

what training do women need?

what training do women want?

women's stories...women's visions

A WOMEN'S AGENDA ON TRAINING!

Participation Kit

WOMEN AND TRAINING

Women want different things from training. We have diverse training needs ranging from basic literacy to training for "highly-skilled" jobs.

In March 1991, 21 national women's organizations met to look at the ways that women are represented in training. We realized that until now politicians, business people, government officials have decided what training should be offered and who it would be offered to. Rarely are women asked about their particular needs. Women's needs and experience have not been understood or considered in making training policy. We want to turn this around.

WHAT IS A WOMAN'S AGENDA ON TRAINING?

We think that women are the real experts. Women learners, teachers, community workers, trainers should be central to decisions made and policy development around training. They should decide what training is needed and what is quality training.

So, it is your experience, your feelings and your hopes of training that will help us identify what works for women and what does not. Telling our stories about training can be helpful in many ways. Putting our stories together helps us to analyze what we need and want. It helps us to identify steps we can take to change the training system so that it better meets women's needs. We can use our stories to develop documents to use in lobbying, advocacy and educational work.

Women in Canada come from diverse backgrounds. We have different ideas and experiences with training because we:

- come from diverse racio-ethnic backgrounds
- have different first languages
- have different work experience
- live in different regions
- have various levels of education
- live in cities, towns, rural, and isolated communities
- have varying family responsibilities
- have different goals

Therefore, we want to develop a Women's Agenda on Training that reflects women's diversity. As we put our experiences together we start building a collective vision of what training could and should be!

Tell your story! Here are some ways to participate:

For teachers/trainers:

- discuss your issues with your co-workers, organize a staff meeting to develop strategies (see workshop model attached)
- facilitate workshops with your learners to ensure they are involved in this process and to get their input (attached are some workshop models that you may be able to adapt and use within your programme/courses).
- send us examples/models of quality training, training that we know works for women
- pass this pamphlet on to your own network

For Learners:

- write a letter, a poem, draw a picture of your experiences trying to get training and in training (what do you want from training?, what have you got from training?)
- talk to friends, share your experiences

For Women's Groups:

- meet with a group of women in your community (in training programmes, in community centres, in kitchens, etc.)
- what do you believe are important principles for a Women's Training Agenda?

For Workers:

- discuss the women's agenda in women's committees of your union or federation
- organize a workshop on training in your workplace or local
- propose negotiating language around training in your local
- define a union position on training

We are putting together a collage of women's stories, drawings, poems, photos, etc. So share experiences, record your ideas and send them to us!

To participate or for more information, your regional contact is:

Or contact:

A Women's Agenda
Women's Reference Group
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PART I

WORKSHOP MODELS



INTRODUCTION

This kit will help us to work together to develop a Women's Agenda on Training. Part I provides you with some exercises to get women talking about the training system and naming their experiences in it. Some of these workshop models will be appropriate for trainers to use with participants now in training programmes (or women attempting to enter training) and others were developed for training deliverers and women's organizations. The background material in Part II of this kit can be used along with the workshops or each piece can stand on its own as basic information about training.

Through these "mini-workshops" we believe we can add to our analysis and develop strategies to change the training system to better meet women's needs.

Why develop our analysis?

- * to identify and name our concerns
- * to organize information in a way that helps us to clarify the problems, the possible solutions, and their implications.
- * to trace the general causes or effects of these issues.
- * to make the connections between personal barriers to training and the larger social forces that support existing training structures.
- * to see training within the context of political-economic forces, to examine their interconnections and systemic causes.
- * to discover new questions that need asking!



Why develop a strategy?

- * to identify possible actions
- * to identify the forces and factors that have contributed to our successes and failures
- * To vision, look at the future and explore the consequences of that vision
- * to help us make decisions on action plans.

