



THE NATIONAL TRAINING ACT: ITS IMPACT ON WOMEN

March 19, 1984

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- submitted by Heather Henderson

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EXECUTIVE SUMMARY

INTRODUCTION

The Canadian Congress on Learning Opportunities For Women (CCLOW) is a national, non-profit voluntary organization, concerned with the provision of learning opportunities for women in Canada. We define "learning opportunities" as any formal or informal means which contribute to the personal, social, economic and/or political development of women. These may include academic upgrading, skill training, post-secondary education, assertiveness training, self-help groups, re-entry programs and professional development.

CCLOW is intensely interested in the National Training Act. Since its conception through to its implementation, we have carefully monitored its development and assessed its impact on women.

After careful study and review of the legislation, including a one-day colloquium* in Toronto in June, 1983, CCLOW identified a number of serious shortcomings in the Act. These shortcomings clearly suggest that the National Training Act was, and continues to be, detrimental to women who are attempting to access training opportunities in Canada.

BACKGROUND

In June 1983, CCLOW developed the plan to carry out a research project regarding the impact of the NTA on women's access to training. Two broad objectives were identified:

1. To determine the number of women accessing training under the National Training Act in order to make recommendations and to define areas of further research; and,
2. to make contacts and establish a communications or information sharing network with senior representatives in federal and provincial government agencies responsible for education and training opportunities for women.

[*See Appendix A.](#)

With the assistance of CEIC in the form of a \$5,000.00 grant, the Regina Branch of CCLOW hired a researcher and co-ordinated the project.

Methodology

1. A questionnaire* was designed and distributed to all Provincial Ministers of Education, Directors General of CEIC from across Canada; and CEIC Women's Co-ordinators. (A total of 33 questionnaires were distributed).
2. Interviews were conducted with representatives of the same group by Provincial CCLOW Directors based on the questionnaire. (The Director General of Training, Training Branch CEIC Ottawa responded for all the CEIC participants).

Timeliness, the realities of a volunteer organization and the distribution of the questionnaire in the provinces to Ministers of Education only tended to delimit the scope of the project. However, difficulties aside, CCLOW found the exercise to be useful and valid. The conclusions that emerged from the research support the concerns identified earlier by CCLOW.

CONCLUSIONS OF STUDY

It is evident from the co-operation given to CCLOW that, at the policy-making level of CEIC, there are a number of people who sincerely believe in working toward a more equitable status for women within the labour force. But despite all the social measures and commitment at policy-making levels, the figures clearly tell us that more men and fewer women are taking advantage of training opportunities. Women are not taking up the seats reserved for them in non-traditional training courses.

[*See Appendix B.](#)

1. Analysis Of Statistics

Throughout Canada, both the number of women trainees and the proportion of women trainees have declined in all areas of institutional and industrial training.

There has been an increase of almost 12,000 in the total number of institutional trainees but the participation of women in these training spaces has declined by 3.4%.

There has been a decline in all categories of Industrial Training; women's participation has declined by 4.4%.

The number of women in non-traditional occupations has declined in every province.

2. Priority Placement Of Women Trainees

For the first year of the Act, 20% of all seats in non-traditional courses were reserved for women applicants. In June of 1983 the Minister raised the 20% seating priority to 30%. This priority placement system has not given women greater access to non-traditional training. The numerical information about 1983-84 is far from complete, and therefore it is not possible to tell the long-range impact of this measure, but we can see that between 1981-82 and 1982-83 -the numbers of women in non-traditional occupational training declined in every province. A priority seating system should work when there are large numbers of women clamoring for the training spaces. However, when demand for this training is not evident among potential women clients, unfilled seats are returned to the general pool of training places.

This measure neither promotes nor encourages women to take non-traditional training; in a sense it is a "neutral" measure.

When these priority seats are not completely filled by women, it encourages and reinforces the belief that "women don't want it". The 30% reserved seating plan is a good one but can only be effective if offered in conjunction with an aggressive recruitment campaign.

3. Regional Targets For Women In Non-Traditional Occupations (WINTO)

Managers and directors in every region are being told they must increase their female participation rates in WINTO by 5%. This means that a region, in which 6% of its trainees in non-traditional occupations are women, must increase the percentage of women to 11%. This measure is an affirmative one because it requires that CEC managers and personnel actively recruit women for WINTO placement. This target of a 5% WINTO increase is the only measure in the National Training Program which actually forces CEC staffs to grapple with the problem of why women aren't going into non-traditional training.

4. Advertising Campaign

The advertising program that first accompanied the announcement of the National Training Act was criticized by many respondents as being too "glamorous". The women shown in the ads in the non-traditional jobs were young and beautiful and generally emitted a sense of unreality. In order for women to visualize themselves in new, non-traditional jobs, they must see role models with whom they can identify.

It is difficult to evaluate the effectiveness of advertising with so few statistics

available on enrolments.

5. Emphasis On Training-For-Jobs

The National Training Program has, concentrated on "training today for jobs tomorrow". This has meant less attention and funding paid to bridging programs and career or work exploration courses. However, the Training Branch acknowledges that bridging programs for women, in particular "pre-trades" and "pre-tech" are necessary to enable women to take advantage of the training opportunities available in non-traditional areas like computer science, technology and the skilled trades. With this acknowledgment comes a commitment to develop more pre-tech and pre-trade modules for women.

The fact that women are not filling all the places reserved for them in the non-traditional courses may be an indication that these courses are not accessible to them without some form of bridging program. There is some indication that an even earlier form of bridging program may be required. The greatest number of women expected to enter the labour force over the next ten years will be women returning to the labour force after many years absence, or women entering the labour force for the first time after raising families. These so called "re- entry" women often require work orientation courses to help them understand and explore the modern job market and possibilities for work within it. Such a course may lead to a pre-trades or pre-tech program. But this should be considered in itself as a valuable bridging program to bring women to the point of taking full advantage of the range of opportunities presented by today's labour market.

6. Financial Incentives

In June 1983, increases in the training allowances and dependent allowances were announced. These fairly substantial increases were made specifically to help women with dependents. The new rates should enable more women to take training even if they are presently in low paying and/or part-time jobs which would give them insufficient Unemployment Insurance benefits to pursue training. Since the increases have just gone into effect in time for the 1983-84 school year, it remains to be seen whether many women will take advantage of the new rates.

In the General Industrial Training Program (GIT), employers are reimbursed for 75% of any wages paid to women in on-the-job training. This incentive did not appear to have much effect in 1982-83, when the female participation rates declined in all categories of the GIT and CTST programs.

7. Skills Growth Fund

The Director General of Training identified three programs funded by Skills Growth Fund money and designed specifically for women. The Skills Growth

Fund is seen as a way to quickly catch-up workers and/ or training facilities to meet immediate job demands. The barrier to the effectiveness of the Skills Growth Fund for women is the emphasis on particular occupations rather than on bridging programs.

The fact that women are not filling all the places reserved for them in non-traditional courses may be an indication that these courses are not accessible to them until they have undergone some form of bridging program.

There is some indication that an even earlier form of bridging may be required; prior to pre-trades, etc. Entry and re-entry women may need work orientation courses that help them understand and explore the modern job market.

In addition to bridging programs under the Skills Growth Fund, there is a need for innovative part-time training programs which actively take into account the realities of women's lives, ie. family and work responsibilities.

8. CEIC Organization

It is evident to CCLOW from the co-operation given them at the policy- making level of CEIC that there are people who sincerely believe in working toward more equitable status for women within the labour force.

However, programs and policies handed down from above, even those containing some affirmative action, have a poor chance of success if they are administered by men and women who have been taught - and continue to believe - that women are inferior to men.

Another prime example of an organizational impediment to women's program achievement is the position of the Regional Women's Employment Co-ordinator. This position is the most logical location for an employer education campaign. Unfortunately, the Regional Women's Co-ordinator is restricted by a job description that would keep an office of forty busy full time, no budget, no staff and no official status within CEIC. She/he can be pointed to as the person "responsible for" women and women's issues. But in fact, she/he is virtually powerless.

9. Labour Market Needs Committee

In each province there is a Labour Market Needs Committee consisting of those representatives from federal and provincial governments concerned most closely with labour and training. The Make-up of this committee varies from province to province. It is at this level of decision-making that issues concerning women are considered - often without adequate representation from women. The policies and actions of these committees have a strong influence on the manner and spirit in

which the National Training Act is administered in each province.

10. Sex-role Stereotyping

One of the reasons women do not clamor for non-traditional jobs, and counsellors do not encourage them to do so, is sex-role stereotyping. Sex-role stereotyping is taught to both sexes almost from the moment of birth. Women will not begin to explore their full potential as workers, and men will not encourage or even allow them to do so, as long as both men and women are socialized to believe that women cannot do or be certain things because of their gender.

Programs and policies handed down from above, even those containing strong affirmative action directives, have a poor chance of success if they are administered by men and women who have been taught that girls are less; boys are more.

Sex-role stereotyping is a problem that needs to be seen as the basis for a system that allows men to earn nearly twice as much as women, and prevents women from seeking work or job training in a wide range of occupations.

RECOMMENDATIONS

Based on its intensive review, CCLOW has the following recommendations to make regarding the operation, policies and administration of the National Training Act and the National Training Program administered by CEIC:

1. That a comprehensive, national public relations/advertising campaign be undertaken promoting both the program and women's participation in it and non-traditional jobs.
2. That an aggressive recruitment campaign be instituted by:
 - a. advertising
 - b. establishment of a comprehensive in-depth counselling program for women which focuses on life planning rather than simply job or training placements. (This will require a change in CEIC policy away from processing numbers of people to a quality counselling program.)
 - c. establishment of a policy in which CEC managers and personnel actively recruit women participants
 - d. establishment of a training /educational program for all CEC staff and CEIC staff regarding attitudes and the realities of women entering/

participating in the work force.

3. That bridging programs be established - i. e. programs that take women from where they are now to where they need to be to access training programs, e.g. re-entry program, pre-trades, pre-tech, ABE (Adult Basic Education) programs, and that support services for women be established to compliment these programs, i.e. child care, part-time programs, supportive counselling, etc.
4. That funding be provided for innovative flexible part-time training programs so that women with family and work responsibilities can access training.
5. That training allowances be realigned to realistically reflect women's needs, i.e. grants should not be based on family income and should permit women to be paid full-time students.
6. That the position of Regional Women's Employment Co-ordinator be elevated to one with direct access to decision-making power and authority.
7. That equal representation of women be ensured on the Labour Market Needs Committee in each province.

