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**FINAL REPORT FOR A REVIEW OF
THE WOMEN'S DEMONSTRATION PROJECTS**

Prepared For : The Ministry Of Skills Development

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**FINAL REPORT FOR A REVIEW OF
THE WOMEN'S DEMONSTRATION PROJECTS**

1.0 INTRODUCTION

According to Statistics Canada, women are concentrated in low-status, low-paid positions in the clerical, sales and service sectors. These three occupations account for 57% of all paid female employment in 1987, compared to 25% of all male employment. Further, "women make up 44% of the workforce but account for less than 5% of the apprentices in Ontario".¹

Efforts to improve the access of women both to skills training programs and to employment opportunities are important goals for the Ministry of Skills Development (MSD) and the Ontario Women's Directorate (OWD). MSD programs have been attempting to provide opportunities for women to better prepare themselves for skilled employment, for reasons of both social equity and the increasing demand for more skilled employees in the labour market.

As a major initiative in this area, the MSD, in partnership with the OWD, stimulated and funded 30 community-based Women's Demonstration Projects (WDPs).

The objectives of the projects were;

- "to contribute to an overall increase in the numbers of women entering apprenticeship in non-traditional skilled occupations;
- to contribute to an overall increase in the numbers of employers and unions training female apprentices in non-traditional skilled occupations; and
- to facilitate completion of apprenticeship training by female apprentices."¹

The projects were structured to be flexible to local needs and resources and were delivered through contractual arrangement with Community Industrial Training Committees (CITCs), Community Colleges (CAATs) and women's training agencies.

As stated in the Request for Proposal, the projects are attempting to address known barriers to female participation in and completion of apprenticeships by:

- locating and informing women interested in skilled occupations;
- identifying employers and unions interested in training women as apprentices;

¹ Request for proposal : A Review of Women's Demonstration Projects

- assisting MSD Industrial Training Consultants in matching apprentices with employers; and
- providing outreach activities to overcome attitudinal and informational barriers to female participation in apprenticeship.

The MSD was committed to undertake a review of the WDP's. The review addressed the following key research questions:

- 1 "What are the impacts (intended and unintended) and benefits of the WDPs to date? What is the cost effectiveness of the projects?
- 2 There is a perception the projects are under-funded. To what extent and in what ways is this perceived under-funding affecting program operation and outcomes?
- 3 Are there other complementary activities the Ministry might undertake that would assist the WDPs to broker more women into apprenticeship?
- 4 What techniques have been developed to overcome the barriers to women's increased participation in non-traditional apprenticeships? Which appears to be the most successful?"²

Our approach to the review was broken into two broad stages - a design stage and an implementation stage. This document presents the study strategy and the tasks completed in the design and implementation stages. Following this, the report presents the primary findings, conclusions and recommendations of the review.

² Request for proposal : A Review of Women's Demonstration Projects

2.0 THE APPROACH : DESIGN OF THE REVIEW

The following sections present our study design in more detail. They are organized as follows;

- The Program Logic Model for the WDP's;
- The Outcome Indicators for the WDP's;
- Information requirements, information sources and review instrumentation;

2.1 The Program Logic Model for the Women's Demonstration Projects

In the beginning stage of this review, it was important to understand the components and linkages that exist between the mandate, activities, outcomes and ultimate objectives of the Women's Demonstration Projects. A method available to do this was to develop a Program Logic Model for the projects. This is a theoretical model that attempts to describe the general activities and impacts common to all the projects that lead to the achievement of the projects' objectives.

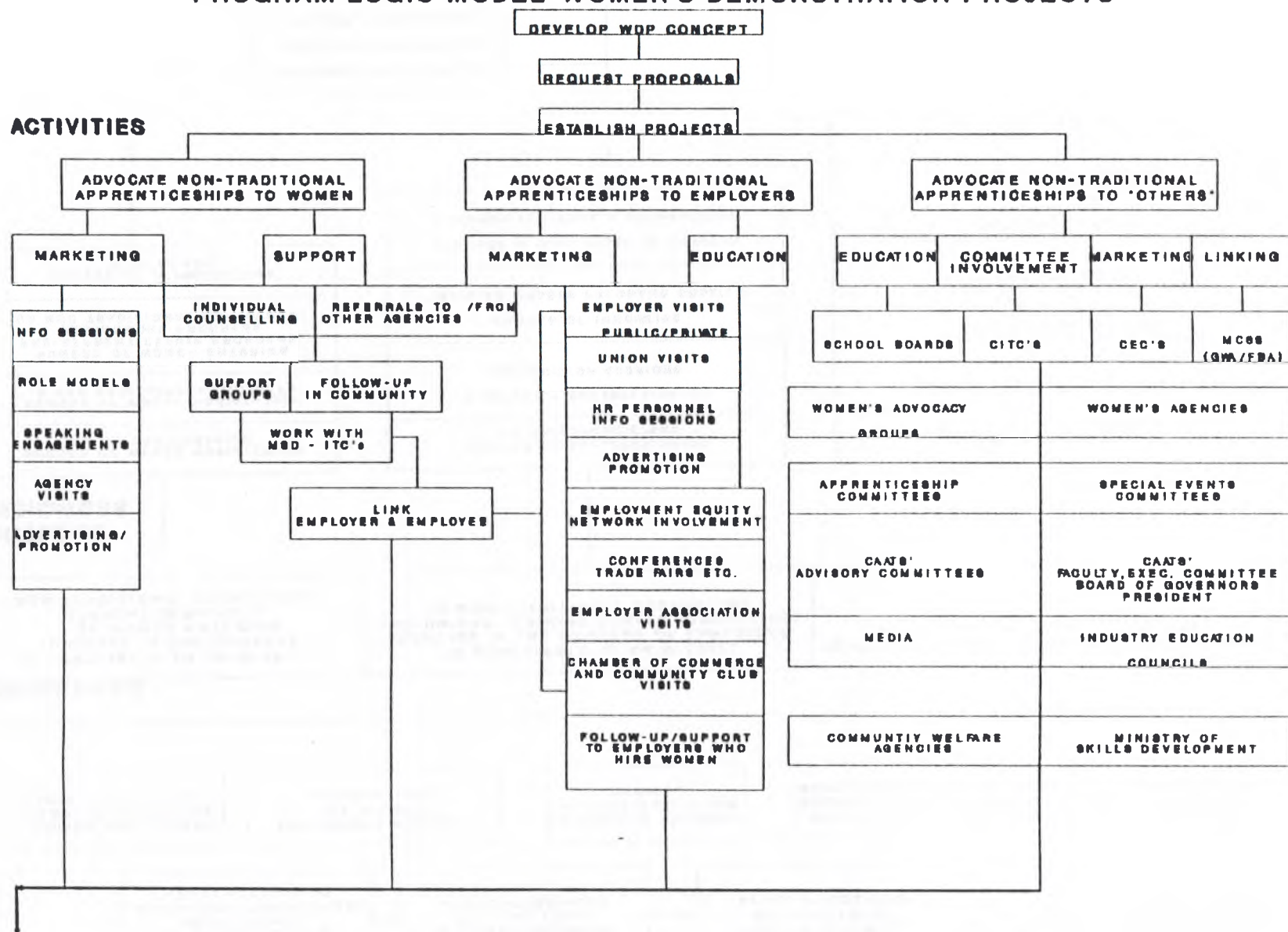
The model also acted as the central reference for those specific components of the projects that were to be investigated in the review.

After the analysis of documentation, consultation with MSD personnel and the project Advisory Committee, Figure 1, on the following two pages details the Program Logic Model for the WDP's.

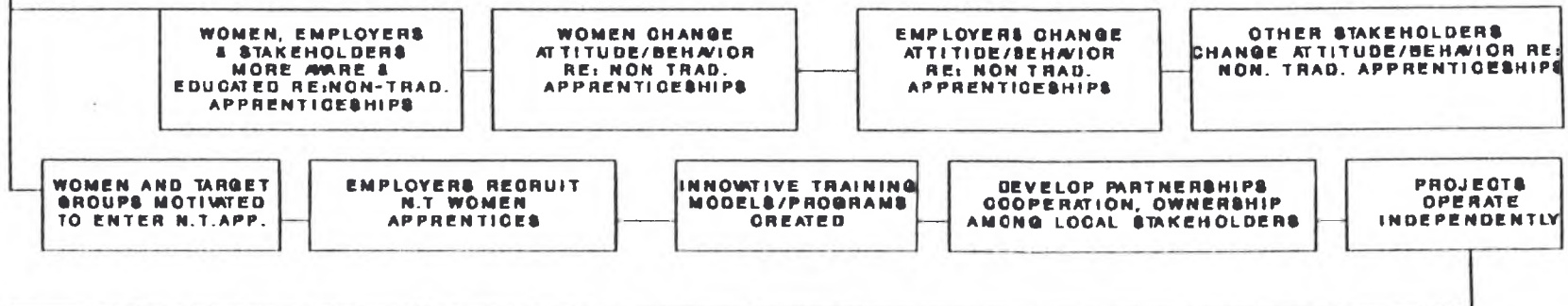
According to the model, the WDP's are attempting to achieve their objectives by undertaking activities in three generic areas.

- 1 **Advocating non-traditional apprenticeships to women.** This is achieved by marketing non-traditional apprenticeships to women and supporting women who are considering or have registered as apprentices. The specific project activities related to this component are detailed in the model.
- 2 **Advocating non-traditional apprenticeships to employers.** This is achieved both by marketing to and educating employers regarding non-traditional apprenticeships for women. Under this component, the marketing and educating functions occur simultaneously and thus are merged in the activities in the model.

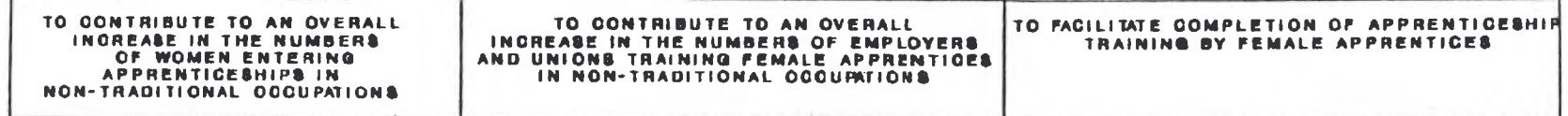
FIGURE 1
PROGRAM LOGIC MODEL-WOMEN'S DEMONSTRATION PROJECTS



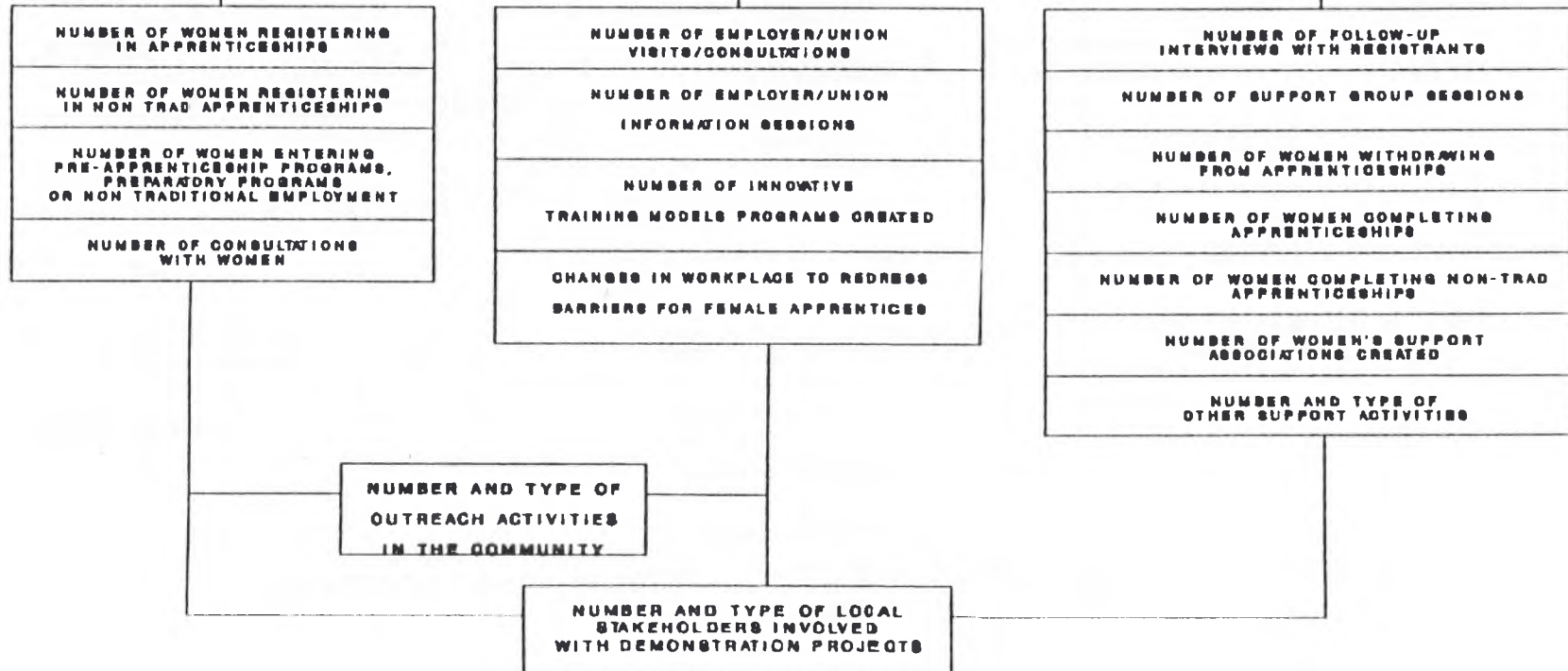
IMPACTS



OBJECTIVES



OUTCOME INDICATORS



- 3 **Advocating non-traditional apprenticeships to "others".**
This component of the model addresses activities related to awareness raising, education, marketing and linking key community agencies and personnel with respect to the value of women in non-traditional apprenticeships. It is the component of the model attempting to mobilize the community to stimulate and support women in non-traditional apprenticeships and to develop a local infrastructure to eventually deliver the program.

The model also details the impacts resulting from the activities.

Through the execution of both the activities and their subsequent impacts, the model predicts that the projects will achieve the three primary objectives of the overall initiative. All of these components are described in the diagram.

Aside from providing a detailed description of the projects, the model also acts as the central reference point to focus the review. In other words, the review will concentrate on the components/activities in the model and determine which components/activities worked well, which didn't and the major reasons why. The review will also assess the degree the WDP impacts have been achieved.

2.2 The Outcome Indicators

Aside from investigating the activities and impacts of the WDP's, the review was also collecting quantitative information related to project outcomes - the outcome indicators.

The Program Logic Model also describes the outcome indicators related to each overall project objective (See Figure 1). These indicators were created as a result of the review of documentation and consultation with MSD and the project Advisory Committee.

In the case of this review, the outcome indicators measure two types of outcomes. In some cases, they directly reflect the degree the projects have achieved their objectives (eg. the number of females registering as apprentices in non-traditional occupations). In other cases, they reflect project activities (eg. the number of consultations with women). We have viewed these latter "activities" as intermediate outcomes because, without their performance, it would be difficult, if not impossible, to achieve the ultimate project objectives.

2.3 Information Requirements, Information Sources and Review Instrumentation

Given the above, and following the terms of reference, there were four general information requirements for this review. These were;

- Information related to the projects' activities and impacts as detailed in the model;
- Information related to the outcome indicators as detailed in the model;
- Information related to the financial aspects of the projects;
- Information related to the role of the MSD with respect to the projects.

There were seven sources for this information. These were;

- MSD corporate personnel
- MSD field personnel
- WDP Coordinators
- WDP quarterly reports
- Local key informants
- Documentation
- The apprenticeship information system

The figure on the next page cross-references the information required with the information sources and identifies the instruments used for each source. Given the information requirements and sources, we proposed a number of methods to collect primary evidence regarding the functioning and outcomes of the WDP's. These included;

- Interviews with key MSD and OWD corporate/policy personnel and focus groups with field staff managers and assistant managers;
- Document reviews to collect financial information related to the projects and statistical measures of apprenticeship activity;
- Interviews with key community personnel in each project location;
- Information gathering forums with WDP Coordinators;
- Regional information gathering forums with local personnel and stakeholders;
- "Success Workshops" with MSD, OWD, key CAAT and CITC executive personnel related to the WDP's.

Figure 2

Information Required, Information Sources and Instrumentation

INFORMATION REQUIRED					INSTRUMENTS
Projects' Activities and Impacts	Outcome Indicators	Financial Aspects	Role of MSD		
INFORMATION SOURCES					
MSD Corporate Personnel	*	*	*		MSD CORPORATE SCHEDULE
MSD Field Personnel	*	*	*		MASTER ACTIVITY-IMPACT QUESTIONNAIRE
IDP Coordinators	*	*	*		COORDINATOR SCHEDULE & SELF-REPORT QUESTIONNAIRE
Local key informants	*	*	*		MASTER ACTIVITY-IMPACT QUESTIONNAIRE & KEY INFORMANT SCHEDULE
Documentation		*			N/A
Apprenticeship formation system		*			N/A
Quarterly reports	*	*	*		N/A

The information requirements and sources necessitated the creation of a number of questionnaires. These included;

- A master activity/impact questionnaire that addressed the projects' activities and impacts. This instrument was used with local key informants and ITC's. The questionnaire has been constructed following the program logic model. A copy is provided in Appendix A.
- An MSD corporate interview schedule that addressed the projects' activities, impacts and role of the MSD. This questionnaire is provided in Appendix B.
- Information forum schedules for the Project Coordinators and local key informants. These schedules are provided in Appendix C.
- A coordinator self-report questionnaire to collect additional outcome information. This questionnaire is provided in Appendix D.

3.0 THE STAGES OF THE REVIEW

As stated earlier, the project was broken into two broad stages, a design stage and an implementation stage.

3.1 The Design Stage

The purposes of the design stage were;

- to provide the study team with a better appreciation of the historical context in which the WDPs were created and the investigation was taking place;
- to understand the breadth of prior policy and planning documentation related to the WDPs as well as the utility and accessibility of information available in the central files and on the apprenticeship management information system;
- to clarify and finalize study definitions and concepts;
- to identify key local personnel and stakeholders for each WDP;
- to identify key central or corporate personnel and stakeholders from MSD and OWD;
- to specify the key components of the delivery model to be reviewed as well as the exact measures of program outcome;
- to finalize study information requirements, measures of program outcome, exact methodology, data collection forms, instrumentation and exact timing for the review.

The following design stage tasks were completed.

- Meetings with MSD personnel involved with the WDP's;
- Review of Key Documentation;
- Meetings with MSD Managers and Assistant Managers;
- A meeting with OWD personnel involved with the WDP's;
- A file review and collection of all quarterly reports for the WDP's;
- Collection of longitudinal statistics related to apprenticeship registrations in Ontario;
- Creation of a Program Logic Model for the WDP's;
- Development of outcome indicators for the WDP's;

- Convening a half-day meeting/workshop with the Advisory Committee to finalize the Program Logic Model and the outcome indicators;
- Identification of key corporate MSD personnel to be interviewed;
- Collection of names of local key informants and MSD Industrial Training Consultants to be interviewed;
- Development of the preliminary questionnaire to be used with local key informants;
- Development of the preliminary interview schedule to be used with MSD personnel;
- Development of the preliminary information schedule to be use in meetings with the WDP coordinators.

Following the design stage, the study moved to implementation.

3.2 The Implementation Stage

The following tasks were completed in the implementation stage.

3.3 Ministry and Advisory Committee Approval Of The Questionnaires

All questionnaires were drafted and approved by the Ministry and Advisory Committee.

3.4 Execution of Interviews with Key MSD and OWD Corporate or Central Personnel Involved in the WDPs

We administered interviews with key MSD and OWD corporate or central personnel involved in the WDPs. These interviews solicited perceptions regarding the activities and intended impacts of the projects, the degree they have achieved these, the role of the MSD and suggestions for improvement.

3.5 Document Reviews to Collect Financial Information on the Projects

We undertook document reviews to clarify the operational expenses for the projects and to provide a better understanding of the level of project funding, as a means to assess the cost effectiveness of the projects.

3.6 Collation of Statistical Information From the MSD Apprenticeship Management Information System

We analyzed and organized the information provided from the Apprenticeship MIS as a means to identify trends in active apprentices and apprenticeship registrations.

3.7 Execution of Telephone Interviews with Local Key Informants

We administered 75 telephone interviews with key stakeholders and delivery agents in each project location to obtain their views on the activities and impacts surrounding delivery of the projects (including funding), the degree the projects have been able to overcome the barriers and achieve their objectives, and suggestions for improvement. Interviewees were selected from names provided by the Project Coordinators and the MSD.

3.8 Execution of Telephone Interviews with ITC's

We administered 16 telephone interviews with MSD Industrial Training Consultants in each of the Ministry's districts. Again, these interviews obtained ITC's views on the activities and impacts surrounding delivery of the projects and suggestions for improvement. The ITC's were selected from names provided by the MSD.

3.9 Distribution and Collection of Self-Report Form From Project Coordinators

We distributed and collected a self-report forms from all project Coordinators. At the time of writing this report, 23 had been returned. (see Appendix D) .

3.10 Administration of Information Gathering Forums with WDP Project Coordinators

We convened five information gathering forums with Project Coordinators. The forums were convened during the Coordinators' Conference on September tenth, eleventh and twelfth, 1990. These forums collected information on the activities and impacts of the projects, the degree the projects have been able to achieve their objectives, the barriers encountered and suggestions for improvement.

3.11 Data Entry and Analysis of the Quantitative and Qualitative Information from the Quarterly Reports and Key Informant Interviews

All quantitative and qualitative information in the quarterly reports and the 91 interviews (75 local key informants and 16 ITC's) were entered into our computer.

3.12 Synthesis of the Remaining Qualitative Results from the Information Gathering Forums and Key Informant Interviews

We synthesized the remaining qualitative results from the Project Coordinator information gathering forums, the MSD key informant interviews and meetings.

3.12 Preparation of the Interim Report

We prepared an interim report. The report contained;

- Introduction;
- Detailed descriptions of the methodology used for the key informant interviews, telephone interviews and information gathering forums;
- Limitations of the review;
- Analyses and Findings related to the research questions;
- Conclusions.

3.15 Meeting with the Advisory Committee to Review the Interim Report

We met with the Advisory Committee to review the interim report, and outline additional strategies and analyses that will fully resolve the research questions.

3.14 Execution of "Success Workshop"

We convened a two day "Success Workshop" with MSD, OWD and key WDP and related personnel. This workshop further confirmed the findings and clarified the most viable solutions and strategies to assist the WDPs.

3.16 Undertake Additional Analyses and Prepare the Draft Final Report for Presentation to the Advisory Committee

We undertook the additional analyses and prepared the draft final report for presentation to the Advisory Committee.

3.17 Prepare The Final Report

We prepared this report.

5.0 RESULTS:WOMEN'S DEMONSTRATION PROJECTS' ACTIVITIES

This section of the report presents the results of the information collected regarding the Projects' activities. The section is organized according to the program logic model and covers the following general activity areas.

- Activities related to marketing non-traditional apprenticeships to women;
- Activities related to counselling and supporting women;
- Activities related to marketing and educating employers regarding non-traditional apprenticeships for women;
- Activities related to marketing , educating and linking community agencies and groups regarding non-traditional apprenticeships.

The summary of results that follows has been based on telephone interviews with a cross-section of stakeholders, and delivery agents from different regions; telephone interviews with ITCs from each of the five regions in the province and focus groups with the Program Coordinators and MSD Managers and Assistant Managers from each region.

Within each of the three major areas of activity, overall ratings results are followed by the **MOST EFFECTIVE** and the **LEAST EFFECTIVE** activities identified from the perspective of each respondent grouping. The most repeated comments made by the different respondents in support of their ratings have been listed in bullet point format. The detailed tabular results are available under separate cover.

5.1 Advocating Non-Traditional Apprenticeships To Women

As a means to measure the visibility of the various activities across all projects, respondents were asked to indicate their level of awareness of each activity.

When considering activities to market non-traditional apprenticeships to women, stakeholders were aware of the following activities (in order of awareness);

- Information sessions
- Advertising
- Speaking engagements
- Role models
- School/agency visits

5.1.1 Overall Ratings For Marketing To Women

Stakeholders, delivery agents and ITCs collectively rated the overall effectiveness of the marketing activities (including information sessions, role models, speaker engagements, agency visits and advertising/promotion) as 4.7 on the seven point scale. The overall ratings of delivery agents (4.3) and ITCs (4.4) were similar.

The comments below were most often repeated by the interviewees regarding their overall feelings about project marketing activities.

- All groups felt that the projects need better promotion and media coverage; awareness of the projects was low.
- Delivery agents felt the projects have much higher potential and are beginning to have some impact.
- All groups agreed that more government money is needed; budgets are too low.
- Both ITC's and delivery agents commented that the projects need more time; its a new program and the projects were just getting started.
- The stakeholders group felt that they were unable to accurately measure the success or failure of marketing ventures at this time.
- Stakeholders also indicated that the uncooperative attitude of employers (ie; can not take a female apprentice because we don't have washroom facilities) is negatively affecting the project marketing.

- ITCs and delivery agents indicated that project goals had not been achieved with respect to the number of female apprentices registered.
- ITCs and delivery agents also felt that the target group (women) was not being reached with promotional or marketing activities.
- ITCs also commented that cultural barriers are negatively affecting success in marketing.
- MSD Managers and Assistant Managers felt the projects have definitely increased awareness along with the following comments;
 - The best thing they have done is the fairs/press conferences.
 - The initial activity of projects is going to result in an increase in apprentices in the next 2 years.
 - The projects can promote the "concept" of women better than we can. The ITCs would like to have time to promote women but they can't because of the administrative workload.
 - The awareness/promotion has been excellent but the projects need to target particular areas. They are too scattered. They need to focus in one trade area. One can't go from 2,000 to 5,000 apprentices without a "hook". The projects should focus on a sector and work that sector.
 - Apprentices now feel more support because of the projects.