FATIMA'S STORY

My name is Fatima. I lost my job. For the past six years I did sewing work in a factory. The factory recently moved out of the country. In three weeks my Unemployment Insurance payments will stop. I am very worried because I need to get a job. I need a job to earn enough money to support me and my three children. Every where I look for work I am told "there are no jobs" or "you need more experience". I know my English is not good. But, in El Salvador I had certification to teach and I worked for ten years teaching. It would be good to work with children here, teaching or counselling.

Last week I went to the Canada Employment Centre and my counsellor, Mary Brown, says I am now on a waiting list for a training programme. But it will take 8 months to be accepted. Ms. Brown told me I can not get into this training programme after my Unemployment Insurance expires.

1. Read the above story.
2. In small groups answer the following questions. Make sure each group has one person responsible for recording and reporting back to the whole group.
 - a) Why did Fatima lose her job?
 - b) What does Fatima want?
 - c) Fatima thinks that she can not find work because.....
Do you agree with her?
 - d) What barriers/problems does Fatima have to get into training? (List)
 - e) If you were Fatima what would you do? Why?
 - f) If you were in charge of training in Canada what would you do?
3. After each group reports back, compare the conclusions made by each group.
4. Using a flipchart list the group's suggestions about what changes they would make to the training system.
5. Do you know of any stories similar to Fatima's? If you do, tell the group what happened.

PAIRED INTERVIEWS

In this lesson we will:

1. talk about our backgrounds
2. describe the jobs we had before coming to Canada
3. talk about our employment experiences in Canada
4. express feelings about our lives in Canada
5. talk about our training experiences in Canada
6. make a chart and see what it tells us

In this lesson we will discuss:

1. problems we experience as immigrant women
2. barriers we face getting training that we really want
3. why these problems are not just personal, but they are caused by those who have power in society.



Source: Adapted from "We are Equal Aren't We?", Metro Labour Education Centre.

1. Interview your partner using the questions below. Take notes while you listen. Use the notes to report your partner's answers to the whole group.

What is your name? _____

Where are you from? _____

How long have you been in Canada? _____

What kind of jobs did you have before you came to Canada?

What jobs have you had in Canada? _____

What kind of job would you like to have? _____

What stops you from getting the job that you want? _____

How did you hear about this training programme? _____

What did you do to get into training? _____

What do you hope this training programme will give you?

What is the most difficult thing you have experienced in training?

Describe three things you hope change in the Canadian system of training.

2. While you are reporting back, another learner or the facilitator will make a group chart.

Sample chart

name	Suzy Shin
country of origin	China
years in Canada	7 years
past job	Drafting
canadian work exp.	retail clerk
future job	Computer Drafting Design
what stops us	English
heard from...	Community centre
why training	need diploma
hopes for training	to learn english and job skills
training difficulty	no child care
recommendations for change	get credit for what I know

3. Review the chart. Draw conclusions based on the information shown on the chart. For example: The biggest obstacle in getting the jobs that we want is our English.
4. Discuss the following:
 - a) What are we looking for in training?
 - b) Many immigrant women think that because of their English they cannot get certain kinds of jobs. What do you think?
 - c) Some women have come to Canada with a high level of education and skills, but can not get the kind of jobs they want and are qualified for. What do you think? Who is responsible for this problem?

Affirmative Action Song*

Affirmative Action in the
workplace
removes some barriers that we
face
because of our sex, our creed,
our race.

Employment Equity could help
achieve
a place of equal opportunity
for women, disabled and visible
minorities.

Is there bias in my decisions
Do our policies need revision
Am I fair to favour my race
Do I really discriminate?

You bet!!