THE IMPACT ON WOMEN

OF

THE NATIONAL TRAINING ACT

Prepared for CCLOW by Heather Henderson

RESPONSE TO QUESTIONNAIRES

This section of the report will present a summary of responses to the questionnaires* on a question by question basis. The first question is dealt with by statistics; obtained in large part from the Department of Employment & Immigration, Training Branch, Information Department, Ottawa, and supplemented with data from several CEIC regional offices. Questions 4-11 were seen to deal with CEIC national policy and as such were answered on behalf of CEIC by Dr. Louise Bourgault, Director General of Training, Ottawa.** These questions were also discussed by some CEIC regional personnel, and the "Education ministries that replied to our questionnaire.

1. HOW MANY PEOPLE HAVE BEEN REFERRED TO TRAINING UNDER THE NATIONAL TRAINING ACT IN YOUR REGION? WHAT IS THE BREAKDOWN BY SEX, AGE (UNDER/OVER 25), AND TRAINING TYPES?

The statistics on the following pages include a comparison of male and female "trainee starts" in both institutional and industrial training, for the fiscal years 1981-82 and 1982-83, plus partial figures for 1983-84. The annual national totals of male and female trainee starts are followed by a province by province breakdown of these national statistics.

Although the original data included a breakdown by age (over/under 25 years old) for women trainees, it was decided that this information gave very little insight into the age profile of women trainees, and that such a profile could not be obtained without a great deal more intensive statistical research. It was therefore decided that the age breakdown should be omitted for the present.

Both the number of women trainees and the proportion of women trainees have declined in all areas of Institutional and Industrial Training. In Institutional Training programs the total enrolment has increased slightly from 1981-82 to 1982-83. However, the participation rate for women trainees has declined from 29.1% in 1981-82 to 25.7% in 1982-83.

In Industrial Training there has been a decline in overall numbers of trainees in every category. As well, the numbers of women trainees have declined from 27.1% in 1981-82 to 22.7% in 1982-83. Furthermore, the number of Women in Non-Traditional Occupations (WINTO) trainees has declined in every province from 1981-82 to 1982-83.

These declines in female participation rates, and the overall decline in enrolment in the Industrial Training sector of the National Training Act, seem to reflect the "bottoming out" of the economy last winter. CEIC sources described the drop in numbers of trainees in the industrial sector as a "reduced level of activity . . . due to adverse economic conditions in the private sector". In Manitoba, for example, the number of WINTO trainees fluctuated as follows:

1980-81 - 85 trainees
1981-82 - 98 trainees
1982-83 - 58 trainees

The decline in the number of trainees in the private sector over the 1982-83 winter has been generally ascribed to

- higher interest rates
- questionable markets
- availability of skilled employees
- plant lay-offs and closures
- restrictions to certain designated occupations

The last item on the list - restrictions to certain designated occupations - raises a very interesting question about the National Training Act: if the emphasis of the new act is on training that is more closely linked to job market expectations (through identification of critical trades and skills), how does this list of designated occupations restrict employers?

Most sources at CEIC expressed the belief that the worst was over as far as the economy was concerned, and it was generally agreed that total training enrolments, and rates of female participation, would be again rising slowly.

[* See Appendix B for full text of questionnaires](#)

[** See Appendix C for full text of L. Bourgault's letter](#)

INSTITUTIONAL TRAINING - TRAINEES STARTED BY TRAINING TYPE, BY SEX

1981-1982	MALE	FEMALE	TOTAL	% FEMALE
SKILLS	36,614	23,018	59,632	38.6
LANGUAGE	5,622	5,168	10,790	47.9
BTSD	10,609	10,482	21,091	49.7
JRT	3,115	3,686	6,801	54.2
WAT	634	446	1,080	41.3
OCCUPATIONAL ORIENTATION	429	2, 473	2, 902	85.2
APPRENTICESHIP	58,297	2,052	60,349	3.4
TOTAL	115,320	47,325	162,645	29.1

1982-1983	MALE	FEMALE	TOTAL	% FEMALE
SKILLS	42,980	20,666	63,646	32.5
LANGUAGE	7,210	5,959	13,169	45.3
BTSD	11,161	9,059	20,220	44.8
JRT	3,148	3,626	6,774	53.5
WAT	687	472	1,159	40.7
OCCUPATIONAL ORIENTATION	587	2,925	3,512	83.3
APPRENTICESHIP	63,739	2,203	65,942	3.3
TOTAL	129,512	44,910	174,422	25.7

April/83 - Aug ./83	MALE	FEMALE	TOTAL	% FEMALE
SKILLS	9,530	3,874	13,404	28.9
LANGUAGE	2,570	2,046	4,616	44.3
BTSD	2,231	1,321	3,552	37.2
JRT	688	589	1,277	46.1
WAT	266	216	482	44.8
OCCUPATIONAL ORIENTATION	152	708	860	82.3
APPRENTICESHIP	11,323	626	11,949	5.2
TOTAL	26,760	9,380	36,140	26.0

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING BY SEX, BY
PROVINCE

NEWFOUNDLAND	1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.	MALE	FEMALE	TOTAL	% FEM.
SKILLS	2,334 *	1,251 *	3,585*	34.9 *	3,321	1,885	5,206	36.2
LANGUAGE	53	26	79	32.9	38	13	51	25.5
BTSD	293	389	682	57	460	435	895	48.6
JRT	80	149	229	65.1	107	203	310	65.5
WAT								
OCCUPATIONAL ORIENTATION	68	168	236	71.2	94	248	342	72 .5
APPRENTICESHIP	1,080	79	1,159	6.8	2,259*	232*	2,491	9.3
TOTAL	3,908 *	2,062*	5,970	34.5	6,279 *	3,016*	9,295	36.5

* Estimates only

PRINCE EDWARD ISLAND	1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.	MALE	FEMALE	TOTAL	% FEM.
SKILLS	422	249	671	37.1	512	286	798	35.8
LANGUAGE	9	4	13	30.8	6	6	12	50-
BTSD	87	161	248	64.9	45	116	161	72
JRT	64	73	137	53.3	65	54	119	45.4
WAT	63	31	94	33	45	35	80	43.7
OCCUPATIONAL ORIENTATION	-	47	47	100	1	74	75	98.7
APPRENTICESHIP	204	6	210	2.9	177	8	185	4.3
TOTAL	849	571	1,420	40.2	851	579	1,430	40.5 *

* Estimates only

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING BY SEX. BY
PROVINCE

NOVA SCOTIA		1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	3,030*	1,311*	4,341	30.2		3,480*	1,004*	4,484	22.4
LANGUAGE	58	57	115	49.6		69	53	122	43.4
BTSD	563	619	1,182	52.4		591	487	1,078	45.2
JRT	133	232	365	63.6		219	368	587	62.7
WAT									
OCCUPATIONAL ORIENTATION	1	263	264	99.6			162	162	100
APPRENTICESHIP	2,414*	34*	2,448	1.4		2,689*	49 *	2,738	1.8
TOTAL	6,199*	2,516*	8,715	28.9		7,048*	2,123*	9,171	24.0

*Estimates only

NEW BRUNSWICK		1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	1,948*	1,423*	3,371*	42.2		2,610*	1,405*	4,015	35.0
LANGUAGE	28	38	66	57.6		15	24	39	61.5
BTSD	449	403	852	47.3		384	261	645	40.5
JRT	160	102	262	38.9		106	67	173	38.7
WAT									
OCCUPATIONAL ORIENTATION	7	201	208	96.6		11	287	298	96.3
APPRENTICESHIP	2,188*	31*	2,219	1.4		2,240*	32*	2,272	1.4
TOTAL	4,780*	2,198*	6,978	31.5		5,366*	2,076*	7,442	27.9

*Estimates only

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING, BY SEX, BY
PROVINCE

QUEBEC		1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	10,709*	5,766*	16,475	35		46,802*	18,291*	65,093	28.1
LANGUAGE	1,187*	1,339*	2,526	53		1,675*	1,708*	3,383	50.5
BTSD	3,731*	3,671*	7,402	49.6		4,029*	3,433*	7,462	46.0
JRT	526*	762*	1,288	59.2		615 *	760*	1,375	55.3
WAT									
OCCUPATIONAL ORIENTATION							13	13	100
APPRENTICESHIP	419	2	421	.5		567	18	585	3.1
TOTAL			28.112	41.0				77.911	36.2

*Estimates only

ONTARIO		1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	12,099*	6,955*	19,054	36.5		14,573*	6,365*	20,938	30.4
LANGUAGE	2,421*	2,261*	4,682	48.3		3,035*	2,336*	5,371	43.5
BTSD	3,670*	2,509*	6,179	40.6		2,992*	1,344*	4,336	31.0
JRT	1,605*	1,271*	2,876	44.2		1,393*	1,086*	2,479	43.8
WAT	525	387	912	42.4		596	416	1,012	41.1
OCCUPATIONAL ORIENTATION	255 *	1,470*	1,725	85.2		280 *	1,691*	1,971	85.8
APPRENTICESHIP	13,993*	721*	14,714	4.9		20,527*	1,012*	21,539	4.7
TOTAL	34,568*	15,574*	50,142	31.0				57,646	26.3

*Estimates only

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING, BY SEX, BY
PROVINCE

MANITOBA	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	1,720*	1,165*	2,885	40.4		2,103*	1,219*	3,322	36.7
LANGUAGE	183	129	312	41.3		327	204	531	38.4
BTSD	381	459	840	54.6		543	435	978	44.5
JRT	73	81	154	52.6		53	97	150	47.0
WAT	9	13	22	59.1		21	12	33	36.4
OCCUPATIONAL ORIENTATION	61	130	191	68.1		48	125	173	72.3
APPRENTICESHIP	2,476*	20*	2,496	.8		2,553	21	2,574	.8
TOTAL	4,903*	1,997*	6,900	29				7,761	26.8

*Estimates only

SASKATCHEWAN	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	649	292	941	31.0		1,054	493	1,547	31.9
LANGUAGE	200	160	360	44.4		241	201	442	45.5
BTSD	301	440	741	59.4		530	610	1,140	53.5
JRT	119	197	316	62.3		140	195	335	58.2
WAT	12	3	15	20.0					
OCCUPATIONAL ORIENTATION	18	95	113	84.1		39	157	196	80.1
APPRENTICESHIP	2,478*	12*	2,490	.5		2,667*	19	2,686	.7
TOTAL	3,777*	1,199*	4,976	24.1				6,346	26.1

*Estimates only

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING, BY SEX, BY
PROVINCE

ALBERTA	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	815*	1,264*	2,079	60.8		1,137*	1,267*	2,404	52.7
LANGUAGE	535	356	891	40.0		1,409	889	2,298	38.7
BTSD	300	718	1,018	70.5		620	914	1,534	59.6
JRT	199	341	540	63.1		270	299	569	52.6
WAT	25	12	37	32.4		25	9	34	26.5
OCCUPATIONAL ORIENTATION	9	56	65	86.1		44	110	154	71.4
APPRENTICESHIP	20,017*	268 *	20,285	1.3		21,634*	307*	21,941	1.4
TOTAL	21,900*	3,015*	24,915	12.1				28,934	12.4

