



Creating Pathways to Success in the Yukon's Skilled Trades

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Agenda

1. Who is YWITT?
2. Our Programs
3. Understanding the Challenges
4. Looking at What Works
5. Takeaways



Who are we?



- Whitehorse-based non-profit organization
- Established August 20, 2000
- We support skilled trades and technology careers from pre-apprenticeship to leadership
- We focus on public education, community building, advocacy and research

We believe in:

1. Equitable access to opportunity

We want everyone to have access to training, promotion, and success in their job regardless of gender.

1. Respect and dignity for workers

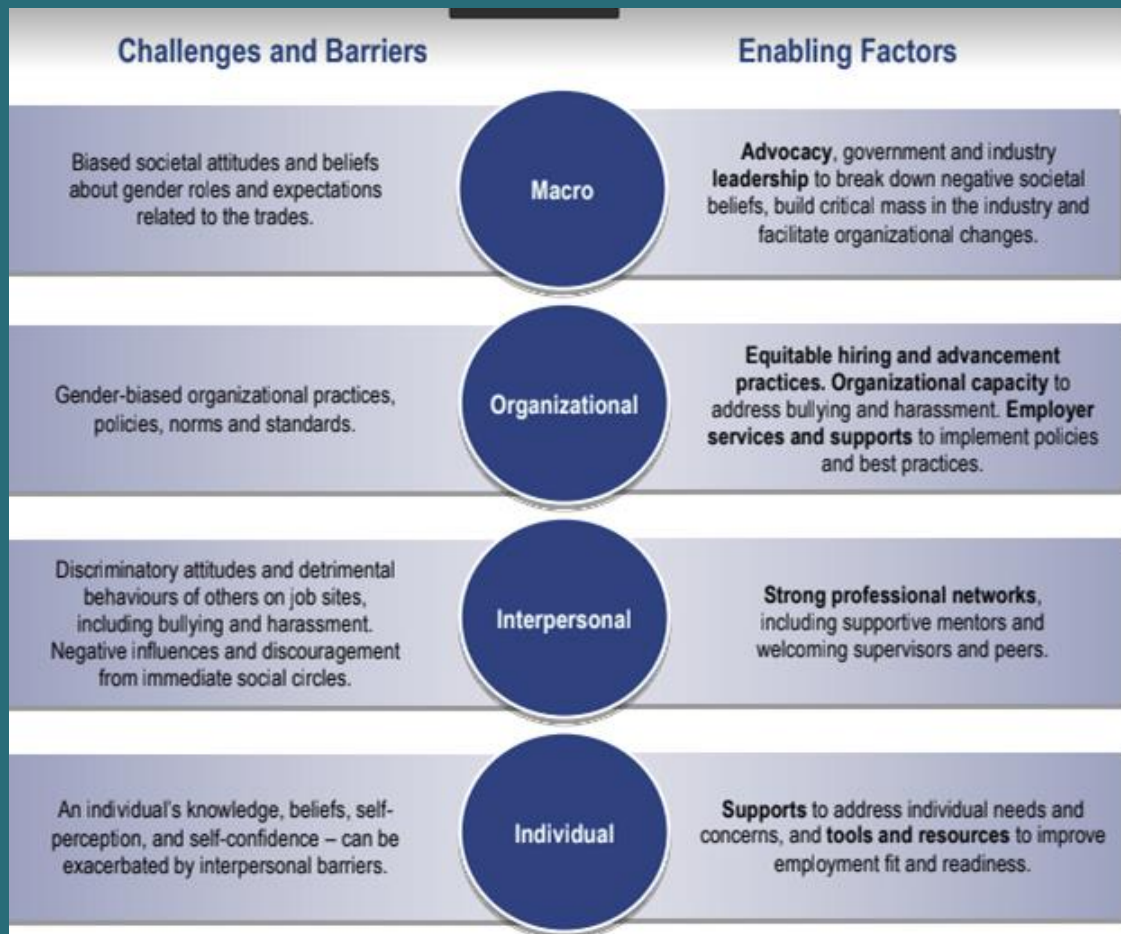
We are working toward a collective understanding that we value trades and technology work and the people within it as important.

1. Positive learning environment

We are a space where people can develop critical thinking skills, ask questions and be supported by mentors and instructors in a safe(r) environment

How do we do this?

1. Awareness Activities and Youth Programming
2. Community and Skill Building
3. Individualized Support for Workers
4. Contributing to a Cultural Shift with Employers and Industry



AWARENESS ACTIVITIES

- **Experientially learn** skills that are connected to trades and technology careers
- **Offer Role Models and Mentoring** opportunities for students
- **Create Spaces of Belonging** in shops and programs to encourage participation
- Build **curiosity and competence in skilled trades from a young age**





Youth & Women Exploring Trades and Technology Conference

(March 7-8, 2024)

Yukon University

YWETT is an annual conference that gathers highschool aged girls and non-binary students from around the territory for a day of hands on trades and tech workshops.

Power Up the Trades

A direct skill building afterschool program running biannually

Experiential workshops led by skilled tradespeople in a variety of trades





Power Up the Future

Afterschool trades leadership program

We spend several weeks planning, building and prepping a project

The students in this program then deliver and teach their project to a younger cohort



COMMUNITY AND SKILL BUILDING

- **Increase competence** through **leadership skills**
 - **Connect working people to resources to access trades training opportunities** and gather regularly for social support
- Offer both **formal and informal experiential learning opportunities** for adults

DIRECT SUPPORT FOR WORKERS

- Support access to training through bursaries, and training through skill up opportunities

Bursary Opportunities for students in trades training: **Penny Raven Bursary and Personal Protective Equipment Bursary** to support access to training and PPE acquisition

- Connect working people with other mentors, role models and local leaders for social support**





CONTRIBUTE TO THE CULTURAL SHIFT

- Offer direct training and engagement with industry
- Continue important discussions and deliver research toward gender-equity in trades
- Sharing resources with training institutions and employers

I thought gender-based participation in trades was a historical issue?

What does this have to do with the labour market gaps?

What Challenges Remain?

Currently the number of women and non-binary folks reporting harassment, bias or discrimination related to gender or sexuality in trades working or training environments is at a rate of **45-63%** and cite it as a main reason for leaving the trades.

This number is significantly higher for non-binary workers and those who are Indigenous, First Nation or Metis and those with intersectional identities (Making It Work, 2019, Never Until Now, 2021)

Conclusion: we still have work to do in retaining skilled workers

Dedicated skill sharing spaces for women and non-binary folks is still necessary to help people feel more confident in arenas where they are often excluded. We balance this with programs and events for people of all genders to help build understanding and allyship.

Looking at What Works



Looking at What Works

This social capital (*the networks of relationships among people who live and work in a particular society*) is key to success in the trades, for people of all genders. Intentional mentoring and community building is directly related to career success.



How does this relate to your work in schools?

- Recognize the importance of how we set up inclusive spaces within a school environment.
- “Ensuring that instructors have some understanding of the historical, structural and societal reasons for women’s low participation in trades...ensure instructors and programs are proactive about making the students feel like they belong there and addressing behaviour” (Making It Work, 2019)
- Considering how opportunities for experiential skill building can be supported in curriculum from K-12
- Establishing relationships and mentors early on is key to long term success

Questions?

We want to work with you, so please reach out to us for support!

Thank you!

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