

Women in Trades

Part 1: Research Programme Overview

Increasing the participation and success of women in construction and engineering related trades where they are traditionally under-represented.

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Research Consortia Partners



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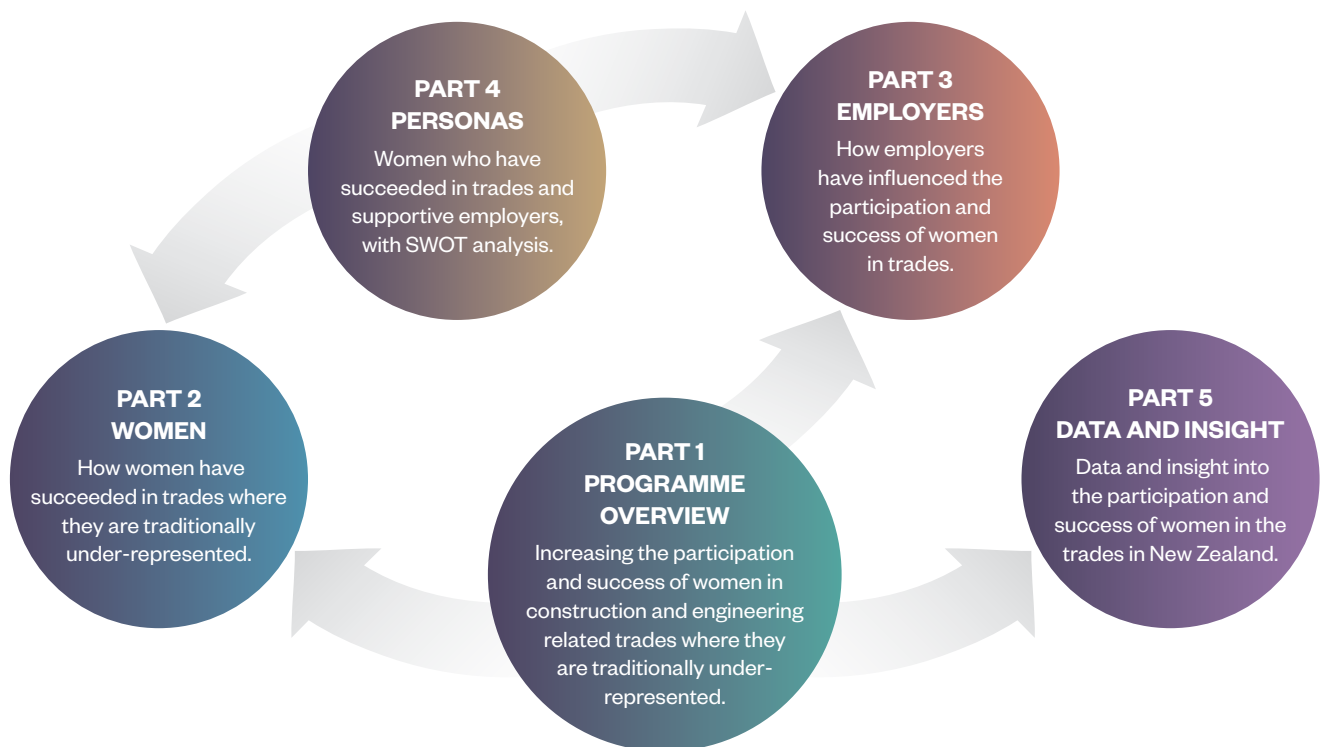
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Summary of the Programme of Work

Programme of Work

The programme of work includes the following interrelated components. All documents are available via the Ako Aotearoa project page: www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades



The vision of this programme of work is the increased participation and success of women in construction and engineering related trades where they are traditionally under-represented. Collaboration was at the core of our project consortia's strength and the partners' belief that together they can make a difference. The core members include five ITOs representing 86 industry sectors and 38% of all industry training, two Māori Pasifika Trades Training consortia and MIT. Supporting them are 18 associated industry and educational organisations and 19 linked secondary schools.

This document includes the executive summaries from the first two projects and a snapshot of learnings to date, from the third. There are currently five report documents with another one due in late 2019.

The strong demand for trade-based employment in New Zealand is unarguable. Regrettably so is the low participation rate of women in trades, especially in construction and engineering.

The research programme was delivered over three years through three interrelated focus areas:

1. Working directly with in-trade women
2. Working with trade employers
3. Working with data to establish benchmarks and measure change.

Programme goals

The goals of the programme are to:

Goal 1

Identify the significant characteristics of learning journeys where women qualify at level two to five in construction and engineering related trades.

Objectives for this goal include:

- Creating a thematic analysis of the significant characteristics (barriers and enablers) in learners' and influencers' engagement and learning journeys by distilling conversations with a diverse range of individuals;
- Developing humanised descriptions (personas) of women and employers based on the significant characteristics of individual learning journeys and discussions with role holders. Project Lumana'i and Project Kāmeheameha, run by Careers New Zealand, provide additional personas relevant to this project www.careers.govt.nz/about-careers-nz/our-publications

Goal 2

In light of the findings from goal 1, identify what changes can be made to educational and industry practice, programmes and processes to enhance the enablers and diminish the barriers women face in their engagement and learning journeys with trades.

Objectives for this goal include:

- Developing projects based on gathered evidence that enhance enablers and diminish barriers and piloting solutions to meet the objectives within the consortia in a Double Loop Learning process;
- Undertaking change projects. Projects include women of all ethnic backgrounds but with a bias towards Māori and Pasifika through the association with MPTT Consortia;
- Disseminating evidence across the consortia and monitoring the improvement in the participation and success of women in trades through the consortia; and
- Disseminating evidence outside the consortia.

Part 2: Successful Women in Trades Executive Summary

PROJECT 1 - How women have succeeded in trades where they are traditionally under-represented

Through discussions with successful women in these trades we discovered what the significant characteristics of their engagement and learning journeys are.

Based on what we learnt from these discussions, and relevant national and overseas research, we will initiate change projects relating to educational and industry programmes, processes and practices.

Following the discussions with successful women in trades, the first project worked through two cycles of interrelated activity including:

- Identifying and defining barriers to and benefits of women working in the trades.
- Aggregating common learning and career pathways through the development of personas.
- Developing a strengths, weaknesses, opportunities and threats (SWOT) tool.
- Building and disseminating tools, resources and guides for women, employers, educators and leaders in learning and teaching.

This report outlines the findings of research conducted on the learning and career journey of 35 successful tradeswomen. This project is part of a wider programme of work with the goal of increasing the participation and success of women in the trades, where they have historically been under-represented.

Two drivers support the need for this project:

1. On the demand (employer) side, the driver is the current shortage of labour in many trades (PwC, 2016, p36; BCITO, 2018).
2. On the supply (women) side, the driver is participation in trades (with significant income earning potential, the ability to participate in customer-focused, creative and hands on occupations and the potential to be self-employed).

