister of Skills Development through field offices of the Apprenticeship and Client Services Branch.

Access project co-ordinators have three goals. First, they help women find apprenticeships. Second, they spearhead the creation of training courses to help women strengthen their skills for training in [technical] occupations. Third, they attract women to skilled trades by changing attitudes about careers in skilled trades.

Helping Place Apprentices
Ruth Charron, co-ordinator with the Ottawa-Carleton Community Industrial Training Committee describes her approach to finding apprenticeship opportunities for women as "basically cold-calling." "I call and sensitize employers to the idea of women in trades."

Charron makes her calls when a training program is nearing completion. In early 1992, a course for women at a local community college on the basics of auto mechanics was coming

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1 As the final editor of this document, I regret that I do not have its origins, except what exists here.
2 During this period and subsequently, the Province of Ontario insisted upon calling these jobs non-traditional when women were doing them. WITT National Network and many other tradeswomen felt that that isolated them, suggesting that they did not belong in those jobs. We worked to change that wording, and I have inserted other language in this document so to not reinforce that negative notion. The quality of description of the program is outstanding and needs to be seen. Otherwise the document is as I found it, with a more readable typeface. (MB)
to a close. Charron wanted to see if area employers would be willing to take the female graduates as apprentices. One of the employers she called was Bell Canada, which operates a fleet of 275 vehicles.

Bell had not hired apprentices for 30 years, but it had a policy of encouraging women who work in clerical and secretarial sectors to try assignments in [technical] fields. Charron persuaded the corporation to hire two female graduates as apprentices on an eight-week trial.

Bell interviewed members of the graduating class and chose Susan Gordon and Sheila Haddad. Sheila Haddad had been working in retail services for ten years and was bored with her job. She had always been interested in cars and is happy with how the Ottawa project was able to help place her in an apprenticeship.

Both apprentices worked for a trial period that proved so successful that Bell decided to keep them on for another 12 months, with the possibility that they could complete their apprenticeships with the corporation.

Charron has found that even if she cannot interest an employer in hiring a female apprentice, getting women placed in entry-level positions can lead to apprenticeship opportunities later.

In another case, female graduates from a course in the basics of motor vehicle mechanics decided they would rather be service manual writers rather than work in the garage. Charron recommended the graduates to auto dealers as service writers, recognising that if graduates were successful employees the employer would likely come back to her for other referrals, including apprenticeships.

**Fighting the recession**
Placing women in [technical] occupations is a challenge and the recession has made placement even more challenging. In Peterborough, Mary Lynch-Taylor, co-ordinator with Sir Sandford Fleming College, has unlocked funding for women who have taken skills training courses but were unable to find work.

Several were on social assistance. "These women made a commitment to training and yet were not further ahead because of the recession." Lynch-Taylor learned that the Social Services Employment Program (SSEP), sponsored by the Ontario Ministry of Community and Social Services, provided employment incentives to help eligible employers, such as hospitals and school boards, hire social assistance recipients. Often these employers have skilled tradespeople on staff.

She approached the local employment liaison officer of the Social Services ministry and proposed that SSEP be used to hire skills-ready women as apprentices. The Ministry agreed and Lynch-Taylor spent four months persuading eligible area employers to hire four female apprentices. She handled the recruitment of candidates herself.

"These organizations were aware that employment equity legislation was coming and recognized this initiative as an opportunity to set in motion equity plans," she said. Women's access co-ordinators in other districts have adopted the same technique.
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

Working with employers and female workers
Getting women placed in apprenticeships does not mean the end of a co-ordinator’s work. Apprenticeship can be a challenging experience for both women and their male co-workers. Both must evaluate their values and career expectations.

Co-ordinators can assist when workplace difficulties arise. Many organize support groups for women in trades, and encourage female apprentices to build their own network of mentors and social contacts.

They also work directly with employers to help remove barriers to female participation in the skilled trades. In one instance, more than half of the 66 women trained by Boeing Canada Technology Ltd. in Arnprior quit or requested transfers to traditional office jobs.

The 50 percent dropout rate was a significant problem for Boeing, but the company was committed to training women and had to meet federal government equity guidelines regarding the number of women in its workforce.

The corporation asked Diane Gordon, project co-ordinator with the Renfrew County Industrial Training Committee, to help investigate why women would not stay on the shop floor. With the support of the Ontario Women’s Directorate, Gordon surveyed Boeing’s female employees in [technical] jobs, their male-co-workers, their supervisors, and some of the women who had left those jobs.

As a result of her findings, Boeing developed an awareness program dealing with harassment and put together a list of babysitters in the area who can care for children whose mothers perform shift work.

In addition, the company is considering implementing a program to help acquaint the women with basic workplace skills before they begin training for skilled jobs.

Reaching out to Aboriginal Women
Creating training opportunities for Aboriginal Women is an even greater challenge. The negotiation of programs requires the support of Aboriginal-community groups and First Nations.

In the Parry Sound area, Marie Marchand, project co-ordinator with Skiltec of North Bay, helped register 11 Aboriginal women in a native residential construction program. This did not happen overnight. Creating opportunities for Aboriginal women to learn construction skills had been a priority for Marchand for eighteen months.

During those months links were established with the Parry Sound school board, the Native Employment Council of Parry Sound, the Canada Employment Centre, the Parry Sound community industrial training committee, the Indian Friendship Centre of Parry Sound, and the Parry Sound First Nation.

These linkages ensured that Aboriginal women were aware of training opportunities and had access to pre-apprenticeship training to ensure they had a good foundation in basic workplace skills.
Developing pre-apprenticeship training courses
Ensuring that women have basic workplace skills is critical to successfully placing them as apprentices. Part of the job of projects co-ordinators is working with employers, workers, educators, and trainers to set up training courses that will give women the skills essential for becoming apprentices.

"Employers must play an integral part in developing successful pre-apprenticeship training courses," says Charron. To determine what kind of training courses are needed, she sends surveys to employers relying on specific skilled trades to determine employer interest in training programs.

The survey usually consists of a one-page questionnaire asking employers if there is a need for pre-employment training for trades in their industry, and whether they expect to hire or replace workers in the near future. It is followed by a request to join a committee to discuss and plan training for the community.

In involving employers at each stage of the process encourages them to take ownership of the initiative, which strengthens their commitment to hiring training graduates.

Once an employers' committee is set up, Charron meets with the local college of applied arts and technology to determine if the college is interested in running a course and what funding they need to develop it.

She leaves interviews and student selection to employers. Usually, candidates write a math and mechanical aptitude test and attend an information session to introduce them to the trade and learn how apprenticeship works.

When the college training course is nearly finished, Charron sends out flyers to a wide range of employers advertising that graduates will be available for work. She then follows up the flyers with cold calls to develop apprenticeship opportunities.

Training their own staff
But female apprentices need not come from outside an organization, in North Bay, Marie Marchand used an initiative called Bridges to create new training opportunities for women in the Northeast. She learned about the initiative by attending Surviving & Thriving, the national conference on Women In Trades and Technology and Employment Equity.

The Bridges plan enables employers to encourage female employees to move from traditional positions, such as secretarial and sales help, to technical trades or labouring. It was originally developed by the City of Toronto to train its own staff. "The program not only helps employers make greater use of the potential of their own female workers but also enables them to strengthen their equity participation without having to hire outside their organization," Marchand says.

In the Fall of 1992, Marchand contacted staff working with the Bridges program and organized a workshop for North Bay. Letters were sent to 60 employers, including public and private sector organizations. Follow-up calls were made to encourage registration.
Twenty organizations registered, including representatives of the city’s three hospitals, police and fire departments, the municipal government, Ontario Northland, the local and and provincial utilities, the local community college, a nearby Canadian Forces base, the public school board, and the community industrial training committee.

Since the workshop, some of the participating organizations are considering partnerships to jointly offer training to female employees. The workshop also promoted the local Women’s Access Project which resulted in a local female apprentice carpenter being hired.

Promoting [under-represented] trades to women
In addition to persuading employers to hire female apprentices, project co-ordinators must find women interested in careers in skilled trades. In Ottawa, Charron finds the most effective strategy is to develop a reputation among community groups as a source of information about sponsored training programs.

In addition, to promote pre-apprenticeship training courses, she ran newspaper advertisements with the caption "Interesting women will be interested in ..." The ad and her reputation among community groups resulted in a steady stream of referrals.

Project co-ordinator Margaret Buchanan, based at Fanshawe College in London, uses the facilities of the college's School of Technology to organize an annual career day for women. About 40 women attend to learn more about trades through meeting female role models, listening to speakers, and touring the college's facilities.

In more remote areas, open houses and speakers cannot easily reach many communities. To overcome distance and demystify the life of tradeswomen, Marion MacAdam, co-ordinator with the Kenora Area Committee for Skill Development, decided to produce a photo journal. The journal, **Breaking Barriers**, profiles 12 women in [technical] occupations and lists Northwest Ontario agencies and programs to help women access training.

It was printed in French and English, with headings and picture captions also translated into Ojibway, and distributed to community groups and schools throughout the North. Publishing the journal was a collaborative effort with support and cooperation from project co-ordinators in northern communities unions, employers, and the federal and provincial governments.

Working with community groups
Partnerships with community groups can also create imaginative approaches to promoting [technical] careers. With the support of the London Industrial and Training Association Board, Buchanan developed a partnership with Big Sisters of London to introduce Little Sisters to female role models in skilled trades.

Little Sisters are public school students in grades seven and eight. Day-long seminars are held every three months with each of Fanshawe College’s technology divisions: civil/architectural/ electrical/electronics, motive power, and manufacturing sciences. Little Sisters spent a day with female-students and tradespeople to learn that women can participate in skilled workplaces.
"The seminars provide Little Sisters with the opportunity to meet female role models and broadens their career expectations," Buchanan says.

This year, 10 Little Sisters were involved and Buchanan plans to increase numbers in 1993. The outreach initiative has been running for a year and has attracted attention from other communities in southwestern Ontario. The Province of Alberta has also expressed interest in the initiative.

**Working with schools**
Co-ordinators frequently work with local public schools, colleges of applied arts and technology, and community groups interested in training issues to ensure women have access to the training they need to become apprentices.

Gordon speaks to technical teachers as well as career counsellors about the benefits of careers in skilled occupations and encourages School Workplace Apprenticeship Program.

The program provides a bridge between high school and the workplace by allowing students to begin an apprenticeship while earning their high school diploma. Two thirds of Ontario's high school students do not continue studies as college or university. They frequently enter the workforce with no workplace skills to offer.

By promoting the School Workplace Apprenticeship Program, Gordon encourages counsellors to consider promoting careers in skilled trades to female students.

**Working with the media**
Media coverage expands the impact of seminars and speeches.

Toronto Coordinator Jean Miller, with the ministry's apprenticeship field office, produced a series of six half-hour cable television programs called "working women" that were broadcast in cities throughout southern Ontario.

The programs cover a variety of [trades and technical] occupations, including interviews with role models in the studio and video taken at the work site. All of the careers featured were [in fields where women were under-represented] such as electrician, steamfitter and chef.

"I chose television to bring career information to women who are not actively seeking career counselling, but have the skills to become an apprentice," Miller explains. "Television helps me go beyond networking to reach women who have not considered [technical] careers."

In smaller centres, a specific event can focus attention on the achievements of women in [trades and technical] jobs. For example, Gordon alerted the local media after persuading the Renfrew Chamber of Commerce to allow female students in a carpentry program to build the tourist information centre. The story got wide coverage in local media and created interest in the local access project.

**The projects’ achievement**
Despite the recession, the number of women employed in under-represented trades in Ontario has increased by 70 per cent since April 1989. In several trades, there have been
significant increases: 112 female apprentice electricians are registered now as opposed to 70 in 1990, and there are 186 female apprentice carpenters working compared to 95 three years ago.

But there is still a long way to go. Male electrical apprentices still outnumber women 73 to one, and male carpentry apprentices outnumber females by 30 to one. Women represent 50 per cent of the workforce, but less than five per cent of all-apprentices.

The success enjoyed by the community-based approach developed by the projects has made them a model for the Ministry’s renewed outreach efforts that are a key part of the government’s initiative to revitalize apprenticeship in Ontario.
Appendix E

Collective Agreement: Highway Constructors Ltd. & BC Highway Construction Council

Collective Agreement
between
Highway Constructors Ltd.
and
British Columbia Highway and Related Construction Council
JUNE 17, 1994
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

6.210 Hiring Process

6.211 The Employer, Council and Affiliated Unions agree that workers shall be hired and clearances issued in accordance with the following:

(a) The Employer shall have the right to "name hire" all supervisors who are B.C. residents, and up to 50% of employees on a one-for-one basis (first dispatched by Union), to a maximum of five (5) "named" Employees from qualified regular employees who are residents of British Columbia for at least six (6) months, of the appropriate Contractor who may or may not be members of the Affiliated Unions. To qualify for a "name hire" under this clause, the individual must have been employed by the Contractor for a six (6) month period in the last two (2) years in an appropriate classification and must have the experience, training and required trade qualifications. Additional qualified regular employees may be name requested where there is mutual agreement. The Employer shall notify the Affiliated Union(s) or the Council of these hires and the Affiliated Union(s) or the Council shall provide clearances.

On prime or sub-contracts awarded, to local companies, of Thirty Thousand dollars ($30,000) or less the Employer shall have the right to "name hire" their employees provided those requested meet the criteria of being local residents and qualified regular employees of the contractor. The purpose of this provision is to allow local companies to do small assignments with their regular crew.

(b) The hiring process shall be to dispatch qualified union members who are Local Residents. The Council and Affiliated Unions agree to accept fifty percent (50%) name hires of Local Residents from the Affiliated Union's out-of-work list.

The Employer shall next hire other qualified Local Residents. The Employer shall notify the Affiliated Union or the Council of these hires and the Affiliated Union or Council shall provide clearance.

(c) The hiring process shall next be to dispatch qualified union members who reside on Vancouver Island or the islands between the Mainland and Vancouver Island, beyond one hundred (100) kilometers from the Contract Jobsite. The Council and Affiliated Union agree to accept fifty percent (50%) name hires from the Affiliated Union's out-of-work list.

The Employer shall next hire other qualified residents of Vancouver Island or the islands between the Mainland and Vancouver Island, beyond one hundred (100) kilometers from the Contract Jobsite. The Employer shall notify the Affiliated Union or Council of these hires and the Affiliated Union or Council shall provide clearance.
The Parties agree that this Article 6.211 (c) shall only apply to Projects on Vancouver Island.

(d) The hiring process shall next be to dispatch qualified union members whose residences are located in British Columbia. The Council and the Affiliated Unions agree to accept fifty percent (50%) name hires from the Affiliated Union's out-of-work list.

The Employer shall next hire other qualified British Columbia residents. The Employer shall notify the Affiliated Union or Council of these hires and the Affiliated Union or Council shall provide clearance.

6.212 Qualification standards shall be the British Columbia Trade Certification or qualifications generally accepted in the construction industry.

6.213 Local Resident(s) Definition

(a) A bona-fide Local Resident shall be a person who resides within one hundred (100) kilometers of the applicable Contract Jobsite for a period of six (6) months prior to the commencement of construction work on the site; secondly, a person who had a bona-fide residence in a local community for one year prior to the date of hire after the commencement of construction, is also a Local Resident.

(b) A Bona-fide Local Resident status may require proof of actual residency such as documentation of ownership, rental or mortgage payments.

(c) A Bona-fide Local Resident on Vancouver Island or the islands between the Mainland and Vancouver Island may only be considered as Local Resident for work on Vancouver Island.

(d) A Bona-fide Local Resident on the Mainland may only be considered as Local Resident for work on the Mainland.

6.220 Equity Employment

Purpose

It is the purpose of these equity provisions to achieve a workforce diversity.

6.221 Employment Equity Initiatives

The Parties agree to:

(a) Set out employment objectives, following upon joint investigation and consultation by the Employer and the Council for employment of First Nations People who are residents in the Province of British
Columbia. To meet these objectives qualified First Nations People shall be name requested by the Employer and the Affiliated Union(s) shall clear such employees. The Council and Employer also agree to establish bridging and outreach programs to facilitate training of First Nations People to assist in qualifying for employment.

(b) Set out employment objectives for the employment of persons who are disabled as well as women in non-traditional job classifications, visible minorities or other identified groups. To meet these objectives qualified Local Residents in these groups shall be name requested by the Employer and the Affiliated Union(s) shall clear such employees. The Council and Employer also agree to establish bridging and outreach programs to facilitate the training of these groups to assist in qualifying for employment.

(c) Conduct ongoing revision(s) as the Parties gain experience as well as to provide appropriate remedies for failure to live up to both the letter and intent of this provision.

(d) Resolve equity issues as follows:

Where the Parties are unable to set employment objectives or agree on bridging programs, those matters will be referred to an Arbitrator pursuant to Article 7.213 (b), who shall decide the matter within five (5) days.

6.222 Employment Equity hiring shall operate in priority over other preferential hiring processes.

6.300 The Employer shall give preference of re-employment to an Employee on Worker’s Compensation when such worker is able to return to work, providing appropriate work is available without displacing existing Employees.

6.301 The Affiliated Union having jurisdiction over the work to be performed shall be given at least forty-eight (48) hours notice during regular business hours between Monday and Friday to complete dispatch of members ordered under each priority established by Article 6.211 (b), (c) and (d). The Employer shall be given notice of any delay in dispatching prior to the expiration of this period.