Figure 3

**AWARENESS OF ACTIVITIES TO ADVERTISE AND PROMOTE
NON-TRADITIONAL APPRENTICESHIPS TO WOMEN**

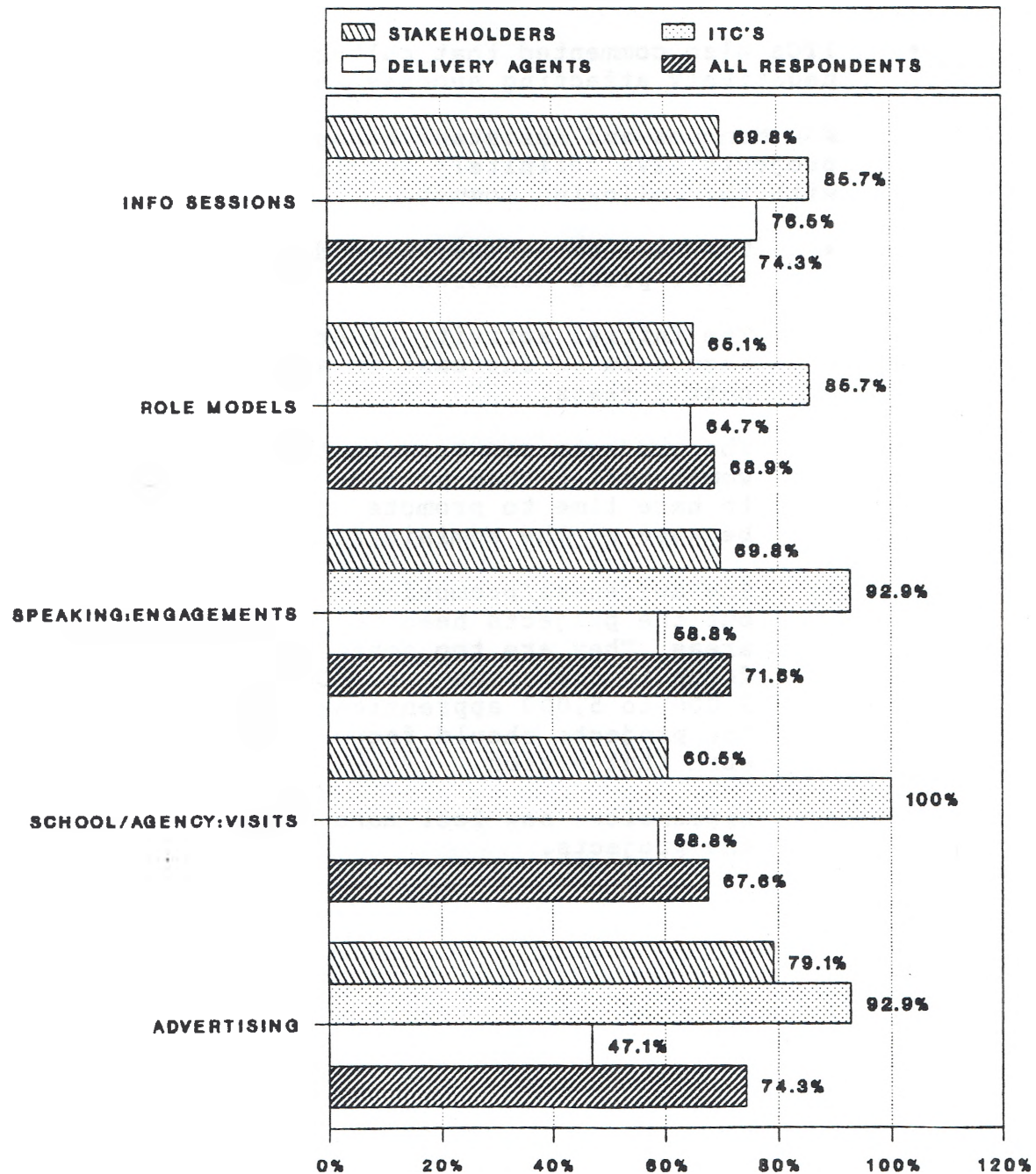
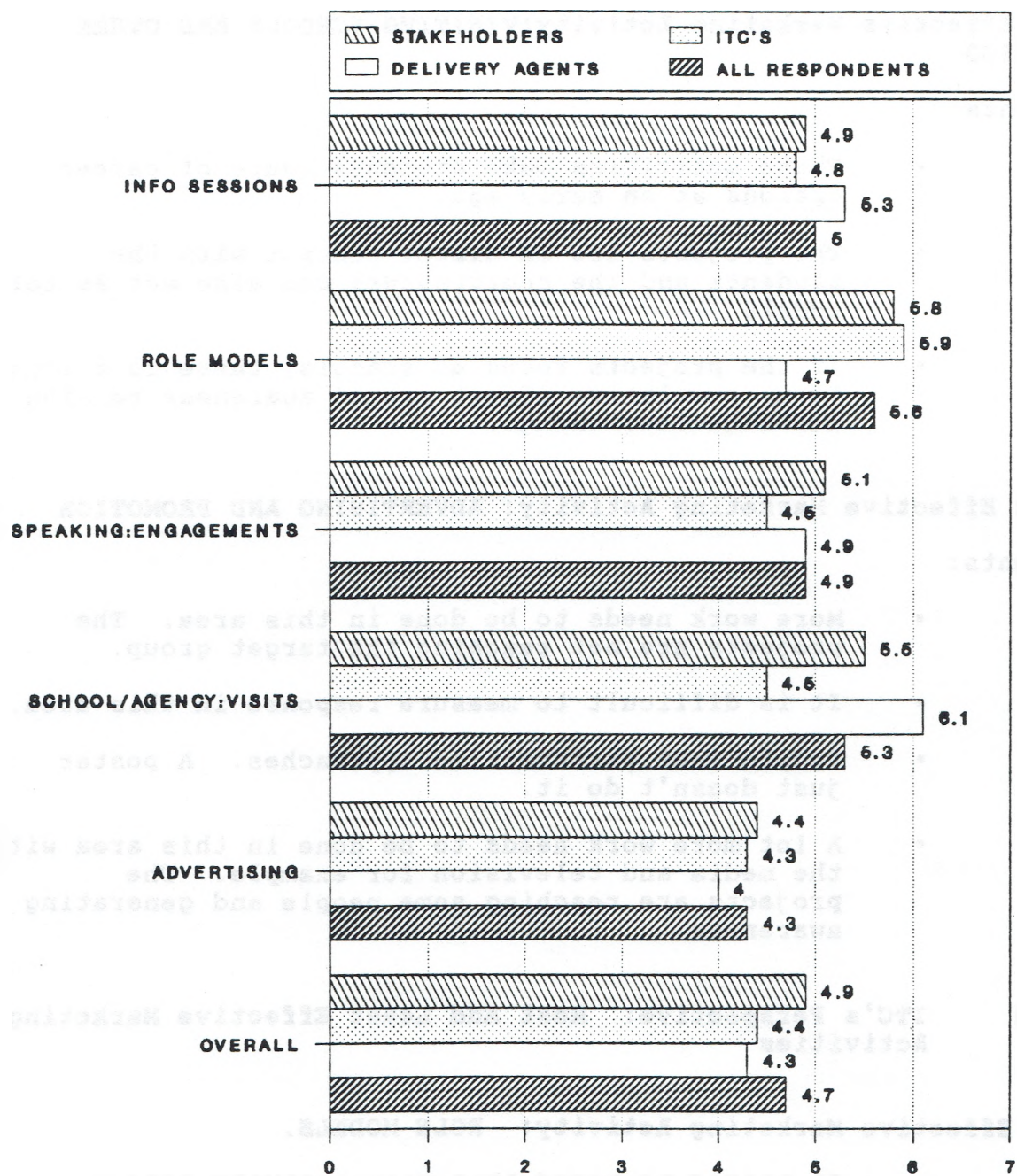


Figure 4

RATINGS OF ACTIVITIES TO MARKET NON-TRADITIONAL APPRENTICESHIPS TO WOMEN



5.1.2 Stakeholders' Perspective: Most And Least Effective Marketing Activities

Most Effective Marketing Activity: VISITING SCHOOLS AND OTHER AGENCIES

Comments:

- These activities make students aware of career options at an early age.
- The projects are in direct contact with the students and the coordinators can also act as role models.
- If the projects focus on schools, there is a long term, cumulative effect around awareness raising and behaviour change.

Least Effective Marketing Activity: ADVERTISING AND PROMOTION

Comments:

- More work needs to be done in this area. The projects are not reaching the target group.
- It is difficult to measure response in this area.
- People want personalized approaches. A poster just doesn't do it.
- A lot more work needs to be done in this area with the media and television for example. The projects are reaching some people and generating awareness.

5.1.3 ITC's Perspective: Most And Least Effective Marketing Activities

Most Effective Marketing Activity: ROLE MODELS.

It should be noted that this activity also received a high rating from the stakeholder group.

Comments:

- Women are able to see that the program works and that they can do it too.

- There is a need for more role modelling activity in the projects. This is an excellent project activity. It works and raises awareness but it is just developing, just starting.

Least Effective Marketing Activity: ADVERTISING AND PROMOTION

Comments:

- Not enough advertising and promotion activity is being done. The more exposure the better.
- There is no marketing strategy. It is difficult to market to adults.

5.1.4 Delivery Agents Perspective: Most And Least Effective Marketing Activities

Most Effective Marketing Activity: VISITING SCHOOLS AND OTHER AGENCIES

Comments:

- The projects lay groundwork and provide information to students.
- The projects encourage the younger students to take the necessary courses.

Least Effective Marketing Activity: ADVERTISING AND PROMOTION

Comments:

- The projects are not reaching the target group.
- The projects need more exposure.
- The projects should consider more newspaper articles, advertising through the CAATs, information nights.
- They are more effective when marketing in a small community.

5.2 Support And Counselling Women

When considering activities to support and counsel women entering or already registered as apprentices, respondents were aware of the following activities (in order of awareness);

- Women/employer linkages
- Individual counselling
- Agency referrals
- Following up with women
- Support groups

5.2.1 Overall Ratings For Support And Counselling To Women

The overall rating for the effectiveness of support and counselling for women was 5.3 on the seven point scale. It is interesting to note that the overall ratings by the stakeholder group (5.6) and delivery agents (5.1) was much higher than the overall rating by the ITCs (4.1). Some of the reasons for these differing ratings are shown in the comments that follow.

- All groups felt that support groups were working well except delivery agents.
- Stakeholders and ITC's groups felt that more personalized service was important.
- ITC's and delivery agents groups stated that it will take some time to see the results of this work.
- The stakeholders felt that the Coordinator themselves made a great difference to the success of these activities.
- Stakeholders and delivery agents felt there was not enough support from the Ministry of Skills Development.
- ITCs felt that the job was too big for one person (Coordinator) to handle. They stated that there needed to be more links with other agencies for these activities to be successful.
- According to Assistant Managers, the projects that are successful are into promotion. Those that are less successful are into counselling not promotion. If a coordinator is into counselling, they can't obtain the employer perspectives.

Figure 5

AWARENESS OF ACTIVITIES TO SUPPORT AND COUNSEL WOMEN

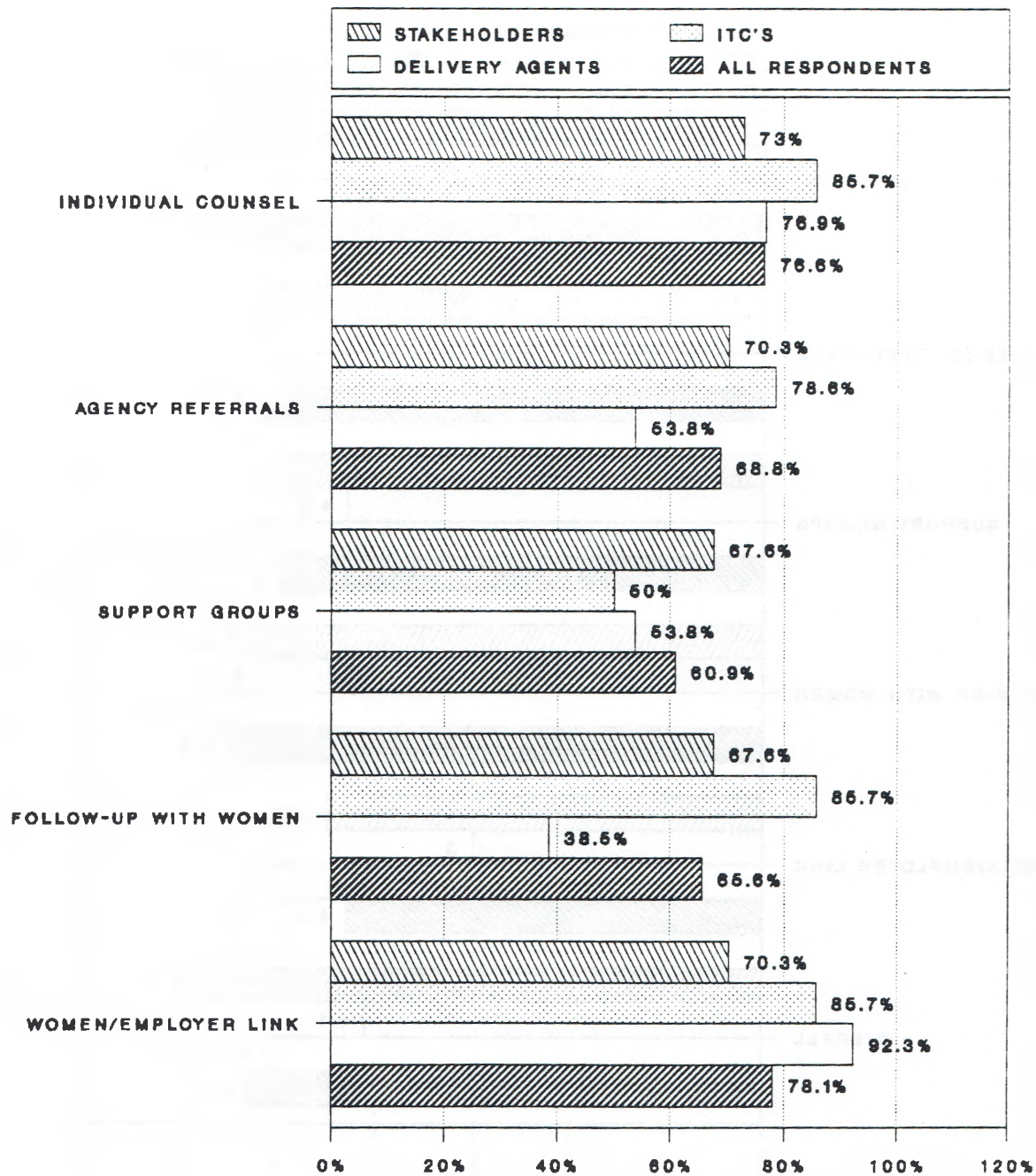
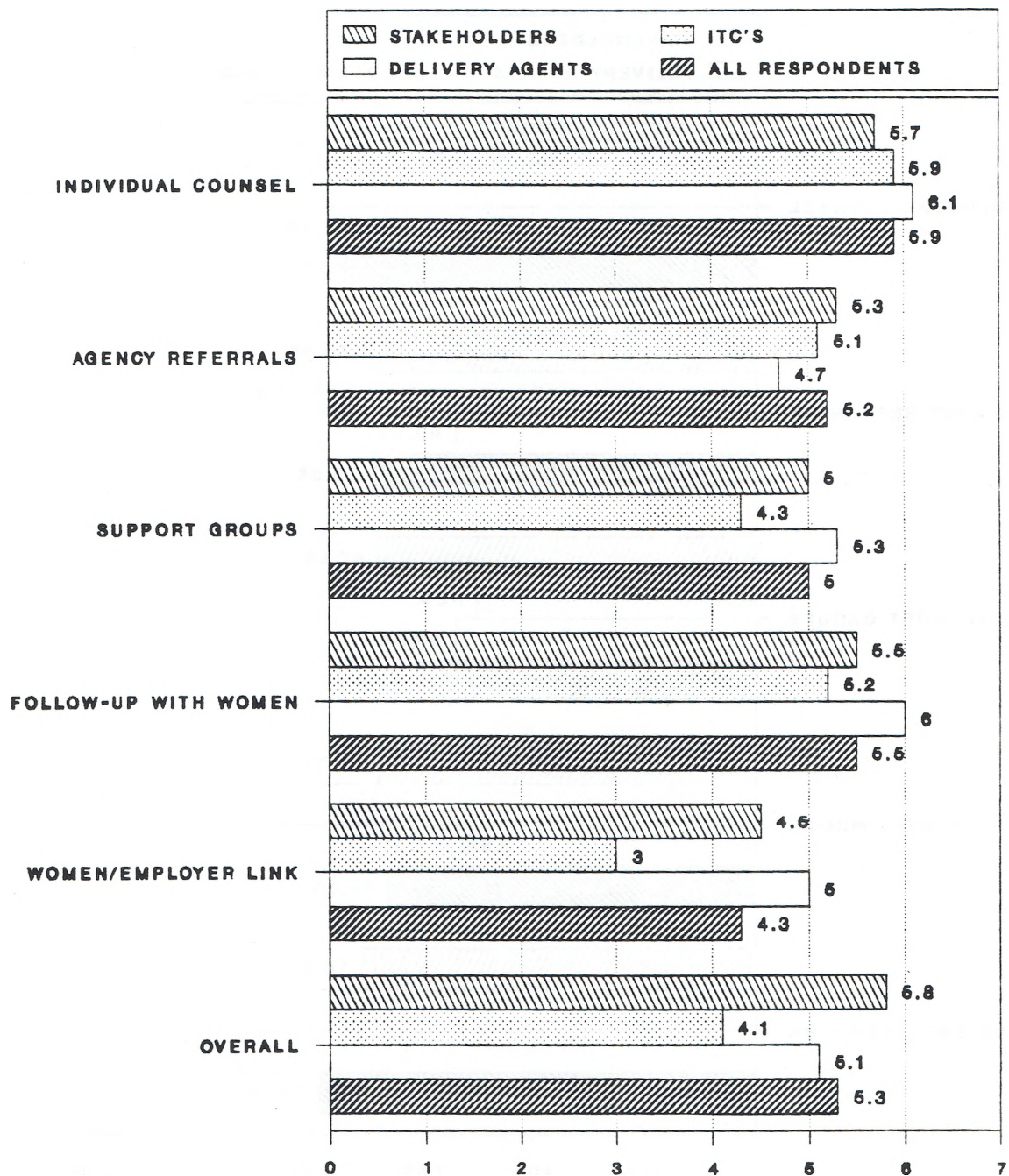


Figure 6
RATINGS OF ACTIVITIES TO SUPPORT AND COUNSEL WOMEN



5.2.2 Stakeholders' Perspective: Most And Least Effective Support Activities

Most Effective Activity: INDIVIDUAL COUNSELLING FOR WOMEN

Comments:

- Personal contact is important.
- Coordinators are very good at individual counselling.
- These activities are essential to the success of the projects.
- Feedback from the women themselves has helped to strengthen these activities.

Least Effective Activity: LINKING WOMEN WITH EMPLOYERS

Comments:

- It's not working. More promotion with employers is needed.
- Links have been made wherever possible but some employers are uncomfortable with hiring women.
- It is difficult to change the traditional attitude of employers quickly.
- The projects are off to a slow start and need more time.

5.2.3 ITCS' Perspective: Most And Least Effective Support Activities

Most Effective Activity: INDIVIDUAL COUNSELLING FOR WOMEN

Comments:

- Personal contact with the Coordinator is very important. The Coordinator must be comfortable with this role. The Coordinator must have the confidence and experience to handle this type of specialist role.
- The majority of Coordinators spend most of their time in this area.

Least Effective Activity: LINKING WOMEN WITH EMPLOYERS

Comments:

- This area of activity is a big problem. It is not working successfully.
- Women are not registering as apprentices.
- Coordinators are not strong in this area. They need to develop a bank of potential employers. It is difficult to get employers involved.
- The number of women available is small and most are not qualified, therefore employers are not interested.

5.2.4 Delivery Agents' Perspective: Most And Least Effective Support Activities

Most Effective Activity: INDIVIDUAL COUNSELLING FOR WOMEN

Comments:

- Coordinators were very effective and comfortable in this role.
- Personal counselling is necessary to the success of the program.
- There is more potential for the "personal counselling" aspect of the project.

Least Effective Activity: REFERRALS TO AND FROM OTHER AGENCIES

Comments:

- It is essential for the projects to work with other agencies. Haven't seen sufficient numbers yet.
- This aspect has been moderately effective.
- In small communities, there are not enough agencies to receive and make referrals.
- The projects need more referrals from places like employment centres.

5.3 Advocating Non-Traditional Apprenticeships To Employers

When considering activities to educate and market employers and unions regarding the value of non-traditional apprenticeships for women, respondents were aware of the following activities (in order of awareness);

- Employer visits
- Conferences/Trade Fairs
- Advertising and promotion to employers
- Follow up with employers
- Union visits
- Human Resource personnel information sessions
- Advertising and promotion to unions

It should be noted that, in general, the awareness levels of the project activities related to employers and unions were noticeably lower than the other two activity streams.

5.3.1 Overall Ratings For Marketing To And Educating Employers

The overall rating for this area 4.3 on the seven point scale. Again, stakeholders (4.4) and delivery agents (4.4) felt that these activities were somewhat more effective than did the ITC group (3.9). The most common comments cited to support this rating were as follows.

- All groups felt that some changes in attitude can now be seen as a result of the projects. Employers and unions are starting to be more receptive to women. This comment was slightly less prevalent with ITC's.
- The stakeholders felt that this is a very slow process that will take time.
- Both stakeholders and delivery agents felt more marketing and educating to unions and employers was needed.
- Delivery agents stated that employers/unions were "starting to think about it now/awareness was higher".
- The ITCs felt that much more could and must be done in this area. There was a feeling that the approaches Coordinators were using with employers were inappropriate.
- The ITCs commented that the weakness is on the "demand" side for women apprentices.

- According to Assistant Managers the most effective strategy is to spend time with employers. They felt that the coordinators didn't have a sense of how to meet and talk with employers and have the employers' perspective. They seemed to lack knowledge as to what an "apprenticeship" was, and thus couldn't talk to the employers from their perspective.
- Other comments by Managers and Assistant Managers included;
 - Women are not ready to move into the trades as quickly as we thought. There are barriers on both sides - with women and employers.
 - The projects confused political promises with reality.
 - The unions patronize the projects. They have not made contacts with the unions. Unions are tough to deal with.
 - Employers want experience. WITT and preparatory programs need to focus on generating a successful apprentice and women apprentice training should be done "up front".

Figure 7

**AWARENESS OF ACTIVITIES TO MARKET AND EDUCATE
EMPLOYERS AND UNIONS RE:NON-TRADITIONAL APPRENTISHIPS**

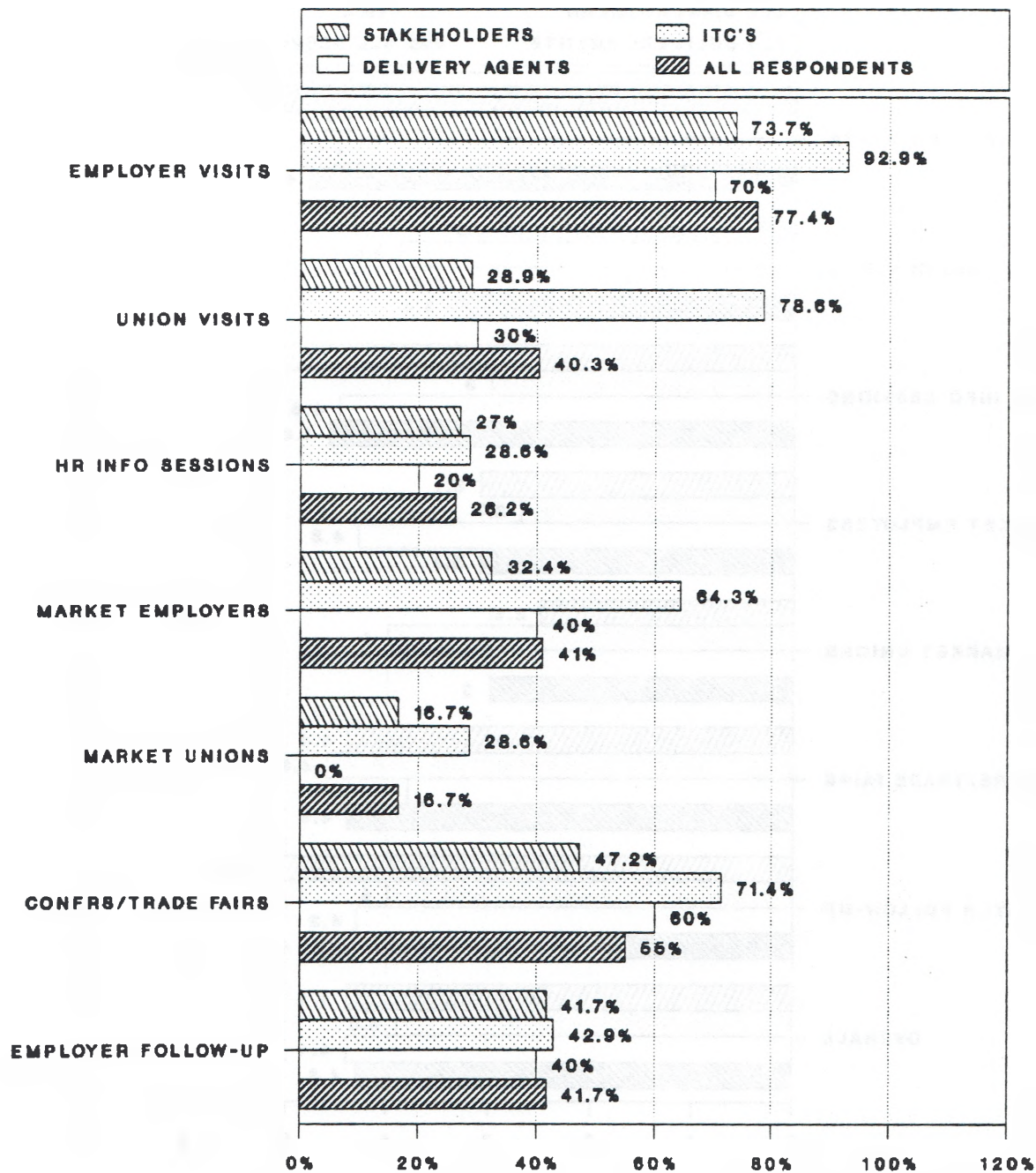
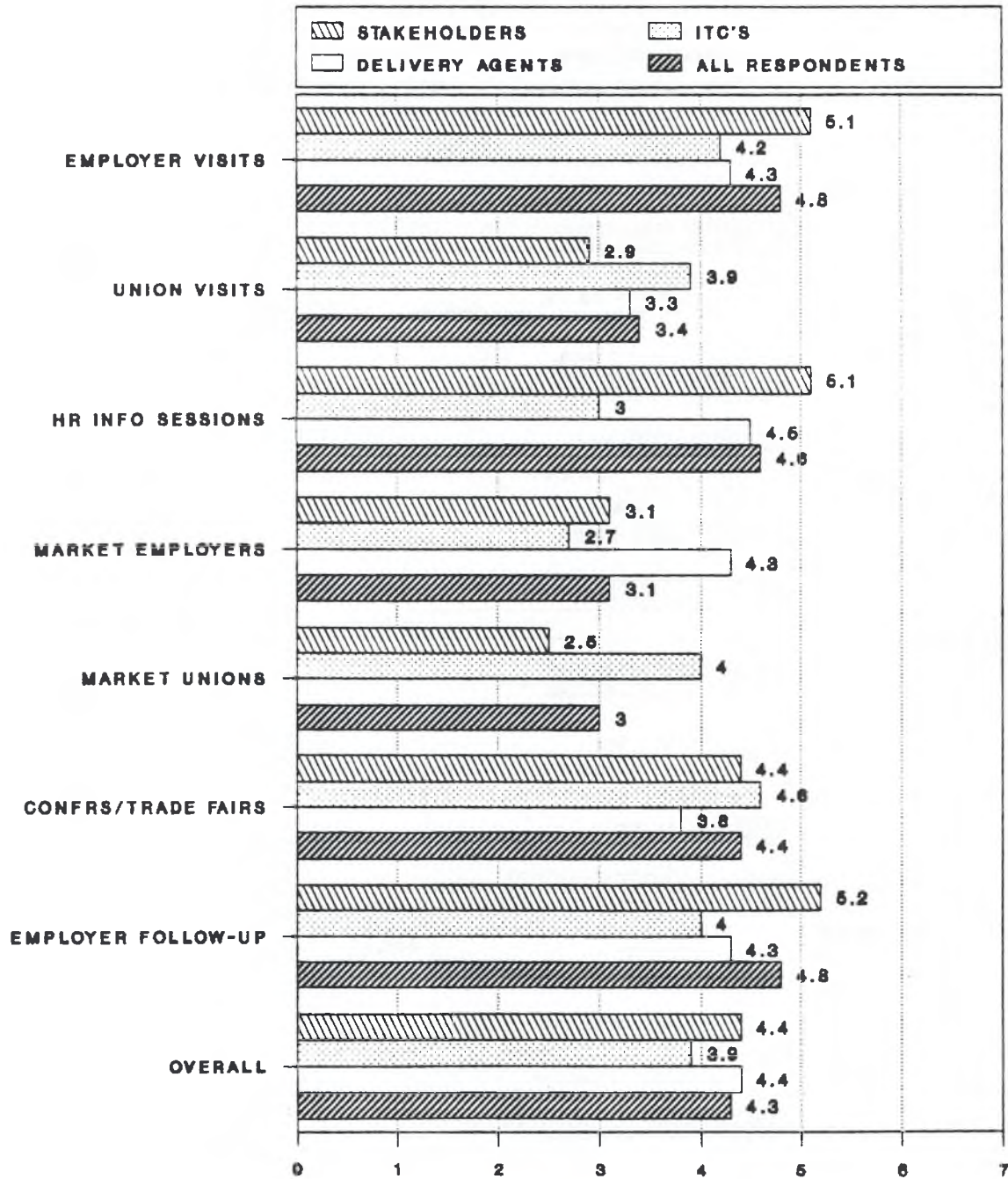


Figure 8

RATINGS OF ACTIVITIES TO MARKET AND EDUCATE
EMPLOYERS AND UNIONS RE:NON-TRADITIONAL APPRENTICESHIPS
FOR WOMEN



5.3.2 Stakeholders' Perceptions: Most And Least Effective Activities Regarding Educating Of And Marketing To Employers And Unions

Most Effective Activity Areas: HUMAN RESOURCE INFORMATION SESSIONS/FOLLOW-UP SUPPORT TO EMPLOYERS

Comments:

- Sessions have resulted in good liaison with company personnel committees.
- The sessions have been a vehicle to introduce information into the company. (ie; brochures, pamphlets)
- Follow-up activities with employers have been done with very positive results.

