A ROADMAP TO

SUPPORTING WOMEN IN THE TRADES
1.0 Introduction

In November 2018, the Canadian Apprenticeship Forum – Forum canadien sur l’apprentissage (CAF-FCA) held its inaugural Supporting Women in Trades Conference in Halifax, Nova Scotia. Over 350 female apprentices and tradespeople and apprenticeship stakeholders, identified priorities, which are summarized in this report. Information gathered from Statistics Canada’s 2015 National Apprenticeship Survey, the 2017 Registered Apprenticeship Information System data and findings from CAF-FCA’s research are provided for context. Conference participants agreed accurate career information, a supportive, safe and respectful work environment and high-quality teaching and mentoring help women pursuing skilled trades careers. Stereotypes and unwelcoming workplaces are the biggest barriers women experience.
2.0
Aspirational Goals Identified by Women in Trades

Women apprentices and tradespeople identified aspirational goals they believe will improve apprenticeship for future generations of tradeswomen:

2.1 Aspirational goals for provincial/territorial apprenticeship agencies

- Women are aware of the various apprenticeship programs and supports in their jurisdiction. The information is easy to understand and is accessible.
- There is quality data available and women's progress and completion rates are tracked over time.
- Apprenticeship systems support women's learning and advancement.
- Officers check in with lower level apprentices and help address barriers.
- There is a higher number of female apprenticeship liaison officers.
- Information about available technical training spots is online and fully accessible.

2.2 Aspirational goals for technical training institutions

- Technical training institutions provide a learning environment that supports and includes women.
- Male instructors, apprentices and staff are professional and unbiased. Male instructors, students and college staff support women as trades learners and encourage their progress. Instructors are well-trained and understand how to address bullying and harassment in the classroom. Instructors are evaluated yearly.
- All instructors and apprentices receive mandatory training about bullying and harassment.
- Women work as trades instructors and administrators.
- High quality and flexible technical training options are available.
- Different learning styles are acknowledged and accommodated.

“If you don’t count us, we don’t count”

“Change the stigma against women by men in the workplace. [Don’t make] women think they are not capable…”
2.3 Aspirational goals for the workplace

- Women are equal members of the trades team.
- Workplaces are safe and free of harassment and discrimination and mandatory training is offered at all levels.
- Respectful and inclusive behaviors are expected of all staff and supervisors. There is zero tolerance.
- There are supports for individuals who experience bullying and harassment. Reporting is anonymous.
- Proper fitting uniforms are standard.
- Personal safety equipment is accessible to all women tradespeople.
- Family roles and responsibilities are acknowledged and supported. There are policies around childcare, dealing with family emergencies and flexible working hours.
- Mentors support women’s learning on-the-job and high-quality training is offered covering the full scope of the trade.
- Women stand up and speak with a strong voice.
- Women have male allies as co-workers and business owners value diversity and inclusion.
- Women hold leadership positions within companies and unions.
- Empathy is valued as a leadership skill.
- Workplace infrastructure that respects women is in place, including clean, safe, separate, secure washrooms and locker rooms free of graffiti.
- Workplace safety and later term pregnancy issues are addressed.
- Nursing rooms are available and there is a fridge for breast milk.
WOMEN’S PARTICIPATION RATE IN APPRENTICESHIP

Apprenticeship programs include a variety of occupations such as hairstylist, cook, early childhood educator, welder, automotive service technician, carpenter and electrician. Occupations such as hairstylist tend to be female-dominated while others are male-dominated such as electrician.

The 2015 National Apprenticeship Survey results\(^1\) indicate the majority of apprentices are Canadian-born, white males.\(^2\) Women represent half the population in Canada, but make up only 13.7 per cent of apprentices.

The Registered Apprenticeship Information System data for 2017, the latest year available, indicates women represented 12.09 per cent of the apprentice population in Canada. The province with the highest participation rate was Ontario with 17.05 per cent.\(^3\) After Ontario, Manitoba is next with a participation rate of 15.29 per cent followed by Yukon (12.83 per cent), Newfoundland and Labrador (11.94 per cent), Saskatchewan (10.69 per cent), British Columbia (10.24 per cent), Quebec (10.13 per cent) and Alberta (10.10 per cent). Women represent less than 10 per cent of the apprentice population in Prince Edward Island (9.96 per cent), Northwest Territories (6.63 per cent), Nova Scotia (5.96 per cent), Nunavut (5.88 per cent) and New Brunswick (4.23 per cent).

