

Rethinking Training: Meeting Women's Needs

Prepared by

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Questions women ask:

“What are we training for?”

“Will we actually have any training programs left, once we have training boards and bodies in place?”

“Whose interests are being met through training?”

Foreword

Gender equality in education and training has been on the agenda of Ministers Responsible for the Status of Women since the early 1980's. In 1985 an intergovernmental approach to women's equality in the workforce was accepted by First Ministers who endorsed *A Framework for Economic Equality for Canadian Women* and, a year later, *Towards a Labour Force Strategy: A Framework for Training for Women*.

In 1987, Ministers Responsible for the Status of Women met with Ministers Responsible for Labour Market Matters to discuss the implementation of the *Framework for Training*. As a result, a joint working group of status of women and labour market officials was established. *The Report of the Collaborative Action Working Group on Career Counselling* was released in November 1988.

Two meetings have been held with Ministers of Education. In 1989, two papers, *Participation of Girls and Women in Math, Science and Technology* and *Access to Education* were endorsed by all jurisdictions. In 1991, a paper, *Educating Girls & Women for the 21st Century: Its Significance to Canada's Economy*, was endorsed by Status of Women and Education Ministers and released for public distribution.

At their 1992 annual meeting, Ministers Responsible for the Status of Women re-established the Working Group of Status of Women Officials on Gender Equity in Education and Training. Among other tasks, the Working Group was asked to examine the impact of socialization and self-esteem on education and training of girls and women. A paper, *Gender Socialization: New Ways, New World*, was officially released in 1993.

At their 1993 meeting, Ministers Responsible for the Status of Women further agreed "that the Working Group on Education and Training with possible collaboration with labour market colleagues, undertake the development of generic principles and guidelines for use in the development of bridging and skill-development programs for women." A joint working group, comprised of Status of Women staff from Ontario, Newfoundland, Canada and British Columbia, and Labour Market staff from Ontario and British Columbia, determined that the project would best be completed in two phases, and then established terms of reference and developed this paper.

Phase I describes basic principles, guidelines and general training approaches which maximize access and retention for women. "Training" includes bridging (academic upgrading, special training to prepare women to enter skills training programs pre-trades courses), skills training, (workplace and institutional), and training to improve access to occupations (literacy, language, numeracy). Principles and guidelines can be used by stakeholders to develop, assess and promote positive training policies, programs and practices for women.

Phase II will expand on Phase I and provide case studies of training programs which illustrate best practices which reflect the principles. It will also include a bibliography of literature and research on equality training issues and proposed training models.

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Introduction

Increasingly we are seeing collaborative approaches between government and community to meet training needs. As these worthwhile partnerships evolve, it is important to ensure that they result in effective and appropriate training for all Canadians. *Rethinking Training: Meeting Women's Needs* can serve as a guide to all stakeholders for the development and delivery of training which maximizes the benefits of training for women.

In some instances this paper discusses issues without specific reference to women. There are occasions where barriers to women are also barriers to other groups. When an equitable approach to training addresses these barriers it benefits all trainees.

Background

Why is gender (still) an issue?

Despite years of promoting women's economic, social and legal equality, women today continue to face barriers to their advancement for equality. The following data, taken from Statistics Canada studies and reports as well as other federal studies, illustrates this point. (Unless otherwise cited, information was gathered from these national sources.) Unfortunately, the data is frequently incomplete, as some is not collected at the national level or collected by all jurisdictions. Some is not disaggregated or analyzed by gender.

- In school, training and employment, women tend to be segregated. In 1987, only 12.2% of graduates in applied science and engineering in Canada were women. In 1990, 36.1% of female bachelor degree graduates in Canada were in male-dominated disciplines. Only 3.6% of apprentices in Canada are women, and just 1.1% are in the construction trades. A 1984¹ study showed that only 14% of women's training was employer-sponsored.
- Education and training inequities, combined with other obstacles, often translate into employment and economic inequities. Although women represent 45% of the total labour force in Canada, they tend to be concentrated in a few types of jobs. According to the 1991 census, 58% of women are employed in three occupational categories: clerical, service, and managerial and administrative. Women working full-time in 1992 earned on average 71.8 cents for every dollar men earn.
- Women with similar education and training earn less than men. In 1987, female university graduates made 70% of the income of their male counterparts. In 1989, the median salary of female faculty overall was just under 80% of what their male counterparts received.
- Aboriginal women receive less formal education than non-Aboriginal women. (The 1986 census showed that 41% of off-reserve Aboriginal women had less than a grade

1 Wismer, Susan. *Women's Education and Training in Canada*. (Toronto: CLOW, 1988), p.30.

nine education and 2% had completed university, compared to 17% and 10% respectively for non-Aboriginal females.) Aboriginal women experience a substantial wage gap between themselves and Aboriginal men, and also compared to non-Aboriginal women.

