

WOMEN IN TRADES AND TECHNOLOGY COURSES

A Discussion Paper

Prepared For

KOOTENAY WOMEN IN TRADES AND TECHNOLOGY ASSOCIATION

by

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Traditionally, women have not been encouraged to develop career goals in the same way that men have. Their expectations of themselves and the world of work were fairly low, based on the assumption that Prince Charming would come along and take care of all their worldly needs. Now we know that more than 41% of all women who work are heads of their own households, and most of the other 59% are married and work to bring their family's income up above the poverty line. We also know that most women spend 7 years or less at home caring for children and work 30 - 50 years in the paid labour force [see appendix A]. With this information in mind, it becomes imperative that women begin to look at their involvement in the work world in terms of a career, that will see them through their lives with real economic stability, rather than just getting a "job" that will "see them through until...."

The issue of expanding women's options for well-paying, satisfying employment continues to be current even as we enter the fall of 1986, and we continue to have to respond to many of the issues that were identified during the U.N. Decade on Women.

Most provinces in the country, as well as the Canada Employment and Immigration Commission have been promoting women's access to job areas that have been traditionally held by men. These include the apprenticeable trades, as well as other "blue collar work" such as truck driving, building maintenance, etc., and areas in the technologies where women have also been previously under-represented i.e. electronics, computers, construction and forest technologies, aerospace, and others. The reasons for these efforts are numerous. Women still earn less than two thirds of what men do, sometimes for the same or similar work, but most often because women and men tend to be employed in gender typed jobs where the wage differentials are enormous. Also, though the numbers of women entering the labour force are growing (see Appendix A),

much of the job sector in which women are traditionally employed is being eroded by office automation and the introduction of new technology. Parts of the country are even now experiencing the shortage of workers in critical skill areas that will increase drastically as our rapidly aging skilled workforce shrinks through attrition. And finally, with new Employment Equity legislation coming into force, many positions will be emerging for qualified women in trades and technologies.

Across the country, programs have been developed over the past few years to assist women to begin to consider these fields, especially women who have been out of the workforce for several years or those stagnating in low paying, dead-end jobs. These programs vary from province to province, and sometimes within a province a number of models are being explored. Some take a direct approach, stating that their goal is to encourage women into trades, or technology work; others identify themselves as more broad based, with goals like "exploring broader career options for women"

In this paper, we will look at the efforts to date of community colleges to come to terms with providing occupational orientation courses for women to assist us in responding to these timely and significant issues; we will explore CEIC's integral involvement as well as identifying the other components and players in successful courses; and we will also note the current status of these courses in B.C., comment on the issues identified by course developers and instructors from around the province, and make recommendations for the future of Women in Trades and/or Technology (WITT) courses.

Ultimately, we have much to learn from people in other provinces, who have perhaps been working on this issue longer than we have here. It was not possible within the scope of this project to expand the research to include those kinds of information and comparisons. Perhaps a future

project could be set up to do just that.

"Occupational Orientation" Courses

The occupational orientation courses that are available seem to deal with this need for a career planning focus in a number of different ways. Some areas, such as Ontario, our own East Kootenay Community College and others, see the need for a dual level of courses.

The first level, (INTO [Introduction to Non-Traditional Occupations] and COPE [Career Opportunities and Preparation for Employment]) provides personal self assessment, life planning skills, communications, employment orientation, and career planning skill development. There may be an initial introduction to the possibility of training in trades or technology, but the focus is on self exploration and career planning, which may include continuing training in any of the WITT type courses, going directly into training of either a traditional or a non-traditional nature, or going directly into employment of one form or another. These are often considered to be 'feeder courses' for WITT type programs, ensuring that those entering the WITT courses are ready to encounter the depth of practical and technical work they will find there. Often, coming out of one of these first level courses, a woman has decided that she is ready and interested in pursuing a career in the trades, or technical areas, but she has not had enough exposure to make a clear choice about which specific field she is most suited to. What she does have, is a certain level of self-confidence, a knowledge of what kinds of work and work environments she might be suited for, an ability to make informed choices about her future, as well as some understanding of, and ability to plan for, the kinds of difficulties that can come up while she is training and working in the fields of

choice, i.e. childcare, financial support, transportation, harassment, etc. and has been able to see the need for a long term commitment to training as a part of a "plan for economic independence".