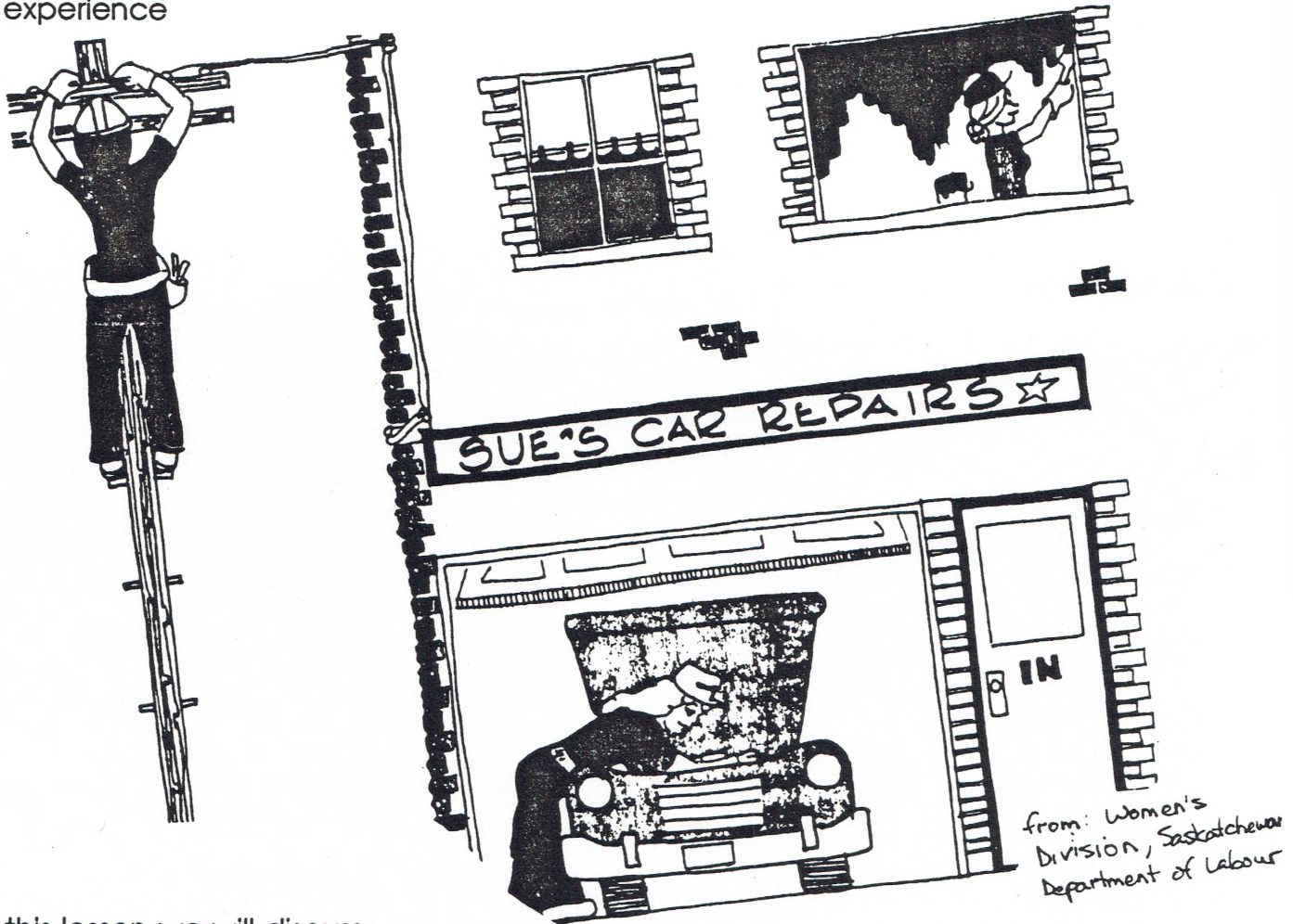
Hiring policies would guarantee
we would be judged on our
ability
not standards discriminatory
Not standards discriminatory.

** This song is from The
Company of Sirens' production,
EEC: Employment Equity Count-
down! |*

PAIRED INTERVIEWS: WITT

In this lesson we will:

1. talk about our backgrounds
2. describe the jobs we have had
3. talk about our employment experiences
4. talk about our training/apprenticeship experiences
6. make a chart and see what it tells us about our collective experience



In this lesson we will discuss:

1. problems we experience as women
2. barriers we face getting training that we really want
3. why these problems are not just individual, but that we share common experiences and could work together to identify collective solutions.