Women’s representation in many trades is less than 5 per cent. Examples include automotive service technician (4.88 per cent), electrician (4.08 per cent) and carpenter (3.65 per cent).

Refer to Appendix A for further detail.

---


2. For context, immigrants represent 8.7 per cent of apprentices and visible minorities 8.2 per cent, less than half of their share of the Canadian population. Indigenous apprentices account for 6 per cent of apprentices, a slightly higher representation than their share of the Canadian population (4 per cent). Understanding current levels of participation is important to future planning and program development but, at present, it is difficult to obtain data on Indigenous women due to the low numbers. Jurisdictional information is available in some provinces and territories, but is not necessarily shared publicly.

3. Early childhood educator, community and social service workers and user support technician have high numbers of women. These occupations are designated as trades with apprenticeship programs in Ontario accounting for the higher female participation rates compared to other provinces and territories.
3.0 Supports to Advance Women in the Skilled Trades

3.1 Develop and implement a National Women in Trades Strategy

Participants made suggestions the apprenticeship community could take to support women in the trades:

**Develop national strategies, programs and networks**
- Develop a national strategy supporting women in the trades
- Create a national tradeswomen network connecting women from across the country with ongoing networking and learning opportunities
- Provide opportunities for women tradespeople from across the country to attend the Supporting Women in Trades Conference
- Form a network of advocates and like-minded colleagues and collectively work towards increased participation of women in the trades
- Think more strategically and avoid implementing isolated initiatives
- Broaden the outreach about diversity and inclusion in the trades so the conversation includes a wider group of tradespeople
- Use gender-neutral language
- Consider the unique challenges experienced by women with disabilities, Indigenous women and racialized groups

**Track data and identify success factors**
- Set targets and track progress
- Provide information and data so evidence-based action can be taken
- Share promising practices and lessons learned from a variety of jurisdictions and sectors
- Identify practices leading to substantive change and implement these across the country creating a bigger impact
- Better understand the “why” behind the low participation rates
- Identify the factors supporting women’s progression
3.2 Promote skilled trades careers

Participants identified specific action items high school teachers, guidance counsellors, school administrators and non-profit organizations could take to promote skilled trades careers:

Create awareness about skilled trades careers
- Create a Kindergarten to Grade 12 career awareness strategy
- Start promoting skilled trades careers earlier
- Ask tradeswomen to talk to students about skilled trades careers
- Challenge gender stereotypes and take gender out of career exploration
- Make sure the career assessment tools are not gender biased
- Teach girls how to research career options, find accurate information and advocate for their training and career advancement
- Host workshops for fellow teachers and guidance counsellors about the importance of encouraging girls to consider skilled trades occupations during their career exploration
- Develop a standard presentation explaining the apprenticeship pathway, the opportunities available and steps to completion
- Ensure girls take math and science courses throughout high school so they are prepared for apprenticeships
- Be clear about what it is like to work on a pipeline or in a camp so individuals have an accurate understanding of the working conditions

Offer hands-on learning opportunities
- Offer hands-on "try-a-trade" learning opportunities at school
- Host all female trades summer camps for students in Grades 4 to 10
- Make a trades and technology course a mandatory high school credit
- Ensure gender biases do not prevent female students from taking high school trades classes
- Make sure there are enough spots in trades classrooms so everyone can participate
- Have female students demonstrate their skills to their parents
- Bring youth to trades open houses

“Let’s help girls discover the skills they didn’t know they had.”

“Building the next generation of skilled tradespeople is a continuum that requires collaboration from Kindergarten to Grade 12.”
INSIGHTS FROM THE NATIONAL APPRENTICESHIP SURVEY

According to the National Apprenticeship Survey, only 38 per cent of women were aware of apprenticeships in high school. This percentage was lower than the overall National Apprenticeship Survey population (53 per cent).

Seventy-one per cent of immigrants, 68 per cent of visible minorities and 63 per cent of women had not participated in either a trades or co-op program while at high school compared to 53 per cent of National Apprenticeship Survey respondents overall and 48 per cent of Indigenous respondents.

Women were the least likely to consider an apprenticeship after high school compared to other under-represented groups and the National Apprenticeship Survey population. Only 11 per cent of women said they were thinking about an apprenticeship compared to 21 per cent of Indigenous peoples and visible minorities, 19 per cent of immigrants and 21 per cent of National Apprenticeship Survey respondents overall.4

BEST PRACTICE EXAMPLES

Skills Canada and its provincial/territorial offices host summer camps for girls to “try-a-trade” and mentoring events.

