

Present: Diana Ironside, Audrey Swail, Susan Vander Voet. Regrets: Lorraine Sutton

<u>ITEM</u>	<u>ACTION</u>	<u>BY</u>	<u>FOR</u>
<p>1. <u>Update</u>. Susan reported on the Skills Development Leave Conference Oct.25-27, 1983. The Educators group which CLOW participated in was dismal and gave the worst, most conservative report to the Conference. Susan made a statement on behalf of women, the last morning of the conference. Native &amp; handicapped groups also made statements. Consultation with Lenore and others at the conference made it apparent that much more public discussion of the policy is needed by women's groups. Pressure will have to be put on the Minister (John Roberts) for him to take concerns seriously. A memo was sent to Board members updating them on the conference and informing them that Lynn Wilkinson is available to speak to groups.</p> <p><u>COED</u> Susan gave an update on the project, and negotiations to extend some staff contracts and not replace the project manager. It looks possible. The ABE staff have sent a mailing to the membership requesting them to identify programs and materials.</p>	<p>Leiba attend Dec.13 Consultation</p>	<p>Leiba</p>	<p>Dec.13</p>
<p><u>Secretary of State</u> No decision has been made by Secretary of State or Cabinet on money issue. Leiba feels it is imperative Susan go to next consultation. Dec.13. Mini-Executive recommends that Leiba go as well. Letters were written following Board meeting.</p>			
<p>2. <u>Workshops</u> Susan has been invited to do workshops in Ottawa Dec.7 &amp; 10 on Women and Employment and Women's Education and Human Rights respectively. Susan will discuss with Leiba and pass requests to Skills Bank.</p>	<p>Discuss with Leiba. Pass request to SB</p>	<p>Susan Susan</p>	<p>A.S.A.P. Already done</p>
<p>3. <u>Xmas Holidays</u> After discussion the Mini-Executive decided to close the office between Xmas &amp; New Year, from Dec.24 to Jan.1, to re-open Jan.2</p>	<p>Close CLOW office</p>		<p>Dec.24- Jan.1 inc.</p>
<p>4. <u>Leave of Absence</u> Shirley Brazer has requested a leave of absence without pay for one month. Jan.14 to Feb. 12/83 in order to travel to India. Her COED contract would simply be extended one month beyond the expected expiry date. Leave granted.</p>	<p>Grant leave 1 month to Shirley</p>	<p>Susan</p>	<p>Jan.14 to Feb.12/84</p>
<p>5. <u>Equality in Employment Commission</u> We have been invited to meet with the commission Nov.14, 1983. Leiba would like Audrey Swail and one other person to go. Audrey will go and either Susan or Liz Wood, who wrote the brief.</p>	<p>Attend Com- mission Hearing</p>	<p>Audrey &amp; one</p>	<p>Nov.14/83</p>
<p>6. <u>Publications</u> Enough First Things First publications for classes at OISE are needed. Susan will see to it.</p>	<p>Reprint pu- blication</p>	<p>Office</p>	<p>A.S.A.P.</p>
<p>7. <u>Executive Secretary</u> Susan will begin interviewing when she returns from Vancouver.</p>	<p>Begin inter- views</p>	<p>Susan</p>	<p>Nov.16</p>

NEXT MEETING: November 24, 1983.

Present: Audrey Swail, Diana Ironside, Susan Vander Voet

ITEM

ACTION

BY

FOR

1. Update COED Project: Susan reported that both components are developing well and both Resource Centre and ABE advisory committees have met. The former to work on the selection policy and the latter to develop strategies for collection of data nation-wide.  
Sec. State: Leiba will be attending the Dec. 13 meeting with Joyal, as well as Susan. No further word is forthcoming on the money or staffing issues. Interviews have been held for the Director's position, but no decision has been made. Susan is drafting a proposal for next years funding, but will not finalize it on the advice of Sec State staff, until the guidelines have been made available. This will likely be after Dec. 13. It was agreed that there is no point in doing it twice.

2. Proposal to Redistribute COED funds (see attached) The Mini-Executive supports the proposal. We have yet to hear whether it has been accepted by COED. Shirley Brazer has expressed objection to the proposal because it does not raise her salary level to a beginning librarian salary in the University or Public Library system, or to that of other librarians working on COED projects. The Mini-Executive feels that, although government institutions are in a position to absorb the extra costs involved in raising a salary to the maximum level (\$400 wk.), CLOW as a voluntary organization with few resources, is not in that position. We must also view the salary in relation to other project salaries.

3. Executive Secretary Susan has offered the job to Ruth Harrington and she has accepted. She will start Nov. 29, 1983. Ruth was Executive Secretary and the only staff member for Organized Working Women for 4 years. Her experience with women and in the voluntary sector gave her the edge over others.

4. Telidon Project Heather Brown has arranged a meeting with the Ontario Women's Directorate for Dec. 2, to discuss funding for the Telidon Project. Lisa and Diana were asked to go, but are unavailable. Susan and Heather will attend. Audrey (who works for the Directorate) will provide input for the meeting.

Meet with Heather Brown  
Directorate & Susan DEC. 2

5. Conference Mini-Executive asked Susan to call a joint meeting with Lisa to discuss conference plans - Dec. 8.

Call Lisa for  
meeting Susan Dec. 8

NEXT MEETING: DEC. 22, 1983

MINUTES EXECUTIVE COMMITTEE OCTOBER 17, 1983

Present: Leiba Arouoff, Lenore Rogers, Diana Ironside, Claudette Everitt, Sandra Susut, Martha Colquhoun, Audrey Swail & Susan Vander Voet

<u>ITEM</u>	<u>ACTION REQUIRED</u>	<u>BY WHOM</u>	<u>FOR</u>
<p><u>1983-84 Budget Revisions</u> Susan outlined COED positions and time for each position ending. <u>Recommendations:</u>                      (1) Susan will try to renegotiate COED project manager's position to be removed in order to extend other COED contracts. Priority to go to The Resource Centre.</p>	Renegotiate COED contract.	Susan	A.S.A.P.
<p><u>Financial Assessment:</u> The three salary proposals were rejected in favour of hiring an Executive Secretary/Office Assistant to the end of the fiscal year, using CLOW salary money up to \$11,000. Items 1, 2 &amp; 6 approved.</p>	Hire a super assistant.	Susan	A.S.A.P.
<p><u>Macdonald Commission:</u> Who will attend was left to Leiba's discretion. Copies of the brief will be sent to Board members. It will focus on Women's exclusion from education and the effect on economic independence.</p>	Attendance at Macdonald Commission to be decided.	Leiba	November
<p><u>CAAE</u> concern was expressed about the casualness of contact with their representative. Leiba will write a letter to Ann Ironside to clarify the relationship and role of the liaison person.</p>	Write CAAE.	Leiba	A.S.A.P.
<p><u>NAC</u> Leiba will write to Doris Anderson re the NAC education committee and our desire to meet with them. We need to be aware of other programs and committees which compliment our efforts and cooperate with them insofar as possible.</p>	Write Doris Anderson.	Leiba	A.S.A.P.
<p><u>June Board Meeting</u> - hold following August Conference. Susan will investigate legal requirements and if an annual meeting is required before August one will be held locally.</p>	Investigate legal requirements for annual meeting.	Susan	January Board
<p><u>Board Development</u> - Lenore will try to arrange a workshop with Ardele Dudley or Jill Vickers by November 28. If unable to arrange, Susan and Leiba will arrange an alternate.</p>	Arrange workshop.	Lenore or Leiba & Susan	November 18 January
<p><u>Representation of CLOW</u> - All official representation of the organization should be funnelled through the President. She will decide who will represent CLOW and let other organizations know the representative is official.</p>	Funnel all requests for representation thru the President. President informs requester of official delegate.	Susan, Directors Leiba	on-going November on-going

MINUTES EXECUTIVE COMMITTEE OCTOBER 17, 1983 (Cont'd)

<u>ITEM</u>	<u>ACTION REQUIRED</u>	<u>BY WHOM</u>	<u>FOR</u>
<p><u>Information</u> - Directors need to let President know when meetings are held on behalf of CLOW and the office needs to let Directors know. Office should send copies of high level government correspondence to Directors.</p>	<p>Inform president of official meetings. Inform directors of official meetings.</p>	<p>Directors Office</p>	<p>on-going on-going</p>
<p><u>Project Reporting</u> - We need a format for project reporting to include:</p> <ol style="list-style-type: none"> <li>1. Narrative Statement</li> <li>2. Objectives</li> <li>3. Who involved - staff - advisory - who reporting to - time frame for staff</li> <li>4. Time lines for project</li> <li>5. Where project is at time of reporting</li> <li>6. Where it will be at the end</li> <li>7. Budget.</li> </ol>			
<p><u>Task Time Lines</u> - Task lists from the Board meeting were gone through and deadlines assigned.</p>			
<p><u>Consultations'83</u> - Write form letter to Joyal re our expectations for the meeting. Write to Women's critics. Send copies to Women's groups. Write Status of Women and Advisory Council to object to Agenda, expressing desire to renegotiate it. Explain consultation process and how they have been unsatisfactory in the past.</p>	<p>Write Joyal. Write Women's Critics. Write Status of Women and Advisory Council.</p>	<p>Leiba Leiba Leiba</p>	<p>A.S.A.P. A.S.A.P. A.S.A.P.</p>

MINUTES BOARD MEETING OCTOBER 14 - 17, 1983

October 15, 1983 PRESENT: Sandra Lee Susut, Leiba Aronoff, Lisa Avedon, Lenore Rogers, Martha Colquhoun, Claudette Everitt, Heather Orford, Diana Ironside, Greta Nemiroff, Carol Ariano, Pam Evans, Janet Eaton and Susan Vander Voet, Lorraine Sutton and Heather Henderson briefly  
5:30 guest, Vivian Batke

October 16, 1983 PRESENT: Same as above except Heather Henderson and Lorraine Sutton (present including Audrey Swail)

PRESENT FOR COMMITTEE AND OTHER REPORTS Vivian Batke; Sema Aksoy, Betty-Ann Taylor, Heather Henderson

REGRETS: Carol Jones  
Audrey Swail for October 15.

Saturday October 15

Before breaking into Committee meetings, Sandra Lee Susut offered to be task taker and Lisa Avedon, the process person.

- Lisa mentioned that she had invited Vivian Batke to attend from 5:30 p.m. onwards as she felt this would be helpful to Vivian in arranging the forthcoming CCLOW conference.
- There was some discussion about and changes made to the agenda as members were not keen about working through Saturday evening. A consensus was reached in agreeing that meetings would run until 7 p.m. if necessary and no later.
- The committees which met from 9:30 a.m. - 10:30 p.m. include Publications, Membership, Social Issues, and Skills Bank.
- During the plenary session, the following committees reported; Publications, Membership and Skills Bank. The Social Issues Committee postponed their report until Sunday. Written reports are attached.
- Provincial Network Reports were presented for Alberta, British Columbia, Manitoba, Nova Scotia, P.E.I., Quebec, Sask. and Yukon. The written reports will be in the December issue of WEDF. There is no report or minutes from New Brunswick and Ontario.

ACTION REQUIRED

BY WHOM

FOR

Scheduled Board Agenda meeting should be completed by 7 p.m.

Leiba and Susan

Jan. 84 Board Meeting

MINUTES BOARD MEETING OCTOBER 14 - 17, 1980

Saturday October 15 (Cont'd)

Regarding the North West Territories, there was some discussion about seeking a native woman to become N.W.T. Director.

Martha took the opportunity to circulate a logo for CLOW membership pins for members to see.

In her process report, Lisa complimented everyone and chair on the progress of the meeting.

- The Funding Committee Report was deferred to Sunday, to be presented in conjunction with the budget.
- Leiba presented the Personnel Committee Report (Report attached)
- Lisa moved approval of previous executive board minutes.  
Seconded by Heather.

Carried.

Business Arising

Ottawa Network Tasks - Susan reported that Pat Webb is negotiating with Algonquin College for women's programming. She will also represent CLOW at the microtechnology conference, Canada Tomorrow. Carmen Paquette has been representing us with both NVO and Human Rights Coalition and is continuing only with the latter.

Board Expense Guidelines

- Some of the board members were very unhappy with the accommodation at the YWCA and wanted upgraded facilities for the next board meeting to be held 27-30 Jan. 84.
- Moved by Lisa and seconded by Sandy that at the end of each board meeting, the national office begin to make arrangements for the next board meeting, including accommodation and meeting schedule.

Carried

ACTION POINTS

EW

FOF

Write to Barbara O'Neill requesting names of native women who may be interested in joining CLOW.

Sandra Lee Susut

Book better accommodation

Arrange January Board meeting

Shirley has booked rooms at the Chelsea Inn for the next Board Meeting.

Office

MINUTES BOARD MEETING OCTOBER 14 - 17, 1988

Saturday October 15 (Cont'd)

- It was suggested that accommodation be paid centrally by national office but that CLOW will advise hotel that individuals are responsible for incidentals. Also a system should be devised for preparing board members for expenses during the board meeting.
- Moved by Martha and seconded by Pam that Friday nights program of the board meeting consist of Provincial Reports followed by an informal sharing session.

Carried.

- Carol Ariano presented the Social Issues Committee Report. (Report attach.) Moved by Carol and seconded by Sandra as part of the Social Issues Committee that issues requiring a response by CLOW come from national office under the signature of the President who may choose to consult with the executive or the Board as appropriate.

Carried.'

- This was followed by Heather Henderson's Report.

While proceeding with her research, Heather had send Requests to Directors for information. Apparently many directors did not receive a letter from Heather Orford which was to be sent by the CLOW national office.

Heather's work will be completed by the end of November and her report will be circulated to the board. She welcomes any questions or comments and can be phoned at (204) 477-0094 in Winnipeg. Later at night when baby is asleep is best time. Her recommendations will be included.

The report will be discussed by the board which will make its own recommendations and release the report under CLOW.

ACTION REQUIRED

BY WHOM

FOR

Device payment system for hotel and board members.

Susan

Make sure Heather's information is sent promptly to directors.

Office

Send Heather's Final Report to Board.

Susan

A.S.A.P.

Make Board Recommendations based on Heather's Report and discuss who and how to distribute report.

Board

Jan. Board Meeting.

MINUTES BOARD MEETING OCTOBER 14 - 17, 1983

Saturday October 15 (Cont'd)

CONFERENCE PLANNING: After the introduction of Vivian B tke by Lisa Avedon to the board, Lisa reported that: two meetings from the conference planning took place, they looked at women's learning -young women- older women Impact of institutions for women - Health - Economic issues.

CONFERENCE funding for video taping of presentations - not more than three sessions per day will be sought.

Conference in August 1984

NETWORKING SESSION information for skills bank. Lisa would appreciate ideas from the board on the development of workshops.

SOCIAL DEVELOPMENT find people who are interested in doing presentations on experimental learning. Proposal for funding will be finished by the next week. Target audience - Practitioners - practitioners working with women - practitioners - learning.

The use of the microcomputer would be helpful in planning and organizing the conference.

A resource directory, annotated catalogue, will be produced.

- There was some discussion about the appearance of materials sent from the CLOW national office.

Leiba reported on her meeting with Rita Cadieux of the Therese Casgrain Foundation. (Report attached).

Secretary of State funding

There was heated discussion on how best to prepare for the meeting with Hon. Serge Joyal on October 30 to discuss money and the funding process.

Leiba suggested that CLOW write to Joyal before the Oct.30 meeting and also write to Conservatives to ask about their intentions.

ACTION REQUIRED

BY WHOM

FOR

Pay attention and pay if necessary to have materials presentable when sent to non CLOW persons and NB people.

Susan and National office staff.

at all times.