The overall aim of the research is to go beyond solving the short-term human resource problems to creating social change across industry, for women and in society so all can see the trades as a viable career option.

Findings

The interviewees were successful and enjoyed their work. They were also able to maintain motivation despite the negative comments and challenges they met with on-site. The women described five main barriers to entering and working in the trades:

1. Lack of knowledge about the opportunities within the trades.
2. Lack of work experience.
3. Finding employers willing to employ women.
4. Male-dominated culture of the trades.
5. Lack of support for women in the trades.

Initial Reactions

The five findings have generally elicited two responses:

- These barriers are generally common to every apprentice, not just women.
- There is nothing new in this report, but it is good to have the evidence.

There is an element of truth to both of these responses; so, as you read this report please consider the findings in light of the following:

- Women often experience all five barriers, many at the same time, and are impacted significantly by the cumulative effect.
- Confirmation bias, also called 'myside' bias, is the tendency to search for, interpret, favour, and recall information in a way that confirms one's pre-existing beliefs. People display this bias when they gather or remember information selectively, or when they interpret it in a biased way.
- Consider the quotes, barriers, benefits, influencers, personas and SWOT analysis with a view to what you can change, affect and improve.
- Future focus.

Nothing we did can affect the participation and success of women in trades last year, but the choices we make now can affect the participation and success of women in trades this year, next year and into the future. Let us all learn from the past so we can build towards the future.

Influencers, Enablers and Barriers

The following list highlights the influencers, enablers and barriers identified by the tradeswomen interviewed for this project.

Many of the influencing factors and barriers listed below are not specific to women; however, it is the compound effect of these influencers and barriers, which the tradeswomen experienced, that created a more significant obstacle to their entry into and employment journey within the trades.

Influencing factors to enter the trades:

- Personal reasons: stable income, passion for the product, resilience.
- Family: exposure to the trade, encouragement, role model.
- Friends: providing job information, providing information on trade qualification.

- School staff: providing information on trades, providing work experience, taught skills.

Barriers faced by women wishing to enter the trades:

- Difficulty finding employment.
- Personal concerns such as: belief of a lack of skills, lack of confidence.
- The culture of many construction workplaces.

Barriers faced by women when in the workplace:

- Male-dominated industry, sexist comments made on-site, physical expectations, customers' bias.
- Balancing apprenticeship requirements, full-time work and other commitments.
- Lack of structured training programmes in the workplace.

Many of the influencing factors and enablers listed below are not specific to women; however, their presence is far more critical to their positive entry into the workplace and a successful learning and employment journey within the trades.

Factors that enabled the tradeswomen to enter the trade:

- Exposure to trades.
- Skills development within family, school, pre-trade programme and work experience.
- Network of significant people: work experience employer or pre-trade tutor, mentor or peer support.
- Employers open to employing a gender diverse workforce.

Factors that influenced workplace success:

- Workplace environment: positive, supportive, focus on learning and progression.
- Work tasks: customer focus, working with a product they enjoyed.
- Nature of the job: physical opportunities, problem-solving, collaboration.
- Personality: ability to manage negativity, lifelong learning, attitude towards working in a male-dominated environment.

Summary Recommendations and Timeline

PROMOTE

- 2019-2020**
1. Trade careers to women at school and those returning to or retraining for work.
 2. Pre-trade programmes that are:
 - a. fees free;
 - b. do not interfere with the opportunity to use fees-free for apprenticeship; and
 - c. provide an opportunity to:
 - i. gain trade-related skills
 - ii. experience authentic trade environments
 - iii. develop the confidence to seek employment and an apprenticeship.

DEVELOP

- 2019-2020**
3. A brand or logo to identify an employer who is committed to providing work experience or employment for women interested in entering or progressing in the trades.
 4. An effective way to help interested women find work experience or employers committed to supporting women.
 5. Communication – define and clearly communicate the roles and responsibilities of all involved in the apprenticeship training process, to ensure buy-in and enable benefits to be maximised.
 6. Connections for women to more experienced female apprentices/tradeswomen within a trade for support.
 7. Training for experienced tradeswomen to provide support and/or mentoring for women.
 8. Peer group networks and networking events for all women in non-traditional trades.
- 2021-2023**
9. Work experience opportunities that:
 - a. Facilitate connections with industry;
 - b. Provide opportunities to experience an authentic workplace and exposure to the trades.
- 2024-2025**
10. Equal opportunity – review school programmes, such as the Trades Academy and Gateway, to ensure an equal opportunity to participate in trades programmes.

INVESTIGATE

2019-2020

11. A platform that provides access to information regarding the most effective teaching and support practice.
12. Personal Protective Equipment (PPE) suppliers making equipment specifically for women.

2021-2023

13. Appropriate methods for reviewing and communicating the outcomes of projects aimed at increasing the participation and success of women in the trades.
14. A consistent method for reviewing projects aimed at increasing the participation and success of women in the trades.
15. Successful programmes internationally that support women into the trades, including government initiatives that support tradeswomen.

SUPPORT

2019-2020

16. A monitoring programme to assess if employers provide appropriate support for women, including training processes, diversity policies and strategies .

2021-2023

17. An ongoing review of successful programmes that support women into the trades, including domestic and international government initiatives that support tradeswomen. This would provide innovative ways to ensure the trades become more visible to women.



PEARL

BATTLYON BUILDERS

Part 3: Employer Research

Summary

PROJECT 2 - How employers have influenced the participation and success of women in trades where they are traditionally under-represented

Research objectives:

1. Identify the characteristics of employers who have or have not employed women tradespeople.
2. Explore reasons for employing and not employing women tradespeople.
3. Identify the range of enablers and barriers that employers believe exist with regard to the participation and success of women in trade roles.
4. Identify resources employers believe would assist them to enhance enablers and break down barriers to the participation and success of women in trade roles.
5. Explore how these resources could be made readily available to employers.

Qualitative

Dual-stage qualitative research including face-to-face and telephone qualitative interviews with employers of trades staff:

- Eight face-to-face interviews conducted in Wellington and Auckland.
- 26 telephone interviews with employers based throughout New Zealand.

An even mix of employers, who had or had not employed women trade staff, were interviewed across the following industries:

- Automotive engineering.
- Building and construction.

- Electrical and plumbing.
- Mechanical engineering.

Quantitative

An online quantitative survey followed the qualitative research. The design of this survey was heavily based on the qualitative findings – such as the range of barriers tested in the online survey were derived from the initial qualitative interviews.

Across the industries (industry was self-identified by respondent) we collected the following samples;

- Building and construction n=209
- Electrical and plumbing n=209
- Automotive engineering n=53
- Mechanical engineering n=47
- Civil construction n=18
- Other n=29

In total, 565 responses were acquired – 258 from employers who stated they had (currently or in the past) employed women tradespeople, and 307 from employers who had not employed women tradespeople.

