

Northern Women
in Mining, Oil & Gas Project

SUMMATIVE PROJECT EVALUATION

FOR THE REPORTING PERIOD:
APRIL 2007 – FEBRUARY 2010

PREPARED FOR: STATUS OF WOMEN COUNCIL OF THE NWT

PREPARED BY:

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 - BHP Billiton
 - De Beers Canada
 - Department of Education, Culture and Employment, Government of the Northwest Territories
 - Indian and Northern Affairs Canada, Government of Canada
 - Kimberlite Career & Technical Centre
 - Mine Training Society
 - Native Women's Association of the NWT
 - Northern Territories Federation of Labour
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Acronyms

BTH	Builder Trades Helper course
ECE	Education, Culture, and Employment (Department of)
GNWT	Government of the Northwest Territories
HRSDC	Human Resources and Social Development Canada
IALSS	International Adult Literacy and Skills Survey
KCTC	Kimberlite Career & Technical Centre
NWMOG	Northern Women in Mining, Oil and Gas
NWT	Northwest Territories
MOG	Mining, Oil and Gas
RMAF	Results-based Management and Accountability Framework
SFA	Student Financial Assistance
TAP	Trades Access Program

Introduction

On March 9, 2007, the Status of Women Council of the NWT was awarded \$1.3 million dollars from Human Resources and Social Development Canada (HRSDC) under their Pan-Canadian Innovations Initiative to implement the Northern Women in Mining, Oil and Gas (NWMOG) Project. Part of the funding accountability attached to the Project required the development of an evaluation framework and subsequent quarterly and annual reporting based on the performance measures identified within that framework. That evaluation framework; namely the Results-based Management and Accountability Framework (RMAF) was finalized in June 2007 and has since been updated three times to reflect necessary changes identified in the quarterly and interim evaluation reports¹.

Now that the NWMOG Project has completed its three year pilot phase, a summative evaluation is required to assess the extent to which it was able to increase the interest level, participation, and retention of women in the mining, oil, and gas industries. The summative evaluation is also required to provide associated recommendations to education, industry, government, and non-government sectors. This report represents that evaluation, and categorizes the findings based on themes built from the Pan-Canadian Innovations Initiative, specific to its second theme of improving labour participation of under-represented groups.

This summative evaluation reflects the reporting period of April 2007 – February 2010 and is separated into six other sections:

1. Rationale and Delivery Approach for the Project;
2. Methodology and Data Limitations of the Evaluation;
3. Evaluation Findings;
4. Participant Case Study;
5. Assessment and Recommendations; and
6. Conclusion.

¹ Carey, Jennifer. (2007). *Results-based Management and Accountability Framework for the NWMOG Project*. Yellowknife: Status of Women Council of the NWT. This RMAF was last updated in July 2008 to reflect the adjustments recommended in the 2008 Year 1 Interim Evaluation Report. To obtain a copy of either the updated RMAF or Interim Evaluation or Quarterly Monitoring Reports, please contact the NWMOG Project office at the Status of Women Council of the NWT.

Rationale and Delivery Approach of the NWMOG Project

This section of the summative evaluation outlines the reason why the NWMOG Project was implemented; how it was implemented; the audience the project targeted; the accountability structure of its implementation; and the funding that was dedicated to its three year time frame. It is meant to provide the reader with an in-depth understanding of how the Project came to be and how it was delivered.

Rationale and Origin

Labour and economic research detailed through the NWMOG Project funding proposal² identified a significant growth in the non-renewable resource sector. Specifically, the NWT Bureau of statistics reported that between 1999 and 2004, the NWT economy grew by 69%. Most of this growth was attributable to the non-renewable resource sector of mining, oil and gas which increased from 28.8% in 1999 to 53.0% in 2004.³ At the time of proposal development, it was clear that this growth would likely increase, especially if the then-proposed Mackenzie Valley Gas Pipeline project was approved.

Just as the economy grows, job creation goes hand-in-hand. According to mining needs assessments, approximately 5,000 jobs⁴ would be created over five years with the addition of new mines and increased mining activity. These jobs were in a number of areas – entry level (Mechanic Helper; Labourer); semi-skilled (Foreman; Mill Maintenance); skilled (Driller, Blaster); and professional (Engineers, Managers). Additionally, the NWT Non-Renewable Resource Development Strategy, *Towards a Better Tomorrow*,⁵ estimated that more than 11,000 person-years of employment would be created in the construction of a Mackenzie Valley Pipeline alone. This estimate did not include person-years of labour that would be required as a result of new mining activity approval, or other sectors such as housing and transportation that would be impacted by the economic growth in the mining, oil, gas, and constructions sectors.

² The NWMOG Project proposal referenced in this evaluation can be accessed through the Status of Women Council of the NWT where more detail is required.

³ NWT Bureau of Statistics. (2005). *2005 Socio-Economic Scan*. Yellowknife: Government of the Northwest Territories.

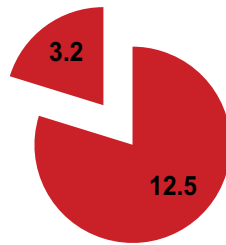
⁴ Status of Women Council of the NWT. (2006). NWMOG Project Proposal , pg. 12.

⁵ Government of the Northwest Territories. (2000). *Towards A Better Tomorrow: A non-renewable Resource Development Strategy for the NWT*. Yellowknife: Author.

The challenge with meeting the labour need however is that the supply of skilled workers in the NWT is limited. Those that have the skills are already working, and those that are not, often do not have the required education levels necessary to obtain employment in the mining, oil, and gas sectors. As a result, northern employers are often times attracting employees from southern provinces where the supply of skilled workers is far greater.

In order to fill the anticipated labour need in the mining, oil, and gas industries, part of the solution had to look at implementing projects that would attract those not in the workforce. Those who were not represented in the mining, oil and gas industries have a common characteristic: they were female. Figure 1 below clearly shows that as of 2004⁶, a significant under-representation of women existed in these sectors; wherein only 3.2% of women were working specifically in the mining, oil, gas, or construction fields when compared to 12.5% of males.

FIGURE 1: MINE, OIL AND GAS EMPLOYMENT BY GENDER (2004)

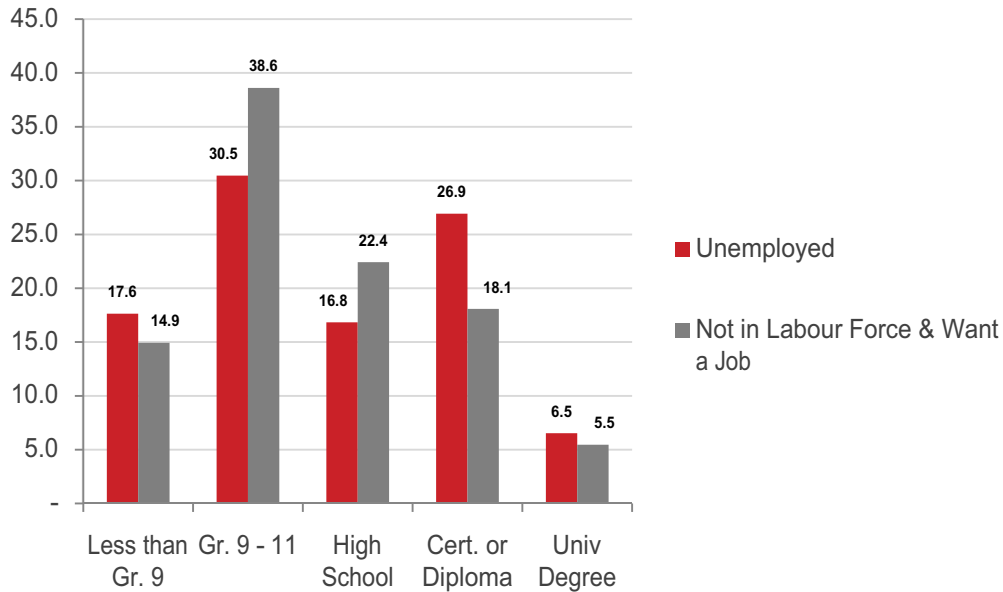


Additionally, Figure 2 below identifies that there is a direct relationship between education levels and employment. As of 2004⁷, 30.5% of women who were unemployed or 38.6% who were not in the labour force but wanted a job, were identified as having completed grade 11 or less as their highest level of education.

⁶ NWT Bureau of Statistics. (2004). Gender-employment generated data. Yellowknife: Government of the Northwest Territories.

⁷ NWT Bureau of Statistics. (2004). Gender-employment generated data. Yellowknife: Government of the Northwest Territories.

FIGURE 2: HIGHEST LEVEL OF SCHOOLING OF WOMEN ELIGIBLE FOR EMPLOYMENT (2004)



In addition to low education levels and under-representation in the mining, oil and gas sectors, women in the north face different, often increased barriers to employment. These five barriers were captured in the NWMOG Project proposal as well as the needs assessment study conducted for the Northern Territories Federation of Labour in which identified the following⁸:

1. Traditionally, women have not been encouraged to, or supported in, gaining the knowledge and skills necessary for trades-based occupations. As a result, women lack awareness and information about the benefits of trades, and often do not possess the entry-level hands-on or technical job skills required for those positions.
2. Low education level, literacy and numeracy skills necessary to write the Trades Entrance Exam. Specifically, according to the 2003 International Adult Literacy and Skills Survey (IALSS)⁹, people should be achieving at least a Level 3¹⁰ literacy score in order to find meaningful employment.

⁸ Kate Tompkins. (no date.) *Needs Assessment of Northern Women's participation in certified trades, and in trades related, industry and technical occupations*. Yellowknife: Northern Territories Federation of Labour (with generous support from the National Literacy Council).

⁹ NWT Literacy Council. *Literacy in the Northwest Territories: Results from IALSS*. Info Series #2. Yellowknife: Author.

¹⁰ At a Level 3 literacy level, a person is expected to understand and use the information they need for daily life. In comparison, Level 1 expects that a person will have difficulty with any printed material; Level 2 expects a person can deal with material that is clear and well laid out; and Levels 4 and 5 expect that a person can understand and use complex written material.

What is of significance of the IALSS data in relation to gender and literacy is that females score higher than males in prose literacy (ability to read texts like newspaper stories, brochures, and instruction materials) but lower in numeracy (ability to balance accounts, figuring out a tip, working out interest of a loan). In fact, more northern women score at Levels 1 and 2 in numeracy, while a higher percentage of men score at Levels 4 and 5. Considering that most trades-based occupations rely heavily on math and science skills, these low numeracy literacy rates pose an additional barrier for women to overcome if they are to be better represented in trades-based occupations.

3. Perceptions that the industrial workplace is an environment best suited for males. Women have felt intimidated to enter this type of environment, and feel discriminated against as perceptions of sexist and racist attitudes surface when they enter the field. This has resulted in weak communication skills and low levels of self-confidence among women when working in a male-dominated workplace.
4. Being the primary (or only) care-giver in the family who must deal with the financial, emotional, and social pressures of single-parenting. The barrier that this presents is a lack of support and encouragement from spouses, family members, and the community for women to enter trades-based occupations. The traditional value has been that women should remain home to care for the children. Added to this, is the lack of qualified childcare facilities in the communities and inadequate training subsidies which would allow women to work outside of the home and be able to afford reliable childcare.
5. Wellness issues continue to plague the north. The NWT struggles with high rates of alcohol and smoking when compared to the rest of Canada. Specifically, according to the 2005 NWT Health Status Report, frequent heavy drinking was nearly two times higher in the NWT compared to Canada as a whole. Specifically, where 17% of the NWT population aged 15 years of age and older indicated they drank heavily (more than five drinks at one time) at least once per month in the year prior to the survey.¹¹ Similarly, 41% of NWT residents aged 15 and older indicated they smoked cigarettes; which was two times higher than the Canadian rate of 20%.¹² Although these statistics represent personal choices, the Health Status Report also identifies that these choices are influenced by the socio-economic environments that residents live in. Therefore, these choices will impact the overall health and well being in relation to such practices as physical activity, sexual health, and healthy eating.

¹¹ Department of Health and Social Services. (2005). *2005 NWT Health Status Report*. Yellowknife: Government of the Northwest Territories, pg. 74.

¹² Ibid, pg. 72.

Based on this baseline data, the need for trades-based skills development in the NWT was clear. It was also clear that if underemployed and unemployed women were going to be the target to attain these skills, a suite of supports to help address their additional barriers noted above would also be needed. In order to provide the target group with the means to attain the necessary skills while surrounding them with the appropriate supports to address their barriers to work in the mining, oil and gas sectors, the Status of Women Council of the NWT proposed the implementation of the NWMOG Project. Based in part on the best practices of the *Women Building Futures* Project located in Edmonton, Alberta, as well as the vision of the NWMOG Project Advisory Committee, the overall goal of the NWMOG Project has been to answer the following research question:

Given the current population of unemployed and underemployed women in the Northwest Territories; will a dedicated, women-only, partnership-based and strategic approach to training and development be successful in increasing the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil and gas industries.

Delivery Approach

Through the NWMOG Project, the Management Team¹³ as well as the Advisory Committee¹⁴ worked together to develop and promote a training plan specific for women that would ensure they have the basic skills required for employment in the trades-based occupations specific to the mining, oil and gas sectors.

The delivery of the NWMOG Project was undertaken in a three pronged approach, focussing on recruitment and assessment; training; and support services. It was anticipated that once women passed the initial assessment, they would enter the training with a suite of supports surrounding them and then either attain employment in the trades-based occupations or proceed with apprenticeship opportunities in the mining, oil and gas industries. These elements of the three-pronged approach are described in detail in the following sub sections.

¹³ The NWMOG Project Management Team consists of the Project Coordinator and Project Officer (paid out of the Project funding), as well as the Executive Director of the Status of Women Council of the NWT (who specifically handles the finances of the NWMOG Project).

¹⁴ Advisory Committee members included representatives from: Aurora College; BHP Billiton; De Beers Canada; Department of Education, Culture and Employment, Government of the Northwest Territories; Indian and Northern Affairs Canada, Government of Canada; Kimberlite Career & Technical Centre; Mine Training Society; Native Women's Association of the NWT; Northern Federation of Labour; and Rio Tinto Diamonds.

FIRST PRONG: RECRUITMENT AND ASSESSMENT

A promotional campaign was developed and implemented to increase awareness and interest of northern women to work in the mining, oil, and gas sectors, and ultimately, to recruit them into the NWMOG Project. Through this promotional campaign, the following activities were undertaken:

- Ongoing newspaper, pamphlets, posters, giveaways, radio and television ads;
- Established a dedicated web page on the Status of Women Council of the NWT website http://www.statusofwomen.nt.ca/women_mog.htm
- Participation at Career Fairs in Rae Edzo and Yellowknife; and
- Presentations at Prospects North; Northern Mining Industry Human Resources Forum; NAHO; LINX Conference; Status of Women Council of Nunavut; Gwich'in Tribal Council; Inuvialuit Regional Corporation; a National Panel exploring Community-based Responses to Resource Extractive Development in Northern Canada; North Slave Region Career Expo 2008; Inuvik Petroleum Show; Arniat Productions in Igloodik; Arctic Gas Symposium in Calgary.

Additionally, the NWMOG Management Team (and in some cases, members of the Advisory Committee) travelled to various communities to hold information sessions. In total, 17 information sessions were held across 11 NWT communities and one Nunavut community, with 71 women participating as follows:

Year 1 Recruitment

- Yellowknife, July 24, 2007 (11)
- Yellowknife, August 13, 2007 (13)
- Fort McPherson, September 5, 2007 (8)

Year 2 Recruitment

- Hay River, November 28, 2007 (5)
- Hay River, November 29, 2007 (3)
- Behchoko, December 12, 2007 (1)

Year 3 Recruitment

- Hay River, May 26, 2008 (2)
- Fort Smith, May 27, 2008 (11)
- Fort Resolution, May 28, 2008 (3)
- Norman Wells, June 9, 2008 (2)
- Inuvik, June 11, 2008 (1)
- Yellowknife, June 24, 2008 (1)
- Fort Liard, June 26, 2008 (2)
- Fort Simpson, June 27, 2008 (2)
- Yellowknife, July 02, 2008 (4)
- N'dilo, July 03, 2008 (2)
- Fort Providence, July 8, 2008 (0)
- Yellowknife, November 4 and 5, 2008 (5)
- Igloodik, November 14, 2008 (15)

Walk-ins to the Status of Women Council of the NWT office were also provided individual information sessions about the NWMOG Project and were provided the opportunity to fill out applications and assessments on site. Out-of-town call-ins were sent information packages, and were encouraged to submit applications, and advised that they would be informed about information sessions that would be held in their community.

Once the NWMOG Project was ready to accept applicants in Year 1, assessments were undertaken by a review of the application and a one-to-one interview with each applicant, followed by math testing. However, because of attrition levels that resulted from the first training program, the assessment process was redeveloped into a triage format. Through this triage format, applicants were more appropriately and objectively screened for their suitability and placement in the training programs, or recommended for a referral. The triage assessment package was developed by a Psychologist and consisted of a self-reported assessment of the participant's supports, and personal, social, psychological, and general health attributes, as well as a technical aptitude testing.

SECOND PRONG: TRAINING

The training incorporated gender-specific elements aimed to increase the interest, participation, and retention of women in the mining, oil and gas sectors. Specifically, these elements included:

- Women-only training;
- Supports and encouragement provided by the NWMOG Project staff through the Status of Women Council who are responsible for advocating on behalf of women;
- Workplace readiness skills needed to work in trades-based workplaces; and
- Appropriate skill development based on the applicant's skills.

There were three avenues by which women could access women-only trades training – through mini Exposure Courses, the entry-level Builder Trades Helper (BTH) course, or the more academic focussed, Trades Access Program (TAP). It was intended that a student would progress through the three avenues on a continuum, ending with the ability to write the Trades Entrance Exam. Or, based on the assessment process, women were recommended to enter at either point of the training continuum, dependent on having the appropriate skill level (i.e. if an applicant showed skills to be entered into the TAP without first participating in the Exposure or BTH).

1. Exposure Courses

These courses were offered for women who wanted to further investigate the trades before committing to the extended training and/or did not initially qualify for the other courses. Ten courses were held, seven of which were in Yellowknife, with one being offered in Fort Smith, Trout Lake, and Hay River. The exposure courses provided northern women with the opportunity to explore different trades-based occupations in a safe and comfortable environment. They gained basic skills that assisted them in being able to continue on to the extended courses.

2. Building Trades Helper Course

Originally, this course was meant to be delivered over a 17 week period in Yellowknife by Aurora College. Instead, it was offered over a 12-week period. This course allowed women to experience a wide range of trades (i.e. carpentry, plumbing, electrical) while helping them to learn what basic skills are required for entry level positions in the mining, oil and gas sectors. This course was offered three times during the NWMOG Project duration, once in Years 1, 2, and 3.

3. Trades Access Program

Originally, this program was meant to be delivered over a 17-week period and delivered by the Thebacha Campus of Aurora College in Fort Smith. Instead, it was offered by Aurora College in Yellowknife over a 20-week period. This program provided women with the skills necessary to work in a specific trade of their choice (based on their experience in BTH or other qualifications/interests) and also prepared them to write the NWT Trades Entrance Exam. Admission requirements of this Program include completion of Grade 7 or 8 (transcripts required); or Adult Basic Education Math 130 and English 130. This program was offered twice in the NWMOG Project’s duration, once in Year 2 and a second time in Year 3.

A two week enhancement period was also added on to each Builder Trades Helper course and Trades Access Program. These enhancements provided the students with workplace readiness skills to include: WHIMIS, First Aid, Safety and the Young Worker; Forklift Training; and Workplace Culture and Personal Development Workshop.

THIRD PRONG: SUPPORT SERVICES

Throughout the training, women were also offered various participant support services intended to help with their retention in the NWMOG Project. These supports are briefly described below.

Personal and Workplace Awareness Counselling

As a fundamental component of the NWMOG Project, the Management Team ensured that participants had the supports required to deal with the pressures of working in the mining, oil and gas sectors, by providing effective personal awareness supports and referral services as needed. As well, counselling services were contracted as needed to provide professional and personal counselling for all participants in the project as required.

Student Financial Assistance

Participants in the BTH and TAP training were eligible to apply for Student Financial Assistance (SFA) through the Department of Education, Culture, and Employment (ECE). This assistance included a basic living and housing allowance of \$750/month. Additionally, students who were accessing income support services could access the program as a Positive Choice requirement, while Aboriginal

students were often able to access funding from their Band affiliations to subsidize where SFA was not accessible or insufficient.

Transportation Assistance

Many participants travelled away from their home communities to attend the NWMOG Project training. Participants from the outlying communities were eligible for transportation assistance to allow them to return to their home communities up to two times for each training course that they participated in full time. This ensured that participants maintained the strong community and familial ties that are critical in the North. As well, this encouraged participation from women who may have been reluctant to enter the Project due to the need to be away from their home community for an extended period of time. Transportation assistance was also provided to ensure that women were able to access the training courses while in Yellowknife (i.e. through bus passes or taxi vouchers).

Housing/Living Allowance

Due to the fact that student housing costs and the cost of living in the North is very high; added to the fact that many of the women in the NWMOG Project arrived from communities outside of Yellowknife, it was hoped that a housing/living allowance could be provided through Project funds. This allowance was to be in addition to the Student Financial Assistance identified above. However, a housing/living allowance was never permitted, and the NWMOG Project Management team instead relied on providing housing and living supports to those participants who needed it through an advocacy approach.

Childcare and After-school Programming

Due to the fact that reliable childcare is an issue in the NWT, added to the fact that many women in the NWMOG Project arrived from communities outside of Yellowknife, it was hoped that a childcare/after-school programming allowance could be provided. Similar to a housing/living allowance, this was to be in addition to the SFA identified above. However, a childcare/after-school programming allowance was never permitted, and the NWMOG Management team instead secured childcare and afterschool spaces as needed through an advocacy approach.