Write letters.

Leiba

Oct.20/83



MINUTES BOARD MEETING OCTOBER 14 - 17, 1983

Saturday October 15 (Cont'd)

Charter of Rights Conference

The board felt that the information presented was not specific enough to make any firm decision and decided to await an approach by the National Planning Committee. The Board list will be sent to the Committee to contact Directors.

CLOW Resource Centre

Shirley received comments and suggestions on her report.

PROCESSOR (Lisa) reported the board and chair deserve high marks for the effectiveness of the October 15 meeting.

Meeting adjourned: 7:20 - October 15, 1983.

ACTION REQUIRED

BY WHOM

FOR

Send our Directors mailing list to Charter of Rights Planning Committee.

Susan

A.S.A.P.

Identify Resource Centre Collections throughout Canada which focus women and if possible specify the areas of concern.

Board of Directors

MINUTES BOARD MEETING OCTOBER 15 - 17, 1983

Sunday October 16, 1983      Morning

Adult Basic Education Project

Susan presented the report and the board discussed the questions posed by the report. It was determined that one of the main focuses of the study would be to develop criteria to assess ABE curriculum materials. The study should primarily be directed to service providers although also interviewing the women users of ABE programs would add colour and strength to the study. Audrey suggested that it would also be useful to comment on the various agencies or levels of gov't responsible for providing ABE. In discussing the question of whose responsibility it was to determine the specific focus for the ABE project, it was suggested that it would be helpful for advisory committees to have guidelines.

Moved by Lisa and seconded by Martha.

That Lisa, Susan, and Audrey develop guidelines for Advisory Committees in time for the next board meeting.

Carried

President's Report (Report is attached)

There was much discussion on the need to broaden CLOW membership base.

Pam raised her concern about how additional money provided for regional networking.

Coordinators Report (Report attached)

Susan responded to questions on the Coordinators Report. Regarding the format of the report and concerns raised, especially that of having the executive informed immediately on important communications from government. The following matters were referred to the executive:

ACTION ITEM

BY WHOM

FOR

Agreement to identify ABE project and materials by contacting Literacy Councils, Continuing Education Groups, Canada Employment Centers, Public Libraries, etc.

Provincial Directors

As soon as possible

Focus on evaluation criteria

ABE staff

Project duration

Develop guidelines for advisory committees.

Lisa, Susan, Audrey

by Jan. Board meeting.

Dianna suggested. Look into new areas for targeting members.

Membership committee

A.S.A.P.

MINUTES BOARD MEETING OCTOBER 15 - 17, 1988

Coordinators Report (Cont'd)

- 1) Complete Reports about CLOW Projects
  - what the project is about
  - who the staff are
  - status of project
- 2) Overall operation of office and coordinator's role.
- 3) Division of responsibility among president, executive, and coordinator in relation to presentations and advocacy.  
Susan was questioned about why she was handling Skills Bank Consultations.

Lenore inquired specifically about Susan's meeting with Ann Usher of C.A.A.E. Susan said that it was an informal meeting at which she had given Ann our publications list, publications and newsletter.

Susan reported that the Telidon project is in progress and that researcher Heather Brown is in the initial stage of gathering information.

Funding Committee Report by Diana (Report).

In connection with this report's suggestion that a fund raiser might at some point be hired by CLOW, Greta suggested that she could provide the name of someone she has worked with on fundraising.

In response to the committee suggestion that CLOW's goals and objectives need to be clarified in order to develop a strategy for action.

Treasurer's Report - Susan and Audrey.

There was some discussion on the set up of the report. Susan explained in some detail about how the Secretary of State funding is broken down into various categories e.g. Administration, Newsletter, Skills Bank, Networking and Board Activities. Martha requested that board members receive copies of Secretary of State answers to our funding requests.

ACTION ITEMS

BY WHOM

FOR

Agreement that Skills Bank Requests should be left for Sema when possible

Susan & Sema

Ongoing

Discuss with Ann Ironside, CAAE the link between CLOW and Ann Usher, CAAE.

Lenore

Add discussion of goals and objectives to Agenda of Board Development Process.

Lenore

When process will begin.

Send board members copies of Secretary of State funding. Agreement with CLOW.

Susan

Yearly?

Treasurer's Report (Cont'd)

Concerns were expressed that monies budgeted in certain areas are inadequate e.g. Board Expenses, Skills Bank, Provincial Networks. Lisa explained to Martha why she and Susan had cut back on Skills Bank Budget.

There was much discussion centred around the funding role of Secretary of State. Points raised include:

- Greta says we should not allow Secretary of State to give us only 3 days to revise our budget.
- Lisa mentioned a situation where at year end Secretary of State gave money to a new organization to do a microtechnology conference. We need to be aware if slush funds are being made available by Secretary of State and obtain this money Greta felt we should with Secretary of State about wasting money e.g. giving funds to the new organization for microtechnology conference.

Greta also asked us to examine our self-image in relation to Secretary of State. We perceive ourselves as victims instead of seeing Secretary of State as serving us. It was suggested that we need a finance committee that will perform a watchdog function with Secretary of State, and also deal with funding on a day-to-day basis.

Suggested Budget Revisions 1983-84

Janet says we need to revise how money for provincial networks is categorized (this matter was taken care of in the afternoon by changing heading of 'Networking/Board' to 'Communications and Development' and by changing heading underneath this from 'Provincial Networks' to 'Interpersonal Communication and Development'). The projected provincial networking budget was revised to \$5,500.

There was agreement that we need a revised budget reporting system which would actually reflect what we are doing.

It was moved by Claudette and seconded by Pam that the Budget Revision 1983-84 be accepted in principle only and be referred to the treasurer and

ACTION:

BY WHOM:

FOR:

Write to Joyal about what CLOW is doing and funding needed.

Lisa

Make further revisions to 1983-84 Budget based on recommendations.

Audrey & Susan

A.S.A.P.

MINUTES BOARD MEETING OCTOBER 15 - 17, 1983

Suggested Budget Revisions 1983-84 (Cont'd)

executive for revision with a view to diminishing the \$7,000 deficit.

Carried.

Financial Assessment to September 30, 1983 given by Susan

It was moved by Martha and seconded by Greta that we refer items 3,4, and 5 of the Financial Assessment to the Executive for Action.

Carried.

Also it was moved by Janet and seconded by Pam that the provincial networking budget (item 2) be increased by \$2,500 to cover more costs and that items 1 to 6 on the Financial Assessment to September 30, 1983 be referred to the Executive Committee.

Carried.

The meeting adjourned at 12.30 after Claudette gave a rather discouraging process report and Lisa reported on 7 tasks.

Sunday, October 15 Afternoon

1984-85 Budget was discussed

It was suggested that the format of the budget should reflect its functions.

Martha moved that Audrey be empowered to spend up to \$500.00 to hire an advisor to help us establish a financial system appropriate to CLOW needs. Seconded by Greta.

Carried.

ACTION POINTS

BY WHOM

FOR

Act on items 3, 4, 5

Executive

Act on items 1 to 6

Executive

Re item 2

send in a proposal to receive increased funds for 1983/84.

Provincial Directors When required

Come with submission for Provincial Network Plans and Budget for 1984-85.

Provincial Directors Jan. BD.

submit financial needs at beginning of fiscal year so treasurer will know how much to budget for each director.

Provincial Directors

Get consultant

Audrey

MINUTES BOARD MEETING OCTOBER 15 - 17, 1983

Sunday October 15 - Afternoon

1984-85 Budget was discussed.

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Martha moved that Audrey be empowered to spend up to \$500.00 to hire an advisor to help us establish a financial system appropriate to CLOW needs.

Seconded by Greta

Carried.

1984-85 Submission to Secretary of State

Susan suggested that priorities be set for the items listed on the sheet showing activities planned for 1984-85; 1984-85 Submission to Secretary of State. Some items which were added to the sheet during the board discussion include:

- 1) Position papers and briefs on public education, N.T.A.
- 2) Information to women about the education resources that are available to the public. This could be helpful in recruiting new members.
- 3) Microtechnology - Telidon
- 4) Board Development Model
- 5) National Feminist Organizational Model.

Lenore will confer with Susan on this matter and Susan will submit a proposal to the board for feedback. Lenore suggested that board have brainstorming session to determine CLOW's direction in the coming year.

Skills Development Leave

Lenore reported on Skills Development Leave Task Force and their report Learning A Living in Canada.

ACTION REQUIRED

BY WHOM

FOR

submit financial needs at beginning of fiscal year so treasurer will know how much to budget for each director.

Provincial  
Directors

submit budget requirements at beginning of fiscal year.

Committees

Get consultant

Audrey

Submit proposal to Board

Susan

MINUTES BOARD MEETING OCTOBER 15 - 17, 1983

Sunday October 15 - Afternoon (Cont'd)

"Consultations" 83

There was much discussion regarding the unsatisfactory agenda proposed for the 'Federal Consultations With Women's Groups' meeting. The two items of crucial importance to our funding have been separated in time; the meeting with Joyal and the meeting to discuss the funding process.

Affirmative Action Advisory Committee

Leiba presented a report and mentioned that she had send a full package on affirmative action to each board members. The meeting with Bette Pie was successful and the recommendation was for Advisory Committee to act as watchdog.

Board Development

Lenore has met with Micheline Charlebois and will meet with Ardelle Dudley in Alberta to discuss board development. She will also talk to Jill Vickers. There was discussion about when such a workshop should take place. Lenore recommended that one day at each fall board meeting be designed to

- a) look at the future directions
- b) do team building
- c) provide orientation to new board. This should be done with a facilitator.

Martha suggested that if board development is on Monday and Mini-Executive meets on Saturday, then other members would have free time to shop, etc.

CRIAW Conference Funding

Susan requested financial assistance to attend CRIAW conference where she will present 2 papers. Moved by Diana and seconded by Lisa that \$250 be given to Susan for this purpose.

Carried.

ACTION REQUIRED

BY WHOM

FOR

write letter to Joyal and other women's group re: agenda for "Consultations" and what action has occurred on the funding proposal for 12.3M.

Leiba and Susan

October 18

arrange person for Board Development Workshop

Lenore

MINUTES BOARD MEETING OCTOBER 15 - 17, 1983

Sunday October 15 (Cont'd)

Macdonald Commission

CLOW did not receive funding to do research for a brief but board was interested in having CLOW submit a brief.

Nominating Committee

Lenore submitted the nominating committee motions:

1. That we accept Kathy Stedwills resignation as Provincial Director for Saskatchewan, and that we welcome and appoint Carol Ariano as interim Provincial Representative for Saskatchewan until the next election process, Spring 1984.
2. That we welcome and appoint Claudette Everitt as interim Provincial Representative for British Columbia until the next election process, Spring 1984.
3. That we accept the ipso facto resignation of Ellen King, provincial director of New Brunswick and that we seek a replacement to represent New Brunswick.

Sandy showed a brochure "Greece Through New Eyes" organized by The Women's Union of Greece.

Meeting adjourned 5:00 p.m.

ACTION REQUIRED

BY WHOM

FOR

send brief CCOW to Macdonald Commission

Susan

October 31

consider going

Board

1985



## JOB DESCRIPTION - CO-ORDINATOR

### CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN

The primary role of the co-ordinator is to provide the necessary support services so that the directors of CLOW are able to carry out the objectives of the organization.

Specifically, the co-ordinator is expected to:

- attend meetings of the Executive, Mini-Executive and Board of Directors and to be responsible for making all necessary arrangements prior to the meetings, to have all relevant information, supporting documents, correspondence, etc., available for meetings; to be responsible for taking minutes of meetings; to promptly distribute minutes and other necessary information subsequent to the meeting; to follow through on decisions made by Executive and Board members at meetings;
- work with Provincial Directors to develop provincial networks; to keep Provincial Directors informed of relevant activities in other provinces; to establish liaison on an on-going basis;
- assist in developing advocacy initiatives regarding national and provincial issues of concern; to coordinate lobbying efforts across Canada; to provide background information necessary for effective lobbying;
- ensure that membership record maintenance is effectively and efficiently handled
- Administer the national office by over-seeing the functioning and day-to-day operation of the office, ensuring that written correspondence is promptly handled;

that telephone inquiries and requests for information are responded to in a prompt, professional manner; that matters requiring action by the Board of Directors, the Mini-Executive, the President or others are promptly and accurately referred to the appropriate person; supervise and facilitate the work of the Skills Bank Co-ordinator;

- administer the budget in consultation with the treasurer and under the direction of the Board;
- Bring to the attention of the Board of Directors projects and issues that may be appropriate for the organization; to develop and implement projects identified by the Board.
- With the Board of Directors, participate in long range planning and the development of strategies for the organization; to facilitate the implementation of strategies for the achievement of the objectives of the organization;
- develop communication links through the publication of a newsletter for CLOW; supervise the production, writing and editing of the newsletter
- Assist in the development of position papers, briefs, background papers; to disseminate information about the availability of such papers; to supervise sales and distribution of such documents;
- Develop and maintain liason with other adult education groups and with agencies and organizations whose work is relevant to CLOW's in conjunction with the board
- supervise full or part-time staff may be hired by the Board; facilitate and provide support services for various committees; assist the President and other Board members in the conduct of their various offices.

## GENERAL GUIDELINES FOR BOARD COMMITTEES

There are two kinds of committees attached to the Board: (1) Standing Committees which serve on an on-going basis, (2) Ad Hoc Committees which are established to handle a specific mandate.

The responsibility of the Board at the time a committee is established, is to:

- (1) name a Chairperson of the Committee
- (2) establish the terms of reference
  - a) the recommended number of committee members,
  - b) tentative budget allocation,
  - c) proposed time lines.

### AD HOC Committee

The Board will, in addition to the above, also:

- (1) decide what outcome (report, brief, recommendation, conference, workshop, etc.) is expected from the committee, and
- (2) establish specific time lines.

### Requirements for Chairperson

- Chairpersons of committees must
- (1) be members of CCLOW,
  - (2) be members of Board unless otherwise designated,
  - (3) in instances where the Chairperson is not a member of the Board, the Chairperson shall serve on the Board in an ex-officio basis for the duration of their Chairpersonship.

## BOARD COMMITTEE TERMS OF REFERENCE

- Terms of refence: 1. all need Board approval on plans and budget  
2. all need Board evaluation  
3. time plan

### Funding Committee Terms of Reference

- develop strategy
- find sources and estimate potential of each
- ascertain time frames in relation to application dates
- evaluate results, in relation to strategy, in cooperation with Board

### Publicity Committee

- Guidelines to committee from Board:  
  
operate from a national perspective  
present to Board for approval, an annual plan of action with costs  
and evaluation process
- possible actions:  
  
news releases (conferences, etc.)  
marketing materials- e.g., brochures, flyers on publications  
prepare publicity tools, eg. lists of TV stations, etc., in  
relation to advocacy, for Board members in dealing with the  
media/general public re issues CLOW should speak on

### Publications Committee

1. serve in advisory capacity for all CLOW publications  
  
i.e. a) assist in planning and scheduling publications  
b) establish an editorial policy  
c) serve as second recourse re submissions  
d) support efforts to secure material for publications
2. establish budgetary guidelines for publications
3. periodically renew and evaluate publications

### Terms of reference for the Skills Bank Committee

1. In accordance with policy established by the Board, develop guidelines for the administration of the Skills Bank which promote the goals of the organization.
2. Promote the development of the Skills Bank in each province/territory/

region through Board members or designates.