Least Effective Activity Area: ADVERTISING AND PROMOTION TO UNIONS

Comments:

- There is no budget for this activity.
- The unions set standards for the number of women apprentices. Once quotas are filled, no more women are accepted.
- Coordinators are invited to union seminars and conferences but the unions are very traditional and lack awareness.

5.3.3 ITCS' Perceptions: Most And Least Effective Activities Regarding Education Of And Marketing To Employers And Unions

Most Effective Activity Area: CONFERENCES AND TRADE FAIRS

Comments:

- Trade fairs give access to both employers and women.
- Allows for awareness raising and high visibility for the projects.

Least Effective Activity Area: ADVERTISING AND PROMOTION TO EMPLOYERS

Comments:

- Activity in this area is of very little value; much more advertising and promotion is needed.
- There are budget restrictions for doing work in this area.

5.3.4 Delivery Agents Perceptions: Most And Least Effective Activities Regarding Educating Of And Marketing To Employers And Unions

Most Effective Activity Areas: HUMAN RESOURCE INFORMATION SESSIONS

Comments:

- Sessions have been good at raising awareness.

Least Effective Activity Area: UNION VISITS

Comments:

- Hard attitudes have developed in the unions, it's difficult to break the ranks.
- This activity is not effective - the unions are so opposed.
- The unions have high education standards and experience requirements.
- This aspect of the projects is going to take time to be successful.

5.4 Advocating Non-Traditional Apprenticeships To Others

Because of the range of different activities that could be undertaken in this area, respondents were asked to state the activities they were aware of and the type of groups involved.

5.4.1 Types Of Activities Conducted With Agencies/Groups

These were (in order);

- Visits and involvement with advisory committees and councils
- Activities co-sponsored with CAATS
- Distribution of information to local agencies
- Speaking engagements
- Career fairs
- Pamphlet distribution
- Career days
- Newspaper advertising
- One on one contact
- Cable television
- Advertising by the Ministry
- Television interviews
- Positions on Committees and Boards

5.4.2 Types Of Agencies And Groups Involved In the Projects as Identified by the Stakeholders And ITCs

In order;

- Committees/Advisory Councils: Industrial, Education, Women's
- Community Colleges
- Schools
- Affirmative Action Programs
- CITCs
- Business Women's Groups
- Women in Trades and Technology Programs
- Big and Little Sister Programs
- Chambers of Commerce
- Adult Day Schools
- Women in Trades Support Groups
- French Language Schools

5.4.3 Overall Ratings On Advocating to Others

The overall rating for this area was 5.3 on the seven point scale. Stakeholders (5.7) and delivery agents (5.0) felt the this area of activity was more effective than the ITC group (4.2). Comments to support their respective views follow.

5.4.4 Stakeholders' Comments On Advocating to Others

- A lot of work is just beginning in this area.
- Success in this area depends on the Coordinator and how she/he runs the program.
- The Coordinator needs to be actively involved in networking.
- The projects have a good start in this area but again, it will take time to develop.

5.4.5 ITCs' Comments On Advocating to Others

- It is very difficult to get other agencies involved, to get their attention.
- In some cases the approach has been extremely effective.
- Once organizations are involved in the projects they do fine.
- Our expectations for what can be done in a short time period in this area are too high.
- There have been good attempts in this area but with minimal effectiveness.

5.4.6 Delivery Agents Comments On Advocating to Others

- When the presentation of the concept is good it has impact and is provocative.
- It's important to touch schools and educate students/children. It is also important to educate the educators.
- There is a vast large information network. It's important to exchange information and keep in touch.
- Visibility needs to be much better - more promotion is needed.
- The projects can target an inappropriate group. Also, with a limited population, there is not enough people to support the program.

5.5 Overall Relative Rating of the Projects' Major Activity Streams

- Across the four major activity streams, respondents rated the effectiveness of each stream in the following order;
 - Counselling and Supporting Women
 - Marketing/Educating and Linking Agencies and Groups
 - Marketing to Women
 - Marketing/Educating Employers

Figure 9

**RATINGS OF ACTIVITIES TO MARKET
AND LINK COMMUNITY AGENCIES AND GROUPS**

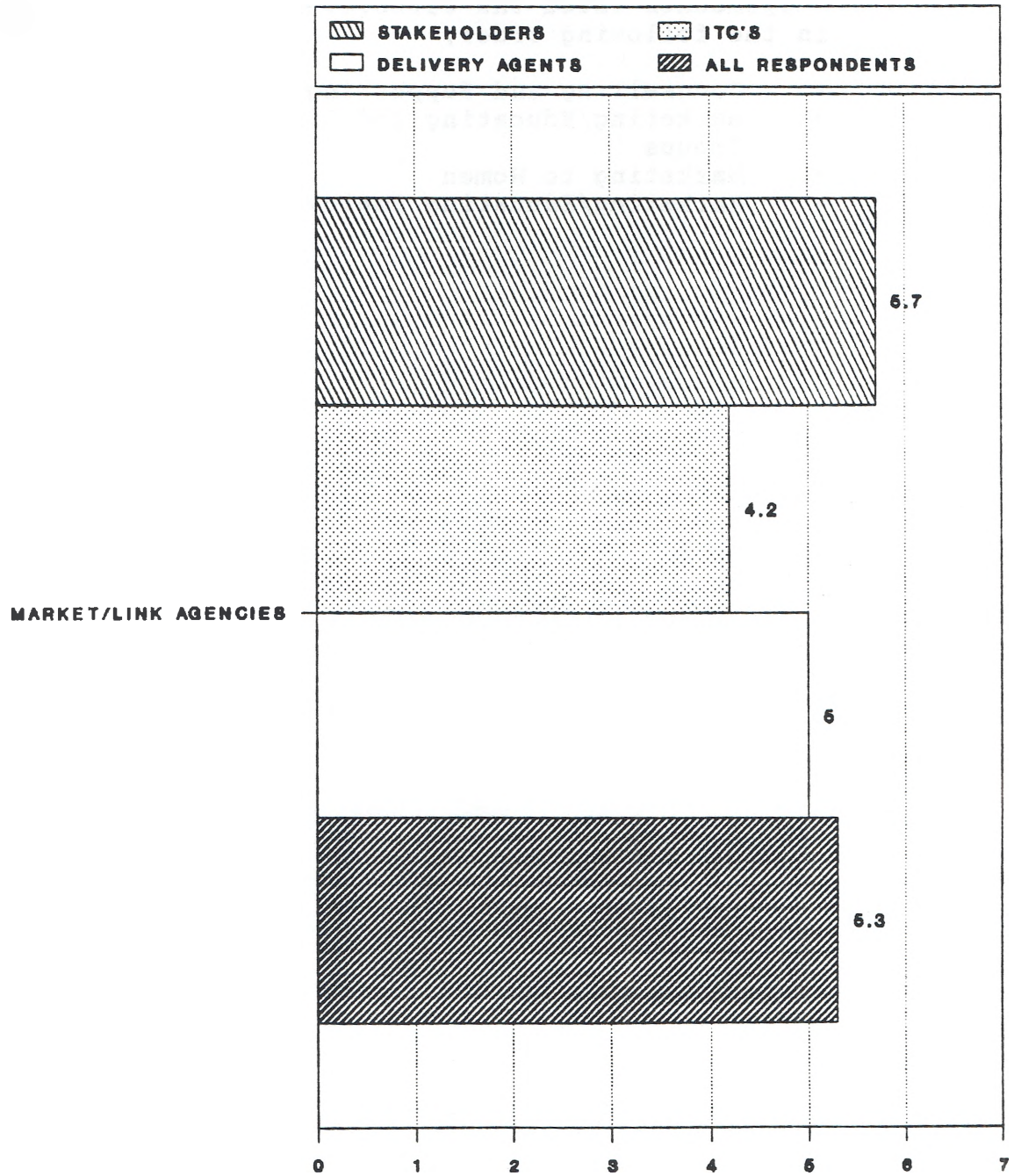
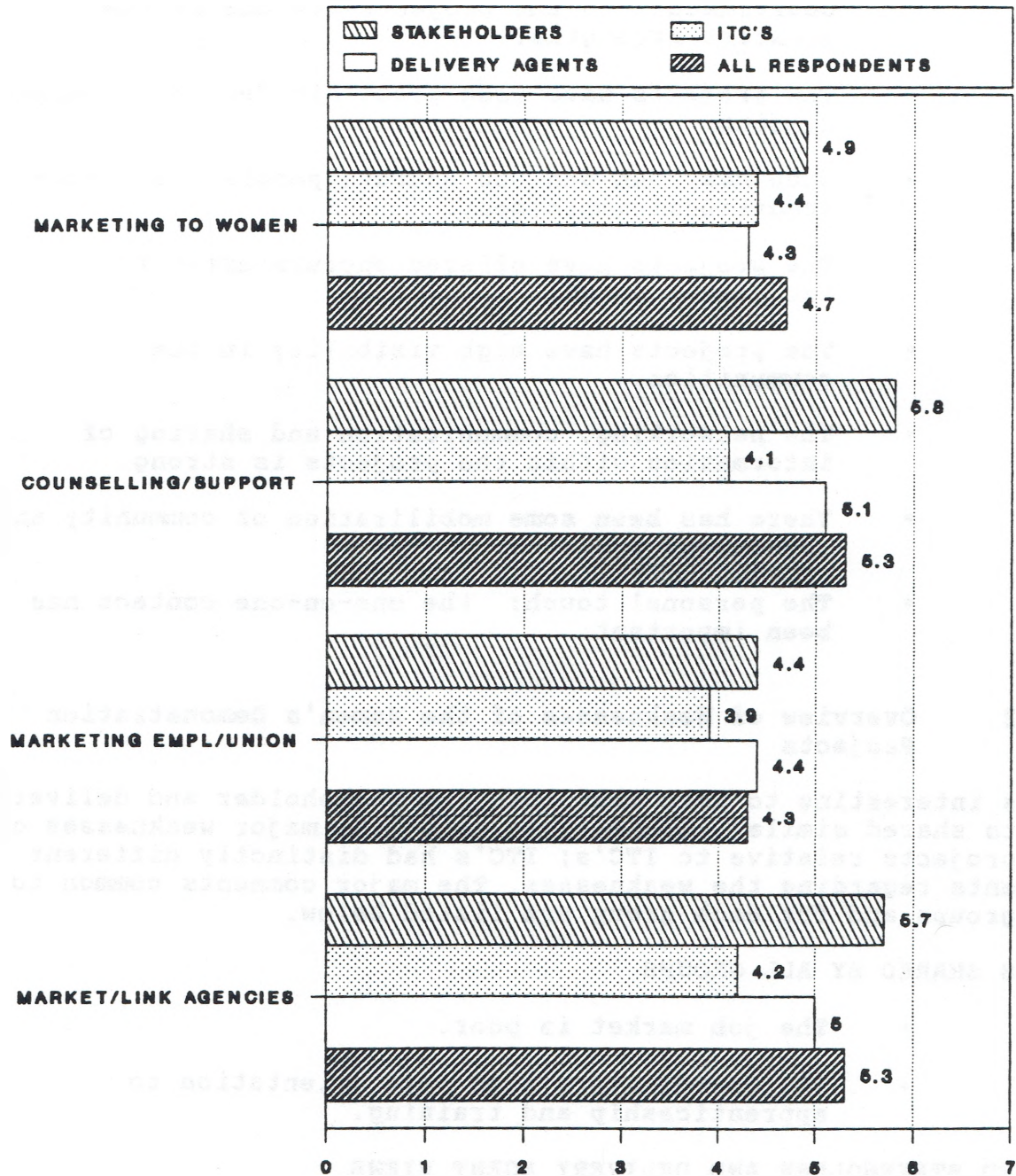


Figure 10

OVERALL RATINGS FOR MAJOR ACTIVITY STREAMS FOR THE PROJECTS



5.5.1 Overview Of Strengths Of the Women's Demonstrations Projects

Shared Views Of Stakeholders Delivery Agents and ITCs

- The Coordinators and the commitment of the Coordinators to the projects are one of the greatest strengths.
- The projects have made great strides in awareness raising.
- Much has been done to educate people about non-traditional employment.
- The projects have offered encouragement to interested women.
- The projects have high visibility in the communities.
- The networking, communication and sharing of information within the projects is strong.
- There has been some mobilization of community and government agencies.
- The personal touch; the one-on-one contact has been important.

5.5.2 Overview of Weaknesses of the Women's Demonstration Projects

It is interesting to note that both the stakeholder and delivery agents shared similar perspectives about the major weaknesses of the projects relative to ITC's; ITC's had distinctly different comments regarding the weaknesses. The major comments common to all groups and for each group are listed below.

VIEWS SHARED BY ALL GROUPS

- The job market is poor.
- The Coordinators need more orientation to apprenticeship and training.

SHARED STAKEHOLDER AND DELIVERY AGENT VIEWS

- The projects need more funding.
- The two year time frame for the projects is not long enough.

- There is too much emphasis on numbers.
- The projects need more staff and more support services generally.
- There is a need to better target women as candidates for the projects.
- The projects need more visibility, more marketing, more profile.

ITC VIEWS

- There is not enough focus in the projects on employers and employer visits.
- The projects are weak in finding incentives for employers to become involved.

5.6 Overview of Barriers Facing the Women's Demonstration Projects

VIEWS COMMON TO ALL GROUPS

- The traditional and/or sexist attitudes of employers are blocking the projects.
- The attitudes of the women themselves are a barrier in that they feel they should not be involved in non-traditional jobs or they do not have the self-confidence to pursue apprenticeships.
- The projects are having difficulty making impact, given the attitudes of the trades and societal prejudice.
- Not enough staff to reach the goals.
- The lack of funding for staffing and other needed resources is a barrier.
- The most difficult barrier is changing attitudes.
- The current economic recession and the availability of jobs is and will be a barrier.

5.7 Primary Impacts of the Women's Demonstration Projects

VIEWS COMMON TO ALL GROUPS

- The projects have raised awareness and changed some attitudes about women in non-traditional jobs.
- The projects have encouraged women to enter or to think about entering the trades.
- The projects have also encouraged women who were thinking about career changes to move into the trades. (more stakeholders and delivery agents)
- The projects are linking women who want non-traditional jobs.
- More women are now ready for apprenticeships.
- Projects have been well received in the communities and have good potential. Many community agencies have been mobilized.

5.8 Views On Increased Funding For the Women's Demonstration Projects

Respondents were asked if there were additional activities that could be incorporated into the projects if the funding were increased. Eighty-six percent of the respondents said yes, and only four percent said no. The remaining 10% didn't respond or didn't know.

The views of all three groups differed somewhat in terms of the type of activities that should take place. Their respective comments are listed below.

VIEWS COMMON TO ALL GROUPS

- More promotion, publicity, advertising
- Better coordination with other agencies.

STAKEHOLDER AND DELIVERY AGENT COMMENTS ON OTHER ACTIVITIES TO BE UNDERTAKEN WITH INCREASED FUNDING:

- More education through the school system and school visits (especially delivery agents)
- Educate guidance counsellors
- More support group activity

- Sponsor more speaking engagements
- More visibility for program (ie; television campaign)

ITCS COMMENTS ON OTHER ACTIVITIES TO BE UNDERTAKEN WITH INCREASED FUNDING:

- More marketing
- Better coordination with other agencies
- Greater efforts and more information to reach employers

DELIVERY AGENTS COMMENTS ON OTHER ACTIVITIES TO BE UNDERTAKEN WITH INCREASED FUNDING:

- Sponsor more role modelling
- Work closer with employers and unions - education nights

5.9 Activities That the Ministry Of Skills Development Could Do To Assist the Women's Demonstration Projects

Again, the stakeholder, delivery agents and ITC's had differing views on what the Ministry could do to assist the projects.

SUGGESTION COMMON TO ALL GROUPS

- More funding
- Closer participation between the MSD and the projects

STAKEHOLDERS' AND DELIVERY AGENTS' COMMENTS ON MINISTRY ASSISTANCE:

- Expand the projects and make them more long term
- Publicize the projects more. Undertake a province wide advertising campaign.
- Go after the media (especially stakeholders)
- Provide more help with reaching employers
- Make quotas realistic

ITCS' COMMENTS ON MINISTRY ASSISTANCE:

- Need more liaison between the Ministry and the projects
- Less isolation from the apprenticeship office
- Need to house the Coordinators within the Ministry

5.10 Women's Demonstration Projects: Should They Be Continued, Modified Or Closed Down?

Overall, 75% of the respondents felt the projects should be continued. A further 19% felt they should be modified. Only 2% thought they should close.

With respect to stakeholders, 81% felt that the projects should continue, while another 18% felt that they should be modified. None of the stakeholder respondents felt that the projects should be closed down.

Again, the majority of delivery agents (78%) felt the projects should continue or be modified (22%).

However, a lower 50% of the ITCs felt that the projects should be continued, while another 25% stated that the projects needed modification. Thirteen percent (13%) of ITC's felt the projects should be closed down.

COMMENTS SUPPORTING THE CONTINUATION OF THE PROGRAM

- More time is needed to see results from the projects. Two years is not enough.
- The projects need to continue. It will take a long time to change attitudes, especially employers.
- This is a good program. The industry needs this program.

COMMENTS REGARDING MODIFICATION OF THE PROGRAM

- Funding for the projects must be increased.
- Employer awareness and contact activities must be increased.
- The visibility and profile of the projects must be increased in the communities and in the province.
- The low wages paid to the Coordinators are a deterrent to attracting and keeping qualified people. (COMMENT BY STAKEHOLDER GROUP ONLY)
- The projects should be housed in Ministry offices. (COMMENT BY ITC GROUP ONLY)

COMMENTS BY ITCS WHO FAVOURED THE DISCONTINUATION OF THE PROJECTS

Three alternatives to the current projects were suggested:

- new program with realistic targets
- new program focused on public schools
- new initiative involving the study of labour markets by region

5.11 Summary Of Focus Group Meetings/Discussions With Program Coordinators

Five focus group sessions were conducted with Program Coordinators representing each region in the province. Their collective comments specific to each major component of the women's demonstration projects have been summarized in the pages that follow.

As a general comment, Coordinators indicated that it could be a full time job to work in any one of the three areas discussed below.

5.11.1 Program Coordinators' Perspective: Advocating Non-traditional Apprenticeships To Women

- On average, Coordinators felt that they were spending between 40% to 60% of their time ADVOCATING TO WOMEN.
- The establishment of media contacts is working well but Coordinators felt that they must be careful not to create a large demand from women in the community when they do not have the resources to respond to that demand.
- Attracting women is not the problem. (One Coordinator had 300 names on a mailing list.) The problem is that too much time is spent in personal counselling. On average it takes six to nine months to prepare a woman for apprenticeship. About one in twenty women is "apprenticeship ready" when she comes to the Coordinator.
- Coordinators felt that they really needed help with screening women. It was indicated that they are not getting appropriate referrals from most agencies.
- Some Coordinators felt that they were using information sessions effectively to help them screen women; others indicated that information sessions were of little use and individual counselling sessions were more effective.
- Some Coordinators had targeted women in their regions. For example, women who were already working with an employer but in a traditional job (ie; office secretary) who were interested in a job change. These Coordinators found the employers of these women to have more confidence in their ability to do the job.

- Working with schools and school boards is going well.
- Role modelling activities are being well received.
- Coordinators were in total agreement that the scope of the projects is sometimes overwhelming for one person. Each Coordinator must compile her/his own mailing lists, prepare her/his own presentation packages, set up own trade show booths, etc., etc...
- Coordinators were not in agreement about the usefulness of support groups. Some felt they were extremely useful, others felt too much of their time was being spend there.
- It was agreed that most women are not job ready and have very low levels of self-confidence. Therefore, the Coordinators must spend significant time in some combination of counselling, support group or mentoring activities over an extended time period, without the guarantee that the women will move into non-traditional apprenticeships.

- Coordinators commented that it is very difficult for sole support mothers to leave their jobs and move into apprenticeships when it means a drop in salary. In addition, many women find it difficult or impossible to relocate for training or apprenticeship positions. NOTE: This is a serious problem in the northern region.

5.11.2 Program Coordinators' Perspective: Advocating To Employers

- Coordinators indicated that on average they are spending between 10% to 40% of their time ADVOCATING TO EMPLOYERS.
- Coordinators indicated that they can not go to employers without a "product ready to sell". If they do, their credibility and the credibility of the program is negatively affected. Further, they can't build up the expectations of women if employers are not prepared to provide apprenticeships.
- The Coordinators feel that they must spend significant time in pre-apprenticeship activities with women because employers will not hire women if they do not have any prior experience.
- Coordinators have the best luck with employers who have equity targets. Smaller companies are more likely to take apprentices. Companies like General Motors, for example, will only take journeypeople.
- Most Coordinators are in a position where the supply of women is greater than the demand for women by employers. Coordinators are forced to find or create "buying time" scenarios for women until they can be placed.
- The Coordinators agreed that the attitudes of most of the employers are discriminatory and very traditional regarding the roles of women. They have found that employers put women through a full hiring process (ie resumes, etc.) but they will hire men "off the street".
- Coordinators indicated that they were competing with other affirmative action programs among employers which further complicates the process.

- Coordinators agreed that the attitudes of unions towards women in non-traditional trades was an additional difficulty. In cases where a Coordinator had a supporter in the union, she/he was able to make inroads.

5.11.3 Program Coordinators' Perspective: Advocating To Others

- On average, Coordinators are spending between 20% to 40% of their time ADVOCATING TO OTHERS.
- The groups that Coordinators are working with include: CITCs, CECs, women's centres, school boards, ITCs, unions, employer associations, chambers of commerce, boards of trade, adult day schools, industrial training councils, FUTURES, Ontario Basic Skills and community colleges.
- Many Coordinators indicated that if they contacted community agencies properly, these agencies will sell the program for them.
- Coordinators felt they must hook up with other agencies rather than duplicating services.
- Coordinators felt that there was a need to train more trainers in the community organizations to screen, counsel and refer the right women into apprenticeships. There needs to be a project delivery system developed in the community, then the Coordinators could act as consultants to the delivery partners. Coordinators indicated that it is impossible to focus on this with the pressure to meet the "numbers" objectives.

5.11.4 Program Coordinators' Perspective: Relationship With the Ministry

- The Coordinators felt that the Ministry had given them unrealistic numbers to attain and not provided them with the support needed to achieve the project objectives.
- The Coordinators do not feel part of the MSD "team". There are no common long term goals for the projects and the numbers objectives are unrealistic.

- The Coordinators felt that MSD asks them for input but then doesn't listen and/or provide feedback. For example, they felt they had no control over agendas for quarterly meetings or the content of quarterly reports.
- Coordinators feel that they are not respected by MSD and that they are treated with a condescending attitude.
- The Coordinators felt that MSD does not feel ownership for the projects as evidenced by the lack of understanding and support for the projects by many ITCs and regional managers.
- Coordinators felt strongly that the ITCs were critical to the success of the projects because they know the employers, the ratios and have the contacts for the women. However, in a number of cases, the ITCs were seen as not supporting and often acting as barriers to the success of the projects.
- It was the perception of some of the Coordinators that the ITCs feel they are in competition with the Coordinators and the projects. Coordinators had the perception that ITCs feel they are treading on their "territory". Some felt that they should have more control over the Coordinator's activities. It is the Coordinators' view that the ITCs resented the hiring of the Coordinators and felt the money and responsibility should have gone to them.
- The Coordinators indicated that they did not feel that the relationship between the ITCs and the Coordinators was ever clearly defined by the Ministry and this has created major problems.
- On the self-report form, coordinators again were asked to describe the relationship they had with their local ITC. Over 54% of the comments characterizing the relationship described negative aspects. The most predominant were that the relationship was strained, tense and distant; that the ITC was busy with his/her own workload and that the ITC does not take the initiative to involve the coordinator in his/her work.