The second level is, of course, the Women in Trades and Technology type courses. These are generally longer by three or four months, and delve more deeply into actual skill development in a wide variety of disciplines. There are several models using the "Common Core" approach to Trades training, others focusing solely on practical projects in the shops of each discipline, just for the hands-on exposure to the environment, without the attendant theory. Most of these courses, depending on their length, have self assessment and career planning modules, as well as some job readiness training and job search skill development. Also included are exposure to role models, real work environments, assertiveness training, an understanding of how sex role stereotyping has affected their opportunities, and some skill development for overcoming that, as well as a physical fitness component and labour standards kinds of information, among other things. Many are now additionally including an entrepreneurial component.

Some of the colleges here in British Columbia as well as some of the provincial and federal government agencies saw the need for the first level 'Employment Orientation for Women' type courses, but did not understand the difference in and/or need for the second level type courses. This has been changing in recent years, with the need to train more skilled and technical workers to be able to keep up with the attrition due to the rapidly retiring workforce and rapidly growing technical field. The need to include the Technology components has become more clear as the lines between trades and technologies blur and

we recognize the need to re-educate much of our workforce to keep up with the technical world. As well, the personal efficacy reached through tool skill development in a variety of areas provides a competency base from which to grow in many different directions.

Stages To Economic Independence

It is obvious that the women who need to consider these courses come from a variety of backgrounds. Some are more ready than others to enter training on a full time basis. Some women are more ready than others to develop tool skills, in the supportive environment created by the group of an all female class. Some may be ready to compete on a one to one, or one to fifteen basis, in a primarily male class. It is important at this time that we ensure that all of these needs are being met in the best possible ways.

The question then emerges as to whether it is more useful to have two levels of courses, or to try to provide the necessary depth and breadth for both in one course. First level courses in life skills training and career planning serve needs other than those of women who might consider trades and/or technology work. In fact, they serve the needs of a major portion of Canadian women who will continue to work in retail, service, and clerical industries, as well as that smaller necessary portion of women who will ultimately choose to train and work in what have been traditionally male oriented fields.

Second level, Women in Trades and Technology type, courses serve the needs of women other than those coming out of first level courses. Many women who are currently underemployed in traditionally female typed, often low paying jobs do not need first level courses to assist them in

becoming oriented to the world of work. Other women who have been at home but have already been considering these issues are capable of making career direction choices and would also benefit from going directly into a second level course. This does not mean that they do not require some self assessment, career planning and job readiness training. What it does mean is that they will probably be more prepared to handle the amount and variety of material they will encounter in this type of course.

The ultimate goal is a staged process to economic independence, with a provision for upgrading where necessary. It is clear that both levels of courses are significant in assisting women to move more firmly into a world of equal opportunity and responsibility; a world where women and men work together to build, maintain and improve the world we live in.

Standardization

What now becomes an issue is the question of whether the most effective way to approach training in this area is through the 11 significantly different courses that have been developed and taught at separate colleges around the province of B.C., or through a somewhat standardized curriculum drawn from one, or components of all of the courses available. This topic generated lively discussion and what appeared to be insoluble conflict when it was first introduced. Ultimately, consensus, and to a large degree unanimity, was reached in a number of areas, especially in the area of content. The concept of a standardized curriculum, with learning resources and printed materials as a part of the package, to be offered at a number of institutions around the province has gained widespread approval.

Standardization would assist the Ministry of Education and CEIC to more quickly approve the courses presented on an adhoc basis by the various colleges and would also smooth the way for a more clearly structured ongoing course to be integrated into base budget college offerings. For this latter situation to take place, there would have to be some guarantees provided to assure that these courses would have a more secure future than has been previously and currently experienced.

Standardization of content and the development of learning packages related to well defined objectives and goals would provide each institution and each community with clear expectations of what the course is to be, while at the same time providing some flexibility in structuring and modifying the programs to meet the needs of the individual geographical areas, and the individual students, without undermining the stated directions of the course.

