



S U C C E S S
S K I L L S C E N T R E

**A Formative Evaluation of
Skills for Success:
Internationally Educated Women's Digital
and Work-Related Training
(A Women's Employment Readiness Project)**

Full Report

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**Produced by
Kaplan Research Associates Inc.**

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The author acknowledges, with thanks, the contributions of the following regarding this evaluation.

Success Skills Centre's Managers and Staff

Monika Feist.....	Chief Executive Officer
Cicely Sudharma	Administrator
Bac Nguyen.....	Network Administrator
Nubia Duran.....	Project Coordinator
Saima Arshad.....	Labour Market Specialist
Sasha Byrne.....	Labour Market Specialist
Athanase Mutana.....	Labour Market Specialist
Rina Sevenhuysen.....	Administrative Assistant

SSC staff were instrumental to the success of the WER project. They participated in developing evaluation measures and research instruments, with some reviewing and approving the release of the final report. The ability of the project to elicit interest from about 200 prospective participants, and the participation of 54 employers across many sectors, demonstrates the positive perceptions of the organization on the part of both newcomers seeking employment in their chosen fields and Winnipeg-based employers.

In addition, the Labour Market Specialists also facilitated many of the pre-employment sessions provided prior to the commencement of the participants' internships. Three external facilitators also provided instruction. They included:

Ianthe Warner.....	Microsoft Office Instructor (Cohorts One and Two)
Nitin Gupta.....	Microsoft Office Instructor (Cohort Three)
Alka Kumar.....	Business Writing Instructor (Cohorts One, Two and Three)

The WER Project Participants

All project participants completed all of their forms and evaluation surveys, giving extensive thought to their responses. Their well-considered assessments of the project activities, pre-employment topics, the effectiveness of the project, and their work experiences contributed to the value of the information they provided. Virtually all participants attended their graduation ceremonies, which demonstrates their commitment to the project and SSC, and the relationships they developed with participants in their cohorts. Special thanks to the participants who attended the focus group.

The WER Project Employers

The 54 employers who accepted WER Project participants as interns require special thanks. Many have a long history of supporting SSC participants, which became obvious based on their kind words about SSC at the three graduation ceremonies, and their related comments on their evaluation surveys. Their high rate of attendance at the ceremonies and the 100% response rate to the Employers' Surveys is a testament to their commitment to their participants and SSC. Thanks to the employers who attended their focus group or wrote in their responses.

The WER Project Funder

Finally, the author acknowledges and thanks the funder of the WER Project, **Employment and Social Development Canada (ESDC)**, for its commitment to support newcomers seeking employment in their chosen fields of practice. SSC greatly appreciated the advice and assistance provided by **Terri-Anne Strevey, Consultant, National Grants and Contribution Delivery Centre, Program Operations Branch, ESDC**.

With thanks to you all,
Gerry Kaplan. MSW
Kaplan Research Associates Inc.

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If you would like a copy of the [WER Evaluation Highlights Report](#), please contact Success Skills Centre through [Monika Feist at mfeist@successcentre.ca](mailto:mfeist@successcentre.ca)

I) Background

This report provides the findings of a formative evaluation of **Success Skills Centre's Skills for Success: Internationally Educated Professionals (IEP) Women's Digital and Work-Related Training**, referred to as: a **Women's Employment Readiness (WER) Project**. This is a multi-methods evaluation which included specifically designed intake, assessment and closure forms completed by project participants and their Labour Market Specialists, an Evaluation Questionnaire completed by participants' employers, and findings taken from participant and employer focus groups. The project was funded by **Employment and Social Development Canada (ESDC)**. This evaluation was undertaken by **Kaplan Research Associates Inc.**

1.1) An Overview of the Success Skills Centre¹

Success Skills Centre (SSC) started with ten immigrant women professionals in 1985, under the auspices of the federal **Canada Employment and Immigration Commission (CEIC)**, delivering a seven-month full-time gap training program (four months in-class, and three months with employers). It combined occupational language, individually purchased related external courses, job search skills training and work experience placements. The program was in such demand that in 1990 the Centre was expanded to serve 50 immigrant professionals, both men and women. To make best use of the federal government funding, the Centre started to deliver in-house courses such as WordPerfect (later MS Word), AutoCAD, accounting and spreadsheet applications, and the **Business Development Bank of Canada's Starting a Business Program**. The success rate for permanent work placements was 96%, with several participants establishing private businesses. Success rates over the years have consistently ranged from 80% to 86% of participants achieving employment in their related or similar occupations.²

When the federal government devolved its funding to the Province of Manitoba in 1998, the Centre's funding moved from the federal department of **Human Resources and Skills Development Canada (HRSDC)** to the provincial **Department of Education and Training** for 100 program participants per year and 100 participants under the provincial **Department of Labour and Immigration**.

Due to the growing **Provincial Nominee Program** from 2004 to 2012 the Centre was tasked by the Government of Manitoba to provide services to 1,200 participants per year. In 2012 there was a devolution back to the Federal Government, **Immigration, Refugees and Citizenship Canada (IRCC)** in 2012 took on Success Skills Centre with a reduced annual participant base of 350, with **Manitoba Start** taking on the first stages of settlement and introductions to working in Canada.

In 2016, Success Skills Centre separately incorporated its training centre to a not-for-profit social enterprise to accommodate the growing demand, external to its funded programs, for its fast-track, career-specific gap training, and to meet the varying time-needs and price affordability of learners and employers than is generally available. The 'just-in-time' skill-based courses are designed to address the needs of today's labour market, and are delivered by contracted qualified professionals in the field. The practical courses can be completed in days, weeks or months, depending on what is selected and the efforts of the learners. Since 2018 Success Skills Centre has delivered **Services Canada** youth programs for immigrant

¹ The information in this section has been provided by the Success Skills Centre.

² Based on data from SSC.

professionals under 30 years of age. When the Centre has a federal or provincial contract to deliver its programs there is no additional charge to program participants.

Success Skills' Vision

Success Skills Centre is a community-based, not-for-profit organization, dedicated to the recognition of the skills, training, education and knowledge of immigrant professionals and skilled workers, leading to workplace participation appropriate to their credentials.

Success Skills' Mission

The mission of Success Skills Centre is to provide specialized immigrant professional training in the areas of related occupational job search and employment, such as interview skills, self-marketing techniques, and labour market awareness. Staff assess participants' skills, training, education, and experience acquired outside of Canada, and offer one-on-one employment counselling assistance, related to their professions, with résumés adjusted accordingly, cover letters and job search. They also provide employment maintenance support for participants and employers where identified. The pillars of its mission include:

Training: Providing training in the areas of employment, such as interview skills, self-marketing techniques, and labour market awareness.

Assessments: Assessing the skills, training, education, and experience of clients, acquired outside of Canada.

Partnerships: Continuously seeking opportunities for business and community partnerships.

Counselling: Offering employment counselling assistance with résumés, cover letters and job searches, and provide employment maintenance supports where identified.

Advocacy: Acting as employment advocates between employers and clients to secure appropriate work experience/internships and employment placements.

Networking: Developing labour market relationships.

Success Skills' Values

In all activities the staff work to:

- The highest standards of professional ethics.
- Accomplish goals by incorporating positive attitudes and innovative approaches.
- Achieve the integration and full participation of immigrant professionals and skilled workers into the labour market.
- Fully respect all individuals, regardless of background.
- Imbed compassion into all words and deeds to ensure our participants experience the best Canada has to offer.

1.2) An Overview of the Women's Employment Readiness (WER) Project

The **Goal** of IEP Women's Digital and Work-Related Training Project (WER) is to address the need for newcomer racialized women professionals and skilled workers to become digitally literate and employment-ready for the Canadian workforce. SSC used a staggered intake cohort model that designed to serve 45 participants. The 15-month project took place in Winnipeg, Manitoba, and the staggered intake was designed to include three cohorts of fifteen participants each. Participants were tested and evaluated for pre-employment and skills

development, preparation, training support, and receive 16 weeks' paid internship at matched employer sites. Employers were first sought to ensure that their needs appropriately match participants' sectors and occupations of choice, or at least those aligned with these.

In the end, **54 participants** were served through this project as follows: 19 in Cohort One, 21 in Cohort Two, and 14 in Cohort Three.

The **Vision** of the project is that it will empower 45 racialized newcomer women who are unemployed or underemployed internationally educated professionals (IEPs), to become digitally literate and employment-ready for the Canadian workforce. The end goal of the project is for the women interns to be hired by the participating employers or for the Centre to help them find another employer to work in their occupation, and thus, contribute economically to the Canadian society.

The **Objectives** of the project include:

- Providing and testing the pre-employment and skills development supports, which are foundational and transferable skills training and wrap-around supports
- Providing test models to improve workplace inclusivity
- Working with employers to improve access to employment and retention in the workplace for one or more of the target groups - racialized newcomer IEP women
- Consulting with employers to identify pre-employment skills desired by them

The **Measures of Success** for the project include:

Recruiting and training 45 racialized, unemployed/underemployed Internationally Educated Professionals (IEPs) into related occupations in the labour market:

- Training IEPs with the highest standards of professional ethics, delivered through SSC, Hands-On Practicum series webinars, and one-on-one career coaching
- Providing IEPs with foundational and transferable skills training including Essential Skills using the Skills for Success model and digital literacy
- Providing IEPs with accreditation assistance and linkages such as access to skilled training, FAST (a free online assessment program), Recognitions Counts, and other occupational bridging assistance programs including the Connector Program, and accreditation through World Education Services (WES) and provincial professional associations
- Supporting the IEPs to transition into related employment through 16 weeks' paid career-related internships
- Working with IEPs' employers and their staff to test, design, and deliver employer in-house inclusivity models

The Scope of the Project

The following deliverables are in scope for this project:

- Hire a project manager, staff and evaluator
- Create a project steering committee that will provide project and program advice and guidance
- Prepare the communication plan, materials for employers and participants

- Carry out employer recruitment and confirmation of employers who agree to participate in the pilot project
- Carry out cohort participant recruitment and selection based on employers' and participants' needs.
- Develop, with the contracted evaluator, an evaluation plan and surveys/focus group(s) to gather both quantitative and qualitative data to evaluate the project
- Hold regular steering committee meetings³

Recruiting Interns and Employers

When recruiting prospective interns for the project, it was important to match newcomer racialized women professionals and skilled workers, to the extent possible, with companies or organizations that all align with their sectors and occupations. It was believed that this would provide the project participants with Canadian work experience that many employers may be seeking from job applicants. While employers may not hire Interns immediately following the end of the internships because they may not have the budget to pay them at that time, they may be motivated to hire them when the funds are available at a later date.

The process to recruit interns was conducted by providing the criteria for interns directly to all agencies serving the target populations, as well through newsletters and websites of the **Manitoba Association of Newcomer Serving Organizations (MANSO)**, the **Manitoba Institute of Trades and Technology (MITT)**, **Red River Community College**, **Reaching Equality**, **Manitoba Possible**, and the **Universities of Manitoba** and **Winnipeg**. It is estimated by SSC that 200 people applied to be part of this project.

When recruiting prospective employers, staff went through their employer data-base and approached those that had successfully employed former clients in relevant sectors with which SSC had had positive experiences, as well as reaching out to selected **Sector Councils**. Some project staff also had employers they have used in the past who seemed like a good match given the education and experience of the project participants.

Pre-Employment Education and Training

Early in participants' involvement with the WER Project they completed the **Employability Skills Assessment Tool (ESAT)**, which provides a process and online supports for the assessment and development of social and emotional skills. The *foundational skills* component of this evaluation are part of ESAT.^{4 5}

Prior to the commencement of the internships participants attended a ***Hands-On Practicum (HOP) of education and training*** and employers participated in a **2.5 hour webinar on *Immigrant Inclusion and Diversity in the Workplace***. Many of the topics were provided by SSC's Labour Market Specialists. Three were provided by external facilitators, including: Ianthe Warner - Microsoft Office Instructor (Cohorts One and Two); Nitin Gupta - Microsoft Office Instructor (Cohort Three); and Alka Kumar - Business Writing Instructor (Cohorts One, Two and Three). The topics covered in participants' Hands-On Practicum included:

- Resume Renovation - Learn How to Stand out from the Crowd

³ This was done by staff a whole due to the complexity of the three cohorts and a lack of regular availability of the identified external parties.

⁴ Developed by Futureworx, Nova Scotia, Canada.

⁵ cf <https://futureworx.ca/employability-skills-assessment-tool/>

- Communication Skills -Telephone and Email Etiquette
- Cover Letters - How to Match to a Job Advertisement
- Powerful First Impressions - Develop Strategies for Turning Job Interviews into Job Offers
- Numeracy Skills
- Conflict Resolution in the Workplace
- Workplace Communication, Soft Skills and Cross-Cultural at the Workplace
- Interview Practice
- Indigenous Canadians; Welcome New Canadians
- Working with Others
- Job Search Program
- Recognition Counts Program Workshop
- Gender Equality and Manitoba Human Rights
- Employment Standards
- Continuous Learning
- Winnipeg Connector Partnership – Networking/Relationships
- Newcomer Employment Hub
- Employer Expectations - Guest Speaker
- Document Use
- How to Keep a Job and Work
- Workshop Evaluation

The themes covered by the Employers' **Immigrant Inclusion and Diversity in the Workplace webinar** included:⁶

- The Benefits of Cultural Diversity in the Workplace
- Practical and Effective Approaches to Becoming More Inclusive Organizations (Related Principles)
- Prioritizing and Customizing Your Roadmap to Being Inclusive
- Related Challenges Which Need Our Attention
- Cultural Integration Interview Questions
- Best Practices for Working With Different Cultures in the Workplace
- Moving Forward - Am I Doing Enough? What Else Can I Do?
- On-Boarding Immigrants
- Providing a Thorough Orientation Including Professional and Cultural Considerations
- Providing Newcomers with Buddies
- Including Cultural Integration Questions as Part of Regular Performance Reviews
- Providing Regular Workplace Developmental Sessions
- Considering providing English as an Additional Language (EAL) Supports for Newcomers
- When Considering Promotions, Clarifying the Process and Expectations with Skilled Immigrants
- Providing Support for Existing Employees to Help Them with Integration

II) The Evaluation Framework

2.1) Our Methodology

This is a formative evaluation of **Success Skills Centre's Women's Employment Readiness Project** (WER). It was conducted by **Kaplan Research Associates Inc.** in full collaboration with the managers and staff at the Centre. This is a multi-methods evaluation using three participant forms and one employer questionnaire, as well as conducting focus groups with selected program participants and employers. All aspects of this evaluation were undertaken in collaboration with the organization, including the questions included in the forms and survey,

⁶ Taken from the webinar: **Immigrant Inclusion in the Workforce**, developed by Monika G. Feist, CEO, Success Skills Centre.

and the focus group questions. Participants completed **Intake** and **Assessment Forms** at the start of the project and a **Closure Form** at the end. Employers completed an **Employer's Survey** at the end of the project.

Where possible **validated scales** were used in this analysis. We also ensured that areas of inquiry requested by the funder were also included. The evaluation report has been reviewed by SSC prior to publishing the final report. The participant forms were developed using the **TELEform** scanning suite to facilitate automated data entry, and the online employer questionnaire was developed using **Qualtrics**. All quantitative data were analyzed using the **Statistical Package for the Social Sciences** (SPSS), while the quantitative data, including responses to the open-ended survey questions and the focus group results were subjected to **content analyses**.

In addition to exploring participants' characteristics and employment history, there are many instances where we analyzed participants' changes over time, based on the use of **repeated measures**. This means that for the analysis of participants' indicators over time to be undertaken, data for each question would have to exist at both junctures: that is at Intake (Time-One) and at Closure (Time-Two) using **paired T-Tests**. As each form comprised its own SPSS datafile, it was necessary for each form to contain unique and non-identifying **participant codes** to merge these files. Employers were assigned codes that aligned with their interns' codes.

2.2) Our Areas of Inquiry

i) Participants' Forms

Questions Taken From the Participant Intake Forms

- Identifying information (excluded from this analysis)
- Date of Birth and Gender
- Marital status
- Numbers and ages of their dependents
- Dates of Arrival in Canada and their landing dates
- Driving status and access to a vehicle
- Countries of origin
- Primary and secondary languages spoken
- Their willingness to leave Winnipeg for employment
- Their employment sector in their home countries
- Their occupations or specialties in their home countries
- Length of employment in their occupations or specialties
- Kinds of occupations or specialties they are seeking for long-term employment
- Their Employment Equity categories
 - Youth (under 30)
 - Visible minorities
 - Have disabilities
 - Women
 - Immigrants
 - LGBTQ2
- Current employment status
- Current sources of income
- Current employer (name excluded from this analysis)
- Current occupation or specialty
- How they heard about SSC
- Who referred them if applicable (name of organization provided in this analysis)
- Whether they received pre-arrival services in home country
- Whether they have family members living in Canada
- Entry into Canada:

- Through the Federal Government Department of Immigration, Refugees
- Through the Provincial Government Nominee Program
- Through other programs
- Status: Permanent Resident or Canadian Citizen
- English language proficiency
- Highest level of education attained
- Major or specialty of study
- Years of education
- Additional training or skills they have attained
- Whether they received training while in Canada
- If they are currently unemployed, length of time looking for work
- If they are unable to work in their former occupation or specialty, what other kind(s) of work would they like to do
- Whether they are currently attending an English language course, and which ones
- Whether they are taking any other courses or programs, and which ones

Questions Taken From the Participant Assessment Forms

- Participants' reasons for attending the Women's Employment Readiness Project
- Their employment history:
 - Ever been employed in any job?
 - Ever been employed in their chosen fields?
 - Currently employed in any job?
 - Currently employed in their chosen fields?
 - Number of jobs past five years?
 - End date of last employment?
 - Type of employment?
 - Average weekly hours of employment?*
 - Average hourly rate of pay?*
- Their confidence at intake that they will find any work*⁷
- Their confidence at intake that they will find work in their chosen fields*
- Their perceived barriers to getting and keeping jobs in their chosen fields*
- Whether they came to Canada as refugees
- Whether they have ever experienced trauma
- Whether they have ever experienced abuse
 - If 'yes,' describe the trauma or abuse experienced
 - Did this impact their ability to look for jobs, or keep their jobs?
 - Did they receive support to deal with these experiences?
- Are they are currently receiving support?
- Conditions they have experienced (pick-list)
- What resources they will require to be able to get a job (pick-list)
- Participants evaluating their foundational skills to find and keep employment, at intake*
- Labour Market Specialists evaluating participants' foundational skills to find and keep employment at intake*⁸
- Participants evaluating their job search skills at intake*
- Participants completing the **Rosenberg Self-Esteem Scale***
- Participants completing **the self-efficacy subscale***
- Participants completing the **hope subscale***

⁷ *Indicates that these questions are replicated in the WER Assessment and Closure Forms.

⁸ Labour Market Specialists answered these questions after participants completed the form to reduce bias.

Questions Taken From the Participant Closure Forms

- Participants' reasons for leaving the project
- The sector of their work placement
- Their occupation or specialty at their work placement
- Their average weekly hours of work*
- Their average hourly rates of pay*
- Their current employment status*
- Their current sources of income*
- What resources they have received
- The degree to which they achieved their objectives for attending the project
- Participants evaluating their foundational skills to find and keep employment, at closure*
- Labour Market Specialists evaluating participants' foundational skills to find and keep employment at closure*
- Their confidence at closure that they will find any work*
- Their confidence at closure that they will find work in their chosen fields*
- Participants evaluating their job search skills at closure*
- Participants completing the **Rosenberg Self-Esteem Scale***
- Participants completing **the self-efficacy subscale***
- Participants completing the **hope subscale***
- Participants evaluating their work placements
- Participants evaluating their WER Employment Counsellors
- Evaluating the overall effectiveness of the services and programs provided by the project
- Evaluating the overall helpfulness of the topics covered during the Hands-On Practicum
- Evaluating how likely they are to recommend the project to a friend or family member
- What they liked most about the project (open-ended)
- What changes they would make to the project if they could (open-ended)

ii) Employers' Survey

Questions Taken From the Employers' Survey

- Employers' sectors
- The occupations or specialties their interns filled
- Whether employers directly supervised their interns
- Whether their interns received support or advice from other employees
- The number of weeks their interns worked
- How employers evaluated their interns' attendance
 - If workdays were missed, what were the reasons for this?
- Overall, did their workplaces benefit by having their interns working there?
 - If 'yes,' what benefits did their workplaces experience as a result of having the interns working there?
 - If 'no,' what concerns did employers experience?
- Employers evaluating participants' foundational skills at the beginning and end of their internships*⁹
- Whether employers had contact with Labour Market Specialists during their internships
- Employers evaluating their contacts with Labour Market Specialists
- Whether employers would have liked additional supports during their internships
 - If 'yes,' what were they? (open-ended)
- The likelihood of employers accepting other interns from SSC

⁹ Their assessments of interns at the beginning of their internships would be based on employers' retrospective perceptions of these women at that juncture.

- The likelihood of employers recommending SSC to others in their fields

iii) Focus Group Questions

For the Interns' Focus Group

- 1) Introductions and welcome
- 2) The WER project provided several weeks of pre-employment training to the interns, cover a range of topics to prepare you for your internship experience.
 - Which sessions or topics did you find most helpful to prepare you for your internship or to find employment in your sector or field?
 - Which sessions did you find too difficult?
 - Are there other sessions, not provided, that would have been helpful?
- 3) Has your internship prepared you to find employment in your sector or field?
- 4) What are the main barriers to employment that others in your sector or field may experience?
- 5) What are your hopes regarding future employment?

For the Employers' Focus Group

- 1) The Women's Digital & Work-Related Training Pilot Project provided a Diversity, Equity and Inclusion information session for employers. How did you feel about these sessions?
- 2) Why did you decide to hire an intern for this project?
- 3a) Are you aware of any inclusivity barriers in your workplace, particularly for a woman from another race/culture?
- 3b) Are you aware of any inclusivity barriers in your sector, particularly for a woman from another race/culture?
- 4) Do you believe that your Intern will be more employable following her experience with your company or organization?
- 5) Do you have any suggestions for Success Skills to improve the WER project?

Three questions asked of SSC staff

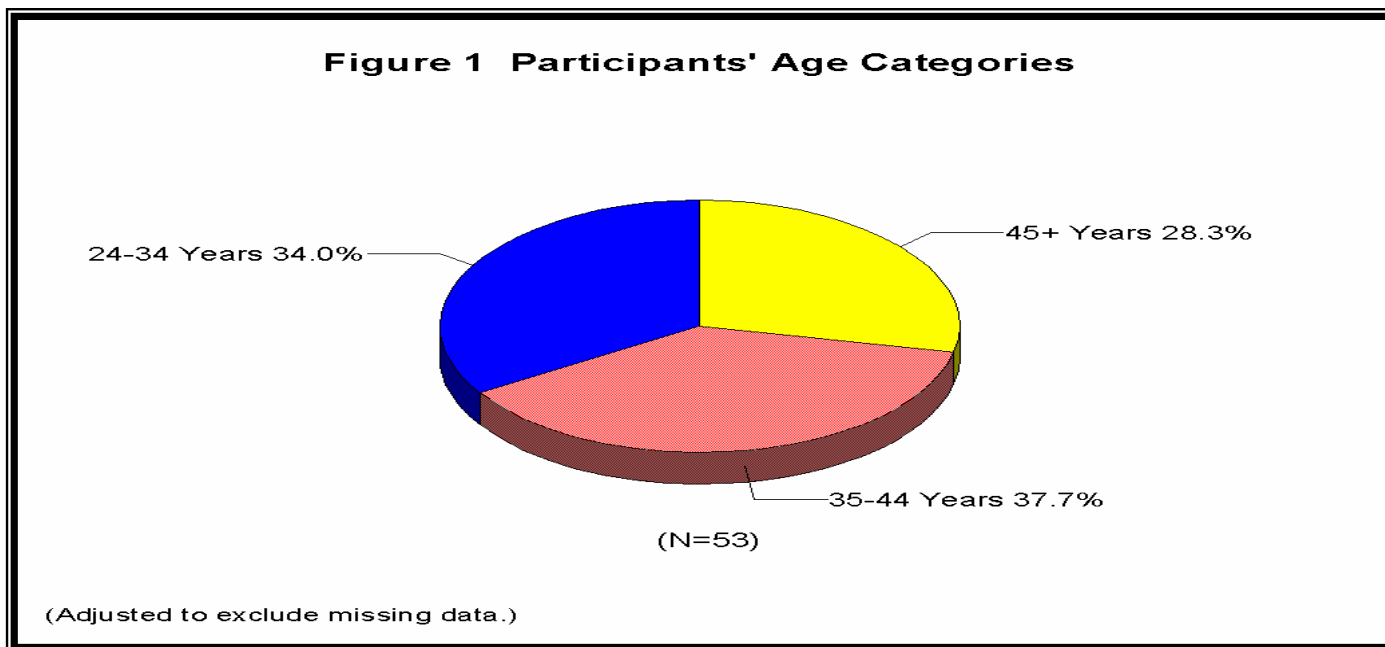
- 1) Given the success of the WER project, based on the findings from interns and employers, the screening process for interns worked very well. Why do you think it worked so well?
- 2) What do you feel were the greatest strengths and benefits of the project, first for interns and for their employers?
- 3) What changes would you have made to the project, if any?

PART ONE
FINDINGS FROM THE
PARTICIPANTS' FORMS

III) Participants' Characteristics

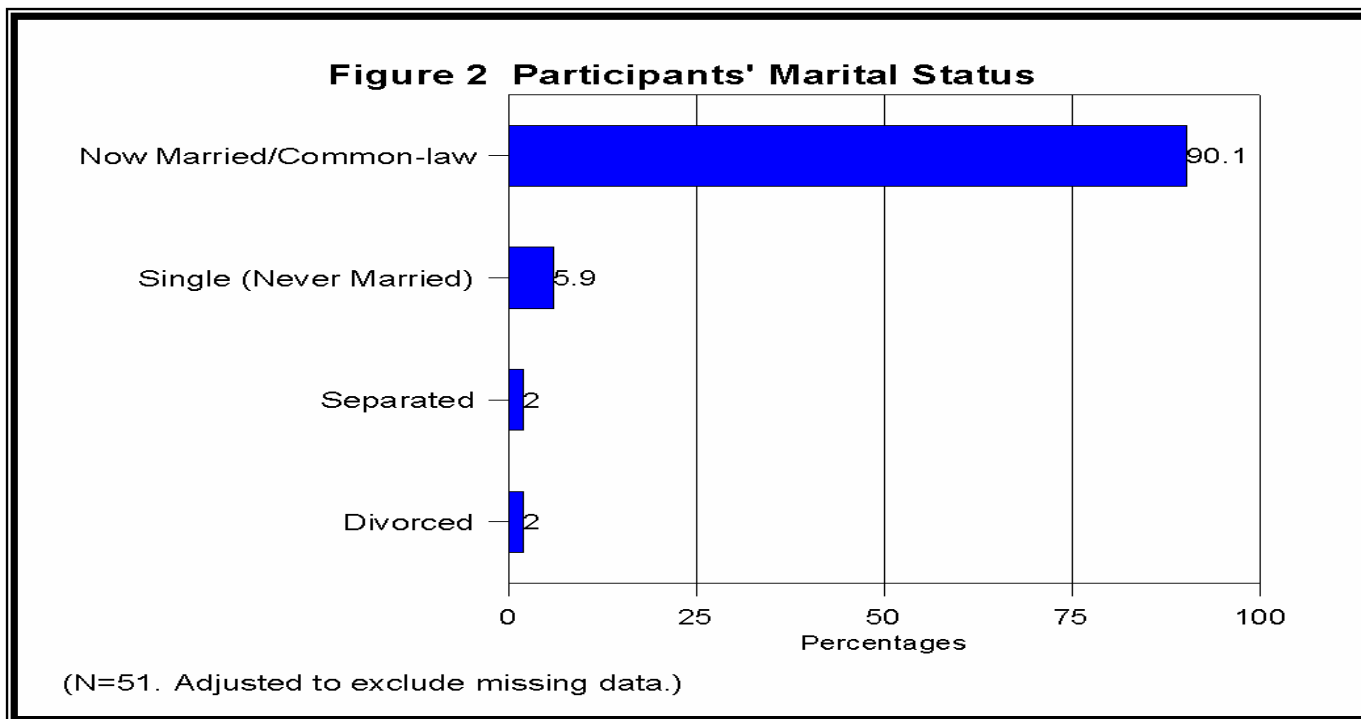
3.1) Participants' Ages

Participants were most frequently under 34 to 44 years of age (37.3%) followed by those 24 to 34 years of age (34.0%) and 45 years of age and over (28.3%) (Figure 1). The mean age was 38.8 years with a median of 38.0 years (SD=7.40). Their ages ranged from 24 to 54 years.



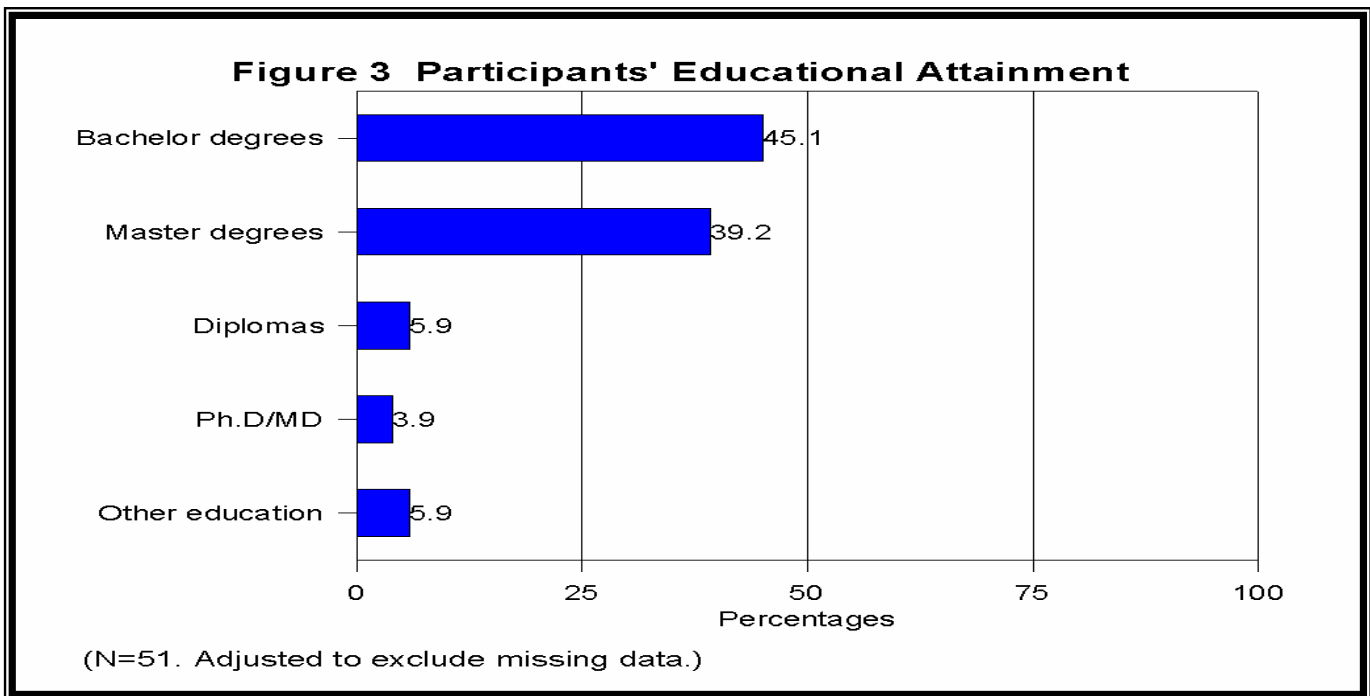
3.2) Participants' Marital Status

The large majority of participants were married or in common-law relationships (90.1%) when they first attended the project (Figure 2).