- Women with disabilities receive less formal education than people without disabilities. In 1991, 35% of the population with disabilities had achieved some post-secondary education, compared to 49% of the population without disabilities. The percentage of persons with a university degree who were not in the labour force and who had disabilities was 27%, compared to 8% for those persons without disabilities. In Ontario (this may also be true in other jurisdictions) people with disabilities often started their education at a later age, had to interrupt their education, or changed schools or courses because of their disability².
- In 1986, in Canada, visible minority women had a higher labour force participation rate than the rest of the female population (64.5% compared to 55.9%). But they also had a higher unemployment rate (9.4% compared to 7.6%). In 1985, the average income for visible minority women working full-time was \$19,721 compared to \$20,062 for the rest of the female population.
- In the learning environment women are not always treated equitably as evidenced, for example, by the lack of recognition of diversity of women, their frequent exposure to sexual harassment and verbal abuse and the lack of attention given to their opinions and experiences.
- Women have additional responsibilities which use enormous amounts of time and energy. They are largely responsible for caring for home and family, ensuring the health of family members, scheduling and organizing their families' lives, and building and maintaining family and community relationships. Women's labour force participation is almost equal to that of men, yet in 1990 52% of working women in two-earner households had all of the responsibility for housework. In only 10% of households was housework shared equally. This added burden reduces the time available for women to seek or accept training, especially in addition to paid work. If transportation arrangements are difficult to make, or if training is scheduled too early or late in the day, women may be unable to juggle their responsibilities.

At all stages of their education and training, women frequently learn that their work, their contributions and their lives are less valued in society than those of their male counterparts. Education and training programs tend to under-value skills women have learned in the home or in volunteer activities and to stereotype women's interests and abilities as being suitable only to service and clerical occupations. Often, training programs fail to take account of the financial realities, and child care, elder care, and homemaking responsibilities in women's lives.

Training policies and programs often seem to be established with the underlying and unspoken assumption that white males are the norm. When women feel out-of-place, they learn the following: they are the ones who need to change; they have no skills; since they are responsible

2 Ontario Women's Directorate. *Focus on Women with Disabilities* (Ontario: 1993), p.3.

for the situation in which they find themselves they need to resolve it on their own; and they should learn to manage their personal and family lives more responsibly.

Although training inequity is only one factor which relates to gender inequity, it contributes to the following individual and societal consequences: women experience economic inequality; the Canadian economy suffers; the quality of women's lives is reduced; and, society is deprived of the full talents and potential of half the population.

Steps taken to address women's training issues:

1986 Framework for Training

Towards a Labour Force Strategy: A Framework for Training Women, the 1986 FPT Status of Women Ministers' paper, set out 19 specific measures aimed at enhancing women's educational and training opportunities, and specifically, their job skills, as a first step to achieving economic equality for women. These measures called for initiatives to change attitudes, modify and augment education and training programs, promote easier access to training, collect and evaluate data, and establish intergovernmental cooperation. Jurisdictions have had varying levels of success in implementing various measures—from developing posters to reviewing and revising apprenticeship programs—and the measures have provided some of the necessary direction for achieving economic equality for women.

There is still work being done, and more which could be done, to implement the measures. But in the eight years since agreement on the framework was reached, the problems, proposed solutions, debate about those problems, and the groups involved in the debate have all become more complex. It is not enough to bring out the 19 measures, dust them off, and work away at them some more.

Training is a priority of governments across Canada

In March 1992, First Ministers registered "the commitment of Canadian governments—federal, provincial and territorial—to developing and implementing labour market policies which support economic development, social stability, and equity."

It is clear from the "Training Initiative" to which First Ministers agreed at that meeting and from more recent statements and job creation policies and programs from various jurisdictions that training is a priority. The Forum of Labour Market Ministers also continues to do collaborative work, such as establishing the Working Group on Equity in Apprenticeship.