The Techsploration program in Nova Scotia provides young women from Grades 9 through 12 with opportunities to explore science, trades and technology occupations. This program highlights the importance of high school math and science courses.

The Construction Foundation of BC teaches young girls and boys about skilled trades careers and employability skills. Safety training is taught and practical information about obtaining a job is provided. The Foundation helps pay for youth to obtain a driver’s licence. Hands-on learning is supported because money is provided for equipment in high school shops. Employers are shown the projects youth produce. Youth are directed to supportive employers ensuring youth have a positive first-time work experience.

NAIT in Alberta offers Women in Trades and Technology Workshops. Women network, listen to speakers and ask questions about apprenticeship and skilled trades careers.

At Conestoga College in Ontario, there are Trades and Technology Days for Grade 7 to 10 girls with a keynote speaker and hands-on activities. The college also organizes a Jill of All Trades for Grades 9 to 12. Girls are hand picked to come and try three different trades. Girls have 12 to 15 trades to choose from. Trades represent the motive power, construction and industrial sectors. One hundred mentors are available to teach the girls and talk about careers in the skilled trades.
3.3 Develop and support pre-apprenticeship programs for women

Participants talked about the importance of wholistic supports and made suggestions about other needed supports:

Offer wholistic supports

- Provide women with wrap around supports including counselling, personal protective equipment, boots, food and transportation. Whatever barrier the woman is experiencing, identify and address it.
- Offer flexible child care options beyond 9 to 5
- Devise alternate ways for women who have bad credit and cannot obtain traditional bank loans to obtain financial support

BEST PRACTICE EXAMPLES

Since 1998, Women Building Futures in Alberta has offered hands-on skills training. The program includes classroom and shop training, life management, academic upgrading, safety training and a job placement. Women Building Futures also offers mentoring services helping women transition into new positions and remain connected to industry networks. Overall, 350 individuals have achieved their Certificate of Qualification. Most graduates (95 per cent) are employed within the construction sector or working in the trades. Sixty-two per cent of graduates obtain apprenticeships.

Women Unlimited, a Nova Scotia provincial organization, supports unemployed and underemployed women as they build careers in the trades and technology (T&T) fields. The model is wholistic in design, assisting diverse women along a multi-year journey from awareness to recruitment, through to career exploration, pre-apprenticeship training, onto employment and, once employed, through apprenticeship to certification.

After months of outreach and diversity recruitment, Women Unlimited offers those selected a free, 14-week Career Exploration Program (CEP), which assists them as they weigh their options, explore their own skill sets and choose their paths. The program includes such areas as safety certification, hands-on exposure to trades programs, labour market information, industry site visits and presentations, portfolio development, diversity and inclusion workshops, health and fitness and upgrading in essential skills such as math, computers and communications, as well as workplace readiness.

All the costs for the women are covered including wrap-around supports for childcare, transportation, tools, PPE, books and driver training. Women who graduate from the CEP are guaranteed seats in their chosen T&T programs at the Nova Scotia Community College, and Women Unlimited staff coach and support them as they attend their pre-apprenticeship training and remain with them for the rest of their journeys.

Since 2006, 765 women have participated in Women Unlimited. Fifty-two per cent of candidates are diverse (10 per cent are African Nova Scotian, 10 per cent are Indigenous, 19 per cent are women with disabilities, 8 per cent are new Canadians and 5 per cent are LGBTQ). There is a 93 per cent completion rate. Eighty-six per cent of women who complete the CEP pursue further training or move directly to employment. Thirty-three per cent of graduates are apprentices or have obtained their Red Seals.
At the Nova Scotia Community College, women’s participation in the trades, excluding cooks, has increased from 10 to 16 per cent due to the Women Unlimited program.

Women Unlimited has worked with 230 employers in the construction, manufacturing, energy, repair/maintenance and service industries. One example includes the Women Unlimited, Nova Scotia Apprenticeship Agency, Nova Scotia Community College and Irving Shipbuilding Inc. partnership called The Pathways to Shipbuilding. Candidates complete career exploration, pre-apprenticeship training at the Nova Scotia Community College and work-terms at Irving Shipbuilding. The program is having a positive impact on women’s participation at Irving Shipbuilding. The participation rate has increased from 3.7 in 2015 to 6.9 per cent in 2018.

Women Unlimited has built many partnerships within industry, unions, governments and institutions all in support of diverse women entering the fields of the T&T. The women who enter Women Unlimited make the contacts and build the friendships and networks that help to sustain them throughout their chosen careers.