3. Develop guidelines for recruitment of Resource Persons & Peer Partners.
4. Develop guidelines for contracting between Resource Persons and Users which reflect the objectives of the organization.
5. Refer to the Board for policy decision and/or action, issues and/or trends which affect the learning opportunities of women which are identified through monitoring and evaluation of the use of the Skills Bank.
6. To have available a budget allocation of \$1000.00 to cover expenses of telephone conference, mailings to skills Bank, restaurants, hospitality etc.

Terms of Reference for the Mini-Executive

Responsibilities:

- a) Carry out decisions of Executive Committee (& Board)
- b) Prepare recommendations on policy and program for Executive Committee & Board.
- c) Monitor on-going activities-
  - budget control and reporting
  - office operations day to day
  - plan Executive and Board meetings
  - Newsletters
  - Skills Bank
  - Other national projects
  - personnel matter
- d) Circulate minutes of meetings to Board and Executive.

Terms of Reference for Social Issues Committee

The terms of reference for the Social Issues Committee have disappeared from the office. Would you please bring your copy to the Board Meeting.

MEMBERSHIP COMMITTEE - TERMS OF REFERENCE

1. To be responsible for procedures handled by the National office re. membership.
2. To be responsible for letters for new members and renewal of memberships as well as reminders of renewal.
3. To review by-laws concerning membership and make recommendations for change to the national board.
4. To work closely with the publicity committee regarding promotion of membership.

Nominating Committee and Executive Committee terms of reference are outlined in the the by-laws.

ORIENTATION FOR NEW BOARD MEMBERS

An orientation package of information will be sent to each new board member following her appointment or election.

Items to be Included in the Orientation Package for New Board Members

1. History of CLOW/CCPEF
2. Structure chart
3. Roles and functions of Board Members
4. Copy of by-laws
5. Written Goals and Objectives
6. List of Activities of Organization
7. Current Newsletter
8. Names and Addresses of Board, Staff, Committees
9. Welcome letter from President
10. Copies of Brochures
11. List of Provincial Board Members
12. Set of rules on expenses and expense sheets (rules to be written)
13. Minutes of previous Board and Executive Meetings
14. Financial history of the Organization (yet to be done)
15. Skills Bank information
16. Publications list
17. Policy Manual

*- Is this now available?*

POLICY MANUAL - Miscellaneous

1. The organization shall be referred to as CLOW ie., Pronouncing each letter ce-ce-el-o-doubleu.
2. Each board member will serve no more than two terms, or six consecutive years.
3. Only elected board members are eligible to vote at board meetings.
4. Maximum budgets for provincial networking shall be \$1,000 annually.
5. Board members will bring copies of by-laws and policy manual to each meeting for reference.
6. Per diem for Board members during meetings is \$20.00 for meals

7. Role of Provincial Directors

Function

1. Promoting the organization
2. Communicating/liasing with membership
3. Advocacy/Lobbying
4. Paricipating in policy information

Role

1. Promotion
2. Liaison
3. Advocate
4. Board Member

ABC Project  
Advisory Committee First Meeting

October 5, 1983

Present: Liz Wood, Paola De Coito, Gladys Watson, Susan Vander Voet, Dorothy MacKeracher, Elaine Gaber Katz, Grace

Absent: Jenny Horseman, Ethel Anderson

Susan gave a brief historical context for the project. Liz outlined the purpose to investigate existing Adult Basic Education programs and assess their relevance to women's learning needs, from a feminist perspective, and to develop models and proposals for filling in identified gaps.

Liz and Paola offered a broad, general breakdown for the process of the project as follows:

1. Defining the purpose and our political approach (aspects of feminism, social rights, etc.)
2. Print information gathering
  - What is here
  - What could be here - from other countries
3. Interviews re: women's needs (cultural, economic)
  - Women in programs
  - Women not in programs
  - Providers: Structure, interfacing with learners, reflections and opinions
4. Development of criteria and evaluation process.

Discussion followed. Some points made concerning the planning and direction of the project:

- describe the gap between the problem and the solution
- is it realistic to plan to do models for the system?
- exploration of options and alternatives available
- any model developed should be very loose and flexible (usable for self help groups)
- who is the potential audience of the evaluation? (and model)
- develop a realistic attitude re time vs. task
- linkage of feminist adult basic education programs in existing to help eliminate isolation
- keep a project journal
- monitor other women's gatherings of a similar nature to obtain input
- the lack of a travel budget for purpose of interview outreach was discussed

Possible solution: after Ontario process designed, a questionnaire be developed for use in other provinces, by women students returning to their areas from OISE. Paola, Dorothy and (Diana Ironside) will meet to discuss ways of providing incentives for these students to participate.

- in view of time/travel factor, it was suggested that following information collection and interviewing research, an in-depth case study be done with learners and providers in an area near to Toronto.



- various ways of accessing print resources on a national basis were discussed:

Names, mailing lists, etc. offered for use in requesting materials as soon as possible.

- Agreed to meet again mid-day November 1, 1983.



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

October 20, 1983

Dear Colleague:

CCLOW is a national, non-profit organization concerned with the provision of learning opportunities for women in Canada.

We are currently engaged in a national project to assess and evaluate Adult Basic Education materials, curricula, and delivery models available to women. The first phase of this project involves comprehensive identification of existing programs (both co-ed and women only), and gathering samples of curricula and delivery models. Sample materials will become part of CCLOW's Resource Centre as a directory of national A.B.E. resources. The centre contains materials related to women's learning, education and training and will be accessed by educators and students across Canada.

We would appreciate the co-operation of your organization in assisting us to acquire materials. If a program is offered under your auspices could you please send us copies of curricula, delivery models and any other pertinent program information. Please let us know if there is any charge for these materials, and if you would prefer their return rather than placement in the Resource Centre.

If you know of programs in your area we would appreciate receiving appropriate information in order that we may contact them.

We would like to extend our gratitude to you for your help in ensuring maximum input for this project.

Sincerely,

Elizabeth Wood  
Education Evaluator

EW/em

*CCLOW  
Pamphlet  
attached*



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

Le 27 octobre 1983

Chère collègue,

Le CCPEF est un organisme à but non lucratif, qui oeuvre à la promotion des études pour la femme.

Nous travaillons actuellement à un programme d'évaluation, pour déterminer quels matériels, programmes d'étude et modèles d'enseignement sont offerts aux femmes dans le secteur de l'Education de base des adultes. Au cours d'une première phase, notre projet se propose d'identifier l'ensemble des programmes existants et de recueillir des exemples de programmes d'étude et de modèles d'enseignement (programmes mixtes ou réservés aux femmes). Les documents que nous recevrons seront archivés au Centre des ressources du CCPEF, pour constituer un répertoire des ressources nationales d'EBA. Le centre, qui regroupe des documents sur l'éducation et la formation professionnelle des femmes, est ouvert à tous les enseignants et étudiants du Canada.

La collaboration de votre organisme nous serait précieuse pour ce projet. C'est pourquoi nous vous demandons de nous envoyer des exemplaires des programmes d'étude et des modèles d'enseignement, ou tout autre renseignement utile, si vous offrez un programme d'EBA. Veuillez, le cas échéant, nous faire savoir le prix de ces documents et nous indiquer si vous préférez que nous vous retournions les exemplaires, ou que nous les archivions au Centre des ressources.

Si vous avez connaissance d'autres programmes dans votre secteur, n'hésitez pas à nous l'indiquer. Nous ferons alors le nécessaire pour nous procurer sur eux tous les renseignements dont nous avons besoin.

En vous remerciant d'avance de votre précieuse collaboration à notre projet, je vous prie d'agréer mes sincères salutations.

Elizabeth Wood  
Évaluatrice en éducation



Canadian Congress for Learning Opportunities for Women

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congrès canadien pour la promotion des études chez la femme

October 27, 1983

Dear Member:

We are currently involved in an extensive project to assess and evaluate Adult Basic Education materials, curricula and delivery models available to women in Canada. We believe there is a need for appropriate materials for use with women and for different program models to meet women's needs and schedules. One goal of the project is the development of an evaluation instrument for use by service providers to measure the relevance and usefulness of programs to women's specific needs. We will also be developing a resource directory on Adult Basic Education for women in Canada.

During the initial phase we are gathering samples of curricula and delivery models for Adult Basic Education programs in existence in Canada. We would like to acquire fairly extensive data on all programs (both co-ed and women only) available in the country. All materials will become part of the CCLOW Resource Centre.

Your help in identifying programs in your area, and obtaining sample materials (curricula, delivery models and any other pertinent information) would be invaluable.

If time does not permit you to gather materials on behalf of the project, we ask that you forward to us adequate identification of existing programs and we will be happy to request materials.

We would like to extend our gratitude to you for your help in ensuring maximum input for this project.

Yours truly,

Elizabeth Wood  
Education Evaluator

EW/cm



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

Le 21 octobre 1983

Chère membre,

Nous avons entrepris un important projet d'évaluation pour déterminer quels matériels, programmes d'étude et modèles d'enseignement sont offerts aux femmes dans le secteur de l'Éducation de base des adultes. Nous croyons qu'il faut un matériel approprié et des programmes d'étude distincts pour répondre aux besoins des femmes. Notre projet se propose notamment de définir un instrument de mesure, grâce auquel les organismes de services pourraient juger de l'utilité que présentent, pour les femmes, leurs divers programmes. Autre but de notre projet: établir un répertoire des ressources qui existent pour les femmes, dans l'Éducation de base des adultes, au Canada.

Au cours d'une première phase de projet, nous voulons recueillir des exemples des programmes d'étude et des modèles d'enseignement actuellement en vigueur au Canada, dans l'Éducation de base des adultes. Nous aimerions rassembler des données détaillées et complètes sur l'ensemble des programmes (mixtes ou réservés aux femmes). Tous les documents que nous recevrons seront archivés au Centre des ressources du CCPEF.

Nous avons besoin de votre aide pour identifier les programmes en vigueur dans votre région et pour obtenir des échantillons (programmes d'étude, modèles d'enseignement ou tout autre renseignement utile).

Si vous ne disposez pas du temps nécessaire pour rassembler de tels documents, veuillez simplement nous indiquer les programmes dont vous avez connaissance et nous ferons le nécessaire pour nous procurer directement le matériel.

En vous remerciant d'avance de votre précieuse collaboration à notre projet, je vous prie d'agréer mes sincères salutations.

Elizabeth Wood  
Évaluatrice en éducation

## CONFERENCE DISCUSSION AT BOARD MEETING

The description and funding of the Conference has been substantially changed since the Secretary of State proposal was written.

The name of the Conference is; "Women Learning in the Next Decade: Priorities and Strategies"

Rationale: We need to anticipate the future and plan for it.

Objectives:

For CLOW: To develop and provide policy directions in the 10 years ahead.

For Community: To affect public policy

Participants: To become better informed about issues and develop strategies for interventions and changes.

Framework:

- 1 (a) Begin with issues panel focussing on social and health, political, economic.
- 1 (b) Focussing panel.
2. Presentations and workshops on issues - simultaneous and concurrent.
3. Video and audiotaping sessions for Resource Centre.
4. Celebration of women (performers)

Structure

Committees - Coordinator  
Program - Program Coordinator  
Publicity  
Funding  
Resources  
Entertainment  
Registration, etc. will be done by OISE Conference

Accommodation

We have reserved St. Hilda's College for people to stay and also a block of rooms at the Park Plaza. OISE will take care of accommodations.

Board Responsibility

Identify program resource people and learning models in your area.

Issue areas - Strategies for implementation

Cutbacks in health and social

Unemployment

Promotion - Press releases, posters, distributing conference brochures.

The above was put forth by Lisa and the Board had discussion on this.

The discussion by the Board was as follows:

We are limiting registration to 300-350 people.

The name of the Conference: "Educating for Change - Women in the Decade Ahead"

Participants:- Present and future service adult educator providers who help women to make changes - individual and groups

- CLOW Members
- School teachers, educators (including your people educators)
- Volunteers from organizations

Program - Keynote Speaker

Board Committee - Martha, Greta, Carol

Function of Board - Committee will meet at lunch

<u>Theme areas</u>	Labour movement (Shirley Carr?)
	Section 15 of Charter
	Physical fitness
	Health
	Math & Science educators relating to jobs
	Teacher organization
	Unemployment
	Skills Development Leave
	Political Office
	Skills Building (Roberta's Rules of Order)
	Peace Education
	Women in the Arts
	Women Entrepreneurs
Political Focus	Women in the Media
	Women in Technology
	Part-time Work
	Validity of Non-traditional Work
	Redesigning your living condition
	Adult Basic Education
	Telidon
	Feminist process of learning

January 31, 1984



Canadian Congress for Learning Opportunities for Women

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congrès canadien pour la promotion des études chez la femme

January 31, 1984

Bette Pié  
Ministry of Health  
Affirmative Action  
26 Duggan Avenue  
Toronto, Ontario  
M4V 1Y2

Dear Bette:

At our last Board Meeting January 27-30, 1984, the matter of the Federal Government's Advisory Committee on Affirmative Action was raised.

As you will see from the attached, some of the issues we have raised with them have now been resolved. It was decided by the Board that we would appoint a representative. You were unanimously identified as our choice of representative. I am hoping you will agree to do this.

If you want to discuss this further with either Susan or myself please feel free to contact one of us.

Awaiting your reply,

Sincerely,

Leiba Aronoff  
President

LA/cm  
Encs.





Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

October 7, 1983

MEMO TO: CCLOW Members at October 1983 Board Meeting  
FROM: Shirley Brazer, Librarian at CCLOW  
RE: CCLOW RESOURCE CENTRE - PROGRESS REPORT, REVISED 07 OCT.'83

- July '83 I visited women's organizations, special libraries, and conducted a literature search as preparation for organizing the resource centre.
- Aug. '83 I submitted and received approval for a proposal which specified equipment and supplies needed and described how the materials would be catalogued and organized.
- Sep. '83 All equipment and supplies were received and organizing of materials is in progress.
- Sept. '83 Diana Ironside, Susan Vander Voet and myself held a meeting to discuss a materials selection policy for the Resource Centre. It was decided to form a Resource Centre Advisory Group to proceed on this matter.
- Oct. '83 The above Advisory Group met and offered ideas and suggestions for a materials Selection Policy.
- In general, there will be a 3 tier priority in selection:
- 1) materials which we will actively solicit, e.g. sources for funding and whatever else is needed to pursue the ongoing work by CCLOW;
  - 2) materials which we may solicit, e.g. if we are preparing a submission for a Royal Commission, in a related area such as the MacDonald Commission we may need certain backup materials;
  - 3) unsolicited materials which if useful would be kept, e.g. a feminist magazine which might not deal directly with education but would enhance our feminist perspective. This group plans to submit a written selection policy for discussion at the January Board meeting. In the interim, general or specific

Memo to all Board Members  
October 7, 1983

- 2 -

suggestions regarding a materials selection policy would be welcomed by our group and should be submitted to Shirley Brazer.

Oct. '83 After I interviewed many candidates and submitted a short list of three persons who were interviewed by Susan, Mrs. Gheorghina Szasz, a librarian, was chosen to work as my associate in the Resource Centre.

With the above report to serve as background information, the board could assist the formation of a Materials Selection Policy by discussing and offering input on the following points:

1. Identifying areas of need both nationally and provincially in which we should collect materials.
2. Identifying Resource Centre collections throughout Canada which focus on women.



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

PROPOSED GUIDELINES FOR BOARD EXPENSES

GENERAL

1. Activities will be carried out with the greatest economy possible.
2. There must be an approved budget for items to be considered for payment.
3. People are responsible for their own personal expenses (e.g. dry-cleaning, telephone calls).

SPECIFIC PER DIEM

1. A maximum per diem of \$20 per day will be provided for meals based on:
  - \$ 4 breakfast
  - \$ 6 lunch
  - \$10 supper
2. Only actual amounts will be paid so receipts are required for reimbursement.
3. When meals are provided during the meetings, the per diem will be reduced automatically.
4. When meals are given on flights, they will be subtracted from the per diem.