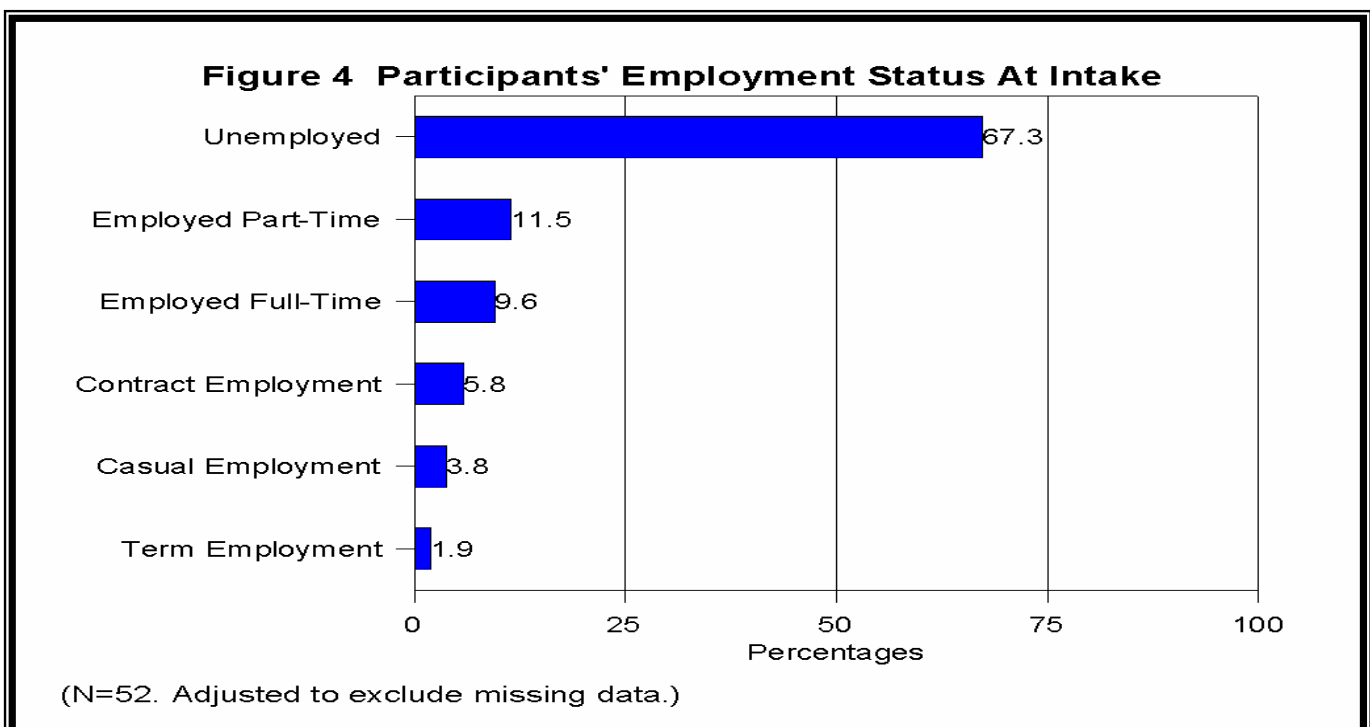
3.3) Participants' Educational Attainment

The largest percentage of participants had a Bachelor or Master degrees (45.1% and 39.2%, respectively) (Figure 3).



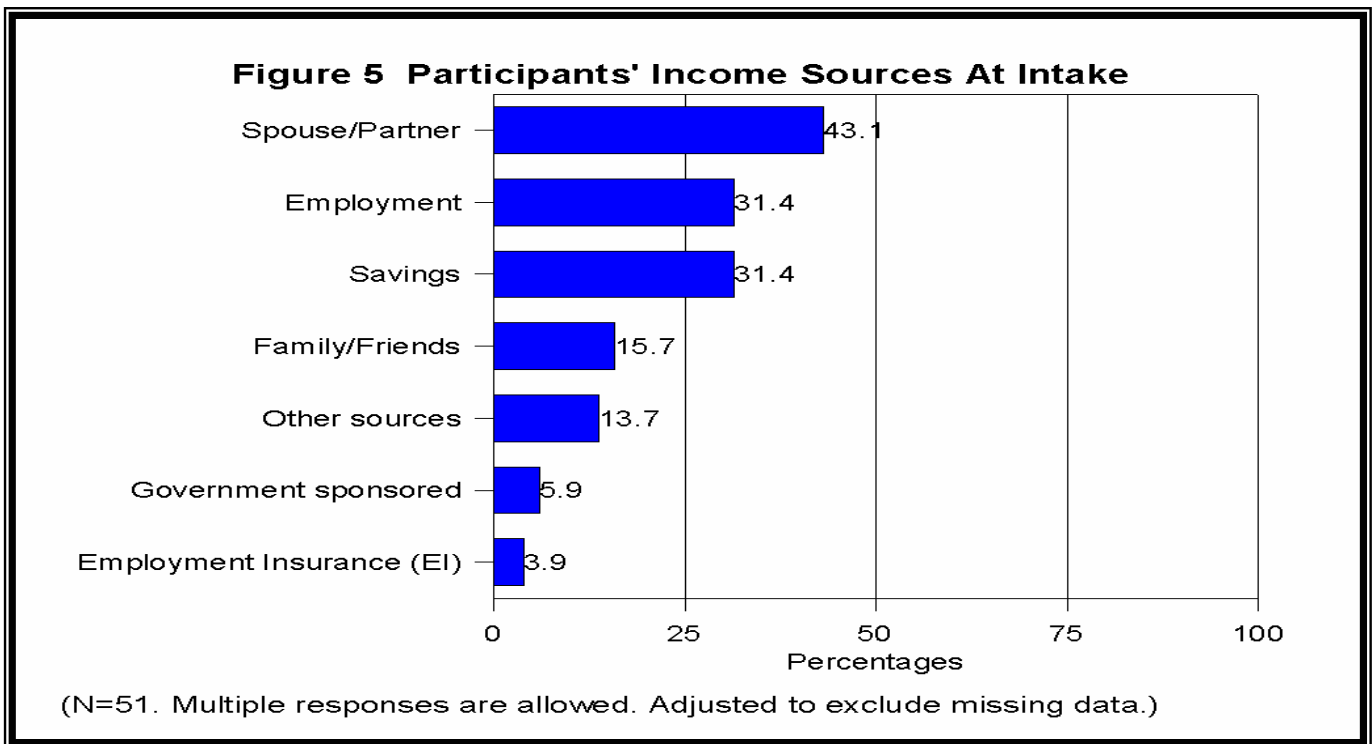
3.4) Participants' Employment Status at Intake

Just over two-thirds of these participants (67.3%) were unemployed at intake, while 11.5% were employed on a part-time basis, 9.6% were employed on a full-time basis, 5.8% had contract employment, 3.8% were casually employed, and 1.9% (N=1) had term employment (Figure 4).



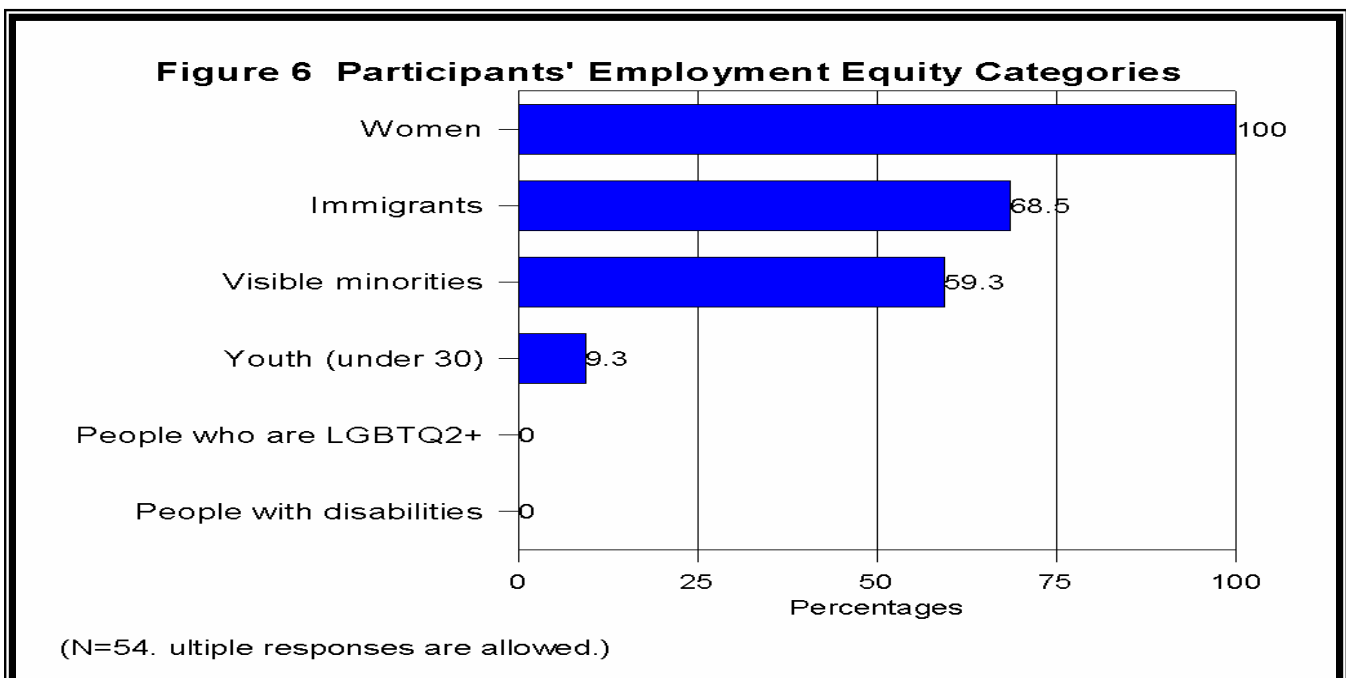
3.5) Participants' Sources of Income

The three most frequent sources of income were participants' spouses or partners (43.1%), employment (31.4%) and/or their savings (31.4%) (Figure 5).



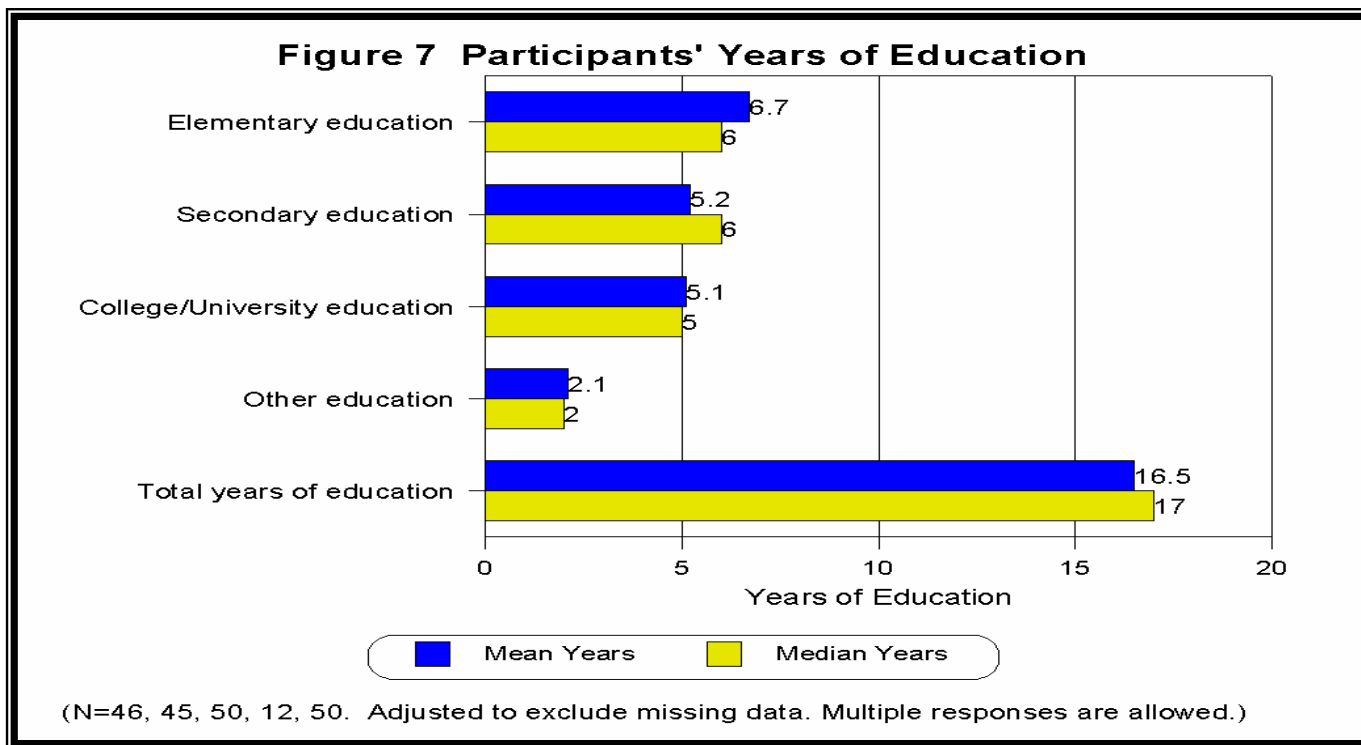
3.6) Participants' Employment Equity Categories

By definition all of these participants are female (100%), while 68.5% reported being immigrants, 59.3% reported being visible minorities and 9.3% reported being under 30 years of age (Figure 6).



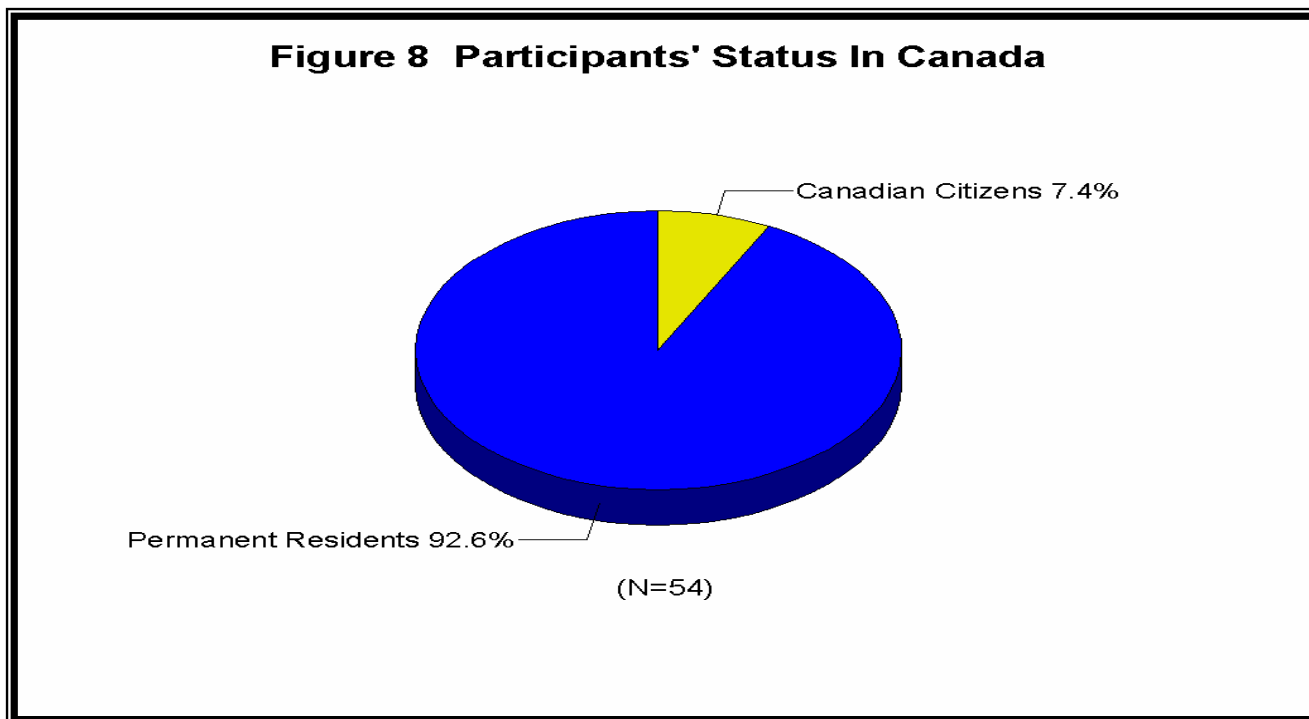
3.7) Participants' Years of Education

In total, participants reported to going to school a mean of 16.5 years, with a median of 17.0 years (Figure 7). This included a mean of 6.7 years or Elementary education with a median of 6.0 years; a mean of 5.2 years of Secondary education with a median of 6.0 years; a mean of 5.1 years of education at the College or University level with a median of 5.0 years; and a mean of 2.1 years of 'other' education with a median of 2.0.



3.8) Participants' Status in Canada

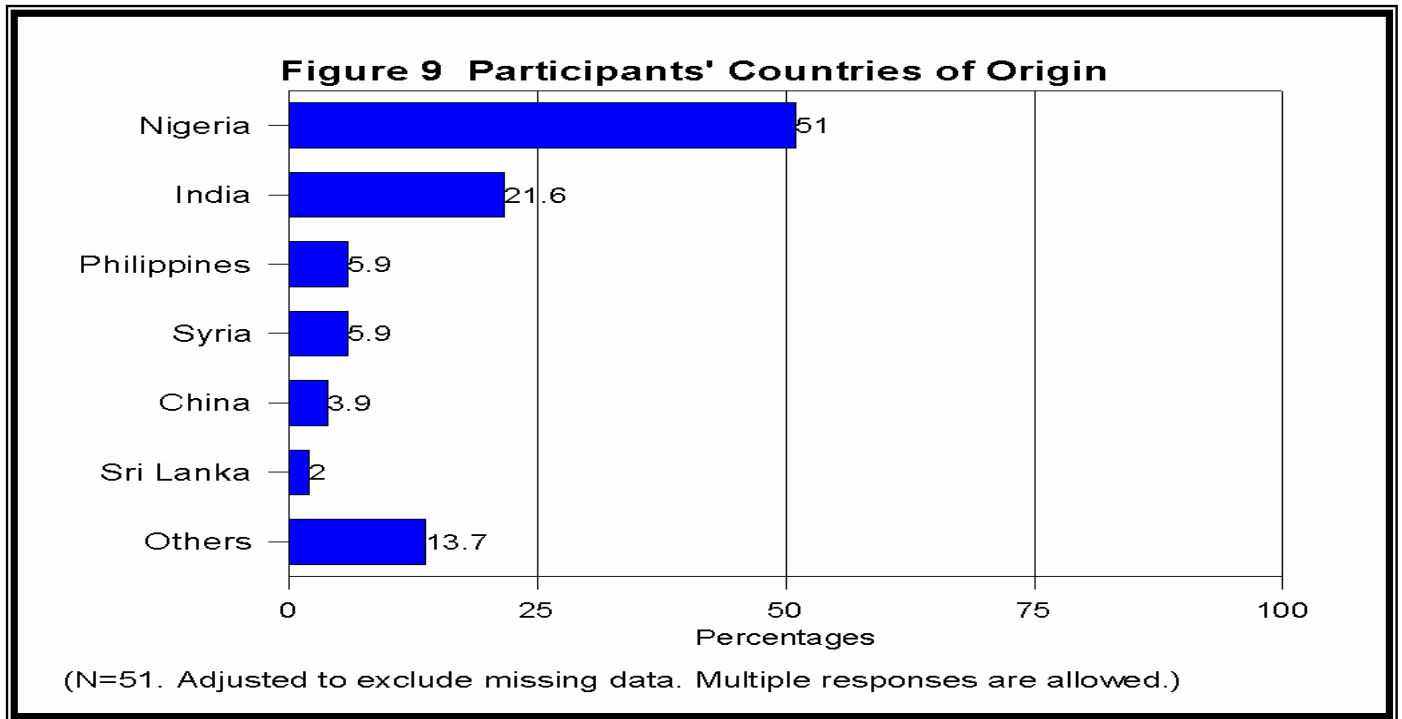
A very large percentage of participants (92.6%) were Permanent Residents when they entered the WER Project, with the remaining 7.4% being Canadian citizens (Figure 8).



3.9) Participants' Countries of Origin

Most participants originated in Nigeria (51.0%), followed by those from India (21.6%), the Philippines (5.9%); Syria (5.9%); China (3.9%); and Sri Lanka (2.0%) (Figure 9). Other countries of origin included:

Afghanistan Dominican Republic El Salvador Morocco
 Algeria Colombia Japan Uganda



3.10) Languages Spoken by Participants

Participants were asked to identify their primary and secondary languages. The most frequently reported **primary language** is English (53.7%), followed by Yoruba (25.9%); Hindi (11.1%); Punjabi (9.3%); Arabic (7.4%); Spanish (7.4%); and Igbo (7.4%) (Figure 10). The most frequently reported secondary language is English (70.0%); followed by Yoruba (24.0%); Hindi (12.0%); French (8.0%); Arabic (6.0%); and Igbo (6.0%).¹⁰

Other primary languages included:

Bengali Cantonese Dari Gujarati Japanese Kurdish (x2)

Other secondary languages included:

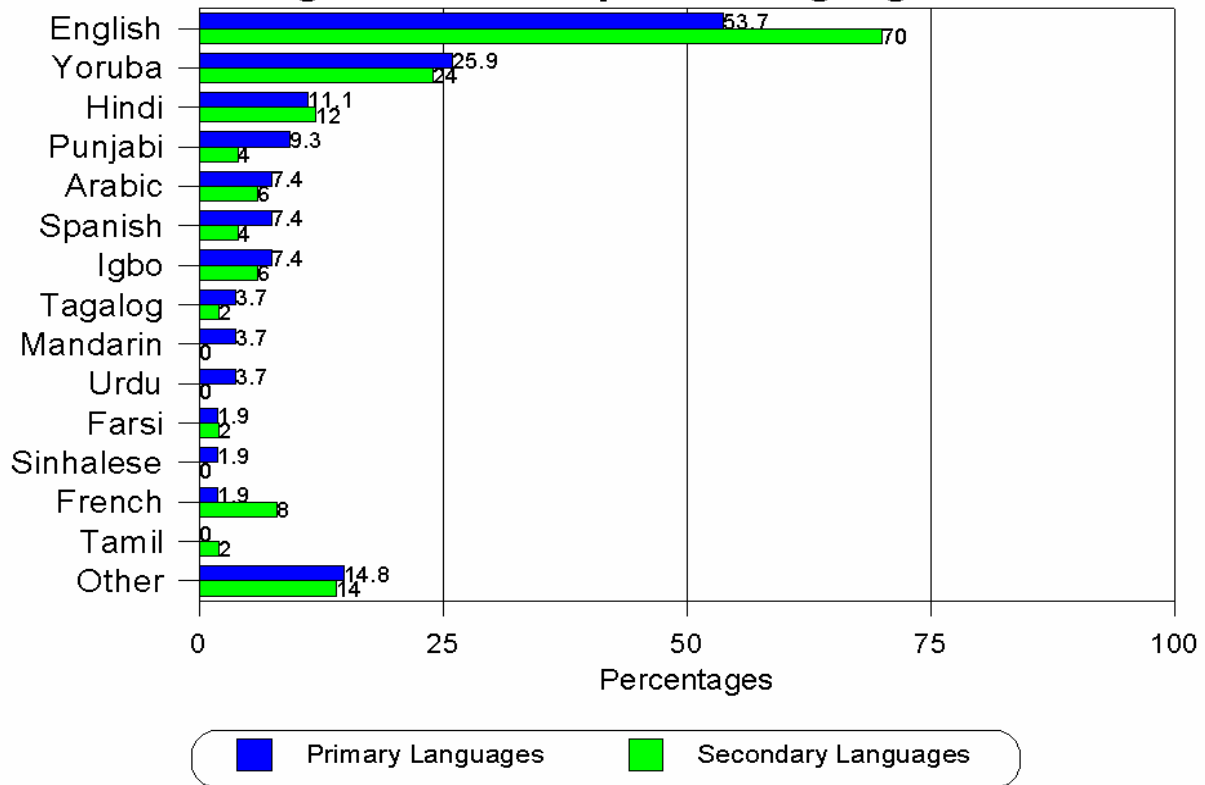
Bengali (x2) Berber Bini Edo Hausa Kurdish Turkish Malay

3.11) How Participants Heard About the Success Skills Centre

The largest percentage of participants heard about the Success Skills Centre through their friends or family members (41.5%) (Figure 11). They are followed by those who learned about the Centre through the Internet (24.2%); through a referral (22.6%); from a former client of the Centre (9.4%), or some other way (5.7%).

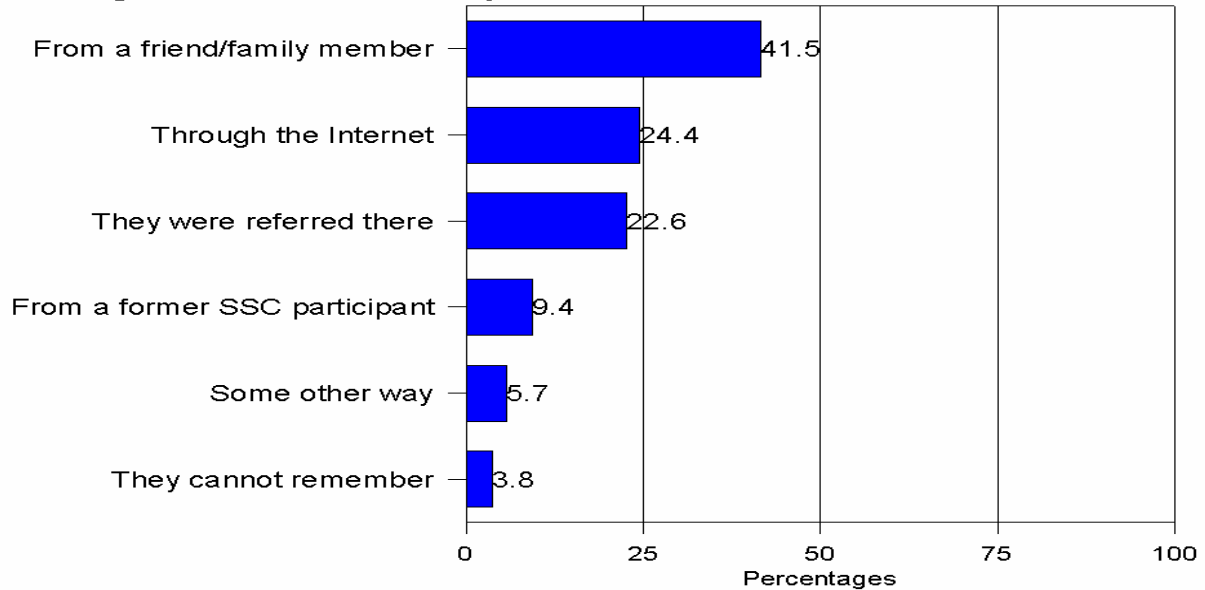
¹⁰ Given that 123.7% of the participants indicated that English was their primary or secondary language, SSC believes this may be due to a misunderstanding of what constitutes primary and secondary languages.

Figure 10 Participants' Languages



(N=54, 50. Adjusted to exclude missing data. Multiple responses are allowed.)

Figure 11 How Participants Heard About Success Skills



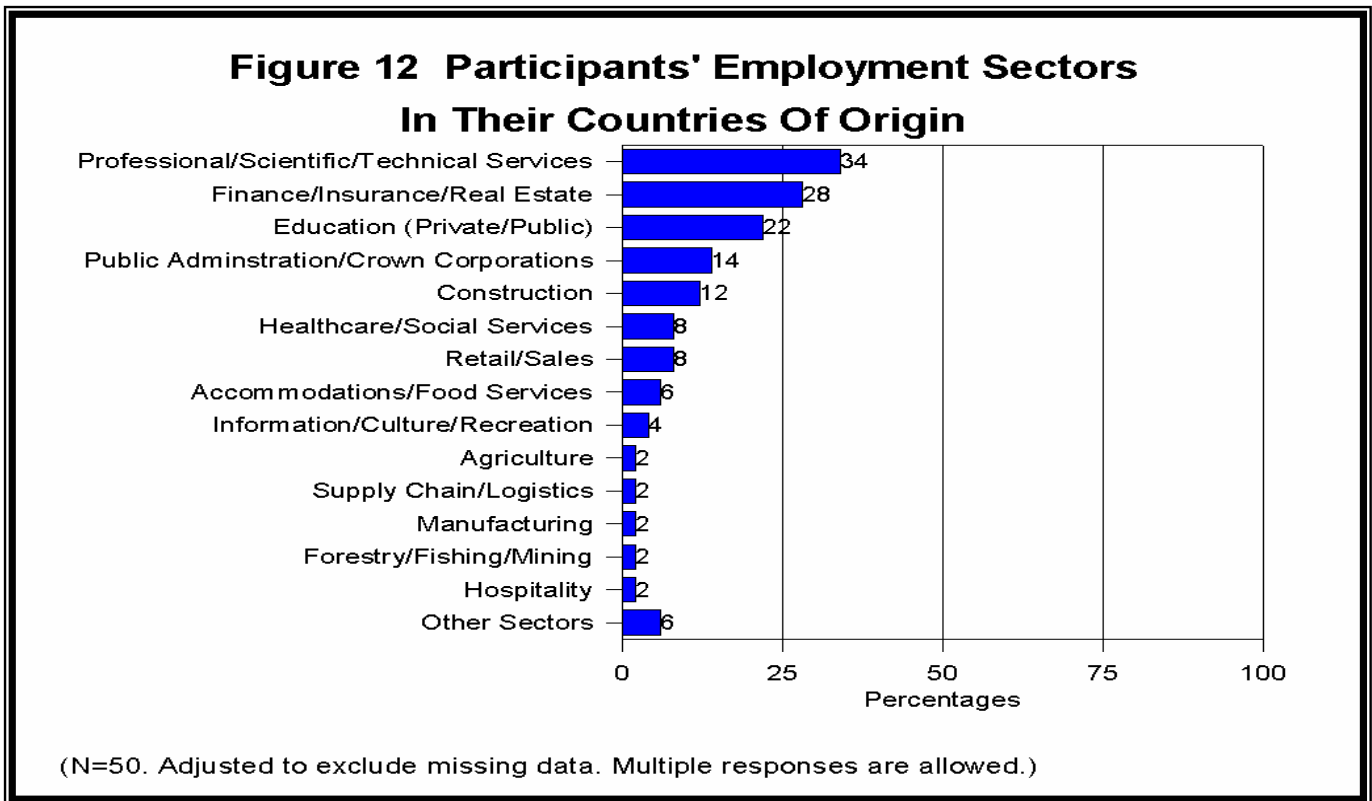
(N=53. Adjusted to exclude missing data. Multiple responses are allowed.)