The New Boots Progressing Women in Trades initiative in New Brunswick matches female apprentices with employers and provides women with the supports and resources they require to be successful. Participating employers receive wage subsidies.

In Newfoundland and Labrador, the Office to Advance Women Apprentices works with female apprentices once they complete their in-school training to assist them in finding employment opportunities. The Office has established partnerships with employers, unions, government and training institutions. The Office has a registry database of 1,800 female tradesperson resumes. The Office has helped 1,200 women obtain employment. Coaching and mentoring are offered and the staff actively help women overcome barriers. A Journeyperson Preparation Workshop for the Red Seal Exam is offered on Saturdays. Women review test writing strategies helping them prepare for the multiple-choice examination. In total, 153 women have received their Red Seal. Advisory services such as presentations and help accessing a wage subsidy are provided to employers.

Another program offered in Newfoundland and Labrador is the Orientation to Trades and Technology Program delivered by the Women in Resource Development Corporation. The 24-week program provides women practical experience in the natural resources sector. Essential work skills, personal development, hands-on skills development, exploration of the natural resources sector and job shadowing are the five main components of the program. The organization also works with employers to create anti-harassment policies.

In Ontario, the Women in the Skilled Trades Program is a tuition free, 34-week full-time program offered by Conestoga College for low income, multi-barriered women. Individuals who complete the program are exempt from Level 1. There is a work placement as a part of the program. The business partner provides a living allowance to support women’s participation. The Women in the Skilled Trades Program has been funded by the Government of Ontario since 2001.

At Camosun College in British Columbia, the staff help female students overcome barriers and peer support is provided. Bursaries are offered and money is designated to hire female instructors.
3.4 Work with industry to hire, retain and advance women in the trades

Employers and unions play a key role in facilitating change and advancing women in apprenticeships and the trades. Employers and union representatives can support women in a number of ways, according to conference delegates:

**Prepare the workplace**
- Develop workplace gender equity plans
- Review all policies and practices using a gender-diversity lens and re-adjust policies to ensure there is equity
- Ensure gender-neutral language is used in policies, collective agreements and in day-to-day operations
- Provide training to all employees about addressing workplace discrimination and harassment
- Provide accommodations for women in collective agreements
- Work in partnership with equity-seeking organizations such as women’s organizations to ensure workplaces are ready for women tradespeople
- Provide uniforms and personal safety equipment that fit women’s bodies
- Ensure there are separate, safe, secure and clean washrooms and change rooms for women

**Improve outreach and recruitment processes**
- Reach out to diverse communities and groups of women when advertising employment opportunities
- Be transparent around hiring processes and available opportunities
- Allow women to demonstrate their skills before making a judgement about their abilities
- Ask questions during the interview that are fair to male and female candidates
- Value diverse experiences during the interview
- Develop a high-quality on-boarding process and prepare the team to welcome the new person

**Provide meaningful and supportive on-the-job training**
- Ensure any male journeyperson mentors are supportive and build women’s confidence
- Offer women candidates genuine training opportunities on-the-tools
- Provide employees with formal processes for giving and receiving feedback
- Ensure all employees have a voice
- Provide equal pay
- Offer flexible working hours
- Help sub-contractors, who lack gender competency, identify barriers and devise solutions
- Ensure women are assigned appropriate duties on-the-job

“Set policies, educate your team, lead them through change and be the example.”

CAF-LCA.org
A ROADMAP TO
SUPPORTING WOMEN

Develop and implement a National Women in Trades Strategy
- Develop national strategies, programs and networks
- Track data and identify success factors

Promote skilled trades careers
- Create awareness about skilled trades careers
- Offer hands-on learning opportunities

Develop and support pre-apprenticeship programs for women
- Offer wholistic supports

Work with industry to hire, retain and advance women in the trades
- Prepare the workplace
- Improve outreach and recruitment processes
- Provide meaningful and supportive on-the-job training
- Support work-life balance and accommodate families
- Support career advancement

“Let’s help girls discover the skills they didn’t know they had.”

“Building the next generation of skilled tradespeople is a continuum that requires collaboration from Kindergarten to Grade 12.”

