



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

Ms. Kathy Stedwell,  
Chairperson, Social Issues Committee,  
Saskatchewan Technical Institute,  
Moose Jaw, Saskatchewan.

11th July, 1983

Dear Kathy,

By the time you receive this letter you will probably have copies of letters from Susan which indicate that issues around funding have suddenly shifted our priorities.

Since funding must take precedence over everything - we are still operating on a bank loan - such things as minutes of the last Board Meeting have been delayed. These sudden pressures tend to arise quite often and I am concerned that some tasks need to be dealt with at specific times if our actions are to have impact.

An example of this could be the need to express the concern of CCLOW about the Science Council's omission of the issue of women and science from its "Statement of Concern". (See WEF June p.9-10)

I am wondering if the Social Issues Committee would consider it an appropriate function to respond, on behalf of CCLOW, to this and similar situations which are of national concern. I think that a letter carrying the signatures of all Committee members with cc to the President would demonstrate geographic awareness quite effectively.

If the Social Issues Committee feels it would like to take action on the Science Council issue, please feel free to write the letter to those persons indicated in the article (Don Johnston, Dr. Stuart Smith, Judy Erola) as soon as possible and send me a copy.

Have a good summer,

Leiba.

cc's: Ms. Carol Jones, Newfoundland.  
✓ Ms. Sandy Susat, Alberta.  
Ms. Heather Orford, Prince Edward Island.

LA/smd

## Issues

MTA

- ① programs for ♀ requiring ABE + EASL
- ② part-time training
- ③ voluntary { agencies  
groups } access to Skills Growth Funds
- ④ integration of programs
- ⑤ contract compliance in industrial training



Focus or Change

ATTN

Issue 2

1293

ABE

① Program to 2nd year

② Part-time training

③ Voluntary part-time } access to 2nd year

④ Integration of programs

⑤ Contract compliance in training



## Marnie Clarke

- supervisors of directors of programs in: women  
native  
disabled  
youth  
+ affirmative action.

- says "there are people in govt who care" - she will then  
to look to for info. + support.

- improvement in training for  $\Phi$  is a stated objective of CCLC
- it's necessary to have pressure from outside govt - like  
CCLOW
- Maureen Goodspeed - head of  $\Phi$ 's programs in Ottawa
- son of full-time  $\Phi$  worker = 60% of men
- 70% of part-time workers are  $\Phi$  > may not really  
be what they want (problems of child-care etc.
- not sure there is anyone who really knows what is  
going to happen in the whole technology field.
- N.T. Programme does help to facilitate  $\Phi$  in training, & help  
into better paying jobs + jobs in tech. fields.

N.T.A. :

- 1) Skills growth fund - could help create new opportunities for  
+ is available to non-profits
- 2) duration of courses can be as short as 12 wks.
- 3) Academic up-grading can be combined with skills training  
(this reduces length of up-grading required)
- 4) 75% wage reimbursement to employers (incentive) - for  
5) likely to be an increase in seats for Basic Skills Dev  
+ courses for  
6) offer computer components to many courses.
- 7) should be possible to increase dependent care  
allowance

Therefore can see C.E.I.C. is doing things for +  
in a time of recession.





Canadian Congress for Learning Opportunities for Women



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September 2, 1983

Memo to: Provincial Directors  
From: Kathy Stedwill, Social Issues Committee  
Re: Lobbying Package

Enclosed is the package we discussed at the June Board Meeting, which you will need. There are three copies each of First Things First; Heather Henderson's Background Paper on the National Training Act, and the recommendations from the Impact of the National Training Act on Women.

We are asking you to make appointments with:

1. Your Minister of Education
2. The Regional Director of CEIC
3. The Regional Women's Employment Coordinator for CEIC

Please forward a copy of each document to each of the three and let them know you will be expecting a response from them to the recommendations from the Colloquium. This is the primary purpose of meeting with them.

It is important that this take place in September, because funding has been obtained (\$5,000) from CEIC to hire a researcher to collect the responses and put them into a report along with other information. We are contracting with Heather Henderson to do this and she will be in touch with you for the responses.

We hope to have a draft report ready by the October Board Meeting.

Good Luck.



Canadian Congress for Learning Opportunities for Women



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August 3, 1983

TO: Board of Directors

FROM: Leiba Aronoff, President

RE: C.C.L.O.W. Lobby Project: IMPACT OF NATIONAL TRAINING ACT  
ON WOMEN

I am writing this memo to re-enforce the one sent by the Social Issues Committee, July 8/83 and to provide you with encouraging information which underlines the importance of this project.

Lenore has just informed me that CEIC has come through with \$5000 which the Saskatchewan group has decided to use to hire a researcher( hopefully Heather Henderson who did our first report on N.T.A.) to pull together the research resulting from your lobby efforts in each province as outlined in the memo from the Social Issues Committee.

It is planned that the Report on the Impact of NTA on Women will be presented at our next Board Meeting in October and a copy will be sent to Lloyd Axworthy.

This project will be an important co-ordinated effort by our Board and your co-operation is essential to ensure its success within the above time frame.

Wishing you success with your lobby efforts,

Sincerely,

Leiba

P.S. Another piece of important information from Lenore:

She has been asked by Axworthy himself to be one of the seven member Advisory Committee on Skill Development Leave which will review recommendations of the Task Force and observe discussions at the four colloquia which will take place in Ottawa, October 11-14, Just before our Board Meeting. We can look forward to an exciting meeting! Also, Anne Ironside (CAAE) and Mary Eady, (Manitoba) are also on the Committee. i.e. at least three of the seven are women.

*LA*





Canadian Congress for Learning Opportunities for Women



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July 22, 1983.

Hon. Lloyd Axworthy,  
Minister,  
Employment and Immigration Canada,  
House of Commons,  
Ottawa, Ontario.  
K1A 0X2

Dear Mr. Axworthy:

I am writing you regarding a colloquium held by CCLOW on June 18, 1983 in Toronto, entitled "The Impact of the National Training Act on Women".

Two senior officials from the Commission attended, Mr. Grant Botham and Ms. Marnie Clarke. They were both very helpful in describing and clarifying the plan of action for women being undertaken by your department.

On behalf of the CCLOW Board of Directors, I would like to thank you and them for their valuable participation in the colloquium.

Strategy discussions were held as a part of the day and the following resolutions and recommendations were made by the participants. We were very pleased to note that on June 27, you announced changes to the administration of the National Training Act which included money to be made available to non-profit groups for development of proposals for the use of the Skills Growth Fund. We would appreciate your comments and reaction to the other recommendations attached.

Thank you once again for your departments' participation.

Sincerely,

Leiba Aronoff,  
President.

LA/cf

c.c. Grant Botham  
Marnie Clarke





Canadian Congress for Learning Opportunities for Women



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September 20, 1983

Hon. Serge Joyal  
Secretary of State  
Ottawa, Ontario

Dear Minister,

I am writing, firstly, to thank you for the preliminary installment which we received August 22 under our contribution agreement with the Women's Program. We were extremely pleased to receive it.

I am writing also, to express my deep concern about the drastic depletion of staff in the Women's Program. In light of our scheduled meeting in October to iron out the difficulties experienced in the present funding process, it is difficult to imagine doing that without a full Women's Program staff as a base from which to begin. The funding application process will begin again in December. For it to proceed smoothly, even after a new process is established, the program must be fully staffed.

I am sure, that with your concern to streamline the funding process, you will want to see staff replaced at the earliest possible moment. We will be looking forward to a progress report from you at our meeting in October.

In addition to discussions of our proposal to increase the funding base, we would also wish to discuss with you, measures to raise the status and profile of the Women's Program within your department. It is our contention that some of the difficulties of the past two years would be avoided in the future if this were achieved.

We look forward to a worthwhile meeting in October.

Sincerely,

Susan McCrae Vander Voet  
Executive Director

c.c. Hon. Judy Erola



REC-117 14 1983

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

Dear Lisa Avedon:

As a follow-up to the discussions recently held with representatives of several national women's organizations, I have now arranged a dinner with officers of select Foundations and Corporations. It is my hope that by bringing the parties together, increased awareness of projects and programmes emanating from women's groups will receive the attention and assistance they deserve.

In order to facilitate events at the working dinner, it would be appropriate for your organization to prepare a list of projects, while, at the same time, indicating funding requirements. This would be informative as to the type of ongoing research and development in which you are engaged, as well as direct the Foundations and Corporations as to specific needs.

As Minister Responsible for the Status of Women, it is my hope that productive conclusions will flow from this meeting of the private and public sector. I look forward to seeing you on September 26, 1983.

With best wishes.

Yours sincerely,

Judy Erola

Canada





Canadian Congress for Learning Opportunities for Women

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Sept. 21, 1983

Hon. Judy Erola  
Minister Responsible for the Status of Women  
Ottawa, Ont.

Attention: Val Morin

Dear Minister,

As requested by your office, I am forwarding a copy of our list of funding requirements for 1984-85 to be circulated to Canadian Foundations at the dinner September 26, 1983. Our representative at the dinner will be Lisa Avedon, President Elect.

We are looking forward to a productive meeting and commend you and your staff for suggesting the meeting and for organizing it.

Sincerely,

A handwritten signature in cursive script that reads "Susan McCrae Vander Voet".

Susan McCrae Vander Voet  
Executive Director



Canadian Congress for Learning Opportunities for Women

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## FUNDING REQUIREMENTS

1984-85

*Presented by*

THE CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN

*to*

CANADIAN FOUNDATIONS

*September 26, 1983*





Canadian Congress for Learning Opportunities for Women

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#### INTRODUCTION

The attached list reflects funding requirements for 1984 activities and projects over and above the core budget of the organization. Our core budget for this fiscal year ( 1983-84) is in the order of \$120,000; sufficient only, to fund an executive director, two other part time staff and minimal operational costs. With our present funding it is only possible to hold two board meetings a year, although more are needed.