- However, these negative aspects were not always the case. 32% of the comments regarding the relationship were positive. They included that the ITC was supportive, friendly/respectful and professional and that the ITC was willing to help in any way possible.
- Continuing with the self-report form, we found that 77% of the coordinators felt their relationship with the ITC's has both positively and negatively effected the project outcomes. Predominant comments included that the ITC provides good employer referrals/easier access to employers, that the ITC could give more leads, that the ITC is a great source of information and that the ITCs could give more feedback and share his/her ideas.

5.11.5 Program Coordinators' Perspective: Greatest Barriers Faced

- The lack of support from the Ministry and the ITCs.
- The short time frame and unrealistic objectives for the projects and the lack of strategic planning and common goals.
- The low salaries of the Coordinators and the salary inequities across Coordinators.
- The lack of financial and human resources for the projects.
- The cut backs in federal funding regarding projects for women which has resulted in an inability to place women in appropriate training or bridging programs.
- The discriminatory attitude of employers.
- The lack of apprentice ready women.
- The negative image that the general public has about the trades and about women in the trades.
- The red tape necessary to set up a training program.
- Lack of clear guidelines and common priorities for Coordinators jobs.

Figure 11

OVERALL RATINGS FOR THE DEGREE PROJECT HAVE
RAISED AWARENESS AMONG KEY STAKEHOLDERS

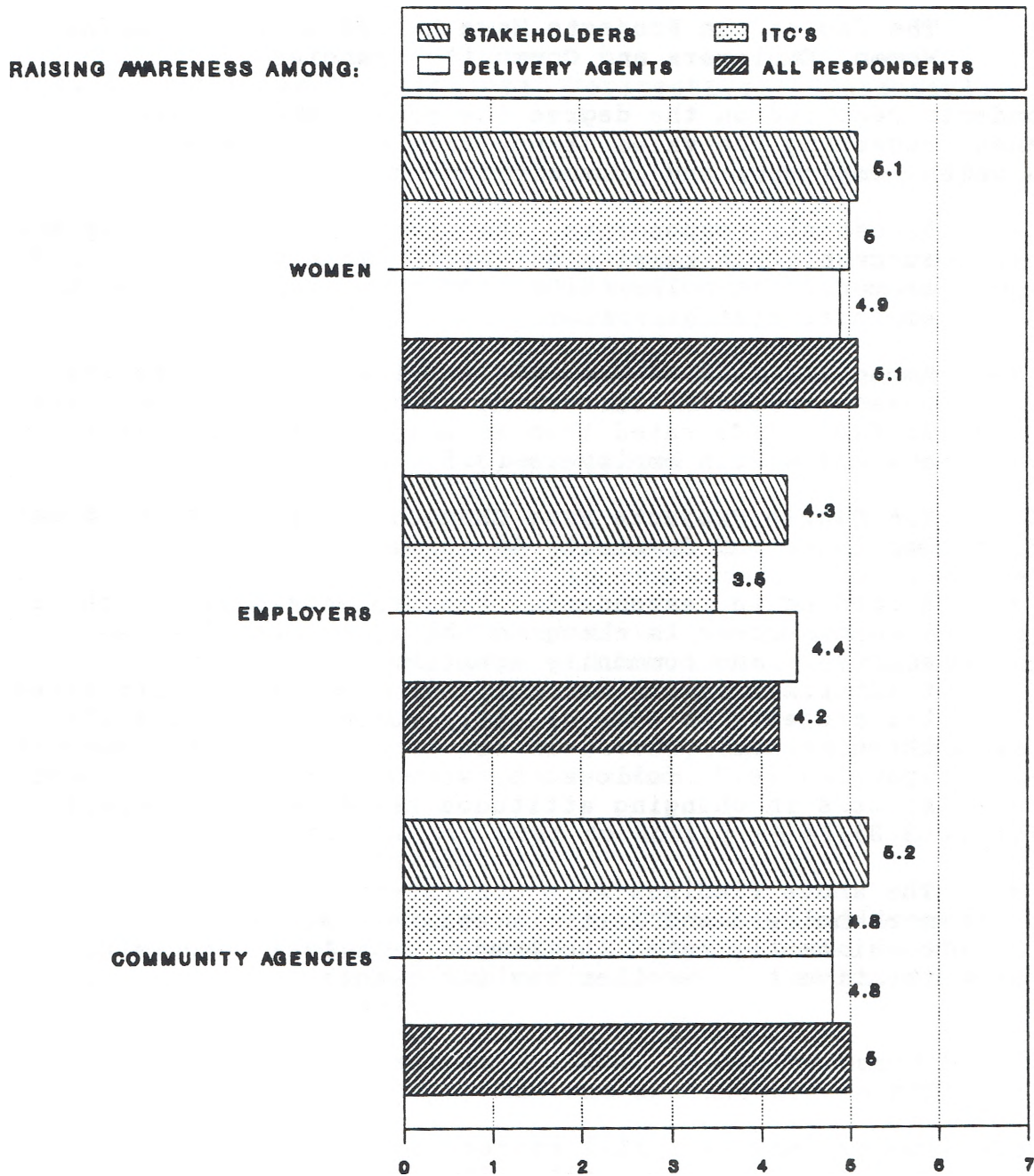
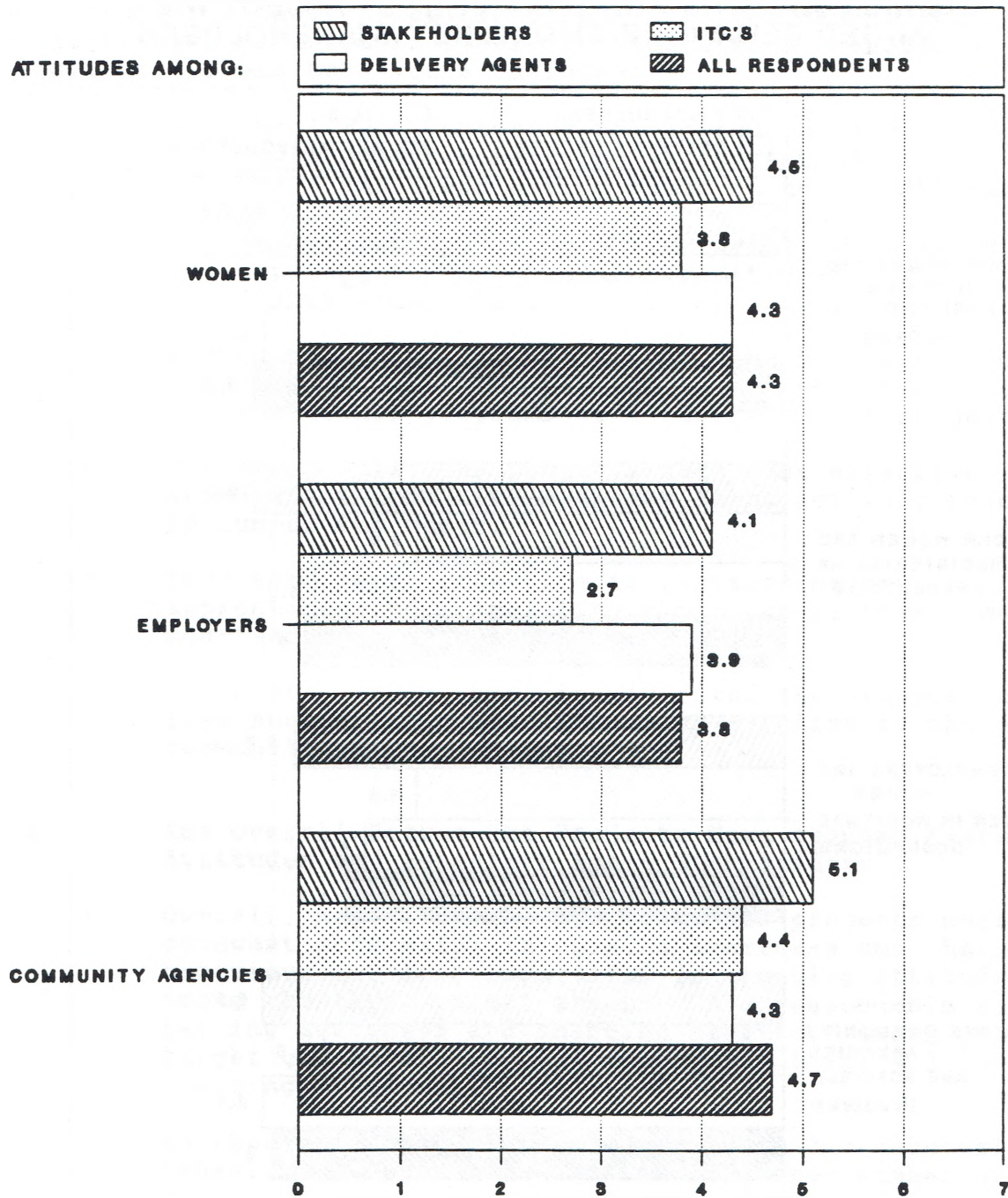


Figure 12

OVERALL RATINGS FOR THE DEGREE PROJECT HAVE
CHANGED ATTITUDES AMONG KEY STAKEHOLDERS



- Considering the ITC's overall perspective, they felt the projects were slightly unsuccessful in changing attitudes (3.7) and only marginally successful in raising awareness (4.5) and changing behavior (4.1). Stakeholders and delivery agents felt the projects were slightly more successful across all three areas.

Figure 14

OVERALL RATINGS FOR THE DEGREE PROJECT HAVE
CHANGED AWARENESS, ATTITUDES AND BEHAVIOR
AMONG STAKEHOLDERS

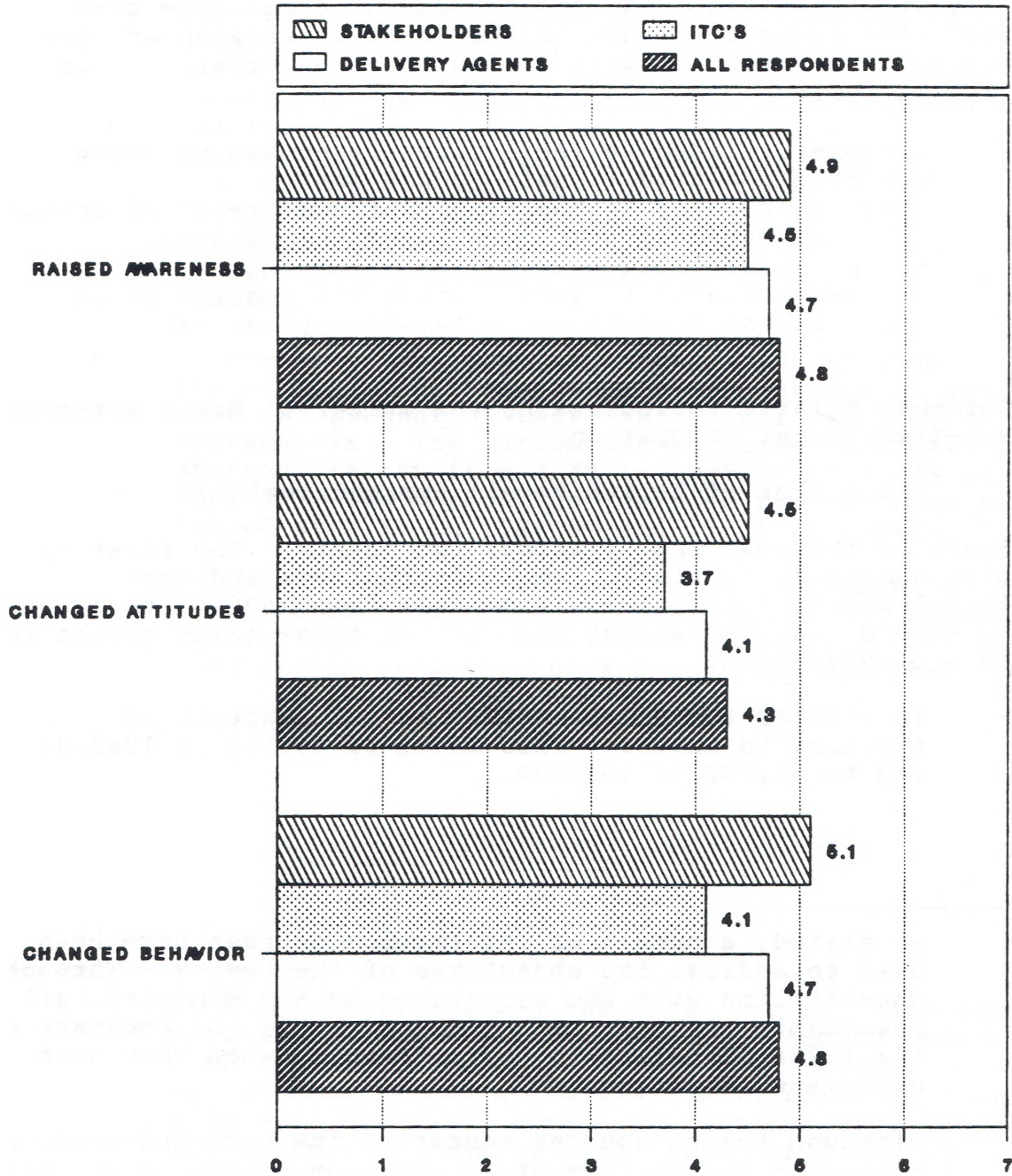
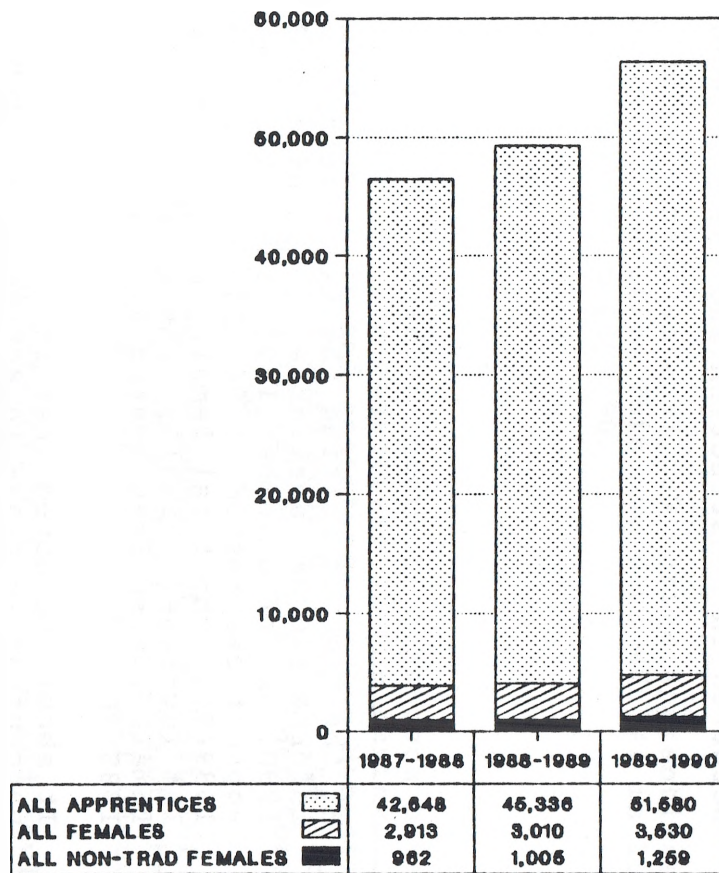
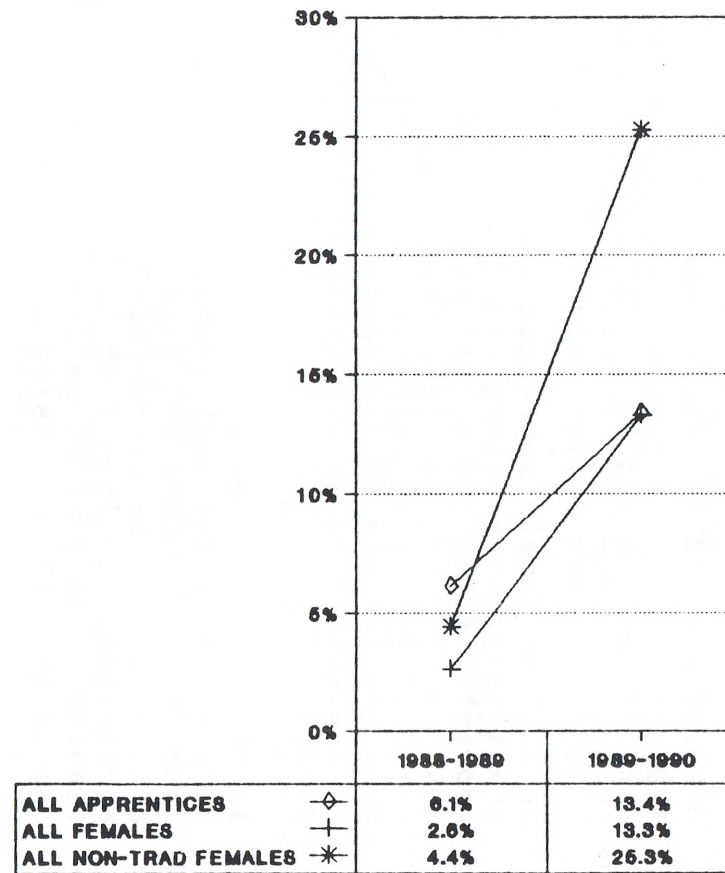


Figure 15

TOTAL NUMBER OF ACTIVE APPRENTICES BY GENDER
1987/88 THROUGH 1989/90



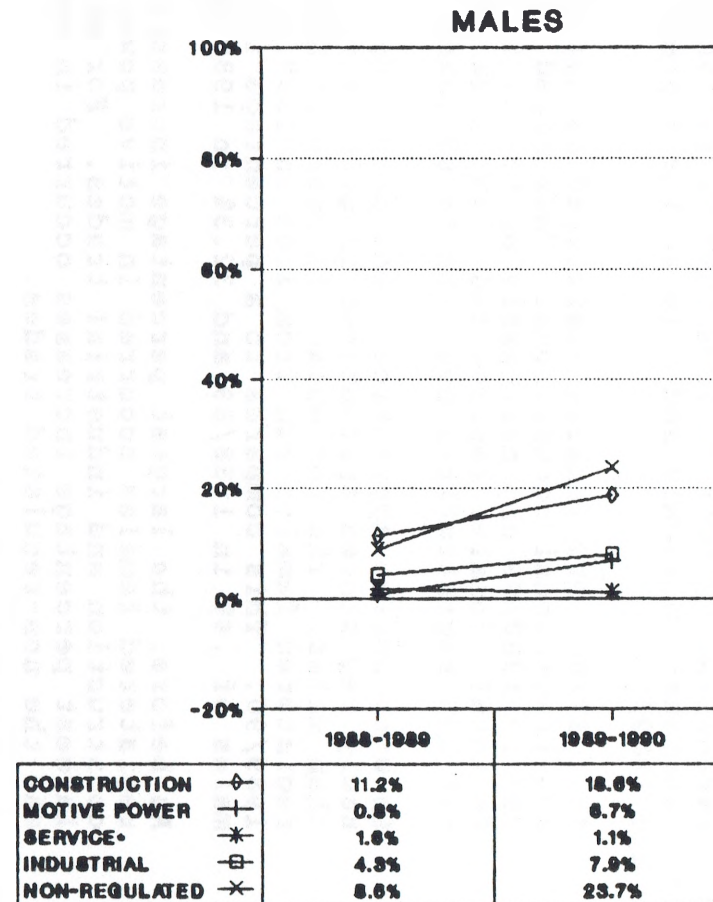
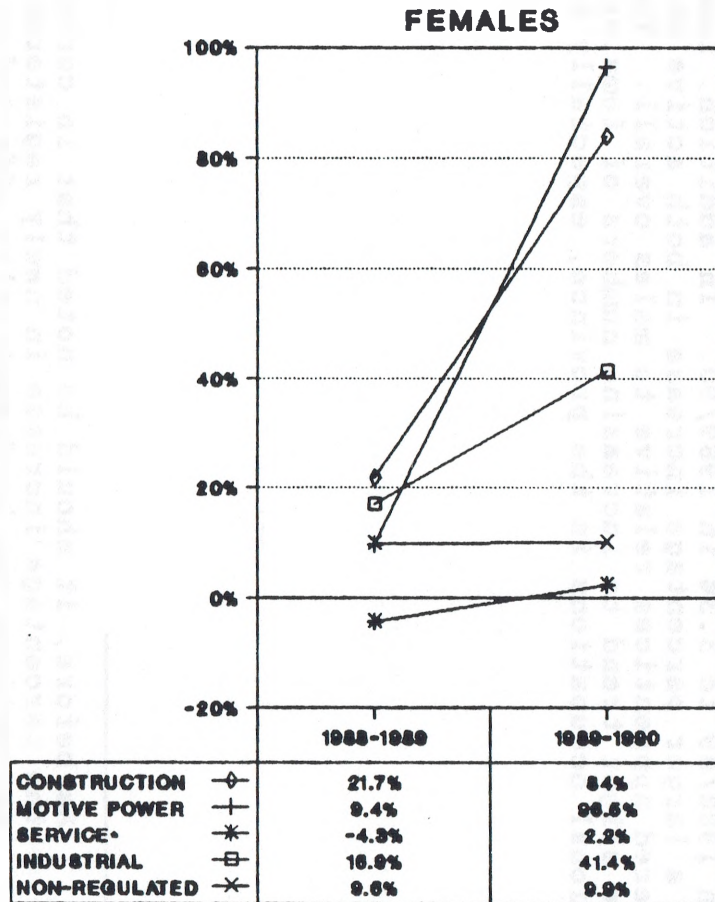
PERCENTAGE INCREASE IN ACTIVE APPRENTICES BY GENDER



For Non-Traditional Female Apprentices
Figures do not include Hairdresser or Hairstylist

Figure 16

PERCENTAGE INCREASE IN MALE AND FEMALE ACTIVE
APPRENTICES 1987/88 AND 1988/89



* The Service sector does not include Hairdresser
or Hairstylist

6.3.2 The Number of Newly Registered Female Apprentices

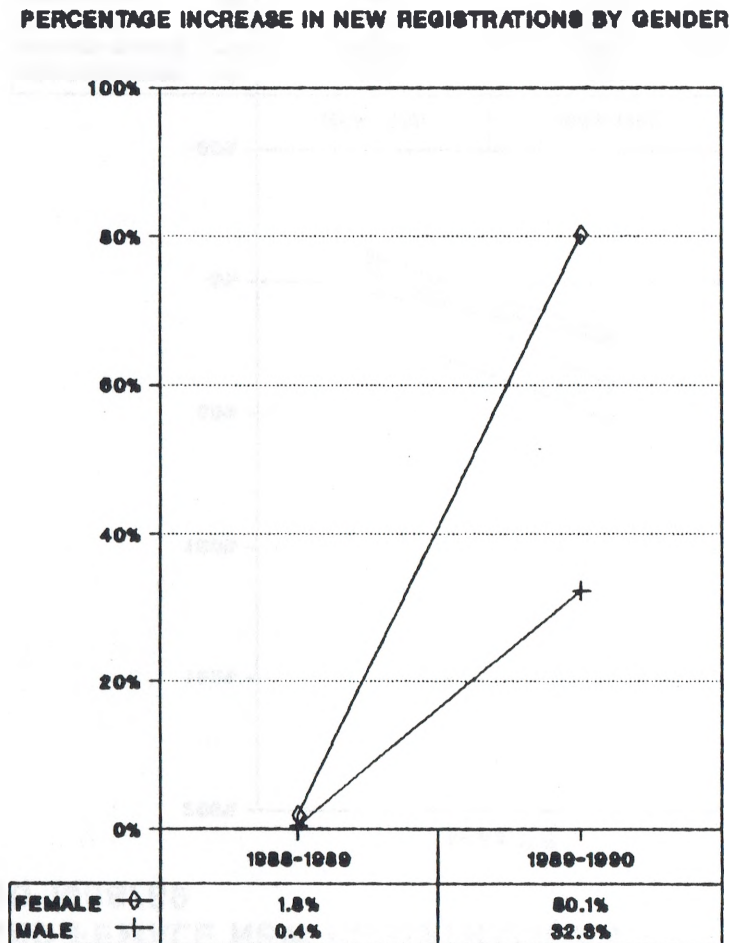
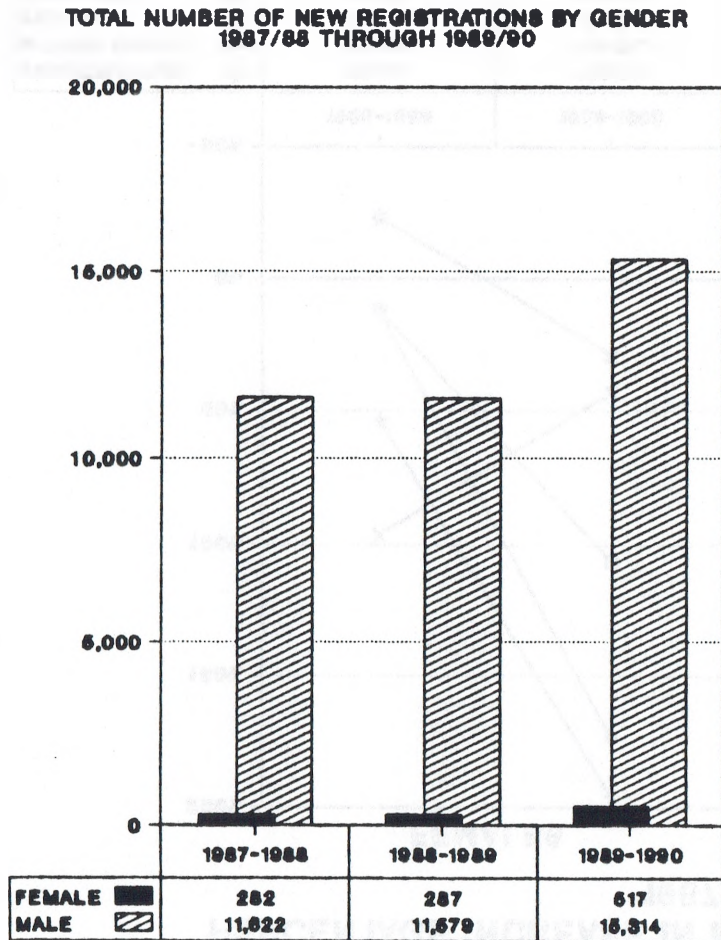
As with active apprentices, the figure on the next page presents two charts. The first is the number of newly registered female and male apprentices in Ontario from 1987/88 to 1989/90 and the percentage increase in female and male active apprentice for 1988/89 and 1989/90.