Evaluation, which has been an issue of concern at every level, would be much more simply accomplished using a broader scoped instrument for a wider range of institutions, all of whom are operating from the same principles and curriculum guideposts. The issue of evaluation will be explored more fully later in this paper.

Typical disadvantages and/or objections to standardization lie not so much in the issues of content as in issues of logistics, standards between communities, criteria for selection and evaluation of participants. Another important concern is that if "learning packages" are developed, there might be some danger of an overemphasis on "self instruction" that could result in undermining or eliminating a critical component of what is needed to make competency based training a success. In specific

terms, instructor contact is necessary to make the material comprehensible and avoid feelings of isolation among the students. The experience of working and learning together with the support of the other students in the class is invaluable.

Goals and Objectives

It appears that there is general agreement as to the goals and objectives of WITF type courses right across the province. The diversities lie in the suggestion of time frames required or allowed to meet these goals, and the resources the college is willing or able to put at the disposal of the students. This raises the questions as to what depth or competency the subjects are explored, as well as the numbers or varieties of subjects possible within those timeframes. These courses are new, and most of the colleges are still feeling their way. Included in this paper will be a series of recommendations to assist the institutions to provide consistently high quality courses in this area. Primary goals include a) assisting women to develop life skills and career planning capabilities that will enable them to determine in what direction their inclinations and abilities lie; b) providing labour market, employment standards, occupational health and safety and technological change information to allow the women to make informed career choices; c) introducing women to a wide variety of occupations that offer greater financial remuneration than those traditionally held by women, and exploring a number of those in great enough depth to make decisions about the students' possible successes in each area and d) providing women with extra training (physical, mental, and emotional), that will enable them to compete successfully for training and jobs in trades, technology, and other traditionally male oriented employment.

The following is a sample of the goals and objectives for these courses. It is fairly comprehensive, though individual courses may differ in some of the items:

- 1) To introduce women students to the range of possible occupations in trades and technology fields.
- 2) To develop strategies for dealing with the dual roles of working and training, and home responsibilities.
- 3) To provide academic upgrading in math, science and communication skills (to help students overcome fears of technical information to be studied in the course)
- 4) To provide in-depth exploration and skill development in a wide range of Trades and Technologies.
- 5) To provide labour market information, career planning, assertiveness training, and job search skills to assist students to make informed career choices.
- 6) To provide hands on use of hand tools and power tools in a training shop setting.
- 7) To provide hands-on work experience in industry assuring realistic consideration of potential work environments and the students' abilities to adapt to those situations.
- 8) To provide basic background in group format necessary for students to enter regular trades and technical programs.

These goals will meet the following objectives:

- 1) The employment potential of participants will be increased especially in trades and technology areas.
- 2) Participants will identify and explore a broad range of employment and training opportunities in trades and technology fields.

3) Women who complete this course will have a realistic understanding of the physical, emotional and academic requirements of training and employment in trades and technology work, and will have developed a series of skills to assist them in becoming competent workers in these areas.

Course Development

The aforementioned goals and objectives are currently being met according to a variety of standards using some very diverse methods. At all but two institutions, an individual is hired on contract to create, coordinate, and sometimes supervise the learning activities. Of the two institutions not included here, both use full-time permanent faculty to do this, one hired specifically to teach the course full time, twice a year. The other teaches in a variety of occupational orientation courses and training access, and that college uses a team teaching approach with 3 instructors sharing the coordination of the WITT course.

The paid lead time for the sessional instructors varies from none-at-all to 3 months, with a number getting two weeks lead time and a week of follow up and evaluation time. It is clear that when the duties include the kind of ongoing developmental work that these courses do, an adequate amount of paid lead and follow-up time is essential. This developmental work includes the following: outlining the specifics of the course, scheduling, and negotiating times and other arrangements with individual trades and technical instructors; setting up panels and resource people from the community that are so necessary to developing a realistic awareness of these worlds of work for women; liaison work with community agencies i.e. WCB, Apprenticeship and Employment Training Branch, Women in Trades Associations, CEIC, etc., and developing

employer contacts to ensure a positive reception for students looking for work experience placements. Without a standardized Provincial curriculum, curriculum development and learning resource preparation are also necessary parts of a successful ongoing program. Since there has been so little formal interaction between the instructors of these courses, each has had to act in a vacuum, developing course outlines, and resource material for each individual course, and developing curriculum ideas and forms that are unusually similar considering the distances and lack of contact. Some evaluations became known, and were circulated only to those who requested it or through some informal networks. These evaluations are of great value and much could be learned from pooling the ideas in a more coordinated fashion.

