

LOGIC MODEL – WOMEN IN THE TRADES

	WOMEN	EXPECTATIONS & PERCEPTION	APPRENTICESHIPS	EMPLOYERS	EDUCATION	PARENTS	GOVERNMENT MINISTRIES & OCT
PROCESS OBJECTIVES	<ul style="list-style-type: none"> - develop contact list of women who are certified journeypersons; -survey these women to determine: why they entered the trades, experiences, recommendations, interest in being a mentor, & need for an inter-trade dialogue support group - develop targeted campaigns to promote trades for: girls (grade 6 +); young women; and second career women (based on survey response); - develop a strategy to acknowledge and celebrate women in the trades - provide and support participation in experiential learning opportunities such as: career fairs, skills' camps, modern mining & technology week, etc; 	<ul style="list-style-type: none"> - modernize language and images used to portray trades; -conduct a poll or survey to see what perceptions exist about the trades (with students, parents and others) -develop strategy* to: promote the range of trades' options available that includes realistic expectations (education & experiential training required; salary potential; responsibilities; not easy to find employment; transferability of skills) & ability to start/own a business or teach - identify where info exists; available funding sources (to help students) & location of trades' courses in Ontario; <p style="font-size: small; color: #0070C0;"><i>*could include PSAs similar to current National Defence ads to glamorize the trades</i></p>	<ul style="list-style-type: none"> - identify ways to enhance apprenticeship support systems: for students in high school & college (mentors, apprentice contact point-person) and employers (go-to person); - create a database of employers who are interested in providing apprenticeship opportunities (similar to employer registry database); 	<ul style="list-style-type: none"> - develop an employer resource (and dissemination plan) that: illustrates benefits of hiring women; emphasizes importance of investing in apprenticeship opportunities (contribute to their bottom line), meaningful summer jobs and workplace mentors & advocates; explains realistic expectations re: apprentices; identifies HR requirements (accommodating women, safe & harassment-free workplace); and provides info on employer incentives; - start new award program to recognize exemplary employers (who hire women and apprentices) - ask these employers to be role models & champions; - organize networking event for employers (re: benefits of training apprentices and hiring women); 	<ul style="list-style-type: none"> - examine current school strategies used to create interest & promote the trades with students; - develop a resource & conduct in-service for teachers & guidance on: range & value of trades' jobs (viable career path); jobs in demand; apprenticeship opportunities that exist; skills needed (i.e. math); where trades' courses are offered; etc. - develop a resource for parents (see: parents) that can be sent home with students, shared at open houses and other venues; - explore use of new IPP (Individual Personal Plan) requirements for all students as a potential tool to discuss a career in the trades; - consider all women classes (entry level courses) 	<ul style="list-style-type: none"> - develop resource and marketing campaign aimed at parents re: benefits of a career in the trades for their child and opportunities for apprenticeship; - recruit employers (utility, mining sector, city, hospital) to send out notices to parents re: viability of a career in the trades for their child; - actively engage parents once a student signs up for an apprenticeship; 	<p>These recommendations to be provided to relevant government bodies:</p> <ul style="list-style-type: none"> - revamp workplace incentives and support systems for apprentices; - revisit experiential trades' training/exposure in school - increase collaborations between: gov't, education, OCT & industry/employers; - offer experiential summer jobs for women in trades, & entrepreneurs; - revisit former Institute for Women (promote trades); - revise apprenticeship to journey-person ratios; - develop tracking system (education to employment) & revise funding models for post-secondary -revisit industry and union policies to increase minimum # of apprentices in their workplace
OUTCOME OBJECTIVES	<ul style="list-style-type: none"> - increased understanding of why women enter trades and their experiences - a mentor database & support system - increased awareness and enrolment in trades' programs - better understanding of home/life balance 	<ul style="list-style-type: none"> -create a realistic, improved image of the trades and range of opportunities - counterbalance negative image of a career in the trades -reduced stigma -easy to access resource re: program offerings in Ontario, requirements and funding sources 	<ul style="list-style-type: none"> -a clearly articulated support system for both the apprentice and the employer -an employer database for apprenticeship opportunities 	<ul style="list-style-type: none"> -increased employer buy-in & commitment to train apprentices and hire women; - network of exemplary employers to champion and mentor other employers - potential contact point for other employers 	<ul style="list-style-type: none"> -increased understanding by educators and guidance re: the range of trades opportunities for all students -reduced stigma and increased support -increased communication between school and parents -better in-school system for supporting career pathways 	<ul style="list-style-type: none"> - increased understanding re: opportunities and viability of a career in the trades for their children - reduced stigma -increased multi-media messages to parents -increased parent involvement & support 	<ul style="list-style-type: none"> -increased government & education accountability for apprentice success (to achieve certificate of qualification, experience needed and a job) -decreased ratios -increased # of student apprenticeship opportunities
GOALS - LONG TERM OBJECTIVES	-increased number of women in trades - a modernized realistic image of the trades - increased number of employers hiring women - increased political will and demonstrated commitment towards women and apprentices						

VISION

Where increased numbers of women enter the trades and hiring practices and opportunities are equitable