Job Placement and Retention

Job placement and job retention supports were provided to those students who successfully passed the BTH, the TAP, and/or the Trades Entrance exams. Through this support, students were provided with job search and retention skills, with placements being made with partner employers of the NWMOG Project as they became available.

Upgrading and Referrals

Applicants that did not meet the criteria to enter the training were provided upgrading assistance and/or referrals that would address personal development issues as needed. These supports were offered to ensure that those who did not pass the criteria for the training still received a positive

outcome from the assessment process and were encouraged to apply to the NWMOG Project again in the future. A record of these applicants was kept in hopes that these women would re-apply.

Target Audience

The NWMOG Project targeted unemployed or underemployed northern women with an interest in seeking employment in the mining, oil and gas sector. The Project’s anticipated participation rates are identified by Table 1.

TABLE 1: ANTICIPATED PARTICIPATION RATES BY YEAR AND COURSE

	Year One (2006-2007)	Year Two (2007-2008)	Year Three (2008-2009)	Year Four (extension to Feb 2010)	Total
Exposure Courses ¹⁵	40	40		20	100
Builder Trades Helper Course	10	10	10		30
Trades Access Program		10	10		20
Total	50	60	20	20	150

Accountability Structure

A Terms of Reference for the NWMOG Project Advisory Committee was finalized in August 2008 (see Appendix 1). In it, ultimate accountability for the NWMOG Project rested with the Status of Women Council of the NWT. Their responsibility included overseeing the progression of the Project’s day to day activities, the expenditures attached to them, as well as ensuring that the contractual obligations with funders were fulfilled, and that the monitoring and evaluation of activities were undertaken in a timely and objective manner.

Additionally, the NWMOG Project Advisory Committee members were tasked with providing advice to the Status of Women Council of the NWT, and in some cases, direct implementation of some of the NWMOG Project activities. For example, Kimberlite Career & Technical Centre as well as Aurora College, YK Campus were contracted to implement the training courses, while industry partners such as De Beers and BHP offered work placements upon a participant’s successful completion of the training.

Project Funding

The total budget contributed to the NWMOG Project between 2006 and 2010 was \$1,375,911.00. Figure 3 on the next page identifies the 2007-2010 \$1,375,911.00 HRSDC contribution that was allocated to the NWMOG Project’s implementation, by major category line. The figure depicts that the majority of

¹⁵ Four courses in Years 1 and 2 with 10 participants targeted each year. In Year four, two additional exposure courses were added to address the NWMOG Project recommendations to implement courses outside of Yellowknife and in a non-carpentry trade.

funding was dedicated to Professional Fees, followed by Wages and General Project Costs. The specific items that are included in each of these categories are as follows:

Wages: For the salary, benefits, and subsidies of the Project Manager and the Project Officer

Capital Costs: To include computers, equipment, printers, fax, and GST on items.

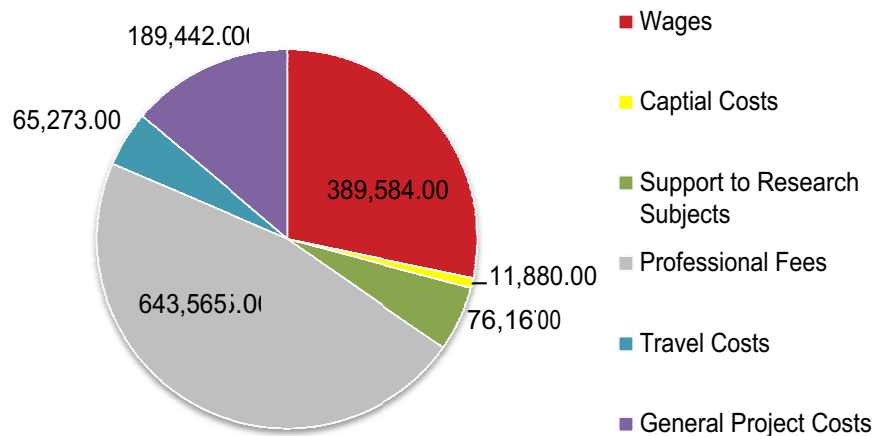
Support to Research Subjects: To include celebration of learning, personal awareness/training/counselling, daycare, accommodation, and travel expenses

Professional Fees: To include additional materials and resources, assessment development and process, audit, Exposure Courses, BTH, TAP, project development and design, evaluation and reporting, and research

Travel Costs: To include travel expenses for staff and research subjects

General Project Costs: To include Annual Industry Gathering, promotion and advertising, communications, project management, hospitality, information technology, legal, insurance, office supplies/postage, printing, bookkeeping, and GST on overhead.

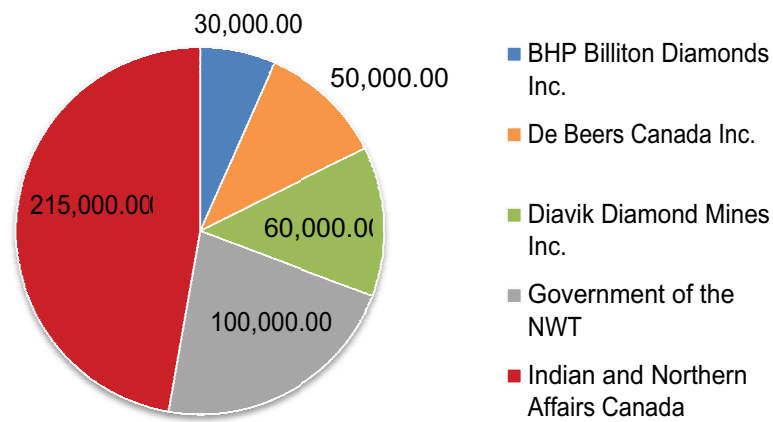
FIGURE 3: HRSDC NWMOG PROJECT CONTRIBUTION FOR 2007-2010



Additionally, Figure 4 below identifies the \$455,000.00 in-cash contribution received from each of the partners for 2006-2010. The majority of in-cash contribution was received from Indian and Northern Affairs Canada, followed by the Government of the NWT, and Diavik Diamond Minds Inc.

It should be noted that the partner contributions began in 2006 as a result of the funding that the Government of the Northwest Territories and the Department of Indian and Northern Affairs contributed to the NWM OG proposal development stage. Additionally, money was received by all partners listed here in 2007-2010 to supplement the HRSDC funding as needed, and therefore was not directed toward any particular budget line.

FIGURE 4: PARTNER IN-CASH CONTRIBUTIONS 2006-2010



Methodology and Data Limitations and Gaps

This section of the report describes the purpose of the summative evaluation; the RMAF that was developed to guide the monitoring and evaluation activities of the project; the codes of behaviour that were followed during those activities; the methodology undertaken during the evaluation, as well as the data limitations and gaps that were presented specific to this evaluation effort.

Purpose of the Summative Evaluation

The purpose of conducting the summative evaluation is to determine the extent to which the NWMOG Project was successful in increasing the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil and gas industries given the current population of unemployed and underemployed women in the NWT.

NWMOG Project RMAF

To help answer the research question, a RMAF was developed at the outset of the NWMOG Project implementation; representing the collaborative negotiations undertaken between the Evaluator¹⁶ and the NWMOG Project Management Team and the Advisory Committee. The design of the RMAF at the outset, along with its quarterly revisions, helped guide the ongoing data collection activities and ensured a consistent and effective monitoring and evaluation approach for the NWMOG Project.

As part of the RMAF, a Logic Model and Monitoring Framework were developed. The Logic Model (included as Appendix 2) identified the NWMOG Project's activities, outputs, and outcomes, and linked them back to its goal of increasing the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil and gas industries.

The Monitoring Framework of the NWMOG Project includes the activities, outputs, and outcomes identified in the Logic Model, while also including a data collection strategy. This strategy identified associated indicators of success for each of the outputs and outcomes, as well as the data sources that the information would be collected from. Appendix 3 of this report includes the Monitoring Framework results by indicator. It combined both qualitative and quantitative social science research methods, including a review, analysis and synthesis of:

- Participant data;
- Surveys specific to the Exposure Course, Exit Interviews, Information Session; Participant Supports/Enhancement Services;
- NWT apprenticeship data;

¹⁶ J. Carey Consulting Evaluations Plus Ltd was hired to undertake as the Evaluator of the NWMOG Project.

- Participant follow-up;
- NWT Labour Force data;
- Education data;
- Funding allocations and expenditures; and
- Various e-mail correspondence; meeting minutes; etc.

By implementing the RMAF, the NWMOG Project Coordinator and Officer collected the data as identified in the Monitoring Framework, while the Project Evaluator collected additional information as necessary.

Reporting of the data took place on a quarterly basis¹⁷ (April – June; July-September; August – December) between 2007 and 2009, while annual interim evaluations were conducted at the end of each fiscal year, reporting in June 2008 and June 2009. Each of these annual reports included the quarterly data up to and including the January – March quarter of the year in which the reporting took place. Additionally, based on the Project’s research extension from June 2009 – February 2010; a summative interim evaluation was conducted in October 2009. Each of the reports were vetted first through the NWMOG Management Team, and then through the Advisory Committee for review and feedback purposes. The focus of each report was to determine the extent to which the NWMOG Project was progressing the way it was intended; informing the Advisory Committee how best to build on its strengths and address its challenges as implementation continued.

The RMAF also contained an Evaluation Strategy which consisted of the questions that the Advisory Committee wanted to ask of the Project. In order to attain a more in-depth understanding of what the NWMOG Project achieved; its challenges and successes; and any changes that were undertaken during the research, the Evaluation Strategy was updated to also include the HRSDC research questions. These questions were asked in relation to the Pan Canadian Innovations Initiative that funded a large part of the NWMOG Project, specific to its second theme of improving labour participation of under-represented groups. The Evaluation Strategy is included as Appendix 4 of this evaluation report.

Summative Evaluation Methodology

The summative evaluation was undertaken in three stages:

- Phase 1: Update the Summative Evaluation Strategy
- Phase 2: Data collection
- Phase 3: Report Writing.

¹⁷ Completed by J. Carey Consulting Evaluations Plus Ltd. Please contact the NWMOG Project office for copies of this reporting.

Phase 1: Update the Summative Evaluation Strategy

In the final year of the NWMOG Project implementation, HRSDC forwarded a lengthy set of research questions to the Management Team, requesting that responses be provided as part of the summative evaluation reporting. As stated earlier, data collection was geared toward the Pan-Canadian Innovations Initiative under the theme of improving labour participation of under-represented populations. Specifically, a total of 50 questions pertained to the NWMOG Project which needed to be included in the Summative Evaluation Strategy. Each of the questions contained in the Evaluation Strategy reference the appropriate research question code provided by HRSDC.

Phase 2: Data Collection

The second phase involved data collection according to the updated Summative Evaluation Strategy. This data collection as performed from October 2009 – March 2010 and included the following sources:

- NWT labour market data;
- Trades-training completion rate data from Thebacha Campus, Aurora College;
- Interviews with other trades-training institutions (Mine Training Society; Aurora College)
- Participant data;
- Financial data;
- Student follow up surveys/interviews;
- Case study interviews with three participants;
- Focus group with NWMOG Management Team;
- Focus group with NWMOG Advisory Committee;
- Quarterly Monitoring reports;
- Annual interim evaluation reports; and
- Monitoring Framework data results (Appendix 3).

Phase 3: Report Writing

The third phase involved analysing and synthesizing the data to answer the Summative Evaluation Strategy questions. Themes were then derived from this data to provide overall conclusions regarding the extent to which the NWMOG Project was able to address the overall research question. A set of lessons learned in being able to increase the interest, participation and retention of women in trades based occupations in the mining, oil and gas sector were then identified, which helped to frame recommendations for education, industry, government, and non-government sectors toward this end.

Codes of Behaviour

While conducting both the monitoring and evaluation activities, efforts were made to ensure correct and appropriate interpretation of all data collection and reporting activities. Measures were also taken to ensure that confidential information remained secure, and complied with all Acts related to access to information and privacy, as well as the Canadian Evaluation Society's *Guidelines of Ethical Practice*; and *Program Evaluation*. Each of these codes of conduct is briefly described below.

Guidelines of Ethical Practice (Canadian Evaluation Society)¹⁸

The Joint Standards Committee and the Canadian Evaluation Society has developed a codified set of ethical guidelines to follow during the conduct of an evaluation. Each of the 11 guidelines are utilized in this evaluation and are grouped under the following three categories:

Competence	Evaluators are to be competent in their provision of service
Integrity	Evaluators are to act with integrity in their relationships with all stakeholders
Accountability	Evaluators are to be accountable for their performance and their product

Program Evaluation Standards¹⁹

These high-level standards were developed in an attempt to codify ethical issues that may arise when conducting evaluations; especially those that affect people's lives. Although there are 30 standards in total, the general purpose for utilizing these standards is grouped among the following four categories:

Utility	Evaluations should be useful in the sense that they serve the information needs of intended users and are carried out in such a way that the likelihood the evaluation will be used is increased
Feasibility	Evaluations should be realistic, prudent, diplomatic, and frugal
Propriety	Evaluations should be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results

¹⁸ www.evaluationcanada.ca/ethique/CESethics.pdf

¹⁹ Joint Committee on Standards. 2nd Edition. Thousand Oaks, California: Sage Publications Inc. (1994).

Accuracy Evaluations should reveal and convey technically adequate information about features that determine the worth or merit of the program being evaluated.

Access to Information and Protection of Privacy Act²⁰

Privacy and confidentiality are critical elements when conducting any type of research or evaluation. In the NWT, it is so important that a legal Act exists to make public bodies more accountable to the public and to protect personal privacy. Therefore, the unauthorized collection, use, or disclosure of personal information by public bodies was prevented during both the monitoring and evaluation stages.

Data Limitations and Gaps

There are seven major data limitations and gaps to the data collected for this evaluation effort.

1. No control group

Without a control group, it was difficult to determine what component of the NWMOG Project was more successful than others in being able to increase the interest, participation, and retention levels of women in trades based occupations in the mining, oil and gas sector. There were two reasons why a control group could not be included the in monitoring and evaluation effort:

- A similar program that provided women-only training, or support services to women in trades-based training does not exist in the NWT; and
- Time and resources did not allow for this level of data collection.

Without this level of data, the views of the participants, NWMOG Management Team, and Advisory Committee have been relied on to determine which NWMOG Project components were most successful.

2. Focus on the views of those already interested in the NWMOG Project

One of the components of the NWMOG Project research question is to increase the interest level of women to enter into the trades-based occupations in the mining, oil and gas industries. Data gathered to this end was not collected at a Territorial level, and only represents the views of those that were already interested in learning more about the NWMOG Project. Additionally, follow up with potential participants who attended information sessions, or sought information about the NWMOG Project but did not apply did not occur.

²⁰ www.justice.gov.nt.ca/ATIPP/atipp.htm.

To gain a fuller understanding of women's interests to enter trades based occupations in the mining, oil and gas sector, it would have been beneficial to conduct a randomized survey with northern women in the NWT, or in the least, followed up with those that initially sought interest in the NWMOG Project but did not apply. Unfortunately, time and resources did not allow for this level of data collection to occur, and the views of those already interested in the NWMOG Project were relied on in this evaluation effort.

3. Lack of representation from the oil and gas sectors

The NWMOG Project focussed on three trades sectors: mining, oil and gas. Although all three sectors were initially engaged in the development of the Project proposal and its initial implementation, the mining sector was the only one that remained dedicated to the Project throughout its duration. Accordingly, the industry views in this report reflect that of the mining sector only.

4. Timeliness of Federal reporting requirements

As noted above, the additional research questions being asked by HRSDC were not provided to the NWMOG Management Team until the project was near completion in its final year. Accordingly, data sets could not set up to answer all 50 of the research questions identified, and in some cases, gaps exist where responses could not be provided. If the research questions were provided to the NWMOG Management team in a more timely manner, data sets could have been set up in advance, and the data collected accordingly. What is presented in this report are the questions that could be answered with the data collected.

5. Non-responsive participants during follow up

Follow up with participants was a critical data source in both the monitoring and evaluation stages. However, in some cases, the participants were non-responsive to follow up requests. In the majority of cases, the non-response came from those students who did not complete the training. Reasons for the non-response included a lack of interest to participate in the follow up requests despite various attempts to contact them, while in other cases, the participants could no longer be reached.

6. Low response rate

Due to the small population sizes, there were times when the response rate to surveys was lower than five (i.e. when not all individuals in the population would answer a particular question). Additionally, it is also a requirement that when populations are less than 10, results from the full population must be accessed in order to have any significant confidence or reliability in the data received. Therefore, the overall low response rates accessed for this evaluation effort proved problematic for reporting purposes and could not be used in some cases.

7. File Corruption

During the data collection efforts for the summative evaluation, the jump drive where the most recent data was stored became corrupted. As a result, the focus group with the Advisory Committee as well interviews with the case study participants were lost and unrecoverable. As a solution, the Advisory Committee was sent an email request to complete the focus group questions through individualized written responses and the participants were invited to re-interview in person. Although both audiences complied, not all of those who first attended the focus group or the individual interviews completed the second data collection effort. Having said that, enough data was retrieved from both audiences to make reliable and valid inferences.



NWMOG Project Findings

As noted above, the Summative Evaluation Strategy included as Appendix 4 of this report set the direction for data collection and analysis related to this evaluation effort. What is presented in this section are the findings of the questions posed in the Summative Evaluation Strategy. The findings are organized according to the relevant evaluation issues: success; partnerships; expenditures and resources; and sustainability, with a summary of those findings presented at the end of each sub-section.

In order to be able to answer key questions within the Strategy, the Monitoring Framework data is heavily relied on. As such, this data needed to first be collected and analyzed. Again, this analysis is presented in Appendix 3. Additional data that was used to analyze the finding presented here are identified in the methodology section. Reporting here is focussed on each question and findings are presented by indicating the level of achievement of each indicator identified in the Summative Evaluation Strategy.

Often, there is an indicator referencing Monitoring Framework data and/or Project filed records, along with an indicator seeking the views of particular stakeholders such as the NWMOG Management team, or the participants themselves. In these cases, the Project-level data is always presented first and then the stakeholder views are presented second. The purpose of presenting the data in this way is to be able to best determine if there were significant differences/patterns in the views of the stakeholders when compared to the Project-level data.

Success

Success of the NWMOG Project is determined by the extent to which it achieved what it intended to achieve. The questions and findings below help make that determination.

1. **Did the NWMOG Project meet its overall goal to increase the interest level, participation, and retention rates of women in industrial and trades based occupations in the mining, oil and gas industry? If no, what were the main barriers? If yes, what were the key factors that contributed to the success?**

Monitoring Framework data – the NWMOG project was very successful at increasing the participant’s interest level, and somewhat successful at increasing their participation level, but not very successful at increasing their retention level (but for reasons that were beyond the control of the NWMOG Project itself).

The **interest levels** of women to enter into the NWMOG industry increased throughout the Project. This is identified by the increasing amount of applications received each semester – 37 in Year 1; 43 in Year 2, and 73 in Year 3.²¹ The success to this end was a result of the 17 information sessions that were held with 71 participants attending across 11 NWT communities and 1 Nunavut community as well as by providing information packages to those who walked into or called the NWMOG Project office inquiring about the training. The success is also a result of the fact that the training was women-only. By offering this type of training, it was enough to encourage women that they can gain the knowledge and skill necessary to enter trades-based occupations (one of the original baseline barriers identified), and to begin removing the baseline barrier that industrial workplace is an environment best suited for males. The promotional campaign that the NWMOG Project undertook to advertise for specific courses and to generally promote the NWMOG Project and women in trades was instrumental in providing these messages to the women.

“I am not afraid to
operate the
equipment anymore”
Exposure Course Student

Interest was also measured by Exposure Course and Exit Interview surveys. Of the 89 students who responded to the Exposure Course survey, 74 of them (83%) identified that they would be or might be **interested** to pursue trades as a career. And of the 26 Exit Interviews completed with participants who left the Project, 18 (69%) of them agreed that they gained a greater **interest** to attain employment and/or apprenticeship in the NWMOG industry as a result of participating in the training. The majority of success to this end was a result of the hands-on training provided through the Exposure and BTH courses. As one exposure course student stated, “I am not afraid to operate the equipment anymore.”

²¹ Please refer to Appendix 5 for a detail of the number of applications received per Semester for the BTH and TAP courses.

When courses were offered through the NWMOG Project, women always **participated**. The participation rates fluctuated dependent on the level of course provided; with the Exposure Courses and Builder Trades Helper being the most popular (often time there was a waiting list for the Exposure Courses). Overall however, only the Exposure Course targets have either been met or exceeded. Both the BTH and TAP courses were unable to meet their completion targets, nor when they were combined, were they able to meet the anticipated target completion of 75%; although numbers to this end were quite close, only missing the target by 14%. Please refer to Table 2 below for more details.

TABLE 2: TARGET RATE COMPLETION BY COURSE

	Target	# Completed	% Completion	% Target
Exposure ²²	100	101	101	-
BTH ²³	30	16	53	-
TAP ²⁴	20	7	35	-
BTH and TAP combined	50	23	46	61 ²⁵

For BTH, the reason related to attrition (although the completion rates increased each year). And for the TAP, the reason related to low recruitment numbers as a result of women in the target audience not having the proper education levels to enter the training (which was a barrier identified in the baseline research). Please see Appendix 6 for detailed participation target completion rates by course and year.

Of the 42 women who completed BTH, TAP, or the two community-based exposure courses, eight women (19%) attained employment in the trades to some degree as follows; four of which (50%) continue to retain those positions:

- Three women were hired by DeBeers as summer Builder Trades Helpers in 2008; each of which completed her employment (Two of which were then hired full time as Maintenance Helpers at DeBeers; one of which has retained her employment to date)
- Two women were hired at BHP as summer Maintenance Helpers (one of which was then hired full time as a Maintenance Helper) and continues to retain her employment to date
- Two women were hired by Somba K'e Development Corporation in Trout Lake and continue to retain those positions

²² Four courses were offered with a target of 10 participants in years 1 and 2. In Year 4, two community-based exposure courses were offered with a target of ten participants each. No exposure courses were offered in Year 3.