The arrangements for the bulk of our core funding, through the Secretary of State Women's Program, will be renegotiated for 1984-85, but will not likely affect the funding requirements described in this listing of projects and activities.



Canadian Congress for Learning Opportunities for Women



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### Adult Basic Education

As a result of a Federal job creation grant, work is beginning in this area. No governmental jurisdiction in Canada has legislated responsibility in providing Adult Basic Education services. The extent of the need for Adult Basic Education for women, will be identified through an assessment of existing programs. Following this initial phase, consultative assistance will be given to women's educational networks in a number of provinces to develop Adult Basic Education.

The work on Adult Basic Education under the job creation grant will not be funded after May, 1984. Additional funding required:

Staff .....	\$ 27,300
Travel .....	5,000
Distribution of Reports & Materials .....	<u>3,000</u>
	<u>\$ 35,300</u>





### Policy Research

Policy research is an important activity for CCLOW. The organization is frequently requested to develop and present policy papers on a wide variety of topics related to our area of expertise: women's learning, education & training. Two recent examples are, the Commission of Inquiry on Equality in Employment and the Macdonald Commission. Existing funding levels have made it extremely difficult and many times impossible to respond to these requests. In order to develop a more systematic response in the future we require a qualified policy researcher.

Policy Researcher (1/2 time initially) .....	\$ 13,650
Printing Production of briefs .....	<u>4,000</u>
	<u>17,650</u>

INDUSTRIAL TRAINING - ONTARIO REGION

F/Y	Program	Total Trainees	M	F	CAT "A"		CAT "B"		CAT "C"		CAT "D"		Total Trainees under 25 yrs.		Total Trainees over 25 yrs.	
					M	F	M	F	M	F	M	F	M	F	M	F
82-83	G.I.T.	8,032	6,289	1,743	641	307	4,612	1,214	145	37	891	185	48.7%	42.8%	51.3%	57.2%
83-84	G.I.T.	12,200	10,120	2,080	992	389	7,501	1,402	107	75	1,519	215	46.3%	38.6%	53.7%	61.4%
82-83	C.T.S.T.	4,358	4,303	55	4	1	199	7	1	1	4,098	47	58.6%	22.0%	41.4%	78.0%
83-84	C.T.S.T.	5,163	4,868	295	49	1	1,228	147	1	1	3,589	147	55.0%	42.3%	45.0%	57.7%





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### Resource Centre

For a number of years, CCLOW has been collecting information on women's education, training & learning. We have been fortunate (under a Federal job creation program) to contract the services of a professional librarian to begin organizing materials already collected. We are presently developing an acquisitions policy to reflect the needs of the organization.

The resource centre will be available and of interest to people engaged in policy research, program design and development, conference organization, networking and advocacy in the area of women's learning, education and training.

In order to implement an acquisitions policy, maintain and operate the Resource Centre, CCLOW requires:

Staff (1/2 time initially) .....	\$ 13,650
Resource Materials .....	<u>10,000</u>
.....TOTAL YEARLY .....	<u>23,650</u>



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November 17, 1983

Natalie Laroche  
Project Officer  
COED  
55 St. Clair Avenue, East  
Toronto, Ontario  
M4T 1M2

Dear Natalie,

I am writing further to conversations we have had regarding the project manager position.

In the project manager position there are nineteen weeks remaining for a total of \$7,315 including benefits. We were unable to rent the necessary equipment for the Resource Centre for the initial period of the project, which will leave a balance of \$450 in that account. I am proposing to re distribute the \$7,765 in the following manner:

<u>Amount</u>	<u>Weeks</u>	
1,220.00	4	Extend the Clerk-Typist position for 4 weeks and raise the salary level to \$275 wk for the last 8 weeks of the contract.
1,025.00	3	Extend the Library Technician position for 3 weeks and raise the salary to \$300 wk for the last 8 weeks of contract.
1,250.00	3	Extend Librarian contract for 3 weeks and raise salary to \$375 wk for last 8 weeks.
1,600.00	4	Extend each Adult Educator position for 2 weeks and raise salary level to \$325 for last 8 weeks.
5,095.00		
510.00		Benefits
5,605.00		



**cclow**

Canadian Congress for Learning Opportunities for Women

**ccpew**

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Leaves 2,160.00.

Between left-over salary and equipment rental budgets there would remain \$2,160.00 which we wish to transfer to the transportation budget to enable the Adult Educators to travel to other parts of the country. The need for these funds is attached.

I trust this proposal for redistributing funds will meet with your approval.  
Please call for further information.

Sincerely,

Susan McCrae Vander Voet  
National Co-ordinator

SVV/kj



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### The Need for Travel Funds for the A.B.E. Project

The Adult Basic Education Project of CCLOW is national in scope yet the researchers do not have funds for travel to different parts of Canada in order to collect data on a national basis. Although strategies have been devised to help deal with this, they are not sufficient to provide us with the data we require. It is therefore imperative that we travel to those parts of Canada where we cannot get help to obtain the information required. This point has been unanimously endorsed by the members of our Advisory Committee who have stated that the final report and recommendations will be truly relevant to all of Canada if we are able to gather personal interview data on a national basis.

### The Need for Personal Interviews

No governmental jurisdiction in Canada accepts responsibility for A.B.E. There is only one Province which has any official policy on Adult Education, Quebec. Consequently, a wide variety of educational and social agencies are involved, many on an ad hoc basis, with the provision of A.B.E. programs. Given this lack of an Adult Education policy and guidelines, we are obliged to seek information about A.B.E. programs in each Province, not only from Provincial Ministries, but more especially, from the persons and agencies directly involved in designing and providing regional A.B.E. programs in that Province. These programs vary considerably according to the type of funder, location (rural, urban), audience (native, indigenous, immigrant etc.).

They frequently use learning materials gathered informally from time to time with the help of learners and community workers. Detailed information describing these types of programs is impossible to obtain using a mailed questionnaire to providers. As well, in order to be at all meaningful, interviews with learners to elicit information about the learning and related needs of women must be conducted in person, as many do not have the literacy skills required to answer a written questionnaire.

Where possible, we plan to make extensive use of CCLOW membership and friends in the different Provinces for conducting personal interviews with providers and students. However, in several areas of Canada which must be accessed, there are no human resources which we can call upon, particularly in Northern Manitoba, New Brunswick and Northern Saskatchewan.

The Advisory Committee of the A.B.E. project has strongly recommended that we do our utmost to obtain funds to fill this gap.





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# WOMEN'S EDUCATION DES FEMMES

CCLOW has been publishing W E D F for 1 year (5 issues) . W E D F has been enthusiastically received by a growing readership. We very much need to upgrade the production budget of the magazine and to publicize its existence to expand subscriptions. In order to do so, we require increased funding for production costs including typesetting, printing and a managing editor.

Editor (1/2 time) .....	\$ 13,650
Printing (additional) .....	3,500
Production & Typesetting .....	<u>8,000</u>
..... TOTAL YEARLY .....	<u>25,150</u>



Canadian Congress for Learning Opportunities for Women

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December 5, 1983

M E M O

TO : Sandra Lee Susut  
FROM: Liz Wood and Paula DeCoito  
RE : Adult Basic Education

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We are enclosing minutes of the three advisory committee meetings held to date for this project. The next meeting will take place in early January.

We also enclose a list of our committee members, and a brief outline of the background and objectives of the project.

We welcome any comments, suggestions or questions you may have.



## ADULT BASIC EDUCATION PROJECT: CCLOW 1983/84

### Background Information

No governmental jurisdiction in Canada has legislated responsibility for providing Adult Basic Education services. An estimated 26% of the adult population of Canada is functionally illiterate as defined by having achieved eight or fewer years of formal schooling. A variety of factors contribute to the fact that Adult Basic Education services are provided sporadically and vary tremendously in quality and format. In many areas they are not provided at all. Where services do exist, they are often inaccessible to the women who need them most.

Women who are most likely to require Adult Basic Education and who do not have access to it, are: those who work variable shifts or night shifts, those who do not have access to child care, those who live in remote communities, those on public assistance, those who have been displaced from clerical jobs due to technological developments in the work place, native women, and women whose native language is not English.

When services are provided, the content of the materials used is often irrelevant to women's experiences. It usually does not have confidence-building components and does not encourage them to view themselves in other than traditional female vocational realms. The need for appropriate materials for use with women and for different program models to meet women's needs and schedules has been identified by many educators across Canada.

### Objective of Adult Basic Education Project:

#### General:

To examine the provision of A.B.E. programs in Canada, to evaluate to what extent these programs are of relevance to the needs of women, and to make appropriate recommendations for ways in which A.B.E. programs can be of relevance to the needs of women.

#### Specific:

1. Identification of the needs of women who require A.B.E.
  - learning needs
  - learning -related needs
2. Description of A.B.E. programs in Canada:
  - curricula
  - program delivery models
3. Development of evaluation criteria, procedure and instruments which can be used to examine the extent to which A.B.E. programs in Canada are of relevance to the needs of women who require A.B.E.
4. Examination of the extent to which A.B.E. programs in Canada are of relevance to the needs of women who require A.B.E.
5. Provision of appropriate recommendations based on findings in 4 above.
6. Creation of a resource bank of A.B.E. materials, program information, etc.

Members of Advisory Committee on CCLOW's A.B.E. Project

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Ontario Ministry of Education  
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M4W 3G2  
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Marianne Williams  
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Toronto, Ontario  
M6J 1G1  
Telephone: 366-8993

\*Ex - officio



MINUTES OF A.B.E. ADVISORY COMMITTEE MEETING  
November 1, 1983

PRESENT: Liz Wood, Paula DiCoito, Gladys Watson, Maryann Williams, Dorothy Mackeracher, Grace Benson, Jenny Horseman, Ethel Anderson.

ABSENT: Elaine Gabor-Katz

Note: Time does not allow Elaine to attend Advisory Committee meetings. She has requested that Liz maintain contact and keep her informed of our proceeding and progress, and will provide help and input by phone.