BRITISH COLUMBIA	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	2,658*	3,170*	5,828	54.4		4,756*	3,198*	7,954	40.2
LANGUAGE	946*	800*	1,746	45.8		930*	866*	1,796	48.2
BTSD	765	1,035	1,800	57.5		877*	887	1,764	50.3
JRT	125	421	546	77.1		152	426	578	73.7
WAT									
OCCUPATIONAL ORIENTATION	9	35	44	79.5		49	57	106	53.8
APPRENTICESHIP	12,627*	842*	13,469	6.3		14,474*	859*	15,333	5.6
TOTAL	17,130*	6,303	23,433	26.9				27,531	22.9

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING, BY SEX, BY
PROVINCE

N.W.T.	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	96	99	195	50.8		286	153	439	34.9
LANGUAGE									
BTSD	26	45	71	63.4		68	109	177	61.6
JRT	34	54	88	61.4		36	64	100	64.0
WAT									
OCCUPATIONAL ORIENTATION						22		22	
APPRENTICESHIP	409	11	420	2.6		390	12	402	3.0
TOTAL	565	209	774	27.0		802	338	1,140	29.6

YUKON	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	% FEM.		MALE	FEMALE	TOTAL	% FEM.
SKILLS	103	104	207	50.2		152	88	240	36.7
LANGUAGE									
BTSD	29	47	76	61.8		37	48	85	56.5
JRT							17	17	100
WAT									
OCCUPATIONAL ORIENTATION		9	9	100					
APPRENTICESHIP	17	1	18	5.6		19		19	
TOTAL	149	161	310	51.9		208	153	361	42.4

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX
1981-1982

	MALE	FEMALE	TOTAL	% FEMALE	W.I. N .T. O .
SPECIAL NEEDS	3,519*	1,618 *	5,137	31.5	149
UNEMPLOYED	17,335*	9,090*	26,425	34.4	1,212
EMPLOYMENT THREATENED	258	97	355	27.3	9
EMPLOYED	28,305*	7,524*	35,829	21.0	822
TOTAL	49,417*	18,329*	67,746	27.1	2,192

*Estimates only

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX
1982-1983

	MALE	FEMALE	TOTAL	% FEMALE	W.I. N .T. O .
SPECIAL NEEDS	2,310	1,165	3,475	33.5	114
UNEMPLOYED	10,953	4,067	15,020	27.1	756
EMPLOYMENT THREATENED	1,535	435	1,970	22.1	63
EMPLOYED	8,868	1,298	10,166	12.8	293
TOTAL	23,666	6,965	30,631	22.7	1,226

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX
APRIL 1983-AUGUST 1983

	MALE	FEMALE	TOTAL	% FEMALE
SPECIAL NEEDS	1,001	428	1,429	30.0
UNEMPLOYED	3,768	1,352	5,120	26.4

EMPLOYMENT THREATENED	410	192	602	31.9
EMPLOYED	2,295	255	2,550	10.0
TOTAL	7,474	2,227	9,701	23.0

* W.I.N.T.O. - Women in Non-Traditional Occupations

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY,
BY SEX, BY PROVINCE

NEWFOUNDLAND	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	48	23	71	32.4		49	25	74	33.8
UNEMPLOYED	741*	736*	1,477	49.8		325	156	481	32.4
EMPLOYED THREATENED	3	1	4	25.0		10	2	12	16.7
EMPLOYED	356	70	426	16.4		36	3	39	7.7
TOTAL	1,148*	830 *	1,978*	42.0		420	186	606	30.7

PRINCE EDWARD ISLAND	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	121	8	129	6.2		37	9	46	19.6
UNEMPLOYED	233	203	436	46.6		173	115	288	39.9
EMPLOYED THREATENED	1	1	2	50.0		20	1	21	4.8
EMPLOYED	173	103	276	37.3		106	29	135	21.5
TOTAL	528	315	843	37.4		336	154	490	31.4

NOVA SCOTIA	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	189	110	299	36.8		156	93	249	37.4
UNEMPLOYED	1,034*	517 *	1,551	33.3		790	377	1,167	32.3
EMPLOYED THREATENED	25	1	26	4.3		44	42	86	48.8
EMPLOYED	1,703*	455*	2,158	21.1		247	19	266	7.1
TOTAL	2,951*	1,083 *	4,034	26.8		1,237	531	1,768	30.0

*Estimates only

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY,
BY SEX, BY PROVINCE

NEW BRUNSWICK	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	172	119	291	40.9		148	186	334	55.7
UNEMPLOYED	897	621	1,518	40.9		555	432	987	43.8
EMPLOYED THREATENED	15	4	19	21.0		6	1	7	14.3
EMPLOYED	1,720	460	2,180	21.1		1,180*	486	1,666	29.2
TOTAL	2,804	1,204	4,008	30.0		1,889	1,105	2,994	36.9

QUEBEC	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	560	237	797	29.7		403	182	585	31.1
UNEMPLOYED	3,071*	1,639*	4,710	34.8		1,605*	653	2,258	28.9
EMPLOYED THREATENED	53	15	64	23.4		129	78	207	37.7

EMPLOYED	6,202*	1,315*	7,517	17.5		2,056*	97*	2,153	4.5
TOTAL	9,886	3,202	13,088	24.5		4,193*	1,010*	5,203	19.4

ONTARIO	1981-1982				1982-1983			
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	949*	437*	1,386	31.5		482	209	691	30.2
UNEMPLOYED	6,637*	2,607*	9,244	28.2		3,340	1,235	4,575	27.0
EMPLOYED THREATENED	68	53	121	43.7		323	58	381	15.2
EMPLOYED	7,260	1,312*	8,572	15.3		1,647	179	1,826	9.8
TOTAL			19,323	23.0		5,792*	1,681*	7,473	19.4

*Estimates only

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY,
BY SEX, BY PROVINCE

MANITOBA	1981-1982				1982-1983			
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	552	282	834	33.8		449	223	672	33.2
UNEMPLOYED	834*	438*	1,272	34.4		690	264	954	27.7
EMPLOYED THREATENED	40	7	47	14.9		67	10	77	13.0
EMPLOYED	2,000*	857 *	2,857	30.0		419	27	446	6.0
TOTAL	3,426*	1,584*	5,010	31.6		1,625	524	2,149	24.4

SASKATCHEWAN	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	222	109	331	32.9		149	38	187	20.3
UNEMPLOYED	713	273	986	27.7		682	200	882	22.7
EMPLOYED THREATENED	15	3	18	16.7		28	6	34	17.6
EMPLOYED	528	257	785	32.7		93	95	188	50.5
TOTAL	1,478	642	2,120	30.3		952	339	1,291	26.3

ALBERTA	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	230	63	293	21.5		100	68	168	40.5
UNEMPLOYED	971	434	1,405	30.9		978	273	1,251	21.8
EMPLOYED THREATENED	15		17	11.8		72	11	83	13.2
EMPLOYED	2,476*	465*	2,941	15.8		466	60	526	11.4
TOTAL	3,692*	964 *	4,656	20.7		1,616	412	2,028	20.3

*Estimates only

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY,
BY SEX, BY PROVINCE

BRITISH COLUMBIA	1981-1982	1982-1983
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	454	227	681	33.0		324	129	453	28.5
UNEMPLOYED	2,089*	1,464*	3,553	41.2		1,471	544	2,015	27.0
EMPLOYED THREATENED	23	12	35	34.3		814	225	1,039	21.7

EMPLOYED	5,178*	2,064*	7,242	28.5		2,438*	280*	2,718	10.3
TOTAL	7,744*	3,767*	11,511	32.7		5,047*	1,178*	6,225	18.9

NORTH WEST TERRITORIES	1981-1982				1982-1983			
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	10	5	15	30.8		3	2	5	40.0
UNEMPLOYED	160	29	189	15.2		104	30	134	22.4
EMPLOYED THREATENED	2		2			9	0	9	
EMPLOYED	368	51	419	12.1		44	10	54	18.5
TOTAL	540	85	625	13.5		160	42	202	20.8

YUKON	1981-1982				1982-1983			
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SPECIAL NEEDS	6	4	10	40.0		10	1	11	9.1
UNEMPLOYED	47	37	84	44.0		9	19	28	67.9
EMPLOYED THREATENED						13	1	14	7.1
EMPLOYED	427	29	456	6.4		136	13	149	8.7
TOTAL	480	70	550	12.7		168	34	202	16.8

*Estimates only

INDUSTRIAL TRAINING
W.I.N.T.O. - WOMEN IN NON-TRADITIONAL OCCUPATIONS
1981-1982 and 1982-1983 BY CATEGORY, BY PROVINCE

	NFLD.	P. E. I.	NOVA SCOTIA	NEW BRUNS.	QUEBEC
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	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83
SPECIAL NEEDS	21	1	4	1	6	5	4	5	6	13
UNEMPLOYED	44	20	19	13	50	34	49	20	197	120
EMPLOYMENT THREATENED	0	0	0	0	0	1	0	0	8	20
EMPLOYED	8	0	14	19	23	9	12	9	255	33
TOTAL	54	21	37	33	79	49	65	34	466	186

	ONTARIO	MANITOBA	SASK.	ALBERTA	B.C.
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	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83
SPECIAL NEEDS	45	37	45	15	3	2	8	10	32	25
UNEMPLOYED	465	298	54	31	77.	45	95	61	146	107
EMPLOYMENT THREATENED	0	11	0	1	0	0	0	2	1	27
EMPLOYED	188	76	45	24	21	8	108	38	127	73
TOTAL	698	422	137	71	101	55	211	111	306	232

	N.W.T.	YUKON	CANADA
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	81-82	82-83	81-82	82-83	81-82	82-83
SPECIAL NEEDS	1	0	0	0	149	114
UNEMPLOYED	5	7	11	1	1,212	756
EMPLOYMENT	0	0	0	0	9	63

THREATENED						
EMPLOYED	5	1	16	3	822	293
TOTAL	11	8	27	4	2,192	1,226

INSTITUTIONAL TRAINING - TRAINEES STARTED BY TRAINING TYPE, BY
SEX
APRIL 1983 - NOVEMBER 1983

APR. 83 - NOV. 83	MALE	FEMALE	TOTAL	% FEMALE
SKILLS	26,035	12,733	38,768	32.8
LANGUAGE	4,417	3,831	8,248	46.4
BTSD	7,394	6,453	13,847	46.6
JRT	1,863	2,146	4,009	53.5
WAT	465	333	798	41.7
OCCUPATIONAL ORIENTATION	434	1,842	2,276	80.9
APPRENTICESHIP	31,117	1,216	32,333	3.8
TOTAL	71,725	28,554	100,279	28.5