1. Interview your partner using the questions below. Take notes while you listen. Use the notes to report your partner's answers to the whole group.

What is your name? _____

Where are you from? _____

What kind of jobs have you had?

What kind of job would you like to have? _____

What stops/stopped you from getting the job that you want?

How did you hear about the training programme/ apprenticeship you enrolled in?

Why did you get into training? _____

What do/did you hope that training can offer you?

What is the most difficult thing you have experienced in training?

Describe three things you hope change in the Canadian system of training.

2. While you are reporting back, another learner or the facilitator will make a group chart.

Sample chart

name	Chris Moore
work experience	retail clerk/secretarial
future job	plumber
what stops us	can't get a card
heard from...	Community college
why training	need diploma
hopes for training	hands-on experience and job skills
training difficulty	no child care
recommendations for change	get credit for what I know

3. Review the chart. Draw conclusions based on the information shown on the chart.

For example: the biggest obstacle in getting the jobs that we want is discrimination of employers

- A training system that would best meet our needs would include child care, counselling, role modelling for young girls, etc...

4. Discuss the following:

- a) What are we looking for in training?
- b) How do you recommend we get there?
- c) What role can women in trades play in creating a training system that meets the needs and works for diverse groups of women?



Helps and hinders

Objective: To identify key forces/elements that we are up against in the training system, and who are our main allies in our struggle for change.

Time frame: 60-90 minutes

What you need: cards or small pieces of paper, markers
large headings placed on the wall - "Helps",
"Hinders", "Both", "Not Sure".

1. Explain the task. In groups of two, discuss the key forces or elements that create barriers to quality training for women at the moment and your major supports/ allies. Choose four of the most important (two "for" and two "against") and note them on cards in headline form.
(Twenty minutes)
2. Give each pair four cards and some coloured markers.
3. After twenty minutes, explain how to post the cards in four columns on the wall: "Helps, Hinders, Both, Not sure". Ask the first group to post their cards and to explain how each force or element is helping or hindering. If it is both helping and hindering place it under "both" and explain why it fits there. Subsequent groups follow, building on what is already there.
4. When all the cards are posted, reflect on the "hinders" column. Ask "what's missing?" and "what are the common threads?" You might also ask the group to summarize the dominant training agenda (what we're up against).
5. Now look at the other columns to pinpoint key elements for a discussion of strategy:
 - * in "Helps", who are our allies? What are some of our positive experiences and how have we already worked together?
 - * how can we turn the "both" and "not sure" forces into "helps"?
 - * where are the "cracks" in the dominant agenda...how can we turn them into "helps"?

Source: Adapted from the Doris Marshall Institute, "Educating for a Change".

"Stop drama", or "take two"

Objective: To develop concrete strategies for change within the "training system".

Timeframe: 90 minutes (with approx. 20 people)

What you need: a large area, free of furniture
space for 4 groups to work
flip chart, markers, tape

1. Participants divide into small groups and develop dramatizations of their worst experiences of the training system.
2. Each group presents its scenario and the group as a whole identifies the nature of the problem(s) they see dramatized.
3. After all of the groups present their drama, introduce the next step in the process, to look at strategies to address the issues raised. The time available only allows us to work with one or two of the dramas, so ask the participants to choose which ones(s) they want to work on.
4. The original group presents the drama over again. Participants reconvene in their small groups for ten minutes to develop concrete strategies to address the problem/s.
5. After all of the groups have had an opportunity to practice their strategies, the facilitator leads a discussion of the approaches that have emerged, noting the main points on the flip chart.

Other approaches:

* any member of the audience who wants to intervene and become a character in the drama can do so by clapping her hands to stop the action. The new actor takes the place of someone in the drama and the action resumes.