1. Liz gave a brief historical background for the project and a summary of of the minutes of meeting on October 5, 1983.
2. Paula and Liz gave a progress report about issues raised at the first meeting. Two major questions (audience, focus) were referred to the CCLOW Board at their October meeting for advice. They suggested that the project audience should be provider oriented. The project will focus on providing an evaluation instrument for use by providers in order that they may measure whether the needs of women are being met by their programs.
3. Paula noted that she and Dorothy have not yet discussed the use of OISE students for the interview process and stated her intention to deal with this in the near future.
- 4a. Liz has done a substantial mail request for materials to nearly 500 members and non-members. She expects that many other non-members will be contacted across Canada, as the membership mail-out requested this help on a regional basis. Liz requested suggestions and contacts for obtaining materials.
- 4b. The "planned approach" to the project was discussed at length. The Advisory Committee disagreed with what the project staff perceived to be the implicit policy-goal and objectives being advocated by CCLOW in proposal of the A.B.E. project, and felt that an explicit definition of goals should be defined. A new definition for the project goal was then evolved: "To examine the provision of A.B.E. programs in Canada to evaluate to what extent these programs are of relevance to the needs of women, and to make appropriate recommendations for ways in which A.B.E. programs can be of relevance to the needs of women.

The subject of curriculum design generated several ideas: regional "how to create" workshops, a national conference, workshop/presentations at 1984 conference.

Delivery model discussion produced some word changes by the committee in the goal description to bring it into line with CCLOW's purpose,



and mandate (recommendations). A publication about delivery models (what they are, purpose, funding ideas, characteristics etc.) was suggested as an additional objective.

Resource Bank (directory) discussion centred on what materials should be kept. Generally it was felt that as much as possible should be retained and divided into materials recommended and not recommended for use (based on our developed evaluation instrument). All discarded materials should be fully documented.

The meeting adjourned at 2p.m. with agreement to meet at 9a.m. on Wednesday November 9, 1983, to complete examination of the project strategy.

MINUTES: MEETING OF A.B.E. PROJECT ADVISORY COMMITTEE, November 9, 1983

PRESENT AT MEETING: Paula DiCoito, Liz Wood, Ethel Anderson, Gladys Watson, Grace Benson, Dorothy Mackeracher, Jenny Horseman.

ABSENT: Marriann Williams (with regrets)

The meeting began at 9:15 a.m. Liz presented each of the members with a copy of the minutes of the previous meeting and asked for their comments and changes. The minutes were accepted as presented. The members were then asked to critically comment upon the revised research methodology of the A.B.E. project prepared by Liz and Paula. This revised version was based upon the discussions that occurred at the previous meeting between advisory members and staff of the A.B.E. project.

1. The advisory committee accepted the staff's revised definition of the project's objectives with one modification: Dorothy Mackeracher said that the staff's description of A.B.E. program delivery models should include a description of supplementary services to the respective A.B.E. programs.
2. The research objectives of the project as stated by staff were accepted with the modification mentioned by Dorothy (see 1 above).
3. Audience for Research Findings: This portion of research methodology was also accepted.
4. Background Information to be collected by Researchers: Advisory committee accepted staff's stated perception of the background information needed for the final report with the modification stated by Dorothy (see 1).
5. The Problem: Advisory committee agreed with staff that the problem with A.B.E. programs in Canada should be addressed within the final report from a feminist perspective.
6. Conceptual Framework to be employed in Research: Advisory committee accepted staff's statement of the research conceptual framework. Dorothy suggested that the concept of basic needs should also be included in this framework. These needs, she said are different from learning and learning-related needs of women who require A.B.E. A basic needs category was added.
7. Research questions
  - a) While the questions were in principle accepted by the advisory committee, many questions were raised and modifications made.
    - There should be a question about the basic needs of women who require A.B.E.



- b) - The members were concerned about the formality of such concepts as curricula, curricula materials, program delivery models.
- c) Curricula: They said that some providers may be intimidated by such formal concepts, because many of them do not use a set curriculum on a prescribed set of materials.
- Questions about curricula, and curricula materials may lead some providers to infer that they should have a documented pre-set curriculum and a list of curriculum materials. Some of these providers may, to save face, concoct a curricula and list of curricula materials. Dorothy pointed out that a less threatening way of getting information about curricula is to ask a simple question such as: what do you teach in your A.B.E. program? Jenny suggested that another way of getting information about the curricula being used by providers was to ask them: what's your version of your students at the end of the program? Another view on the concept of curriculum was that to simplify the latter, just call it program content. The point was also made that the researchers should define curricula in such a way that the "non-set" ones can be included in this definition.

d) Curriculum Materials

It was suggested that the researchers avoid use of formal terms such as curricula materials in questionnaires and interviews. Instead, they should simplify the concept and ask providers: what do you use in your program? or what materials do you use in your program? Another question relating to curricula material could be. What guidelines do you use when you are looking for program materials? Three categories were suggested for organizing curricula materials

- a) Formal
- b) Student-created/provided
- c) Teacher-created/provided

e) Instruction Approach

Information about this aspect of A.B.E. programs could be obtained through such questions as: What do you teach? What is your philosophy of A.B.E.? Ethel pointed out that providers should be given time to think about their philosophy re A.B.E.: i.e. a few days before interview. Dorothy suggested that a simplified form of what is your philosophy concerning A.B.E. is: What are your personal views of A.B.E.?

The committee also suggested that researchers ask the providers: How does the setting/institution in which you are teaching help or hinder you in realizing your views of A.B.E.? Also, how do your students relate to your personal views of A.B.E.? It was also argued that researchers should ask specific questions concerning the philosophy of A.B.E. providers, e.g. questions regarding the rights of learners, the responsibility of providers, the role of learners.

f) Evaluation Component of A.B.E. Programs

at least

This should include questions about four types of evaluation:  
 Evaluation of A.B.E. programs by funders.  
 Internal Evaluation of program by providers.



Internal Evaluation of providers by themselves.  
 Assessment of students by teachers.  
 Students Evaluation of themselves.

g) Sample.

The advisory committee emphasized that the data collected by the researchers should come from the national field and not simply from Ontario. Liz informed the members that the A.B.E. project had no travel budget. The members then strongly recommended that research staff do their utmost to get a travel budget, or else they might risk producing a report that is unacceptable to the national community of A.B.E. providers. They urged researchers to consider travel when they can't use the CLOW membership to conduct interviews in other provinces. The members then went on to suggest a number of places in Canada where research staff should conduct interviews.

Ontario

Cornwall : Board of Education based program. Dorothy will provide researchers with more information very soon.

Perth :  
 Ottawa Hull :  
 Manitoulin Island: *Westbury*  
 Hawksbury : Alpha Action

Alberta

Saskatchewan :

Manitoba

Grimley :  
 Frontier College :  
 Thompson :  
 Winnipeg :  
 Native population: Rural/Urban

New Brunswick

Newcastle :  
 Looked in other places.

Nova Scotia

Halifax : A.B.E. program set up in library system.  
 Contact : Joan Brown-Hicks.

The Committee agreed to meet again in early January. Meeting adjourned 11:05 a.m.

## ADULT BASIC EDUCATION FOR WOMEN

### Background from the Proposal

No governmental jurisdiction in Canada has legislated responsibility for providing Adult Basic Education services. An estimated 26% of the adult population of Canada is functionally illiterate as defined by having achieved eight or fewer years of formal schooling.\* A variety of factors contribute to the fact that Adult Basic Education services are provided sporadically and vary tremendously in quality and format. In many areas they are not provided at all. Where services do exist, they are often inaccessible to the women who need them most.

Women who are most likely to require Adult Basic Education and who do not have access to it, are: those who work variable shifts or night shifts, those who do not have access to child care, those who live in remote communities, those on public assistance, those who have been displaced from clerical jobs due to technological developments in the work place, native women, and women whose native language is not English.

When services are provided, the content of the materials used is often irrelevant to women's experiences. It usually does not have confidence-building components and does not encourage them to view themselves in other than traditional female vocational realms. The need for appropriate materials for use with women and for different program models to meet women's needs and schedules, has been identified by many educators across Canada.

As a part of the Resource Centre activities, materials on Adult Basic Education will be collected. The materials will be primarily those related to theory on providing such programs, existing curricula and program designs. These materials will be assessed with a view to their relevance, or lack of to women. Existing women's programming will also be examined.

Liz Wood and Paula De Coito, the two education evaluators have held three discussion meetings to begin to define the focus and process for the work.



An advisory committee has been established. This committee met on October 5th. Its next meeting is November 1.

Members: Gladys Watson - World Literacy Canada  
 Dorothy MacKeracher - OISE  
 Elaine Gaber Katz - East End Literacy  
 Jenny Horsemán - OISE, Participatory Research Group  
 Ethel Anderson - Ministry of Education, OISE  
 Grace ? - OISE

First Phase of the Project (Data Collection and Development of Criteria to be used in Evaluation) will focus on:

- a) Collection of existing materials employed in Adult Basic Education programs for women in Canada; and alternative materials from and outside of Canada.
- b) Interviews with women in Adult Basic Education from whom a feminist perspective is regarded as important in order to identify the needs of women and the ways in which these needs should be met.
- c) The results of this process will form the basis for identifying criteria to be used in the evaluation of the curriculum materials and program delivery models in Adult Basic Education programs for women in Canada.

At this meeting the following (tentative) sequence of tasks was developed:

1. Articulation of theoretical framework, focus and purpose of the project.
2. Collection of print materials on Adult Basic Education programs:
  - theory, program designs and models, curricula in Canada and other countries.
  - innovative programs in other countries
3. Interviewing of :
  - women in programs
  - service providers
4. Development of criteria for assessment of curriculum materials and program delivery models.



For information gathering, excellent input has been received from the committee, and we will count on the co-operation of CCLOW membership for resource leads.

For interviewing, we will develop questionnaires here in Ontario. For other provinces, we will try recruiting OISE students, who intend to visit their areas during the holiday seasons. Paula, Dorothy and Diana Ironside are meeting to discuss a method of providing academic incentives for these students.