The current situation

In addition to deeper understanding and analysis of the problems and issues, there is a sense of urgency as society responds to the economic realities of the early 1990's and the fundamental changes in the Canadian economy.

The terms "economic restructuring," "globalization," "downsizing," "deindustrializing," "relocating" and "labour adjustment" are all fairly common these days. We hear or read them nearly every day in the news, in business, and on the streets. These economic realities are due to national business and political decisions, international trends, and the devastation of natural resources. The fundamental restructuring occurring in the economy exacerbates and is made more difficult by the recession.

The results? More structural and long term unemployment; rapid shifts of jobs between industries; certain types of jobs or skills which are being rendered obsolete because industries are moving to other countries or are introducing new procedures; other jobs created which demand different or more complex skills; polarization in the types of jobs created; polarization in the type of education and training being demanded; unhealthy local economies; and increasing pressure to reduce social welfare costs and to accomplish more with less. Women, already experiencing lower wages and fewer job opportunities, now often find their existing skills further devalued.

While all of this is taking place, women's training advocacy groups are no longer solely demanding better training and improved access—they debate what training should include, they ask what they are training for, and they demand a role in shaping the debate and making the decisions.

What determines training policy and implementation?

As Canada's economy is "restructured" by free trade agreements, globalization, deregulation, competition, the collapse of resource industries, and the emergence of new technologies, people are discussing the need for labour adjustment and reskilling, are promoting lifelong learning as a way of maintaining and developing Canada's economic viability, and have called for training policies which can respond quickly and flexibly to current and future needs.

In response to the current situation, many jurisdictions are establishing arms-length or advisory bodies and agencies to address training and labour adjustment needs. Equality issues are often on the agenda.

Advocacy groups and women's training organizations have been active around the issue of training for some time. The establishment of various bodies, and the inclusion of gender issues and gender representation in the infrastructure of many existing bodies, have created a momentum for increased awareness among women about the importance of training, and have led to a higher level of organization among women's groups around this issue.

Currently, the federal, provincial and territorial governments often have differing or overlapping policies, making implementation complex and cumbersome. Training becomes fragmented as institutions and programs compete for training dollars, and develop and deliver courses on the advice of local course advisory groups. This advice is often based on their immediate short-term needs. The established infrastructure is frequently unaware of, and unresponsive to, jurisdictional and individual training initiatives, and consequently does not promote accessibility. When offered privately, training may not reflect jurisdictional policies or priorities. In other words, training policy and implementation would benefit from an integrated and collaborative approach.

What is Training

Definition

It is becoming more difficult to differentiate between training and education. In the past, people tended to receive a formal education and then joined the labour force. At work, they might have received on-the-job training to assist them to do their job better or to move upwards. Or, if they couldn't find work, they might have sought training from a vocational institution. They often worked in one job, one career, one workplace, or one field for life. Children and youth received education; adults (or youth marginalized by learning or other disabilities) received training. Women received little training, as their labour force participation was low and their attachment to the labour market was considered limited.

Today, the economy is imposing job changes on people; many people are insisting on making independent choices about learning and work; and there is increasing participation of diverse groups of women in the labour force. More adults train and retrain, upgrade their academic skills, and go back to school or start university as mature adults. Distinctions between education and training are gradually disintegrating. Policy makers increasingly refer to lifelong learning as an assumed principle.

There are a variety of definitions of training, but for the purposes of this paper our working definition is:

planned educational initiatives which impart skills, technique, or knowledge to enhance individual or employment potential and which are often not part of regular/academic public or secondary school, college or university programming.

Where training takes place

In the workplace, training may be provided formally by co-workers, managers, or professional trainers; through contractual apprenticeships; informally by co-workers; or independently by watching others, or by referring to manuals or other aids.

In community colleges, depending on the jurisdiction, "non-academic programs" (shorter than two years and no diploma granted) may be considered "training."

Training may also be provided through public schools. This tends to take the form of general interest courses or programs which do not provide credit towards high school diplomas.

Training is offered by professional associations and by for-profit private trainers, some of whom provide short-term training in public locations, such as hotels or centres, and others who offer training in their own institutions.

Non-profit community-based training is provided either through a community-based centre or in collaboration with a local school or college.