“Set policies, educate your team, lead them through change and be the example.”
IN THE TRADES

PRIORITIES

Establish or maintain mentoring programs for women in the trades

- Establish a mentoring program where experienced tradeswomen mentor and guide those just starting out
- Identify individuals willing to champion women on-the-job and encourage those individuals to welcome women on their first day and sit with them at lunch

Create respectful workplaces

- Enforce a zero tolerance policy on bullying and harassment
- Promote positive role models and foster effective communication

Create a supportive technical training learning environment

- Engage management
- Offer training for apprentices and instructors
- Offer flexible learning options and relevant training
- Provide women-specific supports and services

Focus on success pathways for women in apprenticeship

- Offer training for women and men
- Engage and support employers
- Provide apprenticeship supports for women in the trades

“In the trades”

“Discrimination is not a woman’s problem. It is a worker problem.”

“We don’t want female-friendly workplaces, but RESPECTFUL workplaces”

“There is no room for ego in change.”

“Teach our sons AND daughters.”

“Great women bring other women with them”
FINDING AN EMPLOYER SPONSOR

Women apprentices who participated in CAF-FCA focus groups in 2017 expressed concerns about trying to find employer sponsors:

- Lack of transparency around available job opportunities, limited personal networks and uncertainty about how to apply for work and connect with employers
- Non-responsive employers who do not email back about jobs and say “no work is available” when it is a female candidate
- Hiring based on looks rather than skills
- Difficulties around relocating for work in another region with young children who require care. It is a financial burden to pay for a mortgage plus relocation accommodation.

- Make sure leaders are dealing with the problems on-the-job and not leaving it up to the female apprentice to deal with it on their own
- Track progress, identify trends and ask questions about why, for example, female apprentices are often the first ones laid off

Support work-life balance and accommodate families

- Adjust pregnant apprentice duties so they can be safe while earning enough hours on-the-job so they can qualify for Employment Insurance when on maternity leave
- Provide advance notice about the work schedule so women can make the appropriate child care arrangements
- Offer day care onsite or offer accommodations to male and female apprentices with young children, especially when the children are ill
- Provide the highest level of connectivity so employees can talk to their families via Skype at remote camps

Support career advancement

- Support professional development opportunities for women
- Outline the advancement policies to all employees
- Offer promotions based on skills and seniority
- Provide women leadership positions on worksites
3.5 Create respectful workplaces

Conference delegates felt women’s participation rates will not significantly increase until respectful workplaces are created. Employers and unions could take a leadership role in creating respectful workplaces by implementing these action items:

**Enforce a zero tolerance policy on bullying and harassment**

- Develop anti-bullying, anti-discrimination and anti-harassment policies and ensure employees understand these policies
- Regularly train all staff at all levels in the company so everyone is aware of the policies
- Enforce zero-tolerance when it comes to bullying and harassment and take firm action when complaints are received so staff understand there are consequences when inappropriate behaviour occurs
- Make inclusion courses a requirement for all business managers
- Designate safety ambassadors for the workplace so women know they have a person to go to with their concerns
- Create a Respectful Workplace Committee and learn from the committee about what workplace enhancements might be needed

**Promote positive role models and foster effective communication**

- Promote communication and collaboration onsite, not competition
- Provide role models on the shop floor so other men know how to behave
- Teach male apprentices and journeypersons how to be positive agents of change at the workplace
- Believe women can do the job and set a good example for other employees
- Correct employee comments that undermine female tradespeople
- Encourage men to treat each other with respect as well as women

**A POSITIVE WORK ENVIRONMENT**

The Apprentices in Canada ePanel shares apprentice insights about what they are looking for in an employer. In a survey with 292 apprentices about attractive workplace characteristics, a journeyperson willing to teach (74 per cent) was the most desirable feature followed by a variety of work experiences (58 per cent), opportunities for career advancement (56 per cent) and a positive work environment (53 per cent). Factors supporting apprentice retention were similar. Career advancement (70 per cent), a positive work environment (68 per cent), journeypersons willing to teach (47 per cent) and a wide variety of work experiences (42 per cent) were all important retention factors. Women respondents were more likely to look for a positive work environment compared to men (81 versus 66 per cent). Men prioritized opportunities to work with state-of-the art technology and career advancement.

6. No percentages were provided in the data analysis.
RESPECTFUL AND INCLUSIVE WORKPLACE TOOLKIT, BUILDFORCE

BuildForce has created tools to create more respectful workplaces.

The first tool consists of an employer and organizational self-assessment tool to help identify the level of engagement in promoting respectful workplaces as well as identify any gaps that might exist in policies and procedures for dealing appropriately with violations of respect.

There is also a policy and implementation framework designed for employers to either adopt as a whole or lift sections of to complement or supplement their existing policies and procedures.

