

## **Modern Apprenticeships Strategy**

The Modern Apprenticeships Strategy aims to promote the inclusion of women in a high profile training pathway for young New Zealanders.

### **New Zealand's obligations**

Promoting women's inclusion in the Modern Apprenticeship scheme fits with New Zealand international obligations and domestic responsibilities.

The principal international convention that promotes equality for women, the Convention on the Elimination of Discrimination Against Women (CEDAW) Article 11(1)(c) refers to the right to receive vocational training and retraining, including apprenticeships.

The Fourth World Conference on Women which adopted the Platform for Action and the Beijing Declaration in 1995 included: Strategic Objective B3, Action 82(e). Actions to be taken by Governments, in co-operation with employers, workers and trade unions, international and non-governmental organisations including women's and youth organisations and educational institutions; diversify vocational and technical training and improve access for girls and women in science, maths, engineering, technology.

In recent years New Zealand Country reports to the UN have expressed concern about the lack of women in the Modern Apprenticeship Scheme and the apparent reinforcement of stereotypical gender roles in employment.

### **New Zealand's position**

Since 2001 the New Zealand Government has heavily subsidised (in excess of \$100 million) industry training through the Modern Apprenticeships Scheme for young people aged 16-21 years. In the May 2005 Budget a \$6 million expansion of the Modern Apprenticeships by an additional 500 places bringing the total number of Modern Apprenticeships to 9,000 by December 2006. In the 2005 election the Labour Party promised an increase of 5000 more Modern Apprentices. There is strong Government commitment, employer, trade union and public support for the Modern Apprenticeship scheme which is seen as renewing New Zealand's industrial and occupational apprenticeship structures. For example, Prime Minister Helen Clark has said they play a critical role in creating the workforce New Zealand need to become " a dynamic, knowledge-based society, able to compete on a global stage. Not only are Modern Apprenticeships proving a winner for business but they are also providing a high value, prestigious education pathway which is a practical response to an identified need in the community and a gap in our current education and training pathways." The Human Rights Commission has consistently supported the Modern Apprenticeship Scheme while at the same time urging greater diversity in participation.

## Current status of Modern Apprenticeship Scheme by gender and ethnicity

The statistics for the scheme by gender and ethnicity participation looked like this as at 30 September 2005.

### Gender

Male	92%
Female	8%
<b>TOTAL</b>	<b>100%</b>

### Ethnicity

European/Pakeha	6,478	78.1%
Maori	1,158	14.0%
Pacific Peoples	213	2.6%
Other	303	3.7%
Not Stated	146	1.8%
<b>TOTAL</b>	<b>8,298</b>	<b>100%</b>

### Ethnicity by Gender

	Male	Female	Total
European/Pakeha	6043	435	<b>6,478</b>
Maori	1034	124	<b>1,158</b>
Pacific Peoples	181	32	<b>213</b>
Other	257	46	<b>303</b>
Not Stated	98	48	<b>146</b>
<b>TOTAL</b>	<b>7,613</b>	<b>685</b>	<b>8,298</b>

# Modern Apprenticeships as at 30 September 2005

## Industry by Gender & Ethnicity

Industry	MALE						FEMALE						Grand Total
	European/Pakeha	Maori	Pacific Peoples	Other	Not Stated	Total Males	European/Pakeha	Maori	Pacific Peoples	Other	Not Stated	Total Females	
Aeronautical engineering	0	2	0	64	3	69	0	1	0	4	0	5	74
Agriculture	331	56	4	4	0	395	45	9	0	1	0	55	450
Aluminium joinery (architec	3	0	0	0	0	3	0	0	0	0	0	0	3
Baking	122	26	2	4	0	154	45	8	3	2	1	59	213
Boat building	294	10	6	15	4	329	1	0	0	0	0	1	330
Building & construction	1027	158	32	12	15	1,244	4	0	0	0	0	4	1,248
Contracting	129	36	7	0	3	175	10	2	0	0	0	12	187
Dairy manufacturing	8	2	0	1	0	11	1	1	0	0	0	2	13
Electricity supply	185	61	14	0	7	267	9	4	1	0	1	15	282
Electrotechnology	516	30	8	49	0	603	10	1	1	1	0	13	616
Engineering	1145	145	33	42	9	1,374	8	0	1	0	0	9	1,383
Extractives	19	5	0	0	0	24	0	0	0	0	0	0	24
Flooring	140	31	3	3	0	177	2	0	0	0	0	2	179
Food processing	2	1	0	0	0	3	0	0	1	0	0	1	4
Forest industries	221	172	5	2	0	400	2	17	0	1	0	20	420
Furniture	71	9	0	2	0	82	1	1	0	0	0	2	84
Horticulture	358	61	14	3	7	443	79	12	0	2	1	94	537
Hospitality	99	19	1	6	41	166	66	10	4	1	24	105	271
Joinery	87	23	5	1	0	116	4	0	0	0	0	4	120
Motor engineering	783	97	8	21	0	909	21	1	0	0	0	22	931
Painting & decorating	77	30	2	1	2	112	4	1	0	0	0	5	117
Plastics	25	1	5	5	0	36	0	0	0	0	0	0	36
Plumbing	114	14	2	2	0	132	0	0	0	0	0	0	132
Printing	101	9	7	4	0	121	14	2	0	0	0	16	137
Public sector	20	7	11	1	3	42	58	24	21	2	10	115	157
Retail	42	5	0	1	2	50	37	15	0	1	0	53	103
Road transport	38	12	11	1	0	62	10	3	0	1	1	15	77
Seafood	5	7	0	0	0	12	3	2	0	0	0	5	17
Sports turf	81	3	0	0	0	84	1	0	0	0	0	1	85
Tourism	0	2	1	13	2	18	0	10	0	30	10	50	68
<b>Grand Total</b>	<b>6043</b>	<b>1034</b>	<b>181</b>	<b>257</b>	<b>98</b>	<b>7,613</b>	<b>435</b>	<b>124</b>	<b>32</b>	<b>46</b>	<b>48</b>	<b>685</b>	<b>8,298</b>