Course Promotion

Promotion of the course, screening, and selection of potential students are often part of the important duties of the instructor, although it is rarely in a written job description. It is commendable that some of the colleges provide ongoing clerical support to the instructors of these course. Because of the active way in which the community is used as a resource, and the limited time spans for accomplishing the tasks at hand, secretarial support is essential, as is access to college sponsored transportation for employer and community liaison. These activities need to also be seen in the context of raising the college's profile in the community, a kind of minimally priced advertising for the institution as a whole.

One area of contention was the issue of advertising and promotion of the course. Often advertising has been left until the last minute, by both CEIC and the colleges, with no information going out to the public

until the instructor actually starts their job. One instructor was holding information sessions on her own time so that women in the community could ask questions and get briefed on what the course was about. One college has the course listed in the college catalogue. Another instructor went on local talk shows and did radio interviews. It would be useful to list it in the catalogue as an ongoing course with no dates, if necessary, and a note to contact the counselling office for further information. Another possibility would be to have both CEIC and the college start advertising the course as soon as it is approved. This will also be dealt with in the CEIC-specific section of this paper. If the course was integrated into regular college offerings, this would not be a problem.

Regional Diversity

Program styles vary greatly in some communities, based on the resources available. Places like Powell River, Quesnel, and Campbell River have designed their programs to make significant use of the community as a classroom, from high school shops to individual businesses providing the hands-on training, and paying specific employers or trades instructors on an ad hoc basis (as well as the full-time instructor/coordinator). Prince George, which has a much larger industrial base, as well as major trades and technology divisions, uses the regular instructors for hands-on shop training at the college, but uses the community's businesses for the month long work experience in industry, providing free labour in exchange for on-the-job training.

The Ministry of Education has stated that it does not want to see the elimination of regional differences in delivery of programs. They have indicated they would like guidelines to be established for suggested

time frames for course components, and what is likely to be accomplished within them. Such guidelines are useful for funding agencies as well as evaluation purposes.

Pre-Requisites?

Pre-requisites and entrance requirements for these courses were among the most controversial subjects of discussion at the June meeting of WITT type instructors, some college administrators, and government personnel. Availability of these courses and easy access is crucial to inspiring women to explore options necessary to change their economic status. On the other hand, much of the technical material cannot be explored without a certain, minimal, somewhat identifiable, level of academic expertise. Varying educational levels in students sharply colour the type of program that can be offered. Some feel that immediate hands-on experience creates inspiration to go on to further education and that limiting access, through educational pre-requisites, would create dropouts by changing the momentum. Others feel just as strongly that to maintain the integrity of Pre-Trades and WITT type programs, and retain the desired overall effect, basic knowledge in reading, math and science is required in order for the students to be successful, and to go on to further training or employment in those fields explored. The wide diversity of entrance requirements tends to make a final evaluation less meaningful because each individual's progress and subsequent training or employment moves will vary widely.

Again, it may be possible to resolve these difficulties by recognizing that we are dealing with two levels of exposure and training: information on training options, with the development of necessary life skills; and the exploration of the training options

themselves, with attendant job search and job readiness skill development. Academic upgrading could easily be modules inserted between the two for those that required it, those who have gained some initiative from exposure to the first level or recognized the need for it before starting level two. Programs could start out half-time and move to full-time. This is only an example of the options possible for building in the academic component.