IV) Participants' Employment Histories

4.1) Participants' Employment Sectors in Their Countries of Origin

Participants' employment sectors in their countries of origin included (Figure 12):

- Professional/Scientific/Technical Services (34.0%)
- Finance/Insurance/Real Estate/Rental/Leasing (28.0%)
- Education (Private/Public) (22.0%)
- Public administration/Crown Corporation (14.0%)
- Construction (12.0%)
- Healthcare/Social Services (8.0%)
- Accommodations/Food Services (6.0%)
- Information/Culture/Recreation (4.0%)
- Agriculture (2.0%)
- Supply Chain/Logistics (2.0%)
- Manufacturing (2.0%)
- Forestry/Fishing/Mining (2.0%)
- Hospitality (2.0%)
- Other (6.0%)



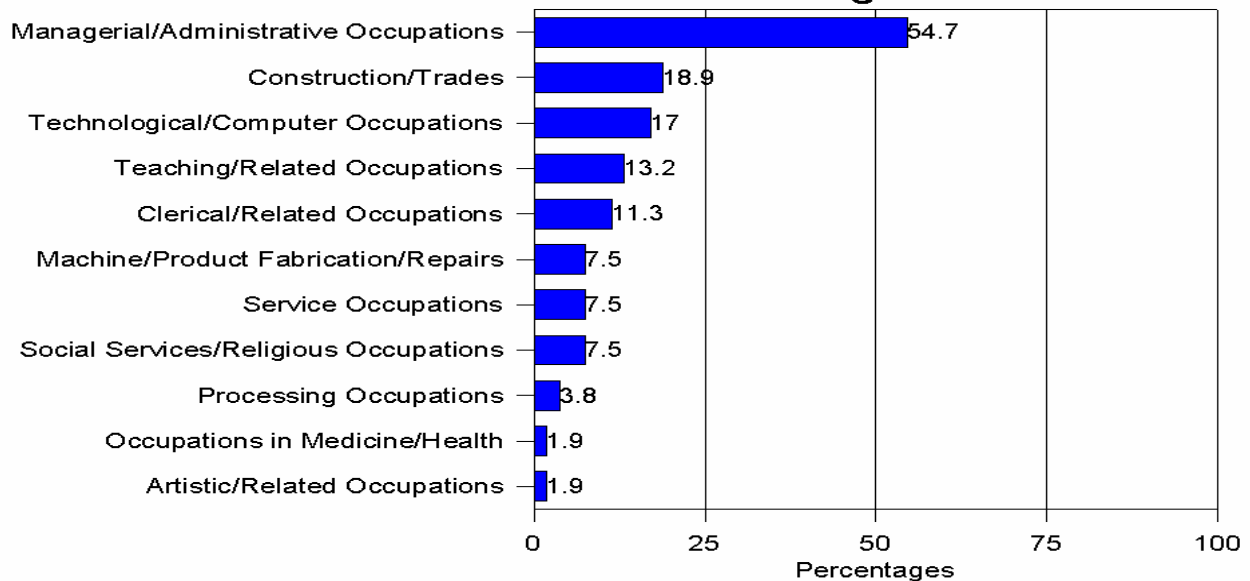
4.2) Participants' Occupations in Their Countries of Origin

The occupations reported by participants in their countries of origin included (Figure 13):

- Managerial/Administrative (54.7%)
- Construction/Trades (18.9%)
- Technological/Computers (17.0%)
- Teaching and Related Occupations (13.2%)
- Clerical and Related Occupations (11.3%)
- Machine/Product Fabrication/Repairs (7.5%)

- Service Occupations (7.5%)
- Social Services/Religious (7.5%)
- Processing Occupations (3.8%)
- Occupations in Medicine/Health (1.9%)
- Artistic and Related Occupations (1.9%)

**Figure 13 Participants' Occupations
In Their Countries Of Origin**



(N=53. Adjusted to exclude missing data. Multiple responses are allowed.)

4.3) Length of Time Working in Their Occupations

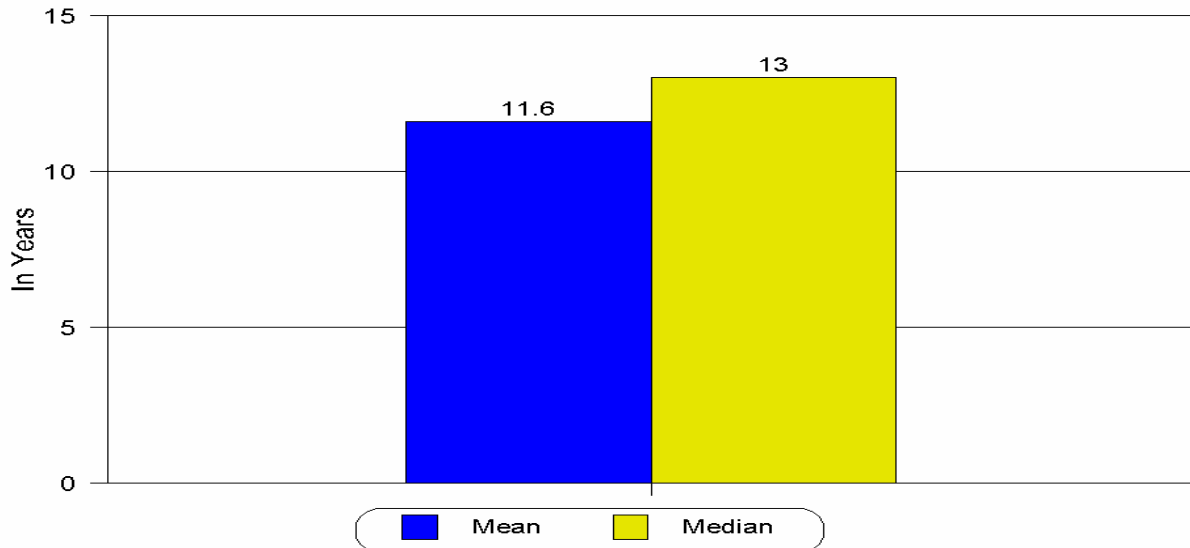
The mean time that participants worked in their occupations in their home countries was 11.6 years with a median of 13.0 years (SD=6.75) (Figure 14). The range of years of work was from 1.0 to 25.0 years.

4.4) Participants' Occupations at Intake

The occupations of participants at the time their intake, irrespective of their employment statuses, (Figure 15) included:

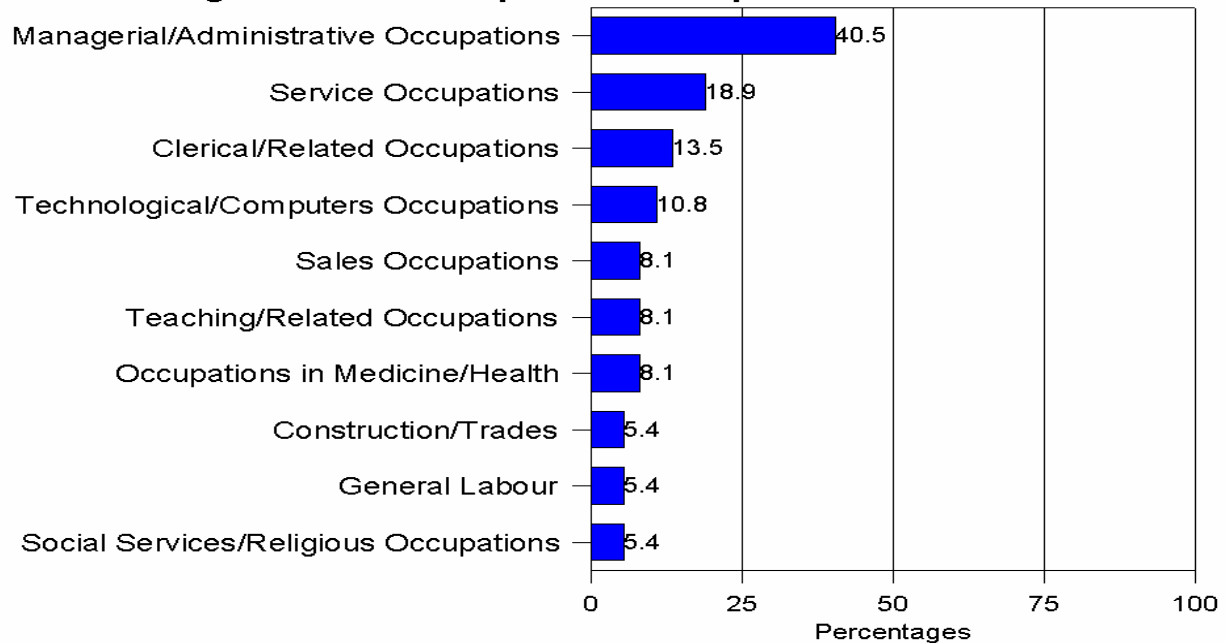
- Managerial/Administrative Occupations (40.5%)
- Service Occupations (18.9%)
- Clerical and Related Occupations (13.5%)
- Technological/Computer Occupations (10.8%)
- Sales Occupations (8.1%)
- Teaching and Related Occupations (8.1%)
- Occupations in Medicine/Health (8.1%)
- Constructions/Trades Occupations (5.4%)
- General Labour (5.4%)
- Social Services/Religious Occupations (5.4%)

Figure 14 How Long Did Participants Work In Their Occupations?



(N=17. Adjusted to exclude missing data.)

Figure 15 Participants' Occupations At Intake



(N=37. Adjusted to exclude missing data. Multiple responses are allowed.)

4.5) Questions Regarding Participants' Past and Current Work Histories

Participants reported notably different job histories when they were in their home countries than their current histories (Figure 16).

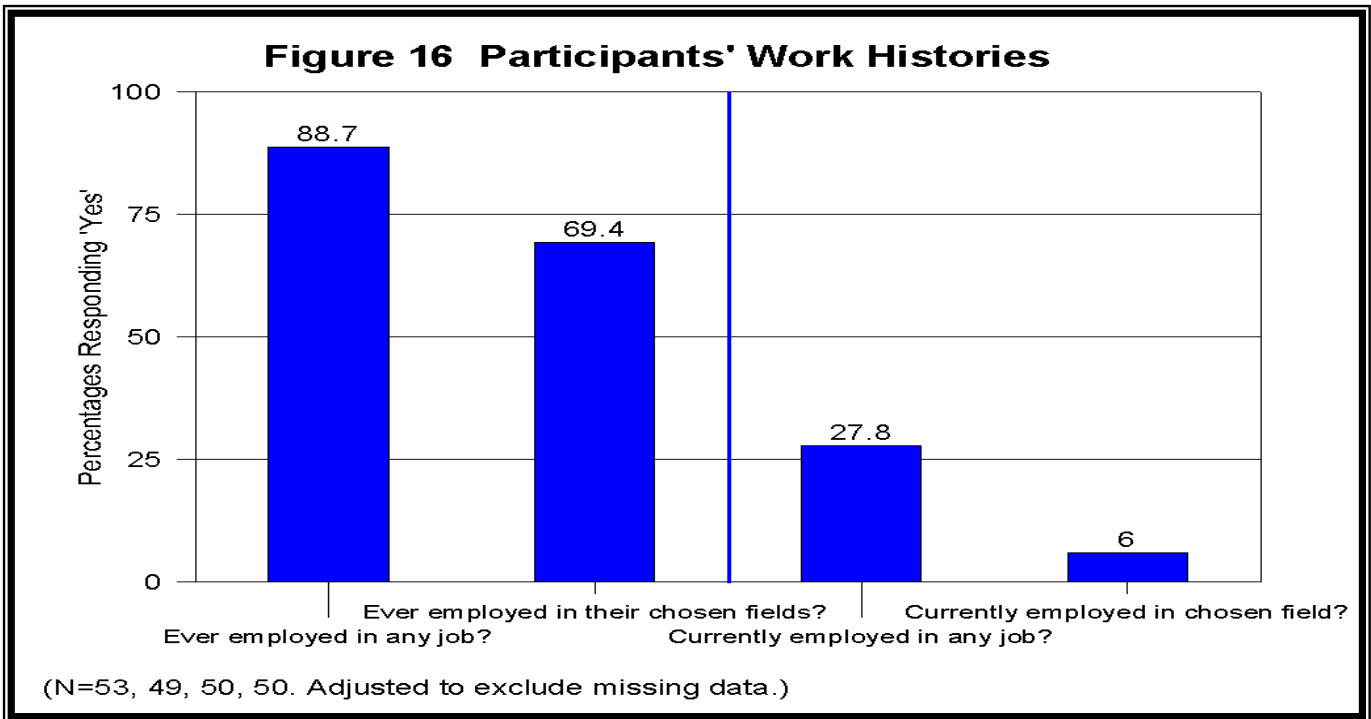
In their home countries:

- 88.7% had been employed in any job
- 69.4% had been employed in their chosen fields

Since being in Canada:

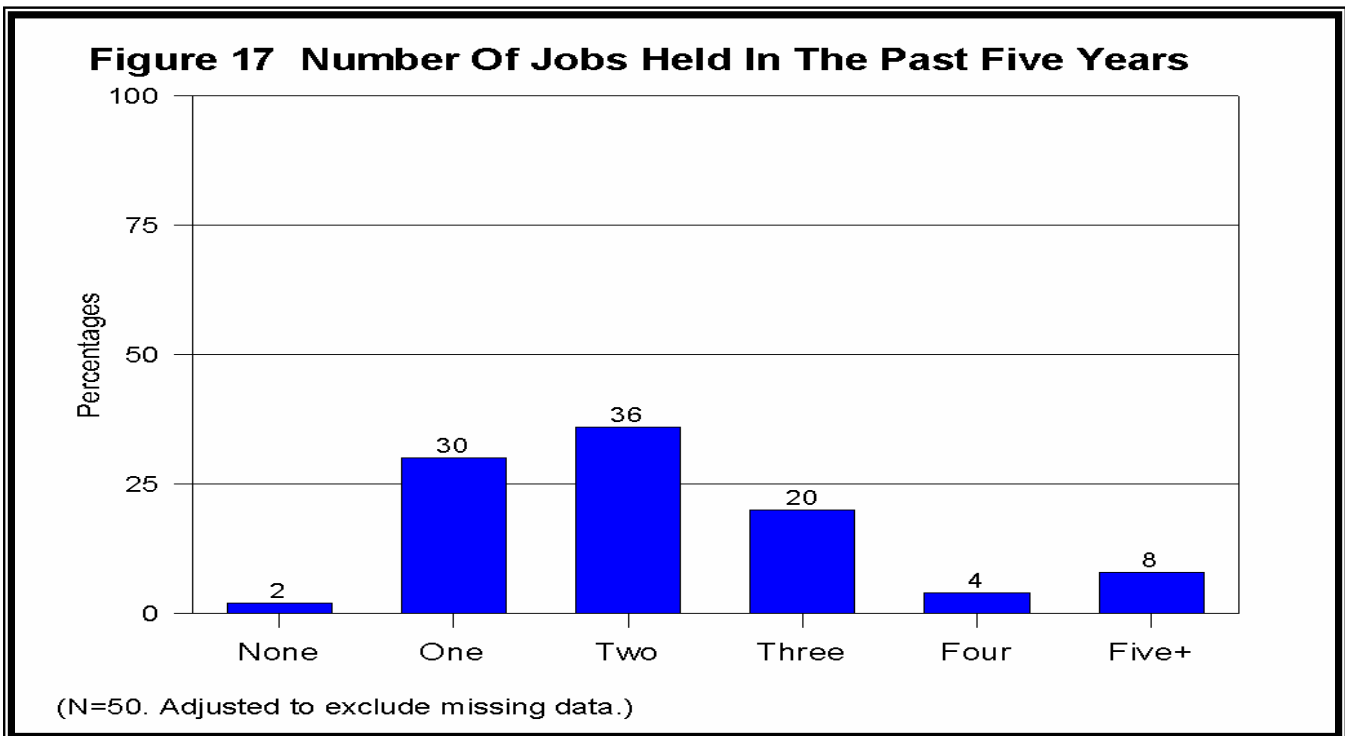
27.8% have been employed in any job

6.0% have been employed in their chosen fields



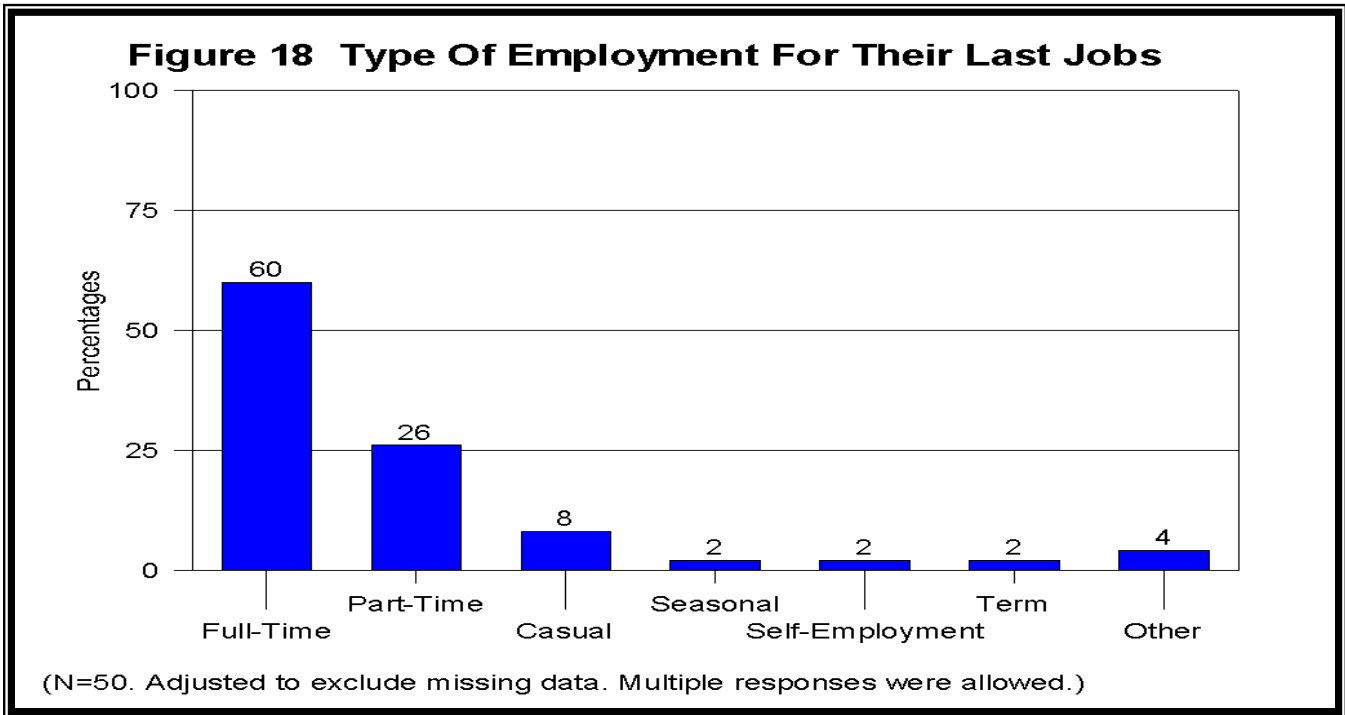
4.6) Number of Jobs Participants Have Had Over the Past Five Years

The largest percentage of participants have had two jobs over the past five years (36.0%) (Figure 17). This is followed by those who had one job (30.0%); three jobs (20.0%); four jobs (4.0%); five or more jobs (8.0%); and no jobs during this period (2.0%, N=1). The mean number of jobs was 2.3 with a median of 2.0 (SD=1.59).



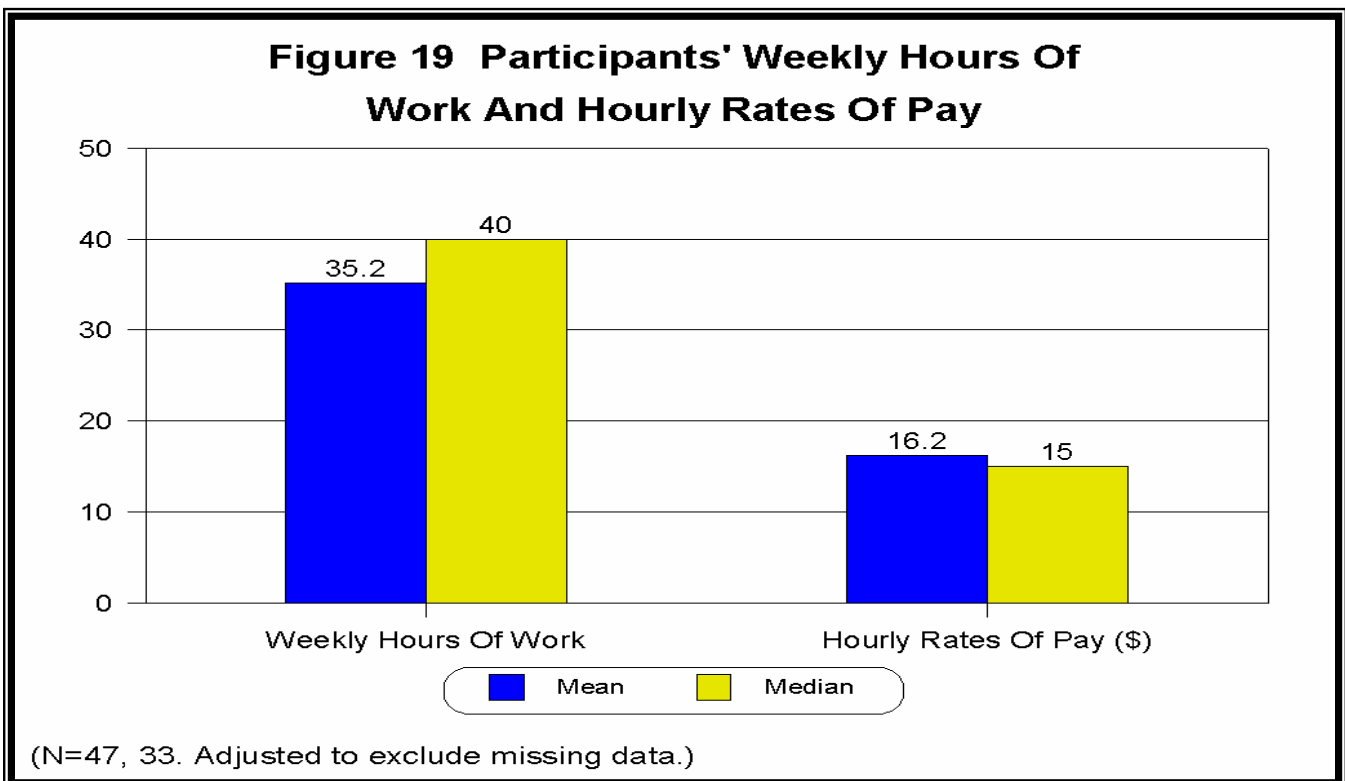
4.7) Types of Employment for Most Recent Jobs

The majority of participants who were working had full-time jobs (60.0%), followed by those with part-time jobs (26.0%) and casual jobs (8.0%) (Figure 18).

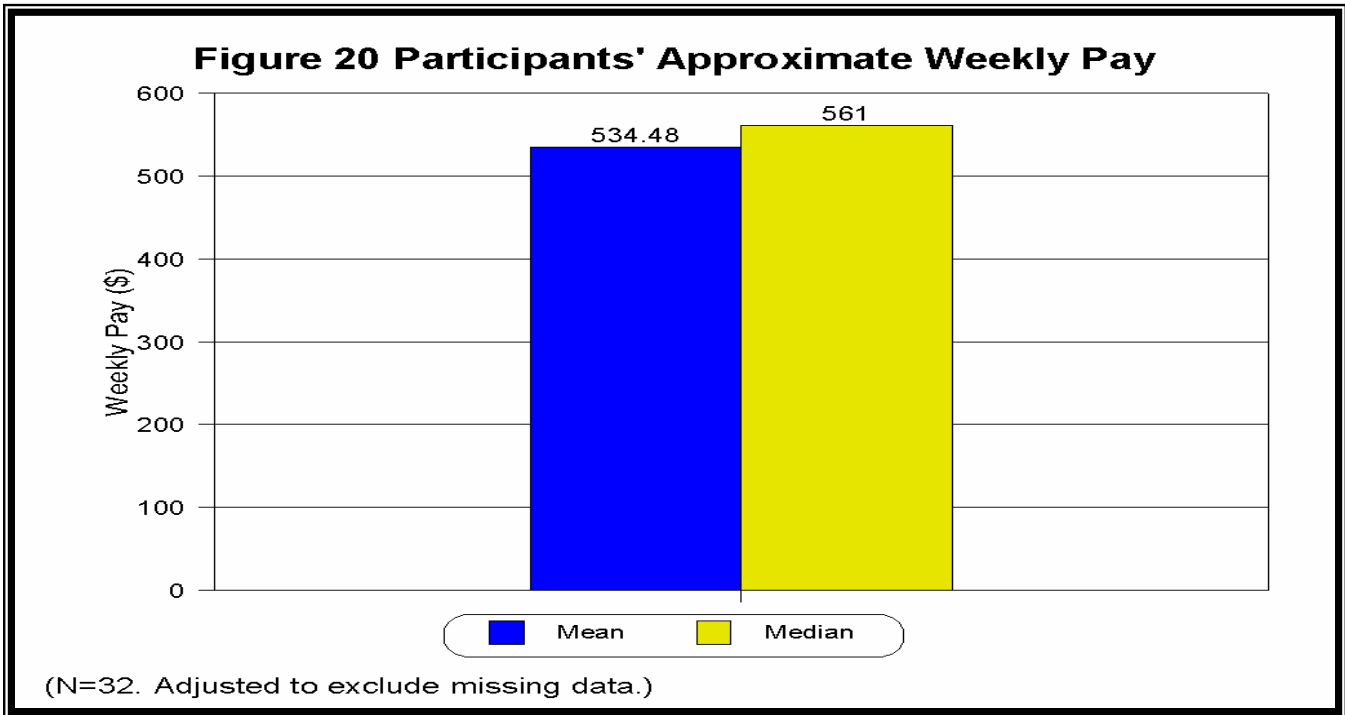


4.8) Hours Worked and Rates of Pay in Most Recent Job

In their most recent jobs, participants worked an average of 35.2 hours per week, with a median of 40.0 hours (SD=10.43) (Figure 19). Their mean hourly wage was \$16.25, with a median of \$15.00 (SD=3.92). This ranged from \$12.35 to \$30.00 per hour.

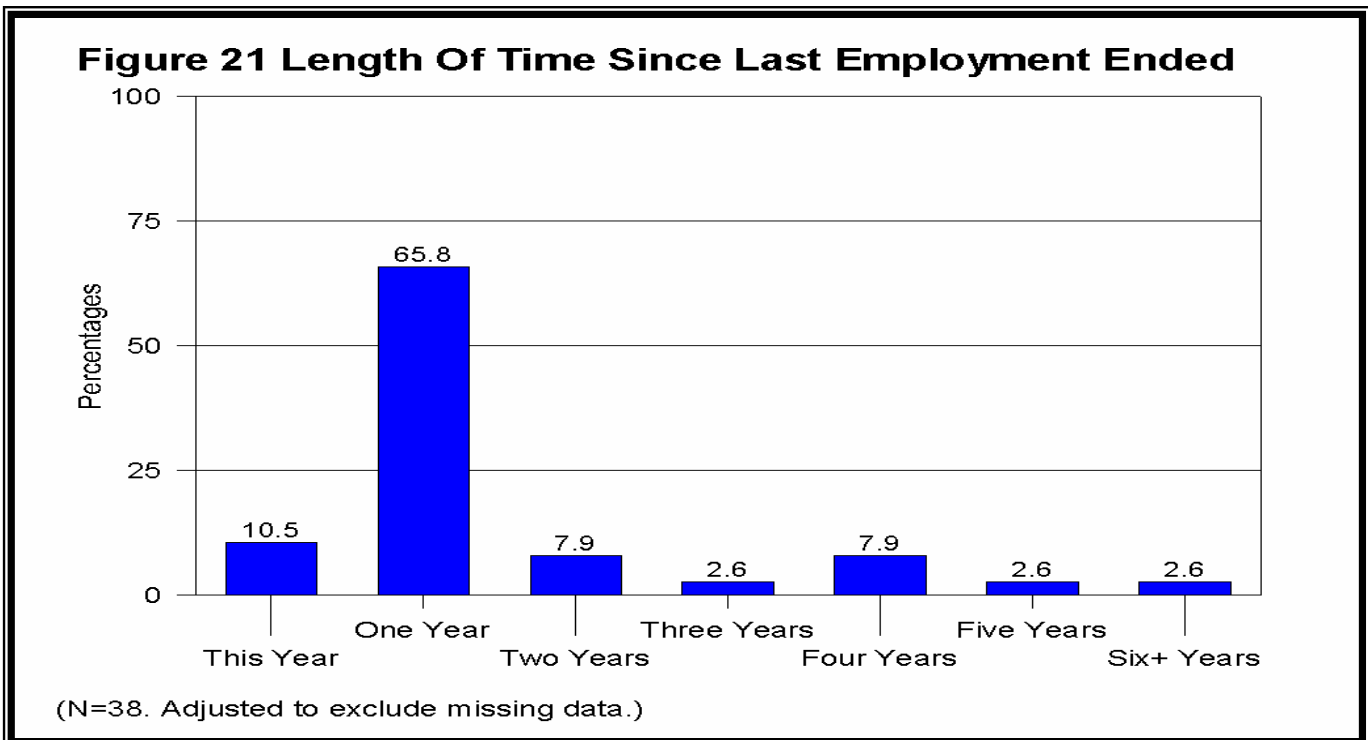


Multiplying the mean hours worked in an average week with the mean hourly wages, these participants had a mean weekly wage of \$534.48 with a median of \$561.00 (SD=208.54) (Figure 20). This ranged from a mean of from \$120.00 to \$1,053 per week.



4.9) Of Those without Employment at Intake, Length of Time since Employment Ended

Of the participants who were unemployed at intake, the majority (76.3%) had last been for a year or less, with 10.5% being unemployed for less than a year (Figure 21). Of the remainder, 7.9% had been unemployed for two years; 2.6% for three years; 7.9% for four years; 2.6% for five years; and another 2.6% for six or more years.