- In 1987/88, 282 females registered as apprentices in non-traditional occupations. This moved up slightly to 287 in 1988/89 and noticeably up to 517 in 1989/90. In total, females represented 2.4%, 2.4% and 3.3% of all new registrations over the three years.
- As with active apprentices, the percentage increase of newly registered apprentices is greater for females than males. The percentage increase in newly registered females ran from 1.8% in 1988/89 to 80.1% in 1989/90. This compares to a percentage increase for males of .4% in 1988/89 and 32.3% in 1989/90.⁶
- As before, the largest percentage increases for newly registered females occurred in motive power, construction and industrial trades. For males the largest percentage increases occurred in construction and the non-regulated trades.

Although the percentage of active female apprentices did not appear to be changing significantly over the first two years, the percentage of newly registered female apprentices did move from 2.4% in 1988/89 to 3.3% in 1989/90. In addition, females also report a larger percentage increase in both active and newly registered apprentices relative to males overall. There appears to be a slight trend to increasing numbers of females in non-traditional occupations in the province, especially in 1989/90.

⁶ As before, it should be noted that in certain sectors, the percentage increase in newly registered female apprentices can be dramatically affected by the small number of apprentices in these sectors.

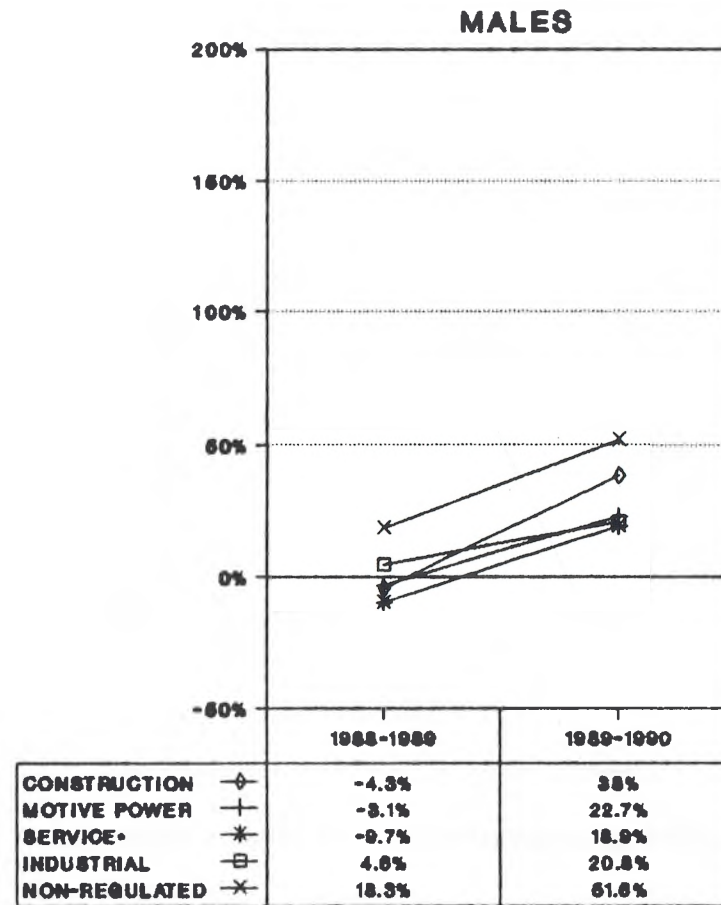
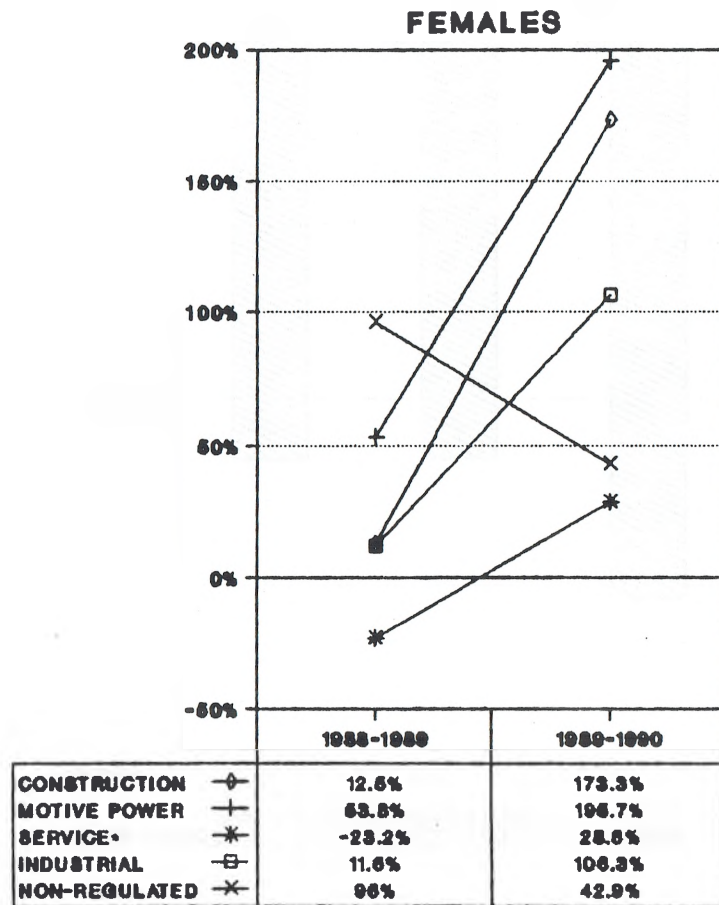
Figure 17



Figures do not include Hairdresser or Hairstylist

Figure 18

PERCENTAGE INCREASE IN MALE AND FEMALE NEW REGISTRATIONS
1987/88 AND 1988/89



- The Service sector does not include Hairdresser or Hairstylist

6.3.3 The Number Of Female Apprentice Registered As a Result of the Women's Demonstration Projects

The tables below and on the following pages present the number of females reported to be newly registered in apprenticeships as a result of the Women's Demonstration Projects.⁷

- According to the quarterly reports, the projects have resulted in the registration of 213 female apprentices - 77 up to December 1989, 92 from January to March 1990 and 44 from March 1990 to the end of June.
- An almost equal number of women have registered in the Industrial (57), Motive Power (54) and Construction sectors (53), followed lastly by the Service sector at 15. Employer established registrations rest at 19.
- Thus, considering the 517 new female apprentices registered in non-traditional occupations in 1989/90, coordinators reported that the projects were associated with 169 or 33% of these registrations.
- The primary occupations for the newly registered female apprentices were; Carpenter (28), Motor Vehicle Mechanic (25), Tool and Die (18), Industrial Woodworker (15), Electrician (13), Motor Vehicle Technician (11).

NUMBER OF NEW WOMEN APPRENTICES REGISTERED AS A DIRECT RESULT OF THE DEMONSTRATION PROJECTS BY SECTOR

INDUSTRIAL.....	57
.....	26.8%
MOTIVE POWER.....	54
.....	25.4%
CONSTRUCTION.....	53
.....	24.9%
EMPLOYER ESTABLISHED	19
.....	8.9%
SERVICE.....	15
.....	7.0%
NOT STATED.....	15
.....	7.0%
TOTAL.....	213
.....	100.0%

7

Information obtained from the quarterly reports for the Women's Demonstration Projects. The reports cover the period beginning with each project's initiation to the end of June 1990. Detailed tabular results are available under separate cover.

NUMBER OF NEW WOMEN APPRENTICES REGISTERED
BY OCCUPATION

APPRENTICE -		
CARPENTER.....	28	
.....	15.1%	
MOTOR VEHICLE		
MECHANIC.....	25	
.....	13.5%	
TOOL & DIE.....	18	
.....	9.7%	
INDUSTRIAL		
WOODWORKER.....	15	
.....	8.1%	
APPRENTICE -		
ELECTRICAL.....	13	
.....	7.0%	
MOTOR VEHICLE		
TECHNICIAN.....	11	
.....	5.9%	
MACHINIST.....	7	
.....	3.8%	
PROCESS OPERATOR		
TRAINEE.....	6	
.....	3.2%	
COOK.....	5	
.....	2.7%	
MECHANICAL		
DRAUGHTSMAN.....	4	
.....	2.2%	
CARPENTER.....	4	
.....	2.2%	
COMPOSITOR.....	3	
.....	1.6%	
INDUSTRIAL PAINTER..	3	
.....	1.6%	
RETAIL MEAT CUTTER..	3	
.....	1.6%	
AUTO BODY REPAIRMAN.	3	
.....	1.6%	
MOULD MAKER.....	3	
.....	1.6%	
BRICK & STONE MASON.	3	
.....	1.6%	
PLUMBER.....	2	
.....	1.1%	
CN CARMAN.....	2	
.....	1.1%	

...Table Continued

NUMBER OF NEW WOMEN APPRENTICES REGISTERED
BY OCCUPATION

MILLWRIGHT.....	2
.....	1.1%
AIRCRAFT MAINTENANCE	
ENGINEER.....	2
.....	1.1%
INDUSTRIAL	
MAINTENANCE	
MECHANIC.....	2
.....	1.1%
BOAT RE-FINISHER....	2
.....	1.1%
ELECTRONIC	
TECHNICIAN.....	2
.....	1.1%
LABOURER/	
HANDYPERSON.....	1
.....	.5%
APPRENTICE -	
MACHINIST.....	1
.....	.5%
HAIRSTYLIST.....	1
.....	.5%
BAKER.....	1
.....	.5%
PRECISION METAL	
FABRICATOR.....	1
.....	.5%
SHEET METAL WORKER..	1
.....	.5%
MECHANICAL FITTER...	1
.....	.5%
PRINTER.....	1
.....	.5%
PIPE X-RAY	
TECHNICIAN	
TRAINEE.....	1
.....	.5%
MECHANICAL	
MAINTENANCE.....	1
.....	.5%
ASBESTOS REMOVER....	1
.....	.5%
HORTICULTURAL	
LANDSCAPER.....	1
.....	.5%

...Table Continued

NUMBER OF NEW WOMEN APPRENTICES REGISTERED
BY OCCUPATION

FITTER.....	1
.....	.5%
MARBLE, TILE & TERRAZZO CUTTER...	1
.....	.5%
ELECTRICIAN.....	1
.....	.5%
ANIMAL CONTROL OFFICER.....	1
.....	.5%
NOT STATED.....	14
.....	.5%
TOTAL.....	185
.....	100.0%

6.3.4 The Number Of Referrals of Females to Stakeholder Agencies

- The predominant agencies used by the projects to refer women included (in order) CEIC, upgrading/preparatory programs, MSD field offices, placement in programs like FUTURES, counselling agencies and child care.
- Further, coordinators reported 613 referrals to employment.

NUMBER AND TYPE OF CLIENT REFERRALS

NUMBER OF REFERRALS

TO MSD FIELD OFFICES

Total..... 615.0

NUMBER OF REFERRALS TO CEIC

Total..... 886.0

NUMBER OF REFERRALS TO A COUNSELLING AGENCY

Total..... 272.0

NUMBER OF REFERRALS TO A UPGRADING/ PREPARATORY PROGRAM

Total..... 853.0

NUMBER OF REFERRALS FOR PLACEMENT - FUTURES/EDUCATION

Total..... 274.0

NUMBER OF REFERRALS TO EMPLOYMENT

Total..... 613.0

NUMBER OF REFERRALS FOR CHILD CARE

Total..... 141.0

OTHER

Total..... 97.0

6.3.5 Number Of Females Entering Pre-Apprenticeship, Preparatory or Non-Traditional Occupations As A Result of The Women's Demonstration Projects

The table below presents the number of females reported to have entered pre-apprenticeship, preparatory programs or non-traditional occupations as a result of the Women's Demonstration Projects.⁸

NUMBER OF WOMEN ENTERING PRE-APPRENTICE, PREPARATORY OR EMPLOYED IN NON-TRADITIONAL OCCUPATIONS AS A RESULT OF THE WOMEN'S DEMONSTRATION PROJECTS

WOMEN ENTERING PRE-APPRENTICESHIP PROGRAMS	371
WOMEN ENTERING PREPARATORY PROGRAMS	356
WOMEN EMPLOYED IN NON-TRADITIONAL OCCUPATIONS	282

- Coordinators reported 371 females entering pre-apprentice programs, 356 entering preparatory programs and 282 into non-traditional occupations as a direct result of the projects.

6.3.6 Number of Consultation With Women

- Overall, coordinators reported undertaking 3,972 initial interviews with women since the projects started.
- The major concerns among the women interviewed included finances and financial assistance (11%), child care issues (9%), lack of confidence (8%) and lack of job ready skills (8%).

⁸ Information obtained from the self-report form completed by WDP project coordinators. At the time of writing, 23 of the 30 coordinators completed their forms. These figure may be underestimates. Detailed tabular results are available under separate cover.

6.4 Outcomes Related to the Number of Employers and Unions Training Female Apprentices in Non-Traditional Occupations

6.4.1 The Number of Employer and Union Visits

- Across all projects, coordinators report visiting 2,814 employers and 215 unions.
- With respect to employer/union perceptions, coordinators reported that the employers were positive and open to hiring women (11%), that they had concerns about the physical capability of women (7%), that they would only hire people with the required skill, experience and academic background (6%) and that larger firms were more receptive to women than small ones (5%). Please see the next section for additional outreach activities to employers.

NUMBER OF EMPLOYER AND UNION VISITS

NUMBER OF EMPLOYER VISITS

Total..... 2814.0

NUMBER OF UNION VISITS

Total..... 215.0

6.4.2 Employer Changes To Their Workplace

- Slightly over one third of the coordinators reported they were aware of employer initiated changes to the workplace as a direct result of the projects.
- These changes included cleaning up their facilities to attract women, allowing employees to leave for information sessions, a union targeting women in the new intake of apprentices, seminars, and the creation of company policies related to sexual harassment.

AWARE OF CHANGES MADE TO WORKPLACE BY EMPLOYERS AS A RESULT OF THE WOMEN'S DEMONSTRATION PROJECTS

ARE YOU AWARE OF CHANGES THAT EMPLOYERS HAVE MADE TO WORKPLACE?

YES..... 36.4%
NO..... 63.6%

6.4.3 The Number and Type of Outreach Activities in the Community

- The projects' outreach activities were primarily directed to employer groups and associations followed by schools, bridging programs, community colleges, school boards, trade fairs and lastly, unions.
- Other primary types of outreach activities undertaken by the projects included Newspaper interviews/articles and advertising, television interviews/programs and advertising, radio interviews/programs and advertising and involvement with women's networks and advocacy groups and committees.

NUMBER AND TYPE OF OUTREACH ACTIVITIES

NUMBER OF OUTREACH ACTIVITIES TO EMPLOYER GROUPS/ASSOCIATIONS	
Total.....	410.0
NUMBER OF OUTREACH ACTIVITIES TO UNIONS	
Total.....	84.0
NUMBER OF OUTREACH ACTIVITIES TO SCHOOLS	
Total.....	372.0
NUMBER OF OUTREACH ACTIVITIES TO CAAT/COLLEGES	
Total.....	186.0
NUMBER OF OUTREACH ACTIVITIES RELATED TO BRIDGING PROGRAMS	
Total.....	247.0
NUMBER OF OUTREACH ACTIVITIES TO SCHOOL BOARDS	
Total.....	168.0
NUMBER OF OUTREACH ACTIVITIES RELATED TO TRADE FAIRS	
Total.....	92.0

6.5 Outcomes Related to Facilitating the Completion of Apprenticeships by Females

6.5.1 Follow-up Interviews and Support Group Sessions

- Coordinators reported approximately 2,618 follow up interviews with women and undertook 60 support group sessions.
- Coordinators also undertook 268 interviews with apprentices at risk of withdrawing.
- The primary concerns of the apprentices at risk included (in order) sexual harassment, lack of co-worker support, low wages, poor training from employers, finding employers, lack of family support, problems with re-locating for the training, financial assistance needed and child care problems.

NUMBER OF FOLLOW-UP INTERVIEWS AND SUPPORT GROUP SESSIONS

NUMBER OF FOLLOW-UP INTERVIEWS?

Total..... 2618.0

NUMBER OF SUPPORT GROUP SESSION?

Number..... 60

NUMBER OF INTERVIEWS WITH "AT RISK" FEMALE APPRENTICES

Total..... 268.0

7.0 FINANCIAL ASPECTS OF THE PROJECTS

According to financial records provide by the MSD, the projects have received funding in each of the fiscal years 88/89, 89/90 and 90/91.

- As of the end of June 1990, the following allocations have been made to the projects.⁹

Fiscal Year	Amount
1988/89	\$100,000.00
1989/90	\$955,979.00
1990/91	\$514,364.00
TOTAL	<u>\$1,569,933.00</u>

- The projects have received an average of \$52,331.00, with allocations ranging from a low of \$41,610.00 to a high of \$63,560.00. See the table on the next page.

7.1 Preliminary Measures of Cost Effectiveness

In attempting to measure the cost effectiveness of the projects, a number of factors must be considered. These are;

- The definition of "cost effectiveness". A number of interpretations exist regarding the definition of cost effectiveness, as related to the Demonstration Projects. One interpretation involves estimating the financial or economic impact of the projects in their respective communities. A second involves estimating the net return to the employer and government in the form of productivity, taxes and other benefits as a result of the hiring and training of an apprentice. A third involves estimating the "per-unit" cost of specific project activities over time.
- With respect to the Demonstration projects, the first two interpretations would involve a detailed financial survey of the local economic impacts of the Demonstration Projects, supplemented with representative financial case studies of employers. A task beyond the terms of reference for this project.

⁹ The time period for financial reporting was set to correspond with the time frames for the last quarterly reports available from the projects - end of June 1990.

ALLOCATIONS TO WOMEN'S DEMONSTRATION PROJECTS

	QUARTER			TOTAL
	UP TO DEC. 31/89	JAN. TO MARCH 31/90	MARCH 31 TO JUNE 30/90	
PROJECTS				
BRANT CITC	\$34,920	\$0	\$20,000	\$54,920
DURHAM CAAT	\$35,958	\$0	\$20,000	\$55,958
FANSHAW CAAT	\$35,000	\$0	\$20,000	\$55,000
ITCW	\$43,000	\$0	\$20,000	\$63,000
LAMBTON CITC	\$35,000	\$0	\$20,000	\$55,000
MOHAWK CAAT	\$43,560	\$0	\$20,000	\$63,560
NORTHERN CAAT	\$40,165	\$0	\$20,000	\$60,165
RENFREW CITC	\$26,665	\$0	\$20,000	\$46,665
SHERIDAN CAAT	\$35,000	\$0	\$20,000	\$55,000
SIR SANDFORD FLEMING CAAT	\$34,945	\$0	\$20,000	\$54,945
SKILLS QUINTE	\$34,000	\$0	\$20,000	\$54,000
ST. LAWERANCE CAAT (KINGSTON)	\$35,000	\$0	\$20,000	\$55,000
WEST END MACHINING	\$40,000	\$0	\$20,000	\$60,000
ORILLIA CITC	\$30,000	\$14,950	\$10,000	\$54,950
PRESCOTT CITC	\$21,610	\$0	\$20,000	\$41,610
ALGONQUIN CAAT	\$30,000	\$5,000	\$10,000	\$45,000
NIAGARA CAAT	\$30,000	\$5,000	\$10,000	\$45,000
SAULT CAAT	\$30,000	\$16,376	\$10,000	\$56,376
CENTENNIAL CAAT	\$30,000	\$5,000	\$10,000	\$45,000
GREY BRUCE CITC	\$30,000	\$5,000	\$10,000	\$45,000
LAKEHEAD CITC	\$30,000	\$0	\$15,350	\$45,350
OTTAWA-CARLETON CITC	\$30,000	\$7,000	\$10,000	\$47,000
ST. LAWERANCE CAAT (CORNWALL)	\$30,000	\$5,000	\$10,000	\$45,000
GEORGE BROWN CAAT	\$30,000	\$5,000	\$10,000	\$45,000
KENORA CITC	\$30,000	\$12,420	\$10,000	\$52,420
NORTH YORK CITC	\$30,000	\$0	\$30,000	\$60,000
CONESTOGA CAAT	\$30,000	\$0	\$25,514	\$55,514
SKILTEC	\$30,000	\$0	\$29,000	\$59,000
KENT CITC	\$30,000	\$0	\$15,000	\$45,000
WESTAC	\$30,000	\$0	\$19,500	\$49,500
TOTAL	\$974,823	\$80,746	\$514,364	\$1,569,933

- Further, the projects have only been in operation for approximately a year and a half. Coordinators reported it takes an average of 6 months to "get the projects off the ground". Thus, any economic impacts generated by the projects would be preliminary at best.

However, given the data available, an approach that could provide an initial and rough measure of the "cost effectiveness" of the projects is to estimate the cost per unit of key project activities and investigate how these per-unit costs have changed over the time frame of the projects.¹⁰

For purposes of this interim report, the two key activities can be considered to be;

- the number of apprentices registered as a result of the projects and;
- the number of outreach activities in the community.

We have chosen these for the following reasons.

- Given the projects have had relatively fixed budgets in each fiscal year, changes in the per-unit cost of registering apprentices would indicate how cost effective the projects are becoming in achieving their primary objective.
- The community outreach activities as defined in the quarterly reports cross all stakeholder sectors in the community and all activity streams in the program logic model. Given this, they represent a reasonable "surrogate" measure of project activity. Changes in the per-unit cost of these activities would indicate how cost effective the projects are becoming in their operation.

In order to obtain some preliminary, rough indications of cost effectiveness, we can reorganize the allocations according to the reporting periods of the quarterly reports. This information is presented in the table below.

¹⁰ We mention again that the time frame surrounding the projects' operation is short. Even the per-unit changes should be regarded with caution.

Period Ending	Allocation
December 1989	\$974,823.00
March 1990	\$80,746.00
June 1990	\$514,364.00
TOTAL	<u>\$1,569,933.00</u>

- Because of the timing of the transfer payments, 62% of the total allocations were made up to December 1989, 5% in the first quarter of 1990 and 33% in the second quarter of 1990.

Given the small amount that was allocated from January to March 1990, we have combined all allocations for 1990 up to the end of June. Thus, per-unit comparisons will be made for the periods of March 1989 to December 1989 and January 1990 to March 1990.

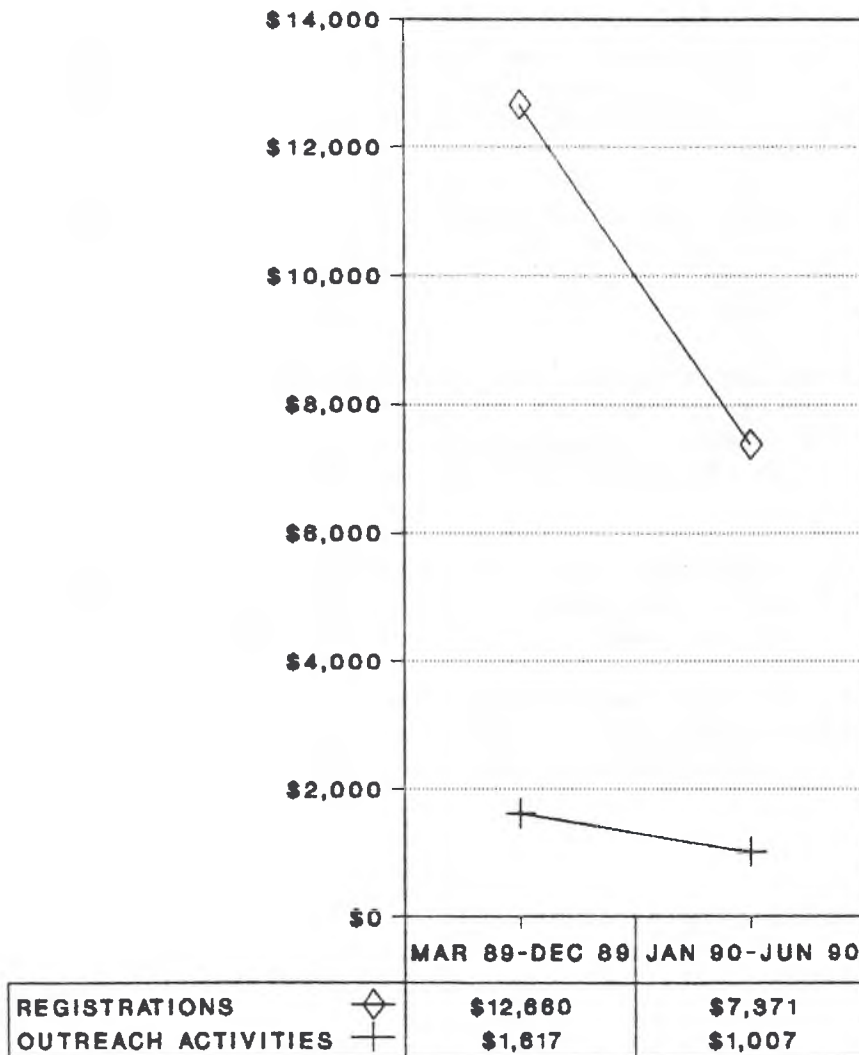
With respect to registering apprentices, the per-unit costs have dropped from approximately \$12,660.00 to \$7,371.00 as of the end of June 1990. Per-unit costs for outreach activities have dropped from approximately \$1,617.00 to \$1,007.01 as of June 30, 1990.

These findings are due primarily to a 75% increase in the number of apprentices registered in the second time period and a 59% increase in the number of outreach activities in the same period.

This analysis provides a very preliminary indication of increasing cost effectiveness for the projects over time. The figure on the following page details the findings.

Figure 19

**COST PER UNIT FOR APPRENTICE REGISTRATIONS
AND OUTREACH ACTIVITIES
MARCH TO DECEMBER 1989
JANUARY TO JUNE 1990**



8.0 CONCLUSIONS

This section of the report presents the primary conclusions arising from the study.

1. THE FUTURE OF THE WOMEN'S DEMONSTRATION PROJECTS

- Although the Women's Demonstration Projects have experienced a number of difficulties in their initial start up and operation, virtually all personnel consulted were of the opinion that they should continue. Most regarded the projects as still in their "start-up" phase with more time necessary to better achieve their objectives.

2. THE PROJECTS' IMPACTS AND OUTCOMES

- As of the date of writing this report, we have found that the projects have been somewhat successful in raising awareness and among females and community agencies regarding the value of women in non-traditional apprenticeships but less successful in changing attitudes - especially those of employers and unions.
- It is clear that the original projection for registrations of female apprentices will not be met within the two year time frame of the projects. This is due in large part to the following factors;
 - A somewhat unrealistic projection
 - The lack of qualified and "apprentice ready" women
 - Stronger resistance than anticipated from employers and unions

Most stakeholders felt it would take another two years to see measurable results.