A letter asking for identification of resource materials is being written and there will be an extensive mailing the week following the Board meeting.

Concerns Raised by Advisory Committee:

A major concern which has been raised is the question of who the primary audience of the evaluation will be - learners or providers.

As this project is national in scope, solutions to the lack of a travel budget should be sought.

In view of the time factor, and the many areas this project could encompass, we feel that a more specific focus for the project should be established.

The Board's Input Would Be Appreciated on the Following:

1. Specific focus of project
2. who is the primary audience?
3. identifying people who could do interviews in each province/territory;
4. identifying Adult Basic Education programs and materials in each province/territory.



CCLOW- Meeting at OISE  
December 15, 1983

## RE CONFERENCE

Present: Susan Van der Voet, Diana Ironside, Lisa Avedon, V. Batke

Objective; identify and define the function of the Planning Committee for the August 1984 conference; to decide who did what; establish job descriptions for the workers engaged in the development of the conference. Finally, to clarify what has happened up to now, and to prepare a time flow chart.

Lisa outlined the part OISE will play. The will send out registration material, will print up materials, complete the registrations, collect fees for housing and arrange for accommodation at St. Hilda's or at the Park Plaza. 15% of ~~registration fee~~ covers the cost of OISE's office time. In addition, the OISE Auditorium can be booked at \$100 per evening. Any equipment rented will incur an extra charge.

A deadline of the end of July for space and office time facility is set by OISE, but it was felt it would be wise to settle earlier in June. OISE will need labels (preferably sticky) from CCLOW for mailings.

The conference should be on the second floor of the building.

Accomplished to date: Letters have been sent to Foundations asking for funding consideration. Two have been returned with an expression of interest; Canadian Imperial Bank and Metropolitan Life.

To the question, "Do we have a program committee", Lisa listed the names of a number of people, not all of whom however have been formally asked to serve, nor has Board representation been established. It was felt that the members of the committee should be clarified, and tasks assigned or chosen by the members.

Themes of the conference were discussed. Hereagain, it was felt that these should be further discussed and clarified and recorded, and that for each theme there should be a 3 sentence rational for the theme from each individual who would serve as coordinator for that theme. The key theme, a holistic approach to women's learning should also have running through all its phases the subtheme of How do we impact on the institutions that affect us and how do we overcome their negative impacts. Object, make institutions more sensitive to women's need

A preliminary proposal should be made to the Secretary of State to seek funding should be in their hands by Friday, December 23, and will have to be sent by courier to meet that time. Lisa will prepare the proposal immediately.

Questions listed on the board by Susan:

1. What has happened to date
2. What needs to happen
3. Time flow chart with tasks and deadlines (Susan will prepare ~~this~~ and then ~~confirm them~~)
4. Who will be responsible for what
5. How do we establish #4
6. Staff for Conference
7. Conference proposal - who, when
8. Coed proporsal \*
9. Public Ed for proposal (Secy of State)

\* Susan - use leftover salary person for co-ordinator - someone with good



organizational skills, record keeping. Decision must be made in January. Susan will do the negotiating with Natalie.

Diane Ironside made the point that the objectives of the conference and the strategies to achieve a tight and meaningful conference must be separated.

Decision as made to meet on Thursday, January 5 at 4:15 pm. in Rm 701 of OISE.

V. Batka

1. What has happened?
  2. What needs to be done?
  3. Time frame?
  4. Who will be responsible?
  5. How are we doing?
  6. Staff for conference?
  7. Conference proposal?
  8. Good proposal?
  9. Publicity for proposal?
- Susan - not involved





Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

Conference: August, 1984

The Learning Connection: Women's Learning in Theory & Practice.

CCLOW is planning a major national conference on women's learning. An estimated 500 participants will attend. The conference will focus on recent developments in the theory and understanding of women's learning processes and on innovations in educational programming for women.

CONFERENCE BUDGET

Conference Co-ordinator and Support Staff .....	\$ 16,800
Operational Costs .....	14,500
Translation .....	18,000
Travel Subsidies .....	20,000
Proceedings .....	13,000
	<u>82,300</u>

POTENTIAL INCOME FROM GOVERNMENT SOURCES

Translation .....	\$ 7,200
Proceedings .....	4,000
Travel .....	3,000
Operations & Staff .....	13,000
	<u>27,200</u>
Conference Registration Income .....	30,000
	<u>57,200</u>

Balance Required ..... \$ 25,100



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

### Travel

As our organization has grown, both in size and profile, so has the need for travel. Representation from CCLOW is being requested increasingly by government departments, task forces and committees.

Important opportunities to consult and participate in the policy process at the Federal level are being lost due to lack of travel funds.

It has also become impossible to travel to our own provincial networks to assist them in their development. An important goal of our organization, that of linking women educators from all parts of the country, is becoming difficult to implement because of diminished travel funds.

Presidents travel (additional) .....	\$ 3,000
Executive Directors Travel .....	3,000
Consultations .....	<u>6,000</u>
	<u>\$12,000</u>

### Equipment

None of CCLOW's current funding grants allows for capital expenditures for equipment purchases. Funding is needed to purchase the following equipment:

Resource Centre equipment following present lease ....	\$ 1,000
Word Processing equipment .....	<u>4,500</u>
	<u>5,500</u>





Canadian Congress for Learning Opportunities for Women

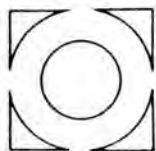


congrès canadien pour la promotion des études chez la femme

### Summary of Funding Requirements

Adult Basic Education .....	\$ 35,300
Policy Research .....	17,650
Resource Centre .....	23,650
WOMEN'S EDUCATION DES FEMMES .....	25,150
The Learning Connection - Conference .....	25,100
Travel .....	12,000
Equipment .....	5,500
	<u>144,350</u>

RECEIVED SEP 21 1983



Conseil  
consultatif canadien  
de la situation de la femme

Canadian  
Advisory Council  
on the Status of Women

September 16, 1983

Ms Leiba Aronoff, President  
Canadian Congress on Learning  
Opportunities for Women  
692 Coxwell Avenue  
Toronto, Ontario  
M4L 3B6

Dear Ms Rogers:

On behalf of the Canadian Advisory Council on the Status of Women, it is a pleasure for me to invite you to another meeting in the series we have been holding over the past two years with National Women's groups across Canada. In the interest of fiscal restraint, we are cooperating with the Coordinator's office, Status of Women and the Women's Programme, Secretary of State to hold a three and a half day meeting together, with each of us taking a specific segment of the time available. You will be receiving a letter of invitation from the other cosponsors as well.

The meeting will be held at the National Archives Building, Wellington Street, Ottawa from Sunday, October 28th to Wednesday, November 2nd. The consultation with the Advisory Council will be held Tuesday, November 1st from noon to 5 p.m. and Wednesday, November 2nd from 9 a.m. to noon.

During our consultation, the Council will have as our keynote speaker, the Honorable Monique Bégin, Minister of Health and Welfare along with Michelle Harding, President of the Ontario Health Coalition, Dr. Debby Copes, a family physician and a representative of the Canadian Nurses Association to discuss the Health Care Act. Time will be allowed for questions and discussion after each speaker. We will also have a panel composed of Beth Symes, Anne Bayefsky and Jennifer Stoddart to discuss the Charter of Rights. A detailed agenda will be sent and will include any other pertinent documentation, travel and accommodation arrangements. An information kit of the Health Care Act has already been forwarded to many groups recently. We hope that you will read all the documentation carefully and bring it with you to the meeting.

If you have any resolutions for discussion at our meeting, please send them to me at the Council office by October 7th to allow for translation and photocopying. I am looking forward to this meeting and the opportunity of talking with you about these important issues.

... / 2





Government  
of Canada

Gouvernement  
du Canada

September 16, 1983

Ms Leiba Aronoff, President  
Canadian Congress on Learning  
Opportunities for Women  
692 Coxwell Avenue  
Toronto, Ontario  
M4L 3B6

Dear Ms Aronoff:

We are pleased to invite you, as head of the Canadian Congress on Learning Opportunities for Women, to participate in the federal consultations with national women's groups.

In order to keep costs down, arrangements for the consultations are being carried out jointly by the Women's Programme, Secretary of State, Status of Women Canada and the Canadian Advisory Council on the Status of Women. You will receive a letter inviting you to the Advisory Council's consultations under separate cover.

The consultations will begin at 2:00 p.m. on Sunday the 30th of October and conclude on Wednesday, the 2nd of November, 1983. They will be held in Room 156 on the ground floor of the headquarters of the National Library and Public Archives of Canada located at 395 Wellington Street in Ottawa.

A copy of the overall schedule for all parts of the consultation is enclosed. Each of the organizations involved will be conducting approximately 6 hours of information-sharing and/or consultations. The documentation and annotated agenda for each part of the schedule will be sent to you by the relevant organization at a later date.

You will be contacted by phone in order to ascertain your attendance and to make the arrangements for travel and accommodation, where necessary. These arrangements will be confirmed by letter. You will appreciate that we can only undertake to provide these services for one representative from each organization.

We welcome this opportunity to hear the views of your organization and look forward to meeting you during the course of the consultations.

Yours sincerely,

Serge Joyal  
Secretary of State

Judy Erola  
Minister Responsible for the  
Status of Women

Canada

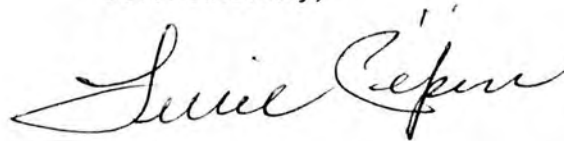
- 2 -

While we would prefer that you, as President, attend this meeting we would be happy to welcome an alternate delegate designated by you.

You will be contacted shortly by telephone regarding travel and accommodation arrangements.

Looking forward to our meeting.

Yours sincerely,

A handwritten signature in cursive script, reading "Lucie Pépin". The signature is written in dark ink and is positioned above the printed name and title.