The 8% of women as Modern Apprenticeships in September 2005 compares with 7% from a total of 5,739 in June 2003 and the 6% in December 2002 indicating that improving female participation is a grindingly slow process.

In terms of equity the gendered nature of the scheme constitutes a double whammy for women. In general more young women are choosing education pathways while more young men choose industrial training or apprenticeship pathways. Those who graduate from Modern Apprenticeships in occupations such as construction, engineering and motor mechanics (the overwhelming majority of whom are male), are “work ready”, able to immediately earn good wages on completion and do not necessarily carry high debt from student loan schemes into the start of their careers. However, females who favour university-tertiary study in disciplines such as teaching and nursing, end up taking twice as long to repay student loans, through accrued interest repayments and lower incomes, than their male contemporaries. (Pacific women will take 41 years to repay for a Master’s degree compared with 16 years for a European male and 22 years for a Pacific male). The ILO states that while supply-side measures of education and training are important, they need to be supported by other more active equality-enhancing measures in the labour market.

### **What can be done to improve women’s participation?**

The *Time for Equality at Work* report states:

*It is clear that changing the gender structure of the labour market and eliminating obstacles to free and informed individual choices has proven to be a very slow process everywhere. Some improvement has been observed in horizontal occupational sex segregation; however, patterns of vertical occupational sex segregation continue to be reproduced around the world. The old gender biases will persist, unless the new job opportunities are accompanied by women-supportive policies.*

In November 2005 the Human Rights Commission facilitated a meeting of interested women to discuss how to progress the issue of increased female representation in the Modern Apprenticeship Scheme. The meeting was attended by CTU and trade union representatives, by women directly involved in the Modern Apprenticeship scheme and by trained builders who were either working currently in education or in building standards. The issues and barriers were discussed and then possible strategies were discussed. At a second meeting in December there was commitment to establishment of a Modern Apprenticeship reference group and the development of a draft strategy for action to be undertaken by the EEO Commissioner. At this meeting members of the CTU Women’s Council reported back that the CTU’s focus on women and Modern Apprenticeships has two strands- increasing women’s participation in current Modern Apprenticeship industries that are male-dominated and extending Modern Apprenticeships into female-dominated industries. It was agreed that the reference group focus initially on

current Modern Apprenticeship sectors and the CTU takes leadership on the second stream of work.

## **Strategy**

The proposed strategy is based on practical, solutions-focused activity to promote equality at work for women. It acknowledges that no one method to promote understanding and change policy necessarily works on its own and that the involvement of women themselves in a new campaign will be essential.

**Aim:** To increase female participation in the Modern Apprenticeship Scheme.

**Indicator:** Women's participation in the Modern Apprenticeship Scheme increases to 15% by December 2007 across all sectors.

### **Role of the reference group:**

1. To persuade key stakeholders to develop and implement policy and practices that improve women's participation in the Modern Apprenticeship Scheme.
2. To promote women as role models within the Modern Apprenticeships Scheme and to support current and potential female Modern Apprentices.
3. To provide a forum for information-sharing about solutions and to monitor progress.
4. To monitor and benchmark increased female participation in the Modern Apprenticeship Scheme.