- Related to the above, we have found that the Project Coordinators were referring many more women to preparatory and pre-apprentice programs rather than registering them as apprentices.
- Although the number of female apprentice registrations is far below original projections, the figures provided by the coordinators indicate that the projects have been associated with registering 213 or 33% of new female apprentices up to the end of June, 1990.

3. THE PROJECTS' ACTIVITIES

- Considering the major activity streams of the projects, we have found that they have been most effective in counselling and supporting women and in marketing, educating and linking community agencies and groups. The projects have been less effective in marketing and educating employers.
- It was clear that the effectiveness of the projects' activities was almost entirely due to the work of the Project Coordinator and was heavily influenced by the coordinator's relationship with the ITC.

The characteristics of each project differs contingent on the qualifications, background, experience, personality and orientation of the Project Coordinator. Each project is unique.

4. PROJECT FUNDING

- Less than adequate resources to effectively market and promote the projects, to constructively deal with the number of women that have approached the projects and to cover basic administrative costs associated with travel and communication. The latter problem is especially evident in the larger areas where the projects are operating.
- Inequitable salaries paid to coordinators across the projects.

5. THE PROJECTS' ADMINISTRATION AND DELIVERY

- Although most stakeholders felt the "community based" approach was viable, the projects have experienced a number of dilemmas effecting their administration and delivery. These have included;
 - Substantial difficulties establishing a viable working relationship with the ITCs.
 - The lack of clear guidelines that detail the relationship between the projects and the ITCs.
 - Confusions regarding project accountability and the role and relationships between the projects, their sponsoring agencies, the local MSD field offices and the "head office" of the Ministry. A number of projects were reported to be "operating in isolation".

- Minimal orientation (and training) for coordinators, ITCs and other relevant stakeholders related to apprenticeship and the projects' goals and objectives.
- The lack of effective and tested strategies to involve employers more directly in achieving the projects objectives.
- The lack of a common philosophy, goals and framework that tie all the projects together.
- The lack of a "global" province-wide promotion strategy for the projects.

6. THE PROJECTS' COST EFFECTIVENESS

- As the projects mature, preliminary calculations seem to indicate that the per-unit cost for registering apprentices and undertaking outreach activities is dropping. On a preliminary cost per-unit basis, the projects appear to be more cost effective as time passes.¹¹

¹¹ Given the short time frame for the projects' operation, the per-unit cost estimates should be viewed with caution.

9.0 RESULTS OF THE "SUCCESS WORKSHOP"

Following the preparation of the interim report and the presentation of the primary findings and conclusions, the study team convened a two day workshop in Toronto.

The central intention of the workshop was to undertake a consultation process that would lead to realistic suggestions and solutions to address the following issues surrounding the projects (arising from the conclusions of the review).

- 1 The projects have had difficulty convincing employers and unions of the value of women in non-traditional apprenticeships.
- 2 The projects have had difficulty identifying the female target group that has the best chance of registering and completing a non-traditional apprenticeship.
- 3 The projects have had difficulty establishing a "partnership" relationship with the Industrial Training Consultants of the Ministry of Skills Development.
- 4 The projects have had confusing reporting relationships with respect to their sponsoring agencies and the Ministry of Skills Development.
- 5 The projects have had less than adequate resources to effectively market and promote women in non-traditional apprenticeships. (Note: assume project resources are to remain approximately the same in the foreseeable future.)
- 6 The projects do not have a common philosophy, goals or framework that ties them together.
- 7 The projects do not have clear guidelines with respect to coordinator qualifications, coordinator responsibilities and compensation.
- 8 The projects have not developed clear measures of successful performance.

The participants were selected to best fit the design outlined below and represented a cross-section of;

- Coordinators
- ITC's
- MSD Corporate staff
- Delivery Agents
- Employers
- Unions

In total, 18 participants attended, along with representatives of the MSD and the OWD.

9.1 Design of the Workshop

The overall approach to the workshop was to simulate a tendering process in which participants prepared proposals that address their resolutions to the aforementioned issues.

Prior to the workshop, the consulting team prepared a terms of reference for the assignment (Appendix E). The terms of reference provided background information for the assignment, described the 8 issues above and detailed the principles and structure required in the "proposals".

The participants were divided into 3 teams of 6 people. Each of the 3 teams were given the terms of reference and asked to prepare a competitive proposal to undertake the assignment. The proposals were structured using work sheets designed to reflect the 6 project aspects. (Appendix E)

The proposals were presented by each team on the second day and reviewed by an adjudicating committee to decide on the winning submission.

The teams also had access to an "expert" or "resource" group to assist them in their submissions. This group contained MSD corporate and other key "resource" personnel.

9.2 Findings of the Workshop

Each team was asked to prepare their proposal following a standard format for each of the eight issues.

- Selected solution
- Indicators of success
- Lead responsibility
- Deliver partners involved
- Role of the delivery partners

The solutions prepared by each team are presented below according to the eight issues.

9.2.1 Issue One: The Projects Have Had Difficulty Convincing Employers And Unions Of The Value Of Women In Non-Traditional Apprenticeships

TEAM ONE:SELECTED SOLUTION

ITC's need established relationships with employers and unions who are committed to training and thus are the key to the successful placement of women. Efforts must be made to install ownership of the project in each ITC through partnership with the coordinators. This will be achieved through performance targets for cooperating in the placement of women pre-screened for apprenticeship by the coordinators.

INDICATORS OF SUCCESS

- meeting of targets established for client by each ITC and coordinator (e.g., a 25% increase in new employer contacts by coordinators as a direct result of cooperation with ITC's).

LEAD RESPONSIBILITY

- District Manager writes performance targets into performance agreements.

DELIVERY PARTNERS

- ITC
- Coordinators

ROLE OF EACH PARTNER

- Meet targets in cooperation with each other

TEAM TWO:SELECTED SOLUTION

A locally targeted marketing strategy will be developed that is sensitive to employer and union needs.

INDICATORS OF SUCCESS

- Unions and employers will have Employment Equity Committees in place that have women sitting on the committee
- Increased number of unions and employers training female apprentices

LEAD RESPONSIBILITY

- Coordinators/MSD

DELIVERY PARTNERS

- MSD Communications Branch
- Colleges, OSDOs, CITCs, CEICs, ITC
- OWD
- Local Media

ROLE OF EACH PARTNER

- Awards Dinners
- Creative ideas
- Assist in promotion and training
- Provide expertise to companies on tailored employment equity plans

TEAM THREE:SELECTED SOLUTION

Since employers and unions need to deal in terms of the bottom line, use a sales approach to focus the message you give employers and unions on their respective bottom line. With employers we call it a carrot; with unions we call it a stick.

INDICATORS OF SUCCESS

For employers qualitative indicators would be:

- increase in activity level
- call backs and referrals
- repeat contacts

Qualitative indicators would be:

- increase in registered apprentices
- increase in number of women employed in trades related fields
- level of new employers participating in available programs, such as job shadowing, work weeks, plant tours

LEAD RESPONSIBILITY

- Ministry of Skills Development, Marketing and Communications Branch

DELIVERY PARTNERS

- MSD - District Offices
- Community Colleges and the Ministry of Colleges
- CITC
- Ontario Women's Directorate
- Schools and the Ministry of Education
- Employer Associations

- Organized Labour

ROLE OF EACH PARTNER

- To promote and deliver the same message and to remove the barriers of one-uppersonship and competition for the same candidates

9.2.2 Issue Two: The Projects Have Had Difficulty Identifying The Female Target Group That Has The Best Chance Of Registering And Completing A Non-Traditional Apprenticeship

TEAM ONE: SELECTED SOLUTION

A study will be conducted to determine the qualifications, backgrounds, skills sets and other factors which contribute to the success of female journeypersons and apprentices. This will be accomplished through consultation with female apprentices, journeypersons, employers, union and other stakeholders.

INDICATORS OF SUCCESS

- A profile of the successful female apprentice

Coordinators will be able to use this to focus activities on the appropriate target groups. The measurable indicators of success will be that the percentage of apprenticeship ready women interviewed by the coordinator will increase from 1 in 20 to 1 in 10.

LEAD RESPONSIBILITY

- Special initiatives team

DELIVERY PARTNERS

- Ontario Women's Directorate

ROLE OF EACH PARTNER

Both partners will bring together those stakeholders targeted by the study for consultation with the research firm doing the project.

TEAM TWO:SELECTED SOLUTION

A self-identification tool will be developed for women who indicate they may be interested in non-traditional apprenticeship.

INDICATORS OF SUCCESS

- Retention level in Bridging Programs and Pre-Trades Programs will increase
- Retention level of female apprentices will increase
- A higher ratio of women entering apprenticeship and registered journey-women

LEAD RESPONSIBILITY

- Coordinator

DELIVERY PARTNERS

- Coordinator (committee) develop the tool, employers assist
- ITCs - provide women with specific information on apprenticeships
- CEC Counsellors and Other employment counsellors (i.e., unemployed help Centre) to discover opportunities in training and employment

ROLE OF EACH PARTNER

- Help to remove common barriers women often experience when entering a skilled trade position (e.g. shift work and child care)

TEAM THREE:SELECTED SOLUTION

Since the profile of success would benefit all delivery partners, develop a list of "best chance" criteria and couple this with a support and/or referral system to assist women with their career pathing.

INDICATORS OF SUCCESS

- Increased percentage of women registered
- Registration completion ratios improved
- Increased percentage of women participating in related fields or programs and higher retention rate

LEAD RESPONSIBILITY

- A coordinating committee of WDP Coordinators

DELIVERY PARTNERS

- Delivery Agents
- ITCs
- OWD
- CITC
- Community College
- Employers
- Unions

ROLE OF EACH PARTNER

Provide input based on their own experience and need.

9.2.3 Issue Three: The Projects Have Had Difficulty Establishing A "Partnership" Relationship With The Industrial Training Consultants Of The Ministry Of Skills Development

TEAM ONE: SELECTED SOLUTION

Quarterly reports from both ITC's and coordinators must include details as to joint efforts; including joint employer visits and community events. They will also indicate the level of success in achieving performance targets as indicated in Solution #1.

INDICATORS OF SUCCESS

- The number of joint activities will increase by 25%. This will be monitored by the managers through the quarterly reports.

LEAD RESPONSIBILITY

- District Manager

DELIVERY PARTNERS

- ITC
- Coordinators

ROLE OF EACH PARTNER

District Manager will determine whether indicators of success have been met by consistent monitoring of ITC and coordinator quarterly reports.

TEAM TWO:SELECTED SOLUTION

Open explorations will occur between district staff of the MSD, the project coordinator and the delivery agents, to find local solutions.

INDICATORS OF SUCCESS

- ITC initiated joint visits to employers and unions
- Attendance of the project coordinators at all quarterly or semi-annual district apprenticeship meetings
- Inclusion of project information in the ITC's quarterly reports
- Coordinator will be better informed of all apprenticeship concerns

LEAD RESPONSIBILITY

- District Manager (Apprenticeship Branch)

DELIVERY PARTNERS

- District Managers
- Coordinators
- ITCs
- Delivery Agent

ROLE OF EACH PARTNER

To initiate attendance of coordinators at district meetings or other appropriate apprenticeship meetings; to attend all apprenticeship meetings and bring forth project concerns and issues; identify ITC issues with project coordinators.

Support the coordinator's relationship with the ITCs. Offers constructive participation of all partners.

TEAM THREE:SELECTED SOLUTION

Since the work done by the ITCs and the WDP Coordinators is not mutually exclusive, for a long term successful approach, the solution is to establish a working protocol and training package for ITCs and Coordinators. This must include the setting of priorities for a working relationship where experiences can be shared and where accountability is a component of the performance agreement.

INDICATORS OF SUCCESS

- Increased percentage of women registered as apprentice
- Increased percentage of women retained in the apprenticeship system

- Increased percentage of women steered to related fields as a direct result of the teamwork and also as a direct result of ITC initiated work
- Increased percentage of joint activities initiated within the framework of the working protocol and as a result of activities initiated by the ITCs on their own

LEAD RESPONSIBILITY

- District Managers

DELIVERY PARTNERS

- ITCs
- WDP Coordinators

ROLE OF EACH PARTNER

To ensure that the solutions arrived at together work effectively toward the successful delivery of the project.

9.2.4 Issue Four: The Projects Have Had Confusing Reporting Relationships With Respect To Their Sponsoring Agencies And The Ministry Of Skills Development

TEAM ONE: SELECTED SOLUTION

Coordinators will become Ministry employees on a contract basis to community based agencies.

INDICATORS OF SUCCESS

- Blood pressure of coordinators would be reduced to 120/80!
- Clearer reporting procedures will result in better communication and cooperation.

LEAD RESPONSIBILITY

- MSD Senior Management

DELIVERY PARTNERS

- Agencies
- District Offices

ROLE OF EACH PARTNER

To adhere to the established lines of communication. To report regularly to each other.

TEAM TWO:SELECTED SOLUTION

A contract (Memorandum of Understanding) will be developed and mutually agreed upon.

INDICATORS OF SUCCESS

- A one-year joint review of contract to ensure dynamic, ongoing commitment to and evaluation of the Projects.

LEAD RESPONSIBILITY

- Ministry of Skills Development

DELIVERY PARTNERS

- Delivery Agent
- Coordinators
- MSD

ROLE OF EACH PARTNER

- Responsible for developing the Plan
- Resource for development of Plan
- Responsible for developing the Memorandum and approval of Plan

TEAM THREE:SELECTED SOLUTION

Since confusing reporting structures hinder the successful delivery of the projects, establish clearly defined roles and clearly stated reporting structures related to the deliverables - between MSD and the delivery agent and between the delivery agent and the coordinator.

INDICATORS OF SUCCESS

- Percentage changes in the number of interaction activities
- Increased level of intermediary activities provided by the delivery agent between MSD and the Coordinator

LEAD RESPONSIBILITY

- Ministry of Skills Development

DELIVERY PARTNERS

- Delivery Agents

ROLE OF EACH PARTNER

To ensure uniformity in reporting relationships

9.2.5 Issue Five: The Projects Have Had Less Than Adequate Resources To Effectively Market And Promote Women In Non-traditional Apprenticeships

TEAM ONE: SELECTED SOLUTION

Partnership with industry and community agencies must be initiated and developed both at the local and provincial level. For example: A partnership program with Provincial Building Trades Council to promote women to both employers and member unions, using many of the existing resources of the Council (e.g., access to conferences and mailing lists). In order to ensure that communication regarding local and provincial initiatives is ongoing, and liaison coordinator will meet regularly with senior managers at MSD.

INDICATORS OF SUCCESS

Each coordinator will initiate 2 partnership projects on the local level. As well, at least two will be initiated at the regional level, through the help of senior managers at least one comprehensive project will be launched.

LEAD RESPONSIBILITY

- Coordinator

DELIVERY PARTNERS

- Coordinator initiates
- Industry community agencies and partners
- Senior Managers

ROLE OF EACH PARTNER

- Other community partners will cooperate/assist

TEAM TWO: SELECTED SOLUTION

Partnerships will be developed and used to access additional expertise, resources and dollars.

INDICATORS OF SUCCESS

- New or stronger partnerships developed
- New funding sources available of which the coordinator has control or partial control

LEAD RESPONSIBILITY

- Coordinators

DELIVERY PARTNERS

- Delivery Agents
- CITC - SKILLS OKAY
- ITCs - expertise
- Service Clubs; Rotary, Chamber; expertise, resources and dollars
- Ministry of Northern Mines and Development Colleges and Universities - expertise, resources and dollars
- School Boards - resources and dollars
- CEC - expertise, resources and dollars
- Employer Association - expertise, resources
- Ontario Women's Directorate

ROLE OF EACH PARTNER

- Articles in internal newsletters/marketing tools; dollars for EE Projects; dollars for training
- Expertise/knowledge

TEAM THREE:SELECTED SOLUTION

Since the project resources are to remain approximately the same in the foreseeable future, the solution is to allocate MSD corporate resources to develop and implement a campaign for marketing and promotion of the projects; in a consistent and positive manner; deploying all MSD personnel in the delivery of such a campaign.

INDICATORS OF SUCCESS

- Production of marketing materials
- Number of presentations using marketing tools
- Number of requests for presentations and promotional material
- Increase in number of enquiries by women regarding the apprenticeship in skilled trades as a career option
- Increased participation of apprenticeship ready women

LEAD RESPONSIBILITY

- MSD - Marketing and Communications Branch

DELIVERY PARTNERS

- Other Ministries
- ITCs
- WDP Coordinators
- CITC
- Community College
- OWD

ROLE OF EACH PARTNER

To mobilize existing financial and human resources to assist with the promotional campaign and to maximize the use of the promotional material.

9.2.6 Issue Six: The Projects Do Not Have A Common Philosophy, Goals Or Framework That Ties Them Together

TEAM ONE: SELECTED SOLUTION

To promote awareness of and direct women to skilled trade apprenticeship careers in order to address future labour shortages, employment equity and employer requirements in non-traditional workplace environments. This will take a client centred, community based approach accordingly.

INDICATORS OF SUCCESS

Coordinators will work to meet overall project objectives resulting in a cohesive program.

LEAD RESPONSIBILITY

- Ministry of Skills Development

DELIVERY PARTNERS

- All stakeholders

ROLE OF EACH PARTNER

To work in every way possible to help projects to achieve goals and timetables.

TEAM TWO: SELECTED SOLUTION

A common philosophy and goals will be developed focusing on access and increasing numbers of employers and unions committed to employment equity rather than focusing on the numbers of women entering apprenticeship.

INDICATORS OF SUCCESS

- The goals are developed, articulated and understood (in the contract in solution #4)

LEAD RESPONSIBILITY

- MSD - coordinator and delivery agent working as a team

DELIVERY PARTNERS

- Coordinators
- Delivery Agents
- ITCs
- District Managers
- MSD

ROLE OF EACH PARTNER

- Test goals on women, employers and unions and bring that input back to the working team
- Market the goals and philosophies

TEAM THREE:SELECTED SOLUTION

If, in fact, the projects do not have a common philosophy, goals or framework that ties them together, the establishment of a mission statement that is value driven is required.

INDICATORS OF SUCCESS

- Tangible statement expressing the goals, philosophy and values framework of the project
- Use of the document to achieve credibility through community workshops involving all stakeholders

LEAD RESPONSIBILITY

- Ministry of Skills Development
- Ontario Women's Directorate

DELIVERY PARTNERS

- Delivery agents

ROLE OF EACH PARTNER

The implementation of an acceptable mission statement.

9.2.7 Issue Seven:The Projects Do Not Have Clear Guidelines With Respect To Coordinator Qualifications, Coordinator Responsibilities And Compensation

TEAM ONE:SELECTED SOLUTION

The coordinator position, now being a contracted position, will be referred to Human Resources for appropriate classification.

INDICATORS OF SUCCESS

- A standardized salary range and job description would be produced.

LEAD RESPONSIBILITY

- Human Resources Branch

DELIVERY PARTNERS

- N/A

TEAM TWO:SELECTED SOLUTION

A working committee will be established to set up a coordinator job description to be used as a guideline for local projects, together with guidelines regarding qualifications and compensation.

A clarification of issue numbers 4 and 6 will assist in the resolution of issue #7.

INDICATORS OF SUCCESS

- Working committee established
- Useful and acceptable guidelines are produced and implemented leading to more consistency across the province

LEAD RESPONSIBILITY

- MSD to put together the working committee

DELIVERY PARTNERS

- Delivery Agents
- Coordinators
- MSD

ROLE OF EACH PARTNER

- Provide input and feedback
- Operationalize at the local level and include in the local plan
- Human Resources Branch provide advice

TEAM THREE:SELECTED SOLUTION

Since you cannot achieve the goals of the project by treating every community the same; qualifications of coordinators should be community based; responsibilities should be community driven; and compensation should reflect the principles of employment equity.

INDICATORS OF SUCCESS

- Employment Equity principles would tighten the salary ranges and reduce existing variances
- Community needs would be met
- Projects strengths, flexibility and credibility would be maintained

LEAD RESPONSIBILITY

- Delivery Agents

DELIVERY PARTNERS

- Ministry of Skills Development
- Ontario Women's Directorate

ROLE OF EACH PARTNER

- To tender to the delivery agent
- To develop an appropriate employment equity plan

9.2.8 Issue Eight:The Projects Have Not Developed Clear Measures Of Successful Performance

TEAM ONE:SELECTED SOLUTION

In keeping with the community based model, both long and short term goals will be developed by local industry, organizations and ITC's. The coordinators through a consultative process, will develop performance agreements with the managers, including goals and time tables.

INDICATORS OF SUCCESS

- Numerical targets will be met within community established time frames. Goals and timetables will be met by coordinators and reported to upper management.

LEAD RESPONSIBILITY

- Coordinators

DELIVERY PARTNERS

- Agencies
- Employers
- Unions
- CEIC
- District Manager

ROLE OF EACH PARTNER

Enter consultative process to contribute knowledge of local labour market.

TEAM TWO:SELECTED SOLUTION

The projects will have an Annual Plan based on agreed upon terminal performance objectives.

INDICATORS OF SUCCESS

Performance objectives are consistent with goals and philosophy of the program (i.e., not just based on numbers of registered female apprentices).

LEAD RESPONSIBILITY

- Delivery Agents

DELIVERY PARTNERS

- Coordinators
- MSD
- Coordinator Advisory Committees

ROLE OF EACH PARTNER

- Must be developed by those who do the work
- Give feedback i.e., current approaches
- Advise the coordinator about what successful performance is. Ensure the quarterly report submissions reflect TPOs
- MSD must relieve the "numbers" pressure

TEAM THREE:SELECTED SOLUTION

Since the community based aspect of the projects is a large component of their success, the community stakeholders should determine the measures by which successful performance will be gauged.

INDICATORS OF SUCCESS

- Percentage increase of women registered as apprentices
- Percentage increase of women completing apprenticeship training
- Percentage increase of women participating in trades and technical field
- Percentage increase overall
- Percentage increase of employers getting involved in apprenticeship training
- Percentage increase of stakeholders getting involved in the process of training, promoting and supporting the goals and philosophy of the projects
- Percentage increase of new and/or second time promotional activities
- Number of testimonials by women, stakeholders, employers, and community agencies/associations assisted by the projects
- Amount of locally initiated media coverage

LEAD RESPONSIBILITY

- Delivery Agents (CITCs, CAATS...)

DELIVERY PARTNERS

- Existing community stakeholders such as the CITC, CEIC, the Community College

ROLE OF EACH PARTNER

To promote, support and sustain local efforts based on the needs of the community.

10.0 RECOMMENDATIONS

This section of the report presents the principal recommendations of the review. The recommendations have been formed based on a synthesis of the findings and conclusions of the data collected from all key informants AND the findings of the workshop.

Although the recommendations are presented as separate items, they are not all mutually exclusive. The implementation of certain recommendation will assist in achieving others.

In addition, the MSD may find it appropriate to implement all or a subset of the recommendations, contingent of their specific plans and direction for the projects.

1 WE RECOMMEND THAT THE WOMEN'S DEMONSTRATION PROJECTS BE CONTINUED FOR AN ADDITIONAL TWO YEARS.

- Although the Women's Demonstration Projects have experienced a number of difficulties in their initial start up and operation, virtually all personnel consulted were of the opinion that they should continue. Most regarded the projects as still in their "start-up" phase with more time necessary to better achieve their objectives.
- The majority of respondents stated that two years would be required for the projects to achieve tangible results.

2 IN ORDER TO ENHANCE THE PROJECTS' EFFECTIVENESS WITH EMPLOYERS AND UNIONS, WE RECOMMEND THAT THE MINISTRY OF SKILLS DEVELOPMENT IMPLEMENT STRATEGIES TO BETTER ASSIST THE PROJECTS IN APPROACHING AND CONVINCING EMPLOYERS AND UNIONS OF THE VALUE OF WOMEN IN NON-TRADITIONAL APPRENTICESHIPS.

Although theses initiatives may differ by community, they should contain the following;

- Intensified overall and local marketing support to the projects in their efforts to approach employers and unions.
- Explicit efforts to improve the working relationships between the project coordinators and the ITC's. (See recommendation 4)

- 3 IN ORDER TO ENHANCE THE PROJECTS' EFFECTIVENESS IN TARGETING NON-TRADITIONAL FEMALE APPRENTICES, WE RECOMMEND THAT THE MINISTRY OF SKILLS DEVELOPMENT ASSIST THE PROJECTS IN DEVELOPING A REALISTIC PROFILE OF THE QUALIFICATIONS, PERSONAL AND OCCUPATIONAL BACKGROUND, SKILL SETS AND OTHER FACTORS THAT ARE ASSOCIATED WITH SUCCESSFUL COMPLETION OF AN APPRENTICESHIP BY FEMALES.

This information could be obtained from;

- Studies under way or already completed;
- The initiation of new research investigating the factors that separate successful from unsuccessful female apprentices.

This information could be used by coordinators in targeting women for apprenticeships, pre-apprenticeship training or non-traditional occupations.

- 4 IN ORDER TO STRENGTHEN AND LEGITIMIZE THE RELATIONSHIP BETWEEN THE COORDINATORS AND THE ITC'S, WE RECOMMEND THAT THE MINISTRY OF SKILLS DEVELOPMENT MAKE TANGIBLE EFFORTS TO IMPROVE THIS ASSOCIATION.

These could include;

- Educating ITC's regarding women in non-traditional occupations and the goals and objectives of the projects
- Formalizing the association as part of the ITC's and coordinators job description and performance evaluation
- Including ITC/Coordinator activities as part of the on-going reporting process
- Explicitly involving coordinators in MSD local and regional management meetings

- 5 IN ORDER THAT THE REPORTING RELATIONSHIPS FOR THE PROJECTS ARE CLEARLY DEFINED, WE RECOMMEND THAT THE MINISTRY OF SKILLS DEVELOPMENT ESTABLISH CLEARLY DEFINED ROLES, REPORTING STRUCTURES AND LINES OF ACCOUNTABILITY AMONG THE COORDINATORS, THEIR DELIVERY AGENTS, THE LOCAL MSD OFFICE AND THE MSD CORPORATE OFFICE.

6 IN ORDER TO IMPROVE THE FINANCIAL STABILITY OF THE PROJECTS, WE RECOMMEND THAT THE MINISTRY OF SKILLS DEVELOPMENT CONSIDER ADDITIONAL FUNDING FOR THE PROJECTS.

6(A) IN ORDER TO IMPROVE THE FINANCIAL STABILITY OF THE PROJECTS, WE ALSO RECOMMEND THAT THE PROJECTS INITIATE PARTNERSHIPS WITH INDUSTRY AND COMMUNITY AGENCIES TO ACCESS ADDITIONAL EXPERTISE, RESOURCES AND POTENTIAL FUNDING.