TRAVEL

1. Mileage (kilometrage) will be paid at the rate of 0.14¢ per km.

HOTEL

1. Accommodation will be booked for double occupancy where possible.
2. If volunteers prefer single rooms, they can be booked, but the volunteer is responsible to pay the difference between the single and double rate per person.

ADVANCES

1. Accountable advances can be given if requested.

Report to the BoardJune

Following the Board meeting, Leiba and I met to do some of the follow-up work and to plan for accomplishing the rest. The balance of June was spent primarily in preparing for the meetings June 27 with Judy Erola and Serge Joyal. I also developed the follow-up strategy subsequent to the meetings, in consultation with others. Two full days were spent revising cash-flow projections for Secretary of State.

July

The first part of July was spent on a good deal more follow-up to the Secretary of State meeting with women's groups and Cabinet Ministers. Interviews for two of the COED positions were held and a project manager and secretary hired. Orientation for the librarian and project manager were held, as well as one mini-executive meeting. Numerous consultations with CEIC re the project were required. The quarterly report for Secretary of State was prepared and negotiations with the bank for interim financing carried out. Membership lists for Provincial Directors were prepared and sent.

Planning and contacting writers for the September issue of WEDF was done, as well as the Board minutes and letter to Mr. Axworthy as follow-up to the June 18 Conference. Numerous Skills Bank Consultations were also handled. I started my holidays July 22.

August

I returned from holidays August 16 to stacks of mail and phone messages. I began interviewing for the adult Educator positions and hired two people. I edited the bulk of WEDF materials and wrote resource and upcoming and current materials. Further follow-up to Secretary of State meetings was begun and several skills bank consultations dealt with. Information Packages for Board Members were prepared and sent.

September

Leiba and I and Mini-Executive met to plan the October Board Meeting. Staff orientation and regular weekly meetings were begun as well as meetings with individual staff members. I met with Ann Usher, our liaison with C.A.A.E. WEDF was prepared for printing, following which a lot of administrative work had to be caught up. Members were recruited for various committees for ABE Advisory Committee, Resource Centre Committee, Conference Planning Committee. Arrangements for Board Meeting were finalized. Audrey Swail and I met to prepare the draft budget for 1984-85. I also revised our 1983-83 budget and 1982-83 audited statement for Secretary of State.

A "shopping list" for Lisa's meeting with Canadian Foundations and information kits were prepared. A letter to Joyal was sent re staffing of women's program and further ground work was done on the lobby meeting to be held with him in October. The Telidon proposal, was re-written for submission for funding to DOC. I edited and worked with Liz Wood on a submission to Commission on Equality in Employment. I also attended a planning conference on follow-up to the Charter of Rights and a mini-executive meeting. Work has also begun on both papers for the CRIAW Conference in November. Planning for the December issue of WEDF has been done.

#### Observations and Concerns

I feel it has been a good quarter in terms of work accomplished and planned for the coming months.

The production of WEDF quarterly is burdensome although I feel it is extremely important. For the next two issues (December, March) Liz Wood will take major responsibility, but we must make plans for handling it beyond that time. Upgrading of the quality of the publication needs to be planned well in advance. I would like to see a quality change in format and production by next June or September.

I am concerned still about membership levels. We are still below 300, half way through the year. This could strongly affect our negotiating strength with Secretary of State to double our budget next year. Other women's organizations have been growing steadily in membership, while ours has not.

REPORT OF THE PERSONNEL COMMITTEE

Present

Leiba Aronoff - President  
Lenore Rogers - Past-President  
Lisa Avedon - President-Elect

The Documentation circulated prior to the meeting was discussed and the follow were recommended:

- A. 1. The terms of reference were accepted with the following revisions:
  2. The title of Co-ordinator be changed to Executive Director as used in the by-laws.
  3. The personnel Committee will be chaired by the Past-President.
  4. The Personnel Committee shall consist of the chair (Past President), President-elect, 1 member of the Mini Executive, President (ex officio), Executive Director (ex officio).
- B. 5. The Chairperson of the Personnel Committee:
  1. is responsible for delegating to the Mini-Executive and/or the appropriate staff and volunteers, the implementation of the personnel policies and related functions.
- C. 6. The Executive Director
  2. is responsible for working the Mini-Executive for implementing personnel policy.
  7. The items to be included in the personnel policy were accepted and will serve as a guideline to develop the policy manual (N.B. employee development = skill development leave).
  8. A draft of the policy manual will be submitted for approval at the January meeting.

## FUNDING COMMITTEE REPORT

Present: Diana Ironside (chair), Lorraine Sutton, Martha Colquhoun,  
Susan Vander Voet

Regrets: Elizabeth Cockburn.

The Committee should establish some preconditions for its work to be effective. These are listed in order of priority.

1. To aid in fund-raising, the Board needs:
  - (a) to develop statements based on an analysis of what our program has been in the last 2 years (a Fact Sheet of our Accomplishments)
  - AND
  - (b) to engage in a clarification of our goals and objectives so that a strategy for action over the next 2 years can be developed.
2. Greater emphasis on our outreach and networking functions.
3. Greater emphasis on our information-giving function - including Resource Centre Skills Bank and staff support for these activities.

### Goals for the Committee (our recommendations)

1. First priority
  - (a) Increase Secretary of State money by 20-100%.
  - (b) Increase our discretionary funds (memberships, publications, donations, etc.) by at least 20% over the next 12 months. (Membership and Publications Committees, please note).
2. Second priority

Seeking funding to strengthen the information function, that is, continuation of support for Resource Centre, Skills Bank and staff.
3. Keep watching brief on other projects to see how we can help:
  - e.g. - ABE
  - Telidon
  - Conference Planning
  - Secretary of State

4. Pins - a new membership/fund-raising idea - will assess effectiveness as fund raiser.
5. Some discussion of using consultants or fund-raising to assist us, when we have a clearer set of objectives.
6. Long-range and priority - broaden our funding base.



Membership Committee by Dr. Janet M. Eaton - October 16, 1983

Several recommendations to improve membership were brought forward by the membership committee to the Board. These recommendations were agreed upon translated into the following tasks:

1. The membership chairperson will draft a letter which will be used by the national office and provincial directors in their membership recruitment.
2. Provincial directors should receive three complete membership kits - one for their own use, one for past Board directors and one for another local member with responsibility for membership.
3. Provincial directors will increase their efforts to ensure renewal of memberships and recruitment of new members. When possible directors will delegate this responsibility.
4. Membership cards will be drawn up and ready for the new membership year beginning April 1st.
5. The national office upon receipt of new memberships will xerox same and file copies by province. These files will be checked and copies forwarded to Board Directors whenever mail outs are occurring.
6. The national office will provide for each director by June of each year, a list of members for the previous year noting those which have renewed memberships.
7. The conference planning committee will prepare a poster which can be used by Board Directors for publicizing CLOW at conferences. The poster should contain a pocket to hold CLOW brochures and copies should be distributed to all board members.



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

Report of the Social Issues Committee June-October 1983

Members:	Claudette Everett	British Columbia
	Heather Orford	P.E.I.
	Carol Jones	Newfoundland
	Sandy Susett	Alberta
	Carol Ariano	Saskatchewan

The committee reports that the national study of the N.T.A. as undertaken in June has been the main focus of recent activities. With the help of the Saskatchewan group of C.C.L.O.W. members, a grant of \$5,000.00 has been awarded by C.E.I.C. This has allowed us to hire an excellent consultant, Heather Henderson, to organize the study and collate the results into a brief. This will be released, probably to the public, from Regina following the January Board Meeting so as to allow the National C.C.L.O.W. Board to set down recommendations. Details concerning Heather's preliminary results were released at the National Board Meeting.

There were a few problems to be resolved in connection with this project which should be considered if we decide to attempt other studies of this nature in the future.

1. There must be a careful and realistic plan, complete with specific tasks and time limits, set down at the outset and followed as closely as possible. Certain complications arose with this study because of misunderstandings over the responsibilities of Board Members and office staff.
2. When a national study involves extensive work from the individual provincial C.C.L.O.W. organizations, we should ensure their support and cooperation before undertaking the study. Provincial groups do not like even the appearance of a national body determining their direction.

The Social Issues Committee was also asked to consider the problem of omission of women's in a July statement by the Science Council of Canada. In a brief discussion, we agreed that we must maintain our focus and not be concerned about each issue that comes up. If a letter of support is all that is required, we believe that the President as representative of the entire organization, could handle that in consultation with the mini-executive. For the present, our committee will handle the N.T.A. Study.

SKILLS BANK REPORT. OCTOBER 15, 1983

PRESENT: Betty Ann Taylor, Sema Aksoy, Shirley Brazer and Martha Colquhoun (chair)

The revised and updated Skills Bank should be in the hands of Provincial Directors by the end of November. The new format - hole punched, 3-ring binder and the use of word processor will facilitate future revision so that the Skills Bank can be kept up-to-date from now on. The brochure is updated annually right after a new Board of Directors is elected.

Sema reviewed on-going procedures as follows:

- (1) Sema responds to requests from CLOW Members by mail or by telephone. She maintains records. (1) of use of province and (2) costs incurred in responding to requests. Additionally, copies of requests are mailed to Provincial Directors for whatever follow up they desire.

Sema will continue to feature information about the Skills Bank in each issue of the Newsletter. The next issue will contain a general article introducing the new Skills Bank Committee. Future articles will focus on members of the Skills Bank.

The Skills Bank Committee recommend the development of a publicity kit containing: (a) a large poster for display purposes, (b) membership forms and Skills Bank brochures, (c) pins (for sale) and (d) buttons which read: Skills Bank: The Learning Connection -CLOW.

SKILLS BANK STATISTICS - April 1, 1982 to October 14, 1983

Total number of the requests:	193
Telephone requests:	101
Written requests:	89
In person:	5

REQUEST BY PROVINCE:

N. W. T./Yukon	4
B.C.	4
Alberta	3
Saskatchewan	6
Manitoba	4
Ontario	153 (Toronto)
Quebec	8
N.B.	1
N.S.	7
P.E.I.	4
NFLD	2
International	3

## PUBLICATION REPORT

### I. Women's Education des femmes

- A. It was decided to organize the issues around themes. The themes identified for the next year are:

March, 1984	The Education of young women.
June, 1984	Women's studies and women's issues in curriculum: K - AE.
August, 1984	Women and institutional structures.
November, 1984	Highlights of the CLOW August Conference.

- Other possible themes:
- (1) Educating women as health consumers.
  - (2) Peace Education.

- B. We must streamline the production process with the aim of being an issue ahead.
- C. We should change the format to one which is more durable and easier to store.
- D. A more rigorous soliciting of French language articles from the rest of Canada should be undertaken.
- E. There should be more networking by continuing use of Skills Bank profiles of women in key positions across the country. (i.e. key positions for women and education in various communities)
- F. Marketing: We should target other possible purchasers of the publication: i.e. School Board, Heads of Adult Education, List of the Library Co-ordinators in charge of ordering for schools.

### II. Other Publications:

1. A record be kept of the demand for each brief over a 6 month period to give us an idea of demand;
2. Rather than stockpiling multiple copies, we should only keep a few in stock and then have more off-set for demands where necessary.

3. All Briefs will go out in our folder; when they are ready.
4. Folders with pockets shall be designed for smaller publications such as lists, folders, and fact sheets.

### III. Budget

This is a vexing problem, and our above recommendations need money for travel, womenpower, telephones, and a wordprocessor.

October 14, 1983

PRESIDENT'S REPORT

At our last Board Meeting, when I first took office, I identified three major areas which would be a concern for all of us if we were to continue to be what we have in fact become, i.e. a dynamic, high profile lobby group at the forefront of women's educational issues. I thought that at this time it would be appropriate for me to comment on how I see us progressing in each of these areas: membership, funding, linking with other women's organizations.

Membership

This continues to be a high priority because it relates so closely to leadership development, (so we can share the load and avoid burn-out) and credibility in relation to funding sources. Because our membership list alone does not adequately reflect the true involvement of individuals, (e.g. Skills Bank resource persons, office volunteers, etc.,) or the numerous groups and organizations with which we link on an ad hoc basis in relation to specific issues, we must develop new categories of membership as well as launch recruitment programmes and incentives.

Funding

As you are already aware, last July, C.C.L.O.W. along with other women's groups engaged in a lobby effort to increase Secretary of State funding to women's programmes. As a result of a meeting with the Honourable Serge Joyal and the Honourable Judy Erola, a national lobby effort was directed to members of the Social Development Committee of Cabinet. As well, Judy Erola arranged a dinner for representatives of women's groups to meet with officers of select Foundations and Corporations to increase their awareness of the projects and programmes emanating from these groups and hopefully to direct funding our way. A good beginning for our newly established Funding Committee!

### Networking with other Women's Groups

The funding lobby described above, is an example of how women's groups can broaden their power base when they combine their efforts on common issues. Another such example is our letter to Premier Bennett protesting the B.C. restraint programme which is expected to severely impact on women, the elderly and low wage earners. Currently in Quebec, we are actively trying to influence policy of another organization - the Thérèse Casgrain Foundation - in order to ensure that the research award promotes quality research on women as well as provides opportunities for Canadian women researchers.

### Organization Development

Through the efforts of the Social Issues Committee, we have undertaken a major national lobby effort on the impact of the National Training Act on Women. With the help of a Saskatchewan C.E.I.C. grant, a researcher has been engaged to produce a report on the results.

Another C.E.I.C. grant has also made it possible for us to hire additional staff to further develop our Resource Centre and the A.B.E. programme.

Our Ottawa group has become active in relation to efforts to continue funding women's programmes at Algonquin College and the formation of an advisory committee on women's issues. They have also been actively exploring women's needs with Kanata High Tech Training Group which is funded by NTA.

As recognized advocates on women's learning, we have submitted a brief on Equal Opportunity, participated in two Treasury Board meetings on Affirmative Action, have representation through our Past-President on the National Advisory Panel on Skill Development Leave. In November we shall be represented at Consultations "83" in Ottawa where we shall meet with the Secretary of State and the National Advisory Council on the Status of Women.



Next Steps

What I see as the next steps are: (1) further development of our Board in the areas of roles and functions and policy development; (2) begin to develop mechanisms for programme monitoring and evaluation; (3) expand our membership and networks, and (4) develop our communication mechanisms, e.g. our Newsletter and our publications.

Leiba Aronoff,  
President C.C.L.O.W.

October, 1983

Report to the BoardJune

Following the Board meeting, Leiba and I met to do some of the follow-up work and to plan for accomplishing the rest. The balance of June was spent primarily in preparing for the meetings June 27 with Judy Erola and Serge Joyal. I also developed the follow-up strategy subsequent to the meetings, in consultation with others. Two full days were spent revising cash-flow projections for Secretary of State.

July

The first part of July was spent on a good deal more follow-up to the Secretary of State meeting with women's groups and Cabinet Ministers. Interviews for two of the COED positions were held and a project manager and secretary hired. Orientation for the librarian and project manager were held, as well as one mini-executive meeting. Numerous consultations with CEIC re the project were required. The quarterly report for Secretary of State was prepared and negotiations with the bank for interim financing carried out. Membership lists for Provincial Directors were prepared and sent.

Planning and contacting writers for the September issue of WEDF was done, as well as the Board minutes and letter to Mr. Axworthy as follow-up to the June 18 Conference. Numerous Skills Bank Consultations were also handled. I started my holidays July 22.