Benefits of training

- > Training can build self esteem.
- > Training can teach life skills (personal management, career exploration, job search, or interview skills among others).
- > It can develop basic skills, such as literacy, numeracy, American Sign Language or braille, English/French as a second language and computer literacy, which are essential for further learning.
- > It teaches generic and transferable skills that people can use in various jobs and situations, such as communication, problem-solving, research, analysis, technical skills.
- > It transfers job-specific skills (eg. those needed for a specific occupation such as plumbing), and task-specific skills, which are usually non-transferable such as how to run a particular machine. "Bridging" training provides a combination of the above. Bridging can take many forms, for example, it may include:
 - life skills and academic upgrading combined with transferable skills, specific job skills, and job search techniques for women who have been out of the labour market for some time;
 - ESL/FSL, with transferable and specific job skills and work placements for immigrant women; or
 - academic upgrading, technical and shop skills, and hands-on work placements for women interested in moving into trades, technical, operations or blue-collar work, bridging women from where they are to where they want to be, assisting them to make the transition from their current situation to their future occupational goal.

Why we train and for what

Different segments of our population have varying philosophies and objectives with respect to training. The four which follow have been set up as oppositional but need not be in all cases.

For remediation or transformation? Are people who don't have the skills to fit into available jobs (or people who have skills for which there are no available jobs) themselves to blame for their situation? Do we simply provide remedial training and inject trainees with the skill set necessary to find employment? Or do we acknowledge the skills and experience they bring, build on those, and help them make a better life for themselves and for our society as a whole?

For jobs or for self fulfilment? The same debate takes place with regard to training as with education: is the prime function of education and training to permit people maximum self fulfilment and prepare them to participate as citizens and in their communities or should we primarily prepare people for work?

To expand people's generic skills or for existing jobs? Training often takes place based on existing skill and occupational shortages or simply because particular programs and curricula are in place. Some people argue this training does not prepare us for the emerging jobs of the future. Others say we need competency-based standards to measure people's performance. We sometimes hear conflicting opinions-at the national level, business leaders may

call for enhanced communication and problem solving skills, while advisors to college training programs may call for very specific programs and job-based skills based on their companies' immediate needs.

For participation in economic analysis, development and planning in their own communities or for predicted future jobs? Should people be receiving training for jobs that might exist or should they be learning to develop their own capacity to analyze and respond to trends and changes in the economy?

There is not necessarily any one right answer. People need to receive training and education that prepares them to participate fully in the labour force and they also need to have a sense of self-fulfilment and achievement in the tasks they perform. People need to be able to identify skill sets which will allow them to carry out specific jobs as well as those which will allow them occupational and job mobility. The issue is one of defining and working towards achieving the best balance and ensuring that women are key players in the process.

Barriers to Training for Women

Introduction

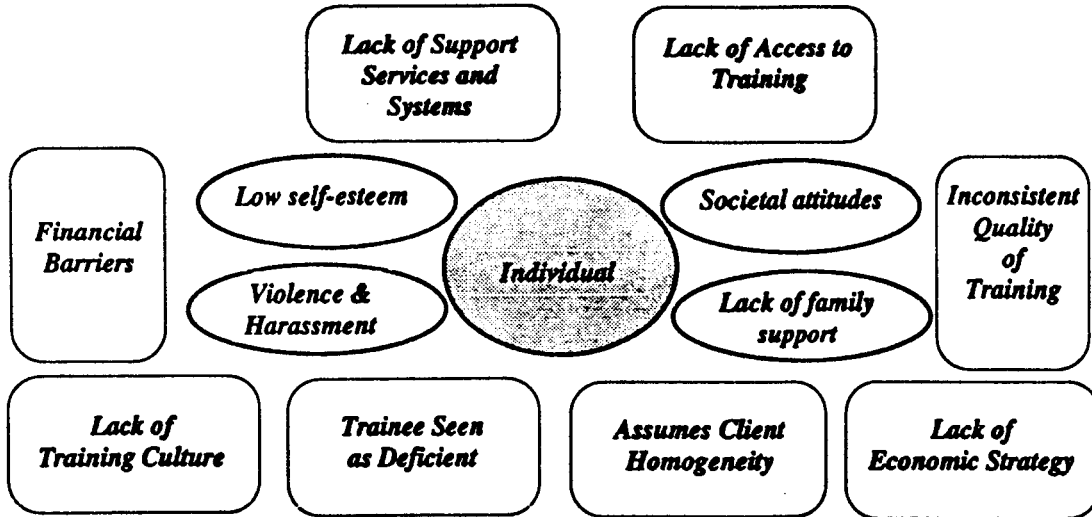
Various reports and studies about training and women's issues identify and define barriers in different ways. However, there is agreement among many training stakeholders with regard to the fundamental issues. The following is one way of describing and organizing the barriers which are explored in reports and studies, and which were confirmed by interviews held with key organizations involved in women's training issues. As the information demonstrates, many of the barriers fall into more than one category and the categories themselves may overlap.