Lastly, an online course is intended to raise awareness, educate and promote a respectful and inclusive workplace by focusing on behaviours that may be perceived by others as disrespectful or exclusionary.

The tool is available at:

buildforce.ca/en/catalog/training/respectful-and-inclusive-workplaces

“An inclusive workplace is a working environment that values the individual and group differences within its workforce. It enables a company to embrace the diversity of backgrounds and perspectives of the employees… An inclusive workplace makes diverse employees feel valued, welcome, integrated and included in the workforce instead of isolated. Other significant characteristics of the inclusive workplace are that everybody has equal access to opportunities. There is also open communication and information sharing as well as shared accountability and responsibility.”

Siyana Sokolova, Characteristics of an Inclusive Workplace, LinkedIn blog:

linkedin.com/pulse/characteristics-inclusive-workplace-siyana-sokolova/
3.6 Create a supportive technical training learning environment

Participants advocated for supportive learning environments at technical training and made the following suggestions for Deans, college administrators, union trainers and instructors:

Engage management
- Commit to a learning culture that promotes equity in the classroom and the shop
- Develop a plan, set targets and be accountable for success
- Follow through and take action when harassment and bullying occurs during technical training
- Encourage instructors to take a leadership role in setting the right tone
- Deans and Department Heads should provide yearly instructor evaluations where gender competency is a part of the evaluation
- Set aside a certain number of technical training seats for women

Offer training for apprentices and instructors
- Provide mandatory staff training about bullying and harassment and inform instructors about appropriate behavior in the classroom. Sexual references are inappropriate.
- Train instructors so they are not dismissive of women who ask questions in the classroom and inform them about managing different genders and cultures in the classroom
- Ensure teaching styles and processes meet the needs of all learners in the class
- Provide apprentices with gender training offered by an objective third party. Apprentices must pass in order to continue in their training.
- Offer apprentices additional training in problem solving and conflict resolution at the workplace

Offer flexible learning options and relevant training
- Provide interactive, online technical training
- Offer more technical training classes to meet demand
- Outline clear guidelines for curriculum review and ensure teaching materials are updated

Provide women-specific supports and services
- Provide wholistic support for female apprentices at technical training institutions
- Set up a room so women with babies can pump their breast milk
- Provide better awareness of funding, supports, training options and available programs
- Hire female instructors and apprenticeship administrators
3.7 Establish or maintain mentoring programs for women in the trades

Participants agreed mentoring helps women overcome feelings of isolation. Journeypersons, women’s organizations, instructors, union representatives and employers can promote mentoring:

Provide mentoring

- Establish a mentoring program where experienced tradeswomen mentor and guide those just starting out
- Develop a program that provides money so retired tradeswomen can mentor apprentices
- Identify individuals willing to champion women on-the-job. Encourage those individuals to welcome women on their first day and sit with them at lunch
- Organize support groups for women who have been discriminated against, sexually harassed, threatened and bullied
- Promote information sharing among women and encourage informal networking and get-togethers

SUPPORTING WOMEN IN THE TRADES: THE SKILLED TRADES NETWORK

CAF-FCA created the Skilled Trades Network centralizing relevant links for women on its website. Women can learn about pre-apprenticeship programs, financial supports and local women’s organizations in their province or territory. CAF-FCA also hosted a series of podcasts featuring female apprentices and journeypersons. CAF-FCA engages employers as well. CAF-FCA produced a business case about hiring and retaining women in the trades, profiled employer champions on its Skilled Trades Network and shared inclusion best practices with employers across the country.
3.8 Focus on success pathways for women in apprenticeship

Offer training for women and men

- Offer gender and diversity training for apprentices and workshops about conflict resolution, effective communication, anti-bullying and anti-harassment
- Facilitate honest conversations about diversity
- Educate young men to be advocates for their female peers
- Provide women leadership training
- Teach women to speak up and advocate for themselves

Engage and support employers

- Create a job-matching service to connect women and employers so women can find employer sponsors
- Demystify the process for employers who have never hired a woman before, dispel myths and provide tips for creating welcoming workplaces
- Bring stakeholders together, partner and create customized programs with individual employers facilitating women’s integration into the workplace
- Advocate for diversity requirements on infrastructure projects

Provide apprenticeship supports for women in the trades

- Designate a female apprenticeship liaison officer to help women navigate the apprenticeship system and explain grant or loan requirements so women understand how to apply and qualify for the financial supports offered by the provincial/territorial or federal governments
- Describe any training or re-training opportunities available as a part of the Employment Insurance program
- Offer safety training opportunities so women can enhance their qualifications, particularly if they are unemployed
- Create an ombudsperson to address women’s concerns about unsafe workplaces
- Help women build a network of family, friends, colleagues and women’s organization representatives who will provide personalized guidance and support throughout their apprenticeship journey
- Offer scholarships for women

“You don’t know or understand what you don’t see. We need more role models.”
BEST PRACTICE EXAMPLES

The Industry Training Authority in British Columbia has developed a best practice guide to help employers integrate women into their workplaces.