August

I returned from holidays August 16 to stacks of mail and phone messages. I began interviewing for the adult Educator positions and hired two people. I edited the bulk of WEDF materials and wrote resource and upcoming and current materials. Further follow-up to Secretary of State meetings was begun and several skills bank consultations dealt with. Information Packages for Board Members were prepared and sent.

September

Leiba and I and Mini-Executive met to plan the October Board Meeting. Staff orientation and regular weekly meetings were begun as well as meetings with individual staff members. I met with Ann Usher, our liaison with C.A.A.E. WEDF was prepared for printing, following which a lot of administrative work had to be caught up. Members were recruited for various committees for ABE Advisory Committee, Resource Centre Committee, Conference Planning Committee. Arrangements for Board Meeting were finalized. Audrey Swail and I met to prepare the draft budget for 1984-85. I also revised our 1983-83 budget and 1982-83 audited statement for Secretary of State.

A "shopping list" for Lisa's meeting with Canadian Foundations and information kits were prepared. A letter to Joyal was sent re staffing of women's program and further ground work was done on the lobby meeting to be held with him in October. The Telidon proposal, was re-written for submission for funding to DOC. I edited and worked with Liz Wood on a submission to Commission on Equality in Employment. I also attended a planning conference on follow-up to the Charter of Rights and a mini-executive meeting. Work has also begun on both papers for the CRIAW Conference in November. Planning for the December issue of WEDF has been done.

#### Observations and Concerns

I feel it has been a good quarter in terms of work accomplished and planned for the coming months.

The production of WEDF quarterly is burdensome although I feel it is extremely important. For the next two issues (December, March) Liz Wood will take major responsibility, but we must make plans for handling it beyond that time. Upgrading of the quality of the publication needs to be planned well in advance. I would like to see a quality change in format and production by next June or September.

I am concerned still about membership levels. We are still below 300, half way through the year. This could strongly affect our negotiating strength with Secretary of State to double our budget next year. Other women's organizations have been growing steadily in membership, while ours has not.

WOMEN AND POWER: MAKING A DIFFERENCE/  
LES FEMMES ET LE POUVOIR: S'IMPLIQUER

An account of the conference of 26 November, 1983,  
given by CLOW Quebec in Montréal.

Greta Hofmann Nemiroff, Director,  
CLOW Québec.

c/o The New School,  
Dawson College,  
485 McGill street,  
Montréal, Québec. H2Y 2H4.

to be published in La Vie en Rose, février/mars, 1984.

The question of women and power has plagued the women's movement since its beginnings. In the struggle for the vote, women naively thought that gaining the vote in a democracy would bring them power. Once the vote was won and the first flush of optimism over, women realized that it had changed less than they'd hoped. The vote could easily be manipulated to serve the interests of the most wealthy and powerful men. In the so-called "second wave" of the sixties and seventies, women rebelled against the traditional male views of power. We did not wish to replicate the kind of world men had created; most social experimentation of the last decade has been within women's groups. Many viable collectives have formed, and some have also disintegrated due both to interpersonal difficulties and the "tyranny of structurelessness." We still have to formulate a praxis based on the difference between authority and structure; there is much to be done.

Meanwhile the economic situation worsens and women cannot hold back on action until we have developed the perfect paradigm of feminist organizational structure. There is too much to lose; what we have gained is very fragile. Our power has always been in numbers rather than in wealth, and an ailing economy erodes us. With this in mind, the local CCPEF (Congrès Canadien pour la promotion des études chez la femme) decided to hold a day of discussion on the subject of women and power. This took place in Montreal on November 26, 1983.

It is useful, perhaps, to review how we arrived at this topic. We are a national organization with autonomous provincial chapters. In Québec, our membership is mainly English speaking, although many of our members speak English as a second language. All French uni-lingual activities are handled by our sister organization, Action Éducation Femmes. In Spring, 1982, CCPEF held a day of workshops entitled: Le Québec en 1982: Choix de ressources offertes aux femmes anglophones. It was a very rich day, and the

feedback provided by the participants indicated that our next event should focus on women and jobs. By the Autumn of 1982, however, when we got together to plan this next event, the economy had plunged sharply. So many women were unemployed and so many jobs were steadily disappearing, that we felt a day devoted to "information" on jobs would simply reinforce the women's feelings of powerlessness and depression. On the other hand, unemployed people have one trump card: they have lots of time and energy that can be harnessed to good causes: time to get involved; time to devote to unpopular causes; time to give acceleration to movements for change.

Not being a member of the paid labour force might be a bitch; our society validates only paid work unless one is a rich volunteer. However, that does not mean one's life is worthless and one's voice should not be heard. For this reason, we decided to hold a day on women and power, focusing on areas where women must get involved and assume our fair share of the action with a strong voice in those decisions which affect the texture of our lives. We applied for and were granted a modest amount from the Minorities Program of Secretary of State.

We were concerned that the structure of the conference be consistent with its content. SO often conferences turn out to be "talking head" events where "experts" pontificate for the edification of the "uninstructed." This format reinforces powerlessness and low self esteem. On the other hand, it is undeniable that there are people who have specialised knowledge which can help others. Our mission, then, was to organise an event which would address the subject of women and power in an energizing and empowering fashion.

We came up with a good design. In order to address the subject of power, one needs general information. This was amply provided by our keynote speaker, Chaviva Hosek.

She is a professor at the University of Toronto and Vice-President of the National Action Committee on the Status of Women (N.A.C.). She gave a definition of power and an over-view of the situation of Canadian women: where

have we gained power since 1970, and what is left to be done.

Next one needs to examine ones own attitudes about power and how it is used in our own personal lives. To this end, the participants divided into small groups, each with a facilitator, for a thorough discussion of the topic from a personal point of view. Women were encouraged to share their personal feelings of power and powerlessness and to identify where they would like to exercise more power. The groups were very lively; it was encouraging to hear the depth of discussion and level of self-disclosure achieved among virtual strangers in a very short period of time. Many women ate their lunch together in the groups which formed that morning. The cafeteria rang with the kind of energetic noise made by people connecting.

In the afternoon we had two sessions of seven workshops each from which each participant could pick one per session. For the most part, they focused on concrete "how to do it" factors of exercising power. Workshop topics were: Women, Peace and Empowerment; Making the Media Work for You; Women's Self-Defense; Learning to Protect Yourself; Getting Educational Institutions to Meet Your Needs; How to organise a Non-union Shop; Women in Power: Health and Social Services in the Public Sector; Teach-In on Power and Influence in Groups; The Power of Women in Housing Cooperatives; Organizing Women Around the Right to Work; Dealing with Sexual Harrassment; Social Services at the Grass Roots; Women and Federal Provincial Politics; Women and Municipal Politics; Women and Power in the Workplace.

The quality of the workshops was excellent; they were all led by women who are well experienced in their fields. There was a wide variation of ideology which provided great stimulation. In one workshop Claire Bonenfant of the Conseil du Statut de la femme debated politics very strongly with Joan Dougherty, the MNA for Jacques-Cartier. Ms. Dougherty was reluctant to acknowledge the existence of specific "women's issues," and the ensuing discussion was revealing to women voters as well as a stimulant for feminists to get involved in active political life. I had the pleasure of attending a workshop

offered by Claire Lanteigne who is in charge of the affirmative action dossier at Employment-Immigration Canada's office in Sherbrooke. She told us how to "play the game" according to our own agendas. "Always pay your debts," she advised... and paused. With a smile, she added, "and always collect them too." She was referring to the system of favours naturally understood and unstated by men in the workplace. We women have a hard time getting ourselves to collect, although far too often we pay our debts many times over at unconscionable rates of interest,

The response of the participants was encouraging. Of the two hundred women who came, many mentioned that the most important aspects of the day for them ~~was~~<sup>were</sup>: they realized their own individual powerlessness and how they liked to avoid thinking about it; that getting involved is in itself empowering and energy producing; that women need constant contact and validation from each other in order to feel powerful; and that through listening to women who have achieved some measure of power over their own lives, one can learn and feel motivated to get involved, to assume one's rightful power.

What did we leave out? It seems we could run a whole week or month on the subject of Women and Power. Some suggestions for other topics under this rubric were: sexuality and sexual orientation; pornography; employment; strategizing for specific legislation affecting women; women's spirituality; what to do with the men you leave behind as you strive for empowerment, and women in the global scene. Another lack was that many uni-lingual Francophones had indicated that they would have liked to participate. Translation is expensive; should a bi-lingual day be encouraged? Does simultaneous translation bring people together or separate them? Could we develop an effectual model for a bi-lingual conference with room for much personal expression?

This one day was successful despite its flaws, and it took eighteen months to organize. It was organized by women who want to make a difference, and we are a diverse group:



some of us are in the paid labour force, some on UIC, some on welfare. Some are full-time home-makers, but all of us work in the home. Our time together is difficult to organise, and characteristically we are apt to chastise ourselves for not having "done it all." The most empowering thing for us now might be to give up for once and for all that "Feminine Guilt" which has been socialised into us for the gratification of men. We must accept the fact that not only do we not have to "do it all," but it is desirable that we don't. There are many other women with creative and interesting ideas. Let them continue, or let us plan another conference when our energy returns. The power of the oppressed has always been in diversity, in numbers, in firmness of resolve, and in the energy created by this combination. We cannot afford to let it deplete or wear out.

ADULT BASIC EDUCATION PROJECT

Advisory Committee Members:

Paula di Coito ) Elizabeth Wood )	CLOW	461-9264
Dorothy MacKeracker	OISE	923-6641
Ethel Anderson	Ministry of Ed.	965-7326
Gladys Watson	World Literacy	465-4667
Elaine Caber-Katz	East End Literacy	968-6989
Jenny Horsman	OISE, P.R.C.	961-8638
Marianne Williams	St. Chris. House	366-8993
Grace Benson	OISE	923-6641

RESOURCE CENTRE ADVISORY GROUP

Shirley Brazer ) Gheorghina Szasz)	CLOW	461-9264
Frieda Forman	OISE	923-6641 Ext. 244
Joan Fulford	North York Public Library	494-6923
Judy Tobin	T.V. Ontario	484-2600 Ext. 2360

INTERIM REPORT TO SECRETARY

OF STATE

WOMEN'S PROGRAM

ACTIVITIES JULY 1 - SEPTEMBER 30, 1983

Submitted by:

Canadian Congress for Learning Opportunities for Women

- I The first objective in our proposal was to Identify Barriers to Learning and Promote Change in relation to adult basic education for women. Our short-term goal was to pursue funding for a feasibility study and pilot program and to implement the study.

Activities

One staff member (Elizabeth Wood) was hired during the period of this report (September 6) under a COED grant. She has begun working on developing an Advisory Committee for the project and on establishing contacts with Literacy groups to collect materials on adult basic education and women. A second person will be hired during the next reporting period.

- II Our second objective was to Promote Learning Opportunities by Linking those Individuals who are Involved in or Concerned About Education and Training Services. The short-term goals related to this objective were updating the Skills Bank, Cataloguing Resource Centre Materials and investigating the feasibility of Computerization of the Skills Bank.

Activities

Skills Bank

An up-dated registry has now been prepared for the Skills Bank participants. It is being distributed to Provincial Directors for wider use by other provincial networks. The Skills Bank Brochure has also been updated.

Resource Centre

Equipment was obtained to organize the Resource Centre. An advisory committee has been developed and is working with staff to develop a selection policy. Cataloguing is proceeding and the hiring process has begun for a library technician.

III Our third objective was to Support and Encourage Learning and Training for Those Women Who are disadvantaged. Short term goals related to this objective were to pursue funding to develop a computerized information package for women re-entering the labour market and for women displaced by technology.

Activities

Our funding application CEIC for partial funding of the Telidon project was successful. We have been granted \$10,000 to initiate the project and to develop the general part of the information package. The development and inclusion of community information suitable for each distribution point will depend on further funding. Another funding application has been submitted to DOC under their Content Development Grants program. Heather Brown of Haby & Associates has been contracted to develop the initial phase of the project.

IV The fourth objective was to Investigate Unmet needs in Adult Education Services. Short-range goals included continued monitoring of the National Training Act, discussions with provincial and federal ministers regarding recommendations made in briefs and preparation of new position papers on new issues, as well as pursuit of funding for research on these papers.

Activities

The Canadian Congress for Learning Opportunities for Women network in Saskatchewan was successful in obtaining funding on behalf of the National organization to do further monitoring of the impact of the National Training Act. The research is being done by Heather Henderson and provincial CLOW directors. Research is being done on a province-by-province basis. CLOW Provincial Directors have undertaken to meet with Ministers of Education and Regional CEIC directors to collect information. CEIC is

providing statistical information at the national level to the researcher. A report will be available later in the year.

CLOW has been involved in research and discussion related to the development of a National Policy on Skills Development Leave. Our past-president Lenore Rogers was appointed to the National Advisory Panel on Skills Development Leave. This panel will be making final recommendation to the Minister on recommended policy options.

A brief was prepared for the Commission of Inquiry on Equality in Employment. No funding was available for this brief.

- V Our fifth objective is to Assess and Publicize Innovative Learning Programs for Women. Short-range goals relate to the production of our quarterly publication WOMEN'S EDUCATION DES FEMMES.

Activities

One issue of WOMEN'S EDUCATION DES FEMMES was produced during this period, a copy of which is attached. A flyer has been circulated through mailings of other organizations and has promoted interest in the publication and subscriptions to it (see attached).

- VI The sixth objective is to Promote Networking of Individuals and Organizations to Create New Learning Opportunities and to Identify Issues Which Block or Inhibit Women's Learning.

Activities

Considerable networking has occurred with other organizations in relation to the Charter of Rights, Human Rights Coalition, specific women's issues, Skills Development Leave and the National Training Act. Unfortunately, our networking and travel budgets have not permitted a focus on provincial

networks in need of strengthening. The Ottawa network has been established and is very active in representing the organization.



Canadian Congress for Learning Opportunities for Women

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congrès canadien pour la promotion des études chez la femme

October 19, 1983

MEMO TO: Board Members  
FROM: Leiba Aronoff  
RE: LETTERS WRITTEN FOLLOWING OCTOBER BOARD MEETING

For your information

Contents:

- Letter to Lisa Avedon and list of attendees of Foundations Dinner
- Letter to Serge Joyal
- Letter to Flora Macdonald & Margaret Mitchell
- Letter to Doris Anderson
- Letter to Herb Gray
- Letter to Ann Ironside
- Letter to CEIC Advisory Council





RECEIVED OCT 7 1983

OCT 6 1983

Lisa Avedon, President  
Canadian Congress on Learning  
Opportunities for Women  
692 Coxwell Avenue  
Toronto, Ontario  
M4L 3B6

Dear Lisa Avedon:

Thank you for accepting my invitation to attend the Foundations Dinner. I am in no doubt as to the hard work and financial commitment which resulted!

I am sending you a list of names and address of all those who were present. I hope that you will find this a useful aide memoire. However, if you require further information or assistance, please don't hesitate to let me know.

I was pleased with the response of the representatives of the Foundations, in light of the many demands made upon their time. I think you will agree that their presence at the dinner indicates some corporate sensitivity to women's issues.

I believe we enjoyed a unique opportunity to exchange views. It was, as well, a very pleasant evening.

Yours sincerely,



Judy Erola

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Sheila Zittler, Executive Director  
Brenda Bronfman

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Margaret Harris, President (306) 931-0157

\* Represented by Dayle Yurka

\*\* Represented by Trisha O'Malley

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cclow

Canadian Congress for Learning Opportunities for Women

ccpef

congrès canadien pour la promotion des études chez la femme

October 18, 1983

Honorable Serge Joyal  
Secretary of State for Canada  
Ottawa, Ontario  
K1A 0M5

Dear Minister:

At our last Board meeting I reported on negotiations held between your Department and National Women's Organizations June 27, 1983 in Ottawa, as well as our follow-up action with cabinet ministers on the Social Development Committee.