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING BY SEX, BY
PROVINCE
APRIL 1983 - NOVEMBER 1983

	NEWFOUNDLAND				PRINCE EDWARD ISLAND			
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SKILLS	1,918	1,090	3,008	36.2		325	109	434	25.1
LANGUAGE	20	5	25	20.		2	4	6	66.7
BTSD	324	318	642	49.5		52	62	114	54.4
JRT	76	143	219	65.3		23	49	72	68.1
WAT	0	0	0	0		35	28	63	44.4
OCCUPATIONAL ORIENTATION	86	179	265	67.5		0	54	54	100%
APPRENTICESHIP	516	55	571	9.6		21	0	21	0
TOTAL	2,940	1,790	4,730	37.8		458	306	764	40.1

	NOVA SCOTIA				NEW BRUNSWICK			
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SKILLS	1,743	444	2,187	20.3		1,361	719	2,080	34.6
LANGUAGE	26	51	77	66.2		8	20	28	71.4
BTSD	386	331	717	46.2		156	157	313	50.2
JRT	68	118	186	63.4		79	59	138	42.8
WAT	0	0	0	0		0	0	0	0
OCCUPATIONAL ORIENTATION	1	147	148	99.3		0	43	43	100%
APPRENTICESHIP	1,076	27	1,103	2.4		797	15	812	1.8
TOTAL	3,300	1,118	4,418	25.3		2,401	1,013	3,414	29.7

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING BY SEX, BY
PROVINCE
APRIL 1983 - NOVEMBER 1983

	QUEBEC	ONTARIO
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SKILLS	6,575	3,259	9,834	33.1		7,605	2,824	10,429	27.1
LANGUAGE	930	965	1,895	50.9		1,716	1,534	3,250	47.2
BTSD	2,946	2,556	5,502	46.5		1,869	951	2,820	33.7
JRT	287	440	727	60.5		915	684	1,599	42.8
WAT	0	0	0	0		409	292	701	41.7
OCCUPATIONAL ORIENTATION	0	16	16	100%		152	1,095	1,247	87.8
APPRENTICESHIP	349	6	355	1.7		8,294	442	8,736	5.1
TOTAL	11,087	7,242	18,329	39.5		20,960	7,822	28,782	27.2

	MANITOBA	SASKATCHEWAN
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SKILLS	1,020	647	1,667	38.8		703	381	1,084	35.1
LANGUAGE	213	138	351	39.3		225	162	387	41.9
BTSD	279	266	545	48.8		263	362	625	57.9
JRT	23	51	74	68.9		100	139	239	58.2
WAT	4	9	13	69.2		0	0	0	0
OCCUPATIONAL ORIENTATION	19	58	77	75.3		27	67	94	71.3
APPRENTICESHIP	1,169	6	1,175	.5		1,282	5	1,287	.4
TOTAL	2,727	1,175	3,902	30.1		2,600	1,116	3,716	30.0

INSTITUTIONAL TRAINING
FULL-TIME TRAINEES STARTED BY TYPE OF TRAINING BY SEX, BY
PROVINCE
APRIL 1983 - NOVEMBER 1983

	ALBERTA	BRITISH COLUMBIA
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SKILLS	746	939	1,685	55.7		3,777	2,107	5,884	35.8
LANGUAGE	838	566	1,404	40.3		434	379	813	46.6
BTSD	452	673	1,125	59.8		546	587	1,133	51.8
JRT	137	207	344	60.2		133	230	363	63.4
WAT	17	4	21	19.0		0	0	0	0
OCCUPATIONAL ORIENTATION	33	141	174	81.0		91	26	117	22.2
APPRENTICESHIP	11,072	153	11,225	1.4		6,353	504	6,857	7.4
TOTAL	13,295	2,683	15,978	16.8		11,334	3,833	15,167	25.3

	NORTH WEST TERRITORIES	YUKON
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	MALE	FEMALE	TOTAL	%FEM.		MALE	FEMALE	TOTAL	%FEM.
SKILLS	168	144	312	46.2		96	70	166	42.2
LANGUAGE	3	7	10	70.0		0	0	0	0
BTSD	69	150	219	68.5		52	40	92	43.5
JRT	20	22	42	52.4		2	4	6	66.7
WAT	0	0	0	0		0	0	0	0
OCCUPATIONAL ORIENTATION	23	9	32	28.1		2	7	9	77.8
APPRENTICESHIP	188	3	191	1.6		0	0	0	0
TOTAL	471	335	806	41.6		152	121	273	44.3

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX
APRIL 1983 - NOVEMBER 1983

	MALE	FEMALE	TOTAL	% FEMALE
SPECIAL NEEDS	1,772	767	2,539	30.2
UNEMPLOYED	6,588	2,533	9,121	27.8
EMPLOYMENT THREATENED	629	304	933	32.6
EMPLOYED	5,271	736	6,007	12.3
TOTAL	14,260	4,340	18,600	23.3

2. HOW MANY SPACES EXIST, AND WHAT NUMBER HAVE BEEN SET ASIDE FOR WOMEN? IN WHAT LENGTH AND TYPE OF PROGRAMS ARE THEY?

Through the National Training Act it is possible for each region to set target numbers of women for enrolment in their institutional and industrial training programs. As part of the Women's Employment Strategy Plan of Action 1983-84 each region has been asked (a) to set targets for the number of women to be trained in non-traditional occupations under the WINTO element of the National Industrial Program in both GIT and CTST, (b) to set targets for the number of female trainee starts in institutional training courses non-traditional for women, (c) to set aside 30% of the seats on all skill and technical courses identified as non-traditional for women, and (d) to set aside 30% of available BTSD seats for women who require upgrading to enter non-traditional training. This 30% target is an increase over the 20% target suggested earlier this year. However, in Nova Scotia for example, only 20% of non-traditional job training places were designated for priority referral of women, and a few other provinces are reserving slightly less than 30%. Since the numbers of women taking up these priority training spaces have so far proven to be fewer than the number of reserved spaces, reserving less than 30% of non-traditional occupational training spaces is not presently a problem.

The goals of the National Training program include a 42% overall participation

rate for female trainees, and a 30% participation rate for female trainees in non-traditional areas. In the 1983-84 fiscal year, regions will be expected to raise their rate of female participation in training for non-traditional occupations by 5%. This means, for example, that in Manitoba where last year the female participation rate in non-traditional training areas was 8.6%, this year the rate must rise to 13.6%.

One must keep in mind that the overall female participation rates mayor may not include apprenticeship program figures, which greatly affect the final numbers. The definition of a non-traditional occupation for women is generally taken to mean any occupation in which less than 10% of the workers are women. There was some hope expressed by a few Women's Co-ordinators that this definition may soon be enlarged to include jobs where less than 20% of the workers are women.

3. HOW MANY OF THESE SET-ASIDE SEATS HAVE BEEN FILLED? WHAT HAPPENS TO THE UNFILLED TRAINING SPACES?

Although it was very difficult to fill all set-aside seats last year, things seem to be improving slightly this year. The greatest lament from all sources is "women don't want it". It is at this point that all the job market strategies, all the affirmative action initiatives, and all the goals and targets and quotas come unstuck. Women are simply not clamoring for non-traditional training or jobs. As one community college counsellor put it, "a forty year old woman entering the labour force after twenty years of house-cleaning and child-rearing, simply cannot visualize herself as a crane operator or a diesel mechanic". Even if she does contemplate a non-traditional occupation, she must cope with the pressures from family, friends, neighbors who will find it hard to accept her in a new and non-traditional role.

When women do not take up the training places reserved for them, these places return to the general pool of training places. In most regions, the unfilled spaces become available to other applicants on the waiting list two or three weeks before commencement of the course. As one respondent described the procedure, "Other eligible clients are contacted to avoid non-utilization of the training opportunity." It is still to be seen whether unfilled reserved spaces will mean fewer training spaces set aside for women in the following year.

3. a. HOW MANY WOMEN ARE FINISHING THE COURSES?

According to CEIC sources in Manitoba, women trainees have a 92% completion rate in the skill courses, which is slightly higher than the completion rate of male trainees. In Ontario in 1982/83 the completion rate for women trainees in all courses was 70%; for men trainees 65.7%. Alberta reported a completion rate for women trainees in all courses of 74.3% for 1982/83. Saskatchewan reported a completion rate of 81% for women trainees in non-traditional occupations for 1982/83. Prince Edward Island reported that the completion rate for women

trainees in non-traditional occupations was slightly over 90%.

Finishing the courses was not seen as a major problem for women trainees. Many respondents felt it was too soon to have any significant data on the subject of women being trained under the New National Training Act. The problem is seen, rather, as one of getting the women to take the courses - the training spaces are now available for women in non-traditional occupations and women appear to "go the duration" once they begin their courses, but the numbers of women taking advantage of these opportunities for training continues to fall far short of 30%.

4. WHAT IS YOUR POSITION ON PAID SKILLS DEVELOPMENT LEAVE?

The government has just produced a two-volume report called Learning a Living in Canada. This report studies the concept of paid skills development leave but does not represent federal government policy, which shall be determined after the report has been studied by a seven member panel.

The Newfoundland Department of Education was the only provincial body to answer this question: the Newfoundland Department of Education supports the principle of Paid Skills Development Leave and has provision in the Instructors & Teachers Collective Agreements for the granting of Paid Educational Leave.

5. DOES CEIC PROVIDE FUNDING AND INCOME SUPPORT FOR PART-TIME EDUCATION?

According to the Director General of Training, part-time courses are eligible for funding in both Institutional & Industrial Training. However, income support is not available for part-time trainees.

The exception to this rule is the training program for immigrant domestics.

Although CEIC policy does not provide income support for part-time trainees, there do appear to be instances of part-time trainees receiving financial assistance - usually through a provincial education or labour department program.

According to the Newfoundland Department of Education the provincial Student Aid program is integrated with the Canada Student Loan program, and under changes made during the past summer funding and income support is now available for part-time education.

In the response from the Saskatchewan Department of Education it was pointed out that although in theory CEIC funding is available for part-time courses, essentially all of the funds are utilized by the demands for full-time courses, and income support is only available if the training is more than 25 hours per week.

6. DOES CEIC PROVIDE TUITION, BOOKS, TRANSPORT, CHILD CARE AND CLOTHES FOR FULL AND PART-TIME LEARNERS?

On June 27, 1983, then Employment & Immigration Minister Lloyd Axworthy announced special measures under the National Training Program "to help women train for the jobs of the future". These special measures included increases in the regular training allowances and the dependant care allowances.*

[* See Appendix E: Press Release - Minister, Employment & Immigration June 27, 1983](#)

According to the official policy of CEIC:

"Trainees referred to Institutional Training courses do not pay tuition. Under the Federal-Provincial Training Agreements the cost of books, tools, and training aids may be included in course costs paid by CEIC.