Margin of error:

- The margin of error for the sample who employed women tradespeople is $\pm 6.1\%$
- The margin of error for the sample who had not employed women tradespeople is $\pm 5.6\%$

Overview of differences

Differences between employers with and without women tradespeople



Female employers

24% had employed women trade staff.

17% for male respondents.



Companies with women in decision making roles

23% had employed women trade staff.

9% for companies without women in decision making roles.



Automotive engineering sector

32% had employed women trade staff.

17% across the remaining sectors had employed women trade staff.



20+ employees

37% had employed women trade staff.

12% of businesses with less than 20 employees had employed women trade staff.

Employers views on the main strengths of and barriers to women tradespeople



Attention to detail

Employed women:
60% agreed.

Not employed women:
45% agreed.

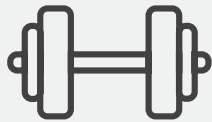


Soften workplace behaviours

Employed women:
59% agreed.

Not employed women:
41% agreed.

Barriers



Lack physical strength

Employed women:
18% agreed.

Not employed women:
38% agreed.



Might get pregnant, would need to train someone else

Employed women:
16% agreed.

Not employed women:
24% agreed.

Employers identified ways to attract more women tradespeople



Campaigns in schools

Employed women:
79% seen as useful.

Not employed women:
70% seen as useful.



Provide strong women role models

Employed women:
74% seen as useful.

Not employed women:
58% seen as useful.

Across all barriers tested, employers of women tradespeople were much less likely to perceive any barriers.



What employers can do to attract more women tradespeople

1. Broaden the base of people you talk to when looking for employees.
2. Advertise positions online, open up the pool of people who can work for you.
3. Offer flexible working arrangements as they work for everybody. Common options include:
 - a. Part-time hours.
 - b. Staggered hours where staff have different start, break and finish times.
 - c. Flexi-time where staff have the freedom to work in the way they choose outside a set core of hours determined by the employer.
4. Build partnerships with education providers, e.g. Gateway, and offer work experience.



Advertise jobs online and show support for women in trades

Employed women:
46% seen as useful.

Not employed women:
28% advertised online.



Offering flexible work arrangements

Employed women:
56% offer.

Not employed women:
41% offer.



Partner with schools and pre-trade providers

Employers of women were **twice as likely** to have partnerships with education partners than employers who didn't.

SUPPORTING
WOMEN
IN THE TRADES

+



Talk to a wide group of people about jobs and show support for women in trades

59% of employers with female tradies and **63% of employers** without use word of mouth to advertise vacancies.

Project alignment with Programme scope

Key:

Boxes in yellow: are cohorts specifically covered within the successful women in trades project.

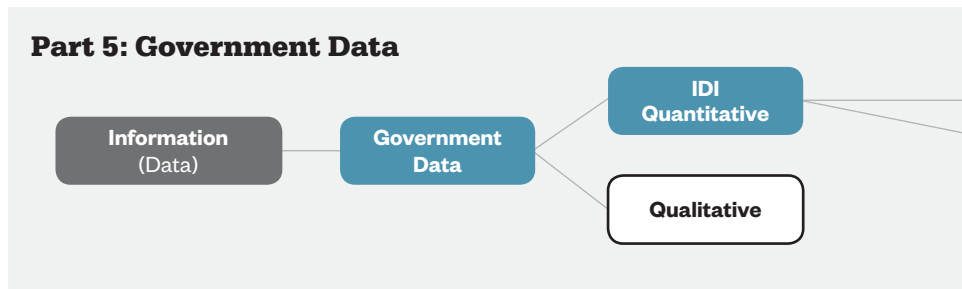
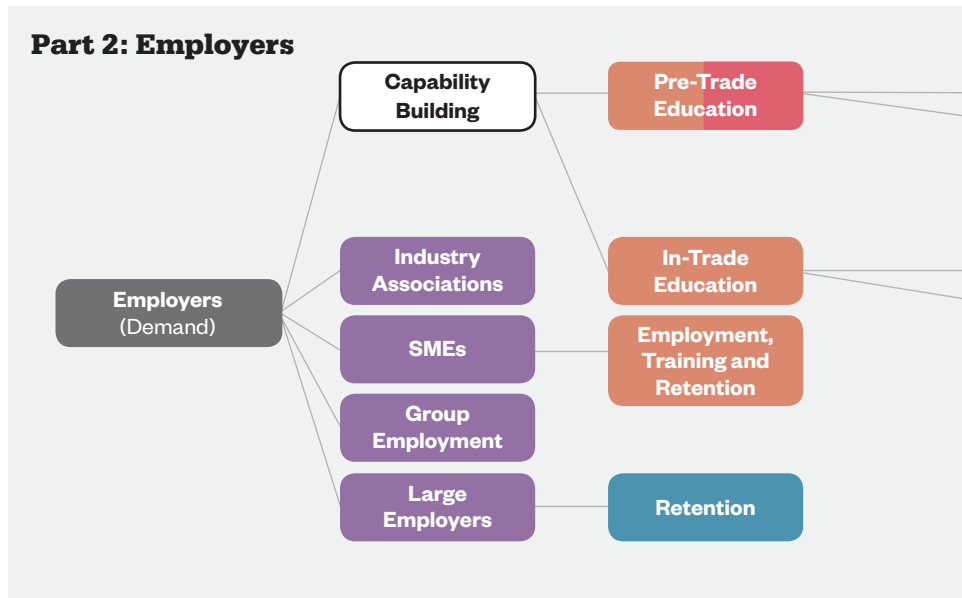
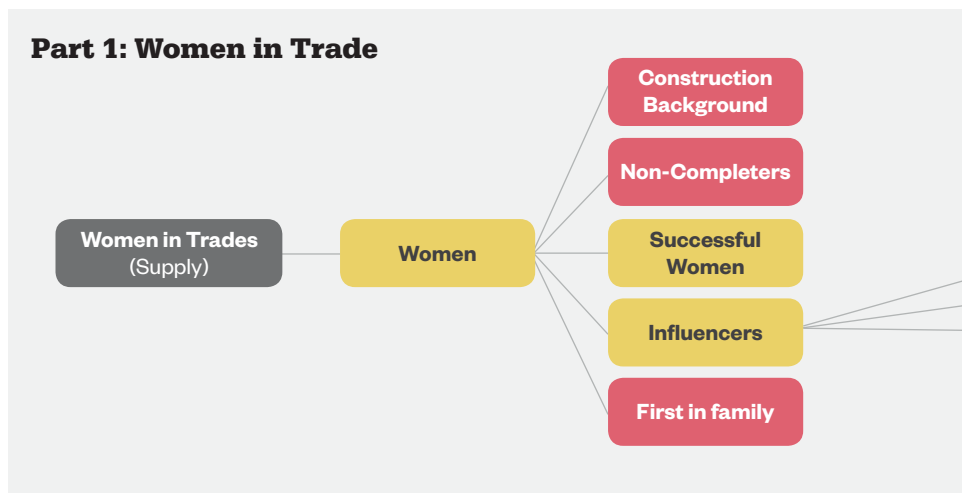
Boxes in red: are cohorts or activities indirectly associated with this project.