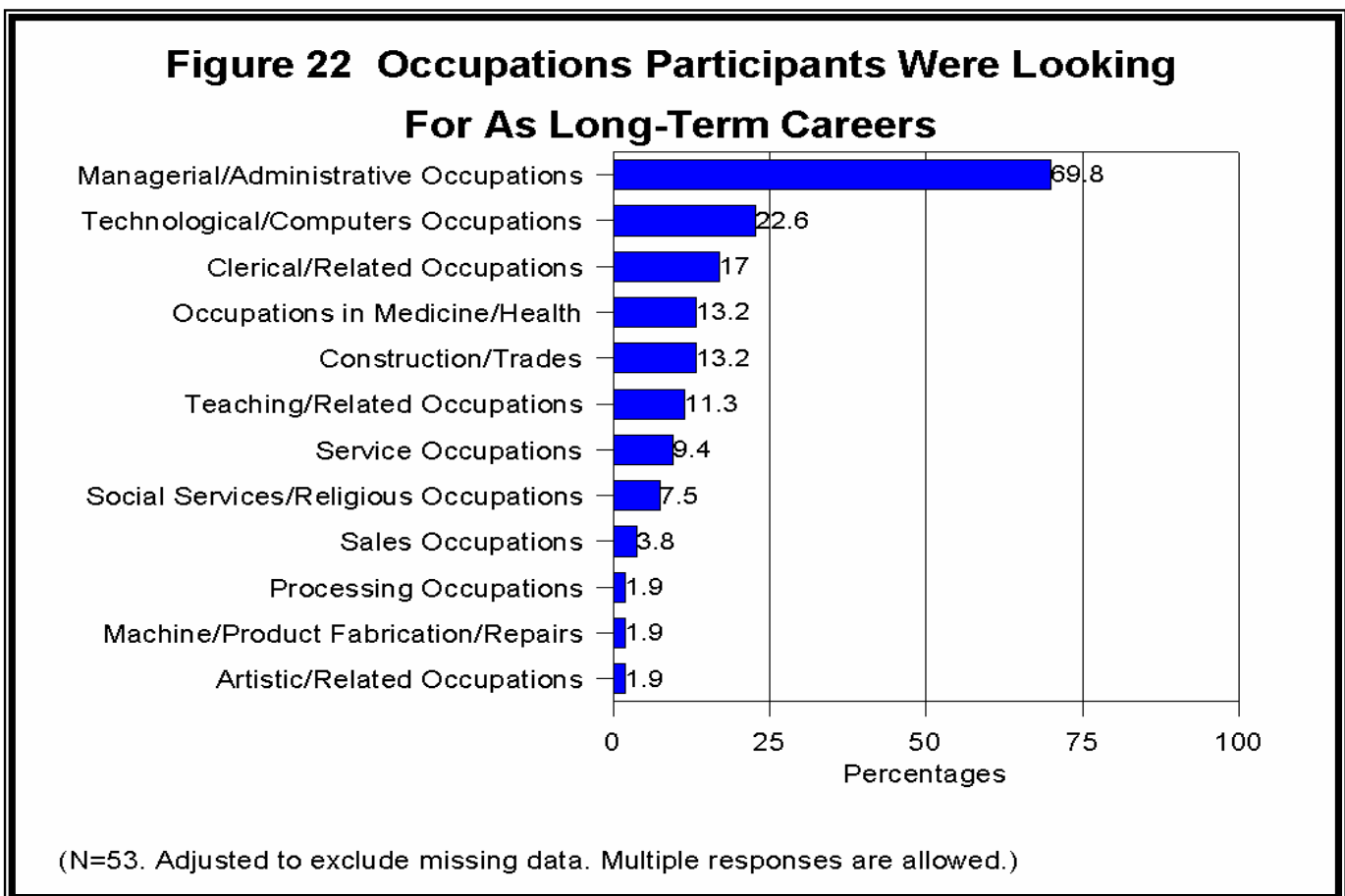


4.10) Occupations Participants were Looking For as Long-Term Careers

The occupations participants were seeking as long-term careers (Figure 22) were:

- Managerial/Administrative Occupations (69.8%)
- Technological/Computers Occupations (22.6%)
- Clerical and related Occupations (17.0%)
- Occupations in Medicine/Health (13.2%)
- Construction/Trade Occupations (13.2%)
- Teaching and related Occupations (11.3%)
- Service Occupations (9.4%)
- Social Services/Religious Occupations (7.5%)
- Sales Occupations (3.8%)
- Processing Occupations (1.9%)
- Machine/Product Fabrication/Repairs Occupations (1.9%)
- Artistic/Related Occupations (1.9%)

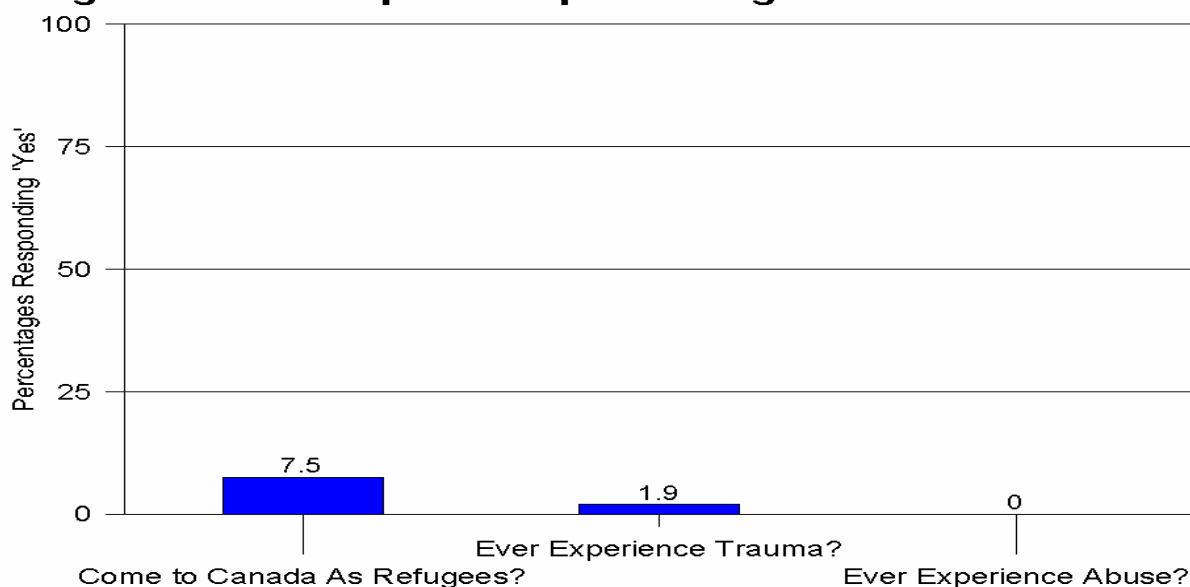
It is notable that these findings reflect, to a large degree, the occupations participants had in their countries of origin.



V) Participants Experiencing Trauma

The participants of the WER Project, for the large part, did not report experiencing trauma prior to attending the project (Figure 23). Only 7.5% (N=4) came to Canada as refugees, 1.9% (N=1) reported ever experiencing trauma, and none reported ever experiencing abuse.

Figure 23 Participants Experiencing Trauma Or Abuse



(N=53, 50, 51. Adjusted to exclude missing data.)

VI) Participants' Objectives for Attending the WER Project At Intake

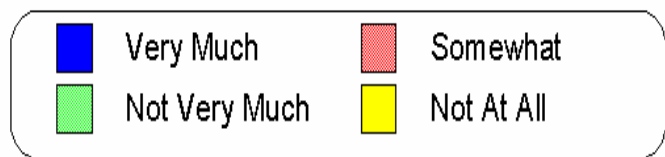
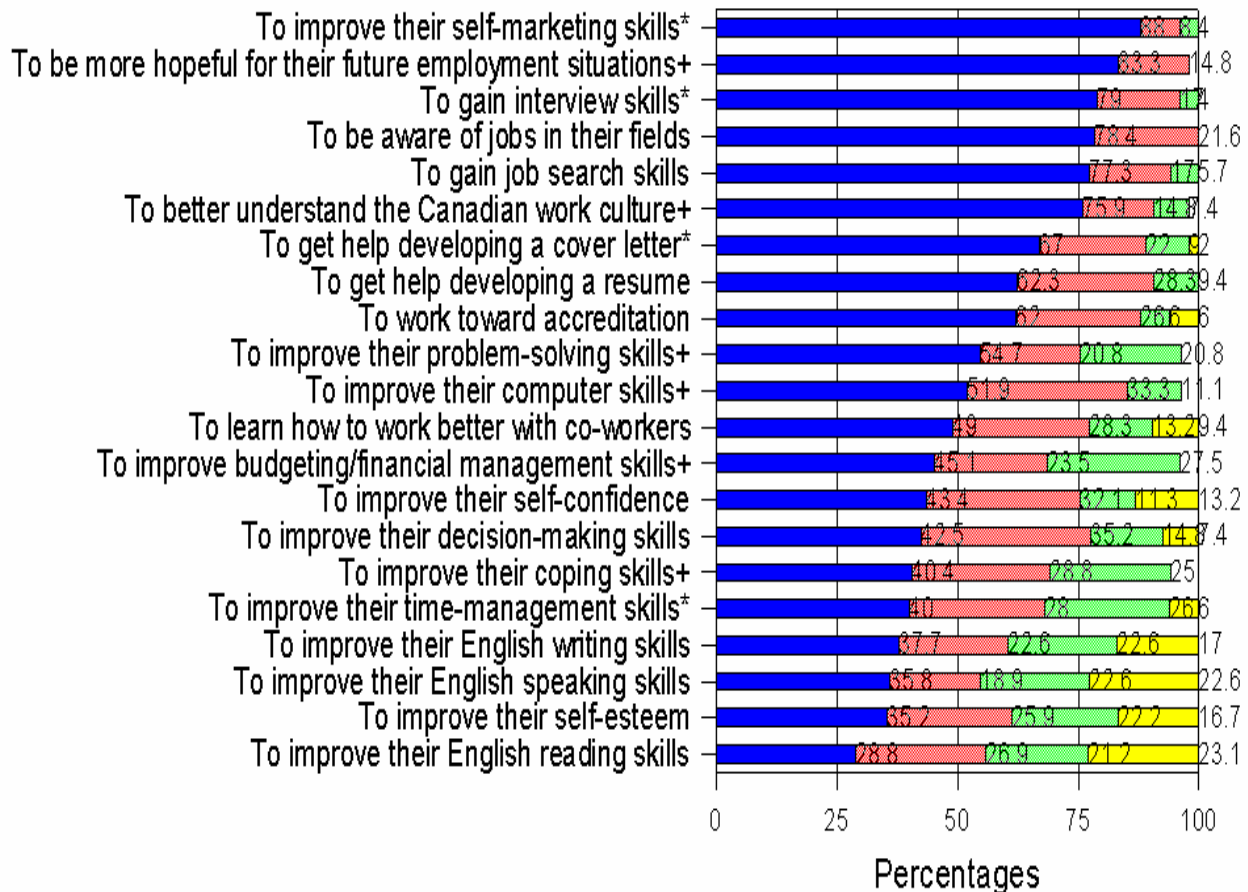
At intake, participants were presented with 21 WER project objectives and were asked how important each of these was to them. The objectives that were most important to the largest percentage of participants were those associated with them being able to find, get and keep jobs. (Figure 24). They included being able to develop their cover letters and resumes; to learn how to find jobs in their chosen fields; and to become familiar with the Canadian work culture. Conversely, the objectives that were least important to them were those related to developing their English skills and their self-esteem. The percentage who felt that each objective was at least somewhat important to them is provided below and on the following pages.

- **To improve their self-marketing skills to find employment** (with 96.2%¹¹ reporting this as at least somewhat important to them and 88.0% of these as very important)
- **To be more hopeful for their future employment situations** (with 98.1% reporting this as at least somewhat important to them and 83.3% of these as very important)¹²
- **To gain interview skills** (with 96.3% reporting this as at least somewhat important to them and 79.6% of these as very important)
- **To be aware of the kinds of jobs available in their fields in Manitoba** (with 100% reporting this as at least somewhat important to them and 78.4% of these as very important)
- **To gain job search skills** (with 94.3% reporting this as at least somewhat important to them and 77.4% of these as very important)
- **To better understand the Canadian work culture** (with 90.7% reporting this as at least somewhat important to them and 75.9% of these as very important)

¹¹ Some data in the graphs were rounded to increase their legibility.

¹² Sorted by the percentages who reported that each objective was very important to them.

Figure 24 How Important Were The Following WER Objectives To Participants?



(N=53, 54, 54, 51, 53, 54, 54, 53, 50, 53, 54, 53, 51, 53, 54, 52, 53, 53, 53, 54, 52. Adjusted to exclude missing data. *Data rounded to increase legibility. +Data truncated.)

- **To get help developing their cover letters** (with 88.9% reporting this as at least somewhat important to them and 66.7% of these as very important)
- **To get help developing their resumes** (with 90.6% reporting this as at least somewhat important to them and 62.3% of these as very important)
- **To work toward accreditation** (with 88.6% reporting this as at least somewhat important to them and 62.0% of these as very important)
- **To improve their problem-solving skills** (with 75.5% reporting this as at least somewhat important to them and 54.7% of these as very important)

- **To improve their computer skills** (with 85.2% reporting this as at least somewhat important to them and 51.9% of these as very important)
- **To learn how to work better with co-workers** (with 77.3% reporting this as at least somewhat important to them and 49.0% of these as very important)
- **To improve their budgeting/financial management skills** (with 68.6% reporting this as at least somewhat important to them and 45.1% of these as very important)
- **To improve their self-confidence** (with 75.5% reporting this as at least somewhat important to them and 43.4% of these as very important)
- **To improve their decision-making skills** (with 77.7% reporting this as at least somewhat important to them and 42.5% of these as very important)
- **To improve their coping skills** (with 69.2% reporting this as at least somewhat important to them and 40.4% of these as very important)
- **To improve their time-management skills** (with 68.0% reporting this as at least somewhat important to them and 40.0% of these as very important)
- **To improve their English writing skills** (with 60.3% reporting this as at least somewhat important to them and 37.7% of these as very important)
- **To improve their English speaking skills** (with 54.7% reporting this as at least somewhat important to them and 35.8% of these as very important)
- **To improve their self-esteem** (with 61.1% reporting this as at least somewhat important to them and 35.2% of these as very important)
- **To improve their English reading skills** (with 55.7% reporting this as at least somewhat important to them and 28.8% of these as very important)

VII) Measuring Participants' Changes over Time

This section explores changes in participants' responses to specific questions and scales upon intake (Time-One) and at Closure (Time-Two). The analysis is based on the use of Paired T-Tests, which measures changes over time or between groups. Nominal responses are converted to their numeric equivalents for this process. That is, a response of 'Very Good' or 'Very Much' would be coded as '4,' 'Good' or 'Somewhat' as '3,' and so on.

The seven related factors include:

- Participants' perceived barriers to being able to get and keep a job in their chosen fields
- Participants' perceived employment-readiness
- Participants' foundational skills as perceived by the participants themselves and their Labour Market Specialists; and between participants and their Labour Market Specialists upon entry
- Participants' self-esteem, based on quotients from the **Rosenberg Self-Esteem Scale**
- Participants' self-efficacy, based on quotients from the **Self-Efficacy Sub-Scale**
- Participants' feelings of hope, based on quotients from the **Hope Sub-Scale**
- Participants' confidence that they will be able to get any job; and get a job in their chosen fields

7.1) Participants' Perceived Barriers to Getting and Keeping Jobs in Their Chosen Fields

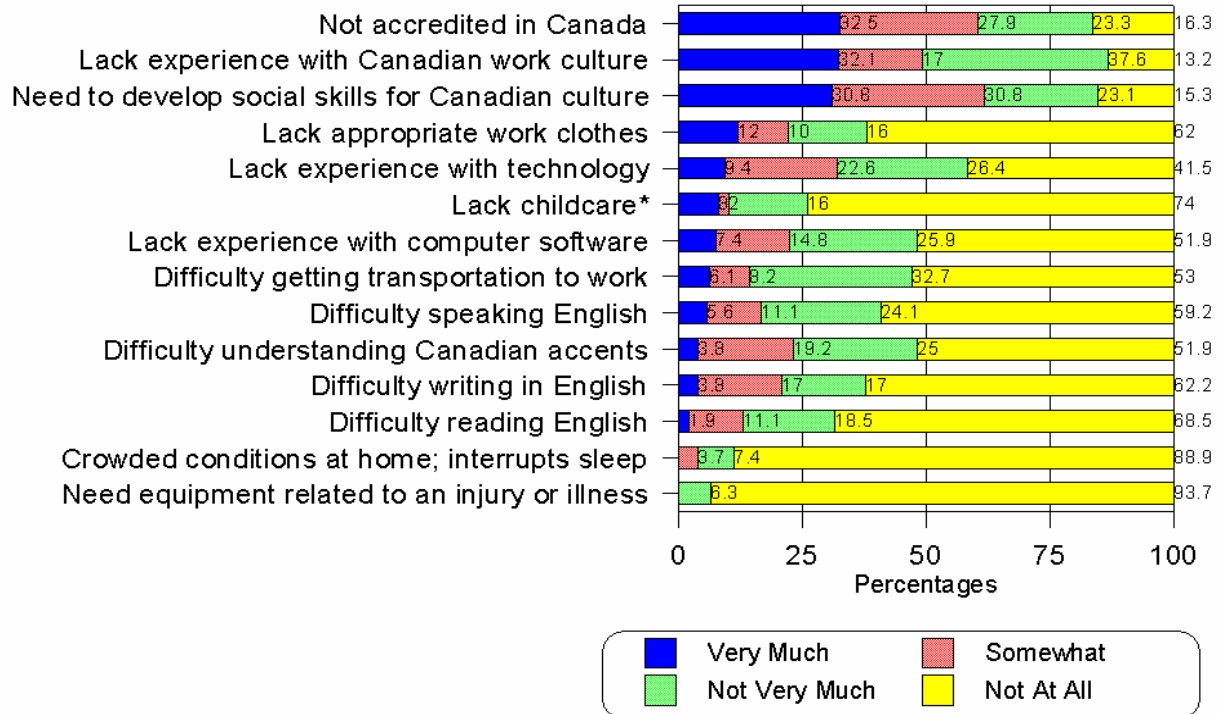
Participants were presented with a list of 14 possible barriers to being able to get and keep employment in their chosen fields, and were asked the extent to which each of these barriers applied to them.

Responses at Intake¹³

Three of the top five barriers identified by participants as being at least somewhat of an issue for them, were related to being aware of Canadian work expectations and culture, and difficulty understanding Canadian accents (Figure 25). The least-frequent barriers related to the use of the English language, difficult housing situations, and the need for injury-related equipment. The related findings are provided below and on the following page.

- **They need to develop their social skills in line with Canadian expectations** (with 61.6% responding at least somewhat, and 30.8% of these responding very much)
- **Not being accredited in their chosen fields in Canada** (with 60.4% responding at least somewhat, and 32.5% of these responding very much)
- **A lack of experience with the Canadian work culture** (with 49.1% responding at least somewhat, and 32.1% of these responding very much)
- **A lack of experience with technology used in their fields**(with 32.0% responding at least somewhat, and 9.4% of these responding very much)

Figure 25 Participants' Perceived Barriers To Get And Keep Jobs In Their Chosen Fields, Upon Entry



(N=43, 53, 52, 50, 53, 49, 54, 49, 54, 52, 53, 54, 54, 48 . Adjusted to exclude missing data.
*Data rounded to increase legibility.)

¹³ Sorted by the percentage of "Very Much" and "Somewhat" responses for each barrier.

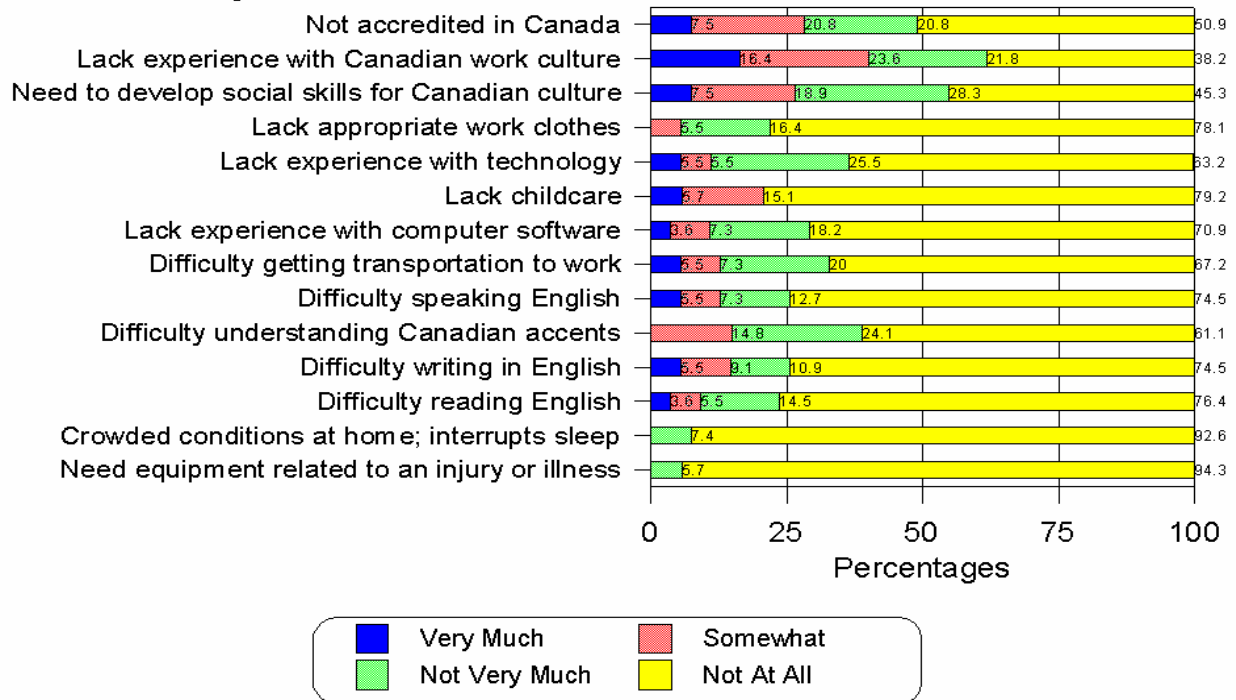
- **Difficulty understanding Canadian accents** (with 23.0% responding at least somewhat, and 3.8% of these responding very much)
- **A lack of experience with computer software used in their fields** (with 22.2% responding at least somewhat, and 7.4% of these responding very much)
- **A lack of appropriate work clothes** (with 22.0% responding at least somewhat, and 12.0% of these responding very much)
- **Difficulty writing in English** (with 20.8% responding at least somewhat, and 3.8% of these responding very much)
- **Difficulty speaking English** (with 16.7% responding at least somewhat, and 5.6% of these responding very much)
- **Difficulty getting accessible/affordable transportation to work** (with 14.3% responding at least somewhat, and 6.1% of these responding very much)
- **Difficulty reading English** (with 13.0% responding at least somewhat, and 1.9% of these responding very much)
- **A lack of accessible/affordable childcare** (with 10.0% responding at least somewhat, and 8.0% of these responding very much)
- **Crowded housing conditions so it is difficult to get enough sleep** (with 3.7% responding at least somewhat, and 0.0% of these responding very much)
- **A lack of special equipment or furniture needed due to injuries or illnesses** (with 0.0% responding at least somewhat)

Responses at Closure

Participants were less likely at closure to identify their barriers to getting and keeping employment in their chosen fields at closure (Figure 26), as follows:

- **They need to develop their social skills in line with Canadian expectations** (with 26.4% responding at least somewhat, and 7.5% of these responding very much)
- **Not being accredited in their chosen fields in Canada** (with 28.3% responding at least somewhat, and 7.5% of these responding very much)
- **A lack of experience with the Canadian work culture** (with 40.0% responding at least somewhat, and 16.4% of these responding very much)
- **A lack of experience with technology used in their fields** (with 11.0% responding at least somewhat, and 5.5% of these responding very much)
- **Difficulty understanding Canadian accents** (with 14.8% responding somewhat and 0.0% responding very much)
- **A lack of experience with computer software used in their fields** (with 10.9% responding at least somewhat, and 3.6% of these responding very much)
- **A lack of appropriate work clothes** (with 5.5% responding at least somewhat, and 0.0% responding very much)

Figure 26 Participants' Perceived Barriers To Get And Keep Jobs In Their Chosen Fields, At Closure



(N=53, 55, 53, 55, 55, 53, 55, 55, 55, 55, 54, 55, 54, 53. Adjusted to exclude missing data.)

- **Difficulty writing in English** (with 14.6% responding at least somewhat, and 5.5% of these responding very much)
- **Difficulty speaking English** (with 12.8% responding at least somewhat, and 5.5% of these responding very much)
- **Difficulty getting accessible/affordable transportation to work** (with 12.8% responding at least somewhat, and 5.5% of these responding very much)
- **Difficulty reading English** (with 9.1% responding at least somewhat, and 3.6% of these responding very much)
- **A lack of accessible/affordable childcare** (with 20.8% responding at least somewhat, and 5.7% of these responding very much)
- **Crowded housing conditions so it is difficult to get enough sleep** (with 0.0% responding at least somewhat)
- **A lack of special equipment or furniture needed due to injuries or illnesses** (with 0.0% responding at least somewhat)

Measuring Changes Over Time¹⁴

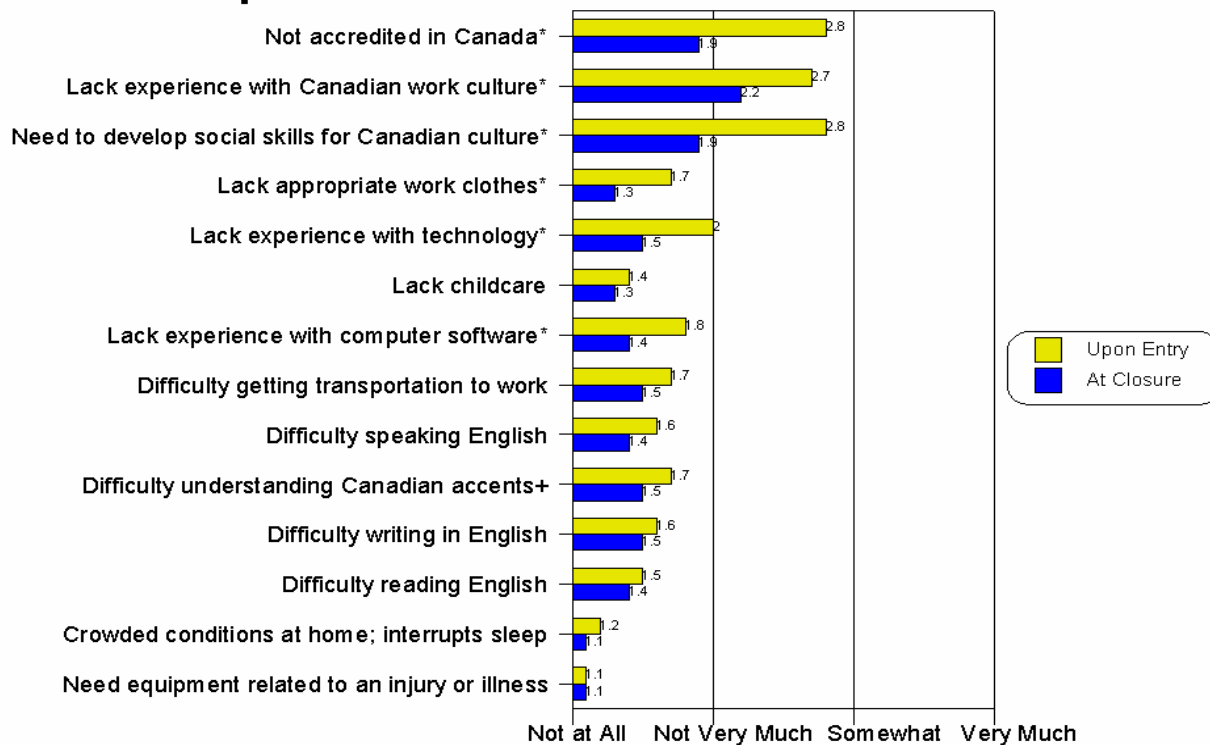
There were six barriers for employment for which there were **statistically significant improvements** over time, based on the mean scores for each barrier, and one barrier for which there was a **borderline improvement** over time. (Figure 27).

The barriers for which there were statistically significant improvements included:

¹⁴ In this instance lower scores indicate less important barriers.

- **Not being accredited in their chosen fields in Canada** [with a mean of 2.8 at intake down to a mean of 1.9 at closure (Paired N=42, T=4.79, DF=41, p<.001)]*¹⁵
- **A lack of experience with the Canadian work culture** [with a mean of 2.7 at intake down to a mean of 2.2 at closure (Paired N=53, T=2.70, DF=52, p=.009)]*
- **They need to develop their social skills in line with Canadian expectations** [with a mean of 2.8 at intake down to a mean of 1.9 at closure (Paired N=50, T=4.63, DF=49, p<.001)]*
- **A lack of appropriate work clothes** [with a mean of 1.7 at intake down to a mean of 1.3 at closure (Paired N=50, T=2.82, DF=49, p=.007)]*
- **A lack of experience with technology used in their fields** [with a mean of 2.0 at intake down to a mean of 1.5 at closure (Paired N=53, T=2.78, DF=52, p=.008)]*
- **A lack of experience with computer software used in their fields** [with a mean of 1.8 at intake down to a mean of 1.4 at closure (Paired N=54, T=2.10, DF=53, p=.04)]*

Figure 27 Participants' Perceived Barriers To Get And Keep Jobs In Their Chosen Fields Over Time



(Paired N=42, 53, 50, 50, 53, 49, 54, 49, 54, 51, 53, 54, 53, 46 . Adjusted to exclude missing data. *Statistically significant differences over time. +Borderline significance.)

The one barrier for which there was a *borderline significant improvement* was:

- **Difficulty understanding Canadian accents** [with a mean of 1.7 at intake down to a mean of 1.5 at closure (Paired N=51, T=1.76, DF=50, p=.08)]+

¹⁵ (*,*) indicates statistically significant differences. '+' indicates borderline significance.

There were no significant differences in the extent to which participants identified improvements regarding the remaining barriers to employment over time, largely because these were not identified as important barriers at intake. They include:

- **A lack of accessible/affordable childcare** [with a mean of 1.4 at intake down to a mean of 1.3 at closure (Paired N=49, T=0.65, DF=48, p=.52)]
- **Difficulty getting accessible/affordable transportation to work** [with a mean of 1.7 the 43rd at intake down to a mean of 1.5 at closure (Paired N=49, T=1.00, DF=48, p=.32)]
- **Difficulty speaking English** [with a mean of 1.6 at intake down to a mean of 1.4 at closure (Paired N=54, T=1.30, DF=53, p=.20)]
- **Difficulty writing in English** [with a mean of 1.6 at intake down to a mean of 1.5 at closure (Paired N=53, T=1.03, DF=52, p=.31)]
- **Difficulty reading English** [with a mean of 1.5 at intake down to a mean of 1.4 at closure (Paired N=54, T=0.71, DF=53, p=.48)]
- **Crowded housing conditions so it is difficult to get enough sleep** [with a mean of 1.2 at intake down to a mean of 1.1 at closure (Paired N=50, T=1.07, DF=49, p=.29)]
- **A lack of special equipment or furniture needed due to injuries or illnesses** [with a mean of 1.1 at intake remaining at a mean of 1.1 at closure (Paired N=46 T=0.00, DF=45, p=1.00)]

7.2) Participants Evaluating Their Perceived Employment-Readiness

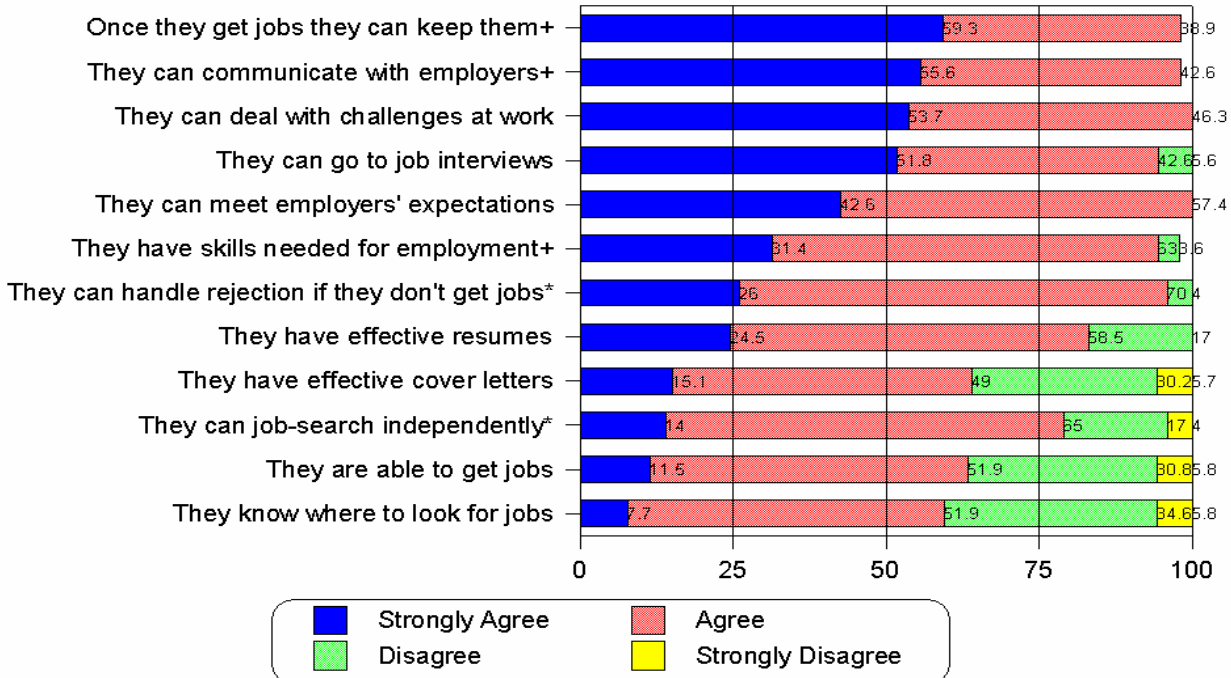
Participants were presented with 12 statements regarding their employment-readiness, and were asked to indicate the degree to which they agreed with each of these.