* if someone feels that any response or reaction is unrealistic, she calls out "magic". This stops the drama, and the person intervening must enter the scene and replay it in a more realistic manner.

Source: Adapted from Theatre of the Oppressed approaches.

Developing A Model for Training

Objectives:

- * To define training needs.
- * To develop a participatory model of training.
- * To identify practical applications for this model.

Timeframe: 1 1/4 to 1 1/2 hours

Process:

1. Divide the participants into groups of 8-10 and then divide people again into pairs. Ask the participants to think about a positive learning experience in their lives. Give a few examples from your experience to help people get started. If people can not think of a positive experience let them identify a negative experience. Pairs will discuss what it was that made their experience so positive (or negative).
Approximately 15 minutes.
2. Reconvene into groups of 8-10. Have a few people share their learning experience. The goal of this part of the exercise is to have the participants develop their vision of an ideal training plan. Begin by asking participants what kind of training they want and need in terms of both content and style. Write down the responses on a flipchart. After everyone has had a chance to contribute to this discussion, then begin as a group to develop a model of an "ideal" training plan.
Approximately 40 minutes.
3. Reconvene into one large group. Share your training models. What is missing? Could what you learned through this exercise and the plan you developed be used/applied. Evaluate the exercise.
Approximately 20 minutes.

Adapted from: "A Workshop on Worker's Participation in Clerical Training".

SCULPTURING A TRAINING SYSTEM

This activity allows people to position themselves in ways that help express power relationships among existing players in the training system. The result is a human sculpture that represents the group's understanding and knowledge of what is going on in training in Canada and alternative ways to create change.

Objectives:

- * to identify the major players in the training system and share information about strategies for change;
- * to critically examine who gains from the training system and who loses out.

Timeframe: approx. 1 to 1 1/2 hours

You need: at least 10 participants

- a large space
- flip chart/magic markers/masking tape
- 2 facilitators

Process:

1. Ask participants to name the major actors in Canada's training system. (They can name individuals, forces or organizations). A facilitator writes the actors named on the flip chart, checking that everyone knows who the actor is but without getting into any lengthy discussion.
2. At the same time, using the marker, another facilitator writes the names of the actors on small slips of paper. (Both facilitators try to group the actors as you go—into levels of government, training deliverers, unemployed, education, labour, trainees, etc.)
3. The first facilitator reviews the purpose of the exercise and explains that they will be choosing people to represent the actors and positioning themselves as a sculpture...placing actors according to their relative power over resources and decision making. The whole group decides where each actor goes. Participants can use different gestures or props.



4. The second facilitator asks two participants to take the roles of two of the actors representing the government training structures, sticking the slips of paper naming the actors on their bodies with masking tape. The group discusses how these actors should be positioned in terms of their power relationship.
5. Proceed to identify and place the other actors. Continue to check with the group to see that everyone's points are being included in the analysis being developed and that everyone understands the relationships. (It is okay if people disagree, some very interesting discussions are possible in this case.) After discussion and debate aim for agreement on the positioning of each actor.
6. The facilitators and participants can ask clarifying questions and add information when necessary.
7. Before you break up the sculpture ask the actors to review who they are and how they relate to each other. (Its also helpful to ask how it feel to be in the role.)

VARIATIONS:

- * Another sculpture could be made to represent how you would like to change the structure...how you would like relationships to be.
- * This approach to sculpturing can be used to develop an analysis of one sector only (for instance, the college sector, the apprenticeship system, community based training, union training, etc).

Source: Adapted from Rick Arnold and Bev Burke "Popular Education"

PART II

BACKGROUND MATERIAL



TRAINING

WHAT IS TRAINING?

Training may be a variety of things. It is different for everyone. Training is a process that should help accomplish your goals of learning, getting stable, rewarding employment and should let us keep on learning through our adult lives.

- a) It can be upgrading or learning new skills.
- b) It can be getting the necessary papers, certificate, licence, degree, diploma, credits or ticket.