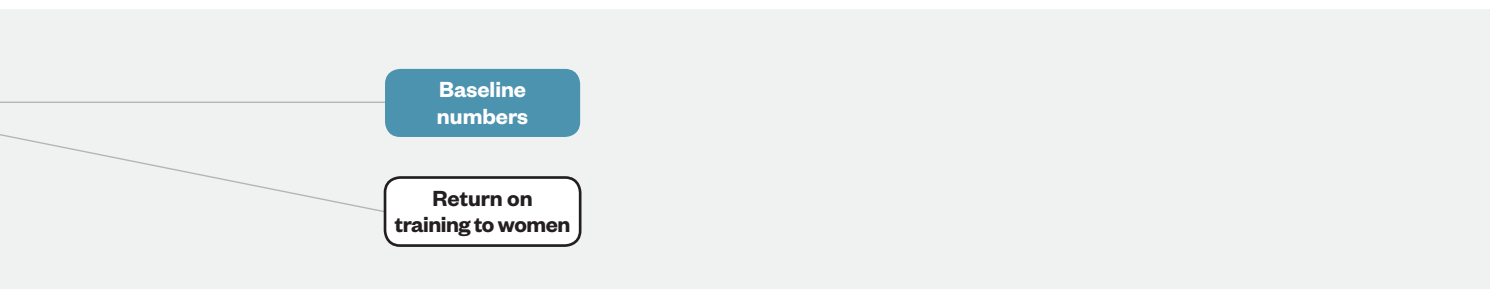
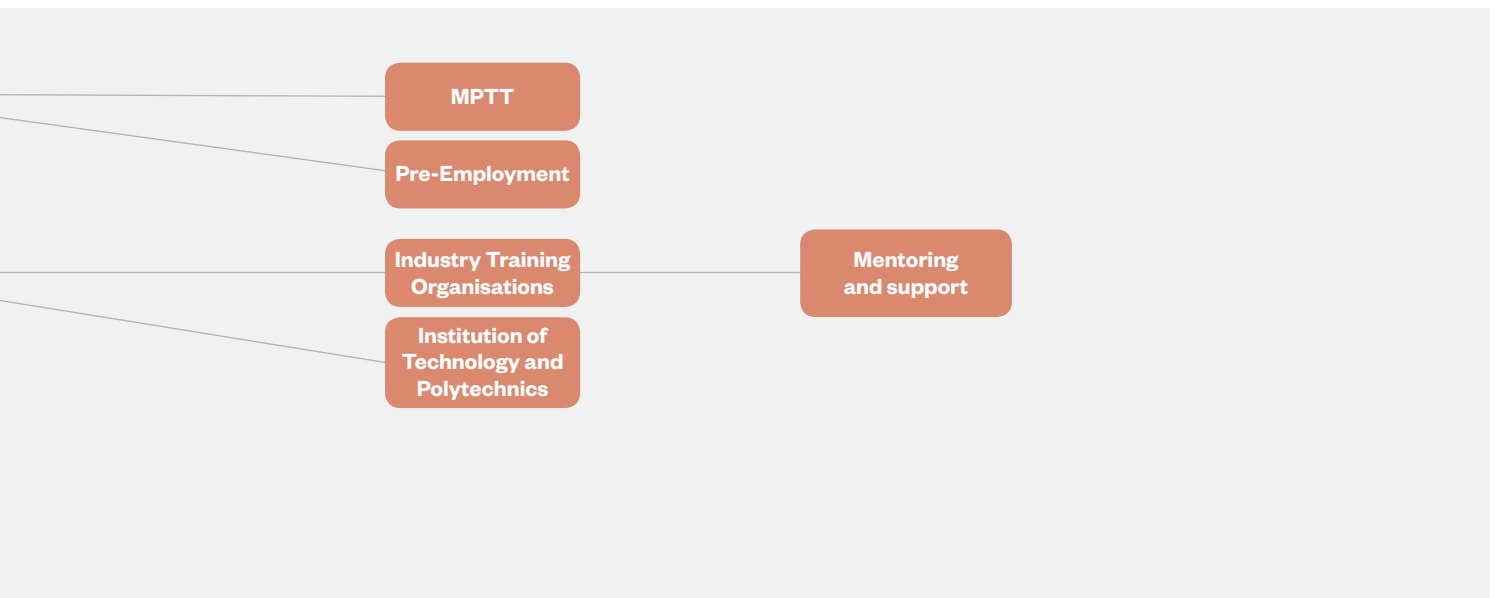
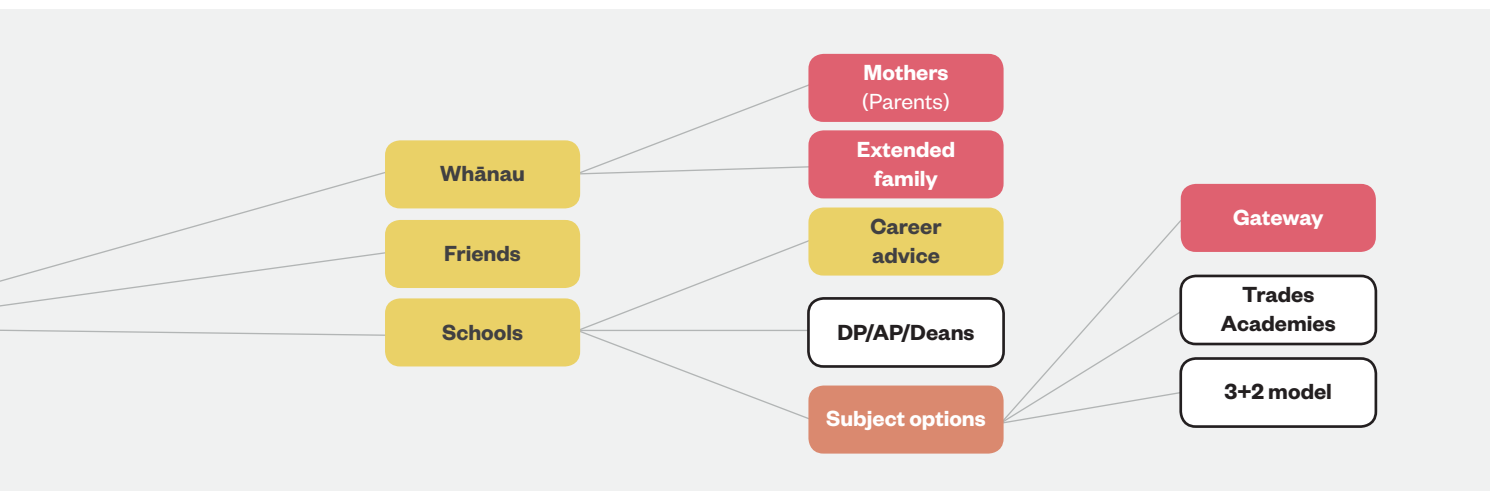
Boxes in purple: are cohorts specifically covered within the employer’s project.