Build Together, sponsored by Canada’s Building Trades Unions, has regional Build Together chapters where women are sharing their experiences and taking action to support inclusion in their local communities. The chapters are building capacity and it is hoped higher numbers of women will obtain mentoring and leadership positions within unions.

Women in Science, Engineering, Trades and Technology (WINSETT) facilitates workshops teaching leadership skills and strategies for career success. Participants learn to negotiate a salary, gain emotional intelligence and approach conflict at the workplace.
Women continue to be under-represented in apprenticeships and face a number of barriers that thwart their full and productive participation in the skilled trades workforce. For women, discrimination and harassment when trying to find a sponsor and on-the-job are burdens they must cope with. Limited career awareness, a lack of family-friendly policies and few role models and mentors also pose barriers for women trying to pursue apprenticeships and careers in the skilled trades. Best practices shared at the conference indicate these barriers can be overcome, if equity organizations, apprenticeship agencies, technical training institutions and industry work together. Important elements of effective models include hands-on learning opportunities, mentoring, job coaching and job placements. Women-centered training programs are effective in providing wraparound supports and addressing the barriers women encounter. Employers can create welcoming and respectful workplaces for women by having the appropriate policies in place, providing a supportive mentor willing to teach, implementing family-friendly and enforcing anti-bullying, anti-discrimination and anti-harassment policies. Listening to women’s tradespeople concerns and taking action is crucial to increasing women’s participation in the trades.
Appendix A

Figure 1: Women and men’s participation in apprenticeship by province and territory, Registered Apprenticeship Information System, 2017

<table>
<thead>
<tr>
<th>JURISDICTION</th>
<th># WOMEN</th>
<th># MALES</th>
<th>TOTAL</th>
<th>% OF WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario</td>
<td>18,909</td>
<td>91,995</td>
<td>110,904</td>
<td>17.05%</td>
</tr>
<tr>
<td>Manitoba</td>
<td>2,169</td>
<td>12,021</td>
<td>14,190</td>
<td>15.29%</td>
</tr>
<tr>
<td>Yukon</td>
<td>72</td>
<td>489</td>
<td>561</td>
<td>12.83%</td>
</tr>
<tr>
<td><strong>CANADA</strong></td>
<td>49,068</td>
<td>356,637</td>
<td>405,699</td>
<td>12.09%</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>858</td>
<td>6,333</td>
<td>7,188</td>
<td>11.94%</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>1,182</td>
<td>9,873</td>
<td>11,055</td>
<td>10.69%</td>
</tr>
<tr>
<td>British Columbia</td>
<td>5,340</td>
<td>46,818</td>
<td>52,158</td>
<td>10.24%</td>
</tr>
<tr>
<td>Quebec</td>
<td>12,123</td>
<td>107,544</td>
<td>119,667</td>
<td>10.13%</td>
</tr>
<tr>
<td>Alberta</td>
<td>7,491</td>
<td>66,660</td>
<td>74,151</td>
<td>10.10%</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>168</td>
<td>1,518</td>
<td>1,686</td>
<td>9.96%</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>33</td>
<td>465</td>
<td>498</td>
<td>6.63%</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>474</td>
<td>7,479</td>
<td>7,953</td>
<td>5.96%</td>
</tr>
<tr>
<td>Nunavut</td>
<td>9</td>
<td>144</td>
<td>153</td>
<td>5.88%</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>234</td>
<td>5,298</td>
<td>5,532</td>
<td>4.23%</td>
</tr>
</tbody>
</table>

7 Statistics Canada, Registered Apprenticeship Information System, 2017: https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710002301&pickMembers%5B0%5D=1.1&pickMembers%5B1%5D=3.1&pickMembers%5B2%5D=5.1.
Figure 2: Women and men’s participation in apprenticeship by trade, Registered Apprenticeship Information System, 2017