Full-time trainees can also receive allowances for dependant care and for commuting expenses for a distance exceeding 24 kms.

Under the Industrial Training, the employer is reimbursed for books, expendable tools and other instructional aids. Trainees receive wages for which the employer is partly reimbursed by CEIC. In addition, trainees may be reimbursed for part of their travelling and living expenses.*

Essentially, tuition, books, transport, child care, and tool expenses can be covered for full-time students, but not for part-time students.

The Saskatchewan CEIC response to the questionnaire stated that there are funds available for part-time students for education related costs such as tuition, books, transportation and child care. This funding is available on a loan basis and for part-time students repayment must be started 30 days after the loan is negotiated, whereas full-time students start repayment 6 months after the end of their programs.

7. IS CEIC FUNDING BRIDGING PROGRAMS? E. G., BTSD, ESL, PRE-TRADES. DO YOU PROVIDE FUNDS FOR FURTHER TRAINING TO GRADUATES OF THESE PROGRAMS?

According to the Director General of Training:

"Under Institutional Training, CEIC purchases BTSD, occupational orientation courses, Job Readiness Training, and language training. The latter is restricted to

immigrants, interprovincial migrants and Natives unable to find employment because of lack of fluency in one of the official languages.

Graduates of these courses may be referred to further skills courses. There are some initiatives to link more closely BTSD courses and skills courses. Computer literacy, mathematics and science modules are being developed to meet specific needs of women.

Many trainees follow a progression through various programs. For example, a person could enroll in a classroom course on Introduction to Non-Traditional Occupations, go into a skills course, and upon completion, be hired through an industrial training contract with an employer under WINTO!

Despite this policy regarding bridging programs, there has been some concern expressed that both the BTSD and JRT components of the Institutional Training program showed a decline in enrolment from 1981-82 to 1982-83. This decline has been ascribed to the National Training Act's shift towards job-related skill training and away from bridging courses and career exploration courses.

Although women generally do not enter the National Training Program with less education than men, they generally tend to lack in those areas of expertise most needed to get a non-traditional job; e.g., maths and science credits for computer technology, or practical experience with simple mechanics, tools, etc. Thus there is a need for bridging programs for women, particularly in the areas of pre-trades and pre-tech.

Another reason suggested for a decline in the numbers of female trainees is the de-emphasis of training for certain traditional women's jobs - business education, bartending, waitress training, retail selling - those courses often called "public skills" are being cancelled or severely curtailed in several provinces due to poor job prospects in these occupations.

Since each province has a separate training agreement with Ottawa, the number and types of bridging programs available also varies from province to province. In British Columbia, for example, it has been reported that Employment Preparation/Bridging programs specifically designed for women have been cancelled because of a new ruling in B.C. that newly funded programs need large numbers of CEIC purchases before they are approved by the B.C. Ministry of Education.

[*See full text of letter from L. Bourgault in Appendix C.](#)

8. IS THERE AN AFFIRMATIVE ACTION REQUIREMENT IN YOUR TRAINING PROGRAM? DO YOU HAVE TARGET NUMBERS OF WOMEN FOR EACH PROGRAM OR TYPE OF COURSE?

In Saskatchewan, the widespread provision of Life Skills and Work Preparation courses for women is seen as an affirmative action. In Newfoundland, the Department of Education has an "equal opportunities for male and female" policy which was implemented last year.* A technicality in Human Rights legislation prevents the implementation of affirmative action programs, according to that department's respondent.

The official response from the Director General of Training follows:

"There is a national action plan to promote the participation of women in the National Training Program.** This action plan includes the setting of national and regional targets for the number of women enrolled in the various components of the Program. It also includes targets for the proportion of women involved in non-traditional occupations. In Institutional Training, this means that women receive priority for 30% of the seats purchased for training in these occupations.

The special modules referred to above are being developed as a result of this action plan.

Special measures are also in effect to increase participation of women in industrial training for non-traditional occupations. Incentive funding is offered to employers by which 75% of the trainee wages are reimbursed as compared to the regular 50% reimbursement.*

[* See Appendix D- Policy on Equality of Opportunity](#)

[See full text of letter from L. Bourgault in Appendix C.](#)

[*See Appendix F- Women's Employment Strategy Plan of Action 1983-84](#)

9. WHAT ACTION HAS BEEN TAKEN TO EDUCATE EMPLOYERS REGARDING THE BENEFIT OF HIRING OR SPONSORING WOMEN TRAINEES OR APPRENTICES?

Here are some examples of the federal government's involvement in the promotion of women as candidates for industrial training, apprenticeship and employment:

"In 1981-82, there was an extensive publicity campaign directed at employers and at potential women trainees, promoting women in non-traditional jobs. Another campaign directed at employers is currently running in several media featuring among other subjects, women in non-traditional jobs.

Information material on CEIC programs is available and distributed to employers,

specifically on training and employment of women.

Each regional office of CEIC has a Women's Employment Coordinator (Quebec and Ontario each have two coordinators). These coordinators have direct liaison with employers and use various approaches such as seminars and visits to potential employers.

In several programs, special incentives are built in to encourage employers to hire and train women. I referred earlier to WINTO. I can also mention Career Access, one of the new Job Creation programs, which provides substantial wage subsidies to employers hiring women.

In several programs where CEIC financial assistance is involved, a Human Resources Plan is a requirement of eligibility."*

Each regional CEIC office has a number of Account Executives whose full-time job it is to visit employers and convince them of the benefits of job market planning strategies, of training employees, and in particular of hiring and training women. In times of economic restraint, however, most employers would rather pull an experienced worker from the unemployment rolls than train anyone. As well, each CEC counsellor must spend a certain designated period of time each week visiting employers, but the amount of time he or she can spend on promoting the hiring and training of women is extremely limited.

The most logical source of an employer education campaign is the CEIC Regional Women's Co-ordinator. Unfortunately the Regional Women's Co-ordinator is restricted by a job description that would keep an office of forty busy full-time, no budget, no staff, no official status within CEIC in any of the power structures affecting women. Nobody has to tell her anything, or send her copies of memos, or include her in meetings. She can be pointed to as the person "responsible for" women and women's issues in CEIC, but she is virtually powerless. Furthermore, the CEIC Regional Women's Co-ordinator is not always a woman.

* See full text of letter from L. Bourgault in Appendix C.

10. ARE THERE ANY PROJECTS SPECIFICALLY FOR WOMEN UNDER THE SKILLS GROWTH FUND?

There are presently three Skills Growth Fund projects designed specifically for women:

1. The Halifax YWCA will offer Business Programming courses to low income women.

2. In Toronto, the West End Women Entering Machining Inc. will train women in metal cutting and machining trades, focusing on sole support mothers.
3. The Labrador Institute for Northern Studies will train Native women as Resource Technicians.

11. WHAT STEPS HAVE BEEN TAKEN TO NOTIFY WOMEN AND WOMEN'S GROUPS ABOUT THE \$50,000 AVAILABLE TO GROUPS TO DEVELOP PROPOSALS FOR TAKING ADVANTAGE OF THE SKILLS GROWTH FUND?

Again according to the Director General of Training, notification of the Proposal Development Fund was announced at the end of June in a press conference which received exhaustive media coverage. This was followed by an advertising campaign in national media in July.

In addition, the information is conveyed in meetings with women's groups. Women's Employment Co-ordinators in the regions are also a source of information.

12. UNDER WHAT CIRCUMSTANCES WOULD YOU APPROVE OR NOT APPROVE SKILLS GROWTH FUND MONEY? (from questionnaire from Minister of Education)

This question was directed to education Ministers. The Newfoundland Department of Education replied that their involvement in the approval process is through its representative on a joint Federal/Provincial Committee established under the Federal/Provincial Training Agreement. The Saskatchewan Department of Education listed these criteria for approval of Skills Growth Fund money:

1. that the training be consistent with labour market needs in the province
2. that the programs are not duplicating on-going training initiatives.

- A. RECOMMENDATIONS FROM THE ONE-DAY COLLOQUIUM ON THE IMPACT OF THE NATIONAL TRAINING ACT ON WOMEN JUNE 18,1983.
- B. PACKAGE OF MATERIALS
 - a. FIRST THINGS FIRST: EQUITY FOR WOMEN THROUGH PAID SKILLS DEVELOPMENT LEAVE
 - b. SUMMARY OF THE NATIONAL TRAINING PROGRAM - BACKGROUND PAPER
 - c. BACKGROUND TO QUESTIONNAIRES
 - d. QUESTIONNAIRE FOR CEIC DIRECTORS
 - e. QUESTIONNAIRE FOR MINISTER OF EDUCATION
- C. LETTER FROM LOUISE BOURGAULT, DIRECTOR GENERAL OF TRAINING, CEIC, OTTAWA
- D. POLICY ON EQUALITY OF OPPORTUNITY NEWFOUNDLAND DEPARTMENT OF EDUCATION
- E. PRESS RELEASE - FROM MINISTER OF EMPLOYMENT & IMMIGRATION JUNE 27, 1983
- F. WOMEN'S EMPLOYMENT STRATEGY PLAN OF ACTION 1983-84
- G. LETTER TO JOHN ROBERTS RE: CEIC WOMEN'S EMPLOYMENT PLAN OF ACTION 1983-84

APPENDIX A

RECOMMENDATIONS FROM THE ONE-DAY COLLOQUIUM ON THE IMPACT OF THE NATIONAL TRAINING ACT ON WOMEN JUNE 18, 1983

PART-TIME SKILLS TRAINING

The National Training Act by omission/commission fails to address the needs of women for part-time training opportunities. Therefore the following recommendations will start to

correct some of these issues:

1. Recognizing the cost for part-time programs, we recommend that 20% of all seats in full-time programs be reserved for part-time women learners.
2. It is expected that these part-time learners will be fully supported financially to include:
 - 1) Tuition/books
 - 2) Transportation costs
 - 3) Child care costs
 - 4) Clothes
3. In recognition of special needs of women, we need to re-examine the scheduling and location of both part-time and full-time programs. We recommend the following alternatives be considered.
 - 1) Scheduling adopted to the life style of women beginning training, e.g., night classes, week-ends, concentrated short term modules
 - 2) Location - consideration of out-reach programs to assist women in their studies, e.g., Local Libraries, Community Centers, Public Schools and/or Television
 - 3) We recommend that "bridging courses" that allow women to access National Training Act Programs, be offered and supported on an innovative part-time basis.
4. That CEIC fund part-time training programs designed to meet the special needs of part-time learners and that allowances be made available to cover child care, tuition, books, transportation and clothing.