Improving the Status of WITT Type Courses

It may be useful to note here that the current examination and review of WITT type courses is part of a process of development that dates back to at least 1977. The Women's Exploratory Apprenticeship Training program (WEAT), sponsored by the Ministry of Labour Apprenticeship Branch, was 5 months long. It had no life skills, job readiness training, no assertiveness training or role models or physical fitness or human rights/labour legislation discussions. It was five months of hands-on training in twelve different trades. We have since come to realize that it takes more than hands on training in specific areas to overcome many years of socialization in this area. It takes the full range of training listed above, as well as providing some professional development assistance to those who are providing the training so that they might be more effective in their jobs, and be able to offer women the choice of real opportunities that are available.

Summary

The province is currently at a crossroads with respect to WITT type courses. We have eight years of experience with programs being introduced independently and not being coordinated in terms of curriculum. We have also learned a great deal through experimentation

about what elements need to be essential for success. The time seems to be opportune to apply what we have learned to creating a consistent curriculum and some regularity in where and when the programs are offered. A number of specific problems need to be addressed within this context.

One of the most severe problems that has been noted in relation to these courses is the lack of follow up for the students, and the lack of ongoing impetus for the courses due to the sessional nature of the instructors' contracts and of the courses themselves. Due to this ad hoc style, courses have not been advertised with any kind of advance notice, there is no continuity between courses for curriculum development, and the instructors are often not entitled to Professional Development time and money. WITT type courses need to be recognized for the important role that they play in both adjusting an existing imbalance in the labour force and providing access for our society to an extremely valuable and underutilized human resource necessary for our economy. Achieving this goal will require providing these courses with the status of ongoing programs within base budgets, with Articulation and Professional Development for staff, advertising within regular channels including college calendars, and integrated into the life of the institution.

What of the Future?

The Ministry of Labour is recognizing the necessity of providing WITT type training and is currently considering a one year long program that would have several component parts, including levels one and two which have been discussed here, a subsidized industry based work experience, and a reasonable day care subsidy which would allow women to participate

who have to provide financial support for their families as well as themselves.

Co-sponsoring the development and implementation of such a course would be of benefit to both the Ministry of Education and CEIC, as well as being an excellent vehicle for the Ministry of Labour to continue the work it started so many years ago. It may be that the Ministry of Education would be involved in much of the curriculum development work, and that CEIC and the Ministry of Labour would work together to ensure that those interested women who fall into categories currently ineligible for sponsorship under CEIC would be assured of a subsidized place in the training course. As well, the resources that that kind of teamwork would bring to bear in the area encouraging employer participation could be invaluable.

Evaluation

Up to the present time, very little formal, objective, data based evaluation of these courses has taken place. CEIC sometimes does 3 and/or 6 month follow ups, but often students have moved or are otherwise lost to the reportable data. Individual instructors often do subjective content and process evaluations which are quite useful to the specific institutions and also to other instructors around the province who wish to use the information to improve their own courses or avoid previously identified pitfalls. But, since there have been no provincial or national or even clear local objectives set, evaluation has been difficult and incomplete.

In actual fact, it would seem that even the completion rates for students in these courses would speak well for the experience of the

students. But it is not only the students experience that needs evaluation. We need to know the long term effectiveness of the programs, as well as where the difficulties may lie. We cannot do this without a joint effort by colleges, CEIC, the Ministry of Education and the Ministry of Labour, to do an ongoing formative evaluation of course, students, and instructors, both from the perspective of the colleges and also from the perspective of upgrading the long term employability of the participants. This quality can only be known by a formal study of the training and working lives of the graduates of these programs. Perhaps CRIAW could be approached to set up a model.

Instructional and Coordinating Personnel

A number of issues have been discussed in relation to instructors/coordinators. These include the need for demonstrated acceptance for them within the divisions where they work (office, phone, filing cabinets, bookcases; salaries comparable with their abilities and colleagues; attendance requested at regular faculty meetings; support staff assistance, etc.); the importance of female role models to assist students to bridge the current gaps and to help to identify and assist in overcoming internal as well as external barriers; and the concern on the part of administrators that the individual courses would be completely dependent on the specific abilities and commitment of the individual instructors, and that the personnel pool from which to draw might turn out to be too small, among others.