"Training is at once an initiation, a pre-requisite, a reward, an obstacle, an opportunity, a process of socialization and a red herring."

(Greater London Council, pg.11)



WHY DO WOMEN TAKE TRAINING?

So they can do something that they like and will be good at.

To set realistic, short, immediate and long term goals.

To get a permanent, full time, stable job with appropriate wages and benefits.

To increase "employability".

To learn new technology or update skills they already have.

To keep pace with shifting job markets (again, to match shifting technologies caused by "structural" unemployment, jobs that are gone for good).

Empowerment: with new skills, women will face fewer barriers to employment, more choices and have more power economically, socially and politically.

For immigrant women, upgrading and skills training helps remove the barriers (things in the way) that employers use to screen them out (ie. by asking for Canadian certification and Canadian experience).

WHAT BARRIERS TO TRAINING DO WOMEN FACE?

Lack of, or minimal income support (no money to train).

High course/programme entrance fees (particularly private training).

Little or no credit for work experience and/or certification in country of origin.

Lack of English as a Second Language/Literacy courses to bridge women into upgrading or skills training programmes.

Few appropriate, quality upgrading and/or skills programmes.

Large class size.

Non-standardized testing.

Multiple entrance requirements.

Distance: geographic location of training.

Low or no travel allowance.

Lack of child care.

Long waiting lists.

Getting a Canada Employment Centre to approve and direct you to training.

The difficulty in returning to school (particularly for older women).

Family/social support: having those around you understand, approve of and support your return to training.

Jargon (hard to understand language) and attitudes that screen out women interested in retraining.

WHO IS RESPONSIBLE FOR TRAINING?

All levels of government have some responsibility to provide training programmes. There are 3 specific levels of government:

Federal
Provincial
Municipal/Community/Local

(Please note: there are also a number of private trainers who have a variety of fee structures (tuition/costs) and agendas (reasons for doing what they do) that are not regulated/controlled by the different levels of government.)

TRAINING FOR WOMEN:



Some training has been developed specifically to address women's training needs. These programmes offer integrated models of training that incorporate language skills, upgrading, life-skills, counselling into job training and recognize women's need for vital supports such as child care, transportation and income support while in training. Because these programmes are successful in responding to women's expressed needs, they are in high demand and waiting lists to take this training are sometimes up to two years long.

FEDERAL EMPLOYMENT PROGRAMMES AND SERVICES

To date, all federal training programmes have fallen under the Canadian Jobs Strategy structure. This programme has been folded in to (combined with) the new Labour Force Development Strategy (LFDS). As of July 1991 Employment programmes include:

Information and Special Initiatives:

- a) Labour Market Information
- b) Labour Exchange
- c) Service Needs Determination
- d) Labour Market Research and Special Labour Market Initiatives

Employability Improvement Program:

- a) Employment Counselling
- b) Project Based Training (this is an amalgamation of what used to be the Entry/re-entry, Severely Employment Disadvantaged, and re-employment CJS programmes)
- c) Wage Reimbursement: provides employers with a wage subsidy
- d) Purchase of Training/Income Support
- e) Employment Assistance and Outreach
- f) Youth Initiatives
- g) Mobility Assistance
- h) Delivery Assistance

Labour Market Adjustment Program:(for employers)

- a) Human Resource Planning
- b) Workplace-based Training
- c) Work Sharing
- d) Industrial Adjustment Service
- e) Employment Equity
- f) Labour Market Adjustment Grants

Community Development Program:(for communities)

- a) Community Futures
- b) Local Projects
- c) Self-Employment Assistance

LABOUR FORCE DEVELOPMENT STRATEGY (LFDS)

The Labour Force Development Strategy was set up by the Canadian Labour Market and Productivity Centre (CLMPC), represented by Government, Business and organized Labour.