CONTRACT COMPLIANCE

5. That the Canada Employment and Immigration Commission (CEIC) enter into contractual agreement to deliver General Industrial Training (G.I.T.) and/or skills growth funding only to those employers committed to implementing affirmative action programmes

SKILLS GROWTH FUND

6. Whereas women's voluntary groups are in a key position to identify the training needs of women and to develop project proposals to respond to these needs and whereas women's voluntary groups do not have the financial resources to carry out this activity, CCLOW strongly recommend that in order to allow for the development of a solid proposal, Skills Growth Funds be made available for:

- Consulting among women's groups interested in the training of women
- A project feasibility study and submission
- The final development of a skills growth proposal.

A.B.E. and E.S.L. or F.S.L.

7. That CEIC recognize the principle that once a participant has been accepted into a training process and has developed a career goal, she will be connected to the next level course, as far as possible without interruption.
8. That CEIC accept the responsibility for training adult participants up to the Grade 12 level. Such programs to include literacy, numeracy, communication and life management skills and career exploration.
9. Women should have access to science and computer literacy through CEIC as part of the bridging programs towards technical courses.
10. For those adults for whom English or French is a second Language, whether Canadian Citizen or immigrants, that access be made available to Federally funded ESL or FSL programs. Participants in such program should be eligible for training allowance, regardless of family status.

RECOMMENDATIONS:

1. Whereas education for women is a multi-department, federal/provincial responsibility and
2. Whereas most women are not encouraged to maintain academic competency in mathematics and science and
3. Whereas most women have not had job related experience in the technology field and
4. Whereas funding for education for women must be adequately provided.

We recommend that:

- CEIC provide adequate funding for all appropriate academic upgrading programs, designed to enable women to successfully enter the technology fields.
- CEIC monitor the total impact of the abbreviated, sponsored technology programs on women.
- CEIC monitor the recognition of these shortened programs in comparison to the longer diploma programs, by the business and industrial community.
- CEIC, in conjunction with appropriate federal and provincial departments work towards providing adequate funding for women to pursue training in the diploma and certificate technology and technician programs that exist, if so desired.

APPENDIX B. a.

FIRST THINGS FIRST: EQUITY FOR WOMEN THROUGH PAID SKILLS DEVELOPMENT LEAVE

Jane Adams
Canadian Congress for Learning Opportunities for Women

This report has a threefold thrust. First, to examine the barriers that prevent women's access to skills development. Second, to investigate and propose various methods and policies by which a system of paid skill development leave will function equitably in our society. Finally, to recommend a framework within which a just and creative national educational policy can be built, one that will foster true economic equality for women in Canadian society.

Eleven barriers to skill development for women are identified: expenses of training, lack of living allowance during training, age limits, discrimination by educational institutions, lack of provisions for part-time workers, family responsibilities, interruption due to child bearing or child care, lack of flexibility in program delivery, lack of opportunity for career advancement, lack of program information and lack of educational and career counselling.

The report then examines the positive measures that must be taken to overcome these barriers and makes 20 recommendations. Chief among these are:

- that a target of 50 per cent female participation be established for the full range of courses in technological training, training for growth industry jobs and industrial training;
- that affirmative action programs be established as the mechanism by which

equality of access for working women and homemakers is ensured;

- that priority be given to women with the greatest educational need;
- that costs be paid 100 per cent from a fund established by industry and government, and that prepayment by employee not be required;
- that a National Education and Training Agency be established with a 50 per cent representation by women in all levels of the directorate;
- that skill development leave provisions include part-time employees;
- that opportunity for successful completion of a training program be guaranteed if interrupted by the illness of a child or by pregnancy.

The report stresses that unless strong support mechanisms are an integral part of the whole program it may aid least those for whom it is intended, since the well-educated are comfortable with further education while - the less-educated are easily intimidated. Unless this situation is given active attention, the result will be increasing inequality.

APPENDIX B. b

SUMMARY OF THE NATIONAL TRAINING PROGRAM

A Background Paper prepared for the C.C.L.O.W. by Heather Henderson

The new National Training Program seems rather narrowly focused on the industrial trades and skills, concentrated on the expectation of national resource development projects without showing any recognition of the "boom and bust" nature of such resource exploitation.

The federal government does not acknowledge the possibility of aggregate job loss over the next decade due to technological change, nor does it appear willing to study or prepare for radical changes in the workplace or the nature of work that such technological change may bring. The approach of the new program seems to be very employer-oriented: it is designed to provide trained workers to meet the employment needs of industry - instead of addressing the employment/unemployment problems of the 1980s it addresses the problems of industrial employers and attempts to meet their skill requirements.

The program is directed largely at skill shortages in those industrial occupations where

women have traditionally had least access. At the same time, women are expected to comprise the greatest number of new entrants to the labour force in the 1980s. Under these circumstances,

The National Training Program will have little effect on the employment status of women and other disadvantaged minorities without a strong affirmative action plan which includes a legislated commitment to defined goals and a provision for enforcement of contract compliance with affirmative action goals.

APPENDIX B. c.

BACKGROUND TO QUESTIONNAIRES

The National Training Act provides some good training opportunities for women but if women do not take them up it seems the opportunities will disappear. Without an aggressive affirmative action plan built into the Act, the extent to which women avail themselves of these opportunities often depends upon the attitude of the concerned departments.

One of the objectives of these interviews is to assess the will of each department. The questions are generally the same for each interviewee. Although the data should be the same, we hope the discussion arising from the questions might give us insight into the problem of policy vs. practice in the administration of the Act.

Question 1. - The breakdown by sex and training types is apparently more readily available than the age breakdown. What we want to know is what ages are the women going into various training programs.

Questions 2., 3., (1) - There is some indication that if women do not fill the training places reserved for them, then those places will return to the general pool of training places. Furthermore, there is a possibility that this lack of full enrollment might be 'taken to indicate lack of need on the part of women; this "proven" lack of need would then justify the reduction or elimination of reserved training places.

Questions 4., (2) - Please be familiar with First Things First, and be prepared to explain it briefly to the interviewee.

A short glossary of initials:

J.R.T. - Job Readiness Training - the goal upon graduation is getting a job - training includes coping and life skills.

B.T.S.D. - Basic Training & Skills Development - academic upgrading

A.B.E. - Adult Basic Education (an education term)

E.S.L. - English as a Second Language (also a non-C.E.I.C. term)

C.T.S.T. - Critical Trades Skills Training - It is important that there are women in C.T.S.T. programs because "critical trades" are those for which there is or shortly will be a great demand. This training is deemed high priority by government. (Priority allocations of training, however, are subject to those initial graduates getting jobs.)

G.I.T. - General Industrial Training is designed to be training provided by the employer, and is generally of shorter duration than C.T.S.T. It cannot be used for a low level (e.g., dishwasher) job, unless the trainee is a special needs client. (!)

Skills Growth Fund (S.G.F.) The National Training Act permits C.E.I.C. to enter into an agreement with a non-profit organization - set up to supply training for occupations of national importance or any occupation suitable for adults with special training needs - to provide that organization with financial assistance in establishing the required facilities and developing the necessary courses. The "financial assistance" for any of these training projects is to come from the Skills Growth Fund.

However, some groups of people may not be able to apply to the Skills Growth Fund because of their lack of resources to develop a fully articulated and documented application. Therefore, C.E.I.C. has made available funds - up to \$50,000 per proposal - to aid groups in preparing project proposals for the Skills Growth Fund. These funds are known as Project Proposal Development Assistance.

The Minister of Education in each province has final approval of all S.G.F. projects in his/her province.

Follow-up letters should be sent after each interview, and should include the following:

1. a thank-you for the meeting
2. a hope that this meeting will be the beginning of a two-way relationship between C.C.L.O.W. and the interviewee
3. a list or summary of the main points made by the interviewed person
4. a reminder that C.C.L.O.W.'s report on the National Training Act's impact on women (with recommendations) will be available after October 15, 1983, and you will keep her/him in touch with developments in this regard.

QUESTIONS FOR REGIONAL DIRECTOR GENERAL OF CEIC

1. How many people have been referred to training under the National Training Act in your region? What is the breakdown by sex, age (under/over 25), and training types?
2. How many training spaces exist, and what number have been set aside for women? In what length and type of programs are they?
3. How many of these set-aside seats have been filled? What happens to the unfilled training spaces? How many women are finishing the courses?
4. What is your position on Paid Skills Development Leave?
5. Does C.E.I.C. provide funding and income support for part-time education?
6. Does C.E.I.C. provide tuition, books, transport, child care and cloth for full and part-time learners?
7. Is C.E.I.C. funding bridging programs? e.g., B.T.S.D., E.S.L., pre-trades. Do you provide funds for further training to graduates of these programs?
8. Is there an affirmative action requirement in your training programs? Do you have target numbers of women for each program or type of course?
9. What action has been taken to educate employers regarding the benefits of hiring or sponsoring women trainees or apprentices?
10. Are there any projects specifically for women under the Skills Growth Fund?
11. What steps have been taken to notify women and women's groups about the \$50,000. available to groups to develop proposals for taking advantage of the Skills Growth Fund?

QUESTIONS FOR MINISTER OF EDUCATION

1. How many training spaces exist, and what number have been set aside for women? Are these set-aside spaces being filled? What happens to the unfilled spaces?
2. What is your position on Paid Skills Development Leave?
3. Is funding and income support available for part-time education?
4. Are tuition, books, transport, child care, and clothes available for both full and part-time learners?
5. Are you funding "bridging" programs? e.g., B.T.S.D., pre-trades, E.S.L.
6. Is there an affirmative action requirement in your training programs? Do you have target numbers of women for each program or type of course?
7. What action has been taken to educate employers regarding the benefits of hiring women trainees or apprentices?
8. Are there any projects specifically for women under the Skills Growth Fund?
9. What steps have been taken to notify women and women's groups about the Skills Growth Fund; or about the \$50,000. available to groups to develop proposals for taking advantage of the Skills Growth Fund?
10. Under what circumstances would you approve or not approve Skills Growth Fund money?



Employment and
Immigration Canada

Emploi et
Immigration Canada

October 5, 1983

Mrs. Susan McCrae-Vander Voet
Executive Director
The Canadian Congress for Learning
Opportunities for Women
692 Coxwell
Toronto, Ontario
M4C 3B6

Dear Mrs. McCrae-Vander Voet:

Subject: National Training Program

This is in reply to the questions which CCLOW raised with each Regional Office of the Canada Employment and Immigration Commission (CEIC) concerning the National Training Program.

Each region will provide you with appropriate data. However, many of your questions refer to national policy and this letter will provide answers to these questions.

Components of the National Training Program

I should first like to point out that there are three main components of the National Training Program, two of which involve the training of individuals (Institutional Training and Industrial Training), and one of which involves capital funding of buildings and equipment (Skills Growth Fund).