²³ Each year, one course was offered with a target of 10 participants.

²⁴ Each year, one course was offered with a target of 10 participants. No TAP was offered in Year 1.

²⁵ Overall BTH and TAP target was 50 participants and a 75% completion rate.

- One woman was hired as a seasonal contractor in Fort McPherson, but no longer retains that position

Additionally, of the 7 students who completed the TAP, five wrote the exam, and three passed.

The barriers that still exist for women to become employed or retain their positions in the trades have, for the most part, been ones that are beyond the control of the NWMOG Project and include:

- Lack of reliable childcare. Especially at the community level this hindered the ability of some women to work in their home community, and especially a two and two mining rotation. This was also identified as a barrier through the baseline research.
- Economic recession that did not allow industry partners to hire new staff when layoffs with current staff were underway.
- Mining industry is looking for skilled professions to be filled by Northerners; not entry-level labourers. The low education levels of women are not conducive to TAP which would give them the skills necessary to attain these positions.
- A lack of interest among some participants to attain employment in the trades unless it is within their home community.
- Some women did not interview well for the positions offered.
- No valid driver's license which impacts on ability to operate some heavy equipment, especially at the community level.
- Lack of work experience tied with the TAP made it difficult for women to get the practical experience they needed to get employment in the trades, especially at the community level.

“Everyone is made to feel they can accomplish their goals with the supports provided”

TAP Student

Overall, key factors that contributed to the successes the NWMOG Project did have in either increasing the interest, participation or retention of women in trades based occupations was a result of the suite of supports provided by the NWMOG Project staff as well as the Project partnerships that were developed.

Related to supports – the NWMOG Project was able to address three of the five baseline barriers identified for women's under-representation in the trades:

1. Increased their awareness that they can gain the skills necessary to work in trades-based industries, and encouraged them to do so.
2. Removed the perception (for those participants in the program) that the industrial workplace is an environment best suited for males.
3. To the extent possible, addressed participant wellness issues through personal awareness counselling, referrals, and upgrading.

The baseline barriers that the NWMOG Project did not succeed in addressing were the low education levels of the northern female population, especially in the math and science areas to be able to enter the more academic TAP course, as well as providing child care services. These proved to be beyond the scope and resources of the NWMOG Project. Yet even though these two barriers could not be addressed, of the 26 Exit Interviews completed, 24 (92%) of the respondents agreed that the support services provided to them helped increase their retention in the course to the extent that they stayed, and that they were overall satisfied with the supports provided to them. As one TAP student said, “everyone is made to feel they can accomplish their goals with the supports provided.”

Related to partnerships – without partnerships, the NWMOG Project would not have been possible. On the Advisory Committee alone, 10 partnerships existed among education, industry, government, and non-government agencies. Where partnerships were relied on for implementation of specific NWMOG Project activities (i.e. training, upgrading, job placements), these partners were most influential in the success of the NWMOG Project.

Stakeholder views data – the Advisory Committee members and the NWMOG Management Team agreed that the Project was successful in increasing the interest rate and participation of women in the trades, but not necessarily their retention. It was agreed that the information sessions, the supports provided by the NWMOG Management Team, and the partnerships had much to do with the Project’s success.

The Advisory Committee saw the supports in particular, as being invaluable to the success of the Project. And the NWMOG staff emphasized that what worked best about the supports they provided was their open mindedness, added to their ability, as non-profit staff, to be flexible and holistic in their approach. There was an opportunity for participants to access the staff 24/7 and to seek their assistance to not only navigate how to access services outside the NWMOG Project, but in some cases, advocate on their behalf as well. This level of support is something the participants would not have received if a government department were responsible for implementing them.

Where the NWMOG Project did not do so well in retaining its participants in the trades, both the Advisory Committee members and the NWMOG Project Management Team agreed that the barriers to this end were for the most part, beyond the scope of the Project to address. Specifically, two common barriers identified by both stakeholder groups included: women not having the appropriate academic skills to enter the professional trades-based occupations, and the lack of day care facilities in the communities to allow women to have their children cared for while they work.

2. Were all of the NWMOG Project activities met? If no, what were the main barriers or obstacles? If yes, what were the key factors that contributed to the success?

Monitoring Framework data – for the most part, all of the NWMOG Project activities were met. For most activities, data could be collected for all of their associated outputs and outcomes, while for some activities, data remained incomplete, or not available. For example,

- Training and development plans were not completed for each participant (but they were completed for the final TAP students).
- TAP students were not asked if the course provided them with the trades-specific upgrading needed to challenge the Trades Entrance exam (but were asked in an Exit Interview if the training helped them to achieve their academic goal).
- It was unrealistic to capture data related to whether the BTH or TAP participants retained their employment for up to two years upon completion of the training due to the pilot nature of the Project and its scheduled sun set date of February 2010. The most time that could be tracked was 18 months in reference to the first BTH participants.
- It was a challenge to contact employers, and therefore only three of a potential eight Employer Satisfaction Surveys were completed. As such, data could not be collected from them in terms of whether they felt the NWMOG Project prepared women to enter employment in the trades.
- Participants were not asked if the NWMOG Project prepared them to enter employment in the trades (but were instead asked if the Project provided them with the necessary workplace readiness skills).
- It was unrealistic to capture data related to whether the retention rates of participants who accessed the support services increased because all students accessed some form of the supports. As well, without a control group in place during the research project, it was unrealistic to determine if the retention rates of the participants are greater as a result of the support provided to them or not.

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

3. Did the NWMOG Project result in any of the following, and if yes, please describe the evidence and how it was measured.

a. Increased employability and skills development, yes or no?

Monitoring Framework data – the NWMOG Project has increased employability and skills development among its participants. None of the four women who are currently retaining their employment in the trades were working prior to receiving the training through the NWMOG Project. As well, of the 32 participants that responded to the Status Update Form, 25 (78%) reported that the training they received through the NWMOG Project did provide them with workplace readiness skills. As one BTH student said, “it provided me with the proper training to gain employment.”

Stakeholder view data – both the NWMOG Advisory Committee and the NWMOG Management Team agreed that the NWMOG Project increased the employability of those who attained employment after completing the training. They also agreed that all participants who completed the training received transferable skills, to include life skills, for meaningful employment.

b. Increased organizational and workforce capacity, yes or no?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the Advisory Committee and the NWMOG Management Team agreed that the organizational and workforce capacity increased for the Status of Women Council of the NWT, but not necessarily for the members of the Advisory Committee. The increased capacity at the Council was a result of hiring a NWMOG Project Coordinator and Officer. Through the supports provided to the participants through these positions, the Council respondents identified that its organization has been profiled to a larger extent and expectations about what type of service the Council can provide have been heightened. The challenge with these expectations is that the increased capacity through the two new positions only lasted as long as the NWMOG Project funding lasted, yet ethically, the Council cannot stop providing supports to women. As a result, the Status of Women Council will have to continue providing these services with fewer resources and in addition to their current workloads.

Expectations about what type of service the Status of Women Council of the NWT can provide are heightened.

c. Changes in workplace structures and organization (i.e. scheduling, access to tools, etc)?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – the Advisory Committee members identified that no changes occurred in their workplace structures/organizations during the Project, but that the results of this research project might influence changes that should take place.

The NWMOG Management Team however, identified that changes occurred among the Status of Women Council of the NWT by virtue of being the ‘face’ of the NWMOG Project. As a result of this profile, women’s awareness of what services the Council can offer has heightened and subsequently, their services have needed to increase, especially in relation to advocacy.

Women only represent 3.2% of those employed in the mine, oil and gas sectors and only 5% of those accessing apprenticeship training

d. Positive effects on local/regional/national labour markets, yes or no?

Monitoring Framework data – the Census which captures the NWT labour data is only conducted every five years. The last Census was conducted in 2006, and is the data used for baseline in reference to the NWMOG Project. This baseline identified that although the percentage of population still remains under-represented, female employment in the mining, oil and gas industries occupations increased between 2001 and 2006. In 2001, of the 1,420 persons employed in these occupations, 255 (18.0%) were women. In 2006, this increased to 25.6% of women (405) employed within the total population of 1,585 persons.

Because the next Census is not scheduled until 2011, whether the NWMOG Project had a positive effect on these labour markets cannot be determined. Nor can it be determined the extent to which the NWMOG Project had any impact on the NWT labour market overall (i.e. if participants gained employment outside of these industries) as this level of data was not tracked. What can be determined however, is that two women are currently employed in the trades at their local community of Trout Lake, and two women from Yellowknife are employed in the mining industry.

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

e. Increased integration and retention of employees, especially from diverse/under-represented populations, yes or no?

Monitoring Framework data – the audience targeted for the NWMOG Project were unemployed or underemployed women. The reason for targeting this specific population is because they are widely under-represented in the trades with women representing only 3.2% of those employed in

the mine, oil and gas sector as of 2004; and only 5% of the population accessing apprenticeship training as of 2007.

Employment retention of the participants could only be tracked up to 18 months as a result of when the pilot was set to conclude. Of the eight women who received employment as a result of the NWMOG Project training, four (50%) have retained those positions as identified above.

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

f. Increased completion rates of skills development training courses/programs, yes or no?

Monitoring Framework data – completion rates have increased for the BTH program only. Table 3 on the next page identifies the completion rates by training program offered through the NWMOG Project. In large part, the increase in completion rates has much to do with the triage assessment process that was implemented after the first BTH was offered. The triage was also successful for the lower attrition rates in the TAP, and for recommending appropriate referrals. The triage format was developed by a Psychologist and consisted of a self-reported assessment of the participant's supports as well as their personal, social, psychological, and general health attributes. Technical aptitude testing was also provided in the triage package.

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

TABLE 3: COMPLETION RATES BY NWMOG TRAINING PROGRAM

	Target	Accepted	Completed	% Completion
Exposure Year 1 ²⁶	40	42	42	100
Exposure Year 2 ²⁷	40	40	40	100
Exposure Year 4 ²⁸	20	20	19	95
Total Exposure	100	102	101	99
BTH Year 1	10	9	4	44
BTH Year 2	10	9	6	67
BTH Year 3	10	8	6	75
Total BTH	30	26	16	62
TAP Year 2	10	5 ²⁹	4	80
TAP Year 3	10	4	3	75
Total TAP	20	9	7	78
TOTAL BTH and TAP³⁰	50	35	23	66

g. Improved employer/employee satisfaction, yes or no?

Monitoring Framework data – this question was asked of both the employees and the employers. Due to a low response rate on the Employer Satisfaction Survey however, the employer’s data cannot be presented. In the Participant Status Update, six of the eight employed participants responded; five of which (83%) reported that they were satisfied with their employer/employee interaction. As one BTH participant stated, “my supervisor is nice, helpful, and encouraging.”

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

²⁶ Four courses offered with a target of 10 participants in each course.

²⁷ Ibid.

²⁸ Two community-based exposure courses were offered with a target of ten participants each. These courses were offered as part of the Project extension to February 2010 to address the recommendation that exposure course be offered outside of Yellowknife and in a non-carpentry trade. The first course was held in Hay River and taught Summer Airport Maintenance. The second was offered in Trout Lake and taught Heavy Equipment Operation.

²⁹ Two of these students entered from completing the BTH Year 2 course. Only one of these two students passed the TAP Year 2 program.

³⁰ Overall BTH and TAP target was 50 participants accepted and a 75% completion rate.

h. Increased participant/employee self-confidence and self-esteem, yes or no?

Monitoring Framework data – this question was asked to both participants and employees in the Participant Status Update. Of the 32 participants who responded, 27 (84%) of the respondents agreed that the NWMOG Project training increased their self-confidence and their self-esteem. As one student from the HEO Exposure Course said, “The course did increase my level of self confidence in trades as I have no work experience related to trades. It also increased my self-esteem as I never imagined myself driving machinery which is an awesome experience.”

Of the six employed respondents, five (84%) also agreed that the employment increased their self-confidence and self-esteem. As one employed respondent said, “I do feel more confident working with any type of equipment which has made my employment more enjoyable.”

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

i. Improvements in lifestyle among participants, yes or no?

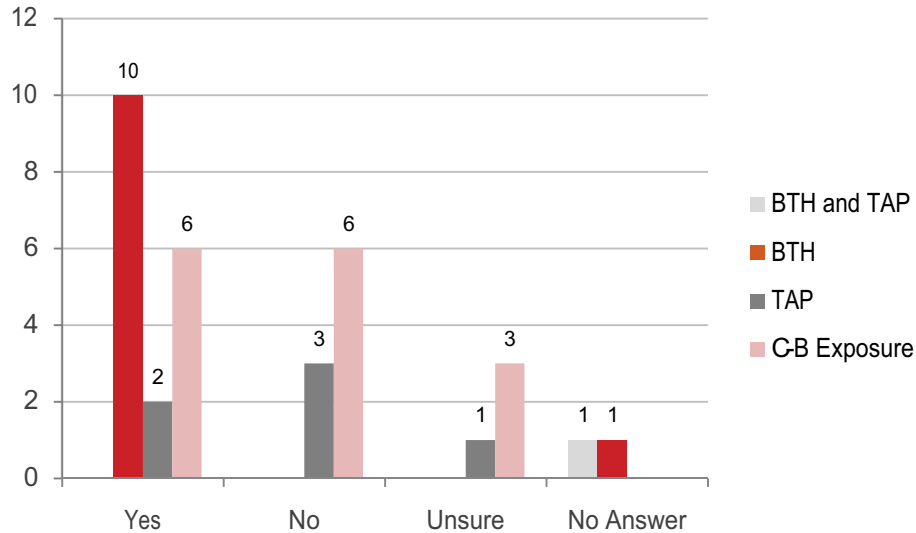
Monitoring Framework data – of the 32 participants who completed the Status Update Form, the majority (17 or 53%) identified that their life was positively impacted as a result of taking the NWMOG training. However, what is interesting to note about the data as presented in Figure 5 on the next page is that when it is examined by the course that the student participated in, the BTH courses where hands-on training was provided were reported to positively impact students the most; while the TAP courses and the community-based exposure courses did not have this same outcome (13 of those 21 respondents, or 66% of them were unsure or did not feel that the training positively impacted their lifestyle.) The two main reasons provided for responding in this way was:

- there was not enough practical experience in the training/or not enough time on the equipment; and
- the training did not result in employment.

Stakeholder view data – both the Advisory Committee and the NWMOG Project Management Team agreed that the project improved participant’s lifestyles. Specific examples were given where participants have built friendships with the NWMOG staff, training instructors, and their peers; found meaningful employment; have access to services that they did not have before; and in some cases have addressed barriers of homelessness and alcoholism (refer to the student case study for specific examples to this end).

Those courses that provide hands-on training are felt to be most successful at improving participant lifestyles

FIGURE 5: POSITIVE IMPACT ON PARTICIPANT’S LIFESTYLE BY COURSE



4. (a) **What innovative approaches to improving the labour market participation of under-represented groups did your project test?**

Monitoring Framework data – innovative approaches included a strategic, partnership-based approach to providing women-only training surrounded by a suite of supports.

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

(b) **Was there evidence that the innovations tested improved the labour market participation, yes or no? Please describe the evidence and how it was measured.**

Monitoring Framework data – labour market participation was not as successful as anticipated. Having said that, there is evidence that the women-only training was enough to get the targeted population ‘in the door’ to access the training, but was not what gave them the determination to remain until or beyond completion. This was measured through the Exit Interviews when 80% of the 26 respondents agreed that the women only aspect of the training was important to them. But based on the completion rate data (again, see Appendix 6), the women-only training was not enough to keep women retained in the trades.

However, the innovation that did help the participation in the training was the level of supports provided by the NWMOG staff. As stated earlier, the NWMOG Project was able to address three of the five baseline barriers identified for reasons why women were under-represented in the industry occupations. As well, of the 26 Exit Interviews completed, 24 (92%) of the respondents

agreed that the support services provided to them helped increase their retention in the training to the extent that they stayed, and that they were overall satisfied with the supports provided to them.

Stakeholder view data – both the Advisory Committee and the NWMOG Project Management Team agreed that the women-only training aspect attracted the type of women they targeted to become interested to participate in the training. They also agreed that the suite of supports provided by the staff was critical to the participation of women in the trades to the extent that they completed the training and/or accessed employment opportunities.

- (c) **Was there evidence that one approach or suite of supports was more successful than others, yes or no? If yes, please describe your evidence and how it was measured.**

Monitoring Framework data – the three supports that were accessed by the participants the most include: transportation (88%); work clothing (79%); and personal counselling which was provided by both the NWMOG staff and professionals as needed (76%).

Stakeholder view data – both the NWMOG staff and the Advisory Committee felt that not one approach was more successful than the others. Rather, they felt that the approaches and supports went hand-in-hand, to include the sheer determination of the Advisory Committee and NWMOG partners to make the Project a success, and industry for opening up work placements for participants who successfully completed the training.

The Advisory Committee and NWMOG Partners had sheer determination to make the Project a success.

- (d) **Was there evidence that the approaches tested produced the results you were looking for, yes or no?**

Monitoring Framework data – as stated in previous answers, the women-only approach was enough to get women interested to take the training, and the supports provided by the NWMOG Project staff helped increase their participation in trades, especially in the mining field. However, neither the women-only approach nor the supports were enough to keep the participants retained in the sector for reasons mostly beyond the scope of the NWMOG Project.

Additionally, the intention of the NWMOG Project was for women who participated in the Exposure Courses to become interested in the trades enough to want to receive more academic training by way of the BTH or TAP and then gain employment in the trades and/or write the Trades Entrance Exam. And although these results were not achieved as anticipated due to low numbers, baseline data collected through the Monitoring Framework identifies that it is not uncommon for the female population to be under-represented in trades-based or apprenticeship training. At the Thebacha Aurora College Campus for example, women students enrolled in

apprenticeship or other trades programs represents 10% of the population³¹, while the Mine Training Society quotes 30%³² female representation in their programs.

Stakeholder view data – both the Advisory Committee and the NWMOG Management Team agreed that the approaches tested produced the results they were looking for in so far as the research identified what the barriers to employment in the trades were for women prior to enter the NWMOG Project, and what they continue to be as the research is being completed.

However, the NWMOG Management Team also identified that the primary result they were looking for in the Project was to improve the lives of women by working towards their equal representation in non-traditional roles. They identified that even though the participation and retention numbers were smaller than anticipated, through the process, they have learned what it means to provide a successful trades-based training project. Community-based training that led to job placements that filled an actual labour gap was key. Additionally, they saw the importance of providing women-only training to get women interested to take the training, and a suite of supports, to include child care throughout and post training as success to this type of project.

The Advisory Committee identified that while the Project did identify what the barriers to employment in the trades were for women (identified below); they were also expecting this summative evaluation to identify recommendations to help them better address those barriers that still exist moving forward from the conclusion of this Project.

5. How important was income support for the successes of the individuals involved in the project? What was the evidence and how was it measured?

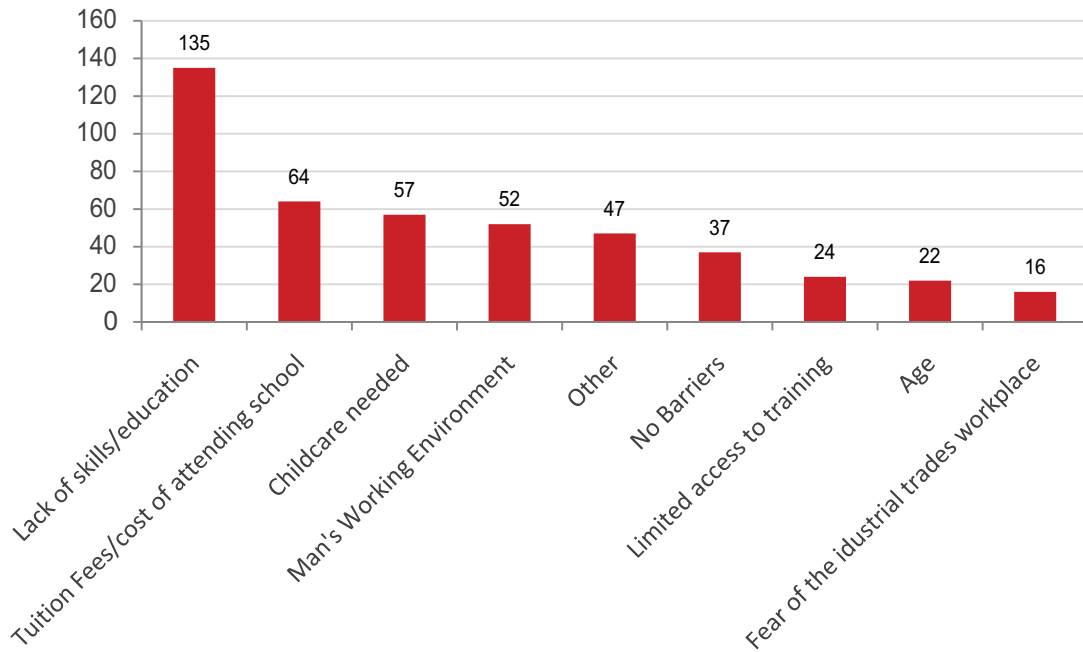
Monitoring Framework data – as stated above, two of the three highest NWMOG supports provided were transportation and work clothing. Additionally, although the student financial assistance is not a direct cost to the NWMOG Project, it is clear that the target population would not have participated in the Project if it were not for this assistance being provided. This is measured by the fact that the second barrier women reported as reasons for not seeking training or employment in trades-based occupations was tuition fees/cost of attending school. This is evidenced in Figure 6 on the next page.

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

³¹ Aurora College Thebacha Campus. Apprenticeship and other trades generated statistical data. Fort Smith: Author.

³² Interview with Mine Training Society Executive Director.