It must be made explicit that women are not a homogeneous group. The needs of and barriers facing women in rural areas will be different than those in urban areas; barriers will vary depending on which part of the country or of a province women live in; and low-income women, single parents, single women, women caring for elderly or other dependent relatives, and older women will be faced with other sets of barriers.

In particular, women with disabilities, Francophone or Anglophone women who live in areas where they are a linguistic minority, immigrant, Aboriginal, and racial minority women will face additional barriers which may be more difficult to address (eg. Aboriginal women and women with disabilities have lower educational levels). The barriers that these groups share may have a stronger impact, resulting in more exclusion (eg. lack of adequate transportation may be even more of a problem for an Aboriginal woman living in the far north or for a woman with a disability relying on transit services for people with disabilities). Even though racial minority, Aboriginal, Francophone/ Anglophone, immigrant women or women with disabilities may not always be specifically mentioned, their issues should be considered and acknowledged in each of the following discussions of barriers.

Barriers

The barriers chart and summary which follows is not exhaustive. Substantial literature and information exists which describes barriers to training for women. For further examples of barriers, please review the *Principles* section of this paper, which was developed through analysis of the barriers and ways to prevent/address them.



- The first four barriers (lack of a training culture; trainee as deficient; assumption of client homogeneity; and lack of comprehensive economic strategy) are the foundation barriers. Lack of attention to these almost inevitably leads to ineffective or inappropriate decisions about all aspects of training.
- Despite the barriers noted above, training programs do get developed and delivered. When an individual seeks training she then has a range of additional barriers to hurdle if she is to receive effective training:
 - The first barrier is limited financial resources. Women, as do all trainees, need sufficient money for living and training expenses, and other supports needed (child, elder and other dependent care, transportation).
 - Women face barriers in accessing support services and systems which will allow them to engage fully in training. Effective support systems and services recognize and respond to work and family, diversity and other needs. Women need to get to training, know their children and other dependent family members are cared for, and receive counselling to help make the best personal and career choices.
 - Women encounter barriers—physically, academically, linguistically, financially, and in other ways—to information and to the training itself. Women must be eligible for training that is appropriate to their needs and available at an accessible time and place. Women must have the basic skills necessary to benefit from the training, as well as access to further training if needed.

- ⊙ Women may experience barriers to learning once they participate in training. Women would benefit more from being taught in ways that fit their learning styles and culture and through inclusive words and images. Women need to know how training will prepare them for economic self-sufficiency and self fulfilment, for long-range planning, and for further training or education.
- ⊙ Women may lack adequate follow-up and post-training support. Such follow-up and support will assess whether training has been effective and assist women in moving to the next stage in their goal.
- ⊙ As well as the barriers above, women may also have to deal with low self-esteem, violence or harassment in the home or training venue, lack of family or community support, and societal attitudes which do not value their skills or choices. These additional barriers may derail or undermine women at any point. These barriers are not personal deficiencies but rather reflect the socialization of and value attributed to women.

The more barriers that are addressed in the training process, the more effective it will be.

Rethinking Training: What Do We Need To Do?

Introduction

In order to develop effective policies and programs, gender analysis needs to be integrated into training policy and program decision-making and implementation. Principles are required in order to be able to develop effective policies and programs, strategies to be able to effect outcomes, and criteria to evaluate and judge policy and program effectiveness.