Lucie Pépin  
President

RECEIVED SEP 21 1983



## FEDERAL CONSULTATIONS WITH WOMEN'S GROUPS

### SCHEDULE

#### **Sunday 30 October 1983: WOMEN'S PROGRAMME**

- \*2:00 - 4:00 Meeting with the Secretary of State to discuss funding methods and levels; grant application processing; the role of the Women's Programme.

#### **Monday 31 October 1983: STATUS OF WOMEN CANADA**

- 8:15 - 9:30 Registration, Opening Session
- 9:30 - 10:45 UN Process in relation to women's issues
- Coffee
- 11:00 - 12:30 Canada's Role in the UN Status of Women System
- Lunch
- 1:30 - 2:30 Working Session 1: Women in Public Life
- 2:30 - 3:30 Working Session 2: Women as Persons
- Coffee
- 4:00 - 5:30 Working Session 3: Women and Economic Independence

#### **Tuesday 1 November 1983: NORTH-SOUTH INSTITUTE**

- 9:00 - 10:00 The Special Role of Women's Organizations on Disarmament and Development, by Inge Thorsson followed by discussion.
- Coffee
- 10:15 - 11:00 Presentation on the North-South Institute's report on Women and International Development Co-operation.
- 11:00 - 12:00 Panel discussion of issues arising from the previous two presentations.

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\* Applicable to those groups currently being supported by the Department of the Secretary of State

**Tuesday 1 November 1983: CANADIAN ADVISORY COUNCIL ON THE STATUS OF WOMEN**

12:00 - 5:00      The Canada Health Act, keynote speech by the Honourable Monique Bégin followed by speeches by Michelle Harding - President, Ontario Health Coalition; Dr. Debbie Copes - family physician; Ginette Rogers - Executive Director, Canadian Nurses Association. Discussion will follow.

8:00 p.m.      Persons Awards, Government House

**Wednesday 2 November 1983: CANADIAN ADVISORY COUNCIL ON THE STATUS OF WOMEN**

9:00 - 12:30      Seminar on the Canadian Charter of Rights and Freedoms with lawyers: Ann Bayefsky - Overview; Beth Symes - Property Rights; Jennifer Stoddart - Legal Defence Fund. Discussion will follow.

Lunch

**Wednesday 2 November 1983: WOMEN'S PROGRAMME**

\*2:00 - 4:00      Workshop on Procedures relating to Requests for Funds

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\* Applicable to those groups currently being supported by the Department of the Secretary of State





Employment and  
Immigration Canada

Emploi et  
Immigration Canada

Your file

Votre référence

Our file

Notre référence

Ottawa/Hull  
K1A 0J9

August 23, 1983

Canadian Congress for Learning  
Opportunities for Women  
692 Coxwell Avenue  
Toronto, Ontario  
M4C 3B6  
Attention: Susan Vander Voet

RECEIVED AUG 29 1983

*Susan*  
Dear Ms. Vander Voet:

To assist in the colloquia that are planned in connection with our Task Force Report we have decided to publish a collection of abstracts of the background papers submitted to the Task Force. The purpose of this companion volume is not to present summaries which can replace a thorough reading of the papers but rather to direct the reader to those papers most relevant to his/her particular concerns.

The abstracts have been written by Jill Moxley, an experienced technical editor, who prepared a similar volume for the Dodge Task Force on Labour Market Development. The abstracts have a standard format including purpose, scope, methodology and a brief summary of any conclusions or recommendations. They are currently a maximum of one page in length and we would like to maintain this if possible.

The abstract of your report is enclosed for your approval. Please assist us by returning it or by calling 819-997-7308 before September 15, 1983. Because of our tight schedule for this publication only those comments received by this date can be incorporated into the final text.

.../2

As indicated in an earlier letter, the Background papers will be printed and made generally available. A technical quality control procedure has been implemented to correct any typographical errors that may still exist in some of the papers. If there are any minor corrections to be made to your paper please advise us according to the above schedule. The contact person in my office is Ginette de Repentigny.

I very much appreciate your cooperation in this matter, and thank you again for all of your involvement with the Skill Development Leave Task Force.

Cordially,



Lynn E. Wilkinson  
Director  
Skill Development Leave  
Task Force

encl.

*Did you like Mr. Axworthy's choice of membership to represent women's interests in the National Advisory Panel?*



No. 8

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

Jane Adams

Canadian Congress for Learning Opportunities for Women

This report has a three-fold 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.



THE  
UNIVERSITY  
OF CALGARY

# INTER-OFFICE

TO: JOAN VAN HOUSEN, DIRECTOR  
STUDENT AWARDS AND FINANCIAL AID

FROM: JULIE KEARNS - ADULT STUDENT ADVISOR  
STUDENT SERVICES

DATE: SEPT. 7, 1983

Re: Student Finance Board's Course Load  
Requirements for Students Receiving  
Maintenance Grants

It has come to my attention that the Student Finance Board has changed its course load requirements for students receiving Maintenance Grants. The new regulations specify that students receiving a Maintenance Grant must carry a full course load of five courses per semester and they are not to attend Spring/Summer sessions unless they can prove it will shorten the overall length of their program.

I am writing to protest this new regulation and Joan, I hope you will pass my concerns onto the Student Finance Board.

It is my understanding that the maintenance grant is made available to students who because of special circumstances cannot be considered to have normal prospects of completing their education without assistance in addition to that provided under other programs. The students considered for these grants include special need groups, such as single parents and disabled students.

The requirement for these students to carry five courses per semester will place extreme pressures on the students, and will likely affect the quality of their educational experience and family life.

The general guidelines for the number of hours a student must spend in study time for each course taken are as follows. Each course involves three hours of lectures per week and at least one hour in tutorials or three hours in labs. For each hour of class time, a student should spend two hours in preparation, review and study. Therefore, each course taken, a university student must spend a minimum of 12 hours per week. A full course load of five courses will therefore require a minimum of 60 hours per week.



Adult students come to new learning situations with unique needs; lack of confidence, fear of failure, multiple commitments, poor study skills and muted aspirations (a tendency to underestimate abilities). Adult learning theory also tells us that adults learn best when they can set their own pace; adults take more time at learning tasks although their effectiveness as learners is not reduced; and adults do not learn when experiencing extreme stress or anxiety (time constraints are identified as being very stressful). In short, anxiety is the overriding characteristic of adult learners.

I have attached a copy of summaries of studies on the hours spent per week on housework and childcare in addition to paid employment. The amount of time married women spend on these tasks in addition to paid employment range from 25 hours to 35 hours per week. For single parents it can be assumed that the time required for childcare and housework is even greater.

The Student Finance Board's regulation will impose on these disadvantaged students a work week from 85 to 95 hours. This will leave these students with 73 to 83 hours per week to sleep, eat travel and relax!

Obviously, there are individual differences in the students learning styles and coping skills, and I argue that it is unreasonable to enforce this regulation universally, without recognition of individual differences. I have met with eight students recently who will be receiving maintenance grants, and while some of these single parents have one child others have 3 or 4 children. In one case, the student has 3 children, a farm to operate and 2 of commuting daily!

Further to these arguments, I believe it is valid to assume that the majority of single parents are women. Re-entry women have special needs - confidence building, developing life skills and learning skills, and reorganization of their domestic sphere to accommodate new planned responsibilities. The full course regulation will prohibit the development of the re-entry women's skills and very possibly place such obstacles in her path, that she will not be able to continue her education.

I hope this letter will encourage the Student Finance Board to reconsider its position on this regulation and if there is anything else I can do to further the argument against it, please let me know.