FIGURE 6: BARRIERS TO TRADES EMPLOYMENT IDENTIFIED BY WOMEN
(N-454)



6. Were there any unexpected impacts, either positive or negative that were a result of the NWMOG Project development or implementation?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the Advisory Committee and the NWMOG Project Management Team did not realize that building partnerships would have been so challenging in the beginning. However, they differed on their viewpoints as to the reason behind the challenge. For some members of the Advisory Committee, it was felt that the challenge was a result of the fact that those who were involved in the development of the Project’s proposal were not necessarily part of the Project’s implementation, and therefore views conflicted in terms of what was proposed and what new representatives thought should happen.

For the NWMOG Project Management Team however, it was felt that the challenge ensued when Advisory Committee members played multiple roles (i.e. as partner, advisor, delivery agent, contractor, or employer). In these instances, the Management Team struggled to determine how much influence each role should have in the decision-making, especially when it came to budget allocations. In these cases, it was felt that the multiple roles could be perceived as a conflict of

interest in satiations where a decision is being made about a contract associated with the Project, and that same contractor is part of those decisions.

Despite the different reasons as to how the initial challenges arose, both the Advisory Committee and the NWMOG Project Management Team identified that as more meetings were held, the Terms of Reference was finalized, and Quarterly Monitoring reports were provided, clarity regarding the Project's intentions ensued and partnerships not only strengthened, but the partners themselves became passionate about the research as well as the success of the women.

Another unexpected impact related to the challenge of recruiting enough women to enter the TAP. Although it was expected that academic skills would be lower among the unemployed or under-employed women, it was not expected that so many women would not meet the grade 7-8 entry level requirements of this program.

On the positive side, an unexpected impact was that the NWMOG Project would have such a significant influence on changing the lives of some women for the better. Overcoming these challenges had much to do with the supports provided by the NWMOG Project staff, but was also in part due to the dedication of the women to want to move toward a healthier lifestyle.

SUMMARY OF SUCCESS FINDINGS

In summary, the NWMOG Project was successful to the extent that it achieved the following:

- Increased the interest level of women to participate in the trades.
- Increased the participation of women in training that provides practical, hands-on trades experience (although completion rates for the BTH were not achieved to the extent anticipated).
- Employed eight women in the trades; four of which currently retain those positions.
- Identified baseline barriers that hindered women's interest in the trades, and provided an invaluable suite of supports to help address those barriers.
- Addressed two of the three baseline barriers identified (awareness that they can gain the skills necessary to enter trades; removed perception among participant's that it's a workplace environment suited for males; and addressed some participant wellness issues); and acknowledged where barriers went beyond the scope of the NWMOG Project (child care, and low education levels)
- Identified barriers beyond the Project's control which kept women from retaining their participation in the trades.
- For the most part, achieving all of its activities (although a few output and outcome data collection efforts could not be conducted).
- Increased employability for some participants, and workplace readiness skills for most participants.
- Increased organizational capacity within, and the profile of, the Status of Women Council of the NWT.
- Positively affected the labour market of those organizations which hired successful participants of the Project.

- Increased the self-confidence and self-esteem of most participants.
- Significantly improved the lifestyles of some participants.
- Provided women-only training which was enough to get women interested in the trades, but not enough to retain the majority of them.
- Assured training costs were not the responsibility of the participants.
- Worked through initial partnership challenges (although there was a difference of opinion as to how these challenges resulted).

However, the NWMOG Project was not as successful to the extent that it did not achieve the following:

- Anticipated target completion rates (although the overall BTH and TAP target of 75% was only missed by 14%).
- Attract enough participants to the TAP (this was unexpected).
- Positive effects on the Territorial labour market (data to this end was not collected).
- Collecting data in relation to whether the employers were satisfied with how the Project prepared women for the trades-based occupations.

Partnerships

Partnerships of the NWMOG Project were determined by the extent to which collaboration existed and helped the Project meet its goal. The questions and findings below help make that determination.

- 1. Did the NWMOG Project result in increased collaboration among workplace partners? If yes, please describe the extent of the collaboration among workplace partners. If no, what were the barriers?**

Monitoring Framework data – partnerships with the NWMOG Project originated with the Status of Women Council of the NWT and the original 12 Advisory Committee members representing education, industry, government, and non profit sectors. However, only ten of these members collaborated throughout the Project’s duration. A gap in the participation existed among the oil and gas sectors, who never sustained their collaboration beyond the proposal development and initial Project implementation stages.

Having said that, collaboration among some of the ten remaining Advisory Committee members, the Council, and new partners such as the School of Community Government, the Department of Transportation, and the Samba K’e Development Corporation did increase throughout the Project’s duration. Mainly this was a result of the recommendations provided in the Quarterly Monitoring reports which identified the need to provide work placements to those who successfully complete the training, and to offering exposure course training in communities outside of Yellowknife and specific to trades other than carpentry.

Stakeholder view data – as stated earlier, both the NWMOG Project staff and the Advisory Committee unexpectedly did not realize that building partnerships would have been so challenging in the beginning; and differed on their viewpoints as to the reason behind the challenge.

Increased collaboration was a result of addressing Quarterly Monitoring recommendations.

Having said that, they also agreed that collaboration increased as the Project continued over time, stating that unique perspectives and experiences were brought to the table as education, industry, government and non profit organizations worked together to support the research. It was identified that collaboration increased the most as partners worked together to finalize the Advisory Committee Terms of Reference, and address the Quarterly Monitoring recommendations.

2. **(a) To what extent was there collaboration in the development of tools/instruments/models? Please provide details.**

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the NWMOG Advisory Committee and the NWMOG Project Management Team pointed out that collaboration among partners existed in the development of the proposal, establishment of the Monitoring Framework, finalization of the Advisory Committee Terms of Reference, in the logistics of implementing the training courses, and in the provision of work placements.

- (b) Was collaboration among partners/stakeholders enhanced through the development of models and/or instruments as a result of collaborative efforts, yes or no? How so?**

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the Advisory Committee and the NWMOG Project Management Team pointed out that whenever partnerships are formed, collaborative efforts are always enhanced. They identified that this was especially true of the collaboration between the Management Team, the Advisory Committee, and partners whose mandates complimented the research aim to get more women interested, participating in, and retained in the trades.

3. **Did the NWMOG Project result in any changes in education and/or training policies within the partner organizations?**

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – the only change that was identified among the Advisory Committee members and the NWMOG Project Management Team related to the policies around attendance and lateness specific to the BTH and TAP. These changes resulted because of the extreme challenge that ensued in trying to implement them. It was more often than not that participants in the training were not able to adhere to the policies because of barriers that were beyond their control, including child care and health related issues. As a result, the only policy that was implemented was to ensure that the necessary supports were provided to the participants on an individualized basis so that they could attend class as regularly as possible.

SUMMARY OF PARTNERSHIP FINDINGS

The NWMOG Project was successful in its partnerships to the extent that it achieved the following:

- Increased and enhanced collaboration among the NWMOG Project Management Team, Advisory Committee members, and partners as implementation of the Project continued over time, and initial unexpected challenges were addressed.
- Collaborated in the development of the Project proposal, establishment of the RMAF, finalization of the Advisory Committee Terms of Reference, and logistics of implementing the training.
- Made changes in relation to attendance and lateness policies.

The NWMOG Project partnerships were not as successful in the following:

- The lack of oil and gas representation on the Advisory Committee.

Expenditures and Resources

Expenditures and resources of the NWMOG Project are determined by the extent to which the Project remained within budget, return on investment occurred, and improvements resulted at the management/leadership levels. The questions and findings below help make that determination.

1. Did the NWMOG Project remain within budget, why or why not?

Monitoring Framework data – overall, the NWMOG Project did remain in budget, with \$5,816.05 left remaining in its HRSDC budget at the time of writing this report.³³ Table 4 below however, identifies that there were differences among certain budget line items where the NWMOG Project either overspent or under-spent. The specific reasons for the major differences (more than a plus or minus \$5,000) are footnoted below.

TABLE 4: HRSDC NWMOG PROJECT 2007-2010 BUDGET AND EXPENDITURES

	Budget	Expenses	Overspent (-)/ Under-spent (+)
Wages	389,584.00	390,129.00	-545.00
Capital Costs	11,880.00	11,880.00	0.00
Support to Research Subjects	76,167.00	76,167.00	0.00
Professional Fees	643,565.00	641,729.00	1836.00
Travel Costs	65,273.00	63,596.00	1,677.00
General Project Costs	189,442.00	189,407.00	35.00
TOTAL	1,375,911.00	1,372,908.00	3,003.00

Additionally, Table 5 on the next page identifies that the NWMOG Project also remained in budget with regard to the Partner contributions, \$381.00 remaining at the time of writing this report.³⁴ Because these contributions were used to supplement the HRSDC funding as needed, and the year-end financial audit statements did not align the partner contributions according to the HRSDC budget line items, it was not possible to determine the exact expenditures by partner by major project cost.³⁵ What is presented here is an overall summary of what was budgeted and expended at the time of writing this report.

³³ Please note that these numbers are the best estimate at the time of writing the report. More accurate numbers will be available when the 2009/2010 audit is completed for the Status of Women Council of the NWT as of July 01, 2010.

³⁴ Please note that these numbers are the best estimate at the time of writing the report. More accurate numbers will be available when the 2009/2010 audit is completed for the Status of Women Council of the NWT as of July 01, 2010.

³⁵ If this level of detail is required, please refer to the Status of Women Council of the NWT. What is known is that the majority of funds went to the following project costs: additional payroll, enhancements, some travel, some evaluation, and wage subsidies.

TABLE 5: NWMOG PARTNER BUDGET AND EXPENDITURES 2006-2010

	Budget	Expenses	Overspent (-)/ Under-spent (+)
Project partner contributions	455,000.00	454,619.00	381.00

Stakeholder view data – this question only required an analysis of monitoring data and therefore stakeholder views to this end were not accessed.

2. Did the NWMOG Project result in any of the following? Please explain.

a. Changes on your return in investment (i.e. improvements/decreases)?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – neither of the Advisory Committee members felt that changes occurred on their return of investment. For the NWMOG Project staff, however, it was felt that the longer courses, which were supposed to have the most impact on getting women into apprenticeship positions and/or trades-related employment, proved most expensive in that they did not provide the returns (results) anticipated. On the other hand, the cost of adding two more Exposure Courses based on the Quarterly Monitoring Report recommendations and HRSDC’s approval as part of the 2009/2010 extension proved valuable to their return on investment.

b. Improvements in management/leadership capacity and competency?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the Advisory Committee members and the NWMOG Project Management Team identified that improvements in management capacity existed in so far as they are now more aware of the supports women need to attain and retain employment, and the barriers that will likely continue to hinder their employment in the trades (child care and low education levels). The fear however, was that with the conclusion of the NWMOG Project, a gap in service will exist. As the NWMOG Project staff identified, an expectation for women only trades training and surrounding supports has been created. But without continued funding to provide this type of training or level of supports, these services can no longer be provided.

An expectation for women only trades training and surrounding supports has been created. With the conclusion of the NWMOG Project, the fear is that a gap in service will result.

SUMMARY OF RESOURCE AND EXPENDITURE FINDINGS

The NWMOG Project was successful in its resource and expenditures to the extent that it:

- Remained within budget, despite fluctuations among line items.
- Reflected a positive return on investment with the addition of two additional Exposure Courses as part of the 2009/2010 Project extension.
- Improved management and leadership capacity at the Status of Women Council of the NWT.

Where the NWMOG Project was not as successful in relation to its resources and expenditures related to the fact that the longer term courses proved to being little return on investment based on the fact that it did not the target results anticipated.

Sustainability

Sustainability of the NWMOG Project is determined by the extent to which the Project's successful results will continue beyond its conclusion and whether those results will equate changes within partner organizations. The questions and findings below help make that determination.

1. Did the NWMOG Project result in any of the following? Please explain.

a. Increased awareness among public and private sector employers of the need for gender-based workplace training?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the NWMOG Project staff and the Advisory Committee members identified that the results of the research show a need to offer women-only training to get women interested in the trades, but it is not necessary for women's retention in the trades. However, some of the Advisory Committee members were still suspect that the women-only trades training was necessary because women were not excluded from other training programs, and in some cases, it was more difficult to teach a women-only setting. The NWMOG Project staff however differ on this opinion, stating that gender equality does not infer gender equity. In other words, because a training program might be equally open to men and women alike, does not mean that that training addresses both male and female training needs alike.

Gender equality does not equate gender equity.

b. Increased awareness among public and private sector employers of the importance and need for lifelong learning and professional development?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – both the Advisory Committee members and the NWMOG Project Management Team felt that the need for lifelong learning and professional development was always known among public and private sector employees. Instead, what the NWMOG Project highlighted was that women require different, individualized supports when it comes to accessing learning and professional development opportunities.

2. Is there evidence that the work undertaken through the NWMOG Project will be sustained once it sunsets?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – the Advisory Committee and the NWMOG Project Management Team differed on their viewpoints to this question. For the Advisory Committee members, it was felt that the work undertaken would only be sustained in so far as those who are employed will retain their jobs, and so long as the Status of Women Council of the NWT continues to provide supports to the women through their regular services. Beyond this, some of the Advisory Committee members felt that the level of service offered would be unsustainable in the long term without dedicated funding from an outside source.

From the perspective of the NWMOG Project Management Team, however, evidence was taking place based on the fact that (a) women and organizations in the NWT were still calling the office inquiring about additional women-only training courses; and (b) due to the fact that the Project has opened the eyes other partners such as the Department of Transportation and the School of Community Government that women-only training would be an option to increasing employment and qualifications at the community level. Additionally, the Status of Women Council is able to provide evidence based on the second Women in Trades project they are proposing to implement. This project is based on the preliminary lessons learned from the NWMOG Project's research results, and is anticipated to try to find ways to address some of the recommendations resulting from the research in this summative evaluation. Additionally, the Status of Women Council of the NWT was able to allocate some internal funding to allow the Project Officer to remain on staff so that the women who completed the last community-based Exposure course can be followed up and supported for one full year post completion.

3. Is there evidence that the NWMOG Project has (or will) result in changes in government/industry/stakeholder policies and programs?

Monitoring Framework data – no monitoring data was collected to this end and therefore, the views of the stakeholders are relied on to answer this question.

Stakeholder view data – the Advisory Committee felt that it was too early to answer this question until the recommendations from the research are presented and solutions to the recommendations are actioned. The NWMOG Project Management Team, on the other hand, were able to identify that they were already advocating for improvements for women in industry, and plan to lobby the Members of the Legislative Assembly once the results of the report are finalized.

SUMMARY OF SUSTAINABILITY FINDINGS

The NWMOG Project was successful in its sustainability to the extent that it was able to achieve the following:

- Increased awareness among the Advisory Committee members and partners of the need for gender-based training to get more women interested in the taking trades training.
- Awareness among some partners, other organizations, and northern women, that trades-based occupations are suitable for women.
- Highlighted the need for individualized supports for women to retain their participation in the trades.
- Increased the awareness of the services provided by the Status of Women Council of the NWT.
- Showing signs of sustainability based on the continued inquiries and awareness among partners to provide gender-based training as an option.
- Working toward sustainability of the outcomes of this Project by proposing a community-based trades training project that will address, to the extent possible, the research identified in this report.

Although there were no unsuccessful results related to sustainability, this mainly had to do with the fact that whatever is actioned upon as a result of the results in this report will determine the extent to which the outcomes achieved will be sustainable overtime.

Participant Case Study

The opportunities to work in NWT trades are abundant. With an estimated growth of 5,000 mining jobs and 11,000 person years of construction over the next five to ten years, the abundance will only get bigger. One would think that this is a good thing for NWT residents. And it is. Except for women.

Women are significantly under-represented in the trades. They represent only about 3% of the population working in the mining, oil, gas, and construction industries. They also only represent about 5% of the population seeking apprenticeship opportunities; most of which are being accessed in the food and service industry. The question is, why?

Needs assessment research has shown that woman in the north face different, often increased barriers to employment than the male population. These barriers include:

- Traditionally, women have not been encouraged to, or supported in, gaining the knowledge and skills necessary for trades-based occupations.
- Low education level, literacy and numeracy skills necessary to write the Trades Entrance Exam.
- Perceptions that the industrial workplace is an environment best suited for males.
- Being the primary (or only) care-giver in the family who must deal with the financial, emotional, and social pressures of single-parenting.
- Lack of qualified childcare facilities in the communities and inadequate training subsidies which would allow women to work outside of the home and be able to afford reliable childcare.
- Wellness issues continue to plague the north (i.e. alcohol and substance abuse).

The Status of Women Council of the NWT, together with their Advisory Committee partners, set out to address these barriers in hopes of getting more women interested, participating, and retaining employment in the trades. Through the NWMOG Project, trades-based training is offered in a women-only format providing the necessary hands-on and academic skills necessary for women to write the Trades Entrance Exam and/or enter apprenticeship or trades-based occupations.

The innovation behind the NWMOG Project is the suite of supports offered to help women reduce the barriers to employment in the trades. These supports have included financial assistance; personal awareness counselling; advocacy for housing and childcare needs; workplace equipment; as well as job placement and retention. But the question remains: have these supports and the women-only training component been enough to address the barriers? Has the NWMOG Project been able to increase the interest level, participation, and retention of women in trades-based occupations in the mining, oil, and gas industries?

The observations presented here are those made by Jennifer Young as researcher and evaluator of the NWMOG Project. They are based on in-depth interviews and Project data specific to two participants; giving insight into the questions above based on my own observations and analysis of the information that was collected. They represent only one view. These participants were interviewed based on the point of entry into the Project, as well as the level of supports that they accessed during and after their training. The barriers to employment in the trades varied for each of these participants, but there was one constant among their experiences – the supports provided by the NWMOG Project staff were what helped them succeed to the extent that they did.

Setting it all up

This is my second time interviewing two of the three participants. The file I originally recorded their interview data on became corrupted and I requested to re-do the interviews. But the women do not mind. They enjoy coming to the Status of Women Council of the NWT's office. It's welcoming. It's comfortable. And most of all, it's supportive.

Before coming to speak with me, each of the women take a few minutes to speak with the NWMOG Project staff. Although I am not privy to what is being said, I can tell that a genuine friendship is built between the participants and the staff. In fact, when I entered the office for my first interview with one of the participants, she was already in speaking with the Project Coordinator. The participant informed me that she was having a rough time and was seeking the support and advice of the Coordinator. I suggested we postpone the interview until she was having a better day, but the participant disagreed and said she wanted to do it; she wanted to tell her story.

In the first round of interviews I provided lunch for the women. They were also paid wage subsidies for their time in both rounds of interviews. At first I wondered if this influenced their choice to come in and speak with me. I wanted them to want to come in, not because there was an incentive to do so. When I raised my concerns with the Project Coordinator, I was informed that the women jumped at the chance to tell their story – before they even knew lunch or wage subsidies would be provided. These were just an added bonus to being offered the chance to come in and talk about their experiences in the NWMOG Project. It also provided the women a good excuse to come in to the Status of Women Council of the NWT's office and catch up with the Project staff.

Interest in the trades

Both women come from different walks of life. To keep anonymity of the participants as promised, I will refer to them alphabetically as I speak to their experience in the NWMOG Project.

Before applying to the NWMOG Project, Participant A was hired by her brother to watch his children for \$40/day. She also lived with her brother, along with her 14 year old son because living in Yellowknife on one's own while making only \$40/day as a single parent is simply not realistic. Then, based on a disagreement she had with her brother, she and her son were put out of the home and told to make due

elsewhere. She describes this as being a “rough time”; and felt as though she was homeless while she ‘couch surfed’ at a friend’s place for three weeks.

During this three week period, she learned of the NWMOG Project through a newspaper ad and it “caught her eye”. I asked her what caught her eye the most. She said it seemed like a good opportunity to pursue because she was always interested in the trades and she wanted to get herself back on her feet again for the sake of her son; supporting him is her priority.

As it turns out, Participant A’s interest in the trades goes back as far as her acceptance to George Brown College in Toronto for mechanics. But she never pursued it. The barrier for her at the time was family. Her father had become quite ill with cancer and she declined her acceptance in order to fulfill the traditional value of staying at home with her mom to help take care of her dad. Although she “kicks her butt” for not accepting the offer, she knew staying home was the right thing for her to do. I could tell traditional family values were deeply rooted in who she was.

Participant B’s interest to apply to the NWMOG Project came from her curiosity of automotive mechanics. But how she came to be a participant in the NWMOG Project was an experience quite unique from other participants. When she describes what her life was like before she chose to apply to the NWMOG Project, she admits it was very chaotic due to her addiction to alcohol. So much so, that she recalled being at a point of “knocking on death’s door”; her alcoholism was having that much of an impact on her life.

All Participant B wanted was to live a positive lifestyle. So when she saw the newspaper ad that said “industry wants you and we want you to be successful” she thought it was worth pursuing – even more so when she realized that the Project would provide personalized supports to help her qualify for jobs. Aside from her addiction to alcohol, Participant B also knew her low education levels would also be a barrier to overcome, but she was willing to try; hoping the right supports would be provided.

Participation in the NWMOG Project

Participant A’s application identified that she was interested in welding, had received her High School Diploma as her highest level of education and listed the following two barriers as reasons for not applying to the trades earlier:

- being a single parent; and
- trades is known to be a man’s working environment.

There was no mention of housing issues. What surprises me now about the second barrier as I have come to know Participant A much better is that her personality is to prove others that she can work in the trades. She was even quoted in the local newspaper as being out to “prove them wrong”³⁶; them being those that did not think she could do anything physically demanding because of her small stature. Perhaps she identified the barrier because she knew she needed to prove that she could do it; that the fact that she would have to do this despite her confidence was a barrier in and of itself. But we never got to this in our interview.

Upon successful completion of the assessment process, Participant A was accepted into the first Builder Trades Helper offering in October 2007. When I asked her if it made a difference for her that the training was provided in a women-only setting, she immediately gave me a look that I assumed asked, do I look like someone who would care if the program was in a women-only setting? Needless to say, her response (in words) was that it did not matter to her that it was a woman only program.

When I ask her about her experience in the Builder Trades Helper she grins widely and states, “I loved it.” The only complaint she had related to the Ready to Work North portion of the program. In her words, this was a “downer”; claiming that she was being taught work etiquette she already had, and didn’t need to be taught as an adult.