6.302 When the order cannot be filled within the time limit referred to in 6.301, the Employer may obtain Employees under the next priority. Any Employees so hired who are not members shall make application to join the Appropriate Affiliate within thirty (30) calendar days and become a member.
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

Appendix F

Columbia Basin Trust Task Force on Construction

Columbia Basin Trust Task Force on Construction – Scoping Session
Submission by Ruth Beck, Employment Equity Project Coordinator,

This input comes from two years of monitoring the implementation of equity on major construction projects in the West Kootenays as well as networking, researching, strategizing and advocating for employment equity in the region.

The Task Force’s two areas of focus, training/apprenticeship and economic development, are closely linked. Economic development and demographic trends provide the context within which the demand for training and apprenticeship emerges. The supply of training and apprenticeships contribute qualified workers to the workforce, which furthers economic development. In addition, when training is provided locally, it provides direct employment and capacity development for the training institution. Apprenticeships also enhance the (transferable) supervisory skills of journey level tradespeople, crew leaders and so on.

Economic Development
In BC, up to 40% of the construction workforce is expected to retire within 5 – 10 years. In the West Kootenays, major industry players such as Cominco, Celgar and the Columbia Power Corporation/Columbia Basin Trust partnership face high rates of workforce turnover in process operators and many construction/industrial trades. Cominco alone expects 350 retirements by process operators and 100 by journey level tradespeople in the next 5 to 10 years.

At the same time, the region has the opportunity to benefit significantly from Columbia Basin Power Projects representing multi-million dollar investments in the region over at least a 10-year period. The Power Projects provide economic development benefits in terms of employment, contracting, purchase of locally-supplied goods and services, infrastructure improvements, and skills and capacity development.

The question of how to meet the expected regional needs for industrial and construction workers is a key regional economic development issue. Where will our next generation of construction workers come from? How can our educational and economic leaders/institutions support a regional solution to a regional labour market issue? How can we encourage women and men, young women and young men, from our communities to choose careers in trades, industrial and technical work?

In order for local residents to choose a career in construction it needs to be attractive to them – this means access to satisfying work, a living wage and a respectful work environment. At present, construction doesn’t offer access to careers in an equitable manner to all members of the available or potential workforce. This means that the economic development benefits of construction are not fairly distributed in society. It also means that resolving equity issues will be important to the future of the industry. Occupational segregation isn’t unique to construction but it is proving to be a particularly resistant sector to accepting women and other traditionally underrepresented groups.
The West Kootenay Women’s Association and Kootenay WITT can speak primarily about the experience of women. Historically, women interested in a career in construction have faced barriers at all stages of the process. Today, some of the barriers include relative difficulty gaining apprenticeships or employment, difficulty getting support from unions, inappropriate assumptions about the requirements (e.g. physical strength etc.) of some work, negative or paternalistic attitudes, resistant or hostile behavior, discouragement, disrespect and isolation. These barriers have become embedded in the systems related to training, apprenticeship and construction employment.

The Columbia Basin Hydro Projects are trying to address these barriers in some ways. The collective agreement on the Arrow Lakes Generating Station acknowledges equity issues as a workplace priority. According to the agreement, the parties agree to set out equity targets and then give equity hire precedence over other forms of preferential hiring, in order to meet and exceed those targets. Another clause states that training will be made available to enable equity groups to compete effectively for employment. This acknowledges that some of the historical barriers have resulted in equity groups needing pro-active skills development to compete on an equal footing for jobs.

In addition to the collective agreement, there are supportive individuals in the Columbia Power Corporation who have played leadership roles in fostering excellent community relations and investment in equity issues. Local MLAs have been extremely supportive as well. More people are involved in finding positive solutions to equity, but it’s a slow process and we’re at an early stage in terms of momentum.

The past two years of involvement with this project has demonstrated that equity needs pro-active facilitation by equity group representatives and industry/labour/education leaders who have the authority, responsibility, skills and honest motivation to make the construction industry equitable. Promoting equity in construction in the West Kootenays has felt like rolling a big rock uphill. If the industry wants more women, this has to change. Construction trades will need to be as attractive to an interested woman with “the right stuff” as to a man. Among other things, this means getting rid of biased assumptions about what is “the right stuff” so that skilled, qualified women can expect equally rewarding work experiences and careers as men.

Our experience shows that a successful strategy will require money – to fund training programs and bursaries, to facilitate equitable access to apprenticeships, to coordinate information-sharing and problem-solving issues of equity integration, to ensure fair hiring and retention practices in the workplace, and to foster a workplace climate that encourages equity.

**Training and Apprenticeship**

The dominant perspective in education today focuses on transferable skills for high wage employment in the “new economy”. This de-emphasizes opportunities available in trades and industrial work and makes it more difficult to address the predicted labour force shortages. There are a number of initiatives happening to increase awareness of careers in trades including BC Opportunities, ITAC and programs of the BC Federation of Labour, to name a few.
In order for trades awareness programs to be successful they need to address the economic incentives for considering a career in trades. This means understanding the economic context within which prospective workers are making their decisions.

Women earn on average 67% of what men earn working full-time, year-round in the West Kootenay Boundary. This means that, all other things being equal, women may have proportionately more to gain by investing in a career in trades, industrial or technical work compared with their other options. The same may be said for other traditionally underrepresented groups, such as First Nations, visible minorities and youth, particularly youth who are female, aboriginal or in a visible minority group.

Consequently, the regional economic development challenge posed by the upcoming construction workforce shortage may compel the industry to become more welcoming of women, First Nations and visible minorities. This will require a real change in attitude as well as pro-active, self-sustainable behavior by employers, educators, unions and others to reach out, recruit, train, hire, apprentice and retain workers who are different from the vast majority of the current workforce. This will require increased investment in trades training and labour force integration to reduce barriers for groups traditionally underrepresented in trades employment.

Selkirk College has submitted a proposal to ITAC and the Ministry of Advanced Education, Training and Technology for a Women in Trades and Technology course. This is a critical element in a regional equity integration strategy for the construction sector. A WITT course prepares women for a wide variety of trades, industrial and technical work and will help enable women to compete for trades employment.

Trades awareness and training programs are necessary elements of a construction strategy but, on their own, may not guarantee a timely, optimal workforce transition. As mentioned above, our experience shows that it will require a comprehensive, multifaceted, well-resourced implementation strategy to achieve results. What might a successful strategy look like?

Strategies to Address Regional Economic Development Needs
We propose the following elements of a comprehensive strategy to strengthen the construction sector. We are also available to discuss, comment on, and support other ideas that are beneficial, mutually-reinforcing and cost-effective.

1. Securing funds to continue the Equity Coordinator position (currently a pilot project) for rest of the term of the Arrow Lakes Generating Station Project. The Equity Coordinator has been a key player in fostering cooperative attitudes and behavior to support equity integration on that project and, likely, beyond. There is a need to extend her contract to the end of that project.

2. Securing a corporate commitment and funding from the Columbia Power Corporation/Columbia Basin Trust partnership to ensure effective implementation of equity on the Brilliant Expansion Project and all future power projects. This will

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1 Based on the 1996 Census. By the way, for BC, the average is 73%.
2 Specifically, we expect to recommend:
include new requirements for contractors to develop equity implementation programs with paid equity coordination and to provide funds to support training, particularly to enable equity groups to compete for employment.

3. Securing funds for a Regional Equity Integration Facilitator based out of Selkirk College to coordinate community development, information sharing, outreach, training access and labour force integration for equity groups to address industrial adjustment issues. This position is required to ensure that expertise is shared, problems are discussed and resolved, and that the labour force transition is as smooth and beneficial to local residents as possible. The equity facilitator can take on a wider role in promoting construction in general, working with all interested parties. The facilitator needs to be someone who is pro-actively committed to equity, who is realistic and positive, and who can see the “big picture”.

4. Securing funds for Selkirk College to offer a WITT Course on an annual basis to meet labour force demand. It is not in the region’s interest to force Selkirk College to have to roll a big rock uphill to get annualized funding for the WITT course. Collective advocacy could secure a long-term commitment from government.

We would like to express our appreciation that the Columbia Basin Trust has convened a Task Force to address construction issues. We hope that the Trust will be a major catalyst and funding partner for implementation strategies that will benefit all Basin residents and have the support of regional stakeholders. We look forward to helping build a stable, equitable future for the construction industry in the Columbia Basin.

- Employment Equity Officer built into each contract’s bidding process;
- Standard terms of reference for EEO positions based on recommendations from the Arrow Lakes Generating Station Pilot Project;
- Equity targets to be set in advance of commencement of construction and with paid equity expertise;
- Training funding to be built into each contract’s bidding process, particularly to enable equity groups to compete effectively for employment;
- Equity compliance by sub-contractors;
- Resources within CPC to monitor equity, liaise with EEOs and network with other regional labour/equity/training initiatives.

3 Specifically, the role is intended to:
- Convene a community-based Equity Integration Committee with representatives of unions, industry, training partners, government, EEOs and equity groups. The purposes of the committee are to build a culture of support for equity through information sharing, problem solving, collective strategizing and decision-making related to equity integration in trades and technical areas in the region.
- Coordinate outreach to schools, youth centres, employment centres etc. to promote trades and technical occupations and training, particularly for traditionally underrepresented groups.
- Collaborate with and support complementary initiatives such as BC Opportunities, ITAC, the BC Federation of Labour and the Columbia Basin Trust Task Force on Construction for example.
- Support regional training opportunities by providing employment follow-up for graduates of WITT, trades and technical programs.
- Liaise with employers/contractors, ITAC, unions, EEOs etc. to facilitate equity integration into trades and technical work sites.
- Trouble-shoot equity, training and labour force issues, identify new opportunities and bring items to the attention of the Equity Integration Committee.
Recruiting and Retaining Women Workers in Trades & Technical Workplaces - New Brunswick and Saskatchewan

In June 2005, Focusing the Economic Imperative: New Brunswick’s Five Year Wage Gap Action Plan (2005-2010) was launched to address New Brunswick’s looming labour and skills shortage by better employing a largely under-utilized resource – women.

**Why Should You Hire Women Workers?**
- Looming global labour shortages and the ageing of the workforce are key issues for all Canadian businesses.
- Shortages in skilled labour reduce efficiency and productivity in the trades and technology sectors.
- Women not only represent 47% of all Canadian workers but also make up 51% of all other groups identified as emerging potential sources of labour.
- Organizations with a diverse workforce can better understand and meet the needs of its clients.

**Workplace diversity is good for business.**
Businesses with a diverse workforce are hiring from a larger talent pool, ensuring that management practices are flexible and harassment of any kind is not tolerated. Workplace diversity lowers absenteeism and turnover of both women and men.

**Barriers Facing Women in Non-Traditional Workplaces**
Some of the barriers women face when entering non-traditional workplaces are:
- Discrimination and stereotyping in hiring practices;
- Traditional societal attitudes;
- Lack of diversity training;
- Harassment in the workplace;
- Lack of union support;
- Lack of supportive workplace policies and practices;
- Lack of opportunities for early work experiences;
- Lack of access to training and apprenticeships.

“How a diverse workforce is simply vital to the success of our business.”
- Steve Ballmer, CEO Microsoft

**How to Recruit & Retain Women Workers**
Employers need to ask: “What can I do to make my workplace better for women?”
Employers should identify potential barriers then commit to eliminating them:
1. **Create an organizational culture that is more inclusive for women.** Actively demonstrate that women are welcome on the job site and that women’s full participation in the workplace is supported by key decision-makers.
2. **Identify and eliminate barriers in recruitment and work practices.** Ask women and men’s groups how to outreach. Ensure that physical work conditions are appropriate for women and men and that harassment of any sort is not tolerated.
3. **Provide support mechanisms for women workers**, such as a “buddy” system, mentoring program, support team or diversity networks.
4. **Adopt family-friendly employment practices.**

**When and Where to Start?**
The time to start is now. Small immediate changes can signal meaningful change to employees. To learn more about how you can better recruit and retain women workers, visit our website and download “Resource Guide: How to Recruit and Retain Women Workers in Non-Traditional Workplaces.”

**Want to Know More About the Wage Gap?**
Visit our website at: [www.grn.ca/economic_security](http://www.grn.ca/economic_security)

For more information, call 1-877-253-0266, or email us at web-edfl@grnb.ca and sign up for our WomenFemmes NB newsletter.
SaskWITT is a non-profit provincial organization that encourages and assists in the education and successful employment of women in predominantly male trades, technologies, operations and blue-collar work. We work collaboratively with other women in Canada and have built alliances across all sectors.

SaskWITT has been incorporated since 1997, but that isn’t our whole story. Since the mid-seventies, women in Saskatchewan have been leaders in a national movement to bring like-minded women together to make inroads into traditionally male occupations.

By necessity, our work is broad-based. In order to effect social change, initiatives need to be integrated with the intention of influencing youth, parents, educators, employers, employees and the general public. In the new millennium, we are finally seeing young women enter male-dominated trades occupations and attribute that change to a greater acceptance of women’s competence and abilities in society at large. Our career exploration programs have always been popular among girls and women, but acceptance in industry seemed to be a bottleneck to entering these careers.

As the attached diagram illustrates, we work in many arenas. In the early nineties, we set up a speaker’s bureau and trained a group of six women to make presentations to grades 7 and 8 students in Regina-area schools. Since then, we have developed and delivered programs and services to children, teenagers and adults. We work in schools, community centres and workplaces. These initiatives are described inside the green circles in the diagram.

The chart illustrates the broad range of programming that has been designed and delivered over the past 20 years in Saskatchewan. There are three broad categories: Kindergarten to Grade 12, Post-Secondary, and Employment / Workplace resources. Initiatives focus on solution-based programs and services that assist and encourage girls and women to explore opportunities and career paths, prepare and bridge to work, and promote workplace retention.

The first cluster, Kindergarten to Grade 12, outlines programs and services for school-aged children. Some are girls-only and some are directed at both girls and boys. Our
aim is to influence youth attitudes towards women in trades and technology occupations. We are deliberate about what messages we are giving them. Because young people are so impressionable, we act with caution to provide age-appropriate activities and themes.

Our involvement with research and education has taught us that role modelling is a key underpinning of a successful social change strategy. Young women need to see women in work boots in order to visualize themselves walking on the same path. The other key principles involve performing hands-on tasks and accessing career information that is geared specifically for girls and women.

The orange triangles name resources that we have produced over time, including posters, videos and lesson plans. All of the resources have been provided free of charge to Saskatchewan schools serving grades 7 - 9. The tools encourage girls to consider occupations in predominantly male trades and technology occupations and also serve to normalize images of women in trades for boys.

Undoubtedly our most successful venture for girls has been GETT Camps – Girls Exploring Trades and Technology. Since 1991, these camps for grades 7 and 8 girls have been offered annually after a local woman visited Fanshawe College in London, Ontario and came home to adapt the idea for delivery at Saskatchewan Institute of Applied Science and Technology (SIAST) campuses. Many young women who enter trades occupations in Saskatchewan can point to their first shop experiences at GETT Camps and remember the names and occupations of the women who taught them.

These camps have also provided a training ground for instructors who come from across Canada to participate and share their experiences at the camp. They are mentored and billeted by SaskWITT members and return home to initiate camps in their communities. GETT Camps have been delivered in dozens of locations in nine provinces and territories over the years with little need for adaptation. It is a proven model that guides girls to use tools in a safe setting, think about their own skills and abilities and contemplate occupations that would not otherwise be on their radar.

Some SaskWITT activities have been passed on or developed in collaboration with national or other local WITT organizations. All of the programs in the diagram have proven track records. Many of these programs are delivered occasionally or sporadically in different locations across the country based entirely on funding restraints. All of them have been evaluated to some extent, some at the time of delivery and others for long-term outcomes.
SaskWITT doesn’t work alone. Over the years, we have learned to maximize our reach by harmonizing our efforts with employers, government, unions, training institutions and other non-profit organizations. The blue rectangles provide examples of many of our partners and affiliates in various ventures. Each of the three program categories provide roles for multiple stakeholders including financial resources, human resources, physical facilities, tools, equipment, materials and in-kind support for coordination and delivery.

For example, SaskWITT is represented on the Board of Directors of the Saskatchewan Apprenticeship and Trades Certification Commission. The organizations work collaboratively to support the recruitment and retention of women in apprenticeships in predominantly male trades. Efforts include research, policy discussions and joint program planning, as well as presentations and promotion of career exploration programs.

Most of SaskWITT’s career exploration activities are delivered in partnership with SIAST through their WITT program. The two organizations have a Joint Venture agreement that articulates the roles and responsibilities of each party. For example, SaskWITT assists with providing and preparing the role model pool for many of the programs, and SIAST provides meeting rooms and printing services. SIAST students often register as members of SaskWITT and, as members, are supported by the organization after their graduation.

SaskWITT also works with other training providers to prepare women to enter the workforce through exploratory and job preparation courses. These programs always include partnerships with employers who can provide work placements or actual jobs once the programs are completed.

Some of our most important work has been to influence public policy and practices. We know, for example, that reporting participation statistics allows us to measure change when and as it happens. We encourage employers to look at their workforce participation, set goals and measure the gains they are making.