Sincerely,

*Julie Kearns*

Julie Kearns  
Student Services Officer

cc Dr. W.A.S. Smith

Mr. Theron A. Craig  
Canadian Congress for Learning Opportunities  
for Women ✓



Figure 1

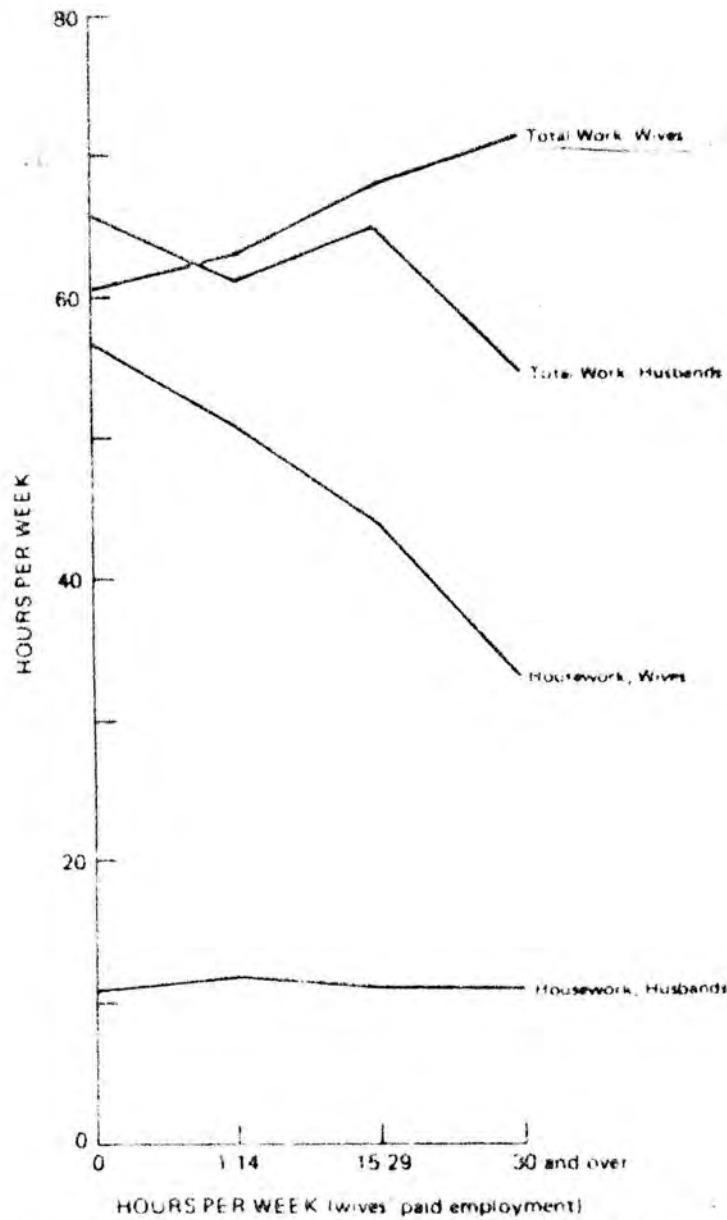
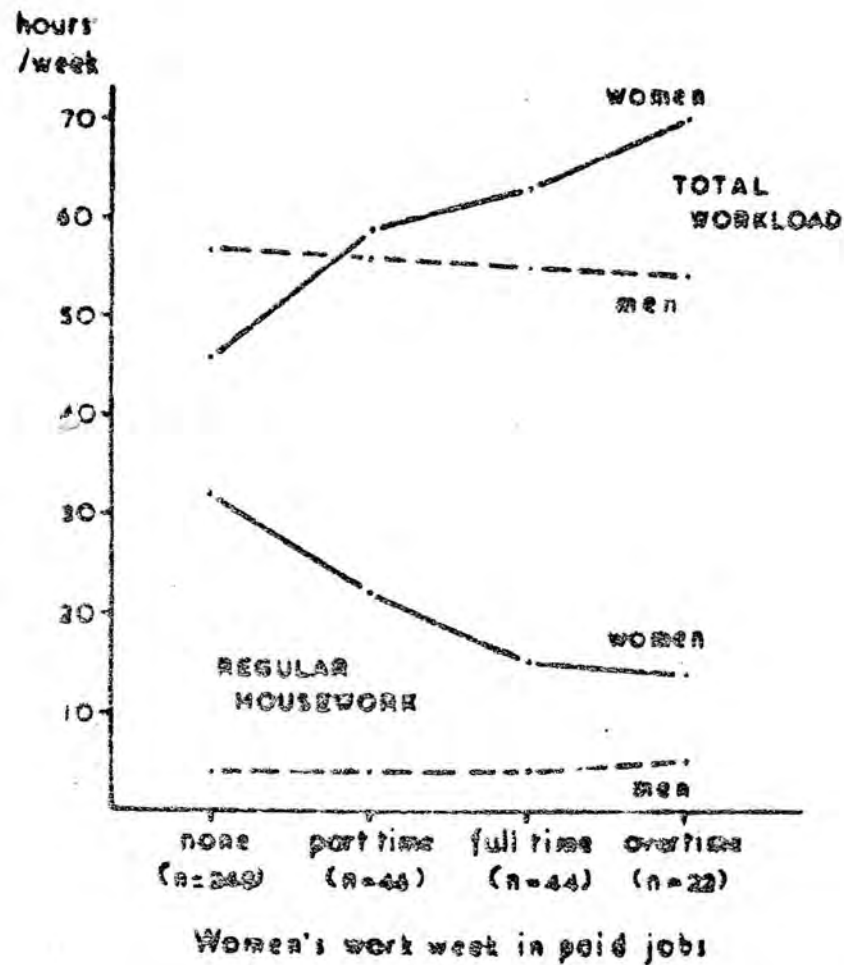


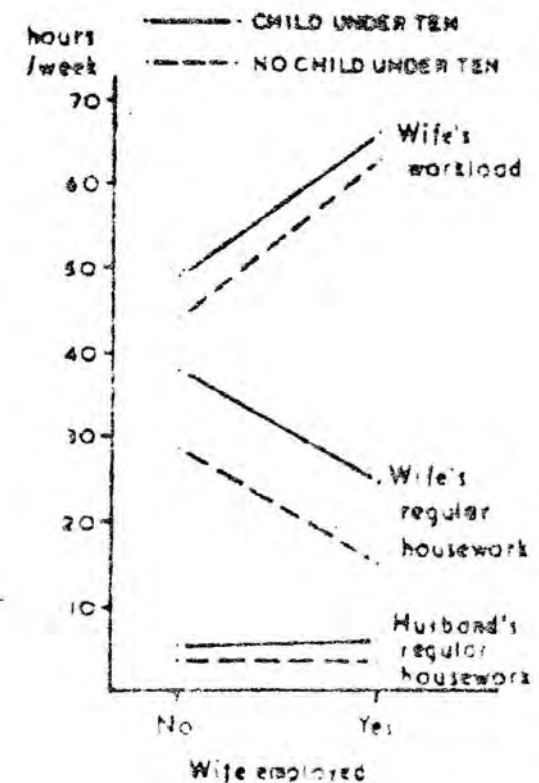
FIG. 1—Time spent on housework and total work by wives and husbands in 1966, Syracuse, New York, families (1967-68) by wives' hours of employment. Based on data from Kathryn E. Walker and Margaret E. Woods, *Time Use: A Measure of Household Production of Family Goods and Services* (Washington, D.C.: American Home Economics Association, 1976), p. 45, and Kathryn E. Walker, "Time-Use Patterns for Household Work Related to Homemakers' Employment" (paper presented at the 1970 National Agricultural Outlook Conference, Washington, D.C., February 18, 1970), p. 5.

Figure 2



Wives' hours of paid work, and husbands' and wives' total workload and regular housework.

Figure 3



Change and stability in wives' work week and husbands' housework.

From: Meissner, M., Humphreys, E.W., Meis, S.M., & Scheu, W.J. No exit for wives: Sexual division of labour and the cumulation of household demands. Canadian Review of Sociology and Anthropology, 1975, 12, 424-439. Data collected from married couples in Vancouver, 1971.



Table 1

Mean Hours per Week Spent by Married/Cohabiting CPA Members and Graduate Students,  
and by their Partners on Household Tasks

	Female Respondents	Male Respondents	Spouses/Partners of	
			Female Respondents	Male Respondents
<u>CPA members</u>				
Child care	17.6	9.4	7.6	18.2
Cooking	8.3	2.8	2.8	10.2
Cleaning/maintenance	6.2	4.1	3.5	7.5
Shopping	<u>2.7</u>	<u>2.1</u>	<u>1.9</u>	<u>3.5</u>
	34.8	18.4		
Total of above, plus entertaining, hobbies, volunteer work, gardening:				
	45.9	31.6	30.5	54.0
<u>Graduate students</u>				
Cooking	7.3	4.2	2.5	8.1
Cleaning/maintenance	5.6	4.6	4.5	7.3
Shopping	<u>2.2</u>	<u>2.1</u>	<u>1.4</u>	<u>3.0</u>
	15.1	10.9		
Total of above, plus entertainment, hobbies:				
	34.9	25.6	26.6	41.7

From: Williams, T.M., Zabrack, M.L., & Harrison, L.F. Some Factors Affecting  
Women's Participation in Psychology in Canada. Canadian Psychology,  
1980, 21, 97-108.

Data collected from member of the Canadian Psychological Association and  
graduate students in Canadian Psychology departments, Fall 1975.



Canadian Congress for Learning Opportunities for Women

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congrès canadien pour la promotion des études chez la femme

August 22, 1983

Dear Board Member:

We are sending enclosed photocopies of the Commission of Inquiry on Equality in Employment (2 sets) for your information.

Commission of Inquiry on  
Equality in Employment

Judge Rosalie S. Abella  
Commissioner



RECEIVED AUG 08 1983  
La Commission d'enquête sur  
l'égalité en matière d'emploi

Mme le juge Rosalie S. Abella  
Commissaire

August 5, 1983

As the enclosed Terms of Reference indicate, the purpose of the Commission on Equality in Employment is to:

"...inquire into the most efficient, effective and equitable means of promoting employment opportunities, eliminating systemic discrimination and assisting all individuals to compete for employment opportunities on an equal basis..."

The four target groups are women, native people, disabled persons and visible minorities.

One of the most important ways in which this Commission can learn about the issues is by getting the views of affected persons or organizations. Because the six-month term of the Commission does not permit the holding of extensive public hearings, we hope to get the benefit of your opinions by written submissions. These submissions need not be in any formal style or format and can be as brief or lengthy as you wish. We would request, however, given the time constraints, that your submission be in our office by September 30, 1983.

In addition to the issues discussed in the Terms of Reference, we would be interested in your opinions on whichever of the following matters are of particular interest or relevance to you:

1. The relative merits of voluntary versus mandatory programmes for implementing equality measures, including the costs and/or benefits of each option.



2. The advantages or disadvantages of various kinds of mandatory programmes, including:
  1. A reporting requirement
  2. Legislation or other sanctions
  3. The imposition of goals and timetables
  4. Contract compliance
  5. Any combination of these options.
3. The determination of appropriate goals and timetables in each target group.
4. The use of tax or other economic incentives to encourage the implementation of equality measures.
5. Appropriate monitoring and/or enforcement mechanisms for either a voluntary or mandatory programme.
6. The proper collection, use and analysis of relevant statistical information/data on employees.
7. The desirability of having flexible work patterns, not only as to the hours of work (part-time, condensed or enlarged work days or weeks), but also as to worksharing, shift options and the possibilities of leave provisions.
8. The importance of training and development programmes, and the issue of determining eligibility, duration, effectiveness and responsibility for these programmes.
9. Problems in recruiting, hiring and promoting employees, including qualification requirements, selection techniques and the availability of qualified candidates.
10. Resolving problems of arbitrary differences in income, pensions and other benefits, and their relationship to factors such as job selection, classification and segregation.
11. The desirability of child care benefits, including parental and maternity leave provisions and child care facilities, and the determination of whether this is a corporate, governmental, or joint responsibility.
12. The possible conflict (whether the corporation is wholly or partially unionized) between established principles of seniority, lay-off and termination, and possible measures for implementing equality such as numerical goals.