Participant A was always the first to arrive in the classroom every morning and through her hard work and dedication even became the poster child for the NWMOG Project. When I asked how this made her feel, she said it didn’t really bother her; that it was just different to see her face in papers and on posters. She even acknowledged that people from her home community would call and comment about her picture being somewhere.

Participant A went on to tell me that completing the Building Trades Helper was an “awesome feeling” which provided her with more self confidence and self esteem to go into the trades. It opened her eyes to the possibilities she said. But she is quick to point out that she will forever be grateful to the supports provided by the NWMOG Project’s Coordinator and Officer, especially in the first few months of schooling when she was struggling with a housing placement for her and her son. Participant A acknowledged that this required a huge amount of advocacy from the NWMOG Project staff to ensure that the income and housing supports she needed, (and had a right to access), were put in place. Without this help, Participant A identifies that she likely would have “given up”, and went back to her home community trying to make ends meet.

³⁶ Guy Quenneville. *“I’m Proving them Wrong”*. News North NWT, Monday, March 16, 2009, p. B3.

After successfully completing the Builder Trades Helper, Participant A went on to complete a four week work placement rotation with De Beers Canada as a Maintenance Helper. Upon completion of the work placement she worked with the NWMOG Project staff to submit her resume to various trade-based companies in Yellowknife and was successful at securing employment first with Unico and then with Tlicho Logistics. That is, she said, until the call from De Beers came and they offered her a full time position as a Maintenance Helper working a two and two rotation. It made her feel “so proud” to get the call she said; it showed that her going to school “paid off”.

Participant B’s participation in the NWMOG Project was slightly different than Participant A. The progress that she made to getting accepted into the training was what made her experience unique.

Based on her issues with alcoholism, Participant B’s initial triage assessment flagged the need for a referral to treatment before she could be accepted into the Project. (She was among the first set of applicants the triage assessment was used for to address the attrition rates from the first Builder Helper Trades program). She agreed; accessed the treatment and re-applied to the Project upon successful completion. Upon a successful assessment process the second time around, Participant B was first accepted into the second Builder Trades Helper offering in February 2008, and then upon successful completion of that course was accepted into the first Trades Access Program offered in September 2008.

Participant B’s second application identified that she was interested in upgrading because her highest level of education completed was grade 9, and identified no barriers to entering trades recognizing that she completed treatment for her alcoholism. When I asked her if the women-only aspect of the training influenced her decision to participate in the Project, she said it most definitely helped attract her to the program, but wasn’t the reason for why she remained committed. For this, she credits the supports provided by the NWMOG Project staff at the Status of Women Council of the NWT. She identifies that the supports provided by the staff were “overwhelming” in that they always took the time to listen to her, understand her better, and most importantly, prove that they believed in her ability to successfully complete the training. Without the support of the staff, she does not think this would have been possible.

When I ask her about her experience in both the Builder Trades Helper and the Trades Access Program she admits that she learned a lot more than any other programs she has attended. She really enjoyed the hands-on training of the Builder Trades Helper, but struggled with the math and sciences in the Trades Access Program. “I never saw numbers like that before in my whole life,” she said. So true to their word, the NWMOG Project staff set up personalized tutoring for her and she ended up doing exceptionally well in the Program. She said she “even floored herself actually.” It was a big improvement for her, and an experience that made her “very humble” and feel “on top of the world” in the end.

Beyond the training, Participant B also completed a four week work placement rotation with De Beers Canada as a Maintenance Helper after successfully completing the Builder Trades Helper training. It was enough for her to know that she wanted to pursue the trades further, which meant moving forward with

the academic training offered through the Trades Access Program in order to write the Trades Entrance Exam. Participant B did make an attempt at the exam despite her low education levels, and unfortunately, she did not pass. But it does not discourage her. She still beams with pride that she has come as far as she has from the days when alcoholism consumed her life, and still wishes to continue participating in the trades.

Retention in the trades

Participant A retained her employment at De Beers for a year and a half; until about three weeks before completing the summative evaluation for the NWMOG Project. Leaving her teenage son with family while she was away on her two week rotation was not conducive to the support he needed during such a critically vulnerable time in his life. It was too tough to be a single parent from a far, so she felt she had no choice but to resign.

By speaking with the NWMOG Project Advisory Committee representative from De Beers as well as her former Supervisor, Participant A realizes in hindsight that there might have been other options she could have explored. For example, prior to resigning, Participant A expressed an interest to pursue plumbing as an apprenticeship. And even though this was not something De Beers offered, they were willing to look into it for the sake of employee retention and satisfaction. Participant A never thought to explore this option outside of a rotational schedule. When I ask her if she will, she states that she is not sure. She admits that she “kicks her butt” for having to resign, and for not looking at other options first, but she quickly passes this guilt away by acknowledging that her son is her priority, and looking after him is what is most important to her right now.

When I ask her if she has concerns moving forward from here, Participant A admits that it will be tough. But she also admits that because she was able to save money for the first time in her life as a result of her work at De Beers, and because she now has the skills to work in trades-related positions, she is not too worried just yet. And to be honest, neither was I.

Participant B is also not working in the trades nor is she taking any further trades-based training. But it is not for a lack of wanting to do so. Participant B simply has extensive health concerns that she needs to address first. In the interim, she is looking for ways to continue her upgrading because she really wants to improve her educational levels enough to pass the Trades Entrance Exam and become an Apprentice. But she recognizes that this could be a long road ahead, and one that she is not willing to tackle until her health is in a more positive state.

Part of me worries that she will resort to alcohol again, especially as she expresses feelings of “fear, loneliness, and vulnerability” now that the Project is over. She admits to missing being part of the team at the Status of Women Council of the NWT office and interacting with them daily. When I assure her that their mandate is to advocate on women’s behalf and that their door will never be closed to her, she is

surprised, but feels reassured. “Well thank you” she said with a big smile. “That is great news. I did not know that.” And from there, my worries disappear.

Final Observations

The research aim of the NWMOG Project was to alleviate the barriers women face to first get interested in, then participate in, and finally, retain employment in the trades. The innovation behind the research is the provision of women-only training surrounded by a suite of supports. Through this participant case study, it is quite clear that the women-only aspect seems to attract women’s interest to take the training, but is not the reason for them to remain committed to participating in the trades. This is where the suite of supports comes into play.

Through the experiences of these two participants, it is clear that the suite of supports were successful in encouraging them to gain the skills necessary to attain employment in the trades, and removing the perception that it’s a workplace best suited for males. The supports even helped them address some significant wellness issues. However, these supports were not enough to retain these women in the trades. For Participant A, her barrier related to being a single parent and not having child care she could rely on to be able to work on rotation. For Participant B, her barriers related to her personal health first (which is even beyond her own control), and her low education levels second. But it’s not because the women do not want to remain in the trades, it’s because they have barriers beyond the current capacity, resources, and control of the Project or the employers.

Assessment and Recommendations

This section of the summative evaluation report provides an overall assessment of the findings presented in the previous sections to determine the extent to which the NWMOG Project was able to achieve its research aim. Again, the research aim was to determine, whether

Given the current population of unemployed and underemployed women in the NWT, will a dedicated, women-only partnership based and strategic approach to training and development be successful in increasing the interest level, participation, and retention rates of northern women in industrial and trades-based occupations in the mining, oil and gas industries.

This assessment describes the interpretations that have been drawn from the findings provided earlier in order to determine the NWMOG Project's successes and challenges in being able to achieve each of the elements of its research aim identified through the following subsections:

- dedicated, women-only partnership based and strategic training approach
- increased interest of women to enter trades-based occupations
- increased participation of women in trades-based occupations; and
- increased retention of women in trades-based occupations.

Each subsection also contains recommendations so that the strengths of the NWMOG Project can be reinforced and the challenges addressed.

Dedicated, Women-Only Partnership Based and Strategic Training Approach

As stated in the delivery approach section, the NWMOG Project was spearheaded by the Status of Women Council of the NWT. It was also guided, and in some cases, directly implemented, by members of the Advisory Committee as well as new partners as the need arose (through contractual obligations) as well as through the offering of work placements. This represented the dedicated, partnership-based approach to the training.

Additionally, all aspects of the training were provided to women-only in hopes of addressing their initial fears that the trades-based occupations are for men only. Strategically, the training was provided on a continuum whereby it was hoped that women would essentially gain enough interest to enter the trades based on their experience in the short-term Exposure courses to want to move into the more formalized training of BTH and TAP. It was then hoped that the women would attain employment and/or write the Trades Entrance Exam.

The strategic approach to the training was also influenced by the suite of supports that were provided to the women throughout their training and upon their completion in the Project (whether they successfully completed the training or not). These supports included, personal awareness counselling, student financial assistance, transportation assistance, advocacy specific to housing and child care, job placement and retention, as well as referrals and upgrading.

A third and final influence to the strategic approach included the ongoing monitoring and evaluation efforts. These efforts were guided by the RMAF developed at the outset of the NWMOG Project based on the original Project proposal and subsequent negotiations with the NWMOG Management Team and the Advisory Committee.

Strengths

The fact that the Advisory Committee members were able to address their initial challenges and find the means to work together to passionately address the NWMOG Project's research aim and recommendations speaks to the success of the partnership-based approach. Additionally, the fact that new partnerships developed awareness as the Project grew, and various in-kind resources could be relied upon during implementation, added to the success of the partnership-based approach.

There still exists some hesitation regarding the relevance of women-only training. However, based on the findings, it is quite clear that women-only training is important at getting women 'in the door' to begin thinking about trades-based occupations as a potential career choice. Without this option it is likely that the perception of trades being a man's working environment only would continue and women would remain under-represented in this sector.

The suite of supports proved invaluable to the success of the participants in the NWMOG Project; addressing three of the five baseline barriers form women's participation in the trades. Not only did they help retain the participants in the Project to the extent each participated, but the encouragement provided by the Project staff was influential in increasing the participant's self-confidence and self-esteem to pursue meaningful employment, whether in the trades or not.

Hiring an external evaluator to conduct the monitoring and evaluation activities throughout the duration of the NWMOG Project allowed for ongoing and objective monitoring. As well, through quarterly monitoring and annual evaluation reporting, the Project Management Team and Advisory Committee were able to make timely adjustments to the Project as needed, and ensure a more realistic implementation.

Challenges

The main challenge with respect to the partnership-based approach related to the fact that oil and gas did not remain committed to the Project's implementation. Had these partners remained committed, women might have been able to broaden the experience in these sectors through work placements.

At inception, the continuum training approach was logical with the intention of piquing women's interest enough through hands-on training to make them want to access the more academic route of being able to write the Trades Entrance Exam. However, because of some of the barriers that existed beyond the control of the Project, the continuum did not exceed as anticipated. Specifically, these barriers included:

- Lack of reliable childcare. Especially at the community level this hindered the ability of some women to work in their home community, and especially a two and two mining rotation.
- Low education levels of northern women, especially in the math and science areas to be able to enter the more academic-trades based courses.
- Economic recession that did not allow industry partners to hire new staff when layoffs with current staff were underway.
- Mining industry is looking for skilled professions to be filled by Northerners; not entry-level labourers. The low education levels of women are not conducive the TAP which would give them the skills necessary to attain these positions.
- A lack of interest among some participants to attain employment in the trades unless it is within their home community.
- Some women did not interview well for the positions offered.
- No valid driver's license which impacts on ability to operate some heavy equipment, especially at the community level.
- Lack of work experience tied with the TAP made it difficult for women to get the practical experience they needed to get employment in the trades, especially at the community level.

There were two challenges that resulted from the monitoring and evaluation efforts. First, without a control group to measure against, it is unclear as to which aspect of the strategic training approach was most critical to the NWMOG Project's success (i.e. whether the woman-only aspect of the suite of supports were more influential). Second, because the HRSDC research questions were not provided until the Project's final year of implementation, challenges ensued in being able to collect all the information necessary to answer the questions. Mainly, this was a result of the fact that the appropriate data sources were not set up in advance.

Overall, an expectation that this type of training approach can be provided in the NWT has been created. Unfortunately, with the conclusion of the NWMOG Project, this expectation can no longer be met. Although the Status of Women Council of the NWT has allocated internal resources for the Project Officer to remain on staff in order to support the last exposure course students for up to one year post completion, these resources are not sustainable in the future, and the work will have to be undertaken in addition to the services currently provided by Council staff.

Recommendations

1. Continue to provide partnership-based women-only trades based training to address the perception that trades is a working environment for men only. Or, if women-only training cannot be provided, in the least, ensure that all trades-based training programs are implemented with a gender lens to ensure that both female and male training needs are incorporated equally.
2. Establish a Women in Trades Coordinator position that will be responsible for liaising with education, industry, government and non profit sectors; providing supports to women in trades; and advocating on their behalf as necessary. Ideally, this position should exist in the Status of Women Council of the NWT office as result of their mandate to advocate on women's behalf, and based on their experience and lessons learned from the NWMOG Project. However, this position could exist within any non profit or industry sector so long as advocacy efforts and flexible work schedules would be permissible.
3. Conduct research to determine why the barriers to employment in the trades-based industry still exist for women beyond providing a women-only program and a suite of supports. As a priority, this research should examine the reason why northern women experience low education levels (especially in the math and science). Additionally, the research should incorporate a needs assessment to determine the level of child care facilities that are available in the NWT for women to access should they choose to attain employment in trades-based occupations or more formalized training. This research could be conducted by the Women in Trades Coordinator dependent on resources and qualifications.
4. Establish a Women in Trades Steering Committee that will work together to identify a solution to a suite of supports that will address the barriers identified through this research that still exist for women to become employed or retain their positions in the trades. Ideally, this Steering Committee would be coordinated by the Women in Trades Coordinator and would consist of representatives from education, industry, government, and non-profit sectors.
5. Incorporate a monitoring and evaluation framework as part of any future training opportunities and/or research aims. This will ensure that the activities, outputs, outcomes, and ultimately, the goal are well defined and measurable. It will also ensure that the appropriate data collection sources are in place in advance of Project implementation (i.e. should a control group be necessary for data collection purposes). Additionally, this framework should incorporate quarterly monitoring reporting and cyclical evaluation activities to ensure that the training's progress is adjusted as necessary and remains as realistic as possible. The assistance of a professional, third party evaluator should be sought to this end.

Increased Interest of Women to Enter Trades-Based Occupations

Women's interest was measured by the extent to which women accessed information about the NWMOG Project, whether through information sessions in communities, walk-ins or phone calls to the NWMOG Project office, or responding to the promotional campaign. Interest was also measured by the extent to which women submitted applications to the NWMOG Project and completed the assessment process required for entry. Key aspects of the training meant to pique the interest of the target audience were the women-only focus and the suite of supports offered throughout and beyond the training.

Strengths

As stated above, the women-only and suite of support elements of the NWMOG Project training were instrumental in getting women 'in the door'. The promotion of these elements, as well as the fact that the training would be of no cost to the participants, aided in being able to pique the interest of women enough to apply to the Project. This was evidenced by the feedback gained through the applications, and the increasing number of applications that were received each year.

Going out to the communities to provide in-person information sessions and placing newspaper ads in various newspapers that women could submit to seek more information, increased the Project's exposure. They also helped increase the number of applications that were received from communities outside of Yellowknife.

Challenges

The targeted audience did not pose some of the academic qualifications that were expected of the more academic training. This was especially in reference to the TAP which required that the women have completed at least a grade 7 or 8 as their highest level of education.

Recommendations

6. Link the target audience to the qualifications expected of the trades-based training. For example, if a TAP was to be offered in future training programs, consideration should be given to attract students who have the qualified prerequisites.

Increased Interest of Women to Participate in Trades-Based Occupations

Women's participation in trades-based occupations in the NWMOG Project was measured by the extent to which they first participated in the training, and then participated in employment opportunities, or other trades-based training opportunities. The different ways in which women could participate in the NWMOG training was either through the Exposure courses, the BTH, or the TAP offerings, or by writing the Trades Entrance Exam. Acceptance into the training was based on an initial assessment of the applications, followed by a triage assessment process and an aptitude test.

Employment opportunities were offered through work placements at De Beers Canada, BHP Billiton, and Somba K'e Development Corporation. Women were also encouraged to seek employment opportunities in the trades, and were assisted by the NWMOG Project staff as necessary to write resumes, help locate suitable options, and prepare for interviews.

Strengths

The triage assessment process worked to identify participants that were more willing and ready to dedicate themselves to academic-based training in the trades. Once this triage assessment process was implemented, attrition rates decreased for BTH and helped to keep them low for the TAP.

Practical, hands-on experience offered by the Exposure and BTH courses were by far the greatest success of increasing women's interest to participate in trades-based occupations. It was through this experience that women learned how to operate various tools and equipment, and get a real feel for what it would be like to work in the trades.

Additionally, where the training led to direct linkages in employment, participation was that much higher, especially when it led to employment within the participant's community. This was especially true of BTH course offerings where work placements were available from the mining industry, and the community-based HEO Exposure Course offered in Trout Lake where employment was available from the Somba K'e Development Corporation. The ability to attain employment post training was also a success factor for women in terms of whether they felt the NWMOG Project positively impacted their lifestyle.

Challenges

Targeted completion rates were not met as anticipated. This was especially true for TAP which required women to have achieved a specific academic level in order to participate in the program. However, as was unexpectedly proven through the research results, it was seldom that anyone within the target audience could meet the educational requirements, even with dedicated tutoring supports provided to them.

A large portion of where trades-based opportunities are available within the mining industry is in the skilled or professional positions. However, because the majority of participants accessed the training at the entry-level position of Exposure Courses or BTH, the employment opportunities at the mines were not as plentiful for these participants as they would have been if they completed the TAP and/or went on to successfully pass the Trades Entrance Exam. Additionally, because of the economic recession that occurred in the Project's final year, the mining industry was prevented from hiring women completing the NWMOG training when they were laying off their own staff.

Recommendations

7. Continue to utilize a triage-assessment process when recruiting underemployed or underrepresented populations in order to alleviate attrition levels.
8. Provide trades-based training that incorporates hands-on experience and is directly linked to employment opportunities. Ideally, these opportunities should be provided within the home communities that the women are being recruited from. This will help build sustainable communities should males be recruited by the industries outside of the communities; allowing the women to fill the positions that would normally be filled by males.
9. As a priority, the Women in Trades Steering Committee should focus on finding solutions to improve the education levels of unemployed or underemployed women so that they have better opportunities to access the more academically based trades training.

Increased Retention of Women in Trades-Based Occupations

Women's retention in trades-based occupations was measured through the NWMOG Project by analyzing the extent to which women retained their trades-based occupations and/or went on to pursue more formalized trades-based training opportunities. Other trades-based training is offered in the NWT either through Aurora College or the Mine Training Society. Upon completion of NWMOG training, if a participant did not wish to seek immediate employment, they were encouraged to pursue one of the other trades-based training options. The most that retention could be measured was up to 18 months, following participant's completion of the first BTH offering up to the conclusion of the NWMOG Project.

Strengths

The strength of women being able to retain their trades-based occupations had much to do with the extent to which partners offered full time work placements. Without these work placements, no women would be retaining any positions in the trades-based occupations.

Challenges

Participants, for the most part, did not access more formalized training or enter into trades-based occupations as anticipated. Again, the barriers related to this outcome (identified above), were for the most part, beyond the scope of the NWMOG Project to address. Childcare was identified as being the most prominent of these barriers.

Additionally, due to the lack of interest of some participants to participate in the follow up data collection efforts, and the fact that the Project concluded less than a year after the last Exposure course participants completed their training, it was difficult to track women's retention in a meaningful way. It was also difficult to determine if the project had any positive impact on the overall territorial labour market.

Recommendations

10. As a priority, the Women in Trades Steering Committee should focus on finding solutions to find suitable childcare opportunities for unemployed or underemployed women so that they have better opportunities to attain and retain trades-based occupations.

11. To the extent possible, ongoing core funding should be sought for women in trades training such that continuity in service is provided and gaps in service are eliminated. Additionally, ongoing core funding will allow for extended follow up with participants, allowing for the ability to track whether the training is making a true impact on the territorial labour market.

Conclusion

The NWMOG Project aimed to identify whether, given the current population of unemployed and underemployed women in the NWT, will a dedicated, women-only partnership based and strategic approach to training and development be successful in increasing the interest level, participation, and retention rates of northern women in industrial and trades-based occupations in the mining, oil and gas industries. To this end, the Project was successful at increasing women's interest levels, somewhat successful at increasing women's participation, and not very successful at increasing women's retention in trades-based occupations.

When compared to other programs at either Thebacha Campus or Mine Training Society, the NWMOG Project surpasses the number of female participants. Where the Mine Training Society boasts a full 30% female participation rate, and Thebacha Campus a 5% rate, NWMOG had a full 100% female participation rate. Therefore, NWMOG addressed the need of getting the under-represented, represented. At least as far as the training went, and even if the completion rate targets were not fully met.

When it comes to employment in the trades, the numbers resulting from the NWMOG Project are again small. But without a control group, or ability to track the employment of other trades-trained participants, we cannot determine if the NWMOG Project numbers are fully comparable or not. What we can determine is that four women have become employed full time in the trades as a direct result of the NWMOG Project. And they continue to retain that employment.

The biggest challenge in the research has been to fully understand why the other 19 participants who successfully completed BTH or TAP did not choose to remain with the trades. Based on the results presented in this report, the two main barriers that have existed for these women have been beyond the control and resources of the NWMOG Project despite the surrounding supports offered to them (low education levels in the math and science, and child care). That leads us to conclude that a different solution needs to be researched and implemented; one that will attract not only those women like the ones the NWMOG Project was able to employ, but those other 19 who still face barriers to employment in a trades-based industry.