Responses at Intake

In most cases, participants at least agreed with each of the following statements regarding their employment-readiness (Figure 28), as follows:

- **Once they have a job, they are able to keep it** (with 98.2% at least agreeing with this statement, and 59.3% of these strongly agreeing with it)
- **They can communicate with employers** (with 98.2% at least agreeing with this statement, and 55.6% of these strongly agreeing with it)
- **They can deal with challenges at work** (with 100% at least agreeing with this statement, and 53.7% of these strongly agreeing with it)
- **They can go to a job interviews** (with 94.4% at least agreeing with this statement, and 51.8% of these strongly agreeing with it)
- **They can meet the expectations of employers** (with 100% at least agreeing with this statement, and 42.6% of these strongly agreeing with it)
- **They have the skills they need for employment** (with 96.7% at least agreeing with this statement, and 31.4% of these strongly agreeing with it)
- **They can handle the rejection when they don't get jobs** (with 96.0% at least agreeing with this statement, and 26.0% of these strongly agreeing with it)
- **They have effective resumes** (with 83.0% at least agreeing with this statement, and 24.5% of these strongly agreeing with it)

Figure 28 Participants Evaluating Their Employment Readiness Upon Entry



(N=54, 54, 54, 52, 54, 54, 54, 53, 53, 52, 52, 52. Adjusted to exclude missing data. *Data rounded to increase legibility. +Data truncated.)

- **They have effective cover letters** (with 64.1% at least agreeing with this statement, and 15.1% of these strongly agreeing with it)
- **They can job search independently** (with 79.0% at least agreeing with this statement, and 14.0% of these strongly agreeing with it)
- **They are able to get jobs** (with 63.4% at least agreeing with this statement, and 11.5% of these strongly agreeing with it)
- **They know where to look for jobs** (with 59.6% at least agreeing with this statement, and 7.7% of these strongly agreeing with it)

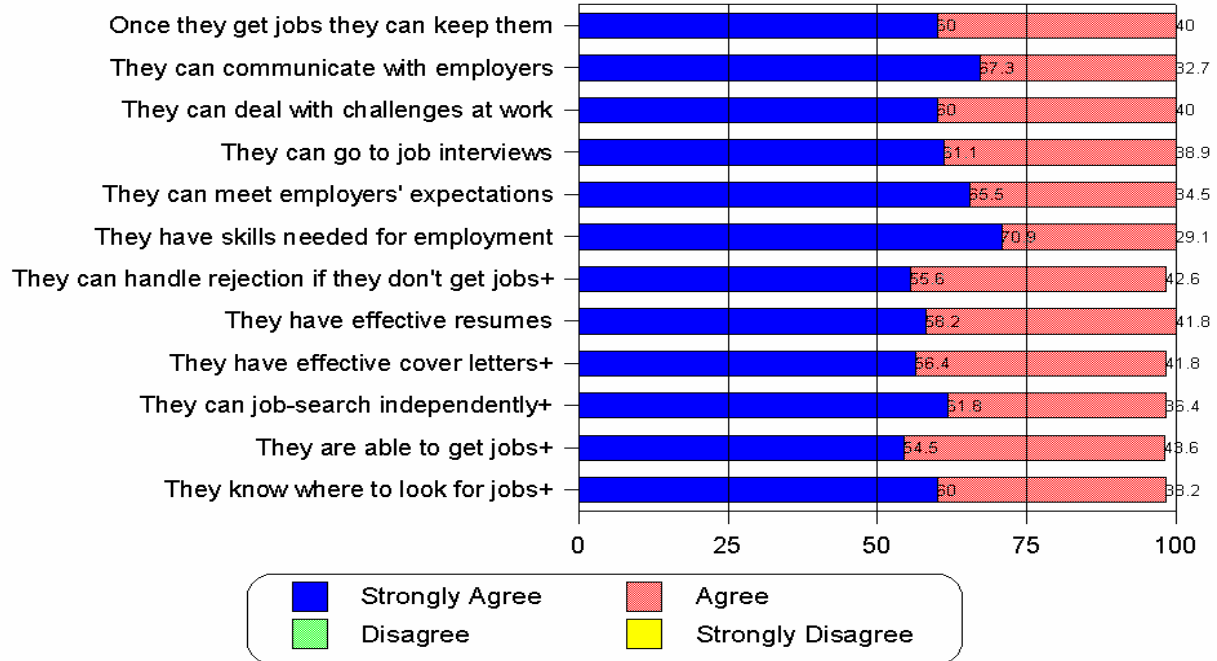
Responses at Closure

When participants reflected on this question at closure, they were much more likely to at least agree with each of these, or to strongly agree with them (Figure 29), as follows:

- **Once they have a job, they are able to keep it** (with 100% at least agreeing with this statement, and 60.0% of these strongly agreeing with it)
- **They can communicate with employers** (with 100% at least agreeing with this statement, and 67.3% of these strongly agreeing with it)
- **They can deal with challenges at work** (with 100% at least agreeing with this statement, and 60.0% of these strongly agreeing with it)
- **They can go to a job interviews** (with 100% at least agreeing with this statement, and 61.1% of these strongly agreeing with it)
- **They can meet the expectations of employers** (with 100% at least agreeing with this statement, and 65.5% of these strongly agreeing with it)

Figure 29 Participants Evaluating Their Employment

Readiness At Closure



(N=55, 55, 55, 54, 55, 55, 54, 55, 55, 55, 55, 55. Adjusted to exclude missing data. *Data truncated to increase legibility.)

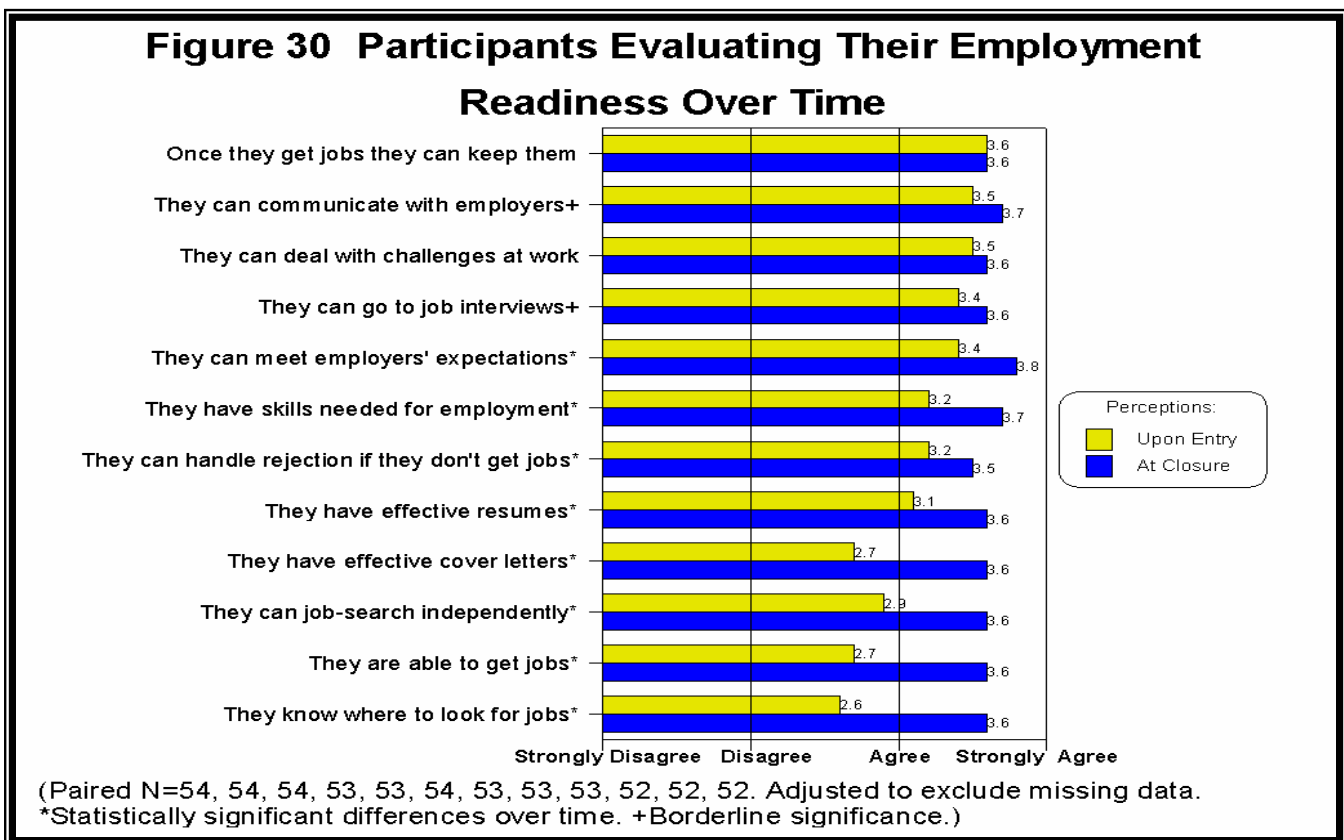
- **They have the skills they need for employment** (with 100% at least agreeing with this statement, and 70.9% of these strongly agreeing with it)
- **They can handle the rejection when they don't get jobs** (with 98.2% at least agreeing with this statement, and 55.6% of these strongly agreeing with it)
- **They have effective resumes** (with 100% at least agreeing with this statement, and 58.2% of these strongly agreeing with it)
- **They have effective cover letters** (with 98.2% at least agreeing with this statement, and 56.4% of these strongly agreeing with it)
- **They can job search independently** (with 98.2% at least agreeing with this statement, and 61.8% of these strongly agreeing with it)
- **They are able to get jobs** (with 98.2% at least agreeing with this statement, and 54.5% of these strongly agreeing with it)
- **They know where to look for jobs** (with 98.2% at least agreeing with this statement, and 60.0% of these strongly agreeing with it)

Measuring Changes Over Time¹⁶

When participants' responses to these statements were analyzed over time there were eight statements for which there were statistically significant improvements and two for which there were borderline significant improvements (Figure 30). The statements for which there were statistically significant improvements include:

¹⁶ Higher scores indicate greater agreement with each statement.

- **They can meet the expectations of employers** [with a mean of 3.4 up to a mean of 3.8 at closure (Paired N=53, T=5.52, DF=52, p<.001)]*
- **They have the skills they need for employment** [with a mean of 3.2 at intake up to a mean of 3.7 at closure (Paired N=54, T=5.10, DF=53, p<.001)]*
- **They can handle the rejection when they don't get jobs** [with a mean of 3.2 at intake up to a mean of 3.5 at closure (Paired N=53, T=3.21, DF=52, p=.002)]*
- **They have effective resumes** [with a mean of 3.1 at intake up to a mean of 3.6 at closure (Paired N=53, T=5.13, DF=52, p<.001)]*
- **They have effective cover letters** [with a mean of 2.7 at intake up to a mean of 3.6 at closure (Paired N=53, T=6.61, DF=52, p<.001)]*
- **They can job search independently** [with a mean of 2.9 at intake up to a mean of 3.6 at closure (Paired N=52, T=6.65, DF=51, p<.001)]*
- **They are able to get jobs** [with a mean of 2.7 at intake up to a mean of 3.6 at closure (Paired N=52, T=6.30, DF=51, p<.001)]*
- **They know where to look for jobs** [with a mean of 2.6 at intake up to a mean of 3.6 at closure (Paired N=52, T=8.54, DF=51, p<.001)]*



The two statements for which there were borderline significant improvements over time were:

- **They can communicate with employers** [with a mean of 3.5 at intake up to a mean of 3.7 at closure (Paired N=54, T=1.77, DF=53, p=.08)]+
- **They can go to a job interviews** [with a mean of 3.4 at intake down to a mean of 3.6 at closure (Paired N=53, T=1.77, DF=52, p=.08)]+

The statements for which there were no significant differences over time were scored fairly highly by participants upon entry include:

- **Once they have a job, they are able to keep them** [with a mean of 3.6 at intake remaining at 3.6 at closure (Paired N=54, T=0.42, DF=53, p=.67)]
- **They can deal with challenges at work** [with a mean of 3.5 at intake up to mean of 3.6 at closure (Paired N=54, T=0.85, DF=53, p=.39)]

7.3) Evaluating Participants' Foundational Skills, Abilities and Characteristics

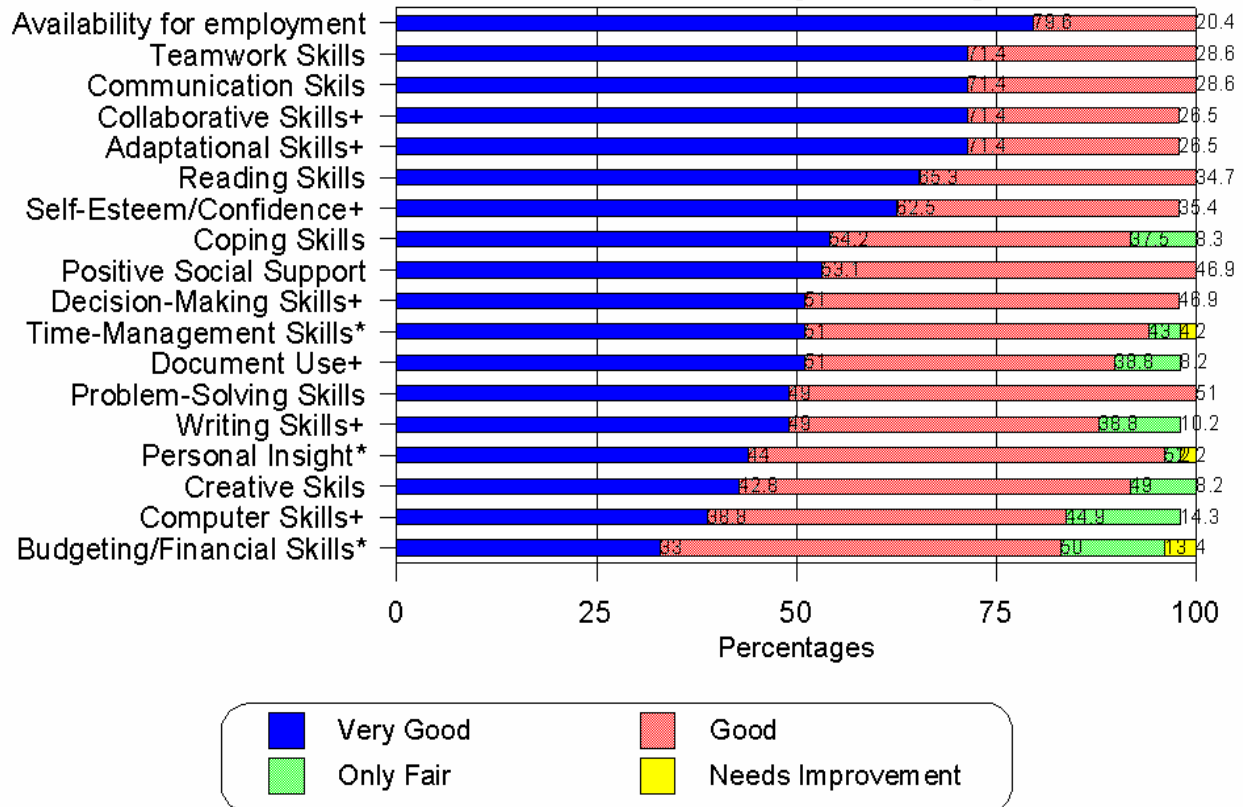
A list of 18 skills, abilities and characteristics were provided to both participants and the Labour Market Specialists who work with them, to assess the participants both at intake and closure. Their assessments were based on a four-point scale with responses ranging from 'very good,' 'good,' 'only fair' and 'needs improvement.'

i) Participants' Self-Evaluations

At Intake, participants provided positive or very positive self-assessments of their skills, abilities and characteristics related to getting and retaining employment (Figure 31). Sorting these characteristics by the items rated as being very good, this included:

- **Availability for employment** (with 100% rating themselves as being at least 'good,' and 79.6% of these rating themselves as being 'very good')
- **Teamwork skills** (with 100% rating themselves as being at least 'good,' and 71.4% of these rating themselves as being 'very good')
- **Communication skills** (with 100% rating themselves as being at least 'good,' and 71.4% of these rating themselves as being 'very good')
- **Collaborative skills** (with 97.9% rating themselves as being at least 'good,' and 71.4% of these rating themselves as being 'very good')
- **Adaptational skills** (with 97.9% rating themselves as being at least 'good,' and 71.4% of these rating themselves as being 'very good')
- **Reading skills** (with 100% rating themselves as being at least 'good,' and 65.3% of these rating themselves as being 'very good')
- **Self-Esteem/Confidence** (with 97.9% rating themselves as being at least 'good,' and 62.5% of these rating themselves as being 'very good')
- **Coping skills** (with 91.7% rating themselves as being at least 'good,' and 54.2% of these rating themselves as being 'very good')
- **Positive social supports** (with 100% rating themselves as being at least 'good,' and 53.1% of these rating themselves as being 'very good')
- **Decision-making skills** (with 97.9% rating themselves as being at least 'good,' and 51.0% of these rating themselves as being 'very good')
- **Time-management skills** (with 94.0% rating themselves as being at least 'good,' and 51.0% of these rating themselves as being 'very good')
- **Document use** (with 89.8% rating themselves as being at least 'good,' and 51.0% of these rating themselves as being 'very good')
- **Problem-solving skills** (with 100% rating themselves as being at least 'good,' and 49.0% of these rating themselves as being 'very good')

Figure 31 Participants' Self-Evaluation Of Their Foundational Skills Upon Entry



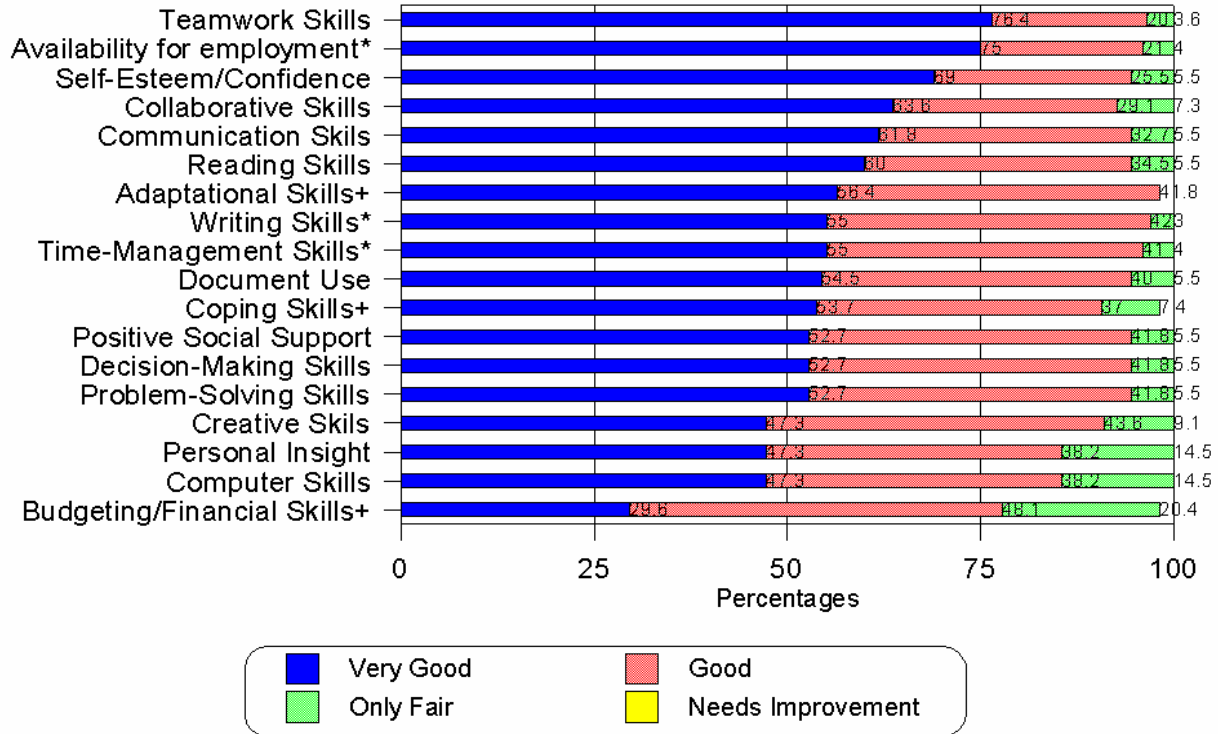
(N=49, 35, 49, 49, 49, 49, 48, 48, 49, 49, 49, 49, 49, 48, 49, 49, 48. Adjusted to exclude missing data and 'Don't Know' responses. *Data rounded to increase legibility. +Data truncated.)

- **Writing skills** (with 87.8% rating themselves as being at least 'good,' and 48.0% of these rating themselves as being 'very good')
- **Personal insight** (with 96.0% rating themselves as being at least 'good,' and 44.0% of these rating themselves as being 'very good')
- **Creative skills** (with 91.8% rating themselves as being at least 'good,' and 42.8% of these rating themselves as being 'very good')
- **Computer skills** (with 83.7% rating themselves as being at least 'good,' and 38.8% of these rating themselves as being 'very good')
- **Budgeting/Financial skills** (with 83.0% rating themselves as being at least 'good,' and 33.0% of these rating themselves as being 'very good')

At Closure, participants provided relatively similar self-assessments of their foundational skills, abilities and characteristics (Figure 32). This included:

- **Availability for employment** (with 96.0% rating themselves as being at least 'good,' and 75.0% of these rating themselves as being 'very good')
- **Teamwork skills** (with 96.4% rating themselves as being at least 'good,' and 76.4% of these rating themselves as being 'very good')

Figure 32 Participants' Self-Evaluation Of Their Foundational Skills At Closure



(N=55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 54, 55, 55, 55, 55, 55, 55, 54. Adjusted to exclude missing data and 'Don't Know' responses. *Data rounded to increase legibility. +Data truncated.)

- **Communication skills** (with 94.5% rating themselves as being at least 'good,' and 61.8% of these rating themselves as being 'very good')
- **Collaborative skills** (with 92.7% rating themselves as being at least 'good,' and 63.6% of these rating themselves as being 'very good')
- **Adaptational skills** (with 98.2% rating themselves as being at least 'good,' and 56.4% of these rating themselves as being 'very good')
- **Reading skills** (with 94.5% rating themselves as being at least 'good,' and 60.0% of these rating themselves as being 'very good')
- **Self-Esteem/Confidence** (with 94.5% rating themselves as being at least 'good,' and 69.0% of these rating themselves as being 'very good')
- **Coping skills** (with 90.7% rating themselves as being at least 'good,' and 53.7% of these rating themselves as being 'very good')
- **Positive social supports** (with 94.5% rating themselves as being at least 'good,' and 52.7% of these rating themselves as being 'very good')
- **Decision-making skills** (with 94.5% rating themselves as being at least 'good,' and 52.7% of these rating themselves as being 'very good')
- **Time-management skills** (with 96.0% rating themselves as being at least 'good,' and 55.0% of these rating themselves as being 'very good')
- **Document use** (with 94.5% rating themselves as being at least 'good,' and 54.5% of these rating themselves as being 'very good')

- **Problem-solving skills** (with 94.5% rating themselves as being at least 'good,' and 52.7% of these rating themselves as being 'very good')
- **Writing skills** (with 97.0% rating themselves as being at least 'good,' and 55.0% of these rating themselves as being 'very good')
- **Personal insight** (with 85.5% rating themselves as being at least 'good,' and 47.3% of these rating themselves as being 'very good')
- **Creative skills** (with 90.9% rating themselves as being at least 'good,' and 47.3% of these rating themselves as being 'very good')
- **Computer skills** (with 85.5% rating themselves as being at least 'good,' and 47.3% of these rating themselves as being 'very good')
- **Budgeting/Financial skills** (with 77.7% rating themselves as being at least 'good,' and 29.6% of these rating themselves as being 'very good')

Analyzing Participants' Self-Evaluations of Their Foundational Skills, Abilities and Characteristics, Over Time

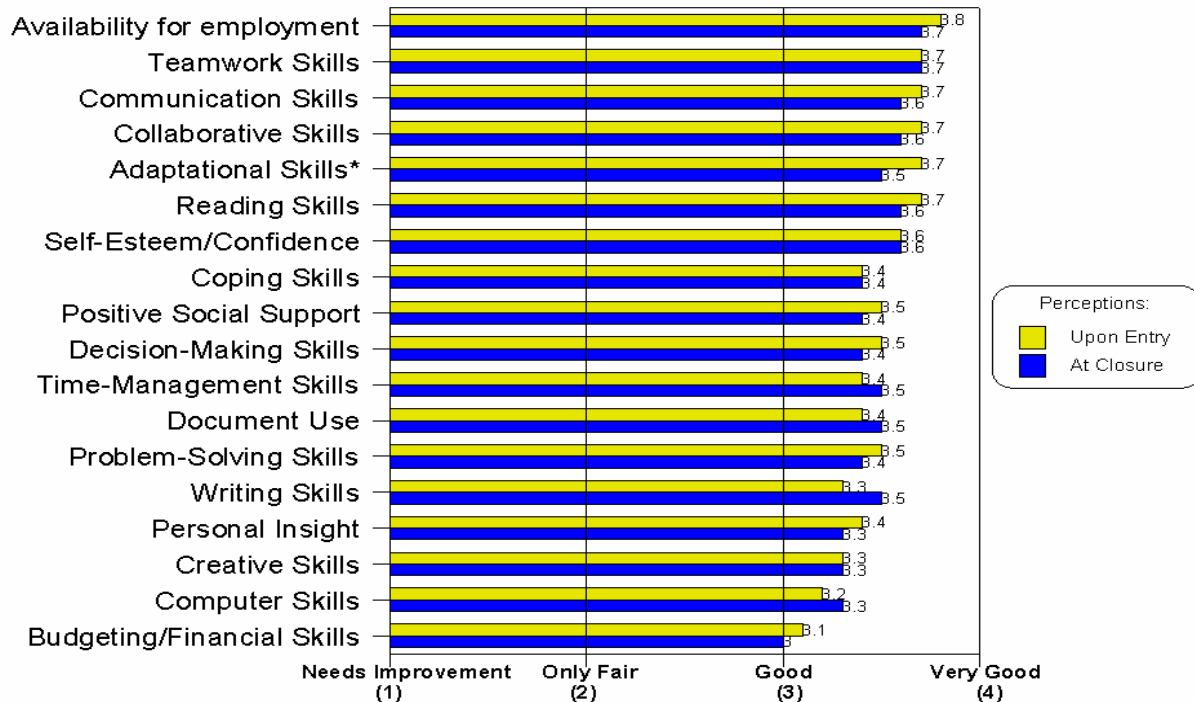
When participants' self-evaluations were analyzed over time, there was only one factor for which there was a significant difference (Figure 33):

- **Adaptational skills** [with a mean of 3.7 at intake down to a mean of 3.5 at closure (Paired N=49, T=2.03, DF=48, p=.05)]*

There were no significant differences in mean scores, over time, for any of the remaining foundational skills, abilities or characteristics, with many of these also being lower at closure than at intake. In most instances, participants' self-assessments were positive at intake and remained generally equally positive at closure, as follows:

- **Availability for employment** [with a mean of 3.8 at intake down to a mean of 3.7 at closure (Paired N=49, T=0.89, DF=48, p=.38)]
- **Teamwork skills** [with a mean of 3.7 at intake remaining at a mean of 3.7 at closure (Paired N=35, T=0.21, DF=34, p=.84)]
- **Communication skills** [with a mean of 3.7 at intake down to a mean of 3.6 at closure (Paired N=49, T=1.35, DF=48, p=.18)]
- **Collaborative skills** [with a mean of 3.7 at intake down to a mean of 3.6 at closure (Paired N=49, T=0.97, DF=48, p=.34)]
- **Reading skills** [with a mean of 3.7 at intake down to a mean of 3.6 at closure (Paired N=49, T=1.04, DF=48, p=.30)]
- **Self-Esteem/Confidence** [with a mean of 3.6 at intake remaining at 3.6 at closure (Paired N=48, T=0.18, DF=47, p=.86)]
- **Coping skills** [with a mean of 3.4 at intake remaining at 3.4 at closure (Paired N=47, T=0.55, DF=46, p=.58)]
- **Positive social supports** [with a mean of 3.5 at intake down to a mean of 3.4 at closure (Paired N=49, T=0.78, DF=48, p=.44)]
- **Decision-making skills** [with a mean of 3.5 at intake down to a mean of 3.4 at closure (Paired N=49, T=0.55, DF=48, p=.58)]

Figure 33 Participants Evaluating Their Foundational Skills Over Time

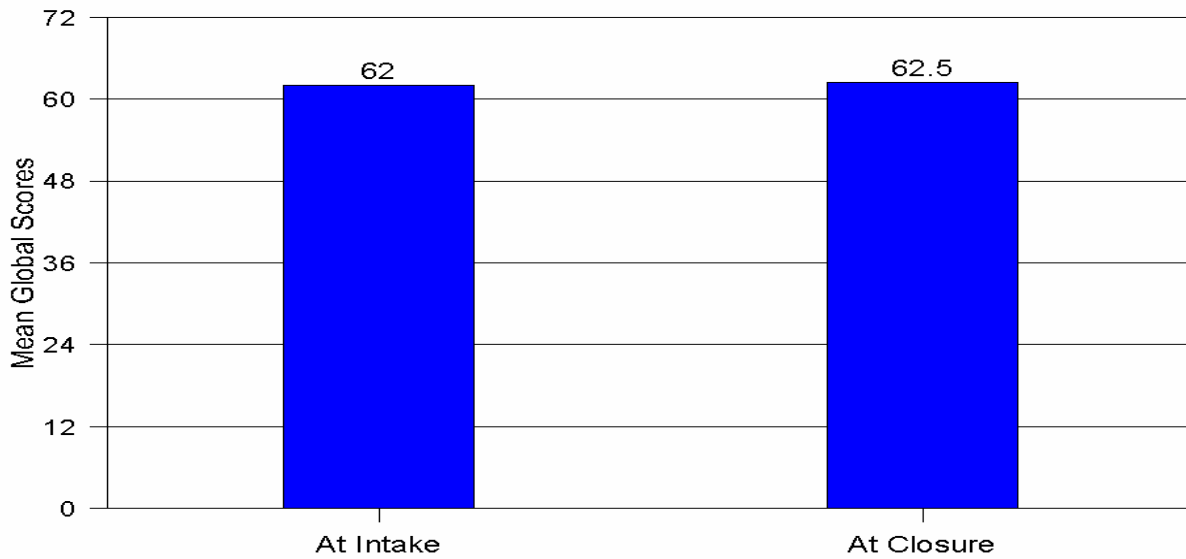


(Paired N=49, 35, 49, 49, 49, 48, 47, 49, 49, 49, 49, 49, 49, 48, 49, 49, 47. *Statistically significant differences over time. Adjusted to exclude missing data and 'Don't Know' responses.)