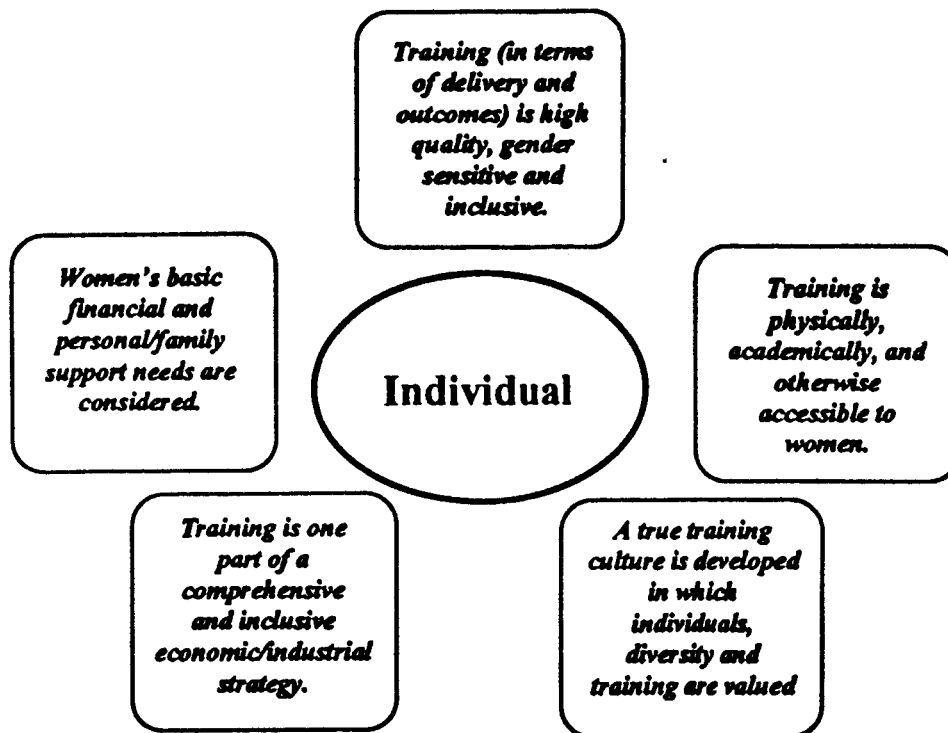
Analysis, recommendations, and principles must not work simply at "fixing" women or adding to or subtracting from training programs. The objective should be to encourage us to rethink training and arrive at a place where training fits women, meets their needs, supports achievement and success in the labour market, and empowers women to participate in future economic decision making and activities.

Although some of these principles may be practised in some settings, there is need for more consistent application and on a larger scale. To put the principles into action, training stakeholders could use the ideas and examples noted under some of the sub-principles as a preliminary checklist.

The implications of each principle frequently overlap, so they may be repeated. We include overlapping barrier removal information where relevant to illustrate the inter-relation of the barriers and principles.

Principles for equitable training

Training for women is both equitable and effective when:



Principle 1: Training is one part of a comprehensive and inclusive economic/industrial strategy.

- 1.1 An economic framework is developed, and strategies identified, in collaboration with stakeholders, including women.
 - Training is one tool or strategy that can achieve the framework's goals and objectives.
 - Participation of diverse groups of women in analysis, discussion and decision-making about job market and training needs is important.
- 1.2 Training policies establish clear objectives and priorities, with a resulting match between training programs and the needs of the economy.
 - A framework which defines what types of jobs, occupations, industries, and sectors are supported by training would be useful for establishing objectives and priorities.

- Women who learn relevant skills and are encouraged to participate in economic planning and development will have a clearer understanding of and capacity to influence the linkage between training and economic issues.
- 1.3 Training policies are forward looking. Information is collected, analyzed and disseminated with regard to the current and future labour market and jobs.
- Information on the job market and current opportunities is available and accessible.
 - Training programs which are based both on today's needs and future needs will be more effective in addressing women's concerns.

Principle 2: A true training culture is developed in which individuals, diversity and training are valued.

- 2.1 Government, the private sector, society as a whole, and individuals understand the value and importance of training.
- Adequate resources and long-term commitment are emphasized in training programs.
 - Availability of training is a priority in order to minimize competition among groups (eg. re-entry women vs. laid off workers) for training opportunities.
 - Acquiring generic and/or job-specific skills, as well as job-search skills, allows people to expand their capacity.
 - Acquiring generic and transferable skills will enhance people's mobility and reduce rapid obsolescence.
 - Women and men will benefit from the development, by employers, of a lifelong learning culture where the provision of training becomes the norm.
 - Development of partnerships with all stakeholders in government, and public and private sectors will aid in the development and delivery of effective and appropriate training.
 - Consultation and collaboration with relevant stakeholders on an ongoing basis about training development and delivery can help to ensure maximum benefit to women.
- 2.2 There are linkages, laddering and integration between jurisdictions, programs, and support services.
- Integration happens when jurisdictions work together to develop a single policy or to jointly deliver a program, or when a program offers essential services, (eg. child care and counselling, as part of its delivery).
 - Laddering happens when a person's training in one jurisdiction or program allows them access to the next level of training in other jurisdictions or programs. For example, prior learning assessment is available, or credentials are transferable from one province to another.