Under Institutional Training, CEIC purchases courses from provincial and private institutions, and refers individuals to these courses. Full-time trainees receive Unemployment Insurance if they are eligible, otherwise they may receive training allowances. Other allowances are also available for some costs, as explained later in this letter. Under Industrial Training, CEIC enters into contracts with employers to provide them with financial assistance towards the cost of training their employees. This assistance includes a portion of training expenses and a portion of trainee wages.

CANADA

It is important to clarify this because in your questionnaire, you request the number of people "referred to training" in each region. This could be interpreted as addressing only Institutional Training, but I have asked the regions to provide you with data on both programs.

Implementation of the National Training Act

It is also important to note that the National Training Act was implemented in the Fall of 1982. This is a short time span to evaluate the impact of training programs, many of which last from one to four years.

Federal-Provincial Labour Market Needs Committees

Finally, I should like to bring to your attention the existence in each region of a Federal-Provincial Labour Market Needs Committee according to Section 12 (1) of the National Training Act. These committees assess the requirements of the labour market for skilled workers and the means necessary to meet such requirements. Their detailed functions are the following:

- A. Identify training requirements in relation to existing and projected occupational imbalances considering the need for adaptation of the labour force to new technologies and the needs of special groups of adults;
- B. recommend training priorities and strategies of action and criteria for the selection of trainees;
- C. approve an annual training plan outlining the number, size, type and location of courses required to meet the identified training needs;
- D. assess the results of courses including the use of follow-up information provided by the Commission and by the province where available, and determine courses of action to focus the training on occupations required by the labour market;
- E. report to departments concerned on any issue affecting the assessment of training needs and the effective delivery of training appropriate to those needs;
- F. recommend industrial training initiatives in support of industrial training strategies and priorities with regard to industrial sectors, geographic areas requiring special attention, target groups in the population, and other specific goals as agreed upon by the Committee;
- G. recommend occupations for designation as occupations of national importance;
- H. review the technical aspects of the applications for assistance under the Skills Growth Fund to ensure compliance with established criteria, and to make recommendations accordingly to National Headquarters, CEIC.

As can be seen, provincial authorities play an important part in decisions on the implementation of the National Training Program.

In answer to your specific questions, I can provide the following information.

Position on Paid Skills Development Leave

The report to the Minister of Employment and Immigration by the Skill Development Leave Task Force, entitled Learning a Living in Canada was tabled about two weeks ago. The Minister has appointed a seven-person Committee to study the report and recommend a position on the various aspects of the report. Consultations of the Committee will include a workshop on the report on October 25-27.

Funding and Income Support for Part-Time Education

Under Institutional Training, part-time courses are purchased. But income support is not provided to part-time trainees.

Under Industrial Training, part-time courses are also eligible for funding.

Tuition, Books, Transport, Child Care and Clothes

Trainees referred to Institutional Training courses do not pay tuition. Under the Federal-Provincial Training Agreements (copy enclosed), the cost of books, tools, and training aids may be included in course costs paid by CEIC.

Full-time trainees can also receive allowances for dependant care and for commuting expenses for a distance exceeding 24 kms.

Under the Industrial Training, the employer is reimbursed for books, expendable tools and other instructional aids. Trainees receive wages for which the employer is partly reimbursed by CEIC. In addition, trainees may be reimbursed for part of their travelling and living expenses.

Bridging Programs and Further Training

Under Institutional Training, CEIC purchases BTSD, occupational orientation courses, Job Readiness Training, and language training. The latter is restricted to immigrants, interprovincial migrants and Natives unable to find employment because of lack of fluency in one of the official languages.

Graduates of these courses may be referred to further skills courses. There are some initiatives to link more closely BTSD courses and skills courses. Computer literacy, mathematics and science modules are being developed to meet specific needs of women.

Many trainees follow a progression through various programs. For example, a person could enroll in a classroom course on Introduction to Non-Traditional Occupations, go into a skills course; and upon completion, be hired through an industrial training contract with an employer under WINTO (Women in Non-Traditional Occupations).

Affirmative Action Requirement- Target Numbers of Women

There is a national action plan to promote the participation of women in the National Training Program. This action plan includes the setting of national and regional targets for the number of women enrolled in the various components of the Program. It also includes targets for the proportion of women involved in non-traditional occupations. In Institutional Training, this means that women receive priority for 30% of the seats purchased for training in these occupations.

The special modules referred to above are being developed as a result of this action plan.

Special measures are also in effect to increase participation of women in industrial training for non-traditional occupations. Incentive funding is offered to employers by which 75% of the trainee wages are reimbursed as compared to the regular 50% reimbursement.

Education of Employers are Women Trainees or Apprentices

The federal government is not involved in the selection of apprentices. This is the responsibility of provincial governments and of employers. But CEIC has been extensively involved in the promotion of women as candidates for, industrial training, apprenticeship and employment.

Here are a few examples of this involvement.

In 1981-82, there was an extensive publicity campaign directed at employers and at potential women trainees, promoting women in non-traditional jobs.

Another campaign directed at employers is currently running in several media featuring among other subjects, women in non-traditional jobs.

Information material on CEIC programs is available and distributed to employers, specifically on training and employment of women.

Each regional office of CEIC has a Women's Employment Coordinator (Quebec and Ontario each have two coordinators). These coordinators have direct liaison with employers and use various approaches such as seminars and visits to potential employers.

In several programs, special incentives are built in to encourage employers to hire and train women. I referred earlier to WINTO. I can also mention Career Access, one of the

new Job Creation programs, which provides substantial wage subsidies to employers hiring women.

In several programs where CEIC financial assistance is involved, a Human Resources Plan is a requirement of eligibility.

Skills Growth Fund Projects for Women

At this time, three approved projects are intended specifically for women.

The Halifax YWCA will offer Business Programming courses to low- income women.

In Toronto, the West End Women Entering Machining Inc, will train women in metal cutting and machining trades, focusing on sole support mothers.

The Labrador Institute for Northern Studies will train Native women as Resource Technicians.

We are aware that other projects are in preparation and could be presented to regional offices at any time.

Notification of Proposal Development Fund

This was announced at the end of June in a press conference which received extensive media coverage. This was followed by an advertising campaign in national media in July.

In addition, the information is conveyed in meetings with women's groups. For example, there was a meeting of YWCA with staff from the Training Branch during the summer. In August. I met with the national executive of Action-Education des Femmes. Women's Employment Coordinators in the regions are also a source of information.

I trust that this information will be useful to the Congress in focusing its actions for increased access of women to learning opportunities. Should you wish further discussion of the National Training Program, please do not hesitate to contact my National Headquarters Office.

Yours sincerely,

A handwritten signature in cursive script, reading "Louise Bourgault".

Louise Bourgault
Director General
Training

DEPARTMENT OF EDUCATION
NEWFOUNDLAND & LABRADOR

Newsletter

VOLUME 3, No. 4

Policy on Equality of Opportunity

The Department of Education recently adopted a policy on Equality of Opportunity for Females and Males in Education. The policy was developed with advice from the Ministerial Advisory Committee on Women's Issues in Education and was approved after consultation with education agencies through the General Advisory Committee. The following is the text of the Equality of Opportunity policy.

It is the policy of the Department of Education that all female and male students, at all levels of the public educational system, shall have equal opportunity to take advantage of the full offerings of the school, both curricular and extra-curricular, shall receive full and unbiased encouragement to do so; and shall not be subjected to discrimination on the basis of sex. It is further the policy of the Department, that female and male students shall have equal opportunity and treatment within the profession.

Students' Treatment

Female and male students will be treated equally within the school and will not be subjected to discriminatory, biased, or stereotyped treatment on the basis of sex.

Courses

Females and males within the school system and within post-secondary institutions will have equal access to all courses and programmes offered by the school. Both sexes will be actively encouraged to take advantage of the full course offerings, regardless of traditionally stereotyped roles and expectations. Both sexes will receive adequate and unbiased guidance to encourage them to participate in courses which have been dominated by one sex in the past.

Extra-Curricular Offerings

Female and male students within the educational system will have equal access to the extra-curricular offerings of the school. Both sexes will be actively encouraged to participate in the cultural, educational, and sports activities available and guidance should be provided to ensure that all students are aware of their right to participate in all activities of the school. A broad and diversified programme of extra-curricular activities should be provided to ensure that students of both sexes have opportunities in areas of interest to them.

Guidance Services

Female and male students within the educational system and within post-secondary institutions will have equal access to sensitive, informed and unbiased guidance services which will provide awareness, information, and active encouragement to all students in the area of opportunities for further education, training, career choices and possible employment.

Instructional Issues

All students, at all levels throughout the Province, should have access to

teachers of both sexes, where this is feasible and practical.

Curriculum Materials

All curriculum, instructional and enrichment materials utilized within provincial schools shall present a perspective and unbiased image of both sexes. Materials for children and young adults should emphasize the contribution and value of each individual within society, regardless of sex. Materials used should promote the ideals of democracy, the self-worth of each person, and the goals of equality for all groups within a society. Materials dealing with 'history', 'culture', 'science' and society should present an unbiased position that recognizes the major contributions of women within these areas.

Hiring Practices

All institutions, school boards and government departments concerned with education should provide equal opportunity and access for both sexes in their recruiting, hiring and promotion practices. Active encouragement and promotional efforts should be provided to ensure that equitable distribution of the sexes in all levels of responsibility and decision-making in education.

Professional Issues

All educators should have equal opportunity and access to professional advancement, responsibility, and equal status within their profession. (Because of the low number of women in senior decision-making positions, added incentives to upgrade training, seek promotions and participate in the decision-making process should be provided, and obstacles to advancement should be removed to enable qualified and motivated women to take advantage of equal opportunities).

Representational Issues

All School Boards, Seniors, Boards of Governors or Directors, whether elected or appointed, should actively seek equal representation of women on their memberships.



APPENDIX E



Minister
Employment and Immigration

Ministre
Emploi et Immigration

For Release

Pour publication

Date June 27, 1983
Subject 83-26

Date
Sujet

Employment and Immigration Minister Lloyd Axworthy today announced special measures under the National Training Program to help women train for the jobs of the future.

Canada Employment Centers will now have to meet performance targets to ensure an increase in the number of women who enroll in institutional and industrial training.

"I am asking my officials to actively promote such training and re-training for women," Mr. Axworthy said. -I want women to know the requirements for and the value of training in the expanding non-traditional occupational sectors."

Canada

As well, the percentage of seats reserved for women by the federal government in provincial training centres will rise from 20 to 30 per cent. This means women will get priority placement in non-traditional courses which often have long waiting lists. As a result, more women will be trained for high-skill, high-paying occupations.

Starting September 1, women who cannot get UI benefits while on training will get higher allowances for living, training and child care expenses.

"These increases should mean that more women will be able to afford to take training," Mr. Axworthy said. "Previously many women, particularly those facing child care costs, were penalized during lengthy training courses."