- **Time-management skills** [with a mean of 3.4 at intake up to a mean of 3.5 at closure (Paired N=49, T=0.36, DF=48, p=.72)]
- **Document use** [with a mean of 3.4 at intake up to a mean of 3.5 at closure (Paired N=49, T=0.87, DF=48, p=.39)]
- **Problem-solving skills** [with a mean of 3.5 at intake down to a mean of 3.4 at closure (Paired N=49, T=0.40, DF=48, p=.69)]
- **Writing skills** [with a mean of 3.3 at intake up to a mean of 3.5 at closure (Paired N=49, T=1.64, DF=48, p=.11)]
- **Personal insight** [with a mean of 3.4 at intake down to a mean of 3.3 at closure (Paired N=48, T=0.49, DF=47, p=.63)]
- **Creative skills** [with a mean of 3.3 at intake remaining at a mean of 3.3 at closure (Paired N=49, T=0.00, DF=48, p=1.00)]
- **Computer skills** [with a mean of 3.2 at intake up to a mean of 3.3 at closure (Paired N=49, T=10.63, DF=48, p=.53)]
- **Budgeting/Financial skills** [with a mean of 3.1 at intake down to a mean of 3.0 at closure (Paired N=47, T=0.39, DF=46, p=.69)]

Tabulating the global scores for all 18 items over time demonstrates that there were no significant differences in participants' overall self-evaluations (Figure 34). The mean global score at intake was 62.04 out of a possible 72 (the 86th percentile) compared with a mean global score of 62.48 at closure (the 87th percentile) (Paired N=48, T=0.31, DF=47, p=.76). This indicates that participants evaluated themselves as being between 'good' and 'very good' for each of these 18 factors at both junctures.

Figure 34 Global Scores Of Participants' Self-Evaluations Of Their Skills, Abilities And Characteristics Over Time



(Paired N=48. Adjusted to exclude missing data.)

ii) Labour Market Specialists Evaluating Their Participants

In addition to participants evaluating their own foundational skills, abilities and characteristics, their Labour Market Specialists evaluated them as well.

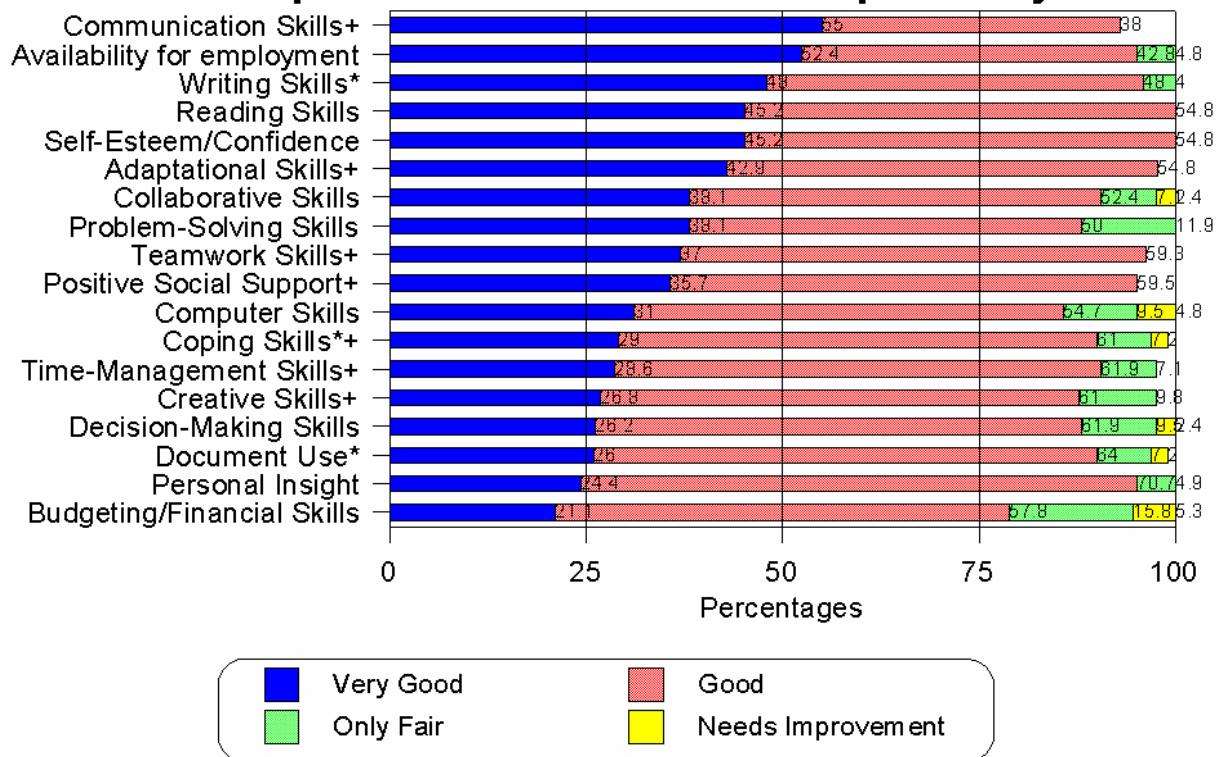
Evaluating Their Participants At Intake¹⁷

In this juncture, Labour Market Specialists generally evaluated the majority of their participants as being 'good' in terms of their foundational skills, abilities and characteristics upon entry, but they were moderately less likely to feel that they were 'very good' with respect to about two-thirds of these (Figure 35) as follows:

- **Their participants' communication skills** (with 93.0% rating their participants as being at least 'good,' and 55.0% of these rating them as being 'very good')
- **Their participants' availability for employment** (with 95.2% rating their participants as being at least 'good,' and 52.4% of these rating them as being 'very good')
- **Their participants' writing skills** (with 97.6% rating their participants as being at least 'good,' and 48.0% of these rating them as being 'very good')
- **Their participants' reading skills** (with 100% rating their participants as being at least 'good,' and 45.2% of these rating them as being 'very good')
- **Their participants' Self-Esteem/Confidence** (with 100% rating their participants as being at least 'good,' and 45.2% of these rating them as being 'very good')
- **Their participants' adaptational skills** (with 97.7% rating their participants as being at least 'good,' and 42.9% of these rating them as being 'very good')

¹⁷ Sorted by the percentages deemed to be 'very good'.

Figure 35 Labour Market Specialists' Evaluations Of Participants' Foundational Skills Upon Entry



(N=42, 42, 42, 42, 42, 42, 42, 42, 27, 42, 42, 41, 42, 41, 42, 42, 41, 38. Adjusted to exclude missing data and 'Don't Know' responses. *Data rounded to increase legibility. +Data truncated.)

- **Their participants' collaborative skills** (with 90.5% rating their participants as being at least 'good,' and 38.1% of these rating them as being 'very good')
- **Their participants' problem-solving skills** (with 88.1% rating their participants as being at least 'good,' and 38.1% of these rating them as being 'very good')
- **Their participants' teamwork skills** (with 96.3% rating their participants as being at least 'good,' and 37.0% of these rating them as being 'very good')
- **Their participants' positive social supports** (with 95.2% rating their participants as being at least 'good,' and 35.7% of these rating them as being 'very good')
- **Their participants' computer skills** (with 85.7% rating their participants as being at least 'good,' and 31.0% of these rating them as being 'very good')
- **Their participants' coping skills** (with 90.0% rating their participants as being at least 'good,' and 29.0% of these rating them as being 'very good')
- **Their participants' time-management skills** (with 90.5% rating their participants as being at least 'good,' and 28.6% of these rating them as being 'very good')
- **Their participants' creative skills** (with 87.8% rating their participants as being at least 'good,' and 26.8% of these rating them as being 'very good')
- **Their participants' decision-making skills** (with 88.1% rating their participants as being at least 'good,' and 26.2% of these rating them as being 'very good')

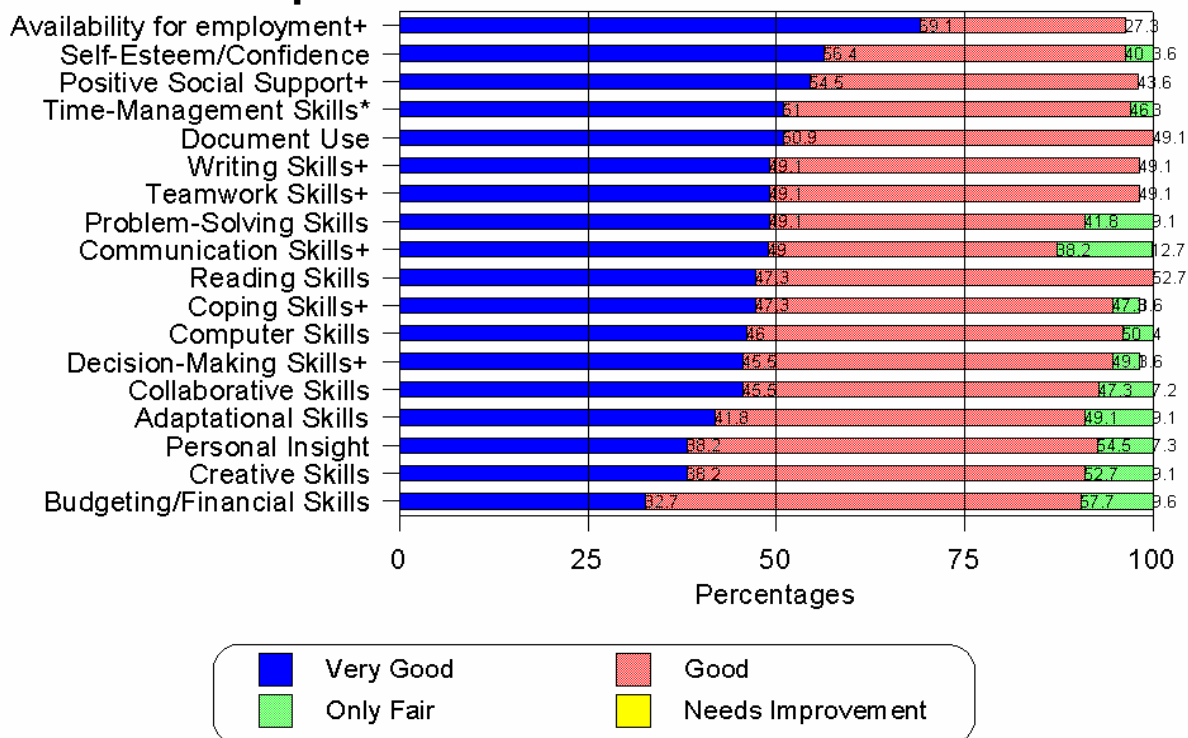
- **Their participants' document use** (with 90.0% rating their participants as being at least 'good,' and 26.0% of these rating them as being 'very good')
- **Their participants' personal insight** (with 95.1% rating their participants as being at least 'good,' and 24.4% of these rating them as being 'very good')
- **Their participants' budgeting/financial skills** (with 78.9% rating their participants as being at least 'good,' and 21.1% of these rating them as being 'very good')

Evaluating Their Participants At Closure

At closure similar percentages of Labour Market Specialists still assessed their participants to be at least 'good' with respect to these 18 foundational skills, abilities and characteristics, but larger percentages evaluated them as being 'very good' compared with their earlier assessments (Figure 36), as follows:

- **Their participants' availability for employment** (with 96.4% rating their participants as being at least 'good,' and 69.1% of these rating them as being 'very good')
- **Their participants' Self-Esteem/Confidence** (with 96.4% rating their participants as being at least 'good,' and 56.4% of these rating them as being 'very good')
- **Their participants' positive social supports** (with 98.1% rating their participants as being at least 'good,' and 54.5% of these rating them as being 'very good')
- **Their participants' time-management skills** (with 97.0% rating their participants as being at least 'good,' and 51.0% of these rating them as being 'very good')

Figure 36 Labour Market Specialists' Evaluations Of Participants' Foundational Skills At Closure



(N=55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 55, 52. Adjusted to exclude missing data and 'Don't Know' responses. *Data rounded to increase legibility. +Data truncated.)

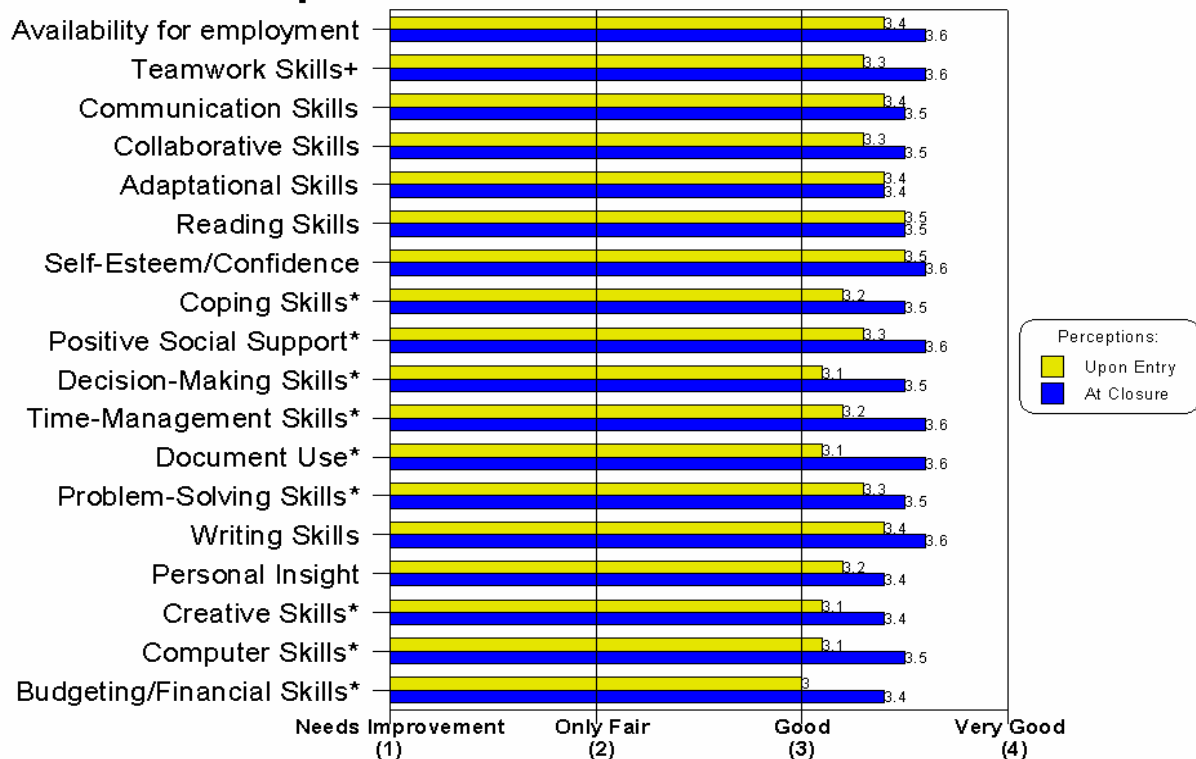
- **Their participants' document use** (with 100% rating their participants as being at least 'good,' and 50.9% of these rating them as being 'very good')
- **Their participants' writing skills** (with 98.2% rating their participants as being at least 'good,' and 49.1% of these rating them as being 'very good')
- **Their participants' teamwork skills** (with 98.2% rating their participants as being at least 'good,' and 49.1% of these rating them as being 'very good')
- **Their participants' problem-solving skills** (with 90.9% rating their participants as being at least 'good,' and 49.1% of these rating them as being 'very good')
- **Their participants' communication skills** (with 87.2% rating their participants as being at least 'good,' and 49.0% of these rating them as being 'very good')
- **Their participants' reading skills** (with 100% rating their participants as being at least 'good,' and 47.3% of these rating them as being 'very good')
- **Their participants' coping skills** (with 94.6% rating their participants as being at least 'good,' and 47.3% of these rating them as being 'very good')
- **Their participants' computer skills** (with 96.0% rating their participants as being at least 'good,' and 46.0% of these rating them as being 'very good')
- **Their participants' decision-making skills** (with 95.3% rating their participants as being at least 'good,' and 45.5% of these rating them as being 'very good')
- **Their participants' collaborative skills** (with 92.8% rating their participants as being at least 'good,' and 45.5% of these rating them as being 'very good')
- **Their participants' adaptational skills** (with 90.9% rating their participants as being at least 'good,' and 41.8% of these rating them as being 'very good')
- **Their participants' personal insight** (with 92.7% rating their participants as being at least 'good,' and 38.2% of these rating them as being 'very good')
- **Their participants' creative skills** (with 90.9% rating their participants as being at least 'good,' and 38.2% of these rating them as being 'very good')
- **Their participants' budgeting/financial skills** (with 90.4% rating their participants as being at least 'good,' and 32.7% of these rating them as being 'very good')

Labour Market Specialists' Evaluations of Their Participants' Foundational Skills, Abilities and Characteristics, Over Time

There nine foundational skills, abilities and characteristics that Labour Market Specialists felt had statistically significantly improved over time for their participants (Figure 37). They included:

- **Their participants' coping skills** [with a mean of 3.2 at intake increasing to a mean of 3.5 at closure (Paired N=41, T=3.19, DF=40, p=.003)]*
- **Their participants' positive social supports** [with a mean of 3.3 at intake increasing to a mean of 3.6 at closure (Paired N=42, T=3.751.21, DF=41, p<.001)]*
- **Their participants' decision-making skills** [with a mean of 3.1 at intake increasing to a mean of 3.5 at closure (Paired N=42, T=2.47, DF=41, p=.018)]*
- **Their participants' time-management skills** [with a mean of 3.2 at intake increasing to a mean of 3.6 at closure (Paired N=42, T=3.57, DF=41, p=.001)]*

Figure 37 Labour Market Specialists' Evaluations Of Their Participants' Foundational Skills Over Time



(Paired N=42, 27, 42, 42, 42, 42, 42, 41, 42, 42, 42, 42, 42, 41, 41, 42, 36. *Statistically significant differences over time. +Borderline significance. Adjusted to exclude missing data/'Don't Know' responses.)

- **Their participants' document use** [with a mean of 3.1 at intake increasing to a mean of 3.6 at closure (Paired N=42, T=4.60, DF=41, p<.001)]*
- **Their participants' creative skills** [with a mean of 3.1 at intake increasing to a mean of 3.4 at closure (Paired N=41, T=3.13, DF=40, p=.003)]*
- **Their participants' computer skills** [with a mean of 3.1 at intake increasing to a mean of 3.5 at closure (Paired N=42, T=3.17, DF=41, p=.003)]*
- **Their participants' budgeting/financial skills** [with a mean of 3.0 at intake increasing to a mean of 3.4 at closure (Paired N=36, T=2.91, DF=35, p=.006)]*

There was also one foundational skill for which there was a borderline significant improvement over time, based on Labour Market Specialists' perceptions:

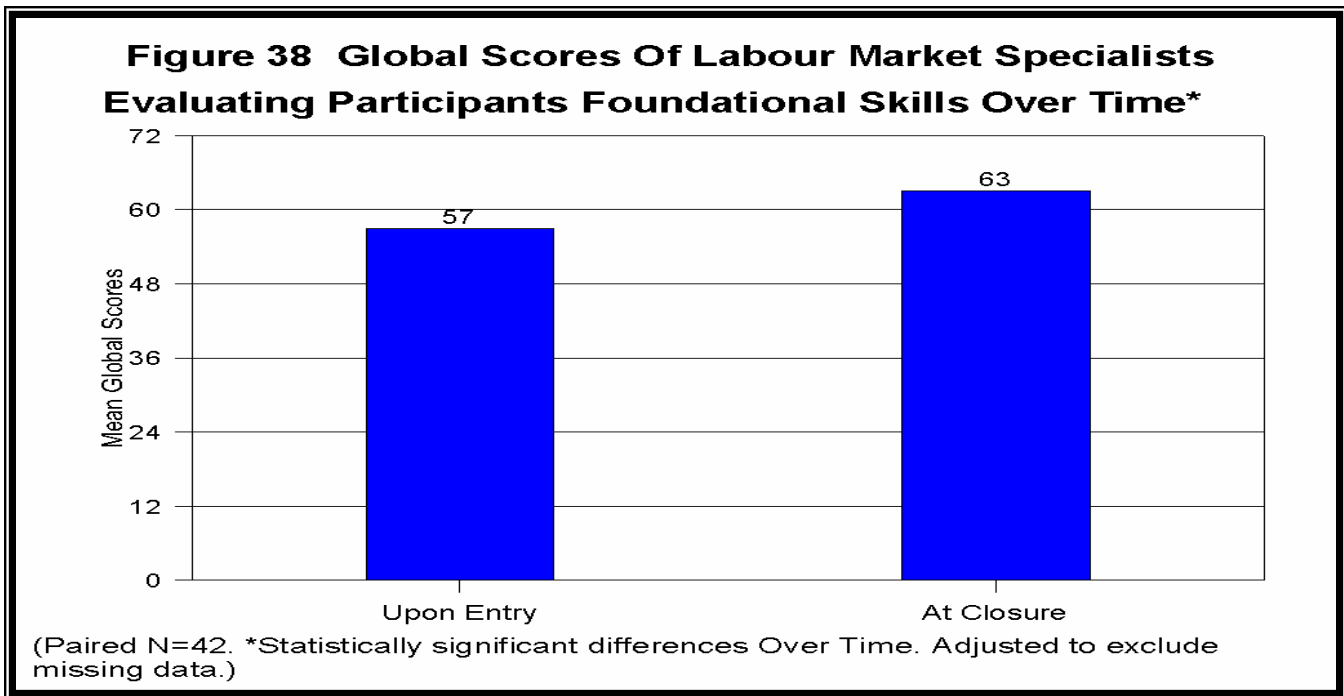
- **Their participants' teamwork skills** [with a mean of 3.3 at intake increasing to a mean of 3.6 at closure (Paired N=27, T=1.80, DF=26, p=.08)]+

The remaining eight foundational skills, abilities and characteristics did not change significantly over time, based again of Labour Market Specialists' perceptions, although they were at least relatively 'good' at entry. They are:

- **Their participants' availability for employment** [with a mean of 3.4 at intake increasing to a mean of 3.6 at closure (Paired N=42, T=1.21, DF=41, p=.23)]
- **Their participants' communication skills** [with a mean of 3.4 at intake increasing to a mean of 3.5 at closure (Paired N=42, T=0.21, DF=41, p=.84)]

- **Their participants’ collaborative skills Reading skills** [with a mean of 3.3 at intake increasing to a mean of 3.5 at closure (Paired N=42, T=1.43, DF=41, p=.16)]
- **Their participants’ adaptational skills** [with a mean of 3.4 at intake remaining at 3.4 at closure (Paired N=42, T=0.00, DF=41, p=1.00)]
- **Their participants’ reading skills** [with a mean of 3.5 at intake remaining at mean of 3.5 at closure (Paired N=42, T=1.07, DF=41, p=.29)]
- **Their participants’ Self-Esteem/Confidence** [with a mean of 3.5 at intake increasing to a mean of 3.6 at closure (Paired N=42, T=1.04, DF=41, p=.30)]
- **Their participants’ writing skills** [with a mean of 3.4 at intake increasing to a mean of 3.6 at closure (Paired N=42, T=1.29, DF=41, p=.21)]
- **Their participants’ personal insight** [with a mean of 3.2 at intake increasing to a mean of 3.3 at closure (Paired N=41, T=1.29, DF=40, p=.21)]

There was a statistically significant improvement regarding Labour Market Specialists’ global assessment of participants’ foundational skills, abilities and characteristics (Figure 38). The mean global score at intake was 57.0 out of a possible 72 (the 79th percentile) compared with a mean global score of 63.0 at closure (the 87th percentile) (Paired N=42, T=4.260.31, DF=41, p<.001). This indicates that Labour Market Specialists perceived that their participants experienced a significant improvement over time, overall, regarding their foundational skills, abilities and characteristics.

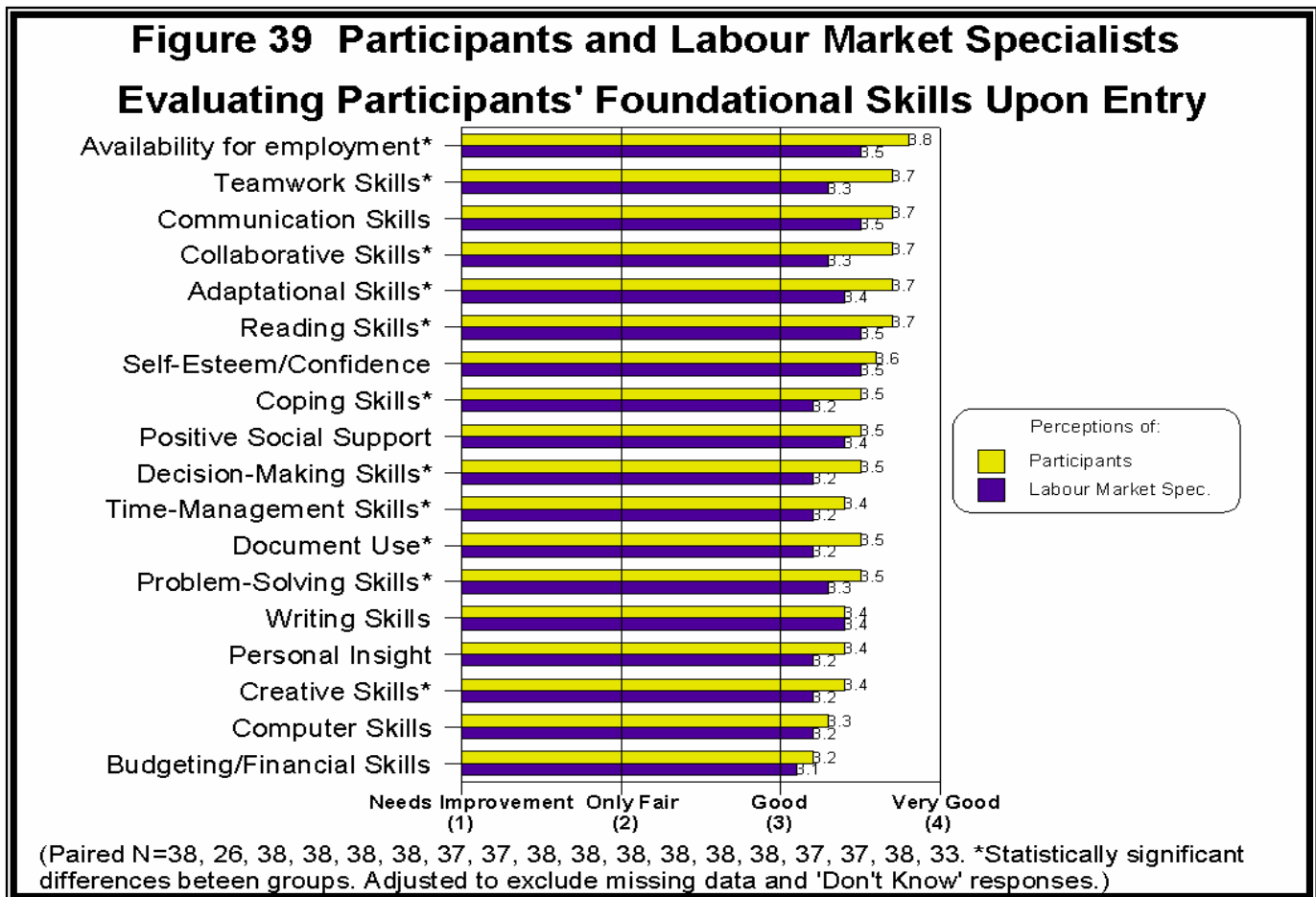


iii) A Comparative Analysis of Participants and Labour Market Specialists Evaluating Participants’ Foundational Skills, Abilities and Characteristics At Intake

This third analysis regarding participants’ foundational skills, abilities and characteristics at Intake compares the self-assessments of the participants and their Labour Market Specialists. It explores the degree to which participants appeared to have a more positive perception of their own foundational skills, abilities and characteristics regarding their employability than did their Labour Market Specialists (Figure 39).

There were 11 foundational skills, abilities and characteristics for which participants' self-evaluations were significantly more positive than that of their Labour Market Specialists. They include:

- **Participants' availability for employment** [with a mean of 3.8 regarding participants' self-evaluations compared with a mean of 3.5 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=3.16, DF=37, p=.003)]*
- **Participants' teamwork skills** [with a mean of 3.7 regarding participants' self-evaluations compared with a mean of 3.3 regarding their Labour Market Specialists' evaluations at intake (Paired N=26, T=3.08, DF=25, p=.005)]*



- **Participants' collaborative skills** [with a mean of 3.7 regarding participants' self-evaluations compared with a mean of 3.3 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.83 DF=37, p=.007)]*
- **Participants' adaptational skills** [with a mean of 3.7 regarding participants' self-evaluations compared with a mean of 3.4 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.98, DF=37, p=.005)]*
- **Participants' reading skills** [with a mean of 3.7 regarding participants' self-evaluations compared with a mean of 3.5 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.02 DF=37, p=.05)]*
- **Participants' coping skills** [with a mean of 3.5 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=37, T=2.48, DF=36, p=.018)]*

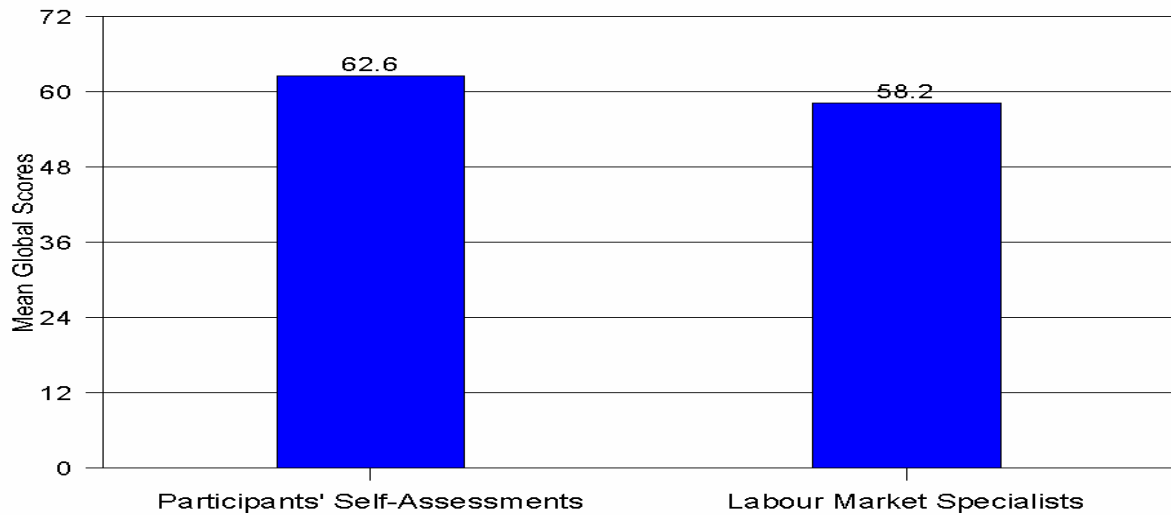
- **Participants' decision-making skills** [with a mean of 3.5 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.98, DF=37, p=.005)]*
- **Participants' time-management skills** [with a mean of 3.4 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.52, DF=37, p=.016)]*
- **Participants' document use** [with a mean of 3.5 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.57, DF=37, p=.014)]*
- **Participants' problem-solving skills** [with a mean of 3.5 regarding participants' self-evaluations compared with a mean of 3.3 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=2.30, DF=37, p=.027)]*
- **Participants' creative skills** [with a mean of 3.4 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=37, T=2.52, DF=36, p=.016)]*

When it came to the remaining seven foundational skills, abilities and characteristics, the assessments of the participants and their Labour Market Specialists were statistically similar. These include:

- **Participants' positive social supports** [with a mean of 3.5 regarding participants' self-evaluations compared with a mean of 3.4 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=1.64, DF=37, p=.11)]
- **Participants' computer skills** [with a mean of 3.3 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=1.36, DF=37, p=.18)]
- **Participants' budgeting/financial skills** [with a mean of 3.2 regarding participants' self-evaluations compared with a mean of 3.1 regarding their Labour Market Specialists' evaluations at intake (Paired N=33, T=1.15, DF=32, p=.25)]
- **Participants' communication skills** [with a mean of 3.7 regarding participants' self-evaluations compared with a mean of 3.5 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=1.67, DF=37, p=.103)]
- **Participants' Self-Esteem/confidence** [with a mean of 3.6 regarding participants' self-evaluations compared with a mean of 3.5 regarding their Labour Market Specialists' evaluations at intake (Paired N=37, T=1.53, DF=36, p=.14)]
- **Participants' writing skills** [with a mean of 3.4 regarding participants' self-evaluations compared with a mean of 3.4 regarding their Labour Market Specialists' evaluations at intake (Paired N=38, T=0.53, DF=37, p=.60)]
- **Participants' personal insight** [with a mean of 3.4 regarding participants' self-evaluations compared with a mean of 3.2 regarding their Labour Market Specialists' evaluations at intake (Paired N=37, T=15.6, DF=36, p=.13)]

Computing the mean scores there was a statistically significant difference between participants' and Labour Market Specialists' global scores (Figure 40). The mean score of the participants, based on their self-assessments, was 62.6 out of 72 (the 87th percentile). This is compared with a mean global score of 58.2 based on the assessment of their Labour Market Specialists (the 81st percentile) (Paired N=37, T=2.95, DF=36. P=.006).