13. Your experience with or opinions about the impact of existing government legislation, programmes or initiatives whose purpose is to eliminate or minimize barriers to equality in employment.
14. The impact of technology on the options available for facilitating equality in employment.
15. The impact of a restrictive economic climate on the range and feasibility of options available.
16. Any other perceived or actual barriers to equality in employment, including educational options, cultural and social expectations, historical disadvantages, physical, geographic or logistic obstacles and attitudinal impediments.

This list is by no means exhaustive. It is intended rather to assist you by giving you some idea of the kinds of issues the Commission will be examining. I am aware that the approach and emphasis will necessarily differ with each target group and that the remedies proposed will have to reflect these differences. As well, concerns and experiences of both management and labour, which may or may not coincide, will have to be addressed. To ensure that all these perspectives are properly considered, we would like to hear from as many people and associations as possible.

If you have any further questions, please do not hesitate to contact Lori Brown, Submissions Coordinator, at the Commission office at your convenience.

Yours very truly,

A handwritten signature in black ink, appearing to read 'R. Abella', written in a cursive style.

Judge Rosalie S. Abella

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**Commission of  
Inquiry on  
Equality in  
Employment**

**La Commission  
d'enquête sur  
l'égalité en  
matière d'emploi**

**Terms of Reference**

**Mandat**



The Committee of the Privy Council, having had before it a report of the Minister of Employment and Immigration submitting that:

Whereas the Government of Canada is dedicated to the principle of equality in the world of work and, in pursuance, inter alia, of this principle, Parliament enacted the **Canadian Human Rights Act** in 1977;

Whereas demographic trends indicate that women will constitute the majority of new entrants into the Canadian labour force in the 1980s, and it is therefore imperative from an economic point of view to ensure that women are employed to the full extent of their productive potential and from a social point of view to ensure that women receive an equitable share of the benefits of productive work;

Whereas analysis contained in reports of the Special Parliamentary Committee on the Disabled and the Handicapped, the Parliamentary Task Force Committee on Employment Opportunities for the '80s and the Labour Market Development Task Force established by the Minister of Employment and Immigration indicate the need for further government action to encourage, in all sectors of economic activity, the hiring, training and promotion of women, native people, disabled persons, and visible minorities;

Whereas the measures taken by Canadian employers to increase the employability and productivity of women, native people, disabled persons and visible minorities have as yet not resulted in nearly enough change in the employment practices which have the unintended effect of screening a dispropor-

Le Comité du Conseil privé ayant été saisi d'un rapport du ministre de l'Emploi et de l'Immigration qui énonce que:

Attendu que le Gouvernement du Canada souscrit au principe de l'égalité au travail et que, en vertu notamment de ce principe, le Parlement a promulgué en 1977 la **Loi canadienne sur les droits de la personne**;

Attendu que les tendances démographiques laissent prévoir que les femmes constitueront la majorité des nouveaux arrivants sur le marché du travail canadien dans les années 1980 et qu'il est par conséquent impératif, du point de vue économique, de faire en sorte que les femmes puissent mettre à contribution, dans une pleine mesure, leur potentiel productif et, du point de vue social, de veiller à ce que les femmes retirent une part équitable des bénéfices du travail productif;

Attendu que les analyses contenues dans les rapports du Comité parlementaire spécial concernant les invalides et les handicapés, du Groupe de travail parlementaire sur les perspectives d'emploi pour les années 80 et du Groupe d'étude sur les perspectives du marché du travail créé par le ministre de l'Emploi et de l'Immigration font ressortir la nécessité de mettre en oeuvre d'autres programmes gouvernementaux visant à favoriser, dans tous les secteurs d'activité économique, l'emploi, la formation et l'avancement des femmes, des autochtones, des personnes handicapées et des minorités visibles;

Attendu que les mesures prises par les employeurs canadiens pour accroître l'embauche et la productivité des femmes, des autochtones, des personnes handicapées et des minorités visibles n'ont pas encore entraîné de changements sensibles dans les méthodes d'emploi qui ont pour effet invo-



tionate number of those persons out of opportunities for hiring and promotion;

And Whereas the Government of Canada recognizes that it has an obligation to provide leadership in ensuring the equitable and rational management of human resources within its organizations;

it is desirable that an inquiry be made into the opportunities for employment of women, native people, disabled persons and visible minorities in certain crown corporations and corporations wholly owned by the Government of Canada.

The Committee, therefore, on the recommendation of the Minister of Employment and Immigration advises that, pursuant to Part I of the Inquiries Act, a Commission be issued appointing Judge Rosalie S. Abella of the Ontario Provincial Court (Family Division) a Commissioner to inquire into the most efficient, effective and equitable means of promoting employment opportunities, eliminating systemic discrimination and assisting all individuals to compete for employment opportunities on an equal basis by:

a) examining the employment practices of Petro-Canada, Air Canada, Canadian National Railway Company, Canada Mortgage and Housing Corporation, Canada Post Corporation, Canadian Broadcasting Corporation, Atomic Energy of Canada Limited, Export Development Corporation, Teleglobe of Canada Limited, DeHavilland Aircraft of Canada Limited, and the Federal Business Development Bank; and

b) inquiring into means to respond to deficiencies in employment practices, including without limiting the generality of the foregoing means, such as an enhanced voluntary

lontaire d'écarter un nombre démesuré de ces personnes des possibilités d'embauche et d'avancement;

Et attendu que le Gouvernement du Canada reconnaît qu'il lui incombe au premier chef d'assurer la gestion équitable et rationnelle des ressources humaines au sein de ses organismes;

il est souhaitable qu'une enquête soit menée sur les possibilités d'emploi qui existent pour les femmes, les autochtones, les personnes handicapées et les minorités visibles au sein de certaines sociétés de la Couronne et de certaines sociétés qui sont la propriété exclusive du Gouvernement du Canada.

En foi de quoi, sur avis du ministre de l'Emploi et de l'Immigration, le Comité recommande que, en vertu de la Partie I de la Loi sur les enquêtes, soit délivrée une commission nommant le juge Rosalie S. Abella, de la Cour provinciale de l'Ontario (Division de la famille), commissaire chargé d'enquêter sur les moyens les plus efficaces et équitables de promouvoir les chances d'emploi, d'éliminer la discrimination systémique et d'assurer à tous les mêmes possibilités de prétendre à un emploi, en:

a) examinant les méthodes d'emploi en usage à Petro-Canada, à Air Canada, aux Chemins de fer nationaux du Canada, à la Société canadienne d'hypothèques et de logement, à la Société canadienne des postes, à la Société Radio-Canada, à l'Énergie atomique du Canada Limitée, à la Société pour l'expansion des exportations, à Téléglobe Canada, à la DeHavilland Aviation du Canada Limitée et à la Banque fédérale de développement; et

b) enquêtant sur les moyens de remédier aux lacunes de certaines méthodes d'emploi, y compris, sans que cela limite la généralité des moyens susmentionnées, un programme



program, possibly linked with mandatory reporting requirements and a mandatory affirmative action program;

and to report on the findings of the inquiry.

In making the inquiry and report, the Commissioner shall give particular attention to:

i) the implications and impact of the various options available to the Government, including the socio-economic benefits and costs associated with each option;

ii) the views of the management of the corporations referred to in paragraph (a) on those options;

iii) the views of employees and associations representing employees of those corporations on those options;

iv) the views of associations representing women, native people, disabled persons and visible minorities on those options;

v) the views of any other interested individual or group, including the management, employees, and associations representing employees of other federal crown corporations.

The Committee further advises that the Commissioner:

1. be authorized to adopt such procedures and methods as she may from time to time consider expedient for the conduct of the inquiry;
2. be authorized to sit at such times and in such places in Canada as she may consider necessary for the purposes of the inquiry;
3. be authorized to engage the services of such accountants, engineers, technical advisers, or other experts, clerks, reporters and assistants as she may deem

volontaire intensifié, comportant peut-être l'obligation de présenter des rapports, et un programme obligatoire d'action positive;

et de faire rapport des conclusions de l'enquête.

Dans l'exécution de ses tâches, le commissaire portera une attention particulière:

i) aux effets et aux conséquences possibles des diverses solutions qui s'offrent au gouvernement, y compris les avantages socio-économiques et les dépenses liées à la mise en oeuvre de chaque solution;

ii) aux vues sur ces solutions des dirigeants des sociétés mentionnées en (a);

iii) aux vues sur ces solutions des employés et des associations représentant les employés de ces sociétés;

iv) aux vues sur ces solutions des associations représentant les femmes, les autochtones, les personnes handicapées et les minorités visibles;

v) aux vues de tout autre groupe ou personne intéressés, y compris les dirigeants, les employés et les associations d'employés d'autres sociétés de la Couronne fédérale.

Le comité recommande en outre que le commissaire:

1. soit autorisé à adopter les règles et méthodes qu'il jugera indiquées pour procéder à l'enquête;
2. soit autorisé à tenir séance au Canada aux moments et aux endroits qu'il jugera nécessaires aux fins de l'enquête;
3. soit autorisé à retenir les services des comptables, techniciens, conseillers techniques ou autres spécialistes, commis, sténographes et adjoints dont il





Minister  
Employment and Immigration

Ministre  
Emploi et Immigration

For Release

Pour publication

Date  
Subject

June 27, 1983  
83-25

Date  
Sujet

OTTAWA -- Lloyd Axworthy, Minister of Employment and Immigration, today announced the appointment of Judge Rosalie S. Abella of Toronto to head a Commission of Inquiry on Equality in Employment.

In announcing Judge Abella's appointment, Mr. Axworthy pointed out this initiative is indicative of the Government of Canada's commitment to increase the employability and productivity of disadvantaged groups. The Commission of Inquiry will examine and report on ways to assist women, Native people, disabled individuals and visible minorities to compete on an equal basis for employment opportunities.

"Such leadership by the Government of Canada is designed to encourage the hiring, training and promotion of disadvantaged groups," Mr. Axworthy said.

Recent studies and demographic projections indicate women and other target groups will be the majority of entrants to the Canadian labour force during the 1980s.