Boxes in orange: are cohorts or activities indirectly associated with this project.

Boxes in blue: are cohorts mostly covered within the data project.

Boxes in white: are outcomes identified by the project but not covered.





Part 5: Initial Insights from the NZ Government's Integrated Data Infrastructure

This project will report back in 2019 with data insights continuing to be tracked over time.

Women in trades over time

www.sweetanalytics.co.nz/2-general/47-women-in-trades-over-time

Census snapshot

We know that the proportion of women in trade occupations is very low, but how low is it?

The census, held every five years, asks everyone in New Zealand about their occupation and the industry of the business they work for. We can use this information to define a workforce precisely. We exclude those who work in the trade sector with occupations such as office managers or general clerks in order to concentrate specifically on tradespeople. In the chart below we show the proportion of women in each trade sector.

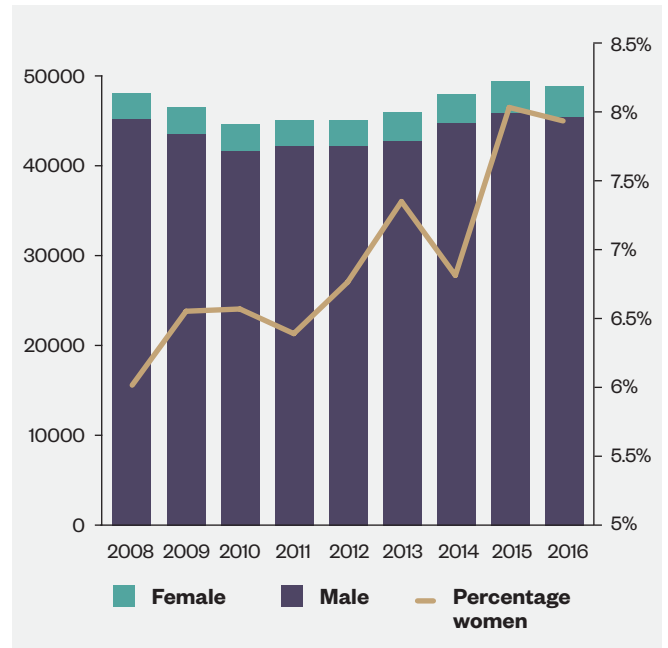
Percentage of responses by sector



Proportion of women over time

The main disadvantage of tracking a workforce using IRD data is that we cannot filter by occupation. This means that we will pick up administration staff when we may only be interested in tradespeople. This can be especially problematic when we are determining the proportion of female tradespeople, as the number of female administration staff in an industry can vastly outnumber the female tradespeople.

To manage this limitation, we combine IRD records with enrolment records from ITOs. We define a recently trained worker as one who is working in an industry in a given year, and has trained with the relevant ITO in the preceding five years. This definition better captures the population of tradespeople in each sector and also represents the population most able to be affected by ITO initiatives.



Snapshot of women in trades

www.sweetanalytics.co.nz/2-general/49-women-in-trades-snapshot

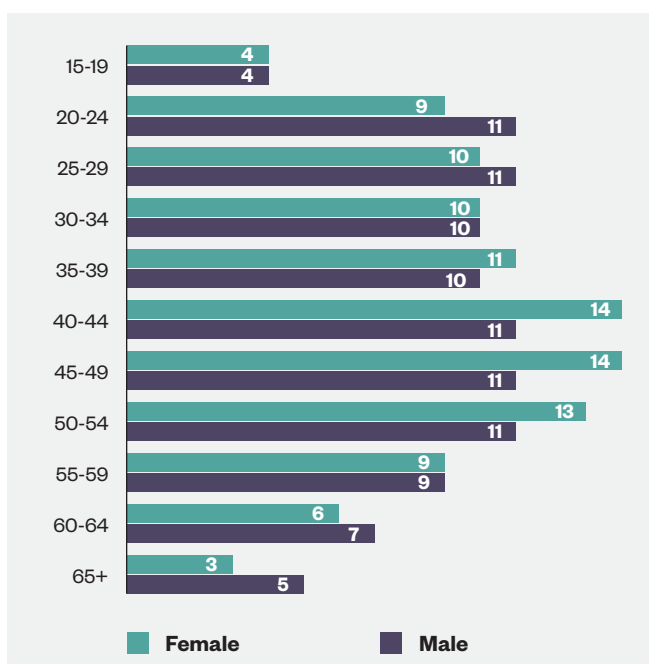
Age distribution

Across sectors, women in the trades tend to be slightly older than men, with relatively fewer workers in their twenties and thirties and more in their forties.

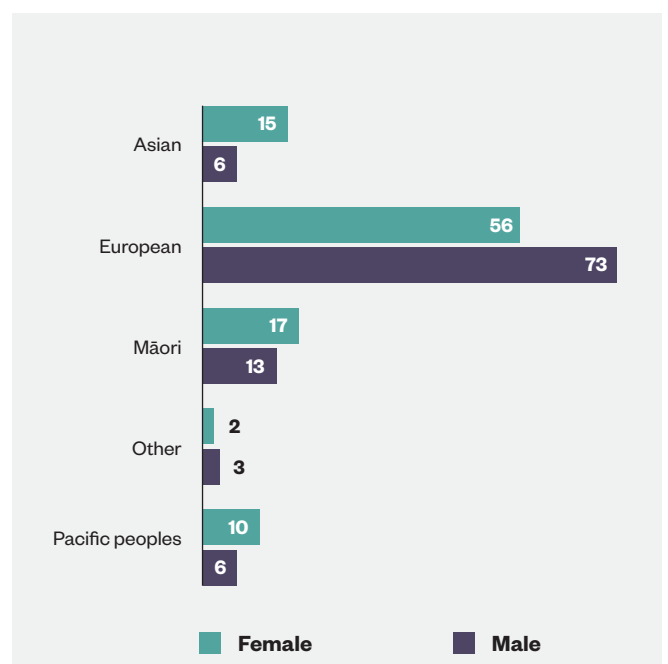
Ethnicity

The chart (below) compares compares the ethnicities of men and women in the trades. In a number of sectors, particularly Electrotechnology, Engineering and Manufacturing, women in the trades are more ethnically diverse than men. The distribution of ethnicities varies between different sectors. For example, Forestry has a particularly high proportion of Māori at over 30%.