Figure 40 Comparing Global Scores Of Participants' Foundational Skills Upon Entry: Participants/Specialists



(Paired N=37. *Statistically significant differences between groups. Adjusted to exclude missing data.)

7.4) Evaluating Participants' Self-Esteem Through the Rosenberg Self-Esteem Scale

The **Rosenberg Self-Esteem Scale** (RSE) is a validated scale used since the 1960s. It tests well for validity and reliability with a broad range of subjects. It measures participants' levels of self-esteem based on 10 statements, half of which are positive and the other half negative. It uses a four-point Likert Scale with modifiers that include: Strongly Agree, Agree, Disagree, Strongly Disagree. For the five **positive statements** (1, 2, 4, 6, and 7) scoring is as follows: Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1. For the five **negative statements** (3, 5, 8, 9 and 10) the scoring is reversed, as follows: Strongly Agree=1, Agree=2, Disagree=3, Strongly Disagree=4. The statements are provided below in their original order:

1. I am a person of worth, at least on an equal basis with others
2. I feel that I have a number of good qualities
3. All in all I feel that I am a failure
4. I can do things as well as most other people
5. I feel I do not have much to be proud of
6. I take a positive attitude toward myself
7. On the whole, I am satisfied with myself
8. I wish I could have more respect for myself
9. I feel useless at times
10. At times I think that I am no good at all

Responses at Intake

At intake participants provided positive responses to the 10 statements at intake (Figure 41).

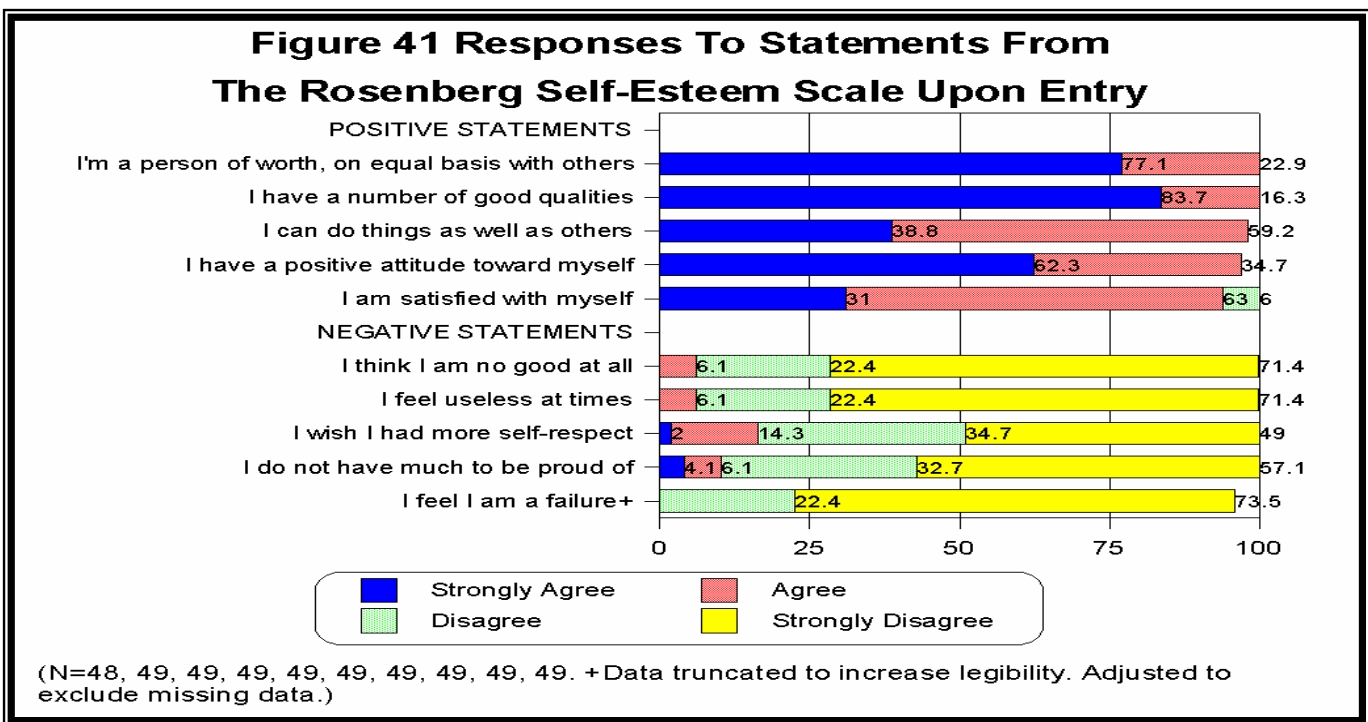
Regarding the Positive Statements

- **I am a person of worth, at least on an equal basis with others** (with 100% at least agreeing with this statement, and 77.1% of these strongly agreed with it)
- **I feel that I have a number of good qualities** (with 100% at least agreeing with this statement, and 83.7% of these strongly agreed with it)

- **I can do things as well as most other people** (with 98.0% at least agreeing with this statement, and 38.8% of these strongly agreed with it)
- **I take a positive attitude toward myself** (with 97.0% at least agreeing with this statement, and 62.3% of these strongly agreed with it)
- **On the whole, I am satisfied with myself** (with 94.0% at least agreeing with this statement, and 31.0% of these strongly agreed with it)

Regarding the Negative Statements

- **At times I think that I am no good at all** (with 93.8% at least disagreeing with this statement, and 71.4% of these strongly disagreeing with it)
- **I feel useless at times** (with 93.8% at least disagreeing with this statement, and 71.4% of these strongly disagreeing with it)
- **I wish I could have more respect for myself** (with 83.7% at least disagreeing and this statement, with 49.0% of these strongly disagreeing with it)
- **I feel I do not have much to be proud of** (with 89.8% at least disagreeing with this statement, and 57.1% of these strongly disagreeing with it)
- **All in all I feel that I am a failure** (with 95.9% at least disagreeing with this statement, and 73.5% of these strongly disagreeing with it)



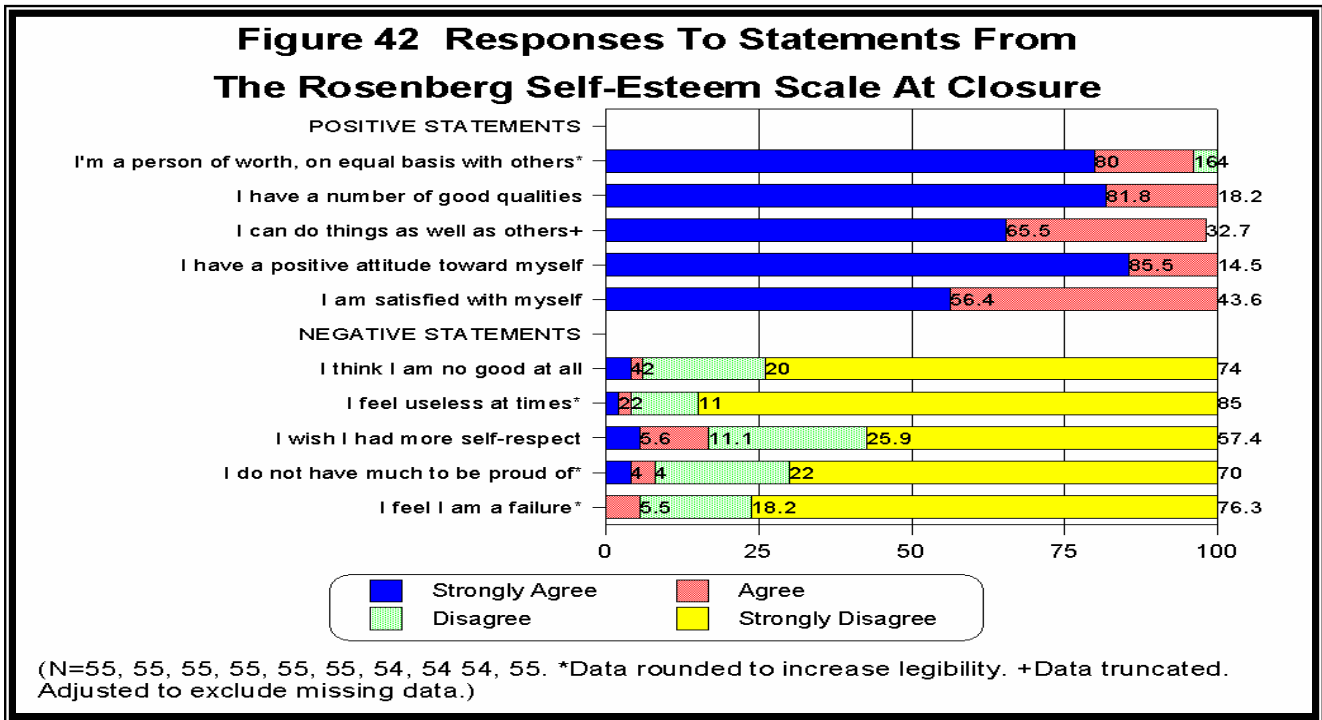
i) Responses at Closure

At closure participants provided slightly more positive responses (Figure 42).

Regarding the Positive Statements

- **I am a person of worth, at least on an equal basis with others** (with 96.0% at least agreeing with this statement, and 80.0% of these strongly agreed with it)
- **I feel that I have a number of good qualities** (with 100% at least agreeing with this statement, and 81.8% of these strongly agreed with it)

- **I can do things as well as most other people** (with 98.2% at least agreeing with this statement, and 65.5% of these strongly agreed with it)
- **I take a positive attitude toward myself** (with 100% at least agreeing with this statement, and 85.5% of these strongly agreed with it)
- **On the whole, I am satisfied with myself** (with 100% at least agreeing with this statement, and 56.4% of these strongly agreed with it)

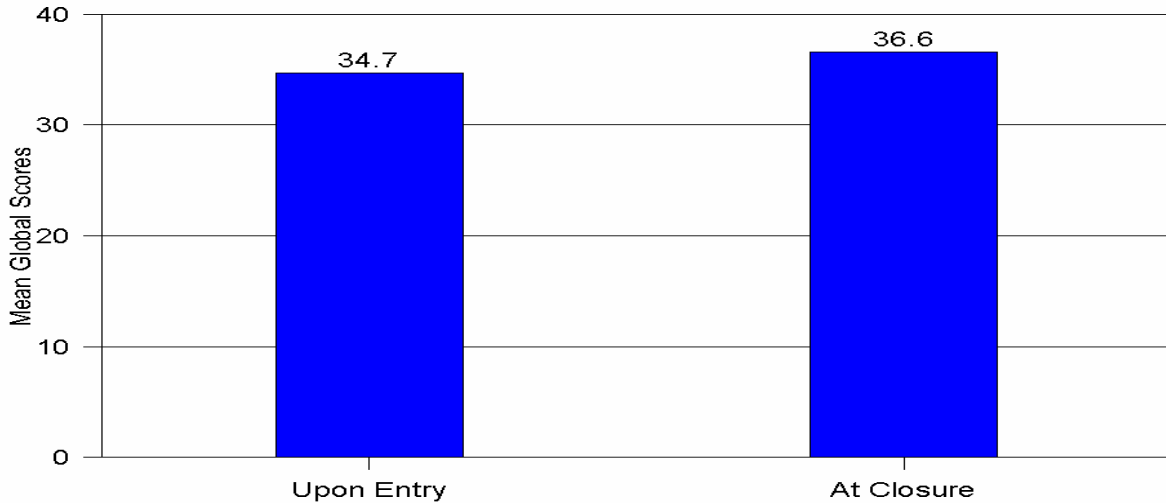


Regarding the Negative Statements

- **At times I think that I am no good at all** (with 94.0% at least disagreeing with this statement, and 74.0% of these strongly disagreeing with it)
- **I feel useless at times** (with 96.0% at least disagreeing with this statement, and 85.0% of these strongly disagreeing with it)
- **I wish I could have more respect for myself** (with 83.3% at least disagreeing and this statement, with 57.4% of these strongly disagreeing with it)
- **I feel I do not have much to be proud of** (with 92.0% at least disagreeing with this statement, and 70.0% of these strongly disagreeing with it)
- **All in all I feel that I am a failure** (with 94.5% at least disagreeing with this statement, and 76.3% of these strongly disagreeing with it)

Analyzing these scores over time, there has been a statistically significant improvement in participants' self-esteem from the point when they entered the project until the point of closure (Figure 43). They ranged from a mean score of 34.7 out of 40.0 at intake (the 87th percentile) to 36.6 (the 92nd percentile) at closure (Paired N=52, T=2.95, DF=51, p=.005).

Figure 43 Global Scores For The Rosenberg Self-Esteem Scale Over Time*



(Paired N=52. *Statistically significant differences Over Time. Adjusted to exclude missing data.)

7.5) Evaluating Participants’ Self-Efficacy Over Time

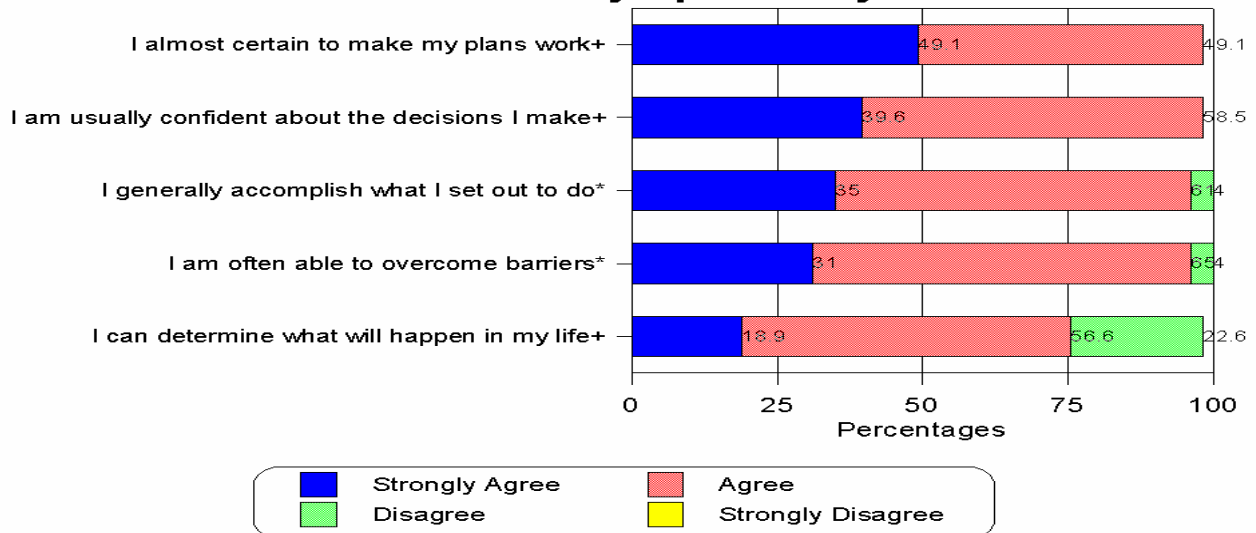
Participants were asked to answer five questions to measure their self-efficacy at the point of intake and closure. Their responses were generally positive or very positive.

Responses at Intake

Their responses to these questions at the point of intake (Figure 44) include:

- **When I make plans, I am almost certain to make them work** (with 98.2% at least agreeing with this statement, and 49.1% of these strongly agreeing with it)
- **I am usually confident about the decisions I make** (with 98.1% at least agreeing with this statement, and 39.6% of these strongly agreeing with it)

Figure 44 Evaluating Participants’ Self-Efficacy Upon Entry



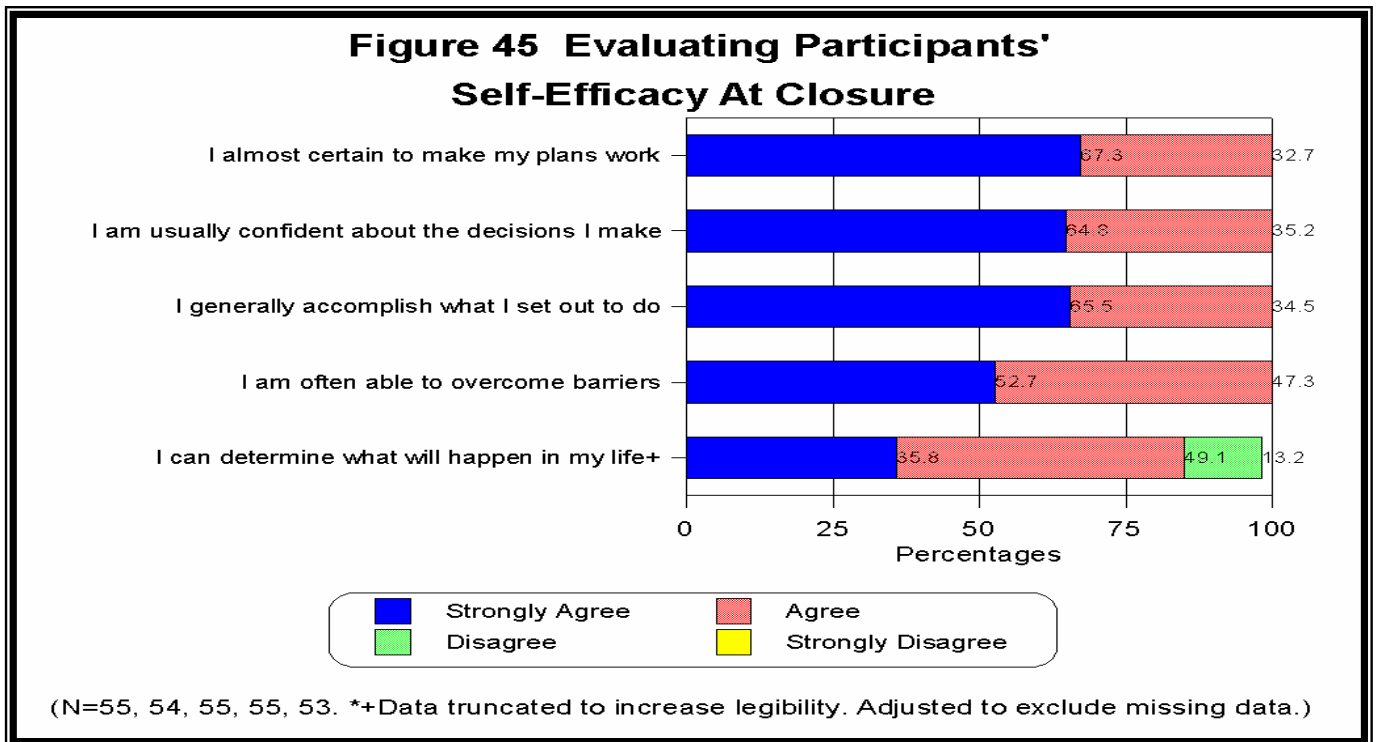
(N=53, 53, 52, 52, 53. *Data rounded to increase legibility. +Data truncated. Adjusted to exclude missing data.)

- **I generally accomplish what I set out to do** (with 96.0% at least agreeing with this statement, and 35.0% of these strongly agreeing with it)
- **I am often able to overcome barriers** (with 96.0% at least agreeing with this statement, and 31.0% of these strongly agreeing with it)
- **I can pretty much determine what will happen in my life** (with 75.5% at least agreeing with this statement, and 18.9% of these strongly agreeing with it)

Responses at Closure

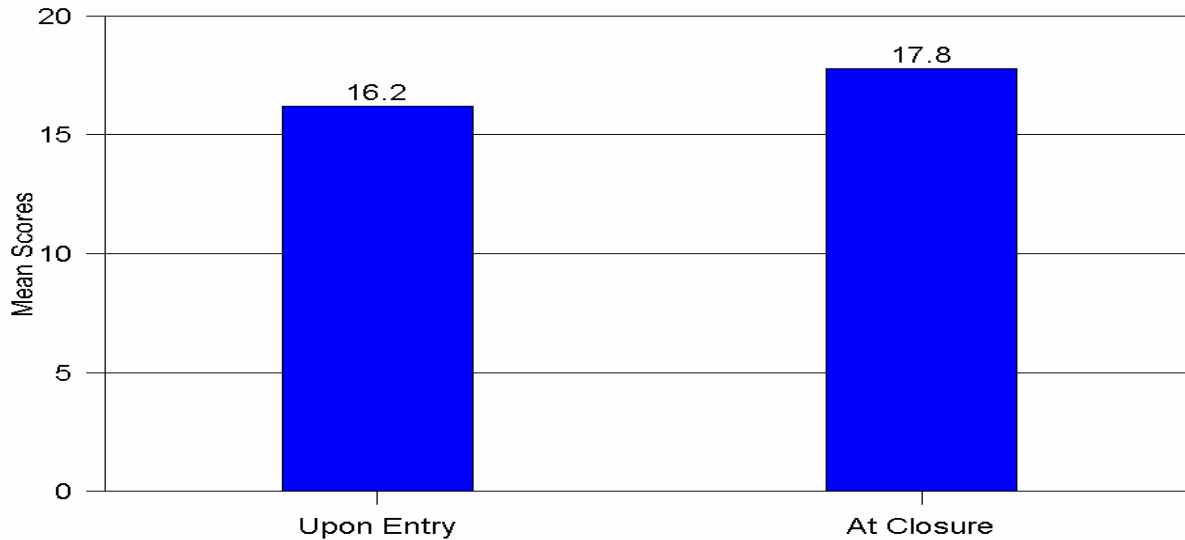
Their responses to these questions at the point of closure (Figure 45) include:

- **When I make plans, I am almost certain to make them work** (with 100% at least agreeing with this statement, and 67.3% of these strongly agreeing with it)
- **I am usually confident about the decisions I make** (with 100% at least agreeing with this statement, and 64.8% of these strongly agreeing with it)
- **I generally accomplish what I set out to do** (with 100% at least agreeing with this statement, and 65.5% of these strongly agreeing with it)
- **I am often able to overcome barriers** (with 100% at least agreeing with this statement, and 52.7% of these strongly agreeing with it)
- **I can pretty much determine what will happen in my life** (with 84.9% at least agreeing with this statement, and 35.8% of these strongly agreeing with it)



The differences in these global responses from intake to closure are statistically significant (Figure 46). At intake the mean score was 16.2 out of a possible 20.0 (the 81st percentile). At closure the mean score was 17.8 (the 89th percentile) (Paired N=50, T=4.25, DF=49, P<.001).

Figure 46 Scores For The Self-Efficacy Scale Over Time*



(Paired N=50. *Statistically significant differences Over Time. Adjusted to exclude missing data.)

7.6) Evaluating Participants' Feelings of Hope

Responses at Intake

Participants were then asked to answer five questions to measure their hope for the future. Their responses were again generally positive or very positive, as follows (Figure 47):

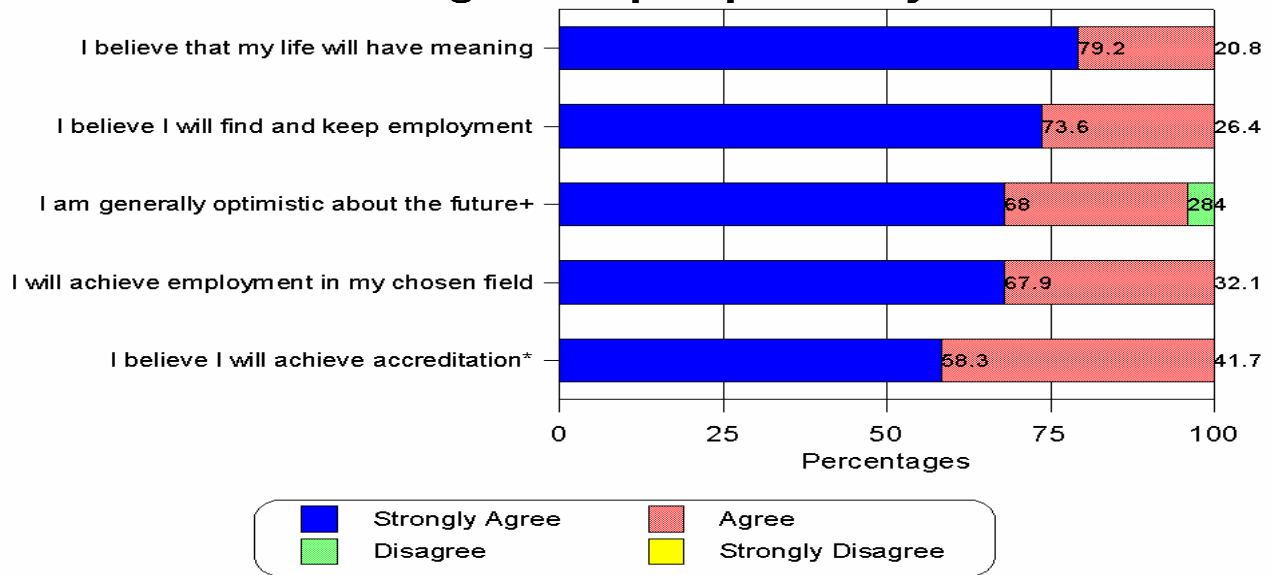
- I believe that my life will have meaning (with 100% at least agreeing with this statement, and 79.2% of these strongly agreeing with it)
- I believe I will find and keep employment in my field (with 100% at least agreeing with this statement, and 73.6% of these strongly agreeing with it)
- I am generally optimistic about the future (with 96.0% at least agreeing with this statement, and 68.0% of these strongly agreeing with it)
- I believe I will achieve the employment goals I set for myself (with 100% at least agreeing with this statement, and 67.9% of these strongly agreeing with it)
- I believe I will achieve accreditation, if applicable (with 100% at least agreeing with this statement, and 58.3% of these strongly agreeing with it)

Responses at Closure

Participants were equally positive in their responses to these questions at closure, as follows, (Figure 48):

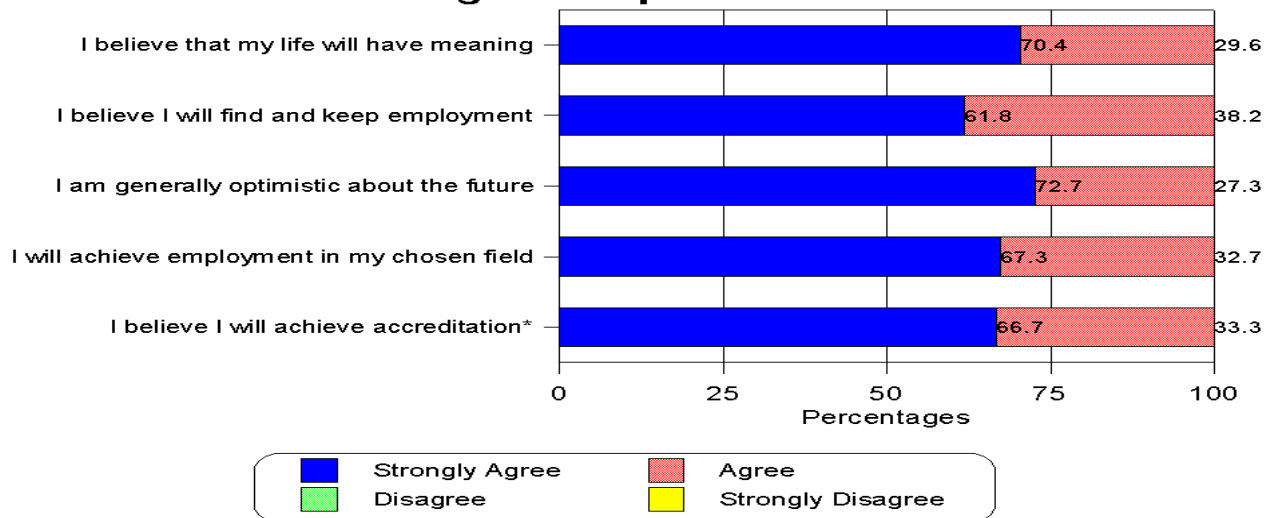
- I believe that my life will have meaning (with 100% at least agreeing with this statement, and 70.4% of these strongly agreeing with it)
- I believe I will find and keep employment in my field (with 100% at least agreeing with this statement, and 61.8% of these strongly agreeing with it)
- I am generally optimistic about the future (with 100% at least agreeing with this statement, and 72.7% of these strongly agreeing with it)

Figure 47 Evaluating Participants' Feelings Of Hope Upon Entry



(N=53, 53, 51, 53, 48. *If applicable. +Data rounded to increase legibility. Adjusted to exclude missing data.)