... 2

"The elimination of systemic discrimination is essential to ensure the full participation of all Canadians in the public and private sectors. The growth of the Canadian economy depends on such participation," the Minister added.

The one-person Commission of Inquiry on Equality in Employment will focus on 11 major crown corporations and agencies, which represent a wide range of economic activity and occupations.

The agencies include: Petro Canada, Air Canada, Canadian National Railway Company, Canada Mortgage and Housing Corporation, Canada Post Corporation, Canadian Broadcasting Corporation, Atomic Energy of Canada Limited, Export Development Corporation, Teleglobe Canada, DeHavilland Aircraft of Canada Limited, and Federal Business Development Bank.

"These corporations and agencies with their several thousand employees represent the industries and jobs of the future in transportation and aerospace, energy and natural resource development, communications, international trade and finance," Mr. Axworthy said.

Judge Abella, who is a judge of the Ontario Provincial Court, Family Division, has the mandate to seek from across Canada the views of the management and employees of the crown corporations and of individuals and groups representing women, Native people, disabled persons, visible minorities and others, the Minister explained.

"She can also consult with the management, employees, and associations representing employees of other federal crown corporations," Mr. Axworthy said.

Judge Abella will report to the federal government in six months on the findings of the inquiry.

"I expect this Commission will promote open, constructive dialogue on changes to our employment systems," Mr. Axworthy said. "We need a blueprint for future action. We must act now to ensure that all Canadians benefit from economic recovery and play their rightful role in Canada's economic future."

For more information contact:

Pat Preston

Minister's Office

(613) 994-2482

Peggi McNeil

Public Affairs

(819) 994-6813





## **Commission of Inquiry On Equality in Employment**

## **La Commission d'enquête sur l'égalité en matière d'emploi**



**Commissioner/Commissaire**

**Judge Rosalie Silberman Abella**

Rosalie Silberman Abella is a judge in the Ontario Provincial Court, Family Division. Appointed to the Bench in 1976, Judge Abella has actively participated on a wide range of advisory and judicial committees.

From 1977 to 1982, Judge Abella was a member of the Premier's Advisory Committee on Confederation, and from 1975 to 1976 she was a Tribunal member for the Ontario Public Service Labour Relations Tribunal. Judge Abella co-chairs the University of Toronto's Academic Discipline Tribunal and is a Director of the International Commission of Jurists (Canadian Section).

As a one-person inquiry, she has just completed a report, "Access to Legal Services by the Handicapped", for the Ontario Attorney General. For five years, Judge Abella was a member of the Ontario Human Rights Commission.

Judge Abella has published numerous articles and is a frequent university lecturer. Called to the Bar in 1972, she studied law at the University of Toronto. She is married and has two children.

Mme Rosalie Silberman Abella est juge à la Cour provinciale de l'Ontario, Division de la famille. Depuis sa nomination à cette cour en 1976, Madame le juge Abella a été membre actif d'une grande variété de comités consultatifs et judiciaires.

De 1977 à 1982, elle a été membre du comité consultatif du Premier ministre sur la Confédération et, de 1975 à 1976, membre du Conseil arbitral des relations de travail de la Fonction publique de l'Ontario. Madame le juge Abella est coprésidente du Comité de discipline scolaire de l'Université de Toronto et l'un des directeurs de la section canadienne de la Commission internationale de juristes.

Elle vient de remettre au Solliciteur général de l'Ontario un rapport intitulé "Access to Legal Services by the Handicapped", rapport qu'elle a produit à la suite d'une enquête qu'elle a menée seule. Pendant cinq ans, Madame le juge Abella a été membre de la Commission ontarienne des droits de la personne.

Elle a publié de nombreux articles et donne souvent des conférences dans les universités. Elle a été reçue avocate en 1972 après avoir étudié le droit à l'Université de Toronto. Elle est mariée et mère de deux enfants.



Canadian Congress for Learning Opportunities for Women  
4018 St. Catherine (W), Westmount, Que. H3Z 1P2



congrès canadien pour la promotion des études chez la femme

12th October, 1983

Mrs. Alphonsine Howlett,  
President,  
Thérèse Casgrain Foundation,  
476 Mountain Street,  
Montreal, Quebec  
H3Y 3G2

Dear Mrs. Howlett,

Thank you very much for forwarding our concerns about the criteria for accessing the Thérèse Casgrain scholarship to the "Comité de réalisation des objectifs".

As a result Greta Nemiroff, Quebec Director of C.C.L.O.W. and myself had a most productive meeting with Rita Cadieux on September 23rd, 1983, just before she left on holiday.

The attached letter summarises the various points we discussed at that time. I wonder if you could forward it to Rita, as I do not have a mailing address for her.

With very best wishes for a continuing successful campaign,

Yours sincerely,

Leiba Aronoff,  
President,  
Canadian Congress for Learning Opportunities for Women.

Enc:

LA/smd





Canadian Congress for Learning Opportunities for Women  
4018 St. Catherine (W), Westmount, Que. H3Z 1P2



congrès canadien pour la promotion des études chez la femme

12th October, 1983

Ms. Rita Cadieux,  
Comité de réalisation des objectifs,  
Thérèse Casgrain Foundation,  
c/o  
Mrs. Alphonsine Howlett,  
476 Mountain Street,  
Montreal, Quebec.  
H3Y 3G2

Dear Rita,

Greta Nemiroff and I would like to thank you very much for taking the time just before leaving on vacation, to meet with us about our concern related to the development of criteria for accessing the Thérèse Casgrain scholarship.

We found our meeting most stimulating and our discussion of the issues seemed to open the possibility of a number of solutions which we hope the Comité will consider.

Our overall concern is that the Thérèse Casgrain Award be seen as one which is prestigious with the aim of promoting quality research on women as well as providing opportunities for Canadian women researchers - a fitting tribute to a woman who has a unique place in Canadian history.

The attached is a summary of the points we discussed, for consideration by the Comité.

Our sincere thanks for your interest,

Yours sincerely,

Leiba Aronoff,  
President,  
Canadian Congress for Learning Opportunities for Women.

Att:

LA/smd

cc: ✓Alphonsine Howlett  
✓Greta Nemiroff



CRITERIA FOR THERESE CASGRAIN RESEARCH  
GRANT

Summary of points discussed with Rita Cadfeux

1. University based research will not promote Women's Studies Departments. Very few such departments exist. Currently, research on women which would be undertaken would fall within existing departments such as Psychology, English, Economics, etc.
2. Research grant should be open to women only on the basis of affirmative action. Women need a period of time to establish themselves as recognised researchers.
3. The research grant should be promoted as a very prestigious one. More publicity and marketing is needed both to attract the individual donor and the potential research applicant, jurors and readers.
4. A professionally credible jury should perceive their role as one which adds personal status and prestige.
5. Research proposals should be submitted to professional "readers" in the related field for evaluation (CRIA data bank is a suggested resource for identifying researchers).

6. A proposal application form should be developed which would challenge the serious researcher to do a thorough literature search and serious thinking prior to submission. A six month period is the estimated time commitment. This is one way to ensure the quality of the research and the commitment of the researcher.
7. Identification of a "theme" to be addressed by the researcher every two or three years would be a way in which to influence the field of research on women, i.e., the Foundation could act as a catalyst - this would truly emulate the spirit of Thérèse Casgrain!

September, 1983

Leiba Aronoff,  
Canadian Congress for Learning Opportunities for Women.

LA/smd





Employment and  
Immigration Canada

Emploi et  
Immigration Canada

RECEIVED 31 OCT 1983

Ontario Region

Région de l'Ontario

Suite 700  
4900 Yonge Street  
North York, Ontario  
M2N 6A8

18 October 1983

Mrs. Susan McCrae-VanderVoet  
Executive Director  
The Canadian Congress for Learning  
Opportunities for Women  
692 Coxwell Avenue  
Toronto, Ontario  
M4C 3B6

Dear Mrs. McCrae-VanderVoet:

Further to Dr. Louise Bourgault's letter to you of 5 October 1983 regarding the CCLOW questionnaire on the National Training Program, the attached information is provided. Hopefully this information, in addition to that previously supplied in the above-noted letter, will assist the Congress in its endeavours concerning increased training opportunities for women.

Should you have any questions in regard to the attached, please do not hesitate to contact my regional Director of Training Programs, Dr. R. Taher, at 224-4713

Sincerely,

D. Morley  
Executive Director

Attach.

cc: Dr. L. Bourgault  
Mr. W.J. Fox  
Dr. R. Taher



QUESTIONS FOR C.E.I.C. REGIONAL DIRECTOR

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?

Institutional

50,485 full-time trainees started training in Ontario in the 1982/83 fiscal year. A breakdown of the trainee population by sex and age is attached. (Appendix "A").

Female participation by training type varies as follows:

Skill	39%
Language	48%
BTSD	50%
BJRT	54%
WAT	41%
Occupational Orientation	85%
Apprenticeship	4%

Full-time Trainees Started by sex and age:  
(percentage)

	<u>Male</u>	<u>Female</u>	<u>Both Sexes</u>
19 and under	7.0	7.6	7.2
20-24	47.0	27.7	41.9
25-44	42.6	55.9	46.1
45+	3.4	8.8	4.8
Total (No.)	37,188	Total (No.) 13,297	Total (No.) 50,485

Industrial

Trainees by sex, age and training types are recorded on attached Appendix "A".

2. How many training spaces exist, and what number have been set aside for women? In what length and type of programs are they?

Approximately 40,000 training places are purchased in Ontario every year. Due to the number of continuous intake/exit courses, many of these seats are refilled 2 or 3 times a year. The course length can vary from 8 weeks to 64 weeks, from an orientation program to a technician diploma program. To encourage the participation of women, 30% of seats in Non-Traditional training are reserved for women.

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?

Seat utilization is approximately 90%. Seats on continuous courses are refilled as quickly as possible; unfilled scheduled course seats remain vacant.

The completion rate for women in 1982/83 was 70%; for men 65.7%.