With regard to the possible shortage of qualified instructors, it should be noted that this obstacle is not unique to Will courses. Regardless of the quality of the written curriculum, an institution always needs to be selective in hiring personnel that will suit the

requirements of the course and the students. The numbers of qualified instructional personnel available for this kind of course have been growing steadily. Joan Mason, Program Coordinator for the Ministry of Continuing Education and Job Training has provided her office as a gathering place for information on potential instructors and individuals who are willing to be used as a resource to these course around the province.

Although not everyone believed that it should be compulsory for the instructor/coordinator to be female, the consensus was that a demonstrated commitment to feminist principles was essential, as was effective role modeling, whether that was in the instructor/coordinator, or in some of the specific trades and technology areas.

Other criteria that received special mention were: demonstrated instructional capabilities, group dynamics skills, organizational skills, the ability to effectively utilize community resources, curriculum development skills, the ability to work with adults, demonstrated knowledge, experience and/or qualification in their discipline, and awareness of and commitment to the needs and requirements of women seeking training in this area, and the quality of program required to meet these needs.

Funding

Due to the very limited time and resources available to research the history of funding avenues for WITT type courses, it is not possible to provide an error free, definitive summary here of funding resources. The following observations are intended to illustrate some of the past funding arrangements and potential future avenues. CEIC funding sources

have included Direct Purchase of Institutional Training, where they request a certain course and the colleges put it on; Course Centred Special Purchase, under which most occupational orientation programs fall; Core Funding, linked to ongoing full time agreements with the colleges, and more recently under Job Development in the Canadian Job strategy, both for colleges and through private and community sector to the colleges. Funding under "skill shortages" due to Employment Equity legislation pressures has also been suggested.

The Ministry of Education also has a number of funding avenues: Through the FTE (Full Time Equivalent) concept of formula base budget funding; through the RAC (Request for Additional Course); and through STP (Special Training Projects).

The Ministry of Labour has also sponsored courses under the Apprenticeship and Employment Training Branch.

What is needed is a coordinated approach to a funding programs which is integrated into regular college offerings. The ad hoc nature of delivering these programs only adds to the confusion of who should advertise, how they should be evaluated, who the potential student group is, and what the expected outcome should be. This could all be resolved by a jointly coordinated effort on the parts of the federal and provincial governments, with the assistance of appropriate community groups, (Women in Trades Associations, Womenskills, and Society of Women in Science and Technology, etc.) to develop and fund an ongoing course to be offered at a number of specific institutions around the province.

Canada Employment and Immigration Commission's Relationship to WITT Type Courses

Several levels of support are required for a successful Women in Trades and Technology Course. Without all of them acting in concert, difficulties arise in a number of areas. The players include CEIC, the Provincial Government, the individual college, and community organizations such as women's centres and self-help groups.

It is clear that CEIC plays a major role throughout the inception, development, and delivery of the courses as well as an ongoing role with the potential students and those who are actually accepted into the courses. CEIC also has a function in follow-up of students, and evaluation of the programs in terms of continued funding.

Although CEIC's policies on these courses have been fairly positive at the National and Regional levels, translating that to support at the local level with individual counsellors or Canada Employment Centre practices has been identified as a significant barrier to the ongoing success of these programs and the students they serve.

These problems have ranged from inappropriate or a complete lack of referrals, to a refusal to advertise the courses (along with their general ads) because this might somehow create a need rather than help women respond to one. Also included are erratic seat purchases, both from course to course in one community, and between one community and another; and the issues involved in purchasing a full complement of seats in a course and not being pro-active in any way to fill them, and sometimes even actively discouraging potential students. Problems were created by the lack of notice of approval of courses (students called

Friday to start Monday...), and the CECs not maintaining waitlists or flagging files between courses. Some misdirection or misinformation provided to prospective students was indicated in approximately 75% of the courses in the province of B.C.

It is also to be noted that there has been excellent cooperation and encouragement of the courses from the managers of a number of the CECs involved. What is important is to find ways of translating that support into action on the individual client level.