The findings of this report present a strong case for women-only community based trades training that is directly linked to employment. It also presents a strong case for conducting research and finding solutions to the barriers that still exist for women at the community level. By providing this type of training package, not only will women continue to become open to the idea that trades is a possibility for them and is not a workplace only suitable for men, but through employment, it is hoped that in the long run, it will also lead to sustainable communities (as women fill positions of males who get filtered at the mines) and more female representation in the trades (as women pass on their skills to other female family members). To get to these longer term outcomes however, time is needed. The true impact of women-only trades training on the labour market at the community level, let alone the territorial level will depend on the ability to seek further funding to implement the recommendations set forth in this report.

Appendix 1: NWMOG Project Advisory Committee Terms of Reference

Background

Northern women in general, and aboriginal women in particular, are significantly under-represented in trades and industrial based occupations in the mining and oil and gas industries in the NWT for many reasons including the lack of skills and knowledge required for and about these occupations.

The Status of Women Council of the NWT has partnered with industry, non-profit organizations, and government to undertake research, spearhead a promotional campaign, and provide training and supports aimed at addressing the barriers to women's employment in the mining, oil and gas industries.

The research question that the project focuses upon is:

Given the current population of unemployed and underemployed women in the Northwest Territories; will a dedicated, women-only, partnership-based and strategic approach to training and development be successful in increasing the interest level and participation and retention rates of northern women in industrial and trades based occupations in the mining and oil and gas industries?

The research project provides a promotional campaign aimed at encouraging women to consider an occupation in mining, oil or gas industries and to see themselves working in this industry. It measures response to this campaign and outcomes of contact with the women responding. The promotional component provides a connection to those responding through the delivery agent, the NWT Status of Women, which then explores some options with the women respondents, enabling them to consider training opportunities. The training provided is in collaboration with local training/educational institutions, and focuses on trades based occupations through women-only short and long term courses; on-going counselling and self-development supports, job search assistance and on-going contact and liaison with employers. This three year project has been approved and funded by the Pan-Canadian Innovations Initiative of Human Resources and Skills Development Canada. As well NWT industry and government have contributed financially and in-kind to the project which employs a Project Coordinator and a Project Officer.

The Advisory Committee for the project has been established to access the experience, skills, and knowledge of industry, non-profit organizations, and government representatives to guide the project to success.

Shared Vision

The Shared Vision of the Advisory Committee is:

- Success of the Northern Women in Mining, Oil and Gas Research Project;
- Research that establishes benchmark data, formative and summative research, and evaluation analysis;
- Positive contribution to improving the number of women in the NWT who are ready and are employed in industrial and trades based occupations in the mining and oil and gas industries in the NWT;
- To gain a better understanding of the reasons why women choose or do not choose to enter industrial and trades based occupations in the mining and oil and gas industries in the NWT, and to work together to make recommendations for government and industry at the end of the project;
- Anticipation and hope for unforeseen benefits of the research through the possibility that participants in the research project gain new certifications and new employment in the mining, gas or oil industry as a result of their participation in the research project, and further, have improved lives, increased skill sets and contacts in the community that better prepare them for success.

Mandate

The mandate of the Advisory Committee is to provide advice to the Status of Women Council of the NWT based on the experience, skills, and knowledge of Advisory Committee members enhancing the success of the project. The Advisory Committee is in place over the three year duration of the project.

Roles

The role of the Advisory Committee is to provide advice to the Status of Women Council of the NWT. The role of the Status of Women Council of the NWT is to manage the day to day operations of the project, to ensure that contractual obligations with funders are fulfilled and that the project is successfully delivered according to the plan.

Membership

The membership of the Advisory Committee consists of one person delegated by each of the following organizations:

- Status of Women Council of the NWT
- Native Women's Association of the NWT
- Aurora College
- Department of Education, Culture and Employment, GNWT
- Department of Indian and Northern Affairs, Canada
- De Beers Canada Inc.



- BHP-Billiton Diamonds Inc.
- Diavik Diamond Mines Inc.
- Kimberlite Career and Technical Centre

Should a delegate be unable to attend a meeting, an alternate may be sent.

Chair

The Chair of the Advisory Committee is the representative from the Status of Women Council of the NWT.

Goals

The goals of the Advisory Committee are:

- To work towards the realization of the Shared Vision
- To share information and resources that may enhance the success of the project
- To participate in project status updates, reviewing results from the Quarterly Reports and making and acting upon recommendations.
- To provide advice to the Status of Women Council of the NWT on the different components of the project
- To identify opportunities in the project where member organizations can add value through new partnerships that strengthen the project and its results.

Working Groups of the Advisory Committee

The Status of Women Council of the NWT may from time to time create ad hoc working groups to focus specifically on a task to assist the project in advancing. Member of the working groups may or may not include members of the Advisory Committee or representatives from their organizations.

Meetings

The Advisory Committee meets a minimum of four times a year to review the status of the project, the results, quarterly reports, and to make recommendations to the Status of Women Council of the NWT.

A draft agenda, a copy of the latest Quarterly Report and a copy of the minutes from the last meeting will be sent out to all members of the Advisory Committee two weeks prior to the scheduled meeting by the Project Coordinator. Members may provide input to the agenda up to two days after the agenda is sent out. A finalized agenda will be sent out to the members two days prior to the meeting.

Minutes and Record of Decisions

The Project Officer is responsible for writing the minutes and maintaining a record of decisions.

Attached to all minutes is an action list indicating what action is required, who is responsible for taking the action, and the time in which the action is to be completed.

Draft minutes are sent out to all members of the Advisory Committee two weeks prior to the next meeting.

The minutes are reviewed and passed at the next meeting.

The Project Officer is responsible for filing minutes and records of decisions and for following up with Advisory Committee Members to advance action items and recommendations.

Request for Input from Members of Advisory Committee

From time to time project staff may request information and/or advice from members of the Advisory Committee. All members of the Advisory Committee will work to respond to these requests in a timely manner.



Appendix 2: NWMOG Project Logic Model

<p>Project: Northern Women in Mining, Oil and Gas Project (NWMOG Project) Goal: Increase the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil, and gas (NWMOG) industry</p>		
Activities	Outputs	Outcomes
<p>Conduct research on the current interest level, barriers, participation, and retention rates of women specific to the NWMOG industry</p>	<p>1. Baseline data re interest level, barriers, participation, and retention rates of women in the NWMOG industry</p>	<p>1. Assessing level of impact NWMOG Project has on overall goal</p>
<p>Overall Application Management</p>	<p>1. Applicants 2. Successful Applicants 3. Training and Development Plans for each successful applicant</p>	<p>1. Eligible applicants</p>
<p>Promotion and Networking</p>	<p>1. Targeted promotional campaign 2. Develop partnerships with industry, government, employers, civil society, and training institutions</p>	<p>1. Recruit women to the NWMOG Project 2. Partners satisfied with the different elements of NWMOG Project implementation</p>
<p>Work with training institutions to develop and deliver Short-Term Exposure courses specific to the NWMOG industry occupations (Stream 2)</p>	<p>1. Short Term Exposure Course developed and delivered in partnership with training institutions</p>	<p>1. Increased interest among participants to enter into a NWMOG occupation 2. Participants are provided the necessary confidence to work within the NWMOG industry occupations 3. Participants are satisfied with the Short Term Exposure courses 4. Participants enter into MOG industry trades programs or employment in the trades</p>



Project: Northern Women in Mining, Oil and Gas Project (NWMOG Project) Goal: Increase the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil, and gas (NWMOG) industry		
Activities	Outputs	Outcomes
Conduct research on the current interest level, barriers, participation, and retention rates of women specific to the NWMOG industry	<ol style="list-style-type: none"> 1. Baseline data re interest level, barriers, participation, and retention rates of women in the NWMOG industry 	<ol style="list-style-type: none"> 1. Assessing level of impact NWMOG Project has on overall goal
Overall Application Management	<ol style="list-style-type: none"> 1. Applicants 2. Successful Applicants 3. Training and Development Plans for each successful applicant 	<ol style="list-style-type: none"> 1. Eligible applicants
Promotion and Networking	<ol style="list-style-type: none"> 1. Targeted promotional campaign 2. Develop partnerships with industry, government, employers, civil society, and training institutions 	<ol style="list-style-type: none"> 1. Recruit women to the NWMOG Project 2. Partners satisfied with the different elements of NWMOG Project implementation
Work with training institutions to develop and deliver Short-Term Exposure courses specific to the NWMOG industry occupations (Stream 2)	<ol style="list-style-type: none"> 1. Short Term Exposure Course developed and delivered in partnership with training institutions 	<ol style="list-style-type: none"> 1. Increased interest among participants to enter into a NWMOG occupation 2. Participants are provided the necessary confidence to work within the NWMOG industry occupations 3. Participants are satisfied with the Short Term Exposure courses 4. Participants enter into MOG industry trades programs or employment in the trades



<p>Project: Northern Women in Mining, Oil and Gas Project (NWMOG Project) Goal: Increase the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil, and gas (NWMOG) industry</p>		
Activities	Outputs	Outcomes
<p>Work with training institutions to develop and deliver Introductory Trades Courses (Stream 1)</p>	<p>1. Introductory Trades Courses developed and delivered in partnership with Aurora College and other institutions</p>	<ol style="list-style-type: none"> 1. Participants graduate as Certified Labourers 2. Greater interest among participants to attain employment and/or apprenticeship in the NWMOG industry 3. Participants are satisfied with the Introductory Trades Course 4. Participants are provided workplace readiness skills within the NWMOG industry 5. Job placement/acceptance into the Trades Access Course or other advanced training
<p>Work with training institutions to develop and deliver Trades Access Courses (Stream 1)</p>	<p>1. Trades Access Courses developed and delivered in partnership with Aurora College and other institutions</p>	<ol style="list-style-type: none"> 1. Participants provided with the necessary trades-specific academic upgrading that will enable them to successfully challenge the NWT Trades Entrance exam 2. Greater interest among participants to attain employment and/or apprenticeship in the NWMOG industry 3. Participants are provided workplace readiness skills within the NWMOG industry 4. Participants are satisfied with the Trades Access Courses 5. Employment in MOG industry or challenge the Trades Entrance Exam



<p>Project: Northern Women in Mining, Oil and Gas Project (NWMOG Project)</p> <p>Goal: Increase the interest level, participation, and retention rates of women in industrial and trades based occupations in the northern mining, oil, and gas (NWMOG) industry</p>		
Activities	Outputs	Outcomes
<p>Work with training institutions to develop and deliver Introductory Trades Courses (Stream 1)</p>	<p>1. Introductory Trades Courses developed and delivered in partnership with Aurora College and other institutions</p>	<ol style="list-style-type: none"> 1. Participants graduate as Certified Labourers 2. Greater interest among participants to attain employment and/or apprenticeship in the NWMOG industry 3. Participants are satisfied with the Introductory Trades Course 4. Participants are provided workplace readiness skills within the NWMOG industry 5. Job placement/acceptance into the Trades Access Course or other advanced training
<p>Work with training institutions to develop and deliver Trades Access Courses (Stream 1)</p>	<p>1. Trades Access Courses developed and delivered in partnership with Aurora College and other institutions</p>	<ol style="list-style-type: none"> 1. Participants provided with the necessary trades-specific academic upgrading that will enable them to successfully challenge the NWT Trades Entrance exam 2. Greater interest among participants to attain employment and/or apprenticeship in the NWMOG industry 3. Participants are provided workplace readiness skills within the NWMOG industry 4. Participants are satisfied with the Trades Access Courses 5. Employment in MOG industry or challenge the Trades Entrance Exam



Appendix 3: Monitoring Framework Results

Activity: Conduct research on the current interest level, participation, and retention rates of women specific to the NWMOG industry

OUTPUT 1: Baseline data re interest level, barriers, participation, and retention rates of women in the NWMOG industry

Output Indicator/Source	Interim Result
<p>a. Women report current interest level to enter the NWMOG industry occupations</p> <p>Source: Newspaper Ad; Information Session Evaluations; and Assessment Interview</p>	<p>(N= 135)</p> <p>When women were asked about their current and/or prior interest to enter the NWMOG industry occupations in either the newspaper ad, information session survey, or their assessment interview, the majority (N=98, or 73%) reported their interest level to be either very high or high, followed by medium (N=29), low (N=5); and very low (N=3). This data however only represents the views of those that were already interested in learning more about the NWMOG project. A more randomized sample would need to be drawn to get a better understanding of women’s interest to enter the NWMOG industry occupations at a territorial level.</p>
<p>b. Women identify the barriers to entering NWMOG industry occupations</p> <p>Source: Assessment; Newspaper Ad; Information Session Evaluations; and Exposure Course Evaluations</p>	<p>(N=454)</p> <p>When women were asked to identify what they felt were their barriers to entering NWMOG industry occupations, most (N=135, or 31%) reported that they did not feel they had the right skills or education. This was followed by the following barriers:</p> <ul style="list-style-type: none"> - Tuition Fees/cost of attending school (N=64) - Family commitments – primary caregiver, single parent, reliable child care needed (N=57) - Image that it is a man’s working environment (N=52) - Other - examples provided include: bad timing; self employed/other career path; housing; prior addictions; no drivers license; want to finish high school; where respondent lived; jobs; not knowing what training was available; lack of social supports (N=47) - Barriers did not exist for respondent (N=37) - Age (N=22) - Limited access to training (N=24) - Fear of the industrial/trades workplace (N=16)

OUTPUT 1 (continued):Baseline data re interest level, barriers, participation, and retention rates of women in the NWMOG industry

Output Indicator/Source	Interim Result
<p>c. # of women enrolled in NWMOG industry apprenticeship programs pre and post</p> <p>Source: Department of Education, Culture and Employment Apprenticeship data 2007 (pre NWMOG); Aurora College Thebacha Campus 2010 (post NWMOG)</p>	<p>Pre NWMOG project: between 1983 and 2007, 920 students have enrolled in apprenticeship programs in the NWT; 47 of these students (5.1%) have been women. Most of these women (23 or 49%) have been in the Food and Service industry.</p> <p>Post NWMOG project: Since the Project was implemented in 2007, 244 students enrolled in apprenticeship or other trades programs at the campus; 25 of which (10%) were women. Most of these women (9 or 36%) have been in the observer/communicator trade. None of the NWMOG Project participants has entered an apprentice program.</p>
<p>d. # of women who complete NWMOG industry apprenticeship programs and attain employment pre and post</p> <p>Source: Department of Education, Culture and Employment Apprenticeship data 2007 (pre NWMOG); Aurora College Thebacha Campus 2010 (post NWMOG)</p>	<p>Pre NWMOG project: between 1983 and 2007, less than half of the women (43%) who have enrolled in apprenticeship programs, have completed those programs. The majority of these completions (16 or 80%) have been in the food and service industry.</p> <p>Post NWMOG Project: since the Project was implemented in 2007, 18 (or 72%) of women who enrolled in apprenticeship or trades programs have completed them. Again, most of these completions (9 or 50%) are in the observer/communicator trade.</p>
<p>e. # of women hired in NWMOG industry occupations pre and post</p> <p>Source: Labour Force data (2001 and 2006 Census). Note: no Census data available post NWMOG. Data will not be available until 2011.</p>	<p>Female employment in the MOG industry occupations has increased between 2001 and 2006. In 2001, of the 1,420 persons employed in the Mining, Oil and Gas Extraction occupations, 255 (18.0%) were women. In 2006, this increased to 25.6% of women (405) employed within the total population of 1,585 persons.</p> <p>Of the 42 women who completed BTH, TAP, or the two community-based exposure courses, eight women (19%) attained employment in the trades to some degree as follows:</p> <ul style="list-style-type: none"> • Three women were hired by DeBeers as summer Builder Trades Helpers in 2008; each of which completed her employment (Two of which were then hired full time as Maintenance Helpers at DeBeers; one of which has retained her employment to date) • Two women were hired at BHP as summer Maintenance Helpers (one of which was then hired full time as a Maintenance Helper) • Two women were hired by Somba K'e Development Corporation in Trout Lake • One woman was hired as a seasonal contractor in Fort McPherson

OUTPUT 1 (continued):Baseline data re interest level, barriers, participation, and retention rates of women in the NWMOG industry

<p>f. Retention rate of women in NWMOG industry occupations as a result of the NWMOG Project training</p>	<p>Of the eight women who attained employment post NWMOG training, four (50%) of them currently retain their positions, as identified above.</p>
<p>g. Women report ways in which the NWMOG Project can achieve its goal</p> <p>Source: Participant Exit Interviews</p>	<p>Of the 35 students who were accepted into BTH or TAP, 26 (74%) Exit Interviews have been completed.³⁷ Of these 35 students, 16 (46%) reported ways in which the Project could better achieve its goal. Through their feedback, four themes emerged:</p> <ul style="list-style-type: none"> • Offer instruction/school material related to more trades in the areas of mining, oil, and gas • Lessen the amount of time dedicated to Ready to Work North instruction (or remove this portion all together) and allow for more hands-on trades instruction • Increase the advertising and promotion toward younger women (i.e. coming out of high school) and use examples of women who have successfully completed the program and attained employment • Provide extra financial assistance or provide housing so that SFA could be used for daily needs outside of rental income (i.e. food and childcare)

³⁷ Due to a scheduling conflict on the last day of class, none of the students who completed the second Trades Access Course completed Exit Interviews to date.

OUTCOME 1: Assessing level of impact NWMOG project has on overall goal

Outcome Indicator/Source	Interim Result
<p>1. Increased interest level, participation, and retention rates of women in the NWMOG industry</p> <p>Source: NWMOG database, Exposure Course Survey, Exit Interviews</p>	<p>The interest levels of women to enter into the NWMOG industry increased throughout the project. This is identified by the increasing amount of applications received each semester – 37 in Year 1; 43 in Year 2, and 73 in Year 3.³⁸ The majority of interest in the program lies with those courses that offer hands-on training (Exposure and BTH).</p> <p>As well, of the 89 students who have responded to the Exposure Course survey, 74 of them (83%) identified that they would be or might be interested to pursue trades as a career. Additionally, of the 26 Exit Interviews completed to date, 18 (69%) of them agreed that they attained a greater interest to attain employment and/or apprenticeship in the NWMOG industry as a result of participating in the BTH or TAP program.</p> <p>When courses are offered through the NWMOG Project, women have always participated. The participation rates have fluctuated dependent on the level of course provided; with the Exposure Courses, Builder Trades Helper courses being the most popular. Overall however, only the Exposure Course targets have either been met or exceeded. Both the BTH and TAP courses were unable to meet their overall completion targets. Please see Appendix 5 for detailed participation target rates.</p> <p>Of the eight women who attained employment in the trades after their NWMOG training, four (50%) of them currently retain their positions, as identified above.</p>

³⁸ Please refer to Appendix 2 for a detail of the number of applications received per Semester for the BTH and TAP courses.

Activity: Overall application Management

OUTPUT 1: Applicants

Output Indicator/Source	Interim Result
<p>1. # of women who apply to NWMOG Project</p> <p><u>Source:</u> NWMOG database</p>	<p>There have been 153 applicants to the NWMOG Project’s BTH or TAP courses; 26 of which were repeat applicants bringing the total women population potential to 127 applicants. 37 of these women applied for Year 1 entry; 43 for Year 2 (22 of which were returning applicants); and 73 for Year 3 (four of which were returning applicants). Please refer to Appendix 6 for an overall analysis of the number of applicants received for each Year by course. In addition to BTH and TAP, there was always a waiting list of women wishing to participate in the Exposure Courses.</p>

OUTPUT 2: Successful applicants

Output Indicator	Interim Result
<p>2. result of the # of applicants who completed the Assessment process</p> <p><u>Source:</u> NWMOG database</p>	<p>The Assessment in Year 1 consisted of a one-to-one interview followed by math testing. However, based on attrition levels from Year 1, the assessment process was redeveloped into a triage format. This format was developed by a Psychologist and consisted of a self-reported assessment of the participant’s supports as well as their personal, social, psychological, and general health attributes. Technical aptitude testing was also provided in the triage package.</p> <p>As stated above, there were 127 applicants to the NWMOG Project; 95 of which (75%) completed assessments for the purposes of entering either a BTH or TAP course. The applicants were recommended as follows:</p> <ul style="list-style-type: none"> • BTH: 62 applicants • TAP: 31 applicants (based on education verification) • Referrals: 2 applicants <p>The success of the triage is evidenced in the improved attrition rates for the BTH, increasing from 44% in Year 1 to 75% in Year 3, and the lower attrition rates in TAP – 80% in Year 2 and 75% in Year 3. Additionally, one of the referrals proved successful as that student returned to the program once treatment was completed.</p>

OUTPUT 3: Training and Development Plans for each successful applicant

Output Indicator/Source	Interim Result
<p>3. # of successful applicants who complete a Training and Development Plan</p> <p>Source: NWMOG Project files</p>	<p>Data incomplete – ECE scheduled two afternoons to work with the students of the final TAP to develop Career Plans. Three students completed a full training and development plan as a result.</p>

OUTCOME 1: Eligible applicants³⁹

Outcome Indicator/Source	Interim Result
<p>a. Demographics b. Employment History c. Education History</p> <p>Source: NWMOG database</p>	<p>N = 95 (75%) assessed applicants of the total 127 women who have applied to the NWMOG Project.</p> <p>The demographics, employment and education of the applicants has been as follows:</p> <ul style="list-style-type: none"> - are between the ages of 25 and 44 (47); - do not live in Yellowknife (50); - are of the Dene ancestry (48) - are either unemployed/living on tax benefits, or did not state their employment status (69); and - have completed their High School Diploma or less (75). <p>For specific details of the demographics of the 95 assessed applicants overall, please refer to Appendix 7.</p>

³⁹ For the purposes of the RMAF, an eligible applicant refers to a woman who has applied to the program and has completed an assessment in full. Therefore, a woman who might have reapplied to the NWMOG Project is **not** counted twice for this measurement.