Age profile of male and female workers



Ethnicity distribution by gender

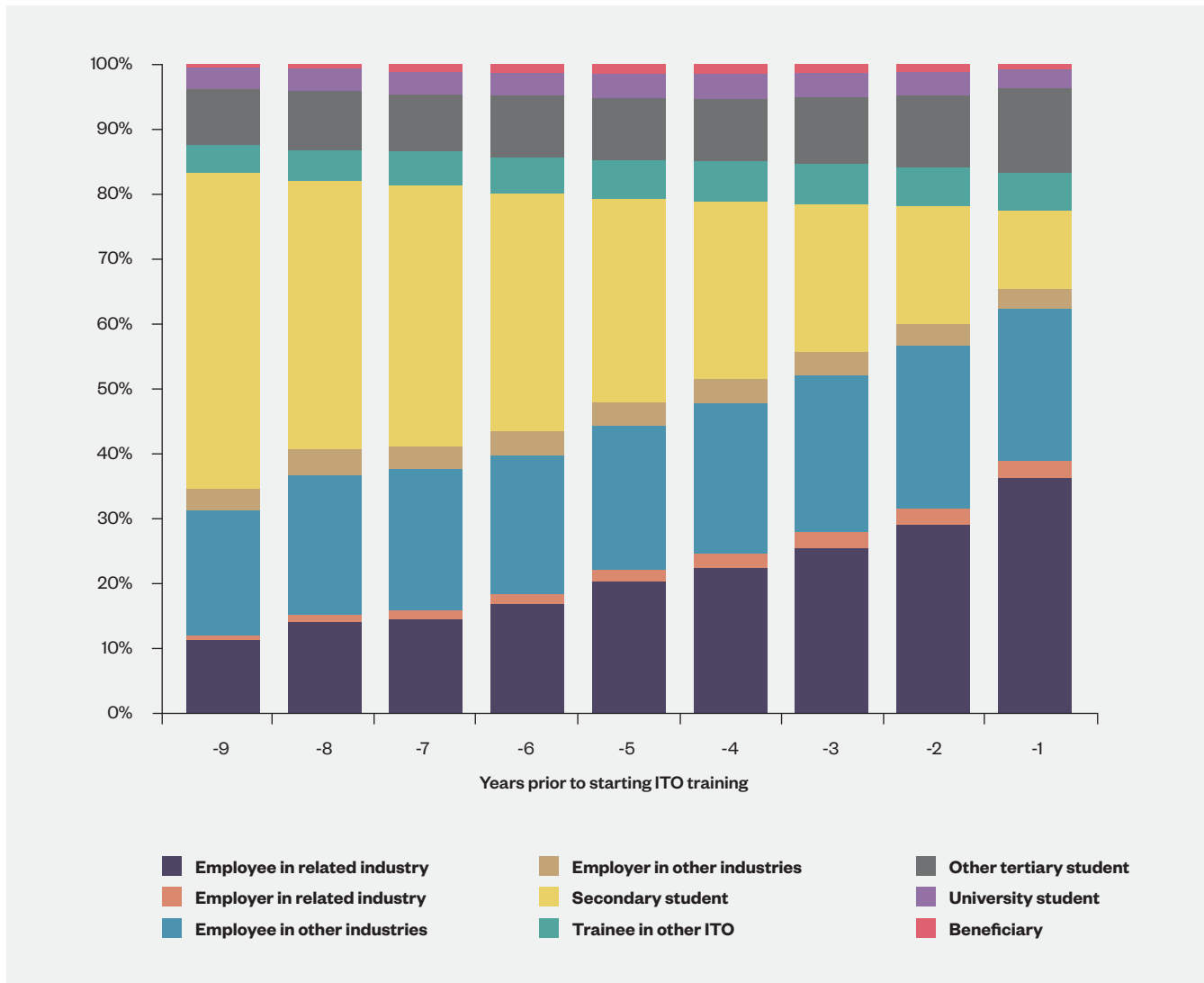


Where do ITO trainees come from?

www.sweetanalytics.co.nz/2-general/13-where-do-ito-trainees-come-from

To gain a better understanding of where ITO trainees and apprentices come from, we take all new intakes into each ITO we follow and categorise them each year prior to starting training, based on training enrolments and working history found in IRD records.

Primary activity each year prior to starting ITO training



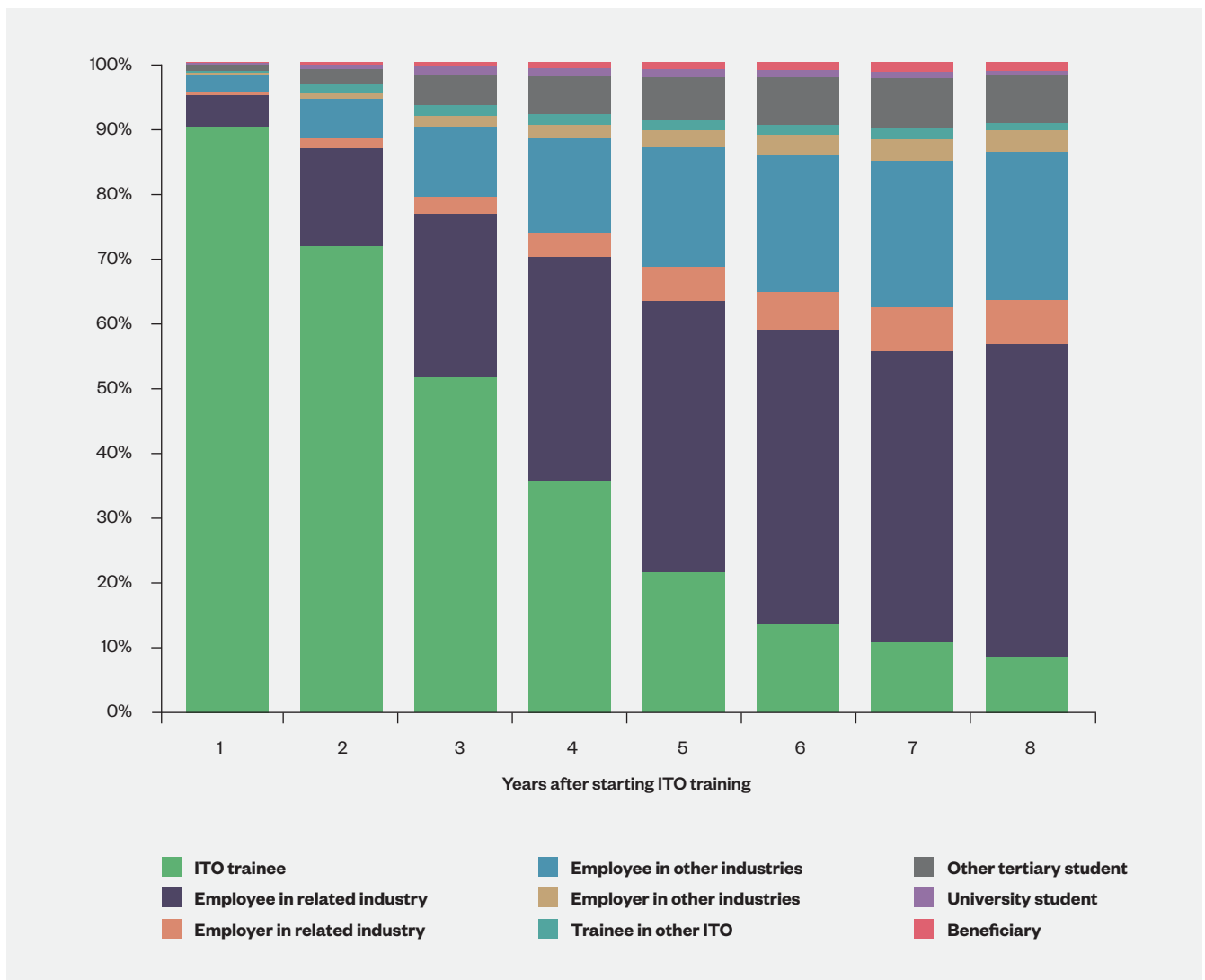
Where do apprentices end up?