The national Canadian Labour Force Development Board (CLFDB) is made up of:

- Labour (8 representatives)
- Employers (8 representatives)
- Social Action Groups: Women (1 representative)
Disabled People (1 representative)
Aboriginal People (1 representative)
Visible Minority People (1 representative)
- Education (2 representatives)

The CLFDB is defined as:

- a) Providing national standards for training and occupations.
- b) Developing guidance for labour market development policies in Canada.
- c) Providing direction to the Federal government on UI Developmental Uses (using Unemployment Insurance money purposes other than income support) spending.



HOW DO I FIND APPROPRIATE TRAINING?

It is important for us to be properly prepared when asking for approval of training. A number of questions should be asked first:

- What are the academic (grade level) entrance requirements?
- Do I have to be on Unemployment Insurance or be receiving Social Assistance to qualify?
- How is testing done for those who do not have the formal requirements?
- Is there a cost for testing?
- Are there samples of the test I can see?
- How long is the course?
- What is the cost?
- How long is the waiting list?
- Is there counselling included in this course?
- Is there any income support provided through CEC for this training?
- Can those women who have directly relevant experience have credit?

Start with a review and an evaluation of the skills you have used in past jobs (full and part time), in school, at home, in hobbies and in personal interest activities. A resume or work history will help you.



Once two or three areas of job interest have been identified, you can begin to research these occupations and the required training in more detail. This involves:

- a) * reading course descriptions
 - * Comparing courses; how long will it take to train?
 - * find out entrance requirements. What do I have to have first to get in?
 - * when is registration, programme start and end dates?
 - * find out the cost (tuition, materials, transportation, child care, etc.)
 - * visit the programme/school, speak with the teachers/instructors
 - * Does the programme include job placement?
 - * how many graduates get the jobs that they want?
- b) Research available jobs or related occupations that you are interested in.
 - * what do workers actually do in this job?
 - * what are working conditions like? (health and safety etc.)
 - * How much training do I need to get this job?
 - * Is there full time or part time work? Are there lay-offs? Is it seasonal work?
 - * Can I add to or expand my skills and experience in this job?
 - * What will my earnings and benefits be?
- c) Get first hand information on jobs that you are interested in. Talk to people that are doing this kind of work. Speak with Unions, Associations, and related work organizations.

Resources (what to use)

- * The Canadian Classification and Directory of Occupations (CCDO).
- * Career Selector: the Ontario Women's Directorate.
- * CHOICES: a computer job questions programme, available at CEIC offices.
- * Labour Council Directories.
- * Directory of Community Services.
- * Directory of Associations in Canada.
- * Job Futures: an occupational outlook to 1995. This two volume set is available at Employment and Immigration Centres and Reference Libraries.
- * The EIC, Direct Purchase Option Training Plan: the list of courses that Canada Employment Centre's buy directly from local community colleges.

How do I get the Employment and Immigration Commission to Approve Training?

Make an appointment for "employment counselling" at your local Canada Employment Centre. This may involve lining up or taking a number.

Once you reach the information desk/counter you will probably be given an appointment for a "Group Information Session". This meeting will give you general information on services and training programmes available from that CEC.

If you are already involved in a counselling process (ie. at a community organization, your Unemployment Help Centre, etc.) you may ask for an "agency referral". This is the technical method of getting you to the next step of the training path. This bypasses the group information session and asks for a one-on-one, employment counselling meeting.

Write out your training plan, with an alternate backup in case your first choice is not available.

Prepare questions that you want to ask the CEC counsellor...and write down the answers.

Take a friend, interpreter, etc. with you. Make sure that all your questions are answered clearly. Do not be afraid to repeat questions.

HISTORY AND DEVELOPMENT OF TRAINING BOARDS

Government, Big business and big labour identify need for "highly skilled workforce"



Federal government introduces LFDS



CEIC

Business and labour
Task Forces Phase 1
Phase 11



recommend forming national training board



Canadian Labour Force Development Board (CLFDB)
(advisory)

Representation

8 business

8 labour

4 equity groups - Women

- People with disabilities

- Aboriginal

- Visible minority

2 education

provincial ex officio government reps.