<table>
<thead>
<tr>
<th>TRADE</th>
<th># WOMEN</th>
<th># MALES</th>
<th>TOTAL</th>
<th>% OF WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Educators and Assistants</td>
<td>4,419</td>
<td>258</td>
<td>4,677</td>
<td>94.48%</td>
</tr>
<tr>
<td>Hairstylist</td>
<td>13,440</td>
<td>1,563</td>
<td>15,003</td>
<td>89.58%</td>
</tr>
<tr>
<td>Community and Social Service Workers</td>
<td>1,683</td>
<td>351</td>
<td>2,034</td>
<td>82.74%</td>
</tr>
<tr>
<td>User Support Technicians</td>
<td>2,517</td>
<td>2,427</td>
<td>4,944</td>
<td>50.91%</td>
</tr>
<tr>
<td>Food Service</td>
<td>8,079</td>
<td>11,898</td>
<td>19,977</td>
<td>40.44%</td>
</tr>
<tr>
<td>Landscape and Horticulture Technicians</td>
<td>1,317</td>
<td>3,510</td>
<td>4,827</td>
<td>27.28%</td>
</tr>
<tr>
<td>Other Major Trade Groups</td>
<td>3,393</td>
<td>17,229</td>
<td>20,622</td>
<td>16.45%</td>
</tr>
<tr>
<td>Total Major Trade Groups</td>
<td>49,068</td>
<td>356,637</td>
<td>405,699</td>
<td>12.09%</td>
</tr>
<tr>
<td>Interior Finishing</td>
<td>1,860</td>
<td>15,420</td>
<td>17,280</td>
<td>10.76%</td>
</tr>
<tr>
<td>Electronics and Instrumentation</td>
<td>567</td>
<td>6,147</td>
<td>6,711</td>
<td>8.45%</td>
</tr>
<tr>
<td>Welder</td>
<td>1,182</td>
<td>13,335</td>
<td>14,517</td>
<td>8.14%</td>
</tr>
<tr>
<td>Construction Workers Other</td>
<td>192</td>
<td>2,730</td>
<td>2,925</td>
<td>6.56%</td>
</tr>
<tr>
<td>Metal Workers</td>
<td>621</td>
<td>10,818</td>
<td>11,439</td>
<td>5.43%</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>2,007</td>
<td>39,108</td>
<td>41,115</td>
<td>4.88%</td>
</tr>
<tr>
<td>Machinists</td>
<td>402</td>
<td>8,007</td>
<td>8,409</td>
<td>4.78%</td>
</tr>
<tr>
<td>Electrician</td>
<td>2,853</td>
<td>67,134</td>
<td>69,987</td>
<td>4.08%</td>
</tr>
<tr>
<td>Carpenters</td>
<td>1,560</td>
<td>41,172</td>
<td>42,732</td>
<td>3.65%</td>
</tr>
<tr>
<td>Stationary engineers and power plant operators</td>
<td>141</td>
<td>4,026</td>
<td>4,167</td>
<td>3.38%</td>
</tr>
<tr>
<td>Sheet Metal Workers</td>
<td>261</td>
<td>8,172</td>
<td>8,433</td>
<td>3.09%</td>
</tr>
<tr>
<td>Millwrights</td>
<td>345</td>
<td>11,601</td>
<td>11,946</td>
<td>2.89%</td>
</tr>
<tr>
<td>Plumbers, Steamfitters and Pipefitters</td>
<td>1,242</td>
<td>43,692</td>
<td>44,934</td>
<td>2.76%</td>
</tr>
<tr>
<td>Heavy Equipment and Crane Operators</td>
<td>351</td>
<td>12,477</td>
<td>12,828</td>
<td>2.74%</td>
</tr>
<tr>
<td>Heavy Duty Equipment Mechanics</td>
<td>282</td>
<td>12,681</td>
<td>12,963</td>
<td>2.18%</td>
</tr>
<tr>
<td>Exterior Finishing</td>
<td>213</td>
<td>11,607</td>
<td>11,820</td>
<td>1.80%</td>
</tr>
<tr>
<td>Refrigeration and Air Conditioning Mechanics</td>
<td>132</td>
<td>9,477</td>
<td>9,609</td>
<td>1.37%</td>
</tr>
<tr>
<td>Oil and gas well drillers, servicers, testers and related workers</td>
<td>3</td>
<td>1,800</td>
<td>1,803</td>
<td>0.17%</td>
</tr>
</tbody>
</table>

8 Figures represent total registration status for total major trades groups