www.sweetanalytics.co.nz/2-general/14-where-do-ito-trainees-end-up

To gain a better understanding of how ITO trainees progress within the workforce and their careers, we take cohorts of trainees that started each year between 2007 and 2016, and track their primary activity each year after starting training. We observe a transition from ITO training

into employment or self-employment without additional training. While some leave for employment in other industries, or pursue training, many remain engaged in the industry related to the ITO through employment, self-employment or continued training.

Primary activity each year after starting ITO training



Income outcomes

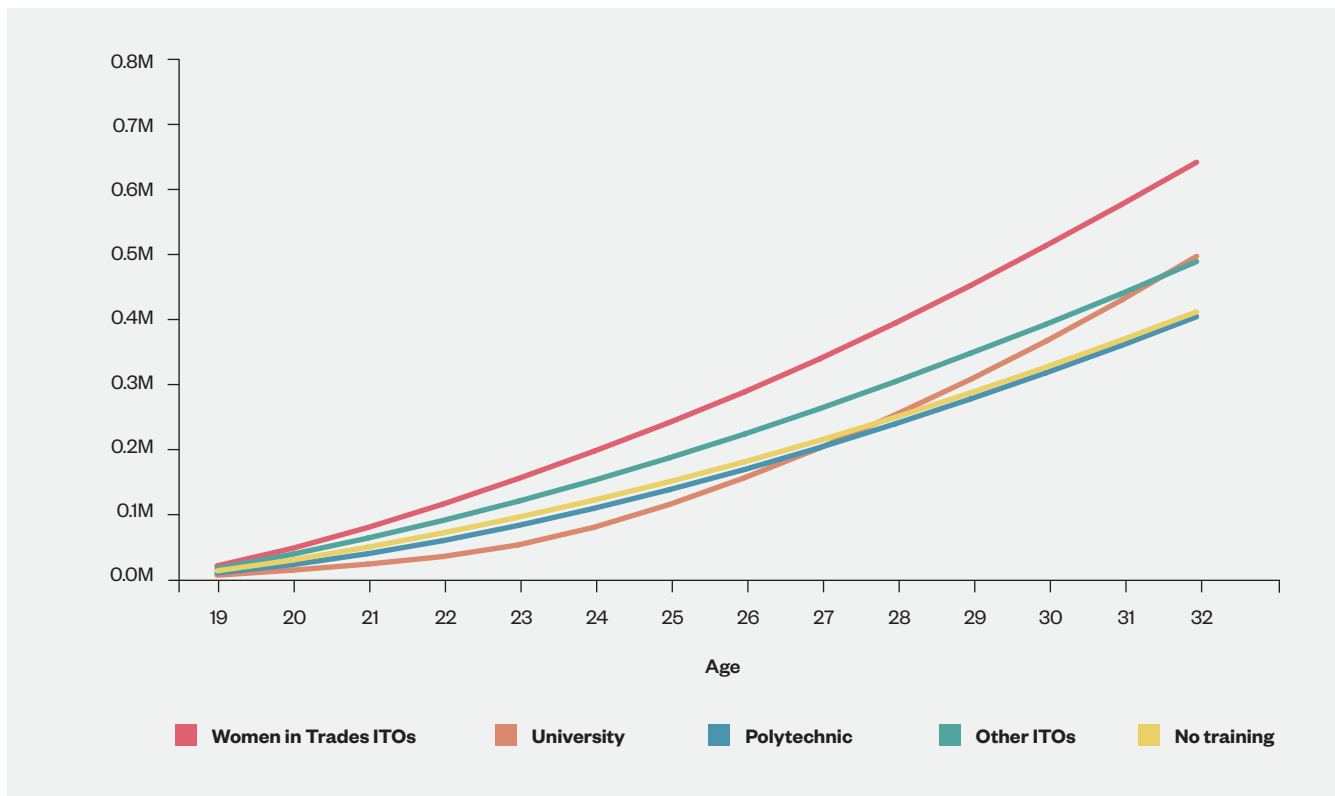
www.sweetanalytics.co.nz/2-general/32-income-outcomes-story

Many secondary school leavers look to university as a requirement to start a successful career. Often, this means apprenticeships and direct transition into the workforce with Industry Training Organisation (ITO) training are overlooked.

In this analysis, we track a cohort of school leavers turning 19 in 2003 until 2016, allowing us to see their incomes until the age of 32. We find that by their late twenties, school leavers who entered into ITO training have higher incomes than university graduates.

By the age of 30, school leavers who entered into apprenticeships in one of the Women in Trades ITOs we studied had earned \$145,000 more than their university counterparts. After age 30, university graduates begin to earn more than apprentices; however, when considering cumulative income, apprentices have higher net worth into their late thirties. This is without considering student loans, which averaged \$30,000 for our 2003 cohort.

Cumulative income of different training pathways





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Additional Resources

Diversity Works New Zealand A national membership organisation that helps businesses develop diverse and inclusive workplaces. There's some interesting research findings and some great tips here.

www.diversityworks.nz

EmployerLine Free assistance for employers on a range of employment-related matters, offered by telephone.

www.employerline.co.nz

NAWIC (National Association of Women in Construction) A voluntary, non-profit association for women who work either in the construction industry or for business organisations who provide services to the construction industry.

www.nawic.org.nz

Employment New Zealand's Flexible Working Arrangements Guide This guide explains how the "right to request" under Part 6AA of the Employment Relations (Flexible Working Arrangements) Amendment Act 2007 works for both employers and employees.

www.employment.govt.nz/workplace-policies/productive-workplaces/flexible-work

Ministry for Women Te Minitatanga mō ngā Wāhine is the Government's principal advisor on achieving better results for women and wider New Zealand.

www.women.govt.nz

Women in construction: building a career in a challenging environment - a Guardian picture essay.

www.theguardian.com/business/2018/oct/08/women-in-construction-building-a-career-in-a-challenging-environment

Māori and Pasifika women in trades is an inspiring collection of stories of Māori and Pasifika wāhine who have careers in the trades put together by The Ministry for Women.

www.women.govt.nz/documents/m%C4%81ori-and-pasifika-women-trades

Women in Trades Research Project A three-year project, jointly commissioned by the Ministry for Women and Ako Aotearoa, to increase the participation and success of women in construction and engineering related trades where they are traditionally under-represented.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

A short guide to myth-busting in the realm of hiring women in trade apprenticeships in Australia.

www.saltaustralia.org.au/wp-content/uploads/2019/02/Paper-Salt-Employing-Women-in-the-Trades.pdf

Do your job adverts use gender-biased language?