Activity: Promotion and Networking

OUTPUT 1: Targeted promotional campaign

Output Indicator/Source	Interim Result
<p>1. (a) # and location of information sessions provided</p> <p>Source: NWMOG Project Files</p>	<p>17 information session sessions were held with a total of 71 participants attending across 11 NWT communities and 1 Nunavut community as identified below. (The number of participants in each session is identified in brackets.)</p> <p>Year 1 Recruitment</p> <ul style="list-style-type: none"> - Yellowknife, July 24, 2007 (11) - Yellowknife, August 13, 2007 (13) - Fort McPherson, September 5, 2007 (8) <p>Year 2 Recruitment</p> <ul style="list-style-type: none"> - Hay River, November 28, 2007 (5) - Hay River, November 29, 2007 (3) - Behchoko, December 12, 2007 (1) <p>Year 3 Recruitment</p> <ul style="list-style-type: none"> - Hay River, May 26, 2008 (2) - Fort Smith, May 27, 2008 (11) - Fort Resolution, May 28, 2008 (3) - Norman Wells, June 9, 2008 (2) - Inuvik, June 11, 2008 (1) - Yellowknife, June 24, 2008 (1) - Fort Liard, June 26, 2008 (2) - Fort Simpson, June 27, 2008 (2) - Yellowknife, July 02, 2008 (4) - N'dilo, July 03, 2008 (2) - Fort Providence, July 8, 2008 (0) - Yellowknife, November 4 and 5, 2008 (5) - Igloolik, November 14, 2008 (15) <p>As well, walk-ins were provided individual information sessions about the NWMOG Project and provided the opportunity to fill out applications and assessments on site. Out-of-town call-ins were sent information packages and advised that they would be informed about information sessions that would be held in their community.</p>
<p>(b) # of information session participants who submit an application</p> <p>Source: NWMOG database</p>	<p>Of the 71 participants that attended the information sessions, 38 (53%) submitted an application to the program: 10 from Yellowknife; 8 from Fort McPherson; 8 from Fort Smith; 5 from Hay River; 3 from Fort Resolution; 2 from Fort Simpson; 1 from Norman Wells; and 1 from N'dilo.</p>

OUTPUT 1 (continued): Targeted promotional campaign

Output Indicator/Source	Interim Result
<p>(c) # and type of other promotional activities</p> <p>Source: NWMOG Project Files</p>	<p>The NWMOG Project has developed and conducted a promotional campaign related to MOG activities and has utilized various companies (i.e. Outcrop, Rarest Design, News North, etc) as well as in-house sources for design purposes. This campaign was undertaken to advertise for specific courses (i.e. BTH, TAP, and Exposure) as well as for general promotion of the NWMOG project.</p> <p>Other promotional activities that the NWMOG Project has undertaken include:</p> <ul style="list-style-type: none"> - Newspaper, pamphlets, posters, giveaways, radio, and television ads on an ongoing basis - Career Fairs in Rae Edzo and Yellowknife - Presentations/Information sessions at: Prospects North; Northern Mining Industry Human Resources Forum; NAHO; LINX Conference; Status of Women Council of Nunavut; Gwich'in Tribal Council; Inuvialuit Regional Corporation; a National Panel exploring Community-based Responses to Resource Extractive Development in Northern Canada; North Slave Region Career Expo 2008; Inuvik Petroleum Show; Arniat Productions in Igloolik; Arctic Gas Symposium in Calgary - Hosted a completion ceremony for the BTH graduates, coupling the ceremony with a Celebration of Learning & Annual Industry Gathering for all past participants and industry partners - Word of mouth

OUTPUT 2: Develop partnerships with industry, government, employers, civil society, and training institutions

Output Indicator/Source	Interim Result
<p>2. (a) # and type of partnerships developed</p> <p><u>Source:</u> NWMOG Project Files</p>	<p>N=22</p> <p>Formal partnerships with those organizations which are represented on the Advisory Committee have been developed.</p> <p>Additional formal partnerships have been made with those organizations that are contracted to provide either additional supports and/or enhancements. These organizations include Aboriginal Counselling and Healing Services; Genesis Group; a Path to Discovery; St. John’s Ambulance; Ron’s Auto Service; the Worker’s Compensation Board; Taiga Adventure Camp; and HSE Integrated.</p> <p>A formal partnership has been made with the NWT Construction Association who is promoting the NWMOG Project and connecting students with member companies and posting resumes on line. As well, a formal partnership has been made with the School of Community Government for the implementation of the final two exposure courses, as well as Somba K’e Development Corporation in Trout Lake and Department of Transportation.</p>
Output Indicator/Source	Interim Result
<p>(b) level of participation of the Advisory Committee Members</p> <p><u>Source:</u> NWMOG Project Files</p>	<p>Currently, there are 10 members on the Advisory Committee representing 10 different organizations, to include industry, government, employers, and training institutions. Please refer to Appendix 8 for a listing of the organizations represented on the Advisory Committee.</p> <p>Each of these members has played an active role on the Committee in terms of attending the 12 Advisory Committee meetings that have occurred to date. In addition, the members have played an active role outside of the meetings to varying degrees. For example, in cases where contracts are in place between the NWMOG Project and specific Advisory Committee organizations, or where industry partners implemented work placement positions to successful participants.</p> <p>A gap in the participation existed for the oil and gas sectors. Although these sectors were part of the NWMOG Project proposal development, and initially attended a few meetings, their participation never sustained.</p>

OUTCOME 1: Recruit women to the NWMOG Project

Outcome Indicator/Source	Interim Result
<p>1. The type of promotional activity that women report hearing about the NWMOG Project through</p> <p>Source: Information Session Evaluations and Exposure Course Evaluation Surveys</p>	<p>(N=108)</p> <p>The most common responses women provided (N=33 or 31%) reported that they learned about the NWMOG Project or the Exposure Course through newspaper advertisements, followed by the following:</p> <ul style="list-style-type: none"> - Radio Ad (N=23) - Friend (N=19) - Other to include Employment Officer/Agency, Information Session, and NWMOG Advisory Committee/Office (N=31) - Poster/Flyer (N=10) - First time learning via the Information Session (N=5) - Employer (N=5) - Family Member (N=5)

OUTCOME 2: Partners satisfied with the different elements of the NWMOG Project implementation

Outcome Indicator/Source	Interim Result
<p>2. % of partners who report level of satisfaction with different elements of the NWMOG Project implementation</p> <p>Source: Partner satisfaction survey</p>	<p>A partner satisfaction survey was conducted as part of the Year 2 interim evaluation, but the response rate was too low for reporting purposes. Their qualitative responses to this end are included in the findings section of the summative evaluation.</p>

Activity: Work with training institutions to develop and deliver short-term exposure courses specific to the NWMOG industry occupations (Stream 2)

OUTPUT 1: Short Term Exposure Course developed and implemented in partnership with training institutions

Output Indicator/Source	Interim Result
<p>a. Short Term exposure course developed and delivered 4x in Years 1 and 2</p> <p>Source: NWMOG Project Files</p>	<p>This target was met for Years 1 and 2. Seven carpentry courses were held in Yellowknife (contracted to KCTC) and one carpentry course was held in Fort Smith in 2008 (contracted to Taiga Adventure Camp). Additionally, two other exposure courses were delivered as part of the Project's extension to February 2010. One Airport Summer Maintenance Course was held in Hay River in 2009 and one Heavy Equipment Operator course was held in Trout Lake also in 2009.</p>
<p>b. 40 participants are accepted into the Short Term Exposure Courses in Years 1 and 2</p> <p>Source: NWMOG Project Files</p>	<p>The exposure courses surpassed their participation targets.</p>

OUTCOME 1: Increased interest among participants to enter into NWMOG industry occupations

Outcome Indicator/Source	Interim Result
<p>1. % of participants reporting interest to enter NWMOG industry occupations as a result of participating in the Short Term Exposure Course</p> <p>Source: Exposure Course Evaluations</p>	<p>(N=89)</p> <p>83% of respondents who have filled out exposure course evaluations reported that they either would be or might be interested to pursue NWMOG industry occupations as a result of participating in the Short Term Exposure Course.</p>

OUTCOME 2: Participants are provided the necessary confidence to work within the NWMOG industry occupations

Outcome Indicator/Source	Interim Result
<p>2. (a) % of participants who report Short Term Exposure Course as instilling the necessary confidence among themselves to work within the NWMOG industry occupations</p> <p>Source: Exposure Course Evaluations, Participant Status Update form</p>	<p>(N=72) → this question was asked on the survey pertaining to the last eight exposure courses.</p> <p>69% of respondents agreed that the Exposure Course instilled the necessary confidence in them to enter into a trades career.</p> <p>Additionally, of the 32 women who completed the status update form, 29 (91%) agreed that the NWMOG training instilled confidence in them to work in the trades.</p>
<p>(b) Women identify the barriers to entering NWMOG industry occupations</p> <p>Source: Assessment; Newspaper Ad; Information Session Evaluations; and Exposure Course Evaluations</p>	<p>(N=430)</p> <p>When women were asked to identify what they felt were their barriers to entering NWMOG industry occupations, most (N=135, or 31%) reported that they did not feel they had the right skills or education. This was followed by the following barriers:</p> <ul style="list-style-type: none"> - Tuition Fees/cost of attending school (N=64) - Family commitments – primary caregiver, single parent, reliable child care needed (N=57) - Image that it is a man’s working environment (N=52) - Other - examples provided include: bad timing; self employed/other career path; housing; prior addictions; no drivers license; want to finish high school; where respondent lived; jobs; not knowing what training was available; lack of social supports (N=47) - Barriers did not exist for respondent (N=37) - Age (N=22) - Limited access to training (N=24) - Fear of the industrial/trades workplace (N=16)

OUTCOME 3: Participants are satisfied with the Short Term Exposure courses

Outcome Indicator/Source	Interim Result
<p>3. (a) % of participants who report satisfaction with the Short Term Exposure Courses</p> <p>Source: Exposure Course Evaluations</p>	<p>(N=89)</p> <p>Satisfaction was rated on a scale of 1-7 with 1 being Unsatisfied and 7 being Very Satisfied. On average, the participants rated their satisfaction level 6.6 out of 7.0, or 94%.</p>

OUTCOME 4: Participants enter into NWMOG industry trades programs or employment in the trades

Outcome Indicator	Interim Result
<p>4. (a) % of participants that are accepted into the trades programs offered by NWMOG or other training institutions</p> <p>Source: NWMOG database, Exposure follow up survey; and Participant Status Update form</p>	<p>For the most part, women who participated in the Yellowknife and Fort Smith Exposure courses did not apply to the NWMOG training programs or other training institutions. Additionally, no further NWMOG training was provided after the two community-based exposure courses in 2009 so this option was not possible for these students. Based on the participant status update form however, it was identified that two women from the Hay River Summer Airport Maintenance course did continue trades training at Aurora College in Fort Smith – one for Winter Airport Maintenance, and 1 for Heavy Equipment Operator.</p>
<p>(b) % of participants that attain employment in the trades</p> <p>Source: Exposure follow up survey; and Participant Status Update Form</p>	<p>Of the 101 participants that successfully completed the Exposure courses, follow up has confirmed that three of them (3%) have attained full time or seasonal employment in the trades. Although the number is significantly low, what is interesting to note is that employment post Exposure course training was the biggest success when it was offered in a community where employment was available in a trade that directly linked with the training. Specifically, two of the three women became employees in Trout Lake as HEOs.</p>

Activity: Work with training institutions to develop and deliver Introductory Trades Courses

OUTPUT 1: Introductory Trades Courses developed and implemented in partnership with Aurora College and other institutions

Output Indicator/Source	Interim Result
1. (a) Introductory Trades Course developed and delivered once per year <u>Source:</u> NWMOG Project Files	Aurora College was contracted to develop and deliver the BTH program as the Introductory Trades Course. Each BTH program ran 12 weeks and was focussed on providing the women with a wide range of skills required for entry level builder helper positions in the trades. The NWMOG Project met its target of providing one BTH course in all three years.
(b) 10 participants are accepted into the Introductory Trades Course each year <u>Source:</u> NWMOG database	The NWMOG Project did well to accept close to ten participants in each BTH course it offered, closely meeting its 30 participant target: Year 1 – 9 participants Year 2 – 9 participants Year 3 – 8 participants

OUTCOME 1: Participants graduate as Certified Labourers

Output Indicator/Source	Interim Result
1. % of participants who successfully complete the Introductory Trades course <u>Source:</u> NWMOG Project Files	Of the 26 women who entered BTH overall, 16 (62%) successfully completed courses. However, as each new course was offered, the completion rates increased as follows: Year 1 – 44% completion (4 students) Year 2 – 67% completion (6 students) Year 3 – 75% completion (6 students)

OUTCOME 2: Greater interest among participants to attain employment and/or apprenticeship in the NWMOG industry

Output Indicator/Source	Interim Result
2. % of participants who report greater interest to attain employment and/or apprenticeship in the NWMOG industry Source: Participant Exit Interviews	Of the 21 BTH Exit Interviews completed, 14 (66%) of the respondents agreed that they have greater interest to attain employment and/or apprenticeship in the MOG industry as a result of the BTH course.

OUTCOME 3: Participants are satisfied with the Introductory Trades Course

Output Indicator/Source	Interim Result
3. % of participants who report satisfaction with the Introductory Trades Course Source: Participant Exit Interviews	Of the 21 BTH Exit Interviews completed, 17 (81%) agreed that they were overall satisfied with the BTH Program.

OUTCOME 4: Participants are provided workplace readiness skills

Output Indicator/Source	Interim Result
4. % of participants who report workplace readiness skills Source: Participant Exit Interviews and Participant Status Update Form	Of the 21 BTH Exit Interviews completed to date, 14 (67%) of the respondents agreed that they have workplace readiness skills as a result of the BTH Program. Additionally, all ten BTH participants that filled out the participant status update identified that the BTH course did provide them with workplace readiness skills.

OUTCOME 5: Job placement/acceptance into the Trades Access Course

Output Indicator/Source	Interim Result
<p>5. (a) % of participants who attain employment as a Builder Trades Helper upon completion of the Introductory Trades Course</p> <p>Source: NWMOG database</p>	<p>Of the 16 women who completed BTH, five women (31%) attained employment to some degree as follows:</p> <ul style="list-style-type: none"> • Three women were hired by DeBeers as summer Builder Trades Helpers in 2008; each of which completed their employment • Two women attained intern employment at BHP in January 2009; one of which completed her employment
<p>(b) % of participants who are accepted into the Trades Access Program (TAP) or advance in other trades training</p> <p>Source: NWMOG Participant Follow Up data</p>	<p>Of the 16 women who completed BTH, three (19%) have advanced their trades training:</p> <ul style="list-style-type: none"> • One student pursued a Welding Access course through Aurora College, successfully completing it • Two students were accepted in TAP; one of whom successfully completed it.

Activity: Work with training institutions to develop and deliver Trades Access Courses

OUTPUT 1: Trades Access Courses developed and implemented in partnership with Aurora College and other institutions

Output Indicator/Source	Interim Result
2. (a) Trades Access Course developed and delivered once in Years 2 and 3 Source: NWMOG Project Files	Aurora College was contracted to deliver TAP. Two courses were delivered: one between September 2008 – February 2009 and the second between December 2008 – May 2009.
(b) 10 participants are accepted into the Trades Access Course each year Source: NWMOG database	The NWMOG Project has not been able to meet its TAP target of 20 participants: Year 2 – 5 participants Year 3 – 4 participants

OUTCOME 1: Participants are provided with the necessary trades-specific academic upgrading that will enable them to successfully challenge the NWT Trades Entrance Exam

Output Indicator/Source	Interim Result
1. (a) % of participants who successfully complete the Trades Access course Source: NWMOG database	Seven of the nine participants (78%) successfully completed the TAP courses.
(b) % of participants that report the Trades Access Course provided them with the trades-specific upgrading to challenge the Trades Entrance Exam Source: NWMOG Exit Interviews	Data unavailable - this question was not specifically asked in the Exit Interviews. However, of the five TAP students that did complete an Exit Interview, 4 (80%) of them did report that the TAP did help them to reach their academic goal.

OUTCOME 2: Greater interest among participants to attain employment and/or apprenticeship in the NWMOG industry

Output Indicator/Source	Interim Result
2. % of participants who report greater interest to attain employment and/or apprenticeship in the NWMOG industry Source: Participant Exit Interviews	Of the five TAP students that completed an Exit Interview, 4 (80%) of them reported that they had a greater interest to attain employment and/or apprenticeship in the NWMOG industry

OUTCOME 3: Participants are provided workplace readiness skills within the NWMOG industry

Output Indicator/Source	Interim Result
3. % of participants who report workplace readiness skills Source: Participant Exit Interviews	Of the five TAP students that completed an Exit Interview, 4 (80%) of them reported that they had workplace readiness skills

OUTCOME 4: Participants are satisfied with the Trades Access Course

Output Indicator/Source	Interim Result
4. % of participants who report satisfaction with the Trades Access Course Source: Participant Exit Interviews	Of the five TAP students that completed an Exit Interview, 4 (80%) of them reported that they were overall satisfied with the course

OUTCOME 5: Employment in MOG industry or challenge the Trades Entrance Exam

Output Indicator/Source	Interim Result
5. (a) Successful TAP participants attain employment in the MOG industry Source: NWMOG database	Of the seven women who completed the TAP courses: <ul style="list-style-type: none"> One woman was offered an interview at both BHP and DeBeers but did not follow through due to personal reasons
(b) % of participants who successfully challenge the Trades Entrance exam Source: NWMOG database	Of the six women who wrote their Trades Entrance Exam, four (66%) passed.

Activity: Job Placement and Retention Support

OUTPUT 1: Partnership with employers

Output Indicator/Source	Interim Result
<p>1. # and type of employers partnered with NWMOG Project</p> <p>Source: NWMOG Project Files</p>	<p>The NWMOG Project has formally partnered with DeBeers and BHP outside of their roles as Advisory Committee members to offer employment opportunities to those women who complete the BTH program as described earlier.</p> <p>NWMOG Project has also collaborated with the NWT Construction Association who is promoting its projects to its members. Additionally, based on the membership list of the NWT Construction Association, a job/apprenticeship survey was conducted in May 2008. The intent of the survey was to determine local trades-related employment needs now and into the next year. 42 businesses were contacted, 17 (42%) of which either stated yes, or probably in relation to having positions available up to 2009. The results of this survey are being used to direct students where to apply for jobs.</p>

OUTPUT 2: Promote and advertise opportunities available for women

Output Indicator/Source	Interim Result
<p>2. # of employment opportunities promoted and advertised for women</p> <p>Source: NWMOG Project Files</p>	<p>Employment opportunities were promoted and advertised for women across various avenues:</p> <ul style="list-style-type: none"> • A celebration of learning at the end of each course offering, wherein industry Advisory Committee partners (DeBeers, Diavik, BHP) promoted any Maintenance Helper positions that were open • Partnerships with potential employers outside of the Advisory Committee members (i.e. RCMP; General Workers' Union Local No. 92; local Construction companies; and community Development Corporations – specific to the last two Exposure courses) • The results of the job survey (described above) have been shared with successful participants. • NWMOG staff have worked with participants to research other employment opportunities, promote appropriate job advertisements, write cover letters and fax documents to perspective employers in order to access both advertised and unadvertised positions.

OUTCOME 1: BTH or TAP participants find employment and/or apprenticeship in the NWMOG industry

Output Indicator/Source	Interim Result
<p>1. 75% of successful BTH or TAP participants will find employment in the MOG industry and/or be registered in an apprenticeship program</p> <p>Source: NWMOG database and Project Files</p>	<p>This target has not been met. Of the 42 women who completed BTH, TAP, or the two community-based exposure courses, eight women (19%) attained employment in the trades to some degree as follows:</p> <ul style="list-style-type: none"> • Three women were hired by DeBeers as summer Builder Trades Helpers in 2008; each of which completed her employment (Two of which were then hired full time as Maintenance Helpers at DeBeers; one of which has retained her employment to date) • Two women were hired at BHP as summer Maintenance Helpers (one of which was then hired full time as a Maintenance Helper) • Two women were hired by Somba K'e Development Corporation in Trout Lake • One women was hired as a seasonal contractor in Fort McPherson • Neither of the women have registered in an apprenticeship program <p>Reasons for not meeting targets relates to the following:</p> <ul style="list-style-type: none"> • Lack of reliable childcare, especially at the community level hindered the ability of some women to work in their home community, and especially a two and two mining rotation • Economic recession that did not allow industry partners to hire new staff when layoffs with current staff were underway • Mining industry is looking for skilled professions to be filled by Northerners; not entry-level labourers. The low education levels of women are not conducive to these professions. • A lack of interest among some participants to attain employment in the trades unless it is within their home community. • Some women did not interview well for the positions offered. • No valid driver's license which impacts on ability to operate some heavy equipment, especially at the community level. • Lack of work experience tied with the TAP made it difficult for women to get the practical experience they needed to get employment in the trades, especially at the community level.

OUTCOME 2: Successful BTH or TAP participants sustain employment or apprenticeships in the NWMOG industry in the NWT up to two years upon completion

Output Indicator/Source	Interim Result
<p>2. 75% of BTH or TAP participants employed in NWMOG industry will retain employment up to two years upon completion</p> <p>Source: NWMOG database</p>	<p>Data unrealistic to capture – due to the timing of the Project implementation and when the Project is set to sunset, it is not possible to track the employment retention of women up to two years. The most that time that can be tracked is approximately 18 months.</p> <p>Having said that, 4 of the five women (80%) who have been offered full time positions since completing NWMOG training have retained those positions for at least 18 months.</p>

OUTCOME 3: Participants attain a positive change in personal, family, and community experience as a result of the NWMOG Project retention supports provided

Output Indicator/Source	Interim Result
<p>3. % of participants who report a positive change in personal, family, and community experiences as a result of the NWMOG Project retention supports provided to them</p> <p>Source: Participant Status Update form</p>	<p>Of the 32 participants who completed the status update form, the majority (17 or 53%) identified that their life was positively impacted as a result of taking the NWMOG training. However, what is interesting to note about the data is that when it is examined by the course that the student participated in, the BTH courses were reported to positively impact students the most; while the TAP courses and the community-based exposure courses did not have this same outcome (66% of these respondents were unsure or did not feel that the training positively impacted their lifestyle.) The two main reasons provided for responding in this way was that</p> <ul style="list-style-type: none"> • there was not enough practical experience in the training/or not enough time on the equipment • the training did not result in employment

OUTCOME 4: Employer satisfaction the NWMOG Project prepared women to enter employment in the trades

Output Indicator/Source	Interim Result
4. % of employers reporting satisfaction that the NWMOG Project prepared women to enter employment in the trades Source: Employer Satisfaction Survey	Data unavailable – only three surveys were completed to this end, and due to the low response rate, the data cannot be provided.