I am writing to you to express the concerns of our National Board following our meeting of October 15 and 16 regarding the lack of action on the proposal for \$12.3 million in funding to be made available for women's organizations.

Your intention was to take a proposal for increased funding to the Social Development Committee of cabinet in July. We cannot understand the delay and find it unacceptable. We want your assurance that you are giving this top priority attention.

Related to this is the staff situation at the Women's Program about which we wrote you in September. The Board of CCLOW finds unacceptable the lack of permanent committed staff, qualified to respond to the needs of women's organizations for skills and consultation. We need a stabilized program and expanded permanent staff in the Women's Program.

The Board deplores the fact that the Women's Program which covers 52% of the population is lumped in with other programs both for funding and planning purposes. They were amazed that Grants and Contribution agreements over \$60,000 must go to Treasury Board for approval. We find this very patronizing. This seems to confirm the low esteem in which the Women's Program and women's organizations are held within the department. This situation must be remedied.

...2/

cclow

Canadian Congress for Learning Opportunities for Women

ccpef

congres canadien pour la promotion des études chez la femme

Hon. Serge Joyal  
Ottawa

- 2 -

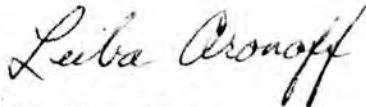
October 18, 1983

In conclusion, we want to:

- know that \$12.3 million will be made available through Women's Program for women's organizations and projects, a portion of which to be made available in this fiscal year;
- know your plans for immediately dealing with the staffing situation in Women's Program;
- discuss with you our ideas for structural and procedural changes for accessing funding through Women's Program, to reflect the reality of women's increased participation in all aspects of National life.

We look forward to your answers on October 30.

Yours truly,



Leiba Aronoff  
President

LA/cm

cc: Judy Erola



Canadian Congress for Learning Opportunities for Women

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congrès canadien pour la promotion des études chez la femme

October 18, 1983

Honorable Flora Macdonald, M.P.  
House of Commons  
Ottawa, Ontario

Dear Ms. Macdonald:

We are writing to you at this time because of our concerns about the level of funding made available to Women's organizations and projects, and the structures and procedures through which present funds are accessed.

On June 27, 1983 representatives of 5 National Women's organizations (National Association of Women and the Law, Relais-Femmes, Canadian Research Institute for the Advancement of Women, CCLOW, National Action Committee on the Status of Women) met with Honorable Serge Joyal, to present these concerns.

The proposal which we put forward at the meeting was \$1 for every Canadian Female (\$12.3 M) to be made available to Women's organizations and projects and we emphasized the need for changes to the funding process itself.

The Minister was very sympathetic to our concerns and suggested immediate action plans and agreed to a further meeting before the end of September.

Since the meeting, the staff complement of Women's Program has been depleted. Only two permanent staff (one project and one clerical) remain. The meeting in September did not take place but has been scheduled for October 30, 1983 with all women's organizations receiving National funding through Secretary of State.

As well, further concerns have arisen since our meeting with Joyal. We have discovered that the Women's Program is lumped in with other programs for both funding and planning purposes. As well, Grants and contribution agreements over \$60,000 must go to Treasury Board for approval. We find this very patronizing and it confirms the low esteem in which the Secretary of State Women's Program and Women's organizations are held within the Department.

...2/

cclow

Canadian Congress for Learning Opportunities for Women

ccpef

congrès canadien pour la promotion des études chez la femme

Hon. Flora Macdonald, M.P.  
Ottawa

- 2 -

Oct. 18, 1983

Adequate funding resources and equitable and effective structures by which to access these resources is a critical issue for women's organizations. We would like to know your position on this matter as well as actions you might take.

Yours sincerely,



Leiba Aronoff  
President

LA/cm

cc: Joyal  
Erola





Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

October 18, 1983

Honorable Margaret Mitchell, M.P.  
House of Commons  
Ottawa, Ontario

Dear Ms. Mitchell:

We are writing to you at this time because of our concerns about the level of funding made available to Women's organizations and projects, and the structures and procedures through which present funds are accessed.

On June 27, 1983 representatives of 5 National Women's organizations (National Association of Women and the Law, Relais-Femmes, Canadian Research Institute for the Advancement of Women, CCLOW, National Action Committee on the Status of Women) met with Honorable Serge Joyal, to present these concerns.

The proposal which we put forward at the meeting was \$1 for every Canadian Female (\$12.3 M) to be made available to Women's organizations and projects and we emphasized the need for changes to the funding process itself.

The Minister was very sympathetic to our concerns and suggested immediate action plans and agreed to a further meeting before the end of September.

Since the meeting, the staff complement of Women's Program has been depleted. Only two permanent staff (one project and one clerical) remain. The meeting in September did not take place but has been scheduled for October 30, 1983 with all women's organizations receiving National funding through Secretary of State.

As well, further concerns have arisen since our meeting with Joyal. We have discovered that the Women's Program is lumped in with other programs for both funding and planning purposes. As well, Grants and contribution agreements over \$60,000 must go to Treasury Board for approval. We find this very patronizing and it confirms the low esteem in which the Secretary of State Women's Program and Women's organizations are held within the Department.

...2/

cclow

Canadian Congress for Learning Opportunities for Women

ccpef

congrès canadien pour la promotion des études chez la femme

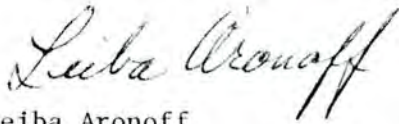
Hon. Margaret Mitchell, M.P.  
Ottawa

- 2 -

Oct. 18, 1983

Adequate funding resources and equitable and effective structures by which to access these resources is a critical issue for women's organizations. We would like to know your position on this matter as well as actions you might take.

Yours sincerely,



Leiba Aronoff  
President

LA/cm

cc: Joyal  
Erola



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

October 18, 1983

Doris Anderson  
President  
National Action Committee on  
the Status of Women  
40 St. Clair Avenue East  
Suite 306  
Toronto, Ontario  
M4T 1M9

Dear Doris:

I am writing to you following discussion at our last Board meeting, October 15 and 16, 1983, to let you know that plans for our Conference next August are well underway. As well, we would like to let you know that we are in the process of completing a national research project on the impact of the NTA on women.

Susan Vander Voet, has already written to Pat Masters and Jennifer Keck (June 24, 1983) on both these matters and sent copies to you. I would like you to ask these two people to arrange to meet with Susan so that she can inform them of CCLOW's work in these areas.

With best regards,

Yours sincerely,

Leiba Aronoff  
President

LA/cm



Canadian Congress for Learning Opportunities for Women

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congrès canadien pour la promotion des études chez la femme

October 18, 1983

Hon. Herb Gray  
President  
Treasury Board  
House of Commons  
Ottawa, Ontario

Dear Mr. Gray:

Re: Affirmative Action

I am writing following discussion at our last Board Meeting, August 16, 1983 where I reported on the Treasury Board Meeting August 8, 1983 related to affirmative action.

Our Board of Directors feels that affirmative action is one of the most critical issues for Canadian women. They were therefore dismayed by the lack of follow through by Treasury Board on the issues discussed at the meeting. Letters were to be sent to the Presidents of those women's groups represented, inviting input for the establishment of an advisory committee as has been done with the handicapped and native groups.

This raises the question for us about the sincerity of the Treasury Board in addressing affirmative action for women. We want to hear from you regarding concrete plans to establish an advisory committee with a clear mandate to monitor implementation of affirmative action policy.

In order for our organization to participate we would need assurance that agendas and supporting materials are made available well before meetings and that travel expenses would be covered.

I look forward to a prompt reply on this matter.

Yours sincerely,

Leiba Aronoff  
President

LA/cm

cclow

Canadian Congress for Learning Opportunities for Women

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ccpef

congrès canadien pour la promotion des études chez la femme

October 18, 1983

Ann Ironside  
President  
CAAE  
29 Prince Arthur Ave.  
Toronto, Ontario  
M5R 1B2

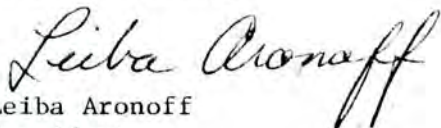
Dear Ann:

I am writing to you at this time following discussion at our last Board meeting October 15 and 16 concerning our liaison with your organization.

To date we have had informal discussions with Ann Usher in her role as liaison to CCLOW. I am wondering if you might clarify her responsibilities in this capacity and perhaps suggest ways of establishing communication links between our organizations so that we can explore ways of co-operating.

Looking forward to hearing from you.

Yours sincerely,



Leiba Aronoff  
President

LA/cm



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

October 18, 1983

Mr. Vital Ducharme  
Executive Director of the Council  
Canada Employment & Immigration  
Advisory Council  
165 Hotel de Ville  
Phase 2, 3rd Floor  
Ottawa, Ontario  
K1A 0J9

Dear Mr. Ducharme:

This is to advise you that Susan Vander Voet, Executive Director of Canadian Congress for Learning Opportunities for Women will be attending the National Workshop on Skill Development Leave in Canada, October 25, 26, 27 as delegate for the Board of Directors.

We welcome this opportunity to participate in the process of discussing the design of a national policy on this topic.

Yours sincerely,

per Leiba Aronoff  
President

LA/cm

ADDITIONS TO POLICY MANUAL JUNE, 1983

Goals for Board Members Encouraging new members is everyone's responsibility.  
To facilitate:

1. obtain package of information from office
2. have personal library of CLOW publications for use in your region
3. obtain money from national budget to copy and share other provinces research/briefs with provincial members
4. take CLOW brochures and local network information to all relevant workshops, conferences, meetings to inform women about CLOW
5. encourage local public and university libraries to buy CLOW publications
6. encourage bi-annual national conferences in different provinces after assessment of potential for growth in different provinces.

Nominating

Where a vacancy exists for a provincial director, that if there are fewer than 1½ years remaining in the term of office that the nominating committee would appoint an interim director. If more than 1½ years remains in the term an appointment would be made by the Nominating Committee until the next regular election period for the organization at which point an election will be called. Executive Committee appointments will now be the responsibility of the Nominating Committee, in time for the annual meeting, in consultation with the incoming president, giving consideration to regional representation.

The Nominating Committee in consultation with the incoming president will appoint, prior to the annual meeting, executive committee members for a period of one year, and give consideration to regional representation.

Absentee Board Members - if a board member is absent for two consecutive meetings without extenuating circumstances acceptable to the board, then that board member is considered to have resigned.

Mini-Executive Committee Appointments - the nominating committee shall be responsible to appoint for a one year term, two city women, in consultation with the incoming president and existing mini-executive, prior to the annual meeting.

In order to develop policy:

1. set up an advisory committee for the resource centre;
2. set up an advisory committee for Adult Basic Education;
3. begin developing personnel policies at the executive committee meeting.

Committee Expenses Committees will be asked to submit a budget for the year's activities for approval by the Board, in October. Budget guidelines will be provided and include telephone, duplicating, meeting, postage. Budgets should be submitted with plans for the year.

Personnel committee struck as a permanent sub-committee of the Executive, membership to consist of the President, Past-President, President-Elect.

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## ITEMS SUGGESTED TO BE INCLUDED IN PERSONNEL POLICY MANUAL

It is proposed that the Personnel Committee be delegated to develop the policy manual.

### Responsibilities

- Board of Directors
- Personnel Committee
- Chairperson, Personnel Committee
- Co-ordinator

### Membership and tasks of Personnel Committee

- Chair *Past-Pres.*
- 2 Board members *(1 Pres-Elect + 1 Mini-Exec*
- ~~→ 1 staff (when organization is large enough)?~~
- President (ex officio)
- Co-ordinator( " " )

### Probation

#### Termination of employment

- staff initiated
- initiated by organization
  - Co-ordinator
  - support staff

### References

- Co-ordinator
- Support staff

### Appeal procedures - *grievances*

### Performance Appraisals

- Co-ordinator
- Support Staff

### Job descriptions i.e. full time; part time

### Salaries

Working Conditions i.e. hours of work, overtime, attendance, absence, meal breaks

### Other Employment

Paid holidays i.e. statutory, Christmas- New Year, religious  
holidays, vacations

Sick Leave

Compassionate Leave

Maternity Leave

Employee Development S.D.L.

Jury Leave

Personal Leave

Staff Transportation

Incidental Expenses

Non-wage benefits i.e. Canada Pension Plan; Workmans Compenstation

Hospital & Medical; Unemployment Insurance; Lif Insurance;

&Employee Protection

Personnel records

## Barter and Collaboration: Expanding Our Horizons

Susan J. Ellis

This ninety-minute workshop was designed to broaden the horizons of participants about the subjects of barter and collaboration--to define these terms and to demonstrate their relationship to our field of volunteer administration.

Both barter and collaboration are valid responses to the need to stretch shrinking budget dollars. Administrators of volunteer programs should see these two approaches as intimately connected to volunteerism--the ways in which one locates and motivates potential bartering/collaborating partners is the same as the process of recruiting volunteers. In fact, for many years we have been pointing to prospective volunteers what they will "get" out of their volunteer experience. So we have been establishing informal barter arrangements already.

### CLARIFICATION OF TERMS

Barter generally means the exchange of goods or services for other goods or services having similar value. Barter is often used as a substitute for payment of money for goods or services, which is why it rises in visibility during economic hard times. This is also why the IRS is concerned with barter as a sub-economy and is seeking ways to tax the value of such exchanges. It should be noted that businesses and corporations use barter often--so barter is not simply a way for those without money to "make do."

Collaboration generally means the joining of forces by two or more parties towards a common end. There are short-term and long-term collaborations. Each participant (can be an individual or an institution) brings resources to the collaborative effort and expects to draw upon the resources of the other participants. The best collaborations occur when there is some parity among the partners and when the value of each partner's contributed resources is seen as even.

### GETTING STARTED

In order to barter or collaborate effectively, it is necessary to be clear on two critical points: exactly what your organization needs; and what your organization has that it is willing to give or share in order to get what it needs. The process of identifying these two lists can be very valuable to agency/group planning. Taking a hard look at what you have to offer others can be an eye-opening experience. Things that we take for granted may be incredible "finds" to others, and vice versa.

To help workshop participants begin to identify their own needs and resources, they were given several minutes to complete a worksheet entitled "Preparation for Collaboration and Barter" (see Workshop Handout A). Then the group discussed some of the responses to get a feel for the kinds of items listed.

For example, under the "discard"

---

*Susan J. Ellis is President of Energize Associates, a Philadelphia-based training, consulting and publishing firm specializing in volunteerism. She visits clients around the country to develop volunteer programs in all types settings. Ms. Ellis is Editor-in-Chief of The Journal of Volunteer Administration.*

heading the participants had such items as: boxes; duplicate publications; junk mail; out-of-date magazines; interpersonal skills; coffee; cents-off coupons; cans and bottles; and other types of paper (old phone books, newspapers, etc.). Under the "surplus" heading came such things as: books and magazines; telephones and office space; evening meeting space; storage space; food; typewriters and other office equipment available after hours (usually the evening); a mechanic's bay; and yard space.

An examination of just these two short lists indicates some possible avenues for barter. For example, in exchange for evening meeting space might another organization be willing to help staff fair booths? Or, would a printer be willing to produce a monthly newsletter at cost in exchange for storage space? This way of thinking opens new avenues for approaching small businesses to support an organization, since a volunteer program or an agency would be offering tangible exchange goods/services for what it needed. Note that the value of what you have to offer is relative. Its "market value" might be low or high, but what matters is its value to the other person/agency.