Dependant care allowances will rise and greatly benefit women who are the sole supporters of their families and need financial help for child care. The weekly rate has jumped from \$20 to \$50 for one child, from \$35 to \$80 for two children and from \$65 to \$130 for five children.

Regular training allowances for those with dependents will also be increased. For example, on top of the dependant care allowance, a woman with one dependant will receive a regular allowance of \$100 a week during training while one with five dependents will receive \$160 a week.

Under the new rates, those who have to maintain two households while away on training courses will qualify for an extra \$45 a week (\$55 in the Yukon and Northwest Territories).

The Skills Growth Fund now has a new feature that enables non-profit organizations to apply for up to \$50,000 to develop project proposals. This funding will enable Women's groups to develop proposals to establish training program to meet the specific needs of women.

"Some women's organizations have great ideas for projects but they don't have the resources to put together a detailed proposal", Mr. Axworthy said. "We want to ensure that they can apply for funding and put their ideas to work."

Mr. Axworthy pointed out that these measures are part of a training strategy currently being developed.

The National Training Program will get \$90 million in extra funding for 1983-84 and 1984-85, bringing its budget up to \$1.2 billion for this fiscal year. The \$90 million will be channeled into higher training allowances and the Skills Growth Fund.

The extra funding for the program reflects the federal government's commitment to meet the challenges of technological change and changing skill needs by developing Canada's labour force.

For further information:

Pat Preston	(Minister's Office)	(613) 994-2482
Sasha von Hausen	(Public Affairs)	(819) 994-6810

BACKGROUND

These are the weekly rates for dependant care allowances:

	<u>Former Rates</u>	<u>New Rates</u>
for one child	\$ 20	\$ 50
for two children	\$ 35	\$ 80
for three children	\$ 50	\$100
for four children	\$ 65	\$120
for five or more children	\$ 65	\$130
		(with increments of \$10 for each additional child)

These are the weekly allowance rates for living away from home:

	<u>Former Rates</u>	<u>New Rates</u>
in provinces	\$ 40	\$ 45
in territories	\$ 50	- \$ 55

These are the weekly training allowance rates for trainees:

	<u>Former Rates</u>	<u>New Rates</u>
on their own with one dependant	\$ 90	\$100
on their own with two dependants	\$105	\$115
on their own with three dependants	\$120	\$130
on their own with four dependants	\$135	\$145
on their own with five or more dependants	\$135	\$160
		(with increments of \$15 for each additional dependant)

The training allowance rate for trainees living with a parent or spouse whose weekly taxable income is \$70 or more remains unchanged at \$25 a week. For trainees who live on their own without dependants, the rate is still \$70 a week.

APPENDIX F

Women's Employment Strategy Plan of Action 1983-84

Part A - National Headquarters

No.	Activity	Responsibility
1.	Targets will be set for the number of female trainee starts in non-traditional occupations under the National Institutional Training Program.	Director General Training Branch
2.	Targets will be set for the number of women to be trained in non-traditional occupations under the WINTO Element of the Industrial Training Program.	Director General Training Branch
3.	Cards will be produced for use within the CECs to advise women of the special programs, training courses, and services available to them.	Director General Employment Services Branch
4.	Outreach projects designed specifically for women will continue to be given priority for funding.	Director Special Client Need
5.	The employment needs of women will be reflected in all parts of the planning and development of the program to revitalize the Employment Service, particularly in the prototypical CECs through: - the provision of adequate training for counselling staff on the employment needs of women and - the establishment of some dedicated counselling units for women.	Director General Employment Services Branch
6.	OCAD will produce a videotape and discussion guide for use in further training of CEC staff in the cultural differences in CEC clientele. Attention will be paid to the particular employment needs of female members of these ethnic minorities.	Director Occupational and Career Analysis and Development

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 7. OCAD will solicit papers on the vocational counselling of women for presentation at the annual consultation on vocational counselling. | Director
Occupational and
Career Analysis
and Development |
| 8. The Native Employment Division, in consultation with the Women's Employment Division, will develop guidelines for use by field staff and native women's organizations on the respective roles of the Regional Women's Employment Coordinators and the Regional Native Women's Employment Coordinators in responding to the employment needs of native women. | Director General
Youth & Native
Employment
Branch |
| 9. The participation of young women in skill training and non-traditional areas of employment will be encouraged by including in national brochures, articles, pamphlets or counselling material provided for and offered through CECs on Campus, CECs for Students, and Specialized Youth Units, special mention of young women/students and text to alert and encourage young women/students to enter non-traditional areas of employment. | Director General
Youth & Native
Employment |

APPENDIX G

January 3, 1984

The Right Honorable John Roberts
Minister of Employment and Immigration
Employment and Immigration Canada
Ottawa, Canada
K1A 0J9

Young Women's
Christian Association
of Metropolitan
Toronto

Dear Mr. Roberts:

I am writing in response to your letter dated October 7, 1983, regarding the Commission's Women's Employment Strategy and Plan of Action. A meeting of the representatives of the organizations who had originally met and submitted suggestions for the special policy paper on women in training, was held in Toronto in November, in order that we might respond together to the planned measures.

Following are our comments and questions related to the six point plan:

1. "Women are given priority on 30% of the seats on all skill and technical courses identified as non-traditional for women."

The 30% seat priority for women on all identified non-traditional skills and technical courses is a good first step. We see intensified and improved C.E.I.C. counsellor training as essential if this goal is to be reached. We also point out that the previous 20% quota did not significantly improve women's enrollment in these courses. As recently as a few weeks ago, C.E.I.C. counsellors in Ontario with whom we have contact, had not heard of the 30% priority.

We believe that counsellor performance review linked to C.E.I.C. goals is crucial, and that line staff must understand that there are consequences following from non-achievement of goals. To date, women who need training, and do not receive it, have borne the brunt of non-achievement of the 20% quota goal.

We also suggest that a system of "reserved spaces" for women, which will not be turned over to men, as is the case now, will spur the search for appropriate trainees.

Mr. John Roberts

January 3, 1984

2. "The number of occupational orientation courses for women will increased."

The percentages of women in technological skills training course is very low, yet 90% of the people in Occupational Orientation are women.

Does the "increased" number of these courses refer to new "bridging programs" such as the YWCA of Metropolitan Toronto's Working Skills for Women, or is it an increase in the courses presently offered? Are any other new programs being developed and where?

We have been unable to find out how many women move from the Orientation programs to technological training. Our experience has been that increasing Orientation Courses will not necessarily guarantee increasing women trainees in skills training.

Experience has also demonstrated that despite the effectiveness of many Orientation programs, the delay in accessing skills training is often excessive. The delay has the effect of preventing access. Due to financial need, many women, while waiting, often take part-time jobs. They then discover, when training is

available to them, that they must live on Unemployment Insurance benefits based on their part-time earnings. For most this is impossible.

3. "Appropriate modules relating to mathematics, sciences and computer literacy will be developed for use in occupational orientation courses and skills courses designed to meet the needs of women."

We have recommended the development of appropriate modules related to mathematics, sciences and computer literacy. We are again recommending that specialized E.S.L. modules be developed for the bridging and skills training programs. All programs must be designed to take into account the needs of a multicultural population of women, and a high functional illiteracy rate.

In the development of these modules, are you looking at any models now in place? We are aware that there are women presently working in this area of development. Will they be consulted? Many of the women we see as clients who are seeking training and employment, are functioning below level 10. Will the modules to be developed respond to the needs of these women, giving access to those with less than Grade 10?

It has been very difficult to obtain developmental money for this purpose. This Fall, the YWCA in Toronto did receive such funds, after a long and difficult negotiation. We welcome this as an essential first, and request that these funds be more readily available for planning new women's programs.

We strongly urge you to involve representatives of well qualified women's organizations and women educators in this developmental work. We also suggest that you thoroughly investigate the models currently in place, such as Focus on Change, S.T.E.P., and the new Working Skills for Women, in Toronto.

Have you set any deadlines for the development and implementation of these new modules? We believe the need is immediate and, therefore, urgent.

Mr. John Roberts

January 3, 1984

4. "Counselling services in C.E.C.s will provide women with the necessary information to enable them to make decisions about when or not they wish to be trained in non-traditional occupations."

We are interested in learning how the C.E.C. counselling services for women will be changed. Our experience with these services has been largely unsatisfactory. There are a few very special counsellors with excellent skills, sensitive to the needs of their women clients. We know that these counselling often lack the internal institutional support and backing they require in their work with women.

The issue of counselling services has been a serious problem for a decade. Many women's organizations have made recommendations about this over the years. We now wish to learn what new or different steps will be taken to bring about this badly needed attitudinal and behavioural change, and to solve this long term problem.

If placement of women in non-traditional courses becomes a criterion for performance evaluation of C.E.C. counsellors, this might speed up the change process. We also believe very strongly that outside voluntary and educational organizations, in daily touch with the lives of the women your staff are trying to reach, understand the barriers and know what some of the solutions are. These organizations can offer a great deal of training expertise to the C.E.C. counsellors.

5. "Provincial institutions are encouraged to seek assistance under the Skills Growth Fund to put in place specially designed facilities for the training of women in occupations of national importance which are non-traditional for women."

Your predecessor, Mr. Axworthy, stated that Skills Growth funding would be given to the voluntary organizations as well as the provincial institutions. However, operating funds for programs in voluntary organizations still must go through community colleges. Skills Growth provides capital, but there is no provision for operating.

6. "Women's organizations will be encouraged to set up private non-profit organizations to develop a capacity to train woman occupations of national importance and / or that meet the special employment needs of women."

If women's organizations are to expand their training capacity they require provision of both capital and operating funds. Skills Growth funding provide capital costs, leaving organizations to find operating funds elsewhere. In our experience, there are no other places to go to obtain operating funds for bridging and skills training programs.

Bridging programs should be provided by community agencies as well as community colleges. The present method of funding all such programs through the colleges, such as the YWCA's Working Skills for Women, in Toronto, appears to be wasteful of money and energy. The connections to the colleges are essential but this should not necessarily entail routing fund to community agencies in every instance.

We would welcome the opportunity of meeting with you to discuss our question and comments, and our recommendations for a province-wide women's Training Institute. We believe that such an organization would vastly improve access to funds, and ensure program development and delivery which will in touch with the reality of women's needs.

Thank you for your continued interest in these issues of common concern.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "R. Mifflin", is positioned above the typed name.

Rita J. Mifflin
Director, Community
Programs and Services

On behalf of:

Canadian Congress on Learning Opportunities for Women - Toronto
Ontario Association of Women in Education
Ontario Committee on the Status of Women
West End Machining-Toronto
Women Working with Immigrant Women
Young Women's Christian Association - National
Young Women's Christian Association - Toronto
S.T.E.P. - Dixon Hall, Toronto