One of our major alliances is with the Canadian Centre for Women in Science, Engineering, Trades & Technology (WinSETT Centre). We are working diligently on an employer engagement campaign, with involvement from the Canadian Apprenticeship Forum. We work directly with employers in a Checklist of Strategies workshop that assists them in preparing their workplaces to include new female entrants. More information about this pan-Canadian initiative can be found at www.ccwestt.org.
We can celebrate the fact that the numbers of women in trades occupations has doubled in the past 40 years, most significantly in the past decade. It is important to remember though that in many industry sectors, doubling represents the movement from two per cent to four per cent. The same time period has seen women’s participation increase from five per cent to 35 per cent in professional occupations such as medicine and law. Our work is not done until we know that women who select trades careers won’t have to struggle to get in the door.

We are energized to see a new resolve among employers and unions, one that reaches out to women and invites them to participate. We conduct our work now with a new confidence, believing that the programs and initiatives that have evolved through collaborative efforts are effective at leading women to long-term employment in their chosen fields.

Author: Valerie Overend
Appendix H

Discussion Paper WITT: Achieving Equity In Sectoral Partnership Initiatives

Discussion Paper for WEAC and CLFDB Working Groups from WITT National Network
Meeting with John McWhinnie, DG/LMS October 28,1993

Achieving Equity in Sectoral Partnership Initiatives

The WITT National Network works specifically for all women interested in trades, technical operational and blue-collar work, and recognizes systemic barriers women face, particularly those who are members of more than one "designated group." We envision and work towards a future in which all sectors of commerce and industry have opportunities for women and men of all races, ethnic groups, sexual orientation and abilities.

When using the term "women" it is important to note that the term means women of colour, aboriginal women, women with disabilities and white women with or without disabilities. If a recommendation states "at least one woman," it must be understood that there is an expectation to draw from a candidate pool which is made up of the diversity of our population.

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum Standards</th>
<th>Vision of equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>diagnostic phase (including sector study)</td>
<td>Committee includes at least one woman representing labour and one representing business (total at least two); government or association people on the committee may also be female but do not &quot;count&quot; to this business-labour representation.</td>
<td>Business and labour participants on all steering committees are fully representative of the designated groups.</td>
</tr>
<tr>
<td>composition of the steering committee</td>
<td>There is a <em>prima facie</em> case for the consideration of equity issues in the diagnostic analysis. Terms of reference must explicitly include equity issues.</td>
<td>Equity issues are completely integrated in all sectoral human resource planning.</td>
</tr>
<tr>
<td>definition of issues</td>
<td>At a minimum, variables for analysis include designated group representation or participation.</td>
<td>Variables for analysis include current employment of designated groups as well as the flow of designated group members through recruitment, promotion, training and retention events.</td>
</tr>
<tr>
<td>research</td>
<td>At a minimum, the report includes a description of the current employment equity situation (demographic breakdown and baseline data) and comparisons to other sectors of the labour market.</td>
<td>Reports always include analysis of both the current employment equity situation and the trends in recruitment, training, promotion and retention. There is an explicit assessment of the potential for systemic bias in employment practices (for example, consideration of equity impacts of word of mouth recruiting).</td>
</tr>
</tbody>
</table>
## Achieving Equity in Sectoral Partnership Initiatives -

### Factors Internal to Human Resources and Labour

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Direction</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG's for LMOSA, LMS and EE</td>
<td>Clear policy statements to staff regarding their commitment to equity principles being integrated into the process.</td>
<td>The Federal Government's stated values include the principles and achievement of the implementation of Employment Equity. This needs to be communicated.</td>
</tr>
<tr>
<td>LMOSA and LMS staff</td>
<td>With staff, development of ideas and practices needed within and between departments to achieve and promote equity in Sector Council initiatives. This can be done first by department, and then a joint think tank could be instituted.</td>
<td>Equity Advisory Services can and should be used to provide training on Equity issues to internal staff of these departments. All consultants should be familiar and working with these issues in each of their council initiatives.</td>
</tr>
<tr>
<td>DG - EE</td>
<td>Ensure the minimum standards for ensuring equity are understood prior to the signing of any agreement.</td>
<td>It is important that consultants both know what questions to ask, and that they are motivated to ask them.</td>
</tr>
<tr>
<td></td>
<td>Nothing is signed unless all parties have their needs and values met within the context of the agreement.</td>
<td>Ensuring equity representation at the table may not always accomplish the goal. The consultants need to be pro-active as well.</td>
</tr>
<tr>
<td>Organization</td>
<td>During Steering Committee and Council Development:</td>
<td>During SAAC development:</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>LMOSA &amp; LMS Consultants</td>
<td>Consultants need to be promoting government policies on equity at the table.</td>
<td>It is up to each consultant to decide whether it would be helpful to have a representative of Equity Advisory Services at the regular meetings of the Steering Committee or Council, or whether it might be useful to bring them in at certain points in the development of the work.</td>
</tr>
<tr>
<td>DG - LMOSA &amp; SEED</td>
<td>Accountability measures need to be put into place.</td>
<td>Monthly meetings to discuss problems and solutions.</td>
</tr>
<tr>
<td>DG - EE</td>
<td>Equity Advisory Service consultants need to be identified to serve particular sectors.</td>
<td>Review Steering committee and sector council minutes and initiatives.</td>
</tr>
<tr>
<td>WITT in conjunction with LMS</td>
<td>Equity Merit Awards</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Minimum Standards</td>
<td>Vision of equity</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>council operational phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>composition of working groups</td>
<td>At a minimum, there are two women on each working group; women on the working groups have strong technical skills and are recognized among all the members for their valued contributions.</td>
<td>All working groups contain 50% women and are fully representative of all designated groups.</td>
</tr>
<tr>
<td>operations of working groups</td>
<td>Working group facilitators follow a checklist in reviewing their analysis and recommendations for equity impacts.</td>
<td>Every critical decision made by the working groups includes a conscious consideration of the potential equity impacts; group discussion demonstrates an understanding of the potential for building systems and processes which inadvertently discriminate.</td>
</tr>
<tr>
<td>standard setting activities</td>
<td>Standard setting groups review of checklist of potential systemic barriers at key stages in the process.</td>
<td>There is a conscious assessment of potential systemic barriers; statements are outcome oriented; bridging standards are included.</td>
</tr>
<tr>
<td>certification activities</td>
<td>Assessment provisions, including grandparenting and equivalency recognition, are completely equitable. There is provide complete recognition of alternative modes of skills acquisition, including credentials earned in other work environments.</td>
<td></td>
</tr>
<tr>
<td>accreditation activities</td>
<td>Accreditation planning includes a review of education equity</td>
<td>Council accreditation requirements include a focus on educational equity of the training institution (curriculum, services instructors and enrolment/graduation statistics).</td>
</tr>
<tr>
<td>training trust funds</td>
<td>Training trust funds policies are designed in a manner which provides full and equitable access to training for designated groups members.</td>
<td></td>
</tr>
<tr>
<td>training or upgrading curriculum design activities</td>
<td>Learner-centred designs build in accommodation of different learning styles and needs; formats are flexible to allow women to balance work and family and to allow persons with disabilities to access training appropriate to their abilities.</td>
<td></td>
</tr>
<tr>
<td>training or upgrading delivery activities</td>
<td>There is a good gender balance in the instructors delivering programs; programs have enrolment and graduation targets for women; bridging programs are built in.</td>
<td></td>
</tr>
<tr>
<td>activities to improve sectoral image</td>
<td>Those involved in outreach and image campaigns have been trained to be sensitive to equity considerations; image campaigns include a conscious focus on women and girls; women are portrayed as active, successful achievers in the sector in all videos, pamphlets etc.; female role models are supported.</td>
<td></td>
</tr>
<tr>
<td>workforce adjustment activities</td>
<td>Adjustment teams include at least one woman for any workplace which includes women. Bridging programs are integral. Career counselling is sensitive to work and family issues.</td>
<td>Adjustment teams are fully representative of the populations they serve.</td>
</tr>
</tbody>
</table>
## Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum Standards</th>
<th>Vision of equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>newsletters</td>
<td>Language is always gender inclusive; there is an equity flavour to at least one story in each newsletter; there are stories profiling women in the sector.</td>
<td>Equity considerations are fully integrated into every story; there is full gender balance in “profiling” stories.</td>
</tr>
<tr>
<td>conferences</td>
<td>At least 15% of delegates are women who are active in the pertinent occupations in the sector; all designated groups have some representation.</td>
<td>50% of the delegates are women. There is full representation of designated groups. Equity issues are naturally integrated into human resource planning discussions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum Standards</th>
<th>Vision of equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>council developmental phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>structure of formative committee</td>
<td>At a minimum, there is one woman on the formative committee, preferably one who has an in-depth understanding of employment equity issues.</td>
<td>All designated groups are fully represented in the formative committee; all members of the formative committee are sensitive to equity issues.</td>
</tr>
<tr>
<td>council organization development</td>
<td>The initial meetings of the council, where the group dynamics evolve, always includes training to build sensitivity to employment equity for all designated groups.</td>
<td></td>
</tr>
<tr>
<td>council mission and objectives</td>
<td>Council mission statement makes a clear commitment to employment equity; there are explicit employment equity objectives.</td>
<td>Council mission statement makes a clear commitment to employment equity; employment equity is fully integrated into all council objectives.</td>
</tr>
<tr>
<td>council strategic plan</td>
<td>The strategic plan includes a clear articulation of the current employment equity situation in the sector and set specific employment equity goals and strategies.</td>
<td>Employment equity considerations are completely integral to all council strategies and human resource planning activities.</td>
</tr>
<tr>
<td>composition of council</td>
<td>At a minimum, there are two women (one labour representative and one business representative) on the council; all designated groups are represented.</td>
<td>50% of the members are women. All designated group members are fully represented.</td>
</tr>
</tbody>
</table>
Appendix I

WITT Courses, National Generic Standards & Program Development Guidelines

National Generic Standards and Program Development Guidelines

for WITT Courses, Exploratory Courses for Women in Trades, Technology, Operations and Blue Collar Work and for Trade/Technology Specific Courses for Women

Preamble

The aim of this course is the empowerment and skill training of women through facilitative instruction using methodologies appropriate to their learning styles. As we recognize the need of our society to handle the complex training and working environments, we must provide students with the tools to analyse and effectively deal with both technical problems and the effects of a society that has tended to discriminate on the basis of race, gender, age, disability, and sexual preference, particularly in the performance of trades and technical work. Special skills and tools are needed in these cases. Within the context of the following goals and objectives, we hope to provide the tools to use in all applications, both technical and societal, to enable the students to survive, and thrive in the trades and technical environments in which we hope to find many of them. The following material was developed through a modified Dacum process involving technical training and women's technical training experts from eight provinces in Canada.

Program Goals

1. Increase the employment and further training/education potential of participants, especially in trades, technology, operations and blue collar work. (TTO/BCW)
2. Provide participants with the opportunity to explore a broad range of employment and training options in TTO/BCW.
3. Provide participants with a realistic understanding of the physical, emotional and academic requirements of training and/or employment in TTO/BCW.
4. Provide participants with a series of empowering skills which will assist them in becoming competent workers in TTO/BCW.

Objectives

Participants will:
1. Acquire knowledge of the range of possible occupations in TTO/BCW
2. develop strategies for dealing with the multiple roles of working women
3. apply practical math, science, workplace literacy, and communication skills in TTO/BCW studies
4. develop basic technical skills in a wide range of TTO/BCW
5. make informed career occupational choices through knowledge of the labour market, skills in career planning and job search techniques
6. realistically assess their own ability to work successfully in TTO/BCW environments through hands-on work experience in industry
7. develop occupational fitness skills
8. develop skills to work effectively in groups
9. enhance self-esteem, self-confidence, and self-motivation through the group process and an interactive learning environment

Methodology

1. Feminist Perspective
   Defined by the WITT National Network as “moving towards equality of women by accommodating differences - e.g. economic, social, racial, political, physical and cultural.”
2. Practice Effective Adult Learning Principles
   Voluntary Participation (Adults decide on a course of action to meet their own needs); Mutual Respect (the variety of past experiences must be recognized and built upon); Collaborative Spirit (the facilitator and participants need to agree upon needs, objectives, methods and evaluation); Action and Reflection (Praxis) (by doing something and then taking the time to reflect upon it, individuals will process information into something which has meaning for themselves); Critical Reflection (a

A Curriculum Guide and Resource Book

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Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

3. Respect Learning Styles & Use Appropriate Teaching Strategies


Student/Instructor Ratio

For a 35/hr per week course, for a course of 16 students, 2 full time - 35/hr per week positions. This can be allocated among several instructors, but the importance of having some continuity for the coordinator/instructor must be stressed.

Female tradespeople and technologists make excellent role models, and should be used as coordinators/instructors whenever possible, as well as resource people in the classroom.

Funding

Courses should be funded under direct purchase, or within college base budgets allowing a broad cross-section of EI, SARS, CJS/mainstream and fee-paying students. Most effectively, these courses would be funded on a regular ongoing basis to provide continuity and support for students and instructional personnel.

Entry/Selection Criteria

Depending on your available course length, a coordinator must set minimum academic standards for math, science, reading and writing skills. Instructors/Coordinators must show some flexibility, weighing such factors as motivation and interest.

It is important to provide informational sessions during the recruitment phase using questionnaires (samples available at national office), and interviews so that instructor/coordinators, working with Advisory Committee members, can select students on the basis of commitment, interest, and motivation. Instructors have the right to terminate any student not living up to learning contract.

Women Training with Women

The need for women-only exploratory courses must be stressed. Gaining skills and confidence in cooperative/supportive environments will enable them to then be successful in mixed courses where women are expected to compete with men who have often had greater prior experience in the field.

Expected Outcomes

Entering further technical or other training is as satisfactory an outcome as finding full-time paid employment because it will lead to better-paying jobs with greater potential for advancement in the long run. This is an exploratory course.

Recommended Industrial/Technological Sectors for WITT Courses

- Power & Energy
- Manufacturing
- Construction
- Transportation
- Communications
- Environment
- Natural Resources
- Research & Development
- New Technologies

Orientation to Trades and Technology
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

Time Frames
The time frames outlined here are for courses where the students have, for the most part, basic Grade 10 education and English as their first language. For those courses where more extensive math, science or English upgrading or English as a Second Language training were necessary, the time frames would have to be modified appropriately.

A minimum of 3 weeks lead-time and 2 weeks follow-up are necessary to ensure positive negotiations and scheduling with area employers and unions, other technical instruction personnel, potential role models and resource people from the community and government agencies, and preparing evaluations of program and assisting students with realizing their training and employment objective.

The most effective way to run these courses is in an ongoing fashion, so that continued follow-up and support for students is possible, or to ensure there is an individual identified to play that role for students and graduates on a regular basis.

Minimum:
5 weeks lead and follow-up + 20 weeks (Grade 10 and English first language)

Maximum:
5 weeks lead and follow-up + 40 weeks

Average Course: Minimum
Professional Development 3 Weeks
Occupational Health and Fitness 3 Weeks
Technological Literacy 2 Weeks
Handle Work Related Issues 1 Week
Shop Time 8 Weeks
Communications 2 Weeks
Career Exploration & Development 1 Week
Work Experience 4 Weeks

24 Weeks

Trade/Technology Specific Courses
All graduates of trade/technology specific courses as well as WITT exploratory courses must have taken the skill units described here. If they have done so prior to participation in the course, some accommodations can be made in course content or participation.