1 federal government ex officio rep



"CONSULTATION"



Federal/Provincial Agreements
(in some cases...Provincial Boards)



Local Boards

Women's Experience with Training Boards

21 national women's organizations meet (December 1, 1990)

- identify priorities and principles for women's participation
- develop plan of action
- criteria and process of selection for representative



Selection of women's representative (January 26, 1991)
(Marcy Cohen) to CLFDB



Reference Group created (January 28, 1991)



THE REFERENCE GROUP AND WOMEN'S REPRESENTATIVE have focussed on:

- Organizing/lobbying work re:
 - * cuts to women's programmes
 - * Developmental uses funding
 - * UI eligibility criteria
 - * federal government's new language policy and LINC/LMLT programmes
- Coalition building: work with other equity groups
- Participation on CLFDB:
 - * providing Marcy with input on key issues
 - * Apprenticeship Task Force development
 - * Transitions Task Force development
 - * etc.
- Women's Agenda
 - * Resource Kit developed and widely distributed (December, 1991)
 - * Participation kit developed (May 1992)
 - * Draft Women's Agenda (June 1992)



Regional and Local Organizing

- "Learnings for Regional Organizing" developed and widely distributed
- regional activities, the development of networks and coalitions vary from region to region...we are now developing a brief description paper of what this looks like



Annual Consultation (June 1992)

- review organizing and effectiveness to date and develop strategy for continued participation and organization

PRINCIPLES FOR A TRAINING SYSTEM FOR WOMEN

ACCESS: Women, immigrants, refugees, linguistic and visible minority people, people with all forms of disabilities and aboriginal people face particular barriers to accessing training and education. It is essential that these groups have equitable access to training and education, that the needs of traditionally under-served groups be adequately addressed, and that specific resources be allocated to serve the needs of the employed, unemployed, underemployed and social assistance recipients.

EQUITY: Equity is a principle to ensure that people receive fair treatment, equal rights, and equal benefits regardless of race, gender, country of origin, class, religion, sexual orientation, geographic location, income, age and ability. Mechanisms for achieving equity include policies and legislation which ensure that the people who have historically been excluded from the decision making process are represented.

RIGHT TO BASIC EDUCATION: Training, like education, should be a basic right for all individuals, meeting the needs of all workers at all points in their lives. Training resources must be directed to general education and skill training programmes which lead to accreditation.

PORTABILITY/TRANSFERABILITY: Learners should not be required to duplicate training in order to receive recognition for skills and knowledge which has been acquired in other regions, provinces, or countries. Mechanisms are needed to ensure that skills acquired and accreditation received are portable and transferable from one level to another and from one location to another.

QUALITY: Programmes must be learner centred, based on the needs of those actually being served, and involving the active participation of learners in decision making with respect to programme development and implementation.

EVALUATION: Allocation of resources should be made contingent on demonstrated compliance with the principles identified above. Client participation in evaluation and monitoring should be a requirement.

The Women's Reference Group, with members representing national women's organizations and regional networks for women's training and education has the mandate:

- * to advise the Women's Representative on the CLFDB on policy recommendations, on ways to work with the CLFDB, its committees and other equity seeking groups;
- * to network with other women's organizations and programmes offering training to women;
- * to provide the women's representative with a direct link to learners and community based trainers and programmes;
- * to plan consultations including reference group meetings and annual national consultations with women's groups;
- * to evaluate the work of the women's representative and provide her with feedback on her activities;
- * to identify, develop and direct special projects and research activities, such as this participation kit, the Resource Kit, and the development of the Women's Agenda on Education and Training.

We welcome you to participate in the work of the reference group. Contact us for a complete list of members to identify the Reference Group member who lives nearest you.

We would appreciate receiving feedback from the users of this Participation Kit. Please send us your comments. How was it useful? How can it be improved? What further work in this area would be useful to you?

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