The need for some clearly defined recommendations for the National, Regional, and local levels of CEIC emerged both from the B.C. meeting of instructors of Women in Trades and Technology type courses, and the national conference on Women's Opportunities in Employment and Training which followed in Montreal. Recommendations from both groups will be included here.

Recommendations

CEIC at the Regional and National Levels

- 1) That funding for training which increases women's opportunities for expanded career options, especially in trades and technology areas be continued and increased until the goal of ensuring equal opportunity, responsibility, and economic equity for women in the workforce is reached.
- 2) That CEIC participate with the Ministry of Education and the Ministry of Labour in a jointly sponsored and coordinated Women in Trades and Technology Course to be offered at a number of colleges around the province.

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- 3) That CEIC participate with the above mentioned groups in a formal study of the training and working lives of the graduates of these programs, to evaluate the success of said programs and identify the specific barriers to success within the entire system from entry into training through to successful employment.
 - 4) That criteria for acceptance into training be modified to include all women interested, rather than only those who have been unemployed for some period of time (as in some areas) or never employed (as in other areas). It is extremely important that those women underemployed in low-paying, dead-end, jobs be given every opportunity to train and work in employment areas that will bring them economic sustenance above the poverty line. It appears that these women are often the most successful at overcoming the obstacles they encounter. (This would make an interesting research topic.)
 - 5) That an adequate subsidy incentive for employers of women in non-traditional areas (similar to WINFO) be instituted without limiting criteria for eligibility regarding lengths of employment, etc.
 - 6) That CEIC reinstitute the policy of reserving training spaces for women in regular CEIC sponsored courses and seriously promote its use within the local CECs
 - 7) That training for trainers be implemented, involving a team approach with instructors, administrators, and counsellors in order to promote better understanding of the issues and needs of women wishing to return to the workforce and the needs of women entering non-traditional training and employment.

CEIC at the Local Level

- 1) That a system of flagging files of women who have indicated an interest in trades, technology, or any traditionally male oriented

field, be instituted in all CECs and kept up to date to ensure that those women are given every opportunity to take advantage of training courses as they become available.

- 2) That waitlists be maintained between courses at every CEC to ensure equitable access
- 3) That students be notified of their placement in these courses at least 2 weeks prior to the course start date.
- 4) That there be a commitment on the part of local CECs to advertise courses, and to allow colleges to advertise CEICs involvement in approved courses.
- 5) That CEIC apply consistent interpretation in the application of eligibility criteria for training.
- 6) That ongoing training for staff in the area of women's employment and training be implemented.
- 7) That evaluation for CEIC counsellors take into consideration their performance in relation to placing women in non-traditional training and employment.
- 8) That CEIC strengthen the role of their women's Liaison Counsellors, either by choosing those counsellors for their indicated support or commitment to the job or by continued training and review of their competent performance of clearly outlined job descriptions in the area of promoting women's employment opportunities.
- 9) That CEIC personnel wear name tags to enable women to identify and make reference for others to those individuals who extended support and encouragement in moving through the CEIC's complex systems and assisted women to access training and employment in trades and technology.
- 10) That information such as the ratio of female to male trainees sponsored by CEIC be freely available.

- 11) That WITT type instructors be involved in the interviewing and selection of students for their courses.
- 12) That the names of those sitting on Local Advisory Councils be readily available to ensure access to dialogue with them on these issues.
- 13) That there be publication of all Canadian Job Strategy projects in an area as soon as they are approved or before start up, whichever is first, to enable broad based applications for employment.

Recommendations

For the Provincial Government

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widespread!*

- 1) That the Ministry of Education initiate a curriculum development project for the Women in Trades and Technology course and support it financially. That this include a project advisory committee made up out of those instructors who were at the June meeting in Prince George of WITT type instructors from around the province. That the expenses of these people be paid regardless of whether they are currently on a teaching contract.
- 2) That those involved in the validation of the curriculum development should include: delivery instructors, CEIC-training branch, Ministry of Labour-Program Development Officer, Ministry of Education-Program Coordinator, Ministry of Human Resources-Vocational Rehabilitation Officer, Society of Women in Science and Technology, Vancouver Women in Trades Association, Business and Professional Women's Club, Employers only if deemed appropriate by the group.
- 3) That the Ministry of Education form a liaison with the Ministry of Labour and CEIC in considering the jointly sponsored and coordinated implementation of such a project.