- Linkages occur when a person can access or get information about programs or services through other programs or services (eg. employment counsellors can direct women to child care information and resources).
- 2.3 Individual women are considered valuable and knowledgeable.
- Establishing mechanisms for evaluating and recognizing foreign credentials, prior learning and volunteer work is one way of recognizing people's existing skills, working knowledge and life experiences.
 - Enhanced self esteem is an expected and stated outcome of training.
 - Practices which empower people to transform themselves and their society through training are incorporated into programs.
- 2.4 Training recognizes client diversity (eg. racial, class, gender, age, ability, sexual orientation, geography, family structures) and is flexible.
- An inclusive and gender-sensitive variety of training methodologies and materials are used.
 - Sex-role stereotyping is acknowledged and eliminated from training.
 - Training is responsive to cultural, racial, class and all other types of diversity.
- 2.5 Training is learner-centred and accepts that people start their training from different bases.
- Adult education principles shape training and help learners take responsibility for shaping their own training.
 - Sufficient opportunities for training should be promoted in order to aid trainees in meeting their goals.
- 2.6 Training should be connected to personal choice and fulfilment as well as to career development.
- 2.7 Quantitative and qualitative data is collected, according to the needs and resources of jurisdictions, and evaluated for effectiveness, equitability and results.

Principle 3: Women's basic financial and personal/family support needs are considered.

- 3.1 Adequate program funding and income support for trainees is provided within the fiscal limitations of jurisdictions.
- 3.2 Existing levels of financial entitlements are maintained during training.
- Women will experience a disincentive to take training if their existing level of benefits is not maintained once they enter training.
 - Women may be disadvantaged if dependent care responsibilities take them out of the training environment and affect their financial entitlement.

- 3.3 Training allowances reflect the costs of study, including child care and transportation and accommodations required by people with disabilities.
- 3.4 The availability, affordability, accessibility, quality and integration of the following training supports are maximized:
- counselling—personal and career;
 - life skills;
 - crisis intervention;
 - child/elder/dependent care;
 - transportation;
 - support groups;
 - violence intervention.
- 3.5 Where there are parallel programs and processes for Aboriginal training, there should be coordination to ensure recognition of the needs of Aboriginal women.

Principle 4: Training is physically, academically, and otherwise accessible to women.

- 4.1 Relevant programs are offered.
- Programs which will allow women to upgrade basic skills (literacy, numeracy, computer skills, ESL/FSL) which are necessary to receive further training are a priority.
 - Programs which allow women to upgrade math, science and technical skills in order to receive further training in trades, technology and operations occupations are a priority.
 - ESL/FSL training is integrated into women's training wherever possible.
- 4.2 Information on programs and supports is available, correct, and accessible.
- 4.3 Counselling, information and programs are inclusive of equality-seeking groups.
- 4.4 Ensure eligibility criteria (eg. accepting UI recipients only, or artificially high academic credentials) do not disadvantage women, especially women from equality-seeking groups.
- 4.5 Women, including women from other equality-seeking groups, can participate in training equitably.
- Sufficient notice of start dates of programs will help to ensure women have appropriate supports in place.
 - Waiting time for women's participation in programs can be reduced by increasing the amount of and accessibility to training.
 - To make training accessible to people with disabilities consider the following questions: is appropriate transportation available; are buildings, classrooms, washrooms, and co-op placements all accessible; are supports, aids, assistance

and materials in alternative formats provided; is training scheduled and delivered in a way which accommodates people with hearing, mobility, visual, cognitive, learning or other disabilities?

- To make programs as geographically accessible as possible consider the following questions: is transportation readily available; are programs offered in remote areas?
- To design training formats and timing which are accessible to women consider the following: are class locations and times flexible, offered part-time or evenings for women who work, or during children's school hours for women who are at home with their families; is distance education an option, or are classes offered in the community (eg. adult education at public schools)?

Principle 5: Training (in terms of delivery and outcomes) is high quality, gender sensitive, and inclusive.