Supplementary Materials
WITT National Network will be reviewing available Canadian course outlines and curricula, and will be making recommendations re those which most effectively meet the guidelines decided upon by the national WITT Dacum Advisory Group. Please contact the WITT National Network office for further information and resources: WITT National Network, 10 Douglas Court, Unit 2, London, Ontario N5W 4A7, Phone: (519) 453-2105, Fax: (519) 453-2087, E-mail @info@wittnn.com
### National Standards for Generic Content for WITT Courses

#### Exploratory Courses in Trades, Technology, Operations and Blue Collar Work for Women

<table>
<thead>
<tr>
<th>1 Professional Development</th>
<th>Develop and use assertive skills.</th>
<th>Identify and manage responsibilities &amp; support systems of home and work.</th>
<th>Identify personal strengths, talents, skills and abilities.</th>
<th>Apply effective stress management techniques.</th>
<th>Identify barriers to and steps to encouraging trust.</th>
<th>Apply effective conflict resolution techniques.</th>
<th>Apply effective problem solving techniques.</th>
<th>Use self defence skills.</th>
<th>Identify cultural differences.</th>
<th>Recognize contributions of other cultures.</th>
<th>Define and describe implications of racism, sexism, homophobia and discrimination.</th>
<th>Clarify personal goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify and respond appropriately to societal barriers.</td>
<td>Practice appropriate nutritional habits.</td>
<td>Use time management skills.</td>
<td>Use appropriate personal hygiene.</td>
<td>Identify and respond appropriately to harassment.</td>
<td>Recognize addictive behaviour.</td>
<td>Apply effective decision making skills.</td>
<td>Budget.</td>
<td>Identify “community resources”.</td>
<td>Manage crises.</td>
<td>Set goals (individual).</td>
<td>Dress appropriately.</td>
</tr>
<tr>
<td>3 Work Related Skills</td>
<td>Recognize tools and their functions.</td>
<td>Use appropriate hand &amp; power tools &amp; equipment.</td>
<td>Use cutting, fitting and fastening techniques.</td>
<td>Use drafting skills.</td>
<td>Use lay-out and measuring techniques.</td>
<td>Interpret blueprints and schematics.</td>
<td>Identify and use materials and supplies</td>
<td>Evaluate end-product.</td>
<td>Use diagnostic testing techniques.</td>
<td>Use trouble shooting strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Acquire Technological and Workplace Literacy</td>
<td>Apply trades and technical theory in a variety of occupations.</td>
<td>Use critical/analytical techniques.</td>
<td>Use basic computer skills.</td>
<td>Interpret technical manuals.</td>
<td>Use appropriate terminology.</td>
<td>Apply appropriate math skills.</td>
<td>Apply appropriate science skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Career Exploration &amp; Development</td>
<td>Analyze labour market</td>
<td>Identify transferable skills.</td>
<td>Identify training options.</td>
<td>Assess risks involved in implementing career choices.</td>
<td>Use job search skills.</td>
<td>Evaluate institutional training environment.</td>
<td>Develop a career plan.</td>
<td>Evaluate the course work experience component.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Use Communication Skills</td>
<td>Use effective listening skills.</td>
<td>Identify and use effective verbal communication skills.</td>
<td>Give and receive feedback.</td>
<td>Use gender inclusive language.</td>
<td>Identify and interpret non-verbal communication behaviours.</td>
<td>Identify different communication styles.</td>
<td>Identify assumptions.</td>
<td>Use electronic communication equipment.</td>
<td>Work effectively in a group.</td>
<td>Use research techniques.</td>
<td>Write effectively.</td>
<td>Read effectively.</td>
</tr>
</tbody>
</table>
Appendix J

Newfoundland & Labrador Gender Equity in Natural Resources

- Government focused on maximizing benefits from our resource projects to provincial residents.
- Large-scale projects planned/underway in the mining and energy sectors that present opportunities for labour force development - training and employment in professional, technical and skilled positions
- Women continue to be significantly under-represented in many occupational groupings within the sector
- Projects can be 25+ years in length – careers vs. jobs
- Opportunities for local business development
- Continued investment by government to build the provincial labour supply
The Opportunity

- Building on work that began in the late 1990s e.g. Hibernia, Voisey's Bay, etc. – with a renewed focus on collaboration and results
- Increase the likelihood that women have an opportunity to benefit from NR projects
- Take advantage of government levers to support the increased participation of women in the sector
- Increase the number of women trained for higher income positions to decrease economic dependence and the often associated social impacts
- Take a reasonable but progressive, business-specific approach
- Take advantage of our position as a relatively small jurisdiction to build relationships and collaborate

Government Levers

Government Levers To Support Gender Equity & Diversity Planning

1. Environmental Assessment Process (Socio- Economic Impacts)
2. Canada-Newfoundland and Labrador Atlantic Accord Implementation Act (Benefit Plan Requirements)
3. Government Policy • Negotiated Benefit Agreements
45. (1) In this section "Canada-Newfoundland and Labrador benefits plan" means a plan for the employment of Canadians and, in particular, members of the labour force of the province and, subject to paragraph (3)(d), for providing manufacturers, consultants, contractors and service companies in the province and other parts of Canada with a fair opportunity to participate on a competitive basis in the supply of goods and services used in a proposed work or activity referred to in the benefits plan.

(4) The board may require that a Canada-Newfoundland and Labrador benefits plan include provisions to ensure that disadvantaged individuals or groups have access to training and employment opportunities and to enable those individuals or groups or corporations owned or cooperatives operated by them to participate in the supply of goods and services used in a proposed work or activity referred to in the benefits plan.

Direction

- Align with findings from Stantec study
- Ensure a tailored approach that recognizes the uniqueness of each project
- Progressive but reasonable approach to advancement
- Ensure the ability to align with provincial direction/framework
- Movement towards results
The Approach

- Action through the Environmental Assessment Process, and Benefits Agreements (to complement Benefits Plans)

- Both processes allow:
  - plan development with government approval requirements
  - reporting requirements to monitor progress

Based on sector characteristics, there are two major systems to advance increasing gender equity and diversity in the resource sector:
- Labour Force Development Cycle
- Project Oversight Accountability Structure

Labour Force Development

Young Women Interested
Availability of Educational Programming/Supports
Linkages to the Work Environment
Employment Opportunities
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

Project Oversight Accountability

Key Assumptions

- There are limitations to the level of government impacts – all stakeholders have to work together to achieve success
- Every project is different and requires different considerations and a tailored approach
- Gains can be made through partnerships and collaborative working arrangements – increasing value to both the province and industry
- Learn from each project - always with a focus on continuous improvement
- Learn from research and results in other jurisdictions to ensure that our model is responsive
Addressing Today’s Barriers

Based on current environments - there are a number of action areas that are becoming increasingly important:

- Increasing knowledge & training – understanding, valuing and managing diversity at all levels of an organization
- Having all stakeholders actively involved and operating with a united goal – government, unions, operators, contractors, associations, etc.
- The importance of data/metrics and how they are used to effect change
- The importance of accountability structures – e.g. role of executive, union, and diversity coordinators

Moving Toward Results

Moving from...

A Commitment to *Action*

To...

A Commitment to *Results*

- Workplace Policies – Harassment Free, Respectful Workplace, Accommodation
- Diversity and cultural training
- Scholarships
- Information sessions
- Diversity coordinators
- Gender disaggregate data reporting

- Increased participation targets
- Revised systems and policies which eliminate inherent biases
- Targeted programs and initiatives to remove organization-specific barriers
- Accountability structures for operators, contractors and sub-contractors,
- Collective bargaining measures that eliminate barriers
- Commitment to continuous improvement
Moving Forward

- Many of barriers to diversity in today’s work environments are described as “second generation biases” – they are often difficult to identify and address but they are not insurmountable
- Research on best practices is growing and there is information/tools that can help identify and address subtle barriers
- Government will continue to use available levers to support increased participation of women and other under-represented groups in the resource sector
- Ultimately, success will depend on collaboration across stakeholder groups with all parties taking a new and deliberate approach
- Given the size of our province, the relationships already established, and the results already occurring we are positioned for success and we have the opportunity to be a leader in this area
Lessons Learned & Best Practices - Women in Apprenticeship & the Skilled Trades

Appendix K

Emera NL Maritime Link Diversity Plan
The ENL Diversity Plan was originally written to address requirements as set out by the Government of Newfoundland and Labrador. Therefore, references in the document are specific to Newfoundland and Labrador. However, ENL is committed to diversity initiatives across the project and all initiatives will occur in both NL and NS.
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<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>CAMSC</td>
<td>Canadian Aboriginal and Minority Supplier Council</td>
</tr>
<tr>
<td>ENL</td>
<td>Emera Newfoundland &amp; Labrador</td>
</tr>
<tr>
<td>IBEW</td>
<td>International Brotherhood of Electrical Workers</td>
</tr>
<tr>
<td>NL</td>
<td>Newfoundland &amp; Labrador</td>
</tr>
<tr>
<td>NLOWE</td>
<td>Newfoundland &amp; Labrador Association of Women Entrepreneurs</td>
</tr>
<tr>
<td>NOC</td>
<td>National Occupational Classification</td>
</tr>
<tr>
<td>NS</td>
<td>Nova Scotia</td>
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<tr>
<td>NSPML</td>
<td>NSP Maritime Link Inc.</td>
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</table>
1. INTRODUCTION

1.1 Background

According to the Newfoundland & Labrador Market Outlook, it is anticipated that total employment in the province will grow by 2.8% from 2011 to 2020, representing approximately 7,700 new jobs in the economy and over 70,000 job openings through anticipated attrition due to retirements and deaths (Department of Human Resources, Labour and Employment, 2011). Many of these job openings will be in skilled trades occupations in which women are significantly under-represented with only about 5% of women working in the skilled industrial trades in Newfoundland & Labrador (Department of Human Resources, Labour and Employment, 2011).

In September 2007, the Government of Newfoundland and Labrador released its Energy Plan, Focusing Our Energy, which highlighted the need to remove the barriers that limit the participation of women and members of other under-represented groups in non-traditional occupations associated with major projects (Department of Natural Resources, 2007). To address these issues, the Energy Plan stipulated the requirement that proponents of large projects have formal approved diversity plans with the goal of achieving employment equity and diversity on the projects.

As required, ENL has entered into a Benefits Agreement with the Provinces of Newfoundland & Labrador and Nova Scotia which outlines the overall benefits for the construction of the Maritime Link Transmission Project (“the Project”). This Benefits Agreement will inform all contracts, purchasing, and employment and all contractors and subcontractors will be required to adhere to the terms contained within this Agreement with the objective of providing opportunities and benefits to the people of Newfoundland and Labrador and Nova Scotia during the construction phase of the Project. The Benefits Agreement requires ENL to develop and implement an approved Diversity Plan for the Province of Newfoundland & Labrador.

1.2 Approach to Benefits

ENL’s approach to benefits for Newfoundland & Labrador is driven by Emera Inc.’s overall corporate commitment to providing employment, business and other benefits to the communities where we do business. Emera is also committed to providing these benefits to women and members of under-represented groups including Aboriginal persons, persons with disabilities and visible minorities, which are collectively referred to throughout the Plan as
Designated Groups. ENL equally recognizes, as a regulated utility business, that the cost of electricity to customers is critically important and therefore, we strive to achieve the right balance between facilitating benefit creation and delivering a cost effective energy solution to customers.

Emera’s Respectful Workplace Policy states that Emera is committed to providing a work environment that is at all times supportive of the dignity and self-esteem of employees at all levels. To achieve this, we rely on trust, mutual respect, co-operation and understanding among our employees. All employees have the right to work in an atmosphere that promotes equal opportunities and that is free from discrimination, harassment and sexual harassment.

ENL has established the following guiding values to provide direction for benefits-related activities on the Maritime Link Project:

- Ensuring that gender equity, diversity and inclusiveness are inherent to, and followed in all business processes and practices throughout the Maritime Link Project;
- Supporting, where economically feasible for the project, the development of local skills and industrial capability that provides communities where we operate with opportunities to create long-term benefits;
- Collaborating with industry, government, academic and training institutions, community and other stakeholder groups to optimize resulting benefits from the Maritime Link Project;
- Enabling the creation of local benefits while maintaining the highest levels of safety, environmental performance, efficiency and integrity of our operations;
- Providing an open and transparent process for procurement activity related to the Project, including holding supplier information sessions and posting opportunities on the ENL website or via industry links to ensure equal and fair opportunity;
- Selecting contractors and suppliers that are committed to working with ENL to deliver benefits to the people of the Province, and;
- Delivering the Maritime Link Project safely, on time and on budget, to ensure the project delivers value for all of Emera Inc.’s stakeholders including Nova Scotia ratepayers.
2. PROJECT

2.1 Maritime Link Overview

NSP Maritime Link Inc. (operating as Emera Newfoundland and Labrador - ENL), a wholly owned subsidiary of Emera Newfoundland and Labrador Holdings Inc., will construct and operate a new 500 megawatt (+/-200 kV) high voltage direct current and a 230 kV high voltage alternating current transmission line, and associated infrastructure, between Granite Canal, on the island of Newfoundland, and Woodbine, Nova Scotia.

The primary objective of the Maritime Link Project is to provide a direct, safe, reliable and cost-effective connection between the electrical system of Newfoundland and Labrador and the electrical system of Nova Scotia, thereby enabling both provinces to share in the economic opportunities afforded by the increase in renewable energy resulting from Phase I of the Lower Churchill Hydroelectric Generation Project. The objective is to plan, design, build and operate the Maritime Link Project with minimal adverse environmental, economic, social and cultural effects, while improving the environment by reducing greenhouse gas emissions and creating significant economic opportunity for the region.

The Maritime Link Project is unique relative to many other mega projects in Newfoundland & Labrador in that it does not reside in one specific job site, represents only a portion of the overall Lower Churchill Project and is covered by the Memorandum of Understanding extending equal consideration of socio-economic benefits to the two Provinces. Given that the Maritime Link Project will be paid for by the electricity consumers in Nova Scotia, ENL must give careful consideration when embarking on programs and initiatives that will result in socio-economic benefits solely for the Province of Newfoundland and Labrador. The Maritime Link Project will span a total distance of over 300 kilometers on the Island of Newfoundland which results in the Project workforce moving over this distance. As a result, this workforce will be located in different geographic areas across that span making it a unique challenge.

2.2 Employment Requirements

The Maritime Link Project will generate substantial employment and related socio-economic benefits during the Construction phase. While there will be work force requirements during the 50 year life of Operation and Maintenance, this will be minor in comparison to the Construction phase and is not covered under the Benefits Agreement and therefore, not included in this Diversity Plan. Throughout the life of the Project, employment principles,
policies, and procedures will be applied according to the Benefits Agreement and the Memorandum of Understanding between the Governments of Newfoundland & Labrador and Nova Scotia regarding benefits which was signed between the Provinces on November 28, 2011.

An overview of work force requirements for construction is provided below. Information on the general duties and training and experience requirements for the occupations listed in the following sections is provided by Human Resources and Skills Development Canada (HRSDC, 2012). Construction is planned to commence in late 2013/early 2014, with completion forecasted for 2017. Appendix A provides a summary of the estimated construction work force requirements by position and associated National Occupation Classification (NOC) code.

Total employment during the Construction Phase in Newfoundland and Labrador is expected to be approximately 720 person-years. Peak employment months will occur in June 2015 and July 2016, when employment is forecasted to reach an estimated total of 385 persons. It is anticipated that 12 apprentices will be required over the life of the Project (for both provinces).

Construction activities will require a range of occupations primarily in construction trades and labour occupations. These will total approximately 480 person-years, representing 66 percent of total Construction phase employment in the Province and is anticipated to be filled through full-time employment.

The main anticipated positions include:

- Power Line Technicians
- Electricians
- Equipment Operators
- Trades Helpers and Labourers
- Mechanics / Operators
- Welders
- Surveyors
- Arborists
- Communication Installers
- Carpenters
- Technicians (electrical, instrument, mechanical, drafting, geotechnical work)
- Mill Wrights
- Pipe Fitters
2.3 Procurement Requirements

ENL will promote and seek the use of local labour, suppliers, contractors and organizations majority owned by members of designated groups and encourage business development within the Province to the extent that local suppliers can be competitive in areas of cost effectiveness and do not negatively or materially impact business objectives or performance. ENL will collaborate with key stakeholders to develop contracting strategies to be employed.

A wide variety of goods and services will be required during the construction of the Maritime Link Project. A partial list includes, but is not limited to:

- Environmental studies
- Engineering services
- Transportation
- Civil Work
- Surveying
- Land clearing & site preparation
- Design & fabrication of steel towers, conductors
- Design & construction of switchyards, transition compounds, grounding sites
- Horizontal directional drilling
- Installation of subsea cable & overhead transmission
- Construction & management of accommodation facility

3. DIVERSITY

3.1 Diversity Plan Scope

This Diversity Plan is required for the Province of Newfoundland & Labrador and outlines and describes the gender-equity and diversity goals and initiatives that will be implemented throughout the Maritime Link Project and the measures that will be taken through stakeholder consultation and collaboration to ensure that, where possible, there is fair and equal access to benefits arising from the Maritime Link Project. It will address designated groups which include women, visible minorities, Aboriginal persons, and persons with disabilities.

It will also outline the employment and procurement requirements and diversity initiatives including business access initiatives to address the needs of the designated groups. The goal of the Diversity Plan is to work towards improving equity in employment and business access for individuals belonging to designated groups in Newfoundland & Labrador while adhering to the
Maritime Link Project Benefits Agreement and the Memorandum of Understanding between the Governments of Newfoundland & Labrador and Nova Scotia.

3.2 Diversity Commitments

The involvement and support of the ENL senior leadership team plays an integral role in ENL’s commitment to the Diversity Plan and ensuring its effective implementation. This commitment will continue to be demonstrated and communicated with all parties involved with the Project including employees, managers, contractors and sub-contractors. This commitment includes:

- Establishing a committee to be led by the Senior Manager, Human Resources and including members of the Senior Management Team, the Construction team and IBEW Local 1620 to ensure the effective communication and implementation of the Plan;

- Developing and delivering presentations to the project management team and contractors highlighting the policies, procedures, targets and compliance requirements;

- Delivering to all employees, contractors and sub-contractors mandatory respectful workplace and gender, diversity and cultural sensitivity training;

- Ensuring that written communication regarding the Plan is included in orientation materials such as employee handbooks and that such information is posted in accessible on-site areas;

- Regularly reviewing internal communications and practices and policies to ensure that diversity inclusive and disability respectful language is used;

- Ensuring that ENL contractors and sub-contractors comply with their diversity responsibilities as outlined in the Diversity Plan and monitor and report on their compliance; and,

- Ensuring that Expressions of Interest and Requests for Proposals clearly state that contractors and sub-contractors must operate in a manner consistent with the Diversity Plan and ENL’s diversity principles and policies.
3.3 Employment Targets

The following targets for the employment of women for the construction phase of the project take into account the relatively low employment requirements for the Maritime Link Project compared to other mega-projects and are based on the most recent data regarding participation of women in the occupations needed. These targets have been organized and established using the 2006 Statistics Canada four digit NOC (National Occupation Classification) codes. See Appendix B for detailed NOC Code information.

- Project Team/Management: 35%
- Engineers: 15%
- Construction Management: 5%
- Journey Persons & Apprentices - Equipment Operators Earth Works, Trade Helpers and Labourers: 18%
- Journey Persons & Apprentices – All Others: 10%

Quantitative targets have not been established for members of the other designated groups due to a lack of available statistical information regarding current participation rates. This is likely due to issues regarding opportunities for voluntary self-identification and the willingness of individuals to self-identify.