7 IN ORDER TO PROVIDE THE PROJECTS WITH A CONSISTENT DELIVERY FRAMEWORK, WE RECOMMEND THE DEVELOPMENT OF AN OVERALL MISSION STATEMENT, GOALS AND OBJECTIVES FOR THE PROJECTS. THIS EXERCISE WOULD INVOLVE THE MINISTRY OF SKILLS DEVELOPMENT, THE ONTARIO WOMEN'S DIRECTORATE, THE PROJECT DELIVERY AGENTS AND COORDINATORS.

SUBSEQUENT TO THIS, WE RECOMMEND THE DEVELOPMENT OF AN ACTION PLAN/PERFORMANCE AGREEMENT BY THE COORDINATORS AND THEIR DELIVERY AGENTS. THIS ACTION PLAN/AGREEMENT WILL CONTAIN RESPONSIBILITIES AND MEASURABLE TARGETS REFLECTING THE COMMUNITY AND REGION IN WHICH THE PROJECTS ARE OPERATING.

The action plans/performance agreement could take the form of a "new proposal" for project operation for the next two years.

8 IN ORDER TO ACHIEVE IMPROVED CONSISTENCY WITH RESPECT TO COORDINATOR PERFORMANCE, WE RECOMMEND THE DEVELOPMENT OF A DETAILED JOB DESCRIPTION FOR THE COORDINATOR, INCORPORATING THE NECESSARY QUALIFICATIONS AND RESPONSIBILITIES. THIS COULD BE ACHIEVED THROUGH A WORKING COMMITTEE OF COORDINATORS, DELIVERY AGENTS AND THE MINISTRY OF SKILLS DEVELOPMENT.

8(A) SUBSEQUENT TO THIS, WE FURTHER RECOMMEND THE DEVELOPMENT OF "PROVINCIAL" GUIDELINES FOR COORDINATOR COMPENSATION.

9 WE FURTHER RECOMMEND THE DEVELOPMENT OF ORIENTATION MATERIALS FOR NEW COORDINATORS INCORPORATING THE PROJECTS' MISSION STATEMENT, THEIR GOALS AND OBJECTIVES AND DETAILED INFORMATION REGARDING THE DELIVERY OF APPRENTICESHIP TRAINING IN ONTARIO.

APPENDIX A
MASTER ACTIVITY-IMPACT QUESTIONNAIRE

**KEY INFORMANT INTERVIEW SCHEDULE
A REVIEW OF WOMEN'S DEMONSTRATION PROJECTS**

Location _____ Questionnaire # _____
Contacted _____ times. Respondent Code _____
First call date & time: Left message Y N
Second call date & time: Left message Y N
Third call date & time: Left message Y N

FIRST CONTACT

Hello, my name is _____. I'm calling in relation to a study that is reviewing the operation and outcomes of the Women's Access to Apprenticeship Projects. These are demonstration projects aimed at increasing the number of women entering and completing non-traditional apprenticeships in your area.

This review is being conducted on behalf of the Ministry of Skills Development and the Ontario Women's Directorate. We would like to ask you a number of questions and to discuss the functioning of the Women's Demonstration Project in your area over the past year or so.

Your participation in this study is very important. The interview will take about _____ minutes. Would you be willing to participate in this interview? When would be a convenient time to talk with you over the telephone. (IF IMMEDIATELY - PROCEED TO **BOLD AT BOTTOM OF PAGE [CONFIDENTIALITY COMMENT]** THEN PAGE 2 - OTHERWISE RECORD THE TIME BELOW)

Appointment date: _____

Appointment time: _____

SECOND CONTACT

Interviewer: _____

Interviewee: _____

Date: _____

Start Time: _____ End Time: _____

Hello again. This is _____ (name). Just as a reminder, what I'd like to do is ask you a number of questions and discuss the functioning of the Women's Demonstration Projects in your area over the past year. **YOUR ANSWERS WILL BE KEPT COMPLETELY CONFIDENTIAL. OUR REPORT WILL PRESENT ONLY SUMMARY RESULTS: NO INDIVIDUAL RESPONSES WILL BE IDENTIFIABLE.**

Are you familiar with the Women's Demonstration Project operating in your area? (IF NOT, EXPLAIN THE PROJECT AND IDENTIFY THE SPONSOR AND PROJECT COORDINATOR. IF RESPONDENT IS STILL NOT AWARE OR SEEMS QUITE UNFAMILIAR WITH THE PROJECT, CLOSE THE INTERVIEW).

Could you please tell me your occupation? (USE TWO WORDS)

Could you describe your relationship to the project?

SECTION A

As you probably know, the project is attempting to increase the number of women entering and completing non-traditional apprenticeships in your area. There are a number of ways in which the project is trying to do this.

The first is marketing non-traditional apprenticeships to women using information sessions, role models, speaking engagements, visits to schools/other agencies and advertising/promotion. Are you familiar with any of the project's activities in this area?

- 1 YES _____>CONTINUE
- 2 NO _____>GO TO SECTION B

Which activities are you familiar with? Would it be...

Information sessions for women?

- 1 YES
- 2 NO -> Has the project held information sessions?
- 1 YES
- 2 NO
- 3 DON'T KNOW
- >GO TO NEXT QUESTION

I'd now like to know how effective you think the information sessions have been in marketing apprenticeships to women. Could you please use a scale from 1 to 7 where 1 is not at all effective and 7 is extremely effective?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about using women apprentices and journeymen as role models? Are you familiar with this activity?

1 YES

↓

2 NO -> Has the project used role models?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective do you think the role models have been in marketing apprenticeships to women - again using the 1 to 7 scale where 1 is not at all effective and 7 is extremely effective?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about speaking engagements? Are you familiar with this activity?

1 YES

↓

2 NO -> Has the project done speaking engagements?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective do you think the speaking engagements have been in marketing apprenticeships to women - again using the 1 to 7 scale.

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about visits to schools and other agencies? Are you familiar with this activity?

1 YES

↓
v

2 NO → Has the project done these type of visits?

1 YES

2 NO

3 DON'T KNOW

→GO TO
NEXT
QUESTION

How effective do you think the school/agency visits have been in marketing apprenticeships to women?

Not at all

Effective

Extremely

Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about overall advertising and promotion to women in your community about becoming an apprentice? Are you familiar with this activity?

1 YES

↓
v

2 NO → Has the project done advertising/promotion?

1 YES

2 NO

3 DON'T KNOW

→GO TO
NEXT
QUESTION

How effective do you think the advertising/promotion has been?

Not at all

Effective

Extremely

Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

Are there any other ways the project has attempted to attract women in your community to enter non-traditional apprenticeships? What are they?

How effective have these activities been? Why do you say this?

Overall, how effective do you think the project has been in marketing non-traditional apprenticeships to women?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Overall, what are the primary reasons you rated this as you did?

SECTION B

The second major way the project is attempting to increase the number of women entering and completing apprenticeships is by supporting and counselling women who wish to register as apprentices or women who have registered as apprentices. This can be done through support groups, individual counselling, referrals of women to and from other agencies, following up with women in the community and other support activities. Are you familiar with any of the project's activities in this area?

- 1 YES _____>CONTINUE
2 NO _____>GO TO SECTION C

Which activities are you familiar with? Would it be...

Individual counselling of women?

1 YES

↓
v

2 NO -> Has the project done individual counselling?

1 YES

2 NO

3 DON'T KNOW

→GO TO
NEXT
QUESTION

I'd now like to know how effective you think the individual counselling has been in supporting women to register and complete apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about referrals to and from other agencies? Are you familiar with this activity?

1 YES

↓
v

2 NO -> Has the project made and taken referrals?

1 YES

2 NO

3 DON'T KNOW

→GO TO
NEXT
QUESTION

How effective do you think the referrals to and from other agencies has been in supporting and directing women towards apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about support groups? Are you familiar with this activity?

1 YES

↓
v

2 NO -> Has the project done
support groups?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective you think the support groups have been in advancing women into and through apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about following up with women in the community - either those that are looking for an employer or those who are already registered? Are you familiar with this activity?

1 YES

↓

2 NO -> Has the project done follow-ups with women?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective you think the follow-ups have been in advancing women into and through apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about linking women apprentices with employers? Are you familiar with this activity?

1 YES

↓

2 NO -> Has the project made women/employer linkages?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective do you think the project has been in linking women with employers?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about union visits? Are you familiar with this activity?

1 YES

↓

2 NO → Has the project done
union visits?

1 YES

2 NO

3 DON'T KNOW

→ GO TO
NEXT
QUESTION

How effective do you think the union visits have been in
marketing and educating unions about women in non-traditional
apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about information sessions with human resource personnel in
companies? Are you familiar with these activities?

1 YES

↓

2 NO → Has the project done
HR information sessions?

1 YES

2 NO

3 DON'T KNOW

→ GO TO
NEXT
QUESTION

How effective do you think these information sessions have been
in marketing and educating employers about women in non-
traditional apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about direct advertising and promotion to employers? Are you familiar with these activities?

1 YES



2 NO -> Has the project done advertising to employers?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective do you think the advertising/promotion has been in marketing and educating employers about women in non-traditional apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about direct advertising and promotion to unions? Are you familiar with these activities?

1 YES



2 NO -> Has the project done advertising to unions?

1 YES

2 NO

3 DON'T KNOW

->GO TO
NEXT
QUESTION

How effective do you think the advertising/promotion has been in marketing and educating unions about women in non-traditional apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about conferences/trade fairs? Are you familiar with these activities?

1 YES

↓

2 NO → Has the project done conferences/trade fairs?

1 YES

2 NO

3 DON'T KNOW

→ GO TO
NEXT
QUESTION

How effective do you think the conferences/trade fairs have been in marketing and educating employers about women in non-traditional apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

How about follow-up support to employers who hire women apprentices? Are you familiar with these activities?

1 YES

↓

2 NO → Has the project done employer follow-up?

1 YES

2 NO

3 DON'T KNOW

→ GO TO
NEXT
QUESTION

How effective do you think the employer follow-up/support has been in ensuring women remain in their apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Why did you rate this as you did?

Are there any other ways the project has attempted to market and educate EMPLOYERS and UNIONS as to the value of hiring women in non-traditional apprenticeships. What are they?

How effective have these activities been? Why do you say this?

Overall, how effective do you think the project has been in marketing and educating EMPLOYERS and UNIONS as to the value of hiring women in non-traditional apprenticeships?

Not at all

Extremely

Effective

Effective

1

2

3

4

5

6

7

Overall, what are the primary reasons you rated this as you did?

SECTION D

The fourth major way the project is attempting to increase the number of women entering and completing apprenticeships is by marketing, education and linking other key agencies and groups in your community regarding the value of women in non-traditional apprenticeships. Are you familiar with any of the project's activities in this area?

1 YES _____>CONTINUE

2 NO _____>GO TO SECTION E

Could you tell me up to three primary activities the projects have undertaken in this area, how effective the activities have been and why you feel this way?

Activity One

Degree of Effectiveness : Activity One

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Reasons Why : Activity One

Activity Two

Degree of Effectiveness : Activity Two

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Reasons Why : Activity Two

Activity Three

Degree of Effectiveness : Activity Three

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Reasons Why : Activity Three

Overall, how effective do you think the project has been in marketing, education and linking other key agencies and groups in your community with respect to the value of women in non-traditional apprenticeships?

Not at all
Effective

Extremely
Effective

1 2 3 4 5 6 7

Overall what are the primary reasons you rated this as you did?

SECTION E

I'm now going to read you a number of statements. I'd like you to tell me your level of agreement with the statements using a scale from 1 to 7 where 1 means you strongly disagree and 7 means you strongly agree with the statement. If you feel you can't respond to the statement, please tell me.

The Women's Demonstration Project has been successful in raising awareness **AMONG WOMEN** regarding the value of careers in non-traditional apprenticeships.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

The Women's Demonstration Project has been successful in raising awareness **AMONG EMPLOYERS** regarding the value of hiring women in non-traditional apprenticeships.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

The Women's Demonstration Project has been successful in raising awareness **AMONG COMMUNITY AGENCIES** regarding the value of women in non-traditional apprenticeships.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

The Women's Demonstration Project has been successful in **CHANGING WOMEN'S ATTITUDES** regarding the value of careers in non-traditional apprenticeships.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

The Women's Demonstration Project has been successful in **CHANGING EMPLOYERS' ATTITUDES** regarding the value of hiring women in non-traditional apprenticeships.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

The Women's Demonstration Project has been successful in CHANGING THE ATTITUDES OF COMMUNITY AGENCIES regarding the value of women in non-traditional apprenticeships.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

More women are entering pre-apprentice and preparatory training programs as a result of the Women's Demonstration Projects.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

More women are registering as apprentices as a result of the Women's Demonstration Projects.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

More employers are hiring women in non-traditional occupations as a result of the Women's Demonstration Projects.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

More community agencies are actively involved in supporting women in non-traditional apprenticeships as a result of the Women's demonstration projects.

Strongly Disagree						Strongly Agree	Don,t Know	Not Applicable
1	2	3	4	5	6	7	8	9

Considering all the activities we've talked about, what do you think are the primary strengths of the Women's Demonstration Project?

What do you think are the primary weaknesses of the Women's Demonstration Project?

What do you think are primary barriers the project faces in achieving its objectives?

What do you think are the PRIMARY IMPACTS of the Women's Demonstration Project to date?

Are there other activities the projects could do if funding was increased? What are they?

Are there any activities the Ministry of Skills Development might do to better assist the Women's Demonstration Project in achieving their objectives?

1 YES

2 NO

v

What are they?

Are there any activities you or your organization might do to better assist the Women's Demonstration Project in achieving their objectives?

1 YES

2 NO

v

What are they?

Do you think the Women's Demonstration Project should continue, be modified or closed down?

1 CONTINUE

2 MODIFY

3 CLOSE DOWN

Why/How should the projects be modified, continued or closed down?

APPENDIX B
MSD CORPORATE INTERVIEW SCHEDULE

MSD CORPORATE INTERVIEW SCHEDULE

1. What is the relationship between the MSD and the WDP's?
2. How would you describe or characterize the relationship between the MSD and the WDP's?
3. In your view, what are the positive (and negative) impacts of the WDP's to date?
6. What aspects of the WDP's operation seem to be successful?
7. What aspects of the WDP's operation seem to be less than successful?
8. What are the main factors hindering the WDP's from achieving their "full potential"? (eg; funding)
9. What additional role might the MSD play with the WDP's to enhance their effectiveness?
10. Overall, what would make the WDP's even more effective?

APPENDIX C
INFORMATION GATHERING SCHEDULE
PROJECT COORDINATORS AND LOCAL KEY INFORMANTS

**INFORMATION SCHEDULE
INFORMATION GATHERING FORUM
WDP PROJECT COORDINATORS**

1. Introduction - Explanation of purpose of session.
2. Presentation of the Program Logic Model and explanation of its use in the session.
3. Issue One: Marketing Non-traditional Apprenticeships to Women
 - Primary activities undertaken in this area
 - Which activities are MOST effective and why
 - Which activities are LEAST effective and why
 - Other barriers that block achievement of activities
 - Strategies undertaken to overcome the barriers
 - Suggestions for additional strategies that will assist with activities in this area
3. Issue Two: Supporting and Counselling Women Who Wish to Register or Who have Registered as Apprentices
 - Primary activities undertaken in this area
 - Which activities are MOST effective and why
 - Which activities are LEAST effective and why
 - Other barriers that block achievement of activities
 - Strategies undertaken to overcome the barriers
 - Suggestions for additional strategies that will assist with activities in this area
3. Issue Three: Marketing to and Educating Employers Regarding Non-Traditional Apprenticeships
 - Primary activities undertaken in this area
 - Which activities are MOST effective and why
 - Which activities are LEAST effective and why
 - Other barriers that block achievement of activities
 - Strategies undertaken to overcome the barriers
 - Suggestions for additional strategies that will assist with activities in this area

3. Issue Four: Marketing, Education and Linking Other Key Agencies and Personnel in the Community Regarding the Value of Female Non-traditional Apprentices
- Primary activities undertaken in this area
 - Which activities are MOST effective and why
 - Which activities are LEAST effective and why
 - Other barriers that block achievement of activities
 - Strategies undertaken to overcome the barriers
 - Suggestions for additional strategies that will assist with activities in this area
4. Identification of the PRIMARY barriers that need to be overcome.
5. Identification of the MOST EFFECTIVE strategies to overcome these barriers.
6. Relationships with MSD field staff and effect relationships have on the project's operation.
7. Suggestions for additional activities the MSD could undertake to better assist the projects.
8. Anecdotes related to successful outcomes.
9. Other comments/observations.

**INFORMATION SCHEDULE
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**APPENDIX D
SELF-REPORT FORM
PROJECT COORDINATORS**

**COORDINATOR SELF-REPORT FORM
REVIEW OF WOMEN'S DEMONSTRATION PROJECTS**

The purpose of this form is to collect numeric information related to the project's operation that has not been requested in the quarterly reports.

First off...

1. Have you kept track of the number of women who have
(1) entered pre-apprenticeship programs;
(2) entered preparatory programs;
(3) obtained employment in non-traditional occupations
AS A DIRECT RESULT OF THE ACTIVITIES OF THE PROJECT?

1 YES-----> How many women have entered each of
the following areas since the project
started. Remember, only include women
that have entered AS A DIRECT RESULT
OF THE ACTIVITIES OF THE PROJECT.

Number of
Women Entering

Pre-Apprenticeship
Programs

Preparatory
Programs

Employed in
Non-traditional
Occupations

**NOTE: ADDITIONAL QUESTIONS ON REVERSE
SIDE OF FORM**

2. Are you aware of any changes that employers have made to their work place **THAT HAVE BEEN INFLUENCED BY THE ACTIVITIES OF THE PROJECT?** If so, could you describe the changes and explain how the project influenced them to occur. Please feel free to write on the back of the form.

3. How would you describe your relationship with the Industrial Training Consultant(s) of Ministry of Skills Development?

4. Has this relationship effected the operation and outcomes of the project in any way?

1 YES

2 NO

↓
v

How has the relationship effected the project?

**THANK YOU VERY MUCH
FOR YOUR TIME!**

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Non-traditional
Occupations

**NOTE: ADDITIONAL QUESTIONS ON REVERSE
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3. How would you describe your relationship with the Industrial Training Consultant(s) of Ministry of Skills Development?

4. Has this relationship effected the operation and outcomes of the project in any way?

1 YES

2 NO



How has the relationship effected the project?

**THANK YOU VERY MUCH
FOR YOUR TIME!**

APPENDIX E
TERMS OF REFERENCE FOR THE "SUCCESS WORKSHOP"

MINISTRY OF SKILLS DEVELOPMENT

WOMEN'S DEMONSTRATION PROJECTS WORKSHOP

TERMS OF REFERENCE AND PROPOSAL FRAMEWORK

MARCH 11, 1991

TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS: MINISTRY OF SKILLS DEVELOPMENT WOMEN'S DEMONSTRATION PROJECTS

PURPOSE

To develop realistic solutions for major issues that have limited the success of the Ministry of Skills Development's Women's Demonstration Projects.

BACKGROUND

Efforts to improve the access of women both to skills training programs and to employment opportunities are important goals for the Ministry of Skills Development (MSD) and the Ontario Women's Directorate (OWD).

Women are under-represented in non-traditional training programs, including apprenticeship programs, just as they are under-represented in the work force. MSD programs have been attempting to provide opportunities for women to better prepare themselves for skilled employment for reasons of both social equity and increasing demand for more skilled employees in the labour market.

According to Statistics Canada, women are concentrated in low-status, low-paid positions in the clerical, sales and service sectors. These three occupations combined accounted for 57% of all paid female employment in 1987, compared to 25% of all male employment. Further, women make up 44% of the workforce but account for less than 5% of the apprentices in Ontario.

In response to the need to move more women into non-traditional apprenticeships, the MSD, in partnership with the OWD, funded 30 community-based Women's Demonstration Projects across Ontario.

The projects were structured to be responsive to the local community needs and the resources were delivered through contractual arrangements with the Community Industrial Training Committees (CITCs), Community Colleges (CAATs) and women's training agencies. Program Coordinators were hired and attempts were made to stimulate community involvement in the projects through collaboration with local employers and agencies. Most of the projects have now been operating for about two years.

In the fall of 1990, the MSD contracted an external research and consulting group to examine the impacts and benefits of the projects. MSD wanted to know if the community development model upon which the projects were based was working and to specifically identify the strengths and limitations of the projects, as a whole.

This research was completed by December 1990. The projects were found to be very effective in some areas, such as the counselling and supporting of women and in marketing, educating and linking community groups.

The projects were also found to be successful in having raised the awareness among both females and community agencies regarding the value of women in non-traditional apprenticeships. However, the projects have had difficulty drawing together appropriate community groups to promote, support and sustain local efforts regarding the value of women in non-traditional apprenticeships.

It was also found that the projects faced a number of barriers that directly effected their success in placing women in non-traditional apprenticeship positions with community employers.

The major issues which were found to impact negatively on the success of the projects are listed below.

- 1 The projects have had difficulty convincing employers and unions of the value of women in non-traditional apprenticeships.
- 2 The projects have had difficulty identifying the female target group that has the best chance of registering and completing a non-traditional apprenticeship.
- 3 The projects have had difficulty establishing a "partnership" relationship with the Industrial Training Consultants of the Ministry of Skills Development.
- 4 The projects have had confusing reporting relationships with respect to their sponsoring agencies and the Ministry of Skills Development.
- 5 The projects have had less than adequate resources to effectively market and promote women in non-traditional apprenticeships. Note: project resources are to remain approximately the same in the foreseeable future.
- 6 The projects do not have a common philosophy, goals or framework that ties them together.
- 7 The projects do not have clear guideline with respect to coordinator qualifications, coordinator responsibilities and compensation.
- 8 The projects have not developed clear measures of successful performance.

The Ministry recognizes that it can not solve these issues alone and that it is important to involve individuals with a variety of interests and experiences related to the projects in the development of solutions for these major issues.

Thus your Consultant Team has been selected based on your demonstrated leadership in and concern about increasing the number of women in non-traditional apprenticeships in Ontario. The collective experience of your consulting team in the counselling, marketing and delivery of community programs was central in the Ministry's selection process.

Three Consultant Teams have been identified and asked to prepare proposals. One team will be hired on a monthly retainer to advise the Ministry on the implementation of the recommended solutions.

GENERAL PRINCIPLES

- The proposed solutions must reflect what is best for the potential female apprentice, taking into account her needs and lifestyle.
- The proposed solutions must be realistic and measurable.
- The proposed solutions must reflect the community based approach upon which the projects were developed.
- The proposed solutions must lead directly or indirectly to increasing the numbers of female apprentices in Ontario.

DELIVERABLES

1. A detailed, written proposal using the attached outline.
2. A 15-20 minute presentation based on your proposal content. All presentations will take place on Tuesday, March 12th between 2:00 - 4:00 pm at the Inter-Continental Hotel. Presentations will be attended by Ministry representatives.

RESOURCES

The Consultant Teams will be provided with flipchart materials and/or overhead sheets and markers to prepare their presentations.

A MTR Resource Panel will be available to answer questions for any of the Teams on the afternoon of Monday, March 11th between 2:30-4:30 pm.

PROPOSAL CONTENT: TYPE AND LEVEL OF DETAIL REQUIRED

The following information must be included in your proposals.

1. Solutions

Please record all of the potential solutions that you feel could be implemented to resolve each of the six issues.

Then, select one solution that best reflects the previously stated Principles and provide your rational for your choice.

2. Indicators of Success

State in measurable terms (qualitatively or quantitatively) the results of the implementation of each of your selected solutions. (ie, What will be produced or distributed? How many women or employers will be touched?)

3. Lead Responsibility

Identify specifically who (by position and organization) would have the lead responsibility for implementing the actions that would be undertaken to implement each selected solution.

4. Delivery Partners

Indicate those individuals and/or organizations that should work with the designated "lead" to ensure that the actions resulting from your selected solutions will be effectively implemented and delivered.

Delivery partners could include: ITCs, specific groupings of employers, community groups, other Ministries, etc.

Please be as specific as possible about the names of the delivery partners and their respective roles in the delivery of the actions falling from the solutions proposed.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM:

PAGE__

ISSUE STATEMENTS	SOLUTIONS

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM:

PAGE__

ISSUE STATEMENT	SELECTED SOLUTION	INDICATORS OF SUCCESS

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM:

PAGE ____

SELECTED SOLUTION	LEAD RESPONSIBILITY	DELIVERY PARTNERS	ROLE OF EACH PARTNER

APPENDIX F
RECORDING OF "SUCCESS WORKSHOP" PROCEEDINGS

MINISTRY OF SKILLS DEVELOPMENT

SOLUTIONS FOR SUCCESS

WORKSHOP RECORD

DATE: **March 11-12, 1991**

LOCATION: **Hotel Inter-Continental**

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MAYFAIR ASSOCIATES PROPOSAL	12
MANAGEMENT BY MERRITT: WYLIE CONSULTNTS PROPOSAL	22

ONTARIO 342 LTD.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #1

The projects have had difficulty convincing employers and unions of the value of women in non-traditional apprenticeships.

SELECTED SOLUTION

ITC's need established relationships with employers and unions who are committed to training and thus are the key to the successful placement of women. Efforts must be made to install ownership of the project in each ITC through partnership with the coordinators. This will be achieved through performance targets for cooperating in the placement of women pre-screened for apprenticeship by the coordinators.

INDICATORS OF SUCCESS

- meeting of targets established for client by each ITC and coordinator
i.e., 25% increase in new employer contacts by coordinators as a direct result of cooperation with ITC's.

LEAD RESPONSIBILITY

District Manager writes performance targets into performance agreements.

DELIVERY PARTNERS

- ITC
- Coordinators

ROLE OF EACH PARTNER

- Meet targets in cooperation with each other

CAREER CANDIDATES

MUST HAVE GENUINE DESIRE

FAMILY COMMITMENTS

CHILD CARE SUPPORT NEEDS MET

EDUCATION

GRADE 12 OR BETTER

SKILL LEVEL

IN TECHNICAL AREAS

PRE-TRAINING

TRADES RELATED

PUBLIC PERCEPTION

5% OF LABOUR FORCE IN FUTURE

ECONOMY

DICTATES DEMAND FOR APPRENTICE

LABOUR SUPPLY

SUPPLY AND DEMAND

RATIOS

MUST BE MET BY EMPLOYER

EMPLOYERS

TO BE CONVINCED OF ADVANTAGES

SIGNED CONTRACT

IN 3-6 MONTH TIME FRAME OR SOONER



A
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E

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #2

The projects have had difficulty identifying the female target group that has the best chance of registering and completing a non-traditional apprenticeship.