OUTCOME 5: Participants report that the NWMOG Project prepared them enough to enter into employment and/or Apprenticeship positions in the MOG industry

Output Indicator/Source	Interim Result
5. % of participants reporting that the NWMOG Project prepared them enough to enter into employment and/or Apprenticeship positions in the NWMOG industry Source: Participant Status Update Form	This question was not asked directly in the follow up. Instead, participants were asked if the training provided them with the necessary workplace readiness skills to work in the trades. To this end, 78% of those who responded to the status update form, reported that the training did provide them with the workplace readiness skills.

Activity: Provide additional participant and support services as needed

OUTPUT 1: Personal and Workplace Awareness Counselling

Output Indicator/Source	Interim Result
1. (a) type of service offered Source: NWMOG Project Files	This support was provided as women came to the NWMOG Project staff with concerns within their personal life and/or within the classroom. Often times the concerns were raised with either the Project Officer or the Project Coordinator through their regular contact with the students either in the classroom, or in the NWMOG Project office. If the issues could not be addressed at this level, the students were then referred for formal counselling.
(b) # of participants that access the service Source: NWMOG Project Files	This support was accessed the second highest among all supports provided with 25 or 76% of participants having accessed it.
(c) # of times the services was accessed Source: NWMOG Project Files	This service is being accessed on average, once per day and sometimes even several times per day as well as on weekends or evenings.
(d) Point of program at which the services are accessed the most Source: NWMOG Project Files	Personal and Workplace Counselling is offered throughout the program on an ongoing/as needed basis.
(e) cost of the service offered Source: NWMOG Project Files	Where counselling/consultation referrals were necessary, <i>Aboriginal Counselling and Healing Services</i> and <i>Integrated Client Services</i> were contracted to provide these services. To date, the NWMOG Project has spent \$7,563.20 in counselling services.

OUTPUT 2: Student Financial Assistance (SFA)

Output Indicator/Source	Interim Result
<p>2. (a) type of service offered</p> <p>Source: NWMOG Project Files</p>	<p>Both BTH and TAP is SFA approved by the Department of ECE which means that students can access SFA as required and based on the SFA criteria. Additional supports were provided by both the NWMOG Project Coordinator and Project Officer who would assist students in filling out their SFA forms and follow up with regard to the status of payment as students requested. These staff members also assisted the students with written and/or telephone requests for additional funding from other sources (i.e. Band Offices).</p>
<p>(b) # of participants that access the service</p> <p>Source: NWMOG Project Files</p>	<p>11 or 33% of students have accessed this service.</p>
<p>(c) # of times the services was accessed</p> <p>Source: NWMOG Project Files</p>	<p>SFA services are mostly accessed by the students at the beginning of the program.</p>
<p>(d) Point of program at which the services are accessed the most</p> <p>Source: NWMOG Project Files</p>	<p>SFA was provided to students as long as they were attending the program. As well, the SFA supports provided by the NWMOG Project Coordinator and Officer were provided – for the most part – at the beginning of the program when the assistance was received later than anticipated by the students. The supports provided by the Project Coordinator and Officer liaised between the participants and ECE to assure that the applications were in process; there by ensuring that the students felt financially secure to pursue their studies. Where SFA issues arose during the program, the supports were provided as necessary.</p>
<p>(e) cost of the service offered</p> <p>Source: NWMOG Project Files</p>	<p>Although SFA is not a direct cost to the NWMOG Project, these students would not be able to attend without this assistance being provided. The students who accessed SFA through NT received \$700.00 per month; while the student who was able to access SFA from NU received \$1,280.00 per month. In terms of SFA support costs to date, 15 grocery gift certificates x \$50.00 each (\$750.00 total) and 18 x \$100 each (\$1,800.00 total) were provided for students as an emergency assistance who were not able to access their SFA in a timely manner. Additionally, the NWMOG project provided telephone cards to 4 out of town students so that they could call home regularly while not having to incur these costs. The amount provided in telephone cards was \$1,015.01</p> <p>To date, the NWMOG Project has spent \$3,565.01 in student support.</p>

OUTPUT 3: Housing and Living Allowance

Output Indicator/Source	Interim Result
<p>3. (a) type of service offered</p> <p>Source: NWMOG Project Files</p>	<p>This support was provided by both the NWMOG Project Coordinator and the Project Officer who not only advocated and provided referrals for housing, but also identified different housing options that were affordable for the students who were not a resident of Yellowknife. As well, because housing affordability is such a challenge in Yellowknife, especially for students, the Project Officer was sometimes only able to locate affordable housing through personal connections.</p>
<p>(b) # of participants that access the service</p> <p>Source: NWMOG Project Files</p>	<p>There were 16 students who needed housing in order to attend the program in Yellowknife, and additional 4 students who required advocacy. Of these students, some required continual housing assistance as they relocated from different housing options.</p>
<p>(c) # of times the services was accessed</p> <p>Source: NWMOG Project Files</p>	<p>Similar to SFA, this service is mostly accessed at the beginning of entering a program, and is accessed as long as the student needs it within the duration of the program.</p>
<p>(d) Point of program at which the services are accessed the most</p> <p>Source: NWMOG Project Files</p>	<p>This service is most often provided prior to program implementation so as to ensure students moving to Yellowknife from out-of-town were secured housing before class started. However, there were cases where this service was also provided on an ongoing basis as housing issues arose for different participants.</p>
<p>(e) cost of the service offered</p> <p>Source: NWMOG Project Files</p>	<p>Housing expenses have been covered by the students except for the exposure course that was held in Hay River. This amounted to \$13,393.60 and was paid because the HRSDC required that another exposure course be held outside of Yellowknife.</p>

OUTPUT 4: Transportation Assistance

Output Indicator/Source	Interim Result
<p>4. (a) type of service offered</p> <p>Source: NWMOG Project Files</p>	<p>This support was provided by the NWMOG Project Coordinator and Project Officer who identified options for transportation and assisted the students in securing bus passes, as well as a return trip home for Christmas or March Break for those students who did not live in Yellowknife.</p>
<p>(b) # of participants that access the service</p> <p>Source: NWMOG Project Files</p>	<p>This support was accessed the most of all the supports provided with 29 (88%) of students accessing this service either by way of transportation while in Yellowknife or back and forth home during the appropriate breaks. Additionally, women who travelled to the Hay River exposure course that did not live in Hay River required transportation assistance.</p>
<p>(c) # of times the services was accessed</p> <p>Source: NWMOG Project Files</p>	<p>For those that had a bus pass, they were utilizing the service every day to get to and from school. Those students who do not live in Yellowknife access transportation to their home community during regular stat holidays.</p>
<p>(d) Point of program at which the services are accessed the most</p> <p>Source: NWMOG Project Files</p>	<p>For the most part, this service was provided at the beginning of the program as the women became familiarized with what their best options were for getting to class on time. As well, this service was provided at Christmas and March Break to those students who moved to Yellowknife to attend BTH/TAP and wanted to travel home for the holidays. Where necessary, this service was also provided on an ongoing basis.</p>
<p>(e) cost of the service offered</p> <p>Source: NWMOG Project Files</p>	<p>The NWMOG Project paid for 59 monthly bus passes at \$40.00 each for a total of \$2,360.00. As well, the NWMOG Project purchased a return bus and/or plane ticket for students who needed to return to their home community (Hay River, Inuvik, Fort McPherson, Norman Wells, Fort Smith, or Fort Simpson) for the stat holidays. The total funding spent on theses buses and/or plane tickets for the 18 students that required them equated: \$13,902.34. As well, an additional \$428.75 was paid to transport students' projects back to their home communities, and local transportation within Yellowknife has totalled \$1,401.89. Finally, in the last exposure courses, transportation was paid to instructors and participants (who went to Hay River) for a total amount of \$21586.83. To date, the NWMOG project has spent approximately \$39,679.81</p>

OUTPUT 5: Childcare and After-school Programs

Output Indicator/Source	Interim Result
<p>5. (a) type of service offered</p> <p>Source: NWMOG Project Files</p>	<p>This support was provided by the Project Coordinator and the Project Officer who identified options for women to secure childcare and/or after-school programming. Where this could not be secured in the first BTH program, the instructors did allow the students to bring their children to class when the school was having a Professional Development Day. This was discussed among the class before implemented. As well, the class start time was adjusted for these first BTH students to accommodate the three women who had children so that they could get their children to school and still make it to class on time. This was an agreement made between Aurora College, KCTC, and the NWMOG Management Team.</p>
<p>(b) # of participants that access the service</p> <p>Source: NWMOG Project Files</p>	<p>13 students (39%) were identified as being primarily responsible for childcare.</p>
<p>(c) # of times the services was accessed</p> <p>Source: NWMOG Project Files</p>	<p>This service was accessed throughout the duration of the course for those students who accessed it.</p>
<p>(d) Point of program at which the services are accessed the most</p> <p>Source: NWMOG Project Files</p>	<p>This service was provided at the beginning of the program so that students could secure the appropriate childcare arrangements prior to starting class. In addition, it was accessed as long as the student required the assistance throughout the duration of the course.</p>
<p>(e) cost of the service offered</p> <p>Source: NWMOG Project Files</p>	<p>Only one student required child subsidy at 50.00.</p>

OUTPUT 6: Referrals and Upgrading

Output Indicator/Source	Interim Result
6. (a) type of service offered <u>Source:</u> NWMOG Project Files	Referrals are made by the NWMOG Project Coordinator and Project Officer in consultation with the student. Referrals are made either to treatment programs, tutoring programs, Income Support, or Apartment Leasing Organizations.
(b) # of participants that access the service <u>Source:</u> NWMOG Project Files	14 students (42%) accessed this service.
(c) # of times the services was accessed <u>Source:</u> NWMOG Project Files	This service was accessed at least one time per participant accessing the service.
(d) Point of program at which the services are accessed the most <u>Source:</u> NWMOG Project Files	This service is offered on an on-going, as needed basis, dependent on the needs of the students.
(e) cost of the service offered <u>Source:</u> NWMOG Project Files	Costs associated with referrals are to be taken care of by the students accessing the service, but the NWMOG Project Team advises of programs that are either free or charge minimal fees.

OUTPUT 7: Enhancements

Output Indicator/Source	Interim Result
<p>7. (a) type of service offered</p> <p>Source: NWMOG Project Files</p>	<p>Enhancement services are meant to increase the employability of the students participating in the NWMOG Project.</p> <ul style="list-style-type: none"> - First Aid - WHMIS - Safety and the Young Worker - Forklift Training - Preparation for the Trades Entrance Exam/tutoring - Worker Fall Protection - Ground Disturbance - Workplace Culture and Personal Development Workshop - Drum making/self esteem - Cultural Day <p>Upgrading services were also provided to the Students by the Genesis Group to assist with resume writing, budgeting, and basic math and English skills. As well, a mine training workshop was provided to the BTH Semester 2 students</p>
<p>(b) # of participants that access the service</p> <p>Source: NWMOG Project Files</p>	<p>All students participated in the enhancements as it was a requirement as part of their training.</p>
<p>(c) # of times the services was accessed</p> <p>Source: NWMOG Project Files</p>	<p>These enhancements are accessed either immediately before course implementation, or immediately after course completing, depending on when the courses overlap/enhancements offered. The preference of students is to have the enhancements offered in advance of the course being offered.</p>
<p>(d) Point of program at which the services are accessed the most</p> <p>Source: NWMOG Project Files</p>	<p>The enhancements are accessed at the point at which they are provided.</p>
<p>(e) cost of the service offered</p> <p>Source: NWMOG Project Files</p>	<p>Students were paid a wage subsidy to attend the enhancements. As such, a total of \$19,525 of wage subsidies was provided among the 29 participants. As well, the costs for providing the enhancements as part of each course offered, totalled: \$81,467.71. To date, the NWMOG project has spent \$98,672.71 on enhancement support.</p>

OUTCOME 1: Increased retention rates of participants in the NWMOG Project

Output Indicator/Source	Interim Result
1. (a) Retention rates of participants who access the additional participant and support services <u>Source:</u> NWMOG Project Files	Data unrealistic to capture – as all students have accessed some form of participant and support services. Without a control group in place, it is unrealistic to determine if the retention rates of the participants are greater as a result of the supports being provided to them.
(b) % of participants who report that additional support services increased their retention within the NWMOG Project <u>Source:</u> Participant Exit Interviews	Of the 26 Exit Interviews conducted to date, 24 (92%) of the respondents agreed that the additional support services provided to them helped increase their retention in the course, to the extent that they stayed.

OUTCOME 2: Participants are satisfied with the level of participant and support services provided while participating in the NWMOG Project

Output Indicator/Source	Interim Result
2. (a) % of participants who report level of satisfaction with the additional participant and support services provided by the NWMOG Project <u>Source:</u> NWMOG Exit Interviews	Of the 26 Exit Interviews conducted to date, 24 (92%) of the respondents agreed that they were satisfied overall with the support services provided to them.

Appendix 4: NWMOG Project Summative Evaluation Strategy

Evaluation Question	PCCII Question Code/Theme	Indicator	Data Source	Responsibility
<p>1. (a) Did the NWMOG Project meet its overall goal to increase the interest level, participation, and retention rates of women in industrial and trades based occupations in the mining, oil, and gas industry? (b) If no, what were the main barriers or obstacles? (c) If yes, what were the key factors that contributed to the success?</p>	<p>OBJQ2 – 4 Theme: Success</p>			
<p>2. (a) Were all NWMOG Project activities met? (b) If no, what were the main barriers or obstacles? (c) If yes, what were the key factors that contributed to the success?</p>	<p>OBJQ5 – 8 Theme: Success</p>	<p>a. Results of Ongoing Monitoring Framework</p>	<p>a. Analysis of OM data/reporting to date</p>	<p>a. NWMOG Management Team and Evaluator</p>
<p>3. (a) Did the project result in increased collaboration among workplace partners,⁴⁰ yes or no? (b) If no, why not – what were the barriers? (c) If yes, how many collaborative partnerships were developed through the project? (d) Please describe the extent of collaboration among workplace partners.</p>	<p>STQ1-4 Theme: Partnerships</p>	<p>b. Views of the NWMOG Project Management Team, Advisory Committee, and KCTC</p>	<p>b. Survey/focus group</p>	<p>b. Evaluator</p>
<p>4. (a) To what extent was there collaboration in the development of tools/instruments/models? Please provide details. (b) Was collaboration among partners/stakeholders enhanced through the development of models and/or instruments a result of collaborative efforts (Yes/No)? How so?</p>	<p>STQ10 – 12 Theme: Partnerships</p>			

⁴⁰ For the purposes of this reporting, workplace partners will refer to the NWMOG Advisory Committee as well as those employers who formally partnered with NWMOG.



Evaluation Question	PCCII Question Code/Theme	Indicator	Data Source	Responsibility
<p>5. Did the project result in any of the following, and if yes, please describe the evidence and how it was measured:</p> <ul style="list-style-type: none"> (a) Increased employability and skills development, yes or no? (b) Increased organizational and workforce capacity, yes or no? (c) Changes in workplace structures and organization (ex. Scheduling, access to tools, etc), yes or no? (d) Positive effects on local/regional/national labour markets (e.g. Decreases in labour/skills shortages), yes or no? (e) Increased return on investment, yes or no? (f) Improvements in management/leadership capacity and competency? Yes or no? (g) Increased integration and retention of employees, especially, especially from divers/under-represented populations, yes or no? (h) Increased completion rates of skills development and training courses/programs, yes or no? (i) Improved participation/employee/employer satisfaction and morale, yes or no? (j) Increased participant/employee self-confidence and self-esteem, yes or no? (k) Improvements in health, well-being and lifestyles among participants, yes or no? (l) Changes in education and/or training policies within the partner/stakeholder organizations, yes or no? (m) Changes in any return on investment, yes or no? (n) Increased awareness among public and private sector employers of the need for workplace training? (o) Increased awareness among public and private sector employers of the importance and need for lifelong learning and professional development, yes or no? 	<p>STQ34 – 75 Theme: Success, partnerships, Expenditures and Resources</p>	<ul style="list-style-type: none"> a. Views of the NWMOG Project Management team, Advisory Committee, KCCTC, employers, and participants (where applicable) b. File records 	<ul style="list-style-type: none"> a. Survey/focus group b. Analysis of files 	<ul style="list-style-type: none"> a. Evaluator b. NWMOG Management Team and Evaluator
<p>6. Is there evidence that the work undertaken through the project will be sustained after the project is finished, yes or no? If yes, please describe the evidence and how it was measured.</p> <p>7. Is there any evidence that the project has/will result in changes in government/industry/stakeholder policy/programs, yes or no? If yes, please describe the evidence and how it was measured.</p>	<p>MTQ3-4 Theme: Sustainability</p> <p>MTQ7-8 Theme: Sustainability</p>	<ul style="list-style-type: none"> a. Views of the NWMOG Project Management team, Advisory Committee, KCCTC, employers, and participants (where applicable) 	<ul style="list-style-type: none"> a. Survey/focus group b. Analysis of files 	<ul style="list-style-type: none"> a. Evaluator b. NWMOG Management Team and Evaluator



Evaluation Question	PCCII Question Code/Theme	Indicator	Data Source	Responsibility
8. Please describe what you expect the long term outcomes of the project, providing any evidence.	LTQ1 Theme: Sustainability	b. File records		Evaluator
9. (a) What innovative approaches to improving the labour market participation of under-represented groups did your project test? (b) Was there evidence that the innovations tested improved their labour market participation, yes or no? If so, please describe the evidence and how it was measured. (c) Was there evidence that one approach or suite of supports was more successful than others, yes or no? If yes, please describe the evidence and how it was measured. (d) That the approaches tested produced the results you were looking for, yes or no?	PRQPCIIIT21 – 23 Theme: Sustainability			
10. How important was income support for the successes of individuals involved in the project? What is the evidence and how was it measured?	PRQPCIIIT28 Theme: Sustainability			



Appendix 5: Number of Applications Received by Year and by Course

Year 1	
BTH	28
TAP ⁴¹	9
Total	37

Year 2 (21 new + 22 reapplications)	
BTH	22
TAP	11
Both BTH and TAP	9
Exposure Course	1
Total	43

Year 3 (69 new + 4 reapplications)	
BTH	13
TAP	35 ⁴²
Both BTH and TAP	9
Unsure	16
Total	73

⁴¹ Although a TAP course was not being held until Year 2, applications were accepted as an early means of recruiting for that program.

⁴² The reason for the high influx of applicants for TAP Year 3 related to the fact that it was the only program left available when the final information sessions were being conducted.

Appendix 6: NWMOG Project Completion Rates

	Target	Accepted	Completed	% Completion	% of Target
Exposure Year 1 ⁴³	40	42	42	100	105
Exposure Year 2 ⁴⁴	40	40	40	100	100
Exposure Year 4 ⁴⁵	20	20	19	95	95
Total Exposure	100	102	101	99	101
BTH Year 1	10	9	4	44	40
BTH Year 2	10	9	6	67	60
BTH Year 3	10	8	6	75	60
Total BTH	30	26	16	62	53
TAP Year 2	10	5 ⁴⁶	4	80	40
TAP Year 3	10	4	3	75	30
Total TAP	20	9	7	78	35
TOTAL BTH and TAP⁴⁷	50	35	23	66	46

⁴³ Four courses offered with a target of 10 participants in each course.

⁴⁴ Ibid.

⁴⁵ Two community-based exposure courses were offered with a target of ten participants each. These courses were offered as part of the Project extension to February 2010 to address the recommendation that Exposure Course be offered outside of Yellowknife and in a non-carpentry trade. The first course was held in Hay River and taught Summer Airport Maintenance. The second was offered in Trout Lake and taught Heavy Equipment Operation.

⁴⁶ Two of these students entered from completing the BTH Year 2 course. Only one of these two students passed the TAP Year 2 program.

⁴⁷ Overall BTH and TAP target was 50 participants accepted and a 75% completion rate.

Appendix 7: Demographics of Assessed Applicants

N = 95

Age

- 25-44 (47)
- 15-24 (32)
- 45-59 (14)
- 60+ (1)
- Not stated (1)

Community

- Yellowknife (45)
- Hay River (12)
- Fort McPherson (11)
- Fort Smith (5)
- Fort Resolution (4)
- Wha Ti (3)
- Fort Simpson (3)
- Rae-Edzo/Bechoko (3)
- Fort Providence (2)
- Aklavik (2)
- Fort Good Hope (1)
- Norman Wells (1)
- Wekweti (1)
- Tulita (1)
- Inuvik (1)

Ancestry

- Dene (48)
- Gwich'in (15)
- Métis (9)
- Non-status (5)
- Inuit (5)
- Other (4)
- Not stated (4)
- Inuvialuit (3)
- Dogrib (2)

Employment

- Not stated/Unemployed (69)
- Employed Full Time (16)
- Employed Part Time (10)

Education Level

- High School Diploma (23)
- Grade 10 (15)
- Other (10)
- Grade 9 (13)
- Grade 11 (11)
- Adult Basic Education (8)
- College Diploma (4)
- Less than Grade 9 (3)
- College Technical Certificate (3)
- College Certificate (2)
- Bachelor's University Degree (2)
- Not stated (1)

Appendix 8: Advisory Committee Members

- Aurora College
- BHP Billiton
- De Beers Canada
- Department of Education, Culture and Employment, Government of the Northwest Territories
- Indian and Northern Affairs Canada, Government of Canada
- Kimberlite Career & Technical Centre
- Mine Training Society
- Native Women's Association of the NWT
- Northern Territories Federation of Labour
- Rio Tinto Diamonds.