Without realising it, we all use language that is subtly 'gender-coded'. Society has certain expectations of what men and women are like, how they differ, and this flows into the language we use. This linguistic gender-coding shows up in job adverts as well, and research has shown that it puts women off applying for jobs that are advertised with masculine-coded language.

This site is a quick way to check whether a job advert has the kind of subtle linguistic gender-coding that has this discouraging effect. Find out more and test your adverts.

<http://gender-decoder.katmatfield.com>

Pre-employment Guide

The Human Rights Commission has compiled this handy A-Z Guide for pre-employment based on actual questions that both employers and employees have asked. It's got loads of valuable answers for business owners who wonder about what conforms to Human Rights legislation.

www.hrc.co.nz/files/1514/6889/8404/HRC_A-Z_Booklet_2016.pdf

Recruitment Toolkit

Download this publication if you need any help with:

- Where to find and how to go about recruiting new people
- Good recruitment practices and processes
- Templates of common recruitment forms, letters, and position descriptions
- Other links to useful recruitment information.

www.bcito.org.nz/documents/176/BCI.00937_-_Employers_Toolkit_12pg_Digital_6.0.pdf

Flexible working arrangements - how they work

Employment New Zealand has published this comprehensive guide for both employers and employees. It explains how the “right to request” under Part 6AA of the Employment Relations (Flexible Working Arrangements) Amendment Act 2007 works.

www.employment.govt.nz/assets/Uploads/tools-and-resources/publications/dd1c4f7c5c/flexible-work-toolkit.pdf

Parental leave

Employment New Zealand has web-based information about parental leave and employment law, including who is eligible, associated entitlements such as government-funded parental leave payments and how, as an employer, you should respond to a request for parental leave.

www.employment.govt.nz/leave-and-holidays/parental-leave

Show customers and the wider market that you're a company or individual that is inclusive and diverse

Tell New Zealand you're a business or person who supports women in construction across all your channels.

You can use the Supporting Women in Construction Trades icon to help promote your support of diversity and inclusiveness in your business on any of the following business-related promotional material:

- Company website
- Stationery — letterhead and business cards
- Vehicle decals
- Advertising in print and online
- Site signage
- Workwear.

www.bcito.org.nz/employers-industry/women-in-construction/support-women

Facebook pages and Web Links



Connexis

The Girls with Hi-Vis® initiative, led by Ultimit – Women in Infrastructure. The objective is to raise awareness and increase the number of women working in trade and technical roles in the Infrastructure Industries.

www.connexis.org.nz/ultimit-women-infrastructure



Skills

Need inspiration? Read some real stories of real women making waves in the trades. A showcase of women who chose an extraordinary career path.

www.skills.org.nz/assets/Uploads/Women-in-trades-Case-Study-Mag.pdf

Facebook Skills Women in Trades Closed Group provides job matching and business advisor services to employers.

www.skills.org.nz



Building & Construction Industry Training Organisation (BCITO)

BCITO supports employers committed to industry training in more ways than just providing qualifications. This support includes a dedicated job-matching service which puts career seekers in touch with employers, a Recruitment Toolkit and links to upskilling options for the employer and their staff.

www.bcito.org.nz



Competenz

Competenz works with 36 industries including engineering, manufacturing, baking, print and more.

www.competenz.org.nz

www.facebook.com/competenzskills



MPTT Auckland

MPTT Auckland is helping Māori and Pasifika become leaders in the trades. As demand for skilled tradespeople grows, trainees are supporting Auckland's economic growth while creating social change. The practical skills learned are life-changing for individuals, their whānau and Kiwi communities.

www.facebook.com/maoripasifikatrades



Manukau Institute of Technology

Supporting the demand for skilled tradespeople qualified in building, carpentry, plumbing and gasfitting, drainlaying, electrical services, and refrigeration and air conditioning with pre-trade, in-trade and Women in Trades Training Scholarships.

www.facebook.com/manukau.institute



MITO

MITO is an industry training organisation. MITO designs qualifications and training programmes that meet the needs of the automotive, transport, logistics, industrial textile fabrication and extractive industries.

www.mito.org.nz

www.facebook.com/MITONewZealand



National Association of Women in Construction (NAWIC)

NAWIC is a voluntary, non-profit association of women who work either in the construction industry or for business organisations who provide services to the construction industry.

www.nawic.org.nz

www.facebook.com/NAWICNewZealand

Research Funding Partners



The Ministry for Women, Minitatanga mō ngā Wāhine, is the Government's principal advisor on achieving better results for women, and wider New Zealand.

Women in trades: interviews with employers and tradeswomen (2011).
www.women.govt.nz/sites/public/files/Women%20in%20trades%20interviews%202011.docx

Growing your trades workforce: how to attract women to your jobs (2014).
www.women.govt.nz/sites/public/files/2070-MWA_employers%20handbook%20web.pdf



This publication is part of a three-year programme, jointly commissioned by the Ministry for Women and Ako Aotearoa, to increase the participation and success of women in construction and engineering related trades where they are traditionally under-represented.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Project Outputs

The research findings, summary recommendations and timeline are available in this project report; additional documents are available online via the Ako Aotearoa project page.

Part 2: Successful Women in Trades

This report outlines the findings of research conducted on the learning and career journey of 35 successful tradeswomen.

It includes identified benefits and barriers, summary recommendations and the action strategy timeline.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 3: Employer Perspectives

This part of the research look at the differences between employers with and without women tradespeople, employers views on the main strengths of and barriers to women tradespeople, employer identified ways to attract more women tradespeople and what employers can do to attract more women tradespeople.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 4: Personas

These personas are fictional characters created to represent different groups of women on their learning and employment journey into the trades and trade employers. They are based on the responses from focus groups, individual interviews and survey responses. Personas help to guide the design and development of resources, engagement and products by creating an understanding of user needs.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 5: Programme Data

Initial data is available on the Sweet Analytics website.

Proportion of women over time, Recently trained workers, Snapshot of women in trades, Gender breakdown of women's participation in different trades, Origins and Destinations of ITO trainees, Secondary to tertiary programmes and Income outcomes.

www.sweetanalytics.co.nz/2-general/47-women-in-trades-over-time

2018 Detailed Sector Profile Document

This document provides detailed (61 pages) information on the Industry, occupations, skills and demographics of industries included in the Women in Trades Research Consortia.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