While not establishing targets, ENL will consider the occupational participation rates of these groups as a portion of the overall population of the Province, Table 1, as a mechanism to gauge our success.

Table 1: Occupational Participation Rates – Persons with Disabilities, Visible Minorities and Aboriginal Persons.

<table>
<thead>
<tr>
<th>Designated Group</th>
<th>Persons with Disabilities</th>
<th>Visible Minorities</th>
<th>Aboriginal Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Representation</td>
<td>1-2%</td>
<td>1-3%</td>
<td>2-4%</td>
</tr>
</tbody>
</table>

Source: Human Resources and Skills Development Canada, 2006 Employment Equity Data Report
3.4 Procurement Targets

To promote and encourage the successful involvement of designated groups in the procurement process, supplier sessions have been held throughout the Province to create supplier awareness of the opportunities available to them and to highlight ENL’s commitment to gender equity and diversity. ENL will continue to work closely with organizations such as the Newfoundland & Labrador Organization of Women Entrepreneurs (NLOWE) and the Qalipu Development Corporation throughout the Project to collaboratively provide information to their members.

Due to the very limited data available on businesses owned and/or operated by women and members of other designated groups, the establishment of quantitative targets for procurement is not practical. However, ENL is committed to the following:

- Reporting and monitoring the number of contracts awarded to businesses that are majority owned and managed by diverse designated groups throughout the project.

- Reaching out to industry organizations such as NLOWE, Qalipu Development Corporation and others to facilitate and discuss Project opportunities and to encourage them to register with organizations such as WEConnect and CAMSC.

- Gathering information and developing a database of companies owned by members of diverse groups and/or utilizing existing databases to determine what goods and services they supply and assist them in identifying opportunities in the procurement chain.

- Meeting regularly with these groups to identify and communicate where procurement opportunities exist.

3.5 Contractor Responsibilities

Diversity is important to ENL and the Maritime Link Project and all contractors and subcontractors will be required to adhere to the requirements outlined in the Diversity Plan by identifying processes and procedures to comply with the Plan requirements.

Contractors will be provided with information related to their responsibilities in order to partner and comply with ENL on its Diversity Plan, including their responsibility to:

- Identify processes and procedures to comply with ENL targets for designated groups, including employment;
• Provide all employees with the opportunity to voluntarily self-identify their diversity status;

• Have and follow their Respectful Workplace policy, or use ENL Respectful Workplace Policy;

• Ensure job postings invite applications from designated groups;

• Ensure employees complete project orientation training, including respectful workplace and diversity awareness training;

• Investigate any complaints of harassment or discrimination and report complaints to ENL in a timely manner; and

• Report on employment metrics by status (designated group), NOC code, and gender.

4. ACTIONS

4.1 Recruitment and Selection

The recruitment and selection of a diverse workforce will be supported by ENL, contractors and the IBEW Local 1620 through the following actions and hiring priorities:

• Working closely with educational institutions and community groups (see Section 4.4) to provide information on employment opportunities and recruitment requirements;

• Providing internships and Co-op placements to qualified diversity group members;

• Providing a mechanism for voluntary self-identification for members of diverse designated groups;

• Using inclusive language and visually representing designated groups in promotional and public relations material. These groups will also be targeted during recruitment efforts such as career fairs, conferences, etc.;

• Communicating ENL’s Respectful Workplace Policy to all employees, labour, and contractors with the expectation that Maritime Link Project participants and employees demonstrate the values of teamwork and inclusion by acting with mutual respect and cooperation;

• Ensuring all workers and supervisors participate in mandatory training in gender and diversity sensitivity, respectful workplace and inclusion;
• Regularly communicating the processes for bringing forward complaints to all employees and which will include investigation timeframe requirements; and,

• Requiring Supervisors to report on and communicate diversity inclusion policies and practices throughout the Project.

4.2 Worksite Policies and Practices

ENL’s objective is to provide a work environment that fosters mutual respect and work relationships free of harassment for everyone, including members of designated groups, with an inclusive and culturally sensitive work environment. ENL will also comply with laws concerning discrimination that specifically prohibit discrimination on the basis of certain differences and will recruit, select, train and pay based on merit, experience and other work-related criteria. Acts of discrimination or harassment will not be tolerated. Workplace policies and practices will include:

• The establishment of on-site infrastructure accommodations in line with diversity requirements and values, such as appropriate washroom facilities, female specific living arrangements, appropriate signs, posters, well lit worksites, common areas and parking lots;

• The requirement that contractors have, communicate, and follow a zero tolerance for harassment policy and procedures;

• Ensuring that camp accommodations and buildings provide for disability access, address gender-related issues and culture related differences in the design and operations;

• Conducting an audit annually to identify and if necessary, address behaviors, barriers or issues related to diversity such as disability accessibility and accommodation, gender, race, and visible minority status;

• Ensuring the on-site communication of policies and practices relating to diversity are visible and clearly outline incident reporting. Communications on-site will include images and inclusive language relating to members of diverse groups;

• Ensuring that Occupational Health and Safety initiatives are inclusive and ENL and contractors will take into account inclusiveness requirements such as ensuring safety equipment is appropriate for all workers;
• Where possible, provide flexible working schedules to accommodate work and family and disability-related requirements and schedule at least two females to work together;

• If required, work with the Department of Child, Youth and Family Services to explore childcare requirements and options for workers on the Project.

• Commencement of small scale annual climate surveys to measure workplace experiences regarding gender related issues and workplace accessibility and accommodation.

4.3 Communications

An effective communications strategy to communicate the initiatives, goals and targets of the Diversity Plan will be necessary to ensure effective implementation. A significant component of this communication will involve identifying and collecting feedback from stakeholder groups and in particular, from members of the designated groups.

The communication of the Plan will involve ongoing communication as well as follow up communication with stakeholders and the public to create an awareness of ENL’s Diversity Plan and to ensure continuous improvement.

The communications will include:

• Ensuring women and other members of designated groups are visibly represented and inclusive language is utilized in promotional and public relations material. Designated groups will also be targeted during recruitment efforts such as career fairs and conferences.

• Using gender and diverse inclusive language and illustrations in job postings and advertisements and training materials.

• Holding public information sessions targeted at women and designated groups.

• Supporting and participating in initiatives that promote opportunities for women with a focus on those occupations where women are under-represented such as WRDC’s Techsproloration program and the Office to Advance Women Apprentice’s events.

• Establishing communication mechanisms whereby stakeholder groups can receive ongoing information and ask questions and provide feedback regarding diversity initiatives.

• Holding annual stakeholder update sessions to identify success and areas for potential improvement.
• Reporting participation levels and ongoing activities on the ENL website.

4.4 Stakeholder Collaboration and Consultation

ENL has consulted and collaborated with stakeholders including community and advocacy groups, contractors, educational institutions, labour, government departments and agencies, as well as other partners. Recognizing the economic and social issues that result in employment inequities for designated groups, ENL’s goal is to ensure that the policies and procedures related to the Maritime Link Project are as equitable as possible and that the benefits associated with the project are accessible to all Newfoundlanders and Labradorians and are in compliance with the Memorandum of Understanding between Newfoundland & Labrador and Nova Scotia.

In this regard, the following were invited to provide input:

• Association for New Canadians
• College of the North Atlantic
• Canadian Centre for Women in Science, Engineering, Trades, and Technology (WinSETT Centre)
• Canadian Coalition of Women in Science, Engineering, Trades & Technology (CCWESTT)
• Coalition of Persons with Disabilities
• Department of Advanced Education and Skills
• Department of Natural Resources
• Engineering Faculty, Memorial University
• International Brotherhood of Electrical Workers
• Multicultural Women’s Association of Newfoundland & Labrador
• Nalcor Energy, Lower Churchill Project
• Newfoundland and Labrador Organization of Women Entrepreneurs (NLOWE)
• Office to Advance Women Apprentices (OAWA)
• Provincial Advisory Council on the Status of Women
• Qalipu Mi’kmaq First Nation, Corner Brook
• Women in Resource Development Corporation
• Women’s Policy Office, Government of Newfoundland
• Women Interested in Science & Engineering (WISE NL)

ENL is actively building collaborative relationships through the sharing of information and knowledge with community and advocacy groups for under-represented populations to aid in the implementation of the Plan. Recognizing the expertise of these groups, ENL has sought
input and will continue to seek input and feedback from these groups both on an individual basis as well as through focus group sessions, to ensure that opportunities for collaboration on programs and initiatives are explored and that continuous improvement is achievable. Participants have shared their views of barriers that ought to be considered and the measures required to ensure effective strategies that inform, recruit, train and retain individuals in designated groups.

ENL is actively ensuring that all contractors and sub-contractors are aware of and are in compliance with the Plan. This will be done through effective communication and working collaboratively with contractors to meet the Plan’s goals and objectives.

ENL will work collaboratively with all stakeholders including educational institutions and government to identify areas where gaps in skills and training exist in relation to the Project’s workforce requirements. Please refer to Section 4.8 Community Outreach.

4.5 Collaboration with Labour and Hiring Priorities

Advancement opportunities for members of designated groups in the trades can be affected by the emphasis that unions place on seniority, as most women and members of under-represented groups are new to the sector and to unions, and therefore end up at the “bottom of the seniority list”. A significant portion of employment on the Maritime Link Project will be Contractor hired unionized labour. As such, gender and diversity considerations were agreed to, and included in the Collective Agreement with the International Brotherhood of Electrical Workers (IBEW) and Local 1620, who have exclusive bargaining rights in Newfoundland and Labrador for the Maritime Link Project (See Appendix C).

The hiring priority as set out in this Collective Agreement, Article 7, gives NL and NS workers priority for hiring over workers from other Provinces as follows;

Article 7.02 The Parties agree that Union referrals and Contractor name hiring and selection shall give priority to qualified residents of Newfoundland and Labrador and Nova Scotia taking into account the Benefits Strategy and gender equity and diversity objectives as established with the Province.

Article 7.03 To ensure the Parties meet their obligations as per Article 7.02, the Parties agree that all Project partners, including Contractors, the Union and the Association will work proactively and progressively to advance the participation and integration of qualified residents of Newfoundland and Labrador and Nova Scotia, qualified females and other underrepresented groups in the areas of employment,
training and apprenticeship in accordance with the gender equity and diversity objectives as established with the Province.

Article 7.04  After employment priority is given to comply with the obligations contained in Articles 7.02 and 7.03, the Parties are committed to work cooperatively to identify, recruit, refer and hire workers in the following priority:

a) Qualified Canadian workers who are members of IBEW affiliate locals;
b) Qualified Canadian workers;
c) Temporary Foreign Workers being qualified non-Canadian workers that are members of IBEW affiliate locals and who are authorized to enter and work in Canada;
d) Temporary Foreign Workers being other qualified non-Canadian workers who are authorized to enter and work in Canada.

For the purposes of determining the Provincial residency qualifications, the Collective Agreement defines a “Provincial Resident” as a Canadian or landed immigrant who has, as of the date determined by the Owner or the EPCM agent of the Owner or earlier, his/her Principle Residence in the Province of Newfoundland and Labrador or Nova Scotia. Factors and/or current documents to be examined when determining who is a resident may include property tax assessment, lease agreement, driver’s license, vehicle registration, income tax returns, voter’s list registration or MCP number.

The specific clauses related to the Gender & Diversity Plan can be found in Appendix C and include:

Article 1 - Purpose and Project Culture  Article 14 - Liaison Committee
Article 7 - Hiring Provisions  Article 15 - Shop Stewards
Article 10 - Health & Safety  Article 15 - Shop Stewards
Article 11 - Human Rights  Article 18 - Work Teams
Article 12 - Gender Equity & Diversity  Article 24 - Accommodations
Article 34 - Apprenticeship & Training

Further to the Clauses outlined in Appendix C, a Memorandum of Agreement was signed on July 26, 2013, with the Maritime Link (ML) Construction Employers Association (the Association) and the IBEW that further outlines Gender & Diversity specific considerations such as:
The Association and IBEW agreed as follows:

1. To support and promote initiatives and plans for employment diversity.

2. To provide full access to employment opportunities for and employment of qualified women and qualified members of underrepresented groups (Aboriginal persons, persons with disabilities and members of visible minorities).

3. To implement proactive programs and practices that contribute to the creation of an inclusive work environment consistent with the policies established for the Project and commitments in the Gender Equity and Diversity Program.

4. To achieve diversity objectives, the Parties have agreed to the name hiring provisions set out in Article 7.08(b) & (c) of the Collective Agreement.

5. The Collective Agreement will not frustrate access to employment for underrepresented groups.

### 4.6 Monitoring and Reporting

ENL will monitor and report on the Diversity Plan initiatives and targets and will deliver quantitative and qualitative information relating to gender, designated groups and NOC codes (occupations).

In relation to business access, expenditures related to contracts awarded to businesses owned by designated groups will be reported. These results will be reported to the Government of Newfoundland & Labrador on a quarterly basis and will be reviewed by ENL and its contractors annually to identify areas for improvement.

ENL will provide quarterly reports which will provide data relating to the quantitative targets and qualitative initiatives once the Project proceeds through Decision Gate Three and continuing throughout the construction phase of the Project as outlined in the Benefits Agreement. ENL will meet with stakeholders and community groups throughout the project to review progress on established plans and to consult on future efforts or initiatives to further enhance the Plan and allow for continuous improvement.
Reporting Criteria will include quantitative and qualitative information including:

- All project contractors will be required to gather and submit employment data to ENL on a monthly, quarterly and annual basis which will include a breakdown by gender and race, when provided.

- ENL will gather and compile internal employment data by gender and designated group, when provided, in relation to hiring, occupation, training and promotion on a monthly, quarterly, and annual basis.

- ENL will submit the compiled employment data to the Government of Newfoundland & Labrador as required under the Benefits Agreement.

4.7 Business Access

ENL recognizes the importance of encouraging members of designated groups to take advantage of business opportunities related to the Maritime Link Project and in ensuring that they have fair and equal access to such opportunities. By definition, business’s owned by individuals of designated groups include those which are at least 51% owned by the individual of the designated group or in the case of a publicly traded company, 51% of stock is owned by members of the designated group.

- ENL will include diversity provisions and criteria in its call for proposals and Maritime Link Project contracts will include an acknowledgement from the successful proponent that they are aware of the existence and importance of their obligations to the Diversity Plan.

- ENL will partner with community organizations and business associations to facilitate information sessions targeted specifically at designated groups.

- ENL will communicate with community organizations and business associations, such as NLOWE, to explain the procurement process and to welcome their participation.

- In recognizing that ENL has overall responsibility for the success of the Diversity Plan during the life of the Maritime Link Project, ENL will work with proponents to identify the components they will be required to meet to adhere to the Diversity Plan requirements.

- Proponents will be asked to identify if the business is owned by a member of a designated group.
4.8 Community Outreach

ENL actively supports and engages in various initiatives that support community and advocacy groups as well as training and educational programs including:

- Partnering with, supporting and participating in programs and presentations for women and other under-represented groups to provide information on opportunities for employment and business access on the Project.

- Participating in school programs and career fairs to provide career opportunity information and highlight the diverse ENL team members and potential mentors.

- Forming a committee consisting of the Qualipu Mi’kmaq First Nations, the IBEW and the Department of Advanced Education and Skills, Government of NL, to develop and deliver Job Readiness Training for Qalipu Mi’kmaq members in Western Newfoundland. This Committee, utilizing statistical data including the Qalipu member database, Ginu, is identifying skilled trades’ availability gaps as well as opportunities for employment readiness training.