- 5.1 A clear message is sent by those in authority that sexual, racial and other forms of harassment are unacceptable.
- 5.2 Respect and acknowledgement of skills and life experience are basic elements of training.
- 5.3 Women are encouraged to consider a full range of occupational and training options.
 - Gender-sensitive counselling will help to ensure that women are not streamed into solely traditionally female jobs or into low paying, dead-end, or disappearing jobs.
 - Wherever possible, highlight female role models and hire female trainers for a range of occupations.
 - Analysis and removal of systemic barriers will help eliminate systemic discrimination.
- 5.4 The delivery of training is appropriate and relevant for women.
 - Inclusive curriculum and materials (gender-inclusive language, positive images of women, diversity of women represented, women's contributions to the field are included) are available and utilized.
 - Hiring female trainers proportionately from equality seeking groups will provide positive role models.
 - Equality training for trainers themselves can help them to respect and value all women's experiences, cultures, and skills.
 - Training which uses methodologies which reflect women's preferred learning styles will encourage women to think critically and to challenge their instructors and will help them achieve their goals.
 - Where training and socio-economic entitlement are linked, responsiveness to the particular support needs of women will be important.

- A full and flexible set of training options is available, so that women can choose specific training programs.
 - Systematic follow-up and support, to help evaluate training programs and assist women in moving towards their goals, will enhance positive outcomes.
- 5.5 Training models which meet the needs of specific groups of women are made available (e.g. bridging programs for re-entry women, pre-technical programs for women entering trades and technical jobs).
- Women-only exploratory programs (eg. bridging or Women in Trades and Technology programs which allow women to explore trades and technical occupations) are available with the understanding that at some stage of their training women will be integrated into training that includes men and women.
 - Aboriginal communities are part of the consultation/collaboration process to determine whether women-only programs are appropriate.

Conclusion

This paper has described the barriers women encounter when they seek or engage in training and outlined the inequitable outcomes which result. While jurisdictions have taken some steps to address the barriers, more remains to be done. In addition, the economic context has changed, making it even more important to enhance training opportunities for women.

Studies show that Canada's economy would be enhanced if women achieve their maximum potential through access to all the education, training and employment opportunities available³. While equality for women is certainly needed to help Canada reach its economic potential, individual women and their children will also benefit from the achievement of economic equality. Through more equitable education and training women will be able to attain higher-paying jobs and to improve their personal economic status. They will be exposed to a fuller range of experiences, thus enhancing their talents and potential.

Clearly, the needs of women trainees should be included as a priority of training policies and implementation. Currently jurisdictional priorities, the funding needs of training programs and institutions, and, in some instances, the desire for profit, sometimes take precedence. The economic stability and future of women and of Canada could be much enhanced if policies and programs were developed and retained that took women's needs into account. These needs can be addressed by adherence to the above five principles.

3 From a background document based on research by E.B. Harvey and J.H. Blakely, prepared for September 1991 FPT meeting of Ministers Responsible for The Status of Women and Ministers of Education.

Acknowledgements

Process of Developing Phase I

The joint working group reviewed key printed resources and studies of training issues and best practices. Interviews were held with 17 women representing umbrella groups familiar with training policies, programs and women's training issues to get input on barriers, principles, guidelines, relevant resources, and suggestions for case studies for Phase II. The sub-committee wanted to ensure that the paper reflects the issues identified by women at the "ground level," who have expertise in women's training issues and experience with diversity issues as they affect women's training needs.

We want to thank the following organizations for giving us information through an interview process. While this paper may not reflect all the issues raised by any one group, the joint working group has attempted to incorporate the common themes.

- ⊙ Advocates for Community Based Training and Education for Women
- ⊙ B.C. Women's Employment & Training Coalition
- ⊙ Canadian Congress on Learning Opportunities for Women
- ⊙ Canadian Farm Women's Education Council
- ⊙ Canadian Labour Market and Productivity Centre
- ⊙ Canadian Native Women's Association
- ⊙ Conseil d'intervention pour l'accès des femmes au travail
- ⊙ DisAbled Women's Network
- ⊙ Economic Development for Canadian Aboriginal Women
- ⊙ Inuit Women's Association of Canada
- ⊙ Métis Nation
- ⊙ National Association of Immigrant and Visible Minority Women
- ⊙ National Network of Women in Trades and Technology
- ⊙ National Visible Minority Committee on Labour Force Development
- ⊙ National Women's Reference Group
- ⊙ Réseau national d'action éducation femmes
- ⊙ Women in Science and Engineering
- ⊙ YWCA Women's Employment Counselling