SELECTED SOLUTION

A study will be conducted to determine the qualifications, backgrounds, skills sets and other factors which contribute to the success of female journeypersons and apprentices. This will be accomplished through consultation with female apprentices, journeypersons, employers, union and other stakeholders.

INDICATORS OF SUCCESS

A profile of the successful female apprentice. Coordinators will be able to use this to focus activities on the appropriate target groups. The measurable indicators of success will be that the percentage of apprenticeship ready women interviewed by the coordinator will increase from 1 in 20 to 1 in 10.

LEAD RESPONSIBILITY

Special initiatives team.

DELIVERY PARTNERS	ROLE OF EACH PARTNER
Ontario Women's Directorate	Both partners will bring together those stakeholders targeted by study for consultation with the research firm tendered for the project.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: ONTARIO 342 LTD.

ISSUE STATEMENT #3

The projects have had difficulty establishing a "partnership" relationship with the Industrial Training Consultants of the Ministry of Skills Development.

SELECTED SOLUTION

Quarterly reports from both ITC's and coordinators must include details as to joint efforts; including joint employer visits and community events. They will also indicate the level of success in achieving performance targets as indicated in Solution #1.

INDICATORS OF SUCCESS

The number of joint activities will increase by 25%. This will be monitored by the managers through the quarterly reports.

LEAD RESPONSIBILITY

District Manager

DELIVERY PARTNERS

- ITC
- Coordinators

ROLE OF EACH PARTNER

- District Manager will determine whether indicators of success have been met by consistent monitoring of ITC and coordinator quarterly reports.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #4

The projects have had confusing reporting relationships with respect to their sponsoring agencies and the Ministry of Skills Development.

SELECTED SOLUTION

Coordinators will become Ministry employees on a contract basis to community based agencies. Reporting will be illustrated as follows. (overhead)

INDICATORS OF SUCCESS

Blood pressure of coordinators would be reduced to 120/80! Clearer reporting procedures will result in better communication and cooperation.

LEAD RESPONSIBILITY

MSD Senior Management

DELIVERY PARTNERS

- Agencies
- District Offices

ROLE OF EACH PARTNER

- To adhere to the established lines of communication.
- To report regularly to each other.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #5

The projects have had less than adequate resources to effectively market and promote women in non-traditional apprenticeships. Note: Project resources are to remain approximately the same in the foreseeable future.

SELECTED SOLUTION

Partnership with industry and community agencies must be initiated and developed both at the local and provincial level. For example: A partnership program with Provincial Building Trades Council to promote women to both employers and member unions, using many of the existing resources of the Council - i.e., access to conferences and mailing lists. In order to ensure that communication regarding local and provincial initiatives is ongoing, and liaison coordinator will meet regularly with senior managers at MSD.

INDICATORS OF SUCCESS

Each coordinator will initiate 2 partnership projects on the local level. As well, at least two will be initiated at the regional level, through the help of senior managers at least one comprehensive project will be launched.

LEAD RESPONSIBILITY

Coordinator

DELIVERY PARTNERS

Industry community agencies and partners
Senior Managers

ROLE OF EACH PARTNER

- Coordinator initiate
- Other community partners will cooperate/assist

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #6

The projects do not have a common philosophy, goals for framework that ties them together.

SELECTED SOLUTION

To promote awareness of and direct women to skilled trade apprenticeship careers in order to address future labour shortages, employment equity and employer requirements in non-traditional workplace environments. This will take a client centered, community based approach accordingly.

INDICATORS OF SUCCESS

Coordinators will work to meet overall project objectives resulting in a cohesive program.

LEAD RESPONSIBILITY

Ministry of Skills Development

DELIVERY PARTNERS

All stakeholders

ROLE OF EACH PARTNER

To work in every way possible to help projects to achieve goals and timetables.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #7

The projects do not have a clear guideline with respect to coordinator qualifications, coordinator responsibilities and compensation.

SELECTED SOLUTION

The coordinator position, now being a contracted position, will be referred to Human Resources for appropriate classification.

INDICATORS OF SUCCESS

A standardized salary range and job description would be produced.

LEAD RESPONSIBILITY

Human Resources Branch

DELIVERY PARTNERS

N/A

ROLE OF EACH PARTNER

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: 342 ONTARIO LTD.

ISSUE STATEMENT #8

The projects have not developed clear measures of successful performance.

SELECTED SOLUTION

In keeping with the community based model, both long and short term goals will be developed by local industry, organizations and ITC's. The coordinators through a consultative process, will develop performance agreements with the managers, including goals and timetables.

INDICATORS OF SUCCESS

Numerical targets will be met within community established timeframes. Goals and timetables will be met by coordinators and reported to upper management.

LEAD RESPONSIBILITY

Coordinators

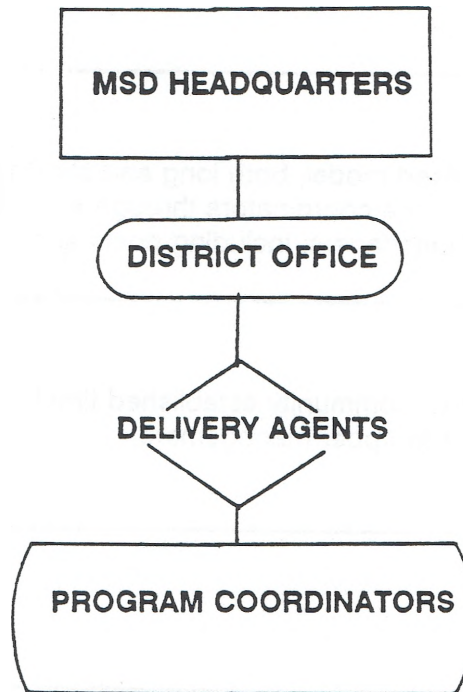
DELIVERY PARTNERS

- Agencies
- Employers
- Unions
- CEIC
- District Manager

ROLE OF EACH PARTNER

Enter consultative process to contribute knowledge of local labour market.

LINEs OF COMMUNICATION



MAYFAIR ASSOCIATES

Here's the group and our HIS-TOR-Y

First there is Jen from CI-T-C

Next there was Brenda from M-S-D

And then there is Kim for Hydro's E-QUI-TY

Diane and Cindy are from East and West

Frank he's half and half...can't say the rest

We are the group called MAY-FAIR

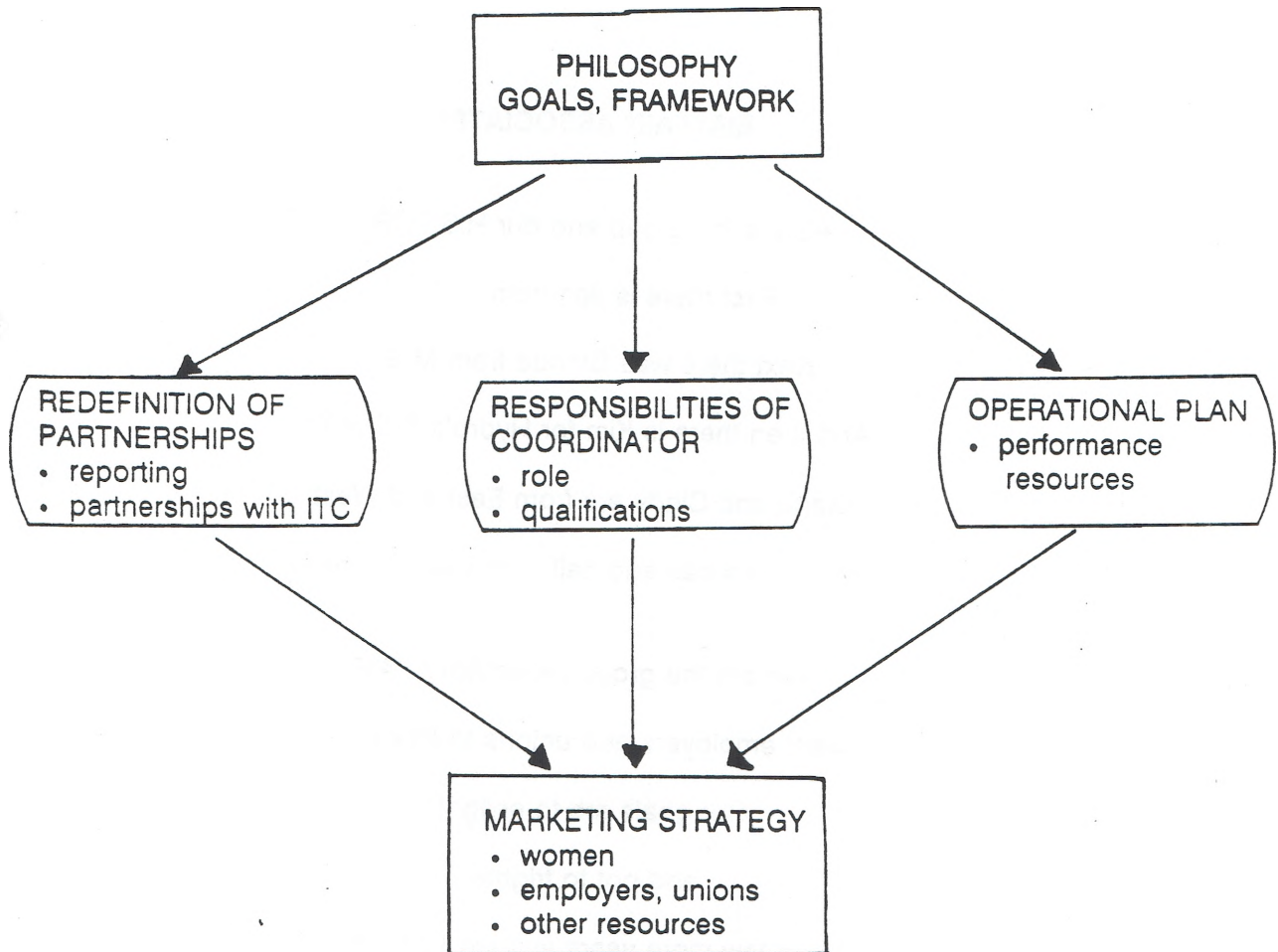
'Want employers and unions to PLAY-FAIR

Our goals are to enlighten

and not to frighten

Just a few more years and we'll be - there!

KEY CONCEPTS: ACCESS/EQUITY, PARTNERSHIP, OWNERSHIP, COORDINATION



RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #1

The projects have had difficulty convincing employers and unions of the value of women in non-traditional apprenticeships.

SELECTED SOLUTION

A locally targeted marketing strategy will be developed that is sensitive to employer and union needs.

INDICATORS OF SUCCESS

- Unions and employers will have Employment Equity Committees in place that have women sitting on the committee
- Increased number of unions and employers training female apprentices.

LEAD RESPONSIBILITY

DELIVERY PARTNERS

- MSD Communications Branch
- Colleges, OSDOs, CITCs, CEICs, ITC
- OWD
- Local Media
- "Champions"
- Awards Dinners.

ROLE OF EACH PARTNER

- Creative ideas
- Assist in promotion and training
- Provide expertise to companies on tailored employment equity plans

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #2

Difficulty identifying the female target group that has the best chance of registering and completing an apprenticeship.

SELECTED SOLUTION

A self-identification tool will be developed for women who indicate they may be interested in non-traditional apprenticeship.

INDICATORS OF SUCCESS

- Retention level in Bridging Programs and Pre-Trades Programs will increase
- Retention level of female apprentices will increase
- A higher ratio of women entering apprenticeship and registered journey-women will exist

LEAD RESPONSIBILITY

Coordinator

DELIVERY PARTNERS

- Coordinator (committee) develop the tool
- Employers - assist with orientation to workplace and career opportunities "Reality Check"
- ITCs - provide women with specific information on apprenticeships

ROLE OF EACH PARTNER

- CEC Counsellors and Other employment counsellors (i.e., unemployed help Centre)
- to discover opportunities in training and employment
- help to remove common barriers women often experience when entering a skilled trade position, ex, shift work and child care

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: Mayfair

ISSUE STATEMENT #3

Difficulty establishing a "partnership" relationship with the ITC's.

SELECTED SOLUTION

Open explorations will occur between district staff of the MSD, the project coordinator and the delivery agents, to find local solutions.

INDICATORS OF SUCCESS

- ITC initiated joint visits to employers and unions
- Attendance of the project coordinators at all quarterly or semi-annual district apprenticeship meetings
- Inclusion of project information in the ITC's quarterly reports
- Coordinator will be better informed of all apprenticeship concerns

LEAD RESPONSIBILITY

District Manager (Apprenticeship Branch)

DELIVERY PARTNERS

- District Managers
- Coordinators
- ITCs
- Delivery Agent

ROLE OF EACH PARTNER

- to initiate attendance of coordinators at district meetings or other appropriate apprenticeship meetings
- to attend all apprenticeship meetings and bring forth project concerns and issues
- identify ITC issues with project coordinators
- Support the coordinator's relationship with the ITCs
- Offers constructive participation of all partners

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #4

The projects have had confusing reporting relationships with respect to their sponsoring agencies and the Ministry of Skills Development.

SELECTED SOLUTION

A contract (Memorandum of Understanding) will be developed and mutually agreed upon.

INDICATORS OF SUCCESS

A one-year joint review of contract to ensure dynamic, ongoing commitment to and evaluation of the Projects.

LEAD RESPONSIBILITY

Ministry of Skills Development

DELIVERY PARTNERS

- Delivery Agent
- Coordinator
- MSD

ROLE OF EACH PARTNER

- Responsible for developing the Plan
- Resource for development of Plan
- Responsible for developing the Memorandum and approval of Plan
- Resource for development of Plan

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #5

The projects have had less than adequate resources to effectively market and promote women in non-traditional apprenticeships.

Note: resources to remain approximately the same.

SELECTED SOLUTION

Partnerships will be developed and used to access additional expertise, resources and dollars.

INDICATORS OF SUCCESS

- New or stronger partnerships developed
- New funding sources available of which the coordinator has control or partial control

LEAD RESPONSIBILITY

Coordinators

DELIVERY PARTNERS

- Delivery Agents
- CITC - skills okay
- ITCs - expertise
- Service Clubs; Rotary, Chamber; expertise, resources and dollars
- Ministry of Northern Mines and Development
- Colleges and Universities - expertise, resources and dollars
- School Boards - resources and dollars
- CEC - expertise, resources and dollars
- Employer Association - expertise, resources
- Ontario Women's Directorate

ROLE OF EACH PARTNER

- Articles in internal newsletters/marketing tools
- Articles in internal newsletters/marketing tools; dollars for EE Projects; dollars for training
- Expertise/knowledge
- Articles in internal newsletters/marketing tools; Dollars for EE Projects
- Dollars for training and EE Projects
- Articles in internal newsletters/marketing tools; dollars for training and EE Projects; expertise/knowledge
- Dollars for EE Projects
- Expertise/knowledge; dollars for training
- Articles in internal newsletters/marketing tools; dollars for training and EE Projects; expertise/knowledge
- Expertise/knowledge; dollars for EE Projects

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #6

The projects do not have a common philosophy, goals or framework that ties them together.

SELECTED SOLUTION

A common philosophy and goals will be developed focusing on access and increasing numbers of employers and unions committed to employment equity rather than focusing on the numbers of women entering apprenticeship.

INDICATORS OF SUCCESS

The goals are developed, articulated and understood (in the contract in solution #4)

LEAD RESPONSIBILITY

- MSD - coordinator and delivery agent working as a team
- Gayle Quirie

DELIVERY PARTNERS

- Coordinators
- Delivery Agents
- ITCs
- District Managers
- MSD

ROLE OF EACH PARTNER

- test goals on women, employers and unions and bring that input back to the working team
- market the goals and philosophies

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #7

The projects do not have clear guidelines with respect to coordinator qualifications, coordinator responsibilities and compensation.

SELECTED SOLUTION

- A working committee will be established to set up a coordinator job description to be used as a guideline for local projects, together with guidelines regarding qualifications and compensation
- A clarification of issue numbers 4 and 6 will assist in the resolution of issue #7.

INDICATORS OF SUCCESS

- Working committee established, useful and acceptable.
- Guidelines are produced and implemented leading to more consistency across the province.

LEAD RESPONSIBILITY

Gayle Quirie to put together the working committee

DELIVERY PARTNERS

- Delivery Agents
- Coordinators
- MSD

ROLE OF EACH PARTNER

- Provide input and feedback
- Operationalize at the local level and include in the local plan
- Human Resources Branch provide advice

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MAYFAIR

ISSUE STATEMENT #8

The projects have not developed clear measures of successful performance.

SELECTED SOLUTION

The projects will have an Annual Plan based on agreed upon terminal performance objectives.

INDICATORS OF SUCCESS

Performance resources are consistent with goals and philosophy of Program (i.e., not just based on numbers) of registered female apprentices.

LEAD RESPONSIBILITY

Delivery Agents

DELIVERY PARTNERS

- Coordinators
- MSD
- Coordinator Advisory Committees

ROLE OF EACH PARTNER

- Must be developed by those who do the work
- give feedback i.e., current approaches
- Advise the coordinator about what successful performance is. Ensure the quarterly report submissions reflect TPOs
- MSD must relieve the "numbers" pressure

**PROPOSAL FRAMEWORK PRESENTED TO THE
MINISTRY OF SKILLS DEVELOPMENT
TO DEVELOP REALISTIC SOLUTIONS TO
MAJOR ISSUES THAT HAVE LIMITED THE
SUCCESS OF THE WOMEN'S DEMONSTRATION PROJECT**

Submitted by:

MANAGEMENT BY MERRITT:

WYLIE CONSULTANTS

Our business is known under the name **MANAGEMENT BY MERRITT: WYLIE CONSULTANTS**

It is my pleasure to introduce the members of our corporate team. First and in alphabetical order, may I present:

Wylie Black from Ottawa who comes to us with twenty years experience in government and private industry specifically in the area of human resource management.

Lynn Cullaton from Toronto with fifteen years management experience in the private and corporate sector as well as six years experience in employment counselling.

I am Marie Marchand from North Bay and I bring fifteen years experience in fields related to human rights issues in both the private and public sector.

George Merritt, born in England and now residing in Toronto, brings to our team fifteen years in sales, marketing, personnel and public relations. George has a University degree and is a qualified tradesperson as well.

Monica Shurgold is from Chatham in the Southwest and has twenty years experience as an entrepreneur with special skills in personnel related matters.

As a Consultant Team we are pleased to have been selected to submit a proposal to develop realistic solutions for major issues that have limited the success of the Ministry of Skills Development Women Demonstrations Projects.

We believe our collective expertise as well as our geographic diversity can provide the experience necessary to help you realize the important and laudable goals of these specific projects.

Our proposal framework has kept in mind the General Principles as described in the Terms of Reference we were given.

Those General Principles are:

- The proposed solutions must reflect what is best for the potential female apprentice taking into account her needs and lifestyle
- The proposed solutions must be realistic and measurable
- The proposed solutions must reflect the community based approach upon which the projects are developed
- The proposed solutions must lead directly or indirectly to increasing the numbers of female apprentices in Ontario

In preparing our proposal we avoided the temptation to debate or re-define the issue statements. We viewed the selected solution as a means to an end, keeping in mind that the end must be measurable.

Where appropriate, indicators of success were split into quantitative and qualitative categories.

We determined the lead responsibility person or organization on the basis of ensuring that the solution will in fact get implemented. However, we see the delivery partners as indispensable to the effective implementation of selected solutions.

And finally the role of each partner was defined as a reinforcement of the respective mandates and the availability of financial and human resources.

I will now ask my colleague, Lynn Cullaton to address each specific issue within the framework that was proposed to us.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #1

The projects have had difficulty convincing employers and unions of the value of women in non-traditional apprenticeships.

SELECTED SOLUTION

Since employers and unions need to deal in terms of the bottom line, use a sales approach to focus the message you give employers and unions on their respective bottom line. With employers we call it a carrot; with unions we call it a stick.

INDICATORS OF SUCCESS

For employers qualitative indicators would be:

- increase in activity level
- call backs and referrals
- repeat contacts

Qualitative indicators would be:

- increase in registered apprentices
- increase in number of women employed in trades related fields
- level of new employers participating in available programs, such as job shadowing, work weeks, plant tours

LEAD RESPONSIBILITY

Ministry of Skills Development, Marketing and Communications Branch

DELIVERY PARTNERS	ROLE OF EACH PARTNER
<ul style="list-style-type: none">• MSD - District Offices• Community Colleges and the Ministry of Colleges• CITC• Ontario Women's Directorate• Schools and the Ministry of Education• Employer Associations• Organized Labour	<p>To promote and deliver the same message and to remove the barriers of one-uppersonship and competition for the same candidates</p>

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #2

The projects have had difficulty identifying the female target group that has the best chance of registering and completing a non-traditional apprenticeship.

SELECTED SOLUTION

Since the profile of success would benefit all delivery partners, develop a list of "best chance" criteria and couple this with a support and/or referral system to assist women with their careerpathing.

INDICATORS OF SUCCESS

- Increased percentage of women registered
- Registration completion ratios improved
- Increased percentage of women participating in related fields or programs and their retention rate

LEAD RESPONSIBILITY

A coordinating committee of WDP Coordinators

DELIVERY PARTNERS

- Delivery Agents
- ITCs
- OWD
- CITC
- Community College
- Employers
- Unions

ROLE OF EACH PARTNER

Provide input based on their own experience and based on their need.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #3

The projects have had difficulty establishing a "partnership" relationship with the Industrial Training Consultants of the Ministry of Skills Development.

SELECTED SOLUTION

Since the work done by the ITCs and the WDP Coordinators is not mutually exclusive, for a long term successful approach, the solution is to establish a working protocol and training package for ITCs and Coordinators. This must include the setting of priorities for a working relationship where experiences can be shared and where accountability is a component of the performance agreement.

INDICATORS OF SUCCESS

- Increased percentage of women registered as apprentice
- Increased percentage of women retained in the apprenticeship system
- Increased percentage of women steered to related fields as a direct result of the teamwork and also as a direct result of ITC initiated work
- Increased percentage of joint activities initiated within the framework of the working protocol and also as a result of activities initiated by the ITCs on their own

LEAD RESPONSIBILITY

District Managers

DELIVERY PARTNERS

- ITCs
- WDP Coordinators

ROLE OF EACH PARTNER

To ensure that the solutions arrived at together work effectively toward the successful delivery of the project.

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #4

The projects have had confusing reporting relationships with respect to their sponsoring agencies and the Ministry of Skills Development.

SELECTED SOLUTION

Since confusing reporting structures hinder the successful delivery of the projects, establish clearly defined roles and clearly stated reporting structures related to the deliverables - between MSD and the delivery agent and between the delivery agent and the coordinator.

INDICATORS OF SUCCESS

- Percentage changes in the number of interaction activities
- Increased level of intermediary activities provided by the delivery agent between MSD and the Coordinator

LEAD RESPONSIBILITY

Ministry of Skills Development

DELIVERY PARTNERS	ROLE OF EACH PARTNER
Delivery Agent	To ensure uniformity in reporting relationships

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #5

The projects have had less than adequate resources to effectively market and promote women in non-traditional apprenticeships. Note: project resources are to remain approximately the same in the foreseeable future.

SELECTED SOLUTION

Since the project resources are to remain approximately the same in the foreseeable future, the solution is to allocate MSD corporate resources to develop and implement a campaign for marketing and promotion of the projects; in a consistent and positive manner; deploying all MSD personnel in the delivery of such a campaign.

INDICATORS OF SUCCESS

- Production of marketing materials
- Number of presentations using marketing tools
- Number of requests for presentations and promotional material
- Increase in number of enquiries by women regarding the apprenticeship in skilled trades as a career option
- Increased participation of apprenticeship ready women

LEAD RESPONSIBILITY

MSD - Marketing and Communications Branch

DELIVERY PARTNERS

- Other Ministries
- ITCs
- WDP Coordinators
- CITC
- Community College
- OWD

ROLE OF EACH PARTNER

To mobilize existing financial and human resources to assist with the promotional campaign and to maximize the use of the promotional material

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #6

The projects do not have a common philosophy, goals or framework that ties them together.

SELECTED SOLUTION

If in fact the projects do not have a common philosophy, goals or framework that ties them together, the establishment of a mission statement that is value driven is required.

INDICATORS OF SUCCESS

- Tangible statement expressing the goals, philosophy and values framework of the project.
- Use of the document to achieve credibility through community workshops involving all stakeholders.

LEAD RESPONSIBILITY

- Ministry of Skills Development
- Ontario Women's Directorate

DELIVERY PARTNERS

Delivery agents

ROLE OF EACH PARTNER

The implementation of an acceptable mission statement

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #7

The projects do not have clear guidelines with respect to coordinator qualifications, coordinator responsibilities and compensation.

SELECTED SOLUTION

Since you cannot achieve the goals of the project by treating every community the same; qualifications of coordinators should be community based; responsibilities should be community driven; and compensation should reflect the principles of employment equity.

INDICATORS OF SUCCESS

- Employment Equity principles would tighten the salary ranges and reduce existing variances
- Community needs would be met
- Projects strengths, flexibility and credibility would be maintained

LEAD RESPONSIBILITY

Delivery Agents

DELIVERY PARTNERS

- Ministry of Skills Development
- Ontario Women's Directorate

ROLE OF EACH PARTNER

- To tender to the delivery agent
- To develop an appropriate employment equity plan

RESPONSE TO MSD TERMS OF REFERENCE: SOLUTIONS FOR SUCCESS

CONSULTANT TEAM: MANAGEMENT BY MERRITT: WYLIE CONSULTANTS

ISSUE STATEMENT #8

The projects have not developed clear measures of successful performance.

SELECTED SOLUTION

Since the community based aspect of the projects is a large component of their success, the community stakeholders should determine the measures by which successful performance will be gauged.

INDICATORS OF SUCCESS

- Percentage increased of women registered as apprentices
- Percentage increased of women completing apprenticeship training
- Percentage increase of women participating in trades and technical field
- Percentage increase overall
- Percentage increase of employers getting involved in apprenticeship training
- Percentage increase of stakeholders getting involved in the process of training, promoting and supporting the goals and philosophy of the projects
- Percentage increase of new and/or second time promotional activities
- Number of testimonials by women, stakeholders, employers, and community agencies/associations assisted by the projects
- Amount of locally initiated media coverage

LEAD RESPONSIBILITY

Delivery Agents (CITCs, CAATS...)

DELIVERY PARTNERS

Existing community stakeholders such as the CITC, CEIC, the Community College

ROLE OF EACH PARTNER

To promote, support and sustain local efforts based on the needs of the community

In conclusion, we have welcomed the challenges offered to our Consultant Team and we are proud to share our findings with you within the framework provided; the time allocated; and the resources available.

If time permits, we will be pleased to answer any questions and we look forward to providing further consultations during the coming months.

On behalf of my colleagues, I thank you for your attention.