- Providing scholarships to students of Memorial University’s Faculty of Engineering as follows;
  - Graduate student scholarships to recognize and acknowledge the academic excellence of women in engineering who pursue graduate studies. The scholarship will be awarded annually to female graduate students based on academic standing and merit of the research proposal. Three scholarships of $2,500 will be awarded annually to three students over four years for a total of $30,000.
  - Undergraduate student scholarships to recognize the financial needs and academic excellence of undergraduate students from under-represented groups (women, visible minorities, persons with disabilities, and Aboriginal persons). This scholarship will be awarded annually to under-represented undergraduate students based on financial need and academic standing. Three scholarships of $2,500 are awarded annually to three students for four years for a total of $30,000.
References


APPENDIX A
CONSTRUCTION PHASE LABOUR REQUIREMENTS

Based on Decision Gate 2 Estimates
<table>
<thead>
<tr>
<th>Position</th>
<th>Code</th>
<th>2015</th>
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<th>2017</th>
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Estimated Construction Phase Work Force Requirements 2013-2017 Maritime Link (FTE) Newfoundland (Based on Decision Gate 2 Estimates)

Note: Does not include project team data
## Estimated Construction Phase Work Force Requirements 2013-2017 Maritime Link (FTE) Newfoundland (Based on Decision Gate 2 Estimates)

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**MLP-HR-PLN-0003, Revision 2**

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APPENDIX B
DIVERSITY TARGETS
### Diversity Targets

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<tr>
<th>Category</th>
<th>Positions</th>
<th>NOC Code</th>
<th>PEAK # FTEs</th>
<th>Target (% &amp; peak # of women)</th>
<th>Rationale</th>
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<td>Trades Related</td>
<td>Equipment Operator Earth Mover - Excavator, Dozer, Loader Dump truck, Screening equipment etc.</td>
<td>7521</td>
<td>50</td>
<td></td>
<td>Targets for these two NOC codes are higher since women are more likely to be represented on the Maritime Link Project in these roles. Also: there is time for women who are interested in these roles to complete training in advance of the project since the training and experience required is shorter than that of other codes in this category.</td>
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<tr>
<td>(A)</td>
<td>Trades Helpers and Labourers - Ground Person Truck Driver, Mechanic Helper, Mixer Operator, Utility Person, Traffic Control Person, General Laborer (unskilled)</td>
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<td>17</td>
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<td>Utility Electrician</td>
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<td>Crane Operator (Equipment Operator A), Boom Truck Operator (Equipment Operator B)</td>
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<td></td>
<td>Blaster - Compressor Operator, Special services (HDD drillers, other)</td>
<td>7372</td>
<td>10</td>
<td>10% (24)</td>
<td>As of February 2013, Office to Advance Women Apprentices was aware of a total of 40 women Journeypersons in Newfoundland. 32 of these 40 work in the trades that will be represented on Maritime Link. Women represent only 4% of construction trades, even though they represent 50% of the Newfoundland labour force. (<a href="http://www.wrdc.nf.ca/wrdc/articles/article4.html">http://www.wrdc.nf.ca/wrdc/articles/article4.html</a>) <a href="http://www.stats.gov.nl.ca/Statistics/Census2006/PDF/LBR_LF_Occ_Sex_2006.pdf">http://www.stats.gov.nl.ca/Statistics/Census2006/PDF/LBR_LF_Occ_Sex_2006.pdf</a></td>
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<td>Arborist (tree cutter)</td>
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<td>Carpenter (includes also concrete forms, rebar)</td>
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<td>Millwrights</td>
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<td>Iron Workers</td>
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<td><strong>Total Overall</strong></td>
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The number of women in Construction, particularly in leadership roles is extremely low. In addition, the majority of engineering work resides in the Electrical discipline. ("The State of Women in Construction in Canada", 2010 The Construction Sector Council of Canada.) Women represent less than 7% of Electrical & Electronics Engineers (NOC C033) in Newfoundland (http://www.stats.gov.nl.ca/Statistics/Census2006/PDF/LBR_LF_Occ_Sex_2006.pdf)
APPENDIX C
COLLECTIVE AGREEMENT BENEFITS RELATED CLAUSES
Gender & Diversity Plan specific clauses in the Collective Agreement include:

ARTICLE 1 – PURPOSE AND PROJECT CULTURE

1.03 This Agreement will facilitate the participation of qualified residents of Newfoundland and Labrador and Nova Scotia, women and members of other underrepresented groups.

ARTICLE 7 – HIRING PROVISIONS

7.02 The Parties agree that Union referrals and Contractor name hiring and selection shall give priority to qualified residents of Newfoundland and Labrador and Nova Scotia taking into account the Benefits Strategy and gender equity and diversity objectives as established with the Province.

7.03 To ensure the Parties meet their obligations as per Article 7.02, the Parties agree that all Project partners, including Contractors, the Union and the Association will work proactively and progressively to advance the participation and integration of qualified residents of Newfoundland and Labrador and Nova Scotia, qualified females and other underrepresented groups in the areas of employment, training and apprenticeship in accordance with the gender equity and diversity objectives as established with the Province.

7.04 After employment priority is given to comply with the obligations contained in Articles 7.02 and 7.03, the Parties are committed to work cooperatively to identify, recruit, refer and hire workers in the following priority:

a) Qualified Canadian workers who are members of IBEW affiliate locals;

b) Qualified Canadian workers;

c) Temporary Foreign Workers being qualified non-Canadian workers that are members of IBEW affiliate locals and who are authorized to enter and work in Canada;

d) Temporary Foreign Workers being other qualified non-Canadian workers who are authorized to enter and work in Canada.

7.09 a) The Parties agree that highly qualified supervision is fundamental to the success of the Project, therefore the following will apply:

i. Forepersons will be selected or name hired after having received multifaceted orientation and training, including but not limited to site and collective agreement orientation, safety, environment, IBEW Code of
Excellence, cultural and gender sensitivity, mentoring and coaching, scheduling and budgeting, respectful workplace, labour relations dispute resolution pursuant to the Agreement, communication skills, productivity, leadership, team building, management of and maintaining schedule, in advance of coming to work so that they have the skills and tools to succeed.

v. The selection of forepersons must be in alignment with the Benefits Agreement and gender equity and diversity objectives established in consultation with the Province

b) The Parties agree that it is fundamental to the success of the Project to have highly trained employees, and accordingly agree to the following:

i. workers will be selected or name hired by the Contractor and/or referred by the Union from a group of workers that have received pre-employment multifaceted orientation and training including but not limited to, site and collective agreement orientation, safety, environment, IBEW Code of Excellence, cultural and gender sensitivity, respectful workplace, dispute resolution pursuant to the Agreement and productivity, so that such employees have the skills and tools to succeed;

ARTICLE 10 – HEALTH AND SAFETY

10.05 Where the Contractor determines after an employee has been hired that the nature of the work or working conditions so require, employees shall be supplied, at the Contractor's expense, all necessary safety equipment and/or devices to enable the employee to safely perform his/her duties. Employees shall be required to use safety equipment and/or devices in accordance with the intended use. Notwithstanding the foregoing, the Contractor shall provide to each employee upon commencement of employment, the following specific articles for use by the employee in the course of their employment on the Project:

f) such equipment shall be of reasonable quality, fit and size for the employee.

ARTICLE 11 – HUMAN RIGHTS

11.01 The Parties agree to comply with the Newfoundland and Labrador Human Rights Act.

11.02 The Parties agree that there will be no contravention of this Agreement by a Contractor, Association or Union as a result of the Contractor giving priority to qualified residents of
Newfoundland and Labrador and Nova Scotia and/or taking into account the Benefits Agreement and gender equity and diversity objectives as established with the Province.

ARTICLE 12 – DIVERSITY AND GENDER EQUITY ON THE PROJECT

12.01 The Association, its Contractor members and the Union will promote and support initiatives and plans in support of gender equity programs and diversity programs established with the Province. The Parties to this Agreement recognize and support the principles of diversity in employment and gender equity in the workplace and will work cooperatively to create a respectful and inclusive work culture.

12.02 The Association, its Contractor members and the Union will support the gender equity and diversity programs established with the Province, including but not limited to working together to achieve and sustain participation goals for women and underrepresented groups.

ARTICLE 14 – LIAISON COMMITTEE

14.01 The Association, its Contractors and the Union agree to the following:

a) Provide strong leadership in both the Association and Union in dealing with all workplace issues and disputes.

b) Commit to dealing with work related issues or disputes on the Project in a timely and collaborative manner with minimal impact to the working environment.

c) Administering the grievance and arbitration process in a way that adheres to the above principles and ensures grievances and arbitrations are dealt with in a timely and collaborative manner with minimal impact on the progress of work.

14.02 Both the Association and Union agree to form a Liaison Committee to work collectively to achieve the following:

a) Promote and maintain a safety first and healthy work environment;

b) Adhere to Article 14.01 above;

c) Promote and maintain open and respectful communication in regard to all matters pertaining to the Project or the Agreement;

d) Maximize productivity to ensure completion on or ahead of schedule;

e) Foster and maintain proactive and positive industrial relations;
f) Speedy resolution of disputes or issues arising under the Agreement;

ARTICLE 16 – SHOP STEWARDS

16.01 Stewards shall be appointed by the Union Business Manager or his/her representative. Gender equity and diversity shall be considerations in the appointment of stewards. When a scheduled second and/or third shift occurs, stewards for such shift(s) may be appointed. Such appointments shall be confirmed in writing to the Contractor and the Association. Stewards assigned to represent a particular shift will not retain their status if that shift is cancelled.

ARTICLE 18 – WORK TEAMS

18.01 The Association, Contractor(s) and the Union agree that the utilization of cross functional Work Teams and a team based approach is essential to the Project success, providing maximum productivity and flexibility for the efficient and effective performance of work completed on time and within budget.

18.02 The Association, Contractor(s) and the Union agree that Work Teams will be composed of different worker classifications, with the necessary skills and qualifications required to perform and complete the work assignment(s). The creation of any specific Work Team shall not prohibit or restrict a Contractor from creating a Work Team for the same, or different, type of work with a different composition of classifications or workers.

ARTICLE 24 – ACCOMMODATION

24.07 Accommodations will take into account the requirements of a diverse workforce.

ARTICLE 34 – APPRENTICESHIP AND TRAINING

34.01 The Association, the Contractors and the Union, in alignment with the Benefits Agreement and the gender equity and diversity obligations established with the Province, agree to work cooperatively to create training, development and apprenticeship opportunities as part of their joint responsibility to maintain a supply of skilled tradespersons for the Project.

34.02 The Parties agree to cooperate to the fullest extent with any government instituted Apprenticeship Training Plan including layoff for yearly in-school training where requested by the employee.

34.03 The Association, the Contractors and the Union agree, to the extent permitted by Project conditions and law, to maximize placement and utilization of apprentices.
34.04 Gender equity and diversity shall be a consideration when hiring or referring apprentices to the Project as part of the Parties cooperative efforts to achieve, sustain and hopefully surpass participation goals for women and underrepresented groups established with the Province.
Appendix L

Using Balance to Build NL Gender Diversity in Construction 1990-2017

____________________

Appendix L
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Written by Stephanie Porter in collaboration with the Diversity Network  
Facilitation and Network Development by Elayne Greeley, Partnership Broker  
Design & Layout by Colin Noseworthy
When women thrive, all of society benefits, and succeeding generations are given a better start in life.

—Kofi Annan

We know intuitively that diversity matters. It's also increasingly clear that it makes sense in purely business terms. Our latest research finds that companies in the top quartile for gender or racial and ethnic diversity are more likely to have financial returns above their national industry medians.


The 15 members of the Diversity Network have extensive experience in the realities of major natural resources projects and worksites, and the ongoing efforts to see more women working on them. It is important that the knowledge they have gained from their projects, and the lessons they have learned, are shared. To that end, this report gathers emerging practices that have contributed to tangible change in Newfoundland and Labrador. Methods of creating an organization-wide diversity culture are presented, as well as tools and techniques for a successful diversity strategy, and other efforts—on and off the worksite—that have been shown to reduce some of the barriers to women successfully entering the construction trades. It is the goal of the Diversity Network that this document serve as a testament to the progress that has been made, and as a tool to be used by other organizations as they strive to establish diversity strategies and inclusive workspaces.

Newfoundland and Labrador is a leader in the effort to see more women working in the construction trades. All large-scale natural resources projects are required to include detailed and practical employment equity plans. Diversity professionals have become part of major project teams; a number of organizations have stepped up or been created to encourage, facilitate, and monitor the entry and advancement of women into the trades—and the statistics demonstrate the effect of their work. For example, only 1% of tradespeople engaged in the construction phase of the Hibernia offshore project in the 1990s were female. In 2016, Exxon Mobil Canada Properties, The Hebron project reported 9% of tradespeople were female. This is an achievement to be celebrated.
The Diversity Network

The Diversity Network, a dedicated group of industry professionals and individuals from several community agencies and labour organizations—all with an interest in increasing the number of women in construction trades—began meeting in early 2016 to share their current efforts and common challenges.

The national Build Together organization, Office to Advance Women Apprentices (OAWA), Resource Development Trades Council (RDTC), Women in Resource Development Corporation (WRDC), and natural resource companies and projects including Husky Energy, Nalcor Energy, Vale, Statoil, Emera Newfoundland and Labrador, Exxon Mobil Canada Properties, WorleyParsons-FLUOR, and Kiewit-Kvaerner Contractors are represented in the network.

Since its first meeting, the Diversity Network has evolved into a vibrant learning network joined by the common goal of building on established momentum and continuing to increase diversity in Newfoundland and Labrador. Members have witnessed positive changes in attitudes as well as in actual female representation on worksites. And in their experience, successes have come when operators, contractors, subcontractors, unions, and organizations honestly commit to increasing workforce diversity and work collaboratively to take the concrete steps necessary to make it happen.

This report collects many of those valuable experiences. It is important that knowledge gained and lessons learned on one project are preserved for the benefit of future projects. This document shares some of the successes, lessons learned, and emerging practices that have worked—in terms of seeing more women on the job, and creating a more welcoming, safe, inclusive, and productive atmosphere for all.
Newfoundland and Labrador’s Diversity Story

The Newfoundland and Labrador government has long required proponents of medium- and large-scale resource development projects to commit to industrial benefits agreements, including gender equity and diversity plans (see Appendix H). As far back as 1985, the Atlantic Accord—the agreement between the provincial and federal governments about the management of the province’s offshore resources—including an “affirmative action” clause (45.4): “The Board may require that any Canada–Newfoundland and Labrador benefits plan include provisions to ensure that disadvantaged individuals or groups have access to training and employment opportunities …”

As a result, the construction phase of the Hibernia offshore project in the 1990s included employment equity initiatives—a solid first step, although only about 1% of construction trade workers were female. A 1996 study published by Women in Trades and Technology (“Women, Employment Equity and the Hibernia Construction Project”) documented the observations of women working on the Hibernia project, identified issues in employment equity initiatives, and made recommendations for the future. In light of concerns about women’s under-representation and experiences on that project, the Women in Resource Development Corporation (WRDC) was formed.

A few years later, Husky development plan for the White Rose project was released in 2001, and included a commitment to workplace diversity. The company created a Bridging Program, “specifically aimed at field locations in the oil and gas industry, where a distinct lack of diversity is apparent in the employment base,” focused on providing training and career advancement opportunities for women and other designated groups, improving retention of female employees, and developing a pool of female mentors. This was a proactive and specific initiative, although Husky’s development plan did not include any target numbers for female employment.

In 2007, the Government of Newfoundland and Labrador published its Energy Plan. The Energy Plan was specific in its diversity requirements, and the obligation for companies to publish firm targets for diversity on their worksites:

For large-scale projects fully within our regulatory jurisdiction, the Provincial Government will require proponents to include employment plans for women, stating corporate objectives to achieve employment equity for women in all project phases… Special measures to attract and secure women for occupations where women are under-represented will be required… The plan as a whole should be sufficiently comprehensive and well-designed to achieve a more gender-balanced workforce within a reasonable period of time.

The Energy Plan clearly stated that employment plans for women must include strategies to identify and eliminate barriers that create discriminatory practices, specific targets for women’s employment, and plans to monitor and report on progress in meeting those targets.

In laying out these expectations, the Newfoundland and Labrador government has been a leader within Canada. A diversity or employment equity plan has become an ingrained part of every major natural resource project development plan—no project can be released from the environmental assessment process without one.
FROM THE WORKSITE, 1996

“We had a really strong feeling that we were being discriminated against. … Males with less experience were getting the jobs.”

“I have a lot of abilities but I am not given the opportunities to advance. I also feel that it’s because I’m female.”

“While I was doing all the cleaning, they were training three guys in [specific job] … I feel as though my opportunity for advancement is nil.”

“If you speak out you can be the first to go even if you’re the best worker … you can win the battle and lose the war. You might get back to work but be laid off.”

“My supervisor called me in and said ‘you’ve got to understand that I’ve got to be harder on you than I am on the guys because people will think that I’m playing favourites.’

—Excerpts from interviews with female skilled trades workers on the Hibernia construction project. (‘Women, Employment Equity and the Hibernia Construction Project,’ Women in Trades and Technology, June 1996.)

FROM THE WORKSITE, 2016

“Women on construction sites here in Newfoundland are educating the workers from different countries … We impress them.”

—Susan Stoyles, scaffolder

“The locals want to be mentors, to back you up and encourage you. Newfoundland is ahead on that, and the unions are pushing that.”

—Stephanie Courage, plumber

“Women on site continue to grow in numbers, I’m seeing progress … but it is still hard work being on-site. I am continually trying to prove myself and support the sisterhood.”

—Renee Sharpe, welder

“Sometimes I am still expected to be the housekeeper, and held back from doing the actual work; as an apprentice I’m expected to do what I’m told.”

—Stephanie Courage, plumber

“I am always given the option of doing the work or doing it with assistance, but always given the opportunity to learn.”

—Susan Stoyles, scaffolder

Female construction trades apprentices speaking during a focus group organized by the Diversity Network, November 15, 2016.
The Energy Plan set the stage for improved participation by women in the trades. Diversity professionals have since become part of major project teams; a number of community groups have stepped up or been created (including the Office to Advance Women Apprentices (OAWA), founded in 2009 and funded by the Province) to encourage, facilitate, and monitor the entry of women into the trades. Statistics demonstrate the effect of their work.

Vale Inco’s Long Harbour Processing Plant, one of the first major natural resources projects to publish women’s employment targets, set a goal of 3% female skilled trades workers during the construction phase (2009-2014). That was a fairly ambitious goal—given only about 1% of the construction trades workforce was female at the time—that they met and surpassed. A major focus of Vale Inco’s women’s employment plan was on training: the pool of qualified female tradespeople had to be increased if they were to meet their targets.

Female membership in Newfoundland and Labrador building trade union locals has been slowly but steadily increasing, from 4.14% to 5.49% between fall 2013 and spring 2015, for example (see appendix G). These increases should be celebrated—while looking honestly at the road ahead. The aspirational goal—the day when 50% of all workers on worksites are female—is likely a long way off, but another important benchmark may not be. Studies show that 30% participation represents a critical mass, marking enough support to lead a culture change, after which a female tradesperson will no longer be seen as an anomaly.