After spot-checking what the workshop participants answered in some of the other categories, the list of share-able resources included: space in the agency's newsletter; a location one block from the football stadium (demonstrating the point that geographic proximity to something might be very appealing; in this case it was thought that a vendor might use the agency's location to sell football-related items and, in exchange, might give small gifts for use in agency fundraising); display booth space; a camp ground; employee fitness classes; cars and field routes; and various sorts of information. Also, if an agency could allow "credits" at in-house training events, then professional development would be worth a great deal to those or-

ganizations without training budgets.

Other types of often-overlooked resources that could be the basis for bartering include:

- carpentry, plumbing, electrical skills--the maintenance department
- child care
- gardening
- photography/audio-visual work
- clerical services
- professional services including law, accounting, medicine, etc.
- bookkeeping skills
- special subject education (foreign languages, crafts, etc.)
- computer time
- coaching for sports
- writing and editing

Such a preliminary list indicates that an organization's resources are a combination of the facilities and skills of the agency itself plus the personal resources of salaried staff, volunteers and clients. These resources are often overlooked. Until you ask, you never know if a staff member is willing to teach gourmet cooking to someone in exchange for, say, public relations consulting for the agency. Or what about inventorying the expertise of the staff and capitalizing on such sought-after abilities as proofreading, writing press releases, organizing file systems, etc.? If the organization is willing to free the time of salaried and volunteer staff accordingly, such skills are highly exchangeable.

Also, clients should not be discounted as possible bartering partners. Think of what it does to self-esteem to be seen as a resource instead of as a constant recipient of services. Ivan Scheier's well-known "Mini-Max" game shows how to enable people to match needs and skills in a reciprocal manner.

#### SOME POINTERS FOR INITIATING BARTER

Barter can be established agency to agency, individual to individual, or agency to individual. Again, if you are clear on what you need and on

#### PREPARATION HAVE TO OFFER

WHAT DO WE ORGANIZATION

WHAT DO WE H TO OTHERS?

WHAT DO WE HA

Space:

Equipment:

A/V:

Supplies:

Staff/Volunteer:

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Contacts:

Funds:

National or othe

Unclassifiable:

Workshop Handout A

PREPARATION FOR COLLABORATION AND BARTER: WHAT DO WE  
HAVE TO OFFER?

WHAT DO WE DISCARD THAT MIGHT BE USEFUL TO SOME OTHER  
ORGANIZATION (OR PERSON)?

WHAT DO WE HAVE IN SURPLUS QUANTITIES THAT WE MIGHT OFFER  
TO OTHERS?

WHAT DO WE HAVE THAT WE MIGHT SHARE?

Space:

Equipment:

A/V:

Supplies:

Staff/Volunteer Training:

Reference Materials:

"Professional" Expertise:

"Personal" Expertise:

Contacts:

Funds:

National or other affiliations:

Unclassifiable:

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what you have to offer, all sorts of partnerships are possible. This also means that a nonprofit agency can approach both large and small businesses, not to plead for money, but to offer an exchange. Can your agency teach a company's employees about physical fitness, or causes of delinquency, or problems of aging? Can you offer display space for a new product or service? The possibilities are intriguing, no?

The handout entitled "Collaboration Grid" (Appendix A) was next discussed in the workshop to give participants a way to analyze possible barter/collaboration partners. The point of the Grid is to demonstrate that those agencies and businesses sharing an organization's "client group" (e.g., they all have children as a target audience) will not be the same agencies and businesses sharing that organization's service focus (e.g., concerned with education, recreation, or health care). So there are a number of different ways to determine sources to approach because of mutual concerns.

The handout describing "The Volunteer Program Connection" (Appendix B) gives some concrete pointers about the best way to set up bartering arrangements, including some thoughts about liability and taxes. One irony of the fact that the IRS is seeking ways to tax barter is that the IRS is equally opposed to allowing any deduction for the value of volunteer service. If the IRS ever figures out a way to evaluate the worth of a service performed in a barter arrangement in order to assess taxes, then the volunteer community should battle for equal recognition of the monetary value of "traditional" volunteer service, as an allowable credit or deduction!

The bottom line of barter is that there should be no sacred cows. Ask all vendors, tradespeople, consultants, suppliers--anyone dealing with your organization--if a barter arrangement can be developed. For too long the volunteer world has only

approached "white-collar" people and has assumed that "blue-collar" tasks had to be paid for in cash. Barter is a new approach, with tremendous potential.

## COLLABORATION

While the workshop focused on barter (as the concept newest to most participants), some key related aspects about collaboration were also discussed. First, the similarity of purpose between barter and collaboration was noted--that each enable an organization to go beyond its present resources. Also similar is the need to be as clear as possible about what is to be gained through the collaboration and what an organization is willing to share in such a venture.

Common pitfalls of collaboration include: unclear definitions of purpose; turf; hidden agendas; lack of accountability; unequal power or status of participants. All of these can destroy the effect of a project and can even be counterproductive by generating bad feelings.

The main advice is to select collaboration partners carefully on the basis of mutual goals and comparative size. Then, focus attention on the first few meetings on how everyone will work together. Clarify roles, timeframes, reporting systems, attendance at meetings, etc. Most collaborative teams make the mistake of plunging right in to the content of the collaboration (what is the event's theme? who will we get to keynote? etc.), without allowing time to set up the process of working together.

## THE ROLE OF THE DIRECTOR OF VOLUNTEERS

The workshop explored the very current topics of barter and collaboration in order to demonstrate the validity of making these part of the role of the director of volunteer. Who else in an organization has the skill and knowledge to reach into the community to find such new re-

sources? This implies a broadening of the concept of "volunteerism" to include not only services but also goods that are not actually paid for.

also implies that the director of volunteers is an integral member of an organization's administrative team, since assessing needs and in-

ternal resources is an agency-wide responsibility.

While the workshop only skimmed the surface of two quite complex issues, participants were urged to return home and test the waters, being alert to ways to expand their organizations' assets.

APPENDIX A (Workshop Handout)

**Collaboration Grid**

From NO EXCUSES: The Team Approach to Volunteer Management, ETTIS & Noves, ENERGIZE, 1981.

US	AGENCIES SHARING INTEREST	BUSINESSES SHARING INTEREST	OTHER LINKAGES
Our client/ consumer group: _____ _____ _____			
Our types of service: _____ _____ _____			
Our geographic area: _____ _____			
Other special focus: _____ _____			

## Appendix B (Workshop Handout)

### **BARTER AND COLLABORATION: THE VOLUNTEER PROGRAM "CONNECTION"**

Barter and collaboration are two topics receiving some renewed attention in these strange economic times. Both have very real connections to volunteer programs and leaders of volunteers should develop a point of view about this.

First, do not let vocabulary overwhelm you. In many ways, you are **ALREADY** involved in barter and collaboration. Every time you recruit a volunteer or a group of volunteers by pointing out mutual benefits, you have set up an **EXCHANGE**. In the last analysis, "barter" and "collaboration" are simply variations on the theme of "exchange."

Barter generally refers to a trade, made as evenly as possible and in lieu of an exchange of money. Collaboration generally implies a longer-term relationship in which two or more people/groups contribute their expertise and resources towards achieving a mutual goal.

#### Some hints:

1. Before you are ready to barter or collaborate, you must assess exactly what your organization has to offer to others. Analyze your resources and determine what you are willing to give or share.
2. Define clearly what you hope to gain by the barter or collaboration. Stay away from vague goals. Put any agreement reached or trade made in writing--this will help assure satisfaction all around and will provide documentation for the IRS, too.
3. If trading skills or services, consider liability insurance.
4. Barter and the IRS: Don't consider barter as a way to avoid taxes. To the IRS, barter equals income; it must be declared and taxes paid on it as though you were dealing in cash. However, exactly how you determine the cash value of the transaction and how you declare it is up to you and your accountant. The IRS code leaves much room for interpretation. Generally, the IRS is more interested in barter as conducted by profit-making businesses.
5. In collaborative arrangements, be sure all groups involved have some parity. It is very hard to achieve successful sharing of work if you all begin unequal (as to size, resources, expertise--whatever). Constantly clarify HOW you will work together, not only what the content of the project is. Assign work equitably and keep group members accountable.
6. It is possible to look at barter as a new way to recruit individual volunteers. Your agency might offer the use of a desk twice a week to a person starting a p.r. firm, in exchange for free p.r. services. Or an artist might offer free illustrations in exchange for access to your addressograph once a month.



Some resources:

Great Exchange  
655 Madison Avenue  
New York, NY 10021

Barter Communique  
Full Circle Marketing Corp.  
6500 Midnight Pass Road  
Penthouse Suite #504  
Sarasota, FL 33581

Comstock Trading Company  
P.O. Box 8020  
Walnut Creek, CA 94596

How to Barter and Trade, by Jack Trapp, Cornerstone Library, 1981.

"Toward Collaboration: Risks We Need to Take," Eva Schindler-Rainm  
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(514) 935-4744 res.  
(802) 848-3418 (country res.)

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(519) 653-2511, ext.216

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545-2125 bus.

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(902) 455-2384 res.

Saskatchewan Director

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c/o Campion College  
University of Regina  
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586-4242

PAST PRESIDENT

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Regina, Saskatchewan  
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(306) 569-3811 bus.  
(306) 522-0362 res.

\*MINI-EXECUTIVE

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R2M 5A4  
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(204) 888-7961 bus.

P.E.I. Director

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80 Kent Street  
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CIA 1M9  
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(902) 892-0074 res.

Yukon / NWT Director

Pam Evans  
39 Bell Crescent  
Whitehorse, Yukon Territory  
Y1A 4T4  
(403) 667-4262, local 120 bus.  
(403) 667-7994 res.

DRAFT REPORT

THE IMPACT ON WOMEN  
OF  
THE NATIONAL TRAINING ACT

Prepared for CLOW by Heather Henderson

October 15, 1983

## INTRODUCTION

At the June 1983 C.C.L.O.W. Board Meeting it was decided that C.C.L.O.W. would undertake an assessment of the new National Training Act's first year of operation, and its impact on learning and training opportunities for women. To this end all C.C.L.O.W. Provincial Directors were asked to arrange meetings with their Provincial Ministers of Education, their C.E.I.C. Regional Director General and their C.E.I.C. Regional Women's Co-ordinator.

The Social Issues Committee of C.C.L.O.W., which had initiated the assessment proposal, outlined the objectives of the meetings as follows:

- a) to create a higher provincial profile for C.C.L.O.W.
- b) to establish on-going contact with these people, and
- c) to help promote a spirit of co-operation to overcome the obstacles women face in accessing training.<sup>1</sup>

In September, 1983 C.C.L.O.W. Provincial Directors were sent a package of materials (containing First Things First, Background Paper on the National Training Act, and Recommendations from the one-day Colloquium on the National Training Act)<sup>2</sup> to be sent out in advance of their three interviews.

Also in September, a group of Saskatchewan C.C.L.O.W. women, including the chair of the Social Issues Committee, obtained a grant of \$5000 from C.E.I.C., these funds to be used to hire a researcher to collect the responses and put them into a report along with other information.<sup>3</sup>

On September 12th the Saskatchewan C.C.L.O.W. group met to hire a researcher and to outline the research tasks involved in an assessment of the effectiveness of the National Training Act. They identified the following broad objectives for the research:

1. To determine the present status of utilization of the National Training Act (by women) in order to make recommendations and to define areas of further research.
2. To make contacts and establish the presence of C.C.L.O.W. in those fields which most closely affected learning and training opportunities for women.

At this September meeting it was also decided that further information should be compiled and mailed to the provincial members for their use in gathering information at their interviews. This second package<sup>4</sup> contained

1. Letter to C.C.L.O.W. provincial Directors, July 8, 1983
2. See Appendix for Summaries of First Things First, and Background Paper on National Training Act, Full Text of Recommendations of One-day Colloquium
3. Kathy Stidwell letter to Provincial Directors September 2, 1983
4. See Appendix

two questionnaires devised by the Saskatchewan group - one intended for the Ministers of Education and one intended for the C.E.I.C. Regional Director Generals and C.E.I.C. Regional Women's Co-Ordinators.

Finally it was decided that the responses from these meetings, along with any other relevant data, should be compiled in a draft report to be prepared for consideration at the C.C.L.O.W. October Board Meeting.

## STATISTICS

"The Adult Occupational Training Act (AOTA) was passed in 1967 and amended in 1972. The Act and its regulations provide the legislative base for federal involvement in the field of manpower training [through the Canada Manpower Training Program - CMTP].

On August 2, 1982 the new National Training Act was passed by Parliament. The new Act will continue to provide the legislative base for the training program, but will focus efforts away from lower skill, lower demand occupations towards higher skill, high demand occupations, particularly those designated as being of national importance.

The training program is operated in partnership with the provinces and territories and is administered through the Canada Employment Centres across Canada. Two avenues of training, one institution-based and the other employer-centered, are utilized to achieve its objectives.

Institutional training involves the purchase of courses from community colleges and vocational schools. Full-time trainees receive either a training allowance or Unemployment Insurance and may also be eligible for other allowances to assist with dependent care or certain travelling or commuting expenses. The types of institutional training courses offered may fall under any one of the following elements:

Skill Training - pre-employment courses, providing trainees with entry-level skills training in a particular occupation, or courses designed to upgrade or update a person's skills in an occupation.

Language Training - courses offered primarily to new immigrants who have difficulty finding employment because of lack of fluency in English or in French.

Basic Training for Skill Development - courses designed to upgrade basic skills in mathematics, science and communication to meet the academic requirements for entry into Skill Training or else to proceed to employment.

Job Readiness Training - course offered to chronically unemployed workers or persons who have been out of the labour force for a prolonged period; may include elements of life skills, work experience, job orientation and academic upgrading.

Work Adjustment Training - courses offered to workers who are encountering behavioural difficulties; provides assistance in acquiring appropriate work habits, attitudes, etc.

Occupational Orientation - courses that provide practical experience in a variety of trades to assist in the selection of a trade.

Apprenticeship Training - the classroom training aspect of apprenticeship programs operated by the provinces.

Employer-centred training has two main components, the Canada Manpower Industrial Training Program (CMITP) and Critical Trade Skills Training (CTST). *NET.P. (General Industrial Training)*

The Canada Manpower Industrial Training Program is a shared-cost incentive training program which aims at meeting the skill needs of employers and improving the employability and earning capacity of workers through expansion and improvement of employer-provided training.

CTST is a relatively new industrial training initiative which focuses on selected highly skilled trades and occupations. Its objective is to encourage industry to develop and expand the training of Canadian tradesmen or workers in skilled occupations which experience chronic shortages.

Under both initiatives, the Commission negotiates a contract with an employer or group of employers in which the Commission agrees, for certain considerations and conditions, to reimburse the employer a proportion of certain costs incurred by providing training."

The above is an excerpt from the Canada Manpower Training Program (1981-82) Annual Statistical Bulletin. All the 1981-82 figures have been derived from this Bulletin, and all 1982-83 figures have been obtained from helpful sources at the Department of Employment & Immigration, Training Branch, Information Department in Ottawa.