- 4) That funding for these programs be removed from the current ad hoc, request-as-you-go type, and a more integrated, coordinated approach be taken for set and ongoing programs by the above mentioned agencies.
- 5) That also within this liaison, a plan be formed and executed to do ongoing, long term follow up of students, to evaluate the success and identify the specific barriers to success within the entire system from entry into training through to successful employment.
- 6) That the Ministry recommend and sponsor or co-sponsor, for each college identified for ongoing WITT programs, a preparatory seminar for faculty and staff such as WOMEN IN TRADES, KDOTENAY COUNCIL's The Workplace in Transition: Integrating Women Effectively.
- 7) That a minimum of 7 colleges with a wide geographical diversity be identified to deliver these courses on an ongoing basis.
- 8) That the curriculum guides be flexible enough to allow response to individually emerging needs of each student group and geographic location.
- 9) That strong consideration be given the concept of a two level course, or two levels of courses to accomplish the goals and objectives of the curriculum.
- 10) That enough money be provided to ensure adequate use of the community as a resource, i.e. as resource people, as instructors, as work placements, for transportation, honorariums, etc.
- 11) That a minimum of two weeks lead time and 1 week follow up time be provided, with pay, to sessional instructor/ coordinators each time they run these courses.
- 12) That ongoing articulation meetings take place to facilitate sharing of resources, information, learning materials and

methods, and evaluations. That these articulation meetings include all instructors of these courses from around the province and these instructors should be sponsored by their colleges to attend, regardless of their currently being on contract. Also in attendance should be representatives from Women in Trades, the Society of Women in Science and Technology, and Womenskills to ensure that all the involved parties are active in the discussion.

Recommendations For Individual Colleges and Technical Institutes:

- 1) That Trades and Technology "Common Core" material and projects be used to supplement WITT curriculum as an exploratory tool for in depth learning in a variety of trades areas.
- 2) That similar material be developed for exploring the possible technology areas.
- 3) That the method of delivery of these materials be modified to include instructor contact and group orientation for the classes.
- 4) That as instruction in each trade or technology area is required, it would be provided by full time faculty who would be covered by substitutes in their regular classes.
- 5) That college faculty be encouraged to attend preparatory seminars that might assist them in dealing with situations that could arise in their classrooms as a result of the growing participation of women in the trades and technology workforce.
- 6) That WITT courses be given clear status within Trades and/or Technology Divisions, with clear lines of authority and assistance.
- 7) That WITT instructors receive salary and status commensurate with their skills, knowledge, and responsibility.

- 8) That WITT instructors be provided with secretarial support as required, recognizing the significant role they can play in enhancing the college's profile in the community.
- 9) That WITT students participate in hands-on shop experience as early as possible in the course. This can be accomplished by interspersing shop time with some of the more classroom oriented learning guides.
- 10) That classroom space and office space for WITT courses be provided in the Trades Area to assist in the successful integration of the students and the course with the other regular classes and instructors.
- 11) That an Advisory Committee be struck, made up of representatives from college Status of Women Committees, CEIC, MSSH, Ministry of Labour, Industry, and local Women's Centers, to serve as a sounding board for ideas on program content, as a vehicle for publicizing the program, and promoting the use of it in the community, both by students and employers.
- 12) That a minimum of two week prep time and 1 week of follow up time be provided to the instructor. This time would be used to negotiate timetables and develop community resources in support of the program, as well as provide time to do an adequate evaluation and wrap up, and act as a resource to trainees needing some additional support.
- 13) That instructors be part of the development and implementation of budgets for these courses.
- 14) That follow up be conducted in conjunction with CEIC which evaluates participants' status at 6 months, one year, and three years.
- 15) That colleges take an active role in advertising and promoting WITT courses well before their start dates and generally in the

college catalogue.

- 16) That pre-requisites be used only in moderation and with judgment, but are acceptable and useful for judging potential readiness to approach technical material at a certain level.