Emera Newfoundland and Labrador, in its diversity plan for the Maritime Link (released in December 2013), lists specific targets for hiring, and they move toward that critical number:

- Construction management: 5%
- Journeypersons and apprentices: equipment operators earth works, trade helpers and labourers: 18%
- Journeypersons and apprentices, all others: 10%

Meeting these goals would set the bar higher yet again and mark a new standard for future projects. Emera has stated that one of its guiding values is “ensuring that gender equity, diversity and inclusiveness are inherent to, and followed in all business processes and practices throughout the Maritime Link Project.” This organization-wide commitment, as well as its measurable targets, demonstrate the company’s understanding of the importance of diversity, encouraged by the expectations set by the province.

The Muskrat Falls Project set an initial women’s employment target of 8% of apprentices, to be reviewed annually and increased for individual trades (up to 25%) where labour supply is available and in accordance with the hiring protocol. As of November 2016, the Muskrat Falls Project continues to work with the OAWA and WRDC to provide information and support for women currently employed or who wish to become employed on the project.

In 2015-16, the Women’s Policy Office worked with the Department of Natural Resources and other provincial government offices to negotiate gender equity and diversity plans for four resource development projects. “Such plans act as a special measure to address the gender wage gap, employment barriers that women continue to face in male-dominated occupations, and the low levels of procurement in these industries for women-owned businesses,” stated the Office’s annual report. It’s a good reminder of the work still to be done.
Momentum is already rippling through some of the largest worksites in Newfoundland and Labrador. At the Bull Arm Fabrication Site, where more than 2000 skilled tradespeople have worked on the Hebron project, the 4% of skilled workers were female in 2012. In 2013 and 2014 that number stood at 5%. The next year, 2015, the percentage increased to 7%. And in 2016, the project had another breakthrough year, and reported 9% female skilled trades workers. Reflecting back on the 1% female participation number during the Hibernia construction in the 1990s puts those numbers into perspective.

Of course opportunities remain. Improving recruitment and retention are ongoing goals. Issues surrounding diversity initiatives and attitudes still arise—but the mechanisms, training, and structures to report and properly handle such incidents are recognized and established. Efforts to improve gender diversity in the construction trades in Newfoundland and Labrador have only skimmed the surface of what is possible—but along the way, they have broken new ground, and made history.
What Has Worked

Through two decades of working to increase the participation and acceptance of women in natural resource projects in Newfoundland and Labrador, many tools and techniques have been tried and tested. Some initiatives have brought noticeable success, and it is these that we wish to share.

Here, emerging practices have been broadly divided into three themes: strategies for creating a diversity culture; diversity initiatives and tools; and other programs, on the worksite and beyond, to help remove barriers women face when entering the trades. None of these practices should be taken in isolation, but rather viewed as intrinsically entwined parts of the same web.

No two worksites are the same, and it is impossible to write the perfect prescription for creating a gender-equal, inclusive environment. That said, we believe that the emerging practices outlined here—which have shown, in our collective experiences, to make a difference—offer a good starting point for any organization or company developing a diversity strategy. This will provide, we hope, a foundation we can all build on.

1. Developing a ‘Diversity Culture’: setting the tone and establishing expectations

… Diversity can only be achieved if it is encouraged and supported at all levels of the different companies involved. This requires that they develop a ‘diversity culture’, whereby diversity is the responsibility of all their personnel … The aim is to make diversity a normal part of doing business for project companies.

—Husky Energy, White Rose Extension Project Diversity Plan, June 2013

Consistent application of policies and practices that demonstrate a commitment to a supportive work environment leads to higher productivity, increased attendance, and better employee engagement. We have found that this can only happen if everyone, from governing bodies to management to unions to employees, share a belief in a diverse, inclusive workforce.

1.1 SET TARGETS AND STRATEGIES

The Newfoundland and Labrador government requires all major energy and resources projects to submit a diversity plan before they will be released from environmental assessment. Every proponent has to consider their ability and commitment to gender equality and diversity, and publish measurable targets. Government leadership has made a difference in the Newfoundland and Labrador diversity story by ensuring that diversity goals are part of the fabric of every project, from the start.

Emerging practice: We have learned that a trained diversity representative present throughout the negotiation process enables the negotiating team to consider the essentials for diversity implementation (measurable targets, training, strategies, and so on). The representative can also ensure that gender inclusive language is embedded into Project Labour Agreements.
Having provincial regulations and requirements in place ensures that the creation of a diversity plan is part of every project—that it is not overlooked or ignored.

1.2 LEAD BY SENIOR MANAGEMENT: THE DIVERSITY COMMITTEE

Culture change within an organization has to start from the top. Our greatest successes have come when senior project management are fully on board and effectively set the tone and the expectations for employees at all levels. When management clearly makes diversity and inclusion priorities, and clearly buys into the efforts being made, the stage is set for the roll-out of all diversity programs.

**Emerging practice:** We have learned that proactive management actions are crucial—a good first step for any group is to set up an internal management diversity committee. The committee is responsible for reviewing the implementation of diversity initiatives at monthly meetings, sharing successes, being alert to any setbacks, addressing concerns, and brainstorming ideas for improvements.

Senior management and the diversity committee can take the lead on communicating a policy of no tolerance for workplace harassment and discrimination through posters, newsletters, and training. Supervisors, shop stewards, and forepersons must follow-up appropriately on any concerns and suggestions brought to them, showing that they also have zero tolerance for harassment and discrimination of any personnel.

1.3 DEDICATED DIVERSITY PROFESSIONAL

A full-time professional, whose job it is to lead and facilitate the effective implementation of a diversity program (i.e., overseeing monitoring and reporting, barrier reduction strategies, recruitment and retention initiatives), is an asset to any diversity program. In collaboration with senior management they can create and oversee the diversity committee.

The terms and goals for the representative’s ongoing work are usually set early, during project and contract negotiations. It is important that they be visible and accessible for the duration of the project.

**Emerging practice:** The diversity representative generally reports directly to senior project management. We have learned that this direct path of communication allows the timely and effective resolution of issues, and maintain awareness among project employees that diversity is a project priority.

1.4 CONTRACTOR BUY-IN

*ENL contractors and sub-contractors [must] comply with their diversity responsibilities as outlined in the Diversity Plan and monitor and report on their compliance …*

—Emera Newfoundland and Labrador (ENL), Newfoundland and Labrador Diversity Plan

It is important that contractors and subcontractors also participate in the project’s diversity commitments. Ensuring all parties have a genuine understanding of and agreement with established diversity goals encourages the acceptance of women on worksites, the hiring of more women by sub-contractors, and a more inclusive, welcoming worksite overall.
As an example, Vale Inco committed to securing contractor buy-in in their “Women’s Employment Plan: Vale Inco Long Harbour Processing Plant,” accepted by the Government of Newfoundland and Labrador on September 2, 2009:

The Company plans to secure acknowledgement from all successful bidders that they are aware of the existence and importance of the Women’s Employment Plan as part of its contracting protocol. This will be achieved through the placement of the following language in all tender documents as well as the final commercial contract signed by the contractor:

The Company has developed a Women’s Employment Plan for the processing plant. The contractor and the Contractor's Subcontractors are required to actively support that plan and to provide equal opportunity for employment. Particular emphasis should be applied to the provision of opportunities for employment of women in those occupations and trades where such are under represented.

**Emerging practice:** We have learned that including diversity requirements in contracts—specifically, commitments and expectations related to hiring (recruitment and retention), training, establishing diversity and respectful workplace representatives, and monitoring and reporting on diversity initiatives and their outcomes—increases the reach of diversity programming and ensures contractor compliance.

Dedicated diversity professionals can assist in the creation of contract language, terms and conditions. They can also support, monitor and ensure compliance with contractual obligations.

**1.5 UNION ENGAGEMENT**

Labour for several of the large-scale projects in Newfoundland and Labrador is sourced through the 16 affiliate unions within the Resource Development Trades Council. When diversity representatives and union representatives have established a collaborative working relationship, the effective and efficient facilitation of diversity initiatives and programming has followed—as has better recruitment and retention of diverse groups.

Holding scheduled face-to-face meetings with union affiliates and Resource Development Trades Council members has assisted diversity representatives in solidifying relationships and in establishing a common understanding of the commitments and goals of the project.

**Emerging practice:** We have learned that the best time to have the discussion about female availability for work is when companies and unions negotiate the collective agreement. Details of the workforce and union numbers should be shared openly to set up realistic hiring processes and targets.

By establishing a management contact within the union organization, diversity representatives have been able to create an open channel to discuss matters that affect diversity implementation, such as the availability of qualified diverse candidates. This facilitates the timely resolution of availability issues as they arise.
1.6 GENDER-INCLUSIVE LANGUAGE

Gender-neutral/inclusive language is essential to building a gender inclusive workplace, beginning with communication and written workplace documents. When collective agreements are created with both men and women at the table using gender-neutral language, everyone sees themselves reflected in the workplace. When project documentation, communication, signs, and training use gender-neutral language, it sets the tone and expectation for employees.

Emerging practice: We have learned to allow time for the diversity representative to review all site handbooks, signs, orientation and training documentation, and all internal project documents. Ensuring all communication contains gender-neutral language sets respectful workplace norms and expectations.

<table>
<thead>
<tr>
<th>Gendered Language</th>
<th>Gender Inclusive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journeyman</td>
<td>Journeyperson</td>
</tr>
<tr>
<td>Foreman</td>
<td>Foreperson / Supervisor</td>
</tr>
<tr>
<td>Lineman</td>
<td>Powerline technician / Line worker</td>
</tr>
<tr>
<td>Men at work</td>
<td>Construction in area / People at work</td>
</tr>
<tr>
<td>Girl at the desk</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Fireman</td>
<td>Firefighter</td>
</tr>
<tr>
<td>Policeman</td>
<td>Police Officer</td>
</tr>
<tr>
<td>Man hours</td>
<td>Hours</td>
</tr>
<tr>
<td>He/she</td>
<td>They</td>
</tr>
</tbody>
</table>

2. Diversity initiatives and tools

The [Long Harbour Employers Association] and [Resource Development Trades Council of Newfoundland and Labrador] will promote and support initiatives and plans for employment diversity … A workplace that supports diversity is one that recognizes and respects individual differences and creates equal opportunity for everyone. As such, all Parties to this Agreement will support initiatives that are designed and implemented to further the principles of a diverse workplace.

—Collective agreement between Long Harbour Employers Association and Resource Development Trades Council NL, signed March 29, 2009

2.1 PRE-SITE PLANNING CHECKLIST

Safety and diversity are top of mind during the pre-planning phase of an industrial project site. Features such as appropriately labelled washrooms and change rooms, adequate lighting, and safety points help contribute to a site where workers feel comfortable and safe.

Although some workplaces have gender-neutral washrooms (and the culture of some worksites allows this), we have found that not all female construction workers are comfortable with this practice. All workers must feel safe while at work.
A story that emerged from one worksite was that it could take 30 minutes or more to walk or drive to the nearest gender-appropriate washroom—this has since been changed. It was a good lesson: with adequate planning, a site can be designed with accessible washrooms at various points, so that workers spend less time commuting to and from facilities.

**Emerging practice:** We have learned that involving the diversity and employee representatives in planning the worksite helps identify problems as, or before, they occur so they can be avoided or quickly resolved. Attention should be paid to washroom placement, adequate lighting, and accessible safety points. Touring worksites regularly and critically helps identify quick fixes.

*See Appendix B for an example of a pre-site planning checklist.*

### 2.2 FAIR HIRING PRACTICES

Fair hiring practices include: using gender-neutral language in position descriptions and recruitment materials; removing gender bias from interview questions; and ensuring all trade qualifications are weighted equally when hiring employees.

By talking to stakeholders and proactively identifying potential barriers to employment for women, strategies can be developed. For example, including name-hire provisions within union agreements has allowed operators/owners to influence the number of women hired. Female name-hire ratios specified by operators/owners allow contractors to ensure that a representative number of qualified female tradespersons are hired, based on availability.

**Emerging practice:** We have learned that critically examining hiring processes to ensure that they are fair and equitable, with gender-neutral language, and selection criteria that is clear, consistent, and relevant to the proposed work, is crucial to implementing successful diversity initiatives.

Name-hire provisions can be included in collective agreements to define how employers and unions will work together to proactively encourage workforce diversity.

### 2.3 NEW EMPLOYEE ONBOARDING

“Onboarding” is a new employee’s introduction to workplace culture. During orientation, it is a priority to introduce new employees to the company’s expectations for a respectful workplace environment. Effective training, including information on worker rights and responsibilities and methods to deal with disputes, has helped eliminate harassment.

**Emerging practice:** We have learned that mandatory onboarding/orientation sessions that include training on expectations related for safe and inclusive workplace instill the importance of diversity with new employees from the beginning.

Providing all employees with an employee handbook that clearly defines harassment and discrimination, outlines respectful workplace policies and procedures, and offers practical tools to deal with harassment or discrimination on the worksite is one way of ensuring every employee has the information when they need it. Handbooks can include information on support services and dispute resolution options so that individuals have the resources they need.
2.4 RESPECTFUL WORKPLACE TRAINING

Respectful workplace training continues to evolve, and is a critical factor in establishing a safe working environment. Adequately trained and skilled supervisory personnel are equipped to deal with issues in an appropriate and timely manner; we have watched as their presence has increased worker satisfaction and decreased the chances of repeat incidents.

**Emerging practice:** We have learned that the workplace benefits greatly when all employees receive respectful workplace training at point of hire. When training is mandated for supervisors, shop stewards, and forepersons, so they all receive practical training in methods and strategies to deal with issues related to respect, harassment, and discrimination in compliance with company policies.

2.5 RESPECTFUL WORKPLACE TOOLBOX TALKS

“Toolbox talks” outlining safe work practices and expectations are delivered by supervisors/superintendents at the beginning of every shift. Respectful workplace messaging has been incorporated into toolbox talks on at least two large-scale resource projects in Newfoundland and Labrador with success. The talks act as a refresher to orientation training, and reinforce the expectations and culture of the workplace.

**Emerging practice:** We have learned that toolbox talks work best if management provide respectful workplace policy information to supervisors/superintendents, who in turn deliver it to their crews of workers. A sign-in sheet for those who have received the toolbox talk helps track training numbers and provide a path for accountability on the worksite.

*See Appendix C for an example of a Respectful Workplace toolbox talk outline and sign-in sheet.*

2.6 MONITORING AND REPORTING

Monitoring and reporting is one of the most important steps to evaluating our progress. Diversity employment goals must be given equal weight to other metrics being evaluated in the achievement of project milestones. Monitoring and reporting contractor and subcontractor employment data consistently is crucial to highlighting areas of weakness as well as success.

Accurate participation numbers allow operators/owners and contractors to identify where women are working, and where improvements need to be made to increase their participation. Monitoring termination data helps to identify trends in workforce changes and potential unfair lay-off practices. Daily site monitoring by the operator tracks shorter term positions to alert contractors when diversity numbers are at risk of falling below the target.

**Emerging practice:** We have learned that including employment data collection in regular progress reporting templates ensures it is embedded in existing processes. Weekly (ideally, but at least monthly) reports tracking number of hires by trade, gender, union referral/name hire, and by apprentice/journeyperson status should be kept; as should layoff statistics including gender, trade, and by apprentice/journeyperson status.

Daily site monitoring by the operator enables tracking of shorter term positions to alert contractors when diversity numbers are at risk of falling below the target.

*See Appendices E and F for examples of a Diversity Weekly Hiring Summary chart and Diversity Employment Termination Tracker.*
2.7 ENVIRONMENTAL SCANS

Environmental scans are surveys of the physical work environment and can reveal inefficiencies or identify areas for improvement to the work space.

One environmental scan of a large-scale construction site in this province identified that a set of chemical toilets provided for workers had not been marked as male or female. Male and female washrooms had been designated at a different location; women were taking extra time to traverse the site to the marked facilities. Women felt uncomfortable using the unmarked toilets, which decreased productivity due to longer bathroom breaks. The solution was to designate several washrooms for women only so all workers had close access to appropriate facilities.

**Emerging practice:** We have learned that, in the same spirit as the pre-site planning checklist, regular environmental scans over the life of the project/worksite are a good way of ensuring compliance and an opportunity to notice any changing circumstances. Safety and diversity are key considerations throughout the scanning process. Ensuring employees know how and to whom to express their concerns will determine how quickly problems are solved.

2.8 CLIMATE SURVEYS

Anonymous climate surveys solicit feedback by providing employees an open opportunity to identify needs, challenges, and areas for improvement. Their responses allow organizations to evaluate specific areas as well as the overall culture and working environment, and to understand employees’ perceptions of their workplace.

In Newfoundland and Labrador, Women in Resource Development Corporation (WRDC) has worked with organizations in the natural resources sector to develop customized climate surveys, administer them on worksites, compile results, and deliver the findings. These reports highlight organizational strengths, identify areas for improvement, and make recommendations to improve organizational culture. In order to incorporate recommendations into practice and improve overall success, WRDC also provides support with the implementation of initiatives.

**Emerging practice:** We have learned that engaging a neutral third party to conduct the research ensures unbiased and more detailed data—employees are more likely to respond honestly if they feel they have true anonymity. The surveys are useful for informing the development of effective initiatives and identifying workforce diversity needs.