INSTITUTIONAL TRAINING - TRAINEES STARTED BY TRAINING TYPE, BY SEX

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

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

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



INSTITUTIONAL TRAINING

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

NEWFOUNDLAND	1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.	MALE	FEMALE	TOTAL	% FEM.
SKILLS	2,334*	1,251*	3,585	34.9	3,321*	1,885*	5,206	36.2
LANGUAGE	53	26	79	32.9	38	13	51	25.5
BTSD	293	389	682	57	460	435	895	48.6
JRT	80	149	229	65.1	107	203	310	65.5
WAT								
OCCUPATIONAL ORIENTATION	68	168	236	71.2	94	248	342	72.5
APPRENTICESHIP	1,080	79	1,159	6.8	2,259*	232*	2,491	9.3
TOTAL	3,908*	2,062*	5,970	34.5	6,279*	3,016*	9,295	36.5

\* Estimates only

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

\* Estimates only

INSTITUTIONAL TRAINING

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

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

\*Estimates only

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

\*Estimates only

INSTITUTIONAL TRAINING

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

QUEBEC	1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.	MALE	FEMALE	TOTAL	% FEM.
SKILLS	10,709*	5,766*	16,475	35	46,802*	18,291*	65,093	28.1
LANGUAGE	1,187*	1,339*	2,526	53	1,675*	1,708*	3,383	50.5
BTSD	3,731*	3,671*	7,402	49.6	4,029*	3,433*	7,462	46.0
JRT	526*	762*	1,288	59.2	615*	760*	1,375	55.3
WAT								
OCCUPATIONAL ORIENTATION						13	13	100
APPRENTICESHIP	419	2	421	.5	567	18	585	3.1
TOTAL			28,112	41.0			77,911	36.2

\*Estimates only

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

\*Estimates only

INSTITUTIONAL TRAINING

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

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

\*Estimates only

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

\*Estimates only

INSTITUTIONAL TRAINING

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

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

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

INSTITUTIONAL TRAINING

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

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

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

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX

1981-1982

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

\*Estimates only

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX

1982-1983

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

INDUSTRIAL TRAINING - TRAINEES STARTED BY CATEGORY, BY SEX

APRIL 1983-AUGUST 1983

	MALE	FEMALE	TOTAL	% FEMALE
SPECIAL NEEDS	1,001	428	1,429	30.0
UNEMPLOYED	3,768	1,352	5,120	26.4
EMPLOYMENT THREATENED	410	192	602	31.9
EMPLOYED	2,295	255	2,550	10.0
TOTAL	7,474	2,227	9,701	23.0

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

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

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

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

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

\*Estimates only



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

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

QUEBEC	1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.	MALE	FEMALE	TOTAL	% FEM.
SPECIAL NEEDS	560	237	797	29.7	403	182	585	31.1
UNEMPLOYED	3,071*	1,639*	4,710	34.8	1,605*	653	2,258	28.9
EMPLOYMENT THREATENED	53	15	64	23.4	129	78	207	37.7
EMPLOYED	6,202*	1,315*	7,517	17.5	2,056*	97*	2,153	4.5
TOTAL	9,886	3,202	13,088	24.5	4,193*	1,010*	5,203	19.4

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

\*Estimates only

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

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

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

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

\*Estimates only

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

BRITISH COLUMBIA	1981-1982				1982-1983			
	MALE	FEMALE	TOTAL	% FEM.	MALE	FEMALE	TOTAL	% FEM.
SPECIAL NEEDS	454	227	681	33.0	324	129	453	28.5
UNEMPLOYED	2,089*	1,464*	3,553	41.2	1,471	544	2,015	27.0
EMPLOYMENT THREATENED	23	12	35	34.3	814	225	1,039	21.7
EMPLOYED	5,178*	2,064*	7,242	28.5	2,438*	280*	2,718	10.3
TOTAL	7,744*	3,767*	11,511	32.7	5,047*	1,178*	6,225	18.9

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

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

\*Estimates only

INDUSTRIAL TRAINING

W.I.N.T.O. - WOMEN IN NON-TRADITIONAL OCCUPATIONS

1981-1982 and 1982-1983 BY CATEGORY, BY PROVINCE

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

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

	N.W.T.		YUKON		CANADA	
	81-82	82-83	81-82	82-83	81-82	82-83
SPECIAL NEEDS	1	0	0	0	149	114
UNEMPLOYED	5	7	11	1	1,212	756
EMPLOYMENT THREATENED	0	0	0	0	9	63
EMPLOYED	5	1	16	3	822	293
TOTAL	11	8	27	4	2,192	1,226

## QUESTIONNAIRES

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

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

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

In Industrial Training there has been a decline in overall numbers of trainees in every category. As well, the numbers of women trainees have declined from 27.1% in 1981-82 to 22.7% in 1982-83. Furthermore, the number of W.I.N.T.O. trainees has declined in every province from 1981-82 to 1982-83.

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

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

The lack of training opportunities in the private sector over the 1982-83 winter has been generally ascribed to

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

The last item on the list - restrictions to certain designated occupations - raises a very interesting question about the National Training Act: if the

\* Manitoba Region Women's Employment Plan of Action Implementation Report  
1 April 1982 - 31 March 1983

emphasis of the new act is on training that is more closely linked to job market expectations (through identification of critical trades and skills), how does this list of designated occupations restrict employers?

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

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

Through the National Training Act it is possible for each region to set target numbers of women for enrolment in their institutional and industrial training programs. As part of the Women's Employment Strategy Plan of Action 1983-84 each region has been asked (a) to set targets for the number of women to be trained in non-traditional occupations under the W.I.N.T.O. element of the National Industrial Program in both G.I.T. and C.T.S.T., (b) to set targets for the number of female trainee starts in institutional training courses non-traditional for women, (c) to set aside 20% of the seats on all skill and technical courses identified as non-traditional for women, and (d) to set aside 20% of available BTSD seats for women who require upgrading to enter non-traditional training.\*

The goals of the National Training program include a 42% overall participation rate for female trainees, and a 30% participation rate for female trainees in non-traditional areas. In the 1983-84 fiscal year, regions will be expected to raise their rate of female participation in training for non-traditional occupations by 5%. This means, for example, that in Manitoba where last year the female participation rate in non-traditional training areas was 8.6%, this year the rate must rise to 13.6%.

One must keep in mind that the overall female participation rates may or may not include apprenticeship program figures, which greatly affect the final numbers.

HOW MANY OF THESE SET-ASIDE SEATS HAVE BEEN FILLED? WHAT HAPPENS TO THE UNFILLED TRAINING SPACES? HOW MANY WOMEN ARE FINISHING THE COURSES?

First of all, how many women are finishing the courses? According to CEIC sources in Manitoba, women have a 92% completion rate in the skill courses, which is slightly higher than the men's completion rate.

\* Please see Appendix Women's Employment Strategy Plan of Action 1983-84 and Press Release - Minister, Employment & Immigration June 27, 1983

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

When women do not take up the training places reserved for them, these places return to the general pool of training places. It is still to be seen whether unfilled reserved spots will mean fewer training spaces set aside for women in the following year.

WHAT IS YOUR POSITION ON PAID SKILLS DEVELOPMENT LEAVE?

The government has just produced a two-volume document called Living and Learning in Canada. This book supports the concept of paid skills development leave but the book does not represent government policy.

DOES C.E.I.C. PROVIDE FUNDING AND INCOME SUPPORT FOR PART-TIME EDUCATION?

Absolutely not, except in the case of the domestics - but it is done.

According to one CEIC director, there is absolutely no funding and/or income support for part-time training, with the exception of the training of domestics. However, within this same director's jurisdiction there were two or three instances where female trainees did receive assistance for part-time training. It appears that when CEIC personnel are motivated, the Act allows them plenty of leeway to strike "deals" - usually trade-off arrangements with a provincial education or labour authority - and this is the usual reason that certain training anomalies occur.

DOES C.E.I.C. PROVIDE TUITION, BOOKS, TRANSPORT, CHILD CARE AND CLOTHES FOR FULL AND PART-TIME LEARNERS?

On June 27, 1983, then Employment & Immigration Minister Lloyd Axworthy announced special measures under the National Training Program "to help women train for the jobs of the future". These special measures

included increases in the regular training allowances and the dependant care allowances. A full description of the rate changes is contained in the Press Release, in the Appendix to this report.

IS C.E.I.C. FUNDING BRIDGING PROGRAMS? E.G., B.T.S.D., E.S.L., PRE-TRADES.  
DO YOU PROVIDE FUNDS FOR FURTHER TRAINING TO GRADUATES OF THESE PROGRAMS?

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

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

The problem is not that bridging programs are being cut back, but that women are no longer filling these courses. In Manitoba, for example, the pre-trades courses have been cut back from three to two, because for the first time since the pre-trades course began in 1978, it was not completely filled this past year.

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

Please see Lloyd Axworthy's Press Release of June 27, 1983, in the Appendix. See also Women's Employment Strategy Plan of Action 1983-84.

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

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



designated period of time each week visiting employers, but the amount of time he or she can spend on promoting the hiring and training of women is extremely limited.

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

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

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

## APPENDIX

### CONTENTS

1. Recommendations from the Impact of the National Training Act on Women June 18, 1983.
2. Abstract of First Things First by Jane Adams
3. Summary of Background Paper on National Training Act
4. Questionnaire for CEIC Regional Director General
5. Questionnaire for Minister of Education
6. Background to Questionnaires
7. Press Release - Minister of Employment & Immigration, June 27, 1983
8. Women's Employment Strategy Plan of Action 1983-84

RECOMMENDATIONS FROM THE IMPACT OF THE NATIONAL TRAINING ACT ON WOMEN  
JUNE 18, 1983

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PART-TIME SKILLS TRAINING

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

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

CONTRACT COMPLIANCE

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

## SKILLS GROWTH FUND

6. Whereas women's voluntary groups are in a key position to identify the training needs of women and to develop project proposals to respond to these needs and whereas women's voluntary groups do not have the financial resources to carry out this activity, CLOW strongly recommends that in order to allow for the development of a solid proposal, Skills Growth Funds be made available for:
  - Consulting among women's groups interested in the training of women
  - A project feasibility study and submission
  - The final development of a skills growth proposal.

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

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

### RECOMMENDATIONS:

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

4. Whereas funding for education for women must be adequately provided.

We recommend that:

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

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

Jane Adams  
Canadian Congress for Learning Opportunities for Women

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

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

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

- that a target of 50 per cent female participation be established for the full range of courses in technological training, training for growth industry jobs and industrial training;
- that affirmative action programs be established as the mechanism by which equality of access for working women and homemakers is ensured;
- that priority be given to women with the greatest educational need;
- that costs be paid 100 per cent from a fund established by industry and government, and that prepayment by employee not be required;
- that a National Education and Training Agency be established with a 50 per cent representation by women in all levels of the directorate;
- that skill development leave provisions include part-time employees;
- that opportunity for successful completion of a training program be guaranteed if interrupted by the illness of a child or by pregnancy.

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

## SUMMARY OF THE NATIONAL TRAINING PROGRAM

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

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

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

The program is directed largely at skill shortages in those industrial occupations where women have traditionally had least access. At the same time, women are expected to comprise the greatest number of new entrants to the labour force in the 1980s. Under these circumstances,

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

QUESTIONS FOR REGIONAL DIRECTOR GENERAL OF CEIC

1. How many people have been referred to training under the National Training Act in your region? What is the breakdown by sex, age (under/over 25), and training types?
  
2. How many training spaces exist, and what number have been set aside for women? In what length and type of programs are they?
  
3. How many of these set-aside seats have been filled? What happens to the unfilled training spaces? How many women are finishing the courses?
  
4. What is your position on Paid Skills Development Leave?
  
5. Does C.E.I.C. provide funding and income support for part-time education?
  
6. Does C.E.I.C. provide tuition, books, transport, child care and clothes for full and part-time learners?



7. Is C.E.I.C. funding bridging programs? e.g., B.T.S.D., E.S.L., pre-trades. Do you provide funds for further training to graduates of these programs?
  
  
  
  
  
  
  
  
  
  
8. Is there an affirmative action requirement in your training programs? Do you have target numbers of women for each program or type of course?
  
  
  
  
  
  
  
  
  
  
9. What action has been taken to educate employers regarding the benefits of hiring or sponsoring women trainees or apprentices?
  
  
  
  
  
  
  
  
  
  
10. Are there any projects specifically for women under the Skills Growth Fund?
  
  
  
  
  
  
  
  
  
  
11. What steps have been taken to notify women and women's groups about the \$50,000. available to groups to develop proposals for taking advantage of the Skills Growth Fund?

YOUR RESPONSE  
QUESTIONS FOR MINISTER OF EDUCATION

- (1) How many training spaces exist, and what number have been set aside for women? Are these set-aside spaces being filled? What happens to the unfilled spaces?
  
- (2) What is your position on Paid Skills Development Leave?
  
- (3) Is funding and income support available for part-time education?
  
- (4) Are tuition, books, transport, child care, and clothes available for both full and part-time learners?
  
- (5) Are you funding "bridging" programs? e.g., B.T.S.O., pre-trades, E.S.L.
  
- (6) Is there an affirmative action requirement in your training programs? Do you have target numbers of women for each program or type of course?

- (7) What action has been taken to educate employers regarding the benefits of hiring women trainees or apprentices?
- (8) Are there any projects specifically for women under the Skills Growth Fund?
- (9) What steps have been taken to notify women and women's groups about the Skills Growth Fund; or about the \$50,000. available to groups to develop proposals for taking advantage of the Skills Growth Fund?
- (10) Under what circumstances would you approve or not approve Skills Growth Fund money?

## BACKGROUND TO QUESTIONNAIRES

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

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

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

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

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

### A short glossary of initials:

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

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

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

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

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

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

Skills Growth Fund (S.G.F.)

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

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

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

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

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



Minister  
Employment and Immigration

Ministre  
Emploi et Immigration

For Release

Pour publication

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Date                    June 27, 1983  
Subject                83-26

Date  
Sujet

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

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

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

.../2

Women's Employment Strategy  
Plan of Action  
1983-84

Part A - National Headquarters

No.	Activity	Responsibility
1.	<u>Targets will be set for the number of female trainee starts in non-traditional occupations under the National Institutional Training Program.</u>	Director General Training Branch
2.	<u>Targets will be set for the number of women to be trained in non-traditional occupations under the WINTO Element of the Industrial Training Program.</u>	Director General Training Branch
3.	Cards will be produced for use within the CECs to advise women of the special programs, training courses, and services available to them.	Director General Employment Services Branch
4.	Outreach projects designed specifically for women will continue to be given priority for funding.	Director Special Client Needs
5.	The employment needs of women will be reflected in all parts of the planning and development of the program to revitalize the Employment Service, particularly in the prototypical CECs through: - the provision of adequate	Director General Employment Services Branch

training for counselling staff on the employment needs of women and  
- the establishment of some dedicated counselling units for women.

- |    |  |  |
|----|--|--|
| 6. | OCAD will produce a videotape and discussion guide for use in further training of CEC staff in the cultural differences in CEC clientele. Attention will be paid to the particular employment needs of female members of these ethnic minorities.  | Director<br>Occupational and<br>Career Analysis<br>and Development |
| 7. | OCAD will solicit papers on the vocational counselling of women for presentation at the annual consultation on vocational counselling.   | Director<br>Occupational and<br>Career Analysis<br>and Development |
| 8. | The Native Employment Division, in consultation with the Women's Employment Division, will develop guidelines for use by field staff and native women's organizations on the respective roles of the Regional Women's Employment Coordinators and the Regional Native Women's Employment Coordinators in responding to the employment needs of native women. | Director General<br>Youth & Native<br>Employment Branch            |



9. The participation of young women in skill training and non-traditional areas of employment will be encouraged by including in national brochures, articles, pamphlets or counselling material provided for and offered through CECs on Campus, CECs for Students, and Specialized Youth Units, special mention of young women/students and text to alert and encourage young women/students to enter non-traditional areas of employment.

Director General  
Youth & Native  
Employment

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

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

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

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

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

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

For further information:

Pat Preston (Minister's Office) (613) 994-2482

Sasha von Hausen (Public Affairs) (819) 994-6810