2.9 OTHER

A wide range of other gender equity practices and diversity initiatives exist and have been implemented across industries in Newfoundland and Labrador. A few of these include:

- Establishing a dedicated diversity room for training and workshops,
- Interviewing female employees periodically to better understand needs and limitations, and
- Holding exit interviews to capture candid employee opinions.
3. Education and beyond: removing barriers

The Company recognizes that women do not have significant numbers of qualified individuals in non-traditional occupations such as building trades and technology occupations. To help address this reality, the Company will support, where reasonably possible, efforts designed to increase the supply of women who have the skills required to support the project.


SUSTAINABLE FUNDING

Changes in economic conditions, the construction cycle, and labour market fluctuations can all put pressure on recruitment efforts. To be successful in this environment, diversity initiatives must have sustained support and built-in flexibility.

Funding programs administered by grass-roots organizations that work specifically to empower women in construction trades have proven to be successful. The Long Harbour Diversity Fund stands as a successful model for bringing more women into the trades, removing some barriers that may prevent them from training, and then facilitating their move into the work force.

THE LONG HARBOUR DIVERSITY FUND

The Long Harbour Diversity Fund, a partnership between Vale Inco and the Resource Development Trades Council, launched in 2010, near the start of the construction phase of the Long Harbour Processing Plant. Every unionized employee on site contributed 20 cents per hour worked to the fund, which was then used to set up a $10,000 (per successful applicant) “diversity scholarship” for women who wanted to enroll in a trades-based training program. The criteria: the women had to be non-EI eligible, attend a union college, and complete training in a trade consistent with the Vale Long Harbour recruitment requirements.

In 2011, the Office to Advance Women Apprentices (OAWA) came on board as administrators of the program. Working with the unions involved, the OAWA offered proposal writing support to women in applying for the scholarship, and promoted the program at career fairs, high schools, and through women’s organizations. As women finished their pre-apprenticeship training, OAWA helped the participants find work. Through the duration of the scholarship, 157 women received scholarships. The program boasted a 90% employment rate.

The Long Harbour Diversity Fund came to a natural end in 2015—with the completion of phase one construction in Long Harbour, its source of funding ended. The model is adaptable to other projects, particularly those looking to increase the pool of available female tradespeople in order to meet or surpass diversity targets.

In the wake of this program, WRDC surveyed tradeswomen about the role of targeted initiatives in their career progression. The survey asked if the women had decided to enter the trades on their own, or if communication from interest groups encouraged them to do so. The Long Harbour Diversity Fund was specifically cited by some women as a key factor in choosing a trades career. Of the women surveyed, 76% suggested that without continued targeted efforts, the number of women in the building trades would not increase.
CUSTOMIZED SKILLS TRAINING

At times in a project’s lifespan customized training may be required to meet short-term labour needs or mitigate labour shortages. This is an opportunity to ensure a representative number of female trainees have access to the training program. Projects in the province have successfully taken this approach with implementing customized rebar training, tower crane training, and welder training.

As a specific example, OAWA learned through its work with tradeswomen that a significant amount of time had lapsed since pre-apprenticeship training for a number of female welders. OAWA applied for and received funding from the Long Harbour Diversity Fund to assist 19 female welders participate in an 8-week welding refresher training program and subsequent testing for Canadian Welding Bureau tickets.

OFFICE TO ADVANCE WOMEN APPRENTICES (OAWA)

OAWA, funded by the government of Newfoundland and Labrador, was created in 2009 to enhance employment opportunities for women so that they may advance in their chosen trade. OAWA works with government, industry, labour unions, and—most importantly—directly with female apprentices when they finish in-school training to help them find relevant jobs and, ultimately, achieve jouneperson status.

Among other programs, OAWA offers training, advice, workshops, and a coaching and mentoring model to help employers and female apprentices work together. It also maintains a registry database of female tradespeople in the province to help connect employers with appropriate job candidates. As of mid-January 2017, that database stood at 1,550 registered female tradespeople, 109 of whom are journeypersons. Seven years ago, in March 2010, 271 female tradespeople were in the database; 19 were journeypersons.

OAWA is the only office of its kind in Canada, and is being consulted as a model worth replicating—the organization is currently working with representatives from British Columbia to advise them on setting up their own comparable office; OAWA has received similar inquiries from Manitoba.

WRDC AND NEWFOUNDLAND AND LABRADOR HYDRO PARTNERSHIP

An educational funding partnership between WRDC and Newfoundland and Labrador Hydro provided financial assistance to eight women pursuing trades and technology training and education programs within the province.

The 2015 Trades Scholarship Program aligned with the goals of both organizations to broaden opportunities for women in trades and technology. Newfoundland and Labrador Hydro provided the financial contribution and WRDC, administrative support. Eight $2000 scholarships were awarded to students attending public or private post-secondary institutions enrolled in one of the selected programs: powerline technician, welder, construction/industrial electrician, carpenter, industrial mechanic (millwright), automotive service technician, heavy duty repair mechanic, and heavy equipment operator.

Looking ahead: While the Newfoundland and Labrador Hydro and Long Harbour Diversity Fund/OAWA programs were beneficial in increasing women’s enrollment in trades training, the program criteria were limiting. Future funding initiatives would be improved if designed to either cover the entire cost of education, or to do so when combined with Employment Insurance or other funding sources. This will cast a wider net, allowing more women access to training/funding programs by also contributing to living and child care expenses.
Involving the provincial and federal government could help bridge gaps and build sustainability into these programs.

Applicants for training programs and initiatives can be screened based on background and interest/aptitude for the specific training. As OAWA has seen through its work, taking time to do so will set the applicants and the program up for success, and obtain productive, qualified workers.

Customized skilled trades training opportunities can be examined as they arise for the chance to influence workplace diversity. Proactively encouraging women to apply for the training, perhaps by engaging grassroots/interest organizations (such as WRDC and OAWA), and ensuring an equitable selection process, will open new opportunities.

**Conclusion**

As of 2017, nearly 2000 women have trained for and are working in construction trades in Newfoundland and Labrador, the result of a number of years of focused effort. The impact of this effort is a significant number of tradeswomen and professionals who, through their dedication, hard work, and tenacity, have established themselves in the construction industry. However, they will require ongoing support.

Newfoundland and Labrador is a leader in developing legislation, requirements, training, and initiatives to bring more women into the construction trades and onto the worksites of major natural resources projects. As participation numbers steadily increase, workplace cultures change, and a more inclusive, productive environment is the result.

Great strides have been made—and more are yet to come as we work toward a systemic culture change in the industry workplace. The opportunity now is for trades, unions, communities, governments, and the industrial, residential, and commercial construction sectors to join together to support and grow a more inclusive, diverse, and sustainable workforce. We have the collective experience, skills, knowledge and resources to build on the progress we have already made.
Appendix A

Goals of the Diversity Network

1. Create systemic change for diversity in the workplace to influence policy and guide others in their diversity initiatives.

2. Connect the Network’s members so that we can learn from each other, and create a learning network.

3. Share our passion for diversity with tradespeople, with our network partners, within our organizations or companies, and externally with decision makers and stakeholders.

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The network partners would like to offer a special word of thanks to Elayne Greeley whose skillful facilitation was critical and instrumental to the creation of this document.
### Safety Assessment Evaluation and Checklist

#### TEMPLATE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lighting</strong></td>
<td></td>
</tr>
<tr>
<td>Is the lighting too bright or too dark in any specific area?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>How well does the lighting illuminate the area?</td>
<td>☐</td>
</tr>
<tr>
<td>How clearly does the lighting illuminate directional signs?</td>
<td>☐</td>
</tr>
<tr>
<td>Do you know where/who to call if lights are out, broken or not yet turned on.</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to identify a face 25 metres (75 feet) away?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Is the lighting obscured?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>How well does the lighting illuminate pedestrian walkways and footpaths?</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Signage</strong></td>
<td></td>
</tr>
<tr>
<td>Is the lettering on the signs easy to read and large enough?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Can you see signs directing you to emergency assistance?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are there visual symbols to represent important information such as emergency telephones, stairwells, etc?</td>
<td>☐</td>
</tr>
<tr>
<td>Are the signs easy to understand for a person whose first language is not English?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td><strong>Visibility</strong></td>
<td></td>
</tr>
<tr>
<td>Can you clearly see what’s ahead?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Is your visibility obstructed by pillars, sharp corners, walls, bushes, ditches, etc.?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Can you see and hear people around you and can you be seen and heard by others?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Is there a monitor or surveillance system?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Is the area patrolled by, security guards, police or other?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td><strong>Possible Assault Sites</strong></td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are there any areas where someone could hide from view?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are there any specific areas at the site or in and around the building where you feel more vulnerable?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td></td>
</tr>
<tr>
<td>Is there evidence of vandalism?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td><strong>Stairwells</strong></td>
<td></td>
</tr>
<tr>
<td>Is the lighting level comfortable?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>How do you feel using the stairs?</td>
<td>☐</td>
</tr>
<tr>
<td>Would you use the stairs at night?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Could someone hear you if you called for help?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td><strong>Parking</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>How safe do you feel leaving and returning to your car?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Toilets</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are toilets easily accessible?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are they well lit, both inside and out?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are toilets segregated for female and male use?</td>
<td>☐ yes ☐ no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Animals</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any animals in the area?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Do you know what to do if you see an animal?</td>
<td>☐ yes ☐ no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Overall Design</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you were not familiar with the area would it be easy to find your way around?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Do you feel comfortable getting to and from the worksite?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are you comfortable going to and leaving your accommodations?</td>
<td>☐ yes ☐ no</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Crisis Prevention and Intervention</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are trained staff available to handle different situations?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are adequate security measures in place after hours?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Are you aware of the policy/plan to deal with unsafe behaviour?</td>
<td>☐ yes ☐ no</td>
</tr>
<tr>
<td>Do you know how and where to report a safety issue?</td>
<td>☐ yes ☐ no</td>
</tr>
</tbody>
</table>
Appendix C

Respectful Workplace: Roles & Responsibilities Toolbox Talk

- Project management and personnel are committed to an inclusive and respectful work environment.
- All project personnel are responsible for their familiarity and compliance with the Harassment Policy and the Respectful Workplace orientation training.
- Harassment is defined as engaging in a course of offensive comment or conduct that is known, or is reasonable to be known as unwelcome.
- Personnel can raise concerns/complaints and make reports without fear of being discriminated or retaliated against.
- If personnel feel they have been subject to or observed harassment, violence or any other unwanted behaviour, they may bring forward a concern/complaint to their supervisor, the human resources department, or the on-site Diversity Contact.
- Should the allegation be made against a foreperson or supervisor, the complaint should be made to the human resources department or on-site Diversity Contact.
- The human resources department will evaluate and investigate complaints in a confidential and timely manner. Appropriate disciplinary action, up to and including termination, will be taken against personnel who violate the policy.

Diversity Contact:

Name
Title
Contact

Human Resources Department:

Contact

<table>
<thead>
<tr>
<th>Toolbox Talk Topic: Respectful Workplace</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Name:</td>
<td>Supervisor Signature:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Initials</th>
<th>Print Name</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
## Building Trades Female Membership

<table>
<thead>
<tr>
<th>Type</th>
<th>Fall 2013</th>
<th>Fall 2015</th>
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<tbody>
<tr>
<td></td>
<td># Female</td>
<td>Total Membership</td>
</tr>
<tr>
<td>Sheet Metal Local</td>
<td>130</td>
<td>4</td>
</tr>
<tr>
<td>BAC Local 1 *</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Insulators Local</td>
<td>160</td>
<td>10</td>
</tr>
<tr>
<td>Teamsters Local **</td>
<td>300</td>
<td>47</td>
</tr>
<tr>
<td>Ironworkers Local 764</td>
<td>1800</td>
<td>33</td>
</tr>
<tr>
<td>Operating Engineers Local 904</td>
<td>2200</td>
<td>46</td>
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<tr>
<td>Painters Local 1984 (IUPAT)</td>
<td>270</td>
<td>14</td>
</tr>
<tr>
<td>IBEW Local 2330</td>
<td>1800</td>
<td>99</td>
</tr>
<tr>
<td>Carpenters Local 579</td>
<td>1200</td>
<td>39</td>
</tr>
<tr>
<td>Millwrights Local 1009</td>
<td>500</td>
<td>18</td>
</tr>
<tr>
<td>Labourers Local</td>
<td>1813</td>
<td>122</td>
</tr>
<tr>
<td>UA Pipefitters Local 740</td>
<td>1000</td>
<td>25</td>
</tr>
<tr>
<td>Boilermakers Local 203</td>
<td>400</td>
<td>18</td>
</tr>
<tr>
<td>TOTALS</td>
<td>11723</td>
<td>485</td>
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</table>

| Total Female Representation | 4.14 | 5.49% |
### Diversity Weekly Hiring Summary

<table>
<thead>
<tr>
<th>Skill Craft and Trade</th>
<th>Journeyperson</th>
<th>Apprentice</th>
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<tbody>
<tr>
<td>Trade</td>
<td>Total Resources (Including Females)</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Workers</td>
</tr>
<tr>
<td>Carpenter (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrician (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insulator (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ironworker (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millwright (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operator (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painter (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pipefitter (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pipefitter-Welder (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaffolder (# out of #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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### Manual Worker

<table>
<thead>
<tr>
<th>Trade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labouer/Surveyor</td>
<td></td>
</tr>
<tr>
<td>Warehouse Worker</td>
<td></td>
</tr>
<tr>
<td>Clerical Worker</td>
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</tr>
<tr>
<td>TOTAL</td>
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### Sales and Service

<table>
<thead>
<tr>
<th>Trade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Security Guard</td>
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<td>TOTAL</td>
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### Name Hire Efforts

<table>
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<tr>
<th>Trade</th>
<th>Notes</th>
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</thead>
<tbody>
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<td>Carpenter</td>
<td></td>
</tr>
<tr>
<td>Electrician</td>
<td></td>
</tr>
<tr>
<td>Insulator</td>
<td></td>
</tr>
<tr>
<td>Ironworker</td>
<td></td>
</tr>
<tr>
<td>Millwright</td>
<td></td>
</tr>
<tr>
<td>Operator</td>
<td></td>
</tr>
<tr>
<td>Painter</td>
<td></td>
</tr>
<tr>
<td>Pipefitter</td>
<td></td>
</tr>
<tr>
<td>Pipefitter-Welder</td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td></td>
</tr>
<tr>
<td>Scaffolder</td>
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</tbody>
</table>
### Appendix F

**Diversity Employment Termination Tracker**

<table>
<thead>
<tr>
<th>Skill Craft and Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
</tr>
<tr>
<td>Employee Name</td>
</tr>
<tr>
<td>------------------</td>
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<tr>
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<td></td>
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</tbody>
</table>
Appendix G

Excerpt from Emera Newfoundland and Labrador’s *Newfoundland and Labrador Diversity Plan*, December 2013

3.2 DIVERSITY COMMITMENTS

The involvement and support of the ENL senior leadership team plays an integral role in ENL’s commitment to the Diversity Plan and ensuring its effective implementation. This commitment will continue to be demonstrated and communicated with all parties involved with the Project including employees, managers, contractors and sub-contractors. This commitment includes:

- Establishing a committee to be led by the Senior Manager, Human Resources and including members of the Senior Management Team, the Construction team and IBEW Local 1620 to ensure the effective communication and implementation of the Plan;
- Developing and delivering presentations to the project management team and contractors highlighting the policies, procedures, targets and compliance requirements;
- Delivering to all employees, contractors and sub-contractors mandatory respectful workplace and gender, diversity and cultural sensitivity training;
- Ensuring that written communication regarding the Plan is included in orientation materials such as employee handbooks and that such information is posted in accessible on-site areas;
- Regularly reviewing internal communications and practices and policies to ensure that diversity inclusive and disability respectful language is used;
- Ensuring that ENL contractors and sub-contractors comply with their diversity responsibilities as outlined in the Diversity Plan and monitor and report on their compliance; and,
- Ensuring that Expressions of Interest and Requests for Proposals clearly state that contractors and sub-contractors must operate in a manner consistent with the Diversity Plan and ENL’s diversity principles and policies.
Appendix H

Understanding the process: from a Benefits Agreement to a Labour Agreement

- **Benefits Agreement**
  - A high-level plan negotiated between a Proponent and the Government of NL when a new project is being considered. At this stage, Proponents are required to include their local benefits and diversity commitments.

- **Project Sanction**
  - When a Proponent has all their regulatory approvals in place and has made the business decision to proceed with the project.

- **Contracts/Labour Agreements**
  - With an approved Benefits Agreement and a sanctioned project, the Proponent proceeds to award contracts for the various work scopes. Contractors negotiate Labour Agreements with unions that meet the commitments made above. The Proponent does not negotiate with unions but rather monitors Contractors and ensures their commitments are being met.
Appendix I

Selected sources and additional reading

Atlantic Accord:

“Collective agreement between Long Harbour Employers Association and Resource Development Trades Council NL,” March 29, 2009:

C-NLOPB, operator industrial benefits reports:
http://www.cnlopb.ca/benefits/


Gossan (Vale Newfoundland and Labrador newsletter), December 2010


Husky Oil, “White Rose Development Plan,” vol.1, ch.3, 2001:

Muskrat Falls Project, Gender Equity and Diversity Program

Women’s Employment Plan, Vale Inco Long Harbour Processing Plant:

Women’s Policy Office, Executive Council Annual General Report 2015-16:
http://www.exec.gov.nl.ca/exec/wpo/publications/