Figure 48 Evaluating Participants' Feelings Of Hope At Closure

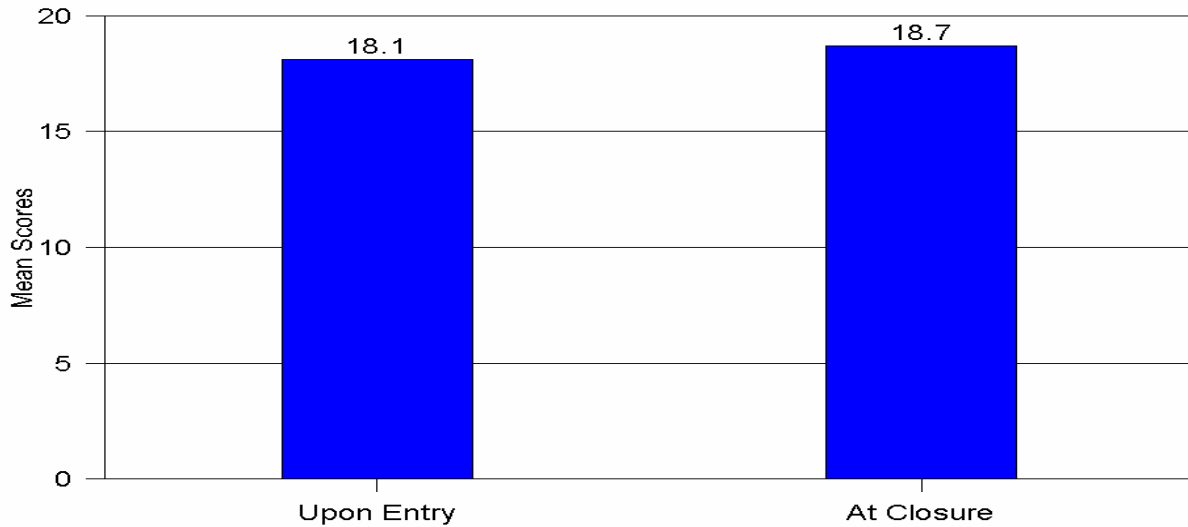


(N=54, 55, 55, 55, 51. *If applicable. Adjusted to exclude missing data.)

- I believe I will achieve the employment goals I set for myself (with 100% at least agreeing with this statement, and 67.3% of these strongly agreeing with it)
- I believe I will achieve accreditation, if applicable (with 100% at least agreeing with this statement, and 66.7% of these strongly agreeing with it)

There was no significant difference in participants' global scores to the hope scale over time (Figure 49). The mean global score for this scale at intake was 18.1 out of a possible 20 (the 91st percentile). At closure the mean score for this scale rose marginally to 18.7 (the 94th percentile) (Paired N=48, T=1.71, DF=47, P=.09).

Figure 49 Scores For The Hope Scale Over Time

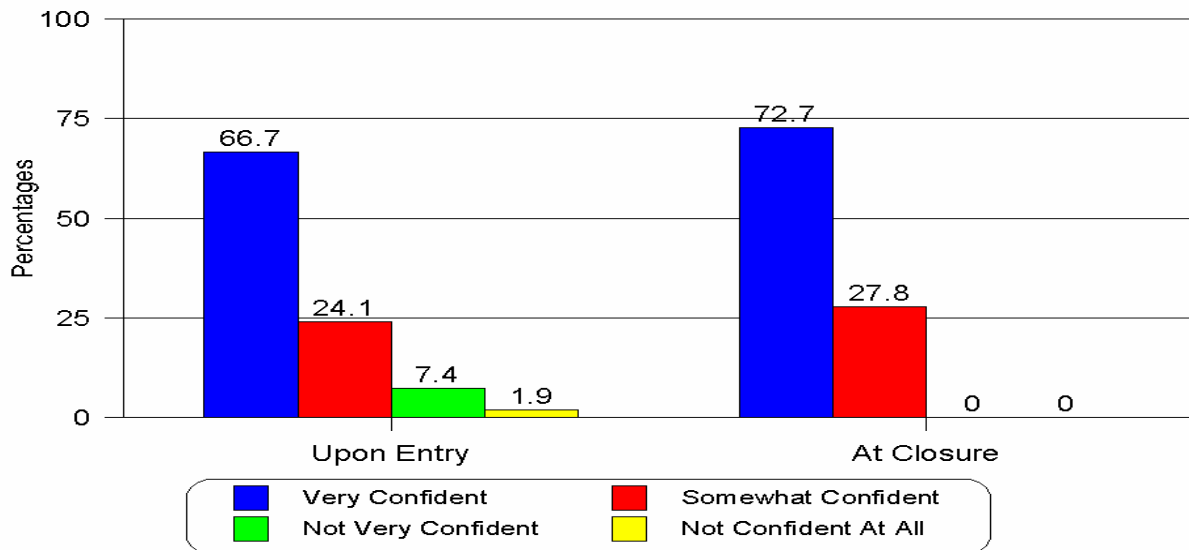


(Paired N=48. Adjusted to exclude missing data.)

7.7) Participants' Confidence About Attaining Future Employment

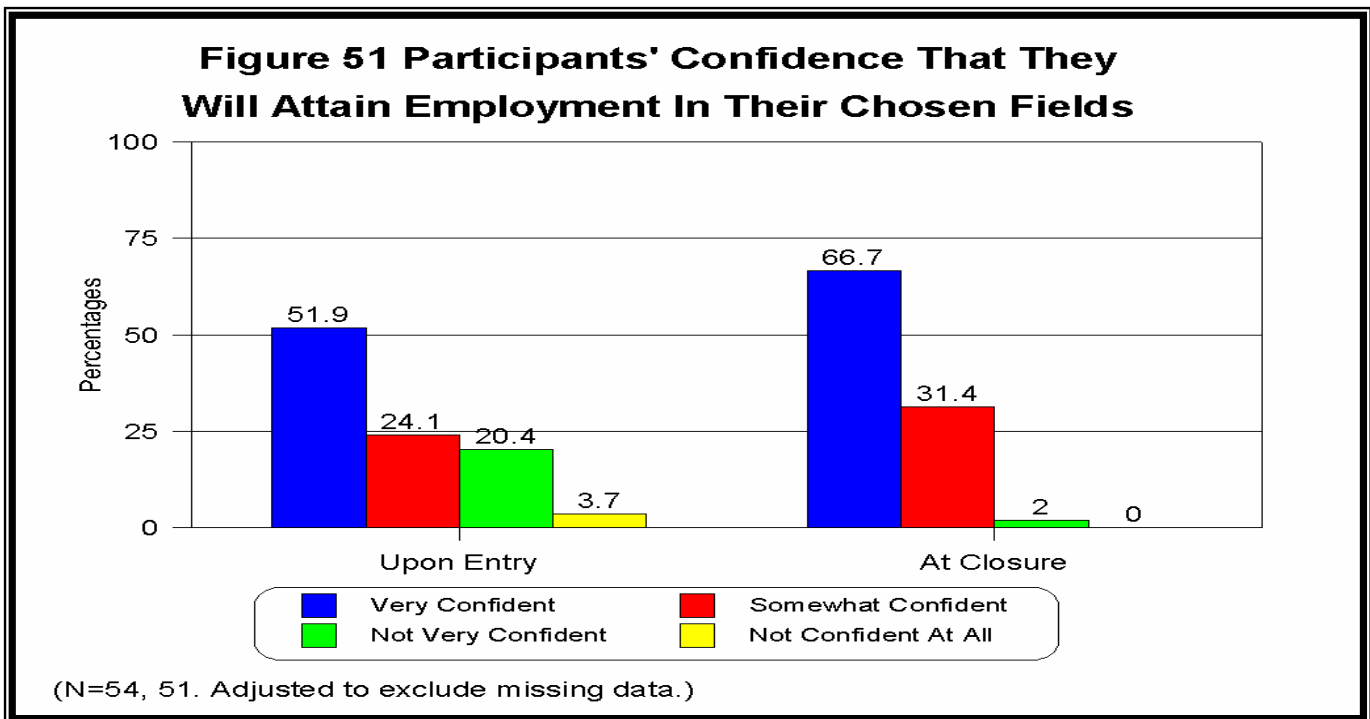
There were virtually no differences in the degree to which participants, over time, felt confident that they would be able to attain employment in the future (Figure 50). At intake 90.8% of all participants felt at least somewhat confident that this would occur, with 66.7% feeling very confident about this. At closure all participants felt at least somewhat confident about this, with 72.7% feeling very confident in this regard.

Figure 50 Participants' Confidence That They Will Attain Employment In Any Field

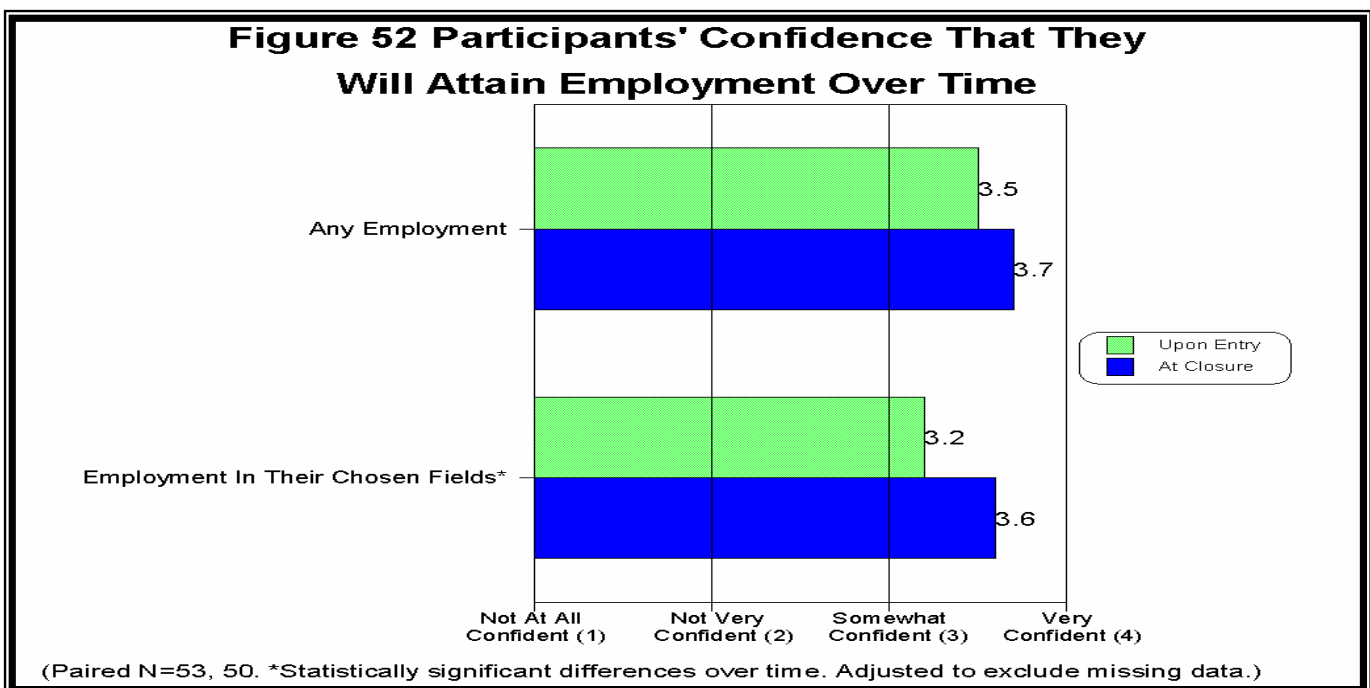


(N=54, 54.)

Regarding participants' employment in their chosen fields, there was a notable improvement in participants' confidence, over time, that this would occur (Figure 51). At intake, 76.0% of all participants were at least somewhat confident about finding employment in their chosen fields, with 51.9% feeling very confident about this. At closure 98.1% of participants felt at least somewhat confident that this would occur, with 66.7% feeling very confident about this.



Measuring participants' responses to these questions over time, there were no significant differences in their responses at intake (Figure 52). When it came to their confidence regarding attaining *any employment*, upon intake the mean response to this question was 3.5, compared with a mean of 3.7 at closure (Paired N=53, T=1.50, DF=52, p=.14). However, when it came to attaining *employment in their chosen fields*, there was a statistically significant improvement in their confidence over time: from a mean of 3.2 upon entry to a mean of 3.6 at closure (Paired



N=50, T=3.06, DF=49, P=.004). In other words, these participants were virtually just as confident that they would be able to attain employment in any job at closure, as they were regarding attaining employment in their chosen fields.

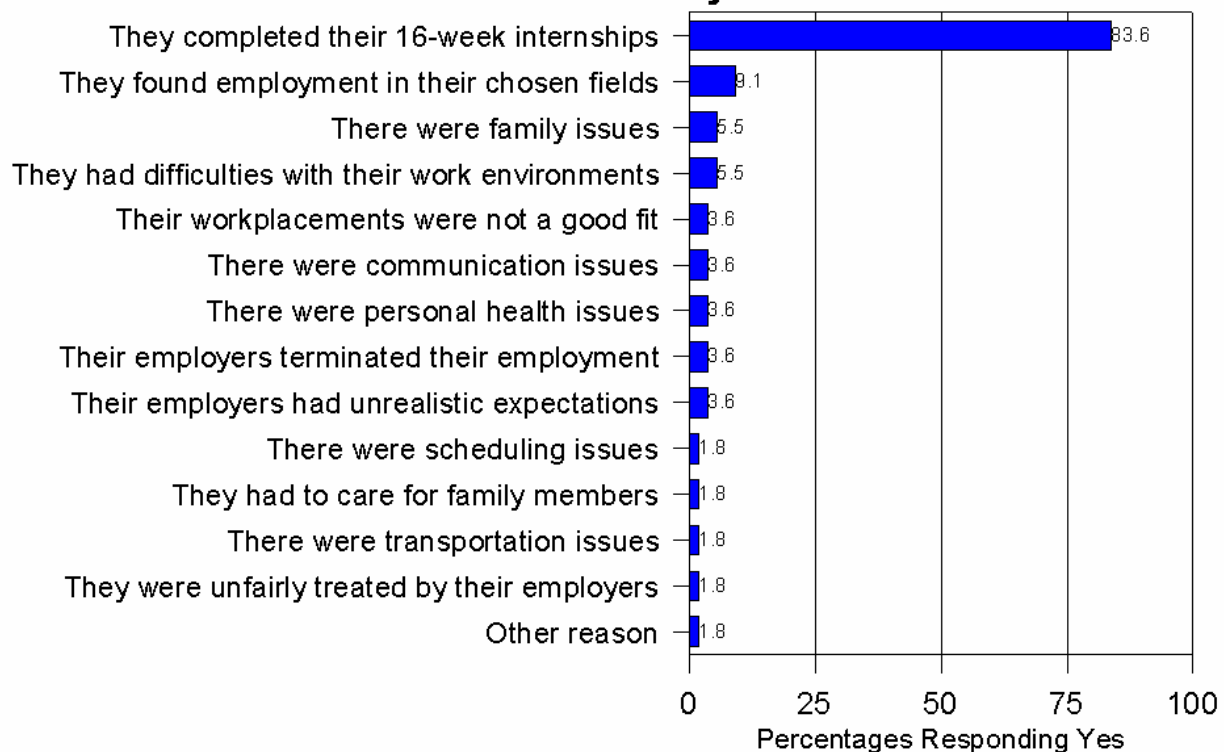
VIII) Information Related to Participants' Closure

8.1) Participants' Reasons for Closure

The most frequent reasons for participants to leave the project was that they had completed their 16 week internships (83.6%) (Figure 53). Another 9.1% left the project because they had found employment in their chosen fields. Most of the other reasons to leave the project were each experienced by one or two participants. They included:

- There were family issues (5.5%)
- There were difficulties with the work environment (5.5%)
- The work placement was not a good fit (3.6%)
- There were communication issues (3.6%)
- There were personal health issues (3.6%)
- Their employer terminated employment (3.6%)
- Their employer had unrealistic expectations (3.6%)
- There were scheduling issues (1.8%)
- They were caring for family members (1.8%)
- There were transportation issues (1.8%)
- They felt they were treated unfairly by employer (1.8%)
- Other reasons (1.8%)

**Figure 53 Reasons For Participants Leaving
The WER Project**



(N=55. Multiple responses were allowed.)

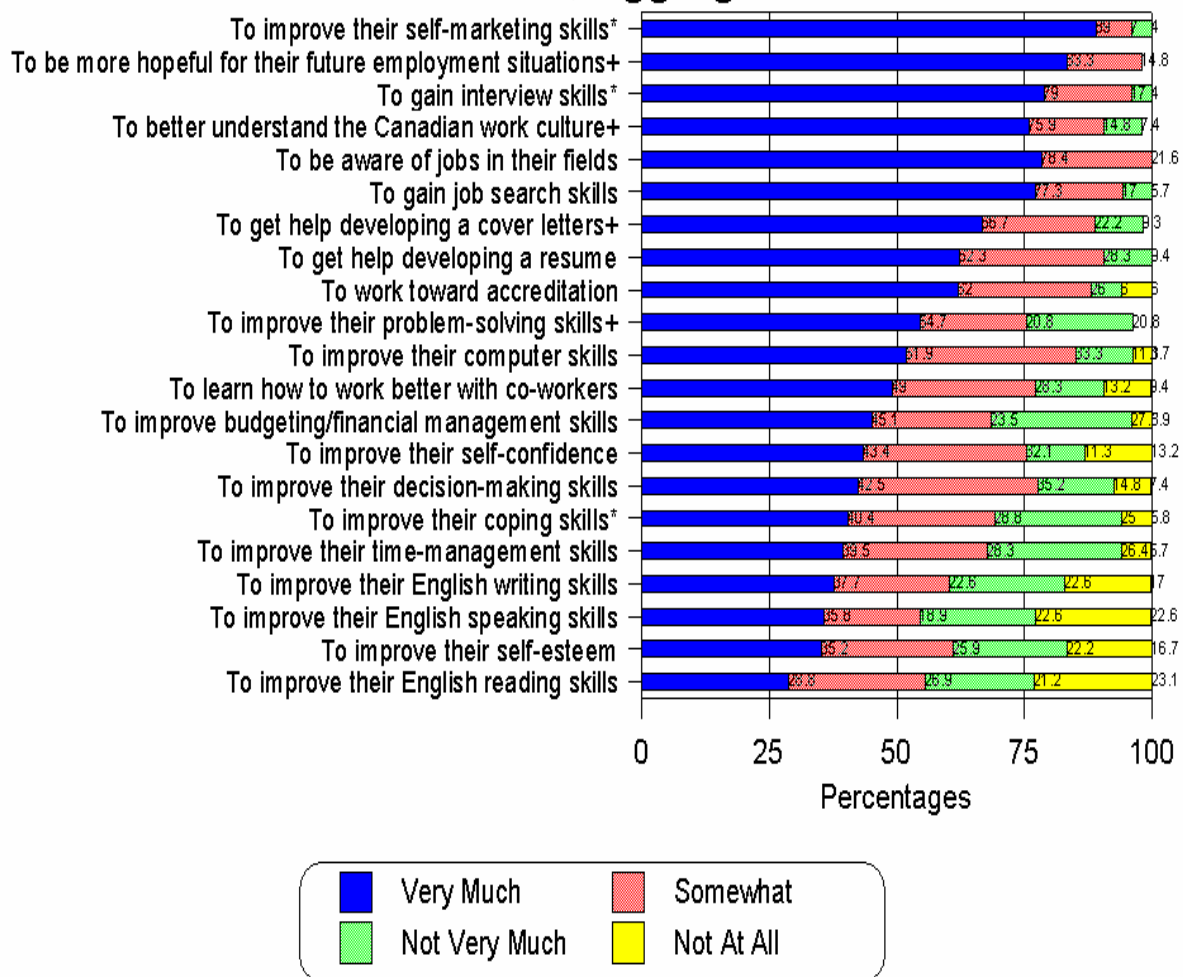
8.2) Participants Achieving Their Objectives for Attending the Project

i) The Aggregate Findings

In the aggregate, including participants for whom objectives may not have been very important, there were 11 objectives that over half of all participants felt they had very much achieved (Figure 54). These included:

- **Improving their self-marketing skills to find employment** (with 96.0% at least somewhat achieving this objective, and 89.0% of these very much achieving it)
- **Being more hopeful for their future employment situations** (with 98.1% at least somewhat achieving this objective, and 83.3% of these very much achieving it)
- **Gaining interview skills** (with 96.0% at least somewhat achieving this objective, and 79.0% of these very much achieving it)
- **Being aware of the kinds of jobs available in their fields in Manitoba** (with 100% at least somewhat achieving this objective, and 78.4% of these very much achieving it)

Figure 54 To What Extent Were Objectives Achieved, Aggregate



(N=53, 54, 54, 54, 51, 53, 54, 53, 50, 53, 54, 53, 51, 53, 54, 52, 53, 53, 53, 54, 52. Adjusted to exclude missing data. *Data rounded to improve legibility. +Data truncated.)

- **Better understanding the Canadian work culture** (with 90.7% at least somewhat achieving this objective, and 75.9% of these very much achieving it)
- **Gaining job search skills** (with 94.3% at least somewhat achieving this objective, and 77.3% of these very much achieving it)
- **Getting help developing their cover letters** (with 88.9% at least somewhat achieving this objective, and 66.7% of these very much achieving it)
- **Getting help developing their resumes** (with 90.6% at least somewhat achieving this objective, and 62.3% of these very much achieving it)
- **Working toward accreditation** (with 88.0% at least somewhat achieving this objective, and 62.0% of these very much achieving it)
- **Improving their problem-solving skills** (with 75.5% at least somewhat achieving this objective, and 54.7% of these very much achieving it)
- **Improving their computer skills** (with 85.2% at least somewhat achieving this objective, and 51.9% of these very much achieving it)

Fewer than half of the participants have very much achieved each of the following 11 objectives:

- **Learning how to work better with co-workers** (with 77.3% at least somewhat achieving this objective, and 49.0% of these very much achieving it)
- **Improving their budgeting/financial management skills** (with 68.6% at least somewhat achieving this objective, and 45.1% of these very much achieving it)
- **Improving their self-confidence** (with 75.5% at least somewhat achieving this objective, and 43.4% of these very much achieving it)
- **Improving their decision-making skills** (with 77.7% at least somewhat achieving this objective, and 42.5% of these very much achieving it)
- **Improving their coping skills** (with 69.2% at least somewhat achieving this objective, and 40.4% of these very much achieving it)
- **Improving their time-management skills** (with 67.8% at least somewhat achieving this objective, and 39.5% of these very much achieving it)
- **Improving their English writing skills** (with 60.3% at least somewhat achieving this objective, and 37.7% of these very much achieving it)
- **Improving their English speaking skills** (with 54.7% at least somewhat achieving this objective, and 35.8% of these very much achieving it)
- **Improving their self-esteem** (with 61.1% at least somewhat achieving this objective, and 35.2% of these very much achieving it)
- **Improving their English reading skills** (with 55.7% at least somewhat achieving this objective, and 28.8% of these very much achieving it)

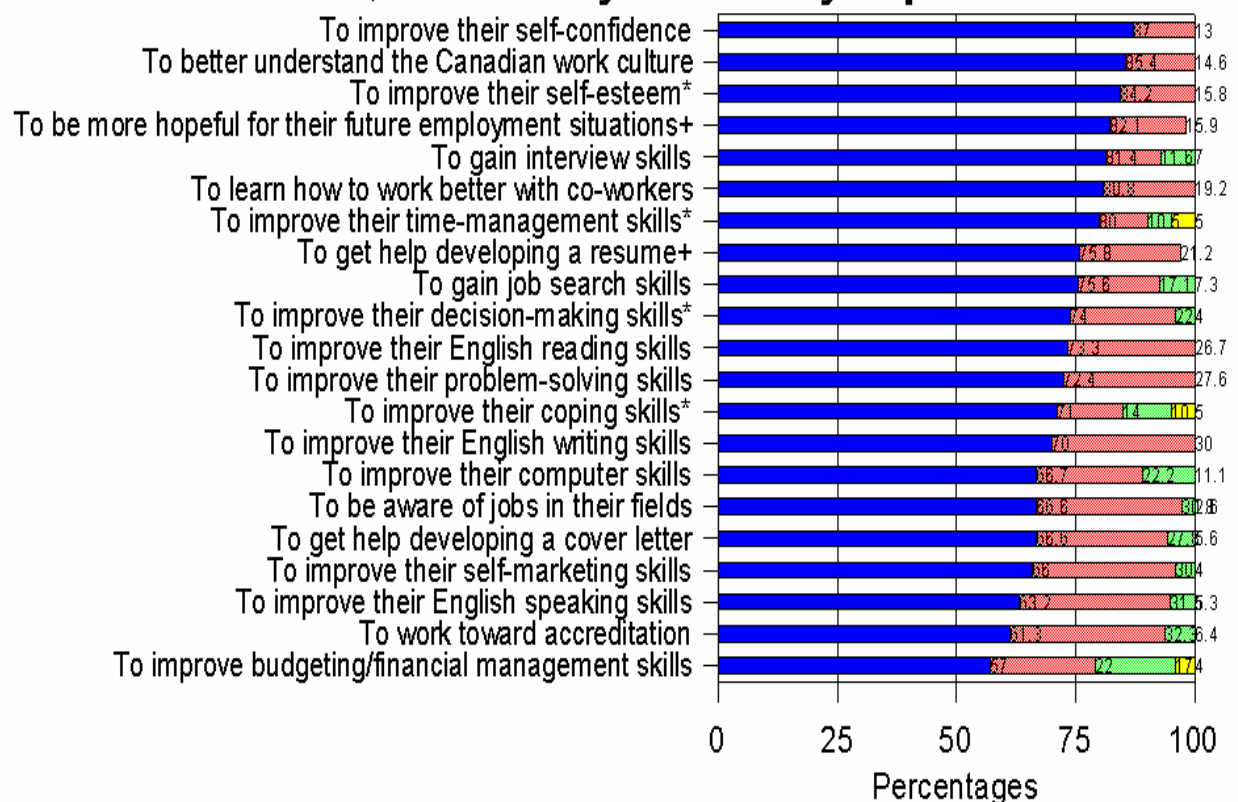
ii) Of Those Who Reported That Each Objective Was Very Important to Them

Participants who reported that objectives were very important to them were more likely to have very much achieved them (Figure 55). There were six objectives that 100% of these participants at least somewhat achieved, and nine objectives that 75% or more of these participants had very much achieved. At the top of the list were improvements to participants'

self-confidence and self-esteem; a better understanding of the Canadian work culture and how to work better with their Canadian co-workers; their hopefulness for the future; and gaining interview and job search skills. A relatively smaller percentage very much achieved objectives related to improving their budgeting/financial management skills. Findings regarding these participants' achieving their objectives are provided below, sorted by the percentages who reported very much doing so.

- **Improving their self-confidence** (with 100% at least somewhat achieving this objective, and 87.0% of these very much achieving it)
- **Better understanding the Canadian work culture** (with 100% at least somewhat achieving this objective, and 85.4% of these very much achieving it)
- **Improving their self-esteem** (with 100% at least somewhat achieving this objective, and 84.2% of these very much achieving it)
- **Being more hopeful for their future employment situations** (with 98.0% at least somewhat achieving this objective, and 82.1% of these very much achieving it)

Figure 55 To What Extent Were Objectives Achieved, When They Were Very Important



(N=43, 41, 41, 33, 45, 26, 47, 19, 23, 39, 21, 21, 36, 31, 27, 20, 15, 23, 29, 19, 23. Adjusted to exclude missing data. *Data rounded to improve legibility. +Data truncated.)

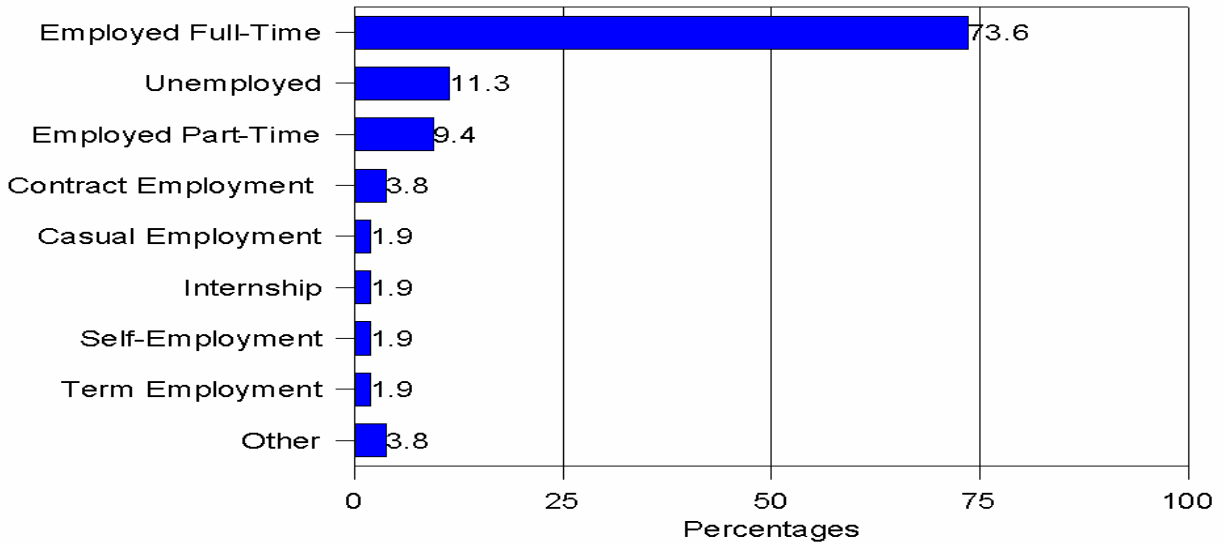
- **Gaining interview skills** (with 93.0% at least somewhat achieving this objective, and 81.4% of these very much achieving it)
- **Learning how to work better with co-workers** (with 100% at least somewhat achieving this objective, and 80.8% of these very much achieving it)
- **Improving their time-management skills** (with 90.0% at least somewhat achieving this objective, and 80.0% of these very much achieving it)
- **Getting help developing their resumes** (with 97.0% at least somewhat achieving this objective, and 75.8% of these very much achieving it)
- **Gaining job search skills** (with 92.7% at least somewhat achieving this objective, and 75.6% of these very much achieving it)
- **Improving their decision-making skills** (with 96.0% at least somewhat achieving this objective, and 74.0% of these very much achieving it)
- **Improving their English reading skills** (with 100% at least somewhat achieving this objective, and 73.3% of these very much achieving it)
- **Improving their problem-solving skills** (with 100% at least somewhat achieving this objective, and 72.4% of these very much achieving it)
- **Improving their coping skills** (with 85.0% at least somewhat achieving this objective, and 71.0% of these very much achieving it)
- **Improving their English writing skills** (with 100% at least somewhat achieving this objective, and 70.0% of these very much achieving it)
- **Improving their computer skills** (with 88.8% at least somewhat achieving this objective, and 66.6% of these very much achieving it)
- **Being aware of the kinds of jobs available in their fields in Manitoba** (with 97.4% at least somewhat achieving this objective, and 66.6% of these very much achieving it)
- **Getting help developing their cover letters** (with 94.4% at least somewhat achieving this objective, and 66.6% of these very much achieving it)
- **Improving their self-marketing skills to find employment** (with 96.0% at least somewhat achieving this objective, and 66.0% of these very much achieving it)
- **Improving their English speaking skills** (with 94.7% at least somewhat achieving this objective, and 63.2% of these very much achieving it)
- **Working toward accreditation** (with 93.6% at least somewhat achieving this objective, and 61.3% of these very much achieving it)
- **Improving their budgeting/financial management skills** (with 79.0% at least somewhat achieving this objective, and 57.0% of these very much achieving it)

8.3) Participants' Working Situations at Closure

i) Participants' Job Status

Just under three-quarters of the participants at closure (73.6%) reported being employed full-time (Figure 56) compared with 9.6% who reported this at intake). Conversely, 11.3% of the participants reported being unemployed at closure compared with 67.3% who reported this at intake. The remaining participants, at closure, reported being employed part-time (9.4%); on contract (3.8%); casually employed (1.9%); self-employed (91.9%); in term employment, or in an internship (1.9%).

Figure 56 Participants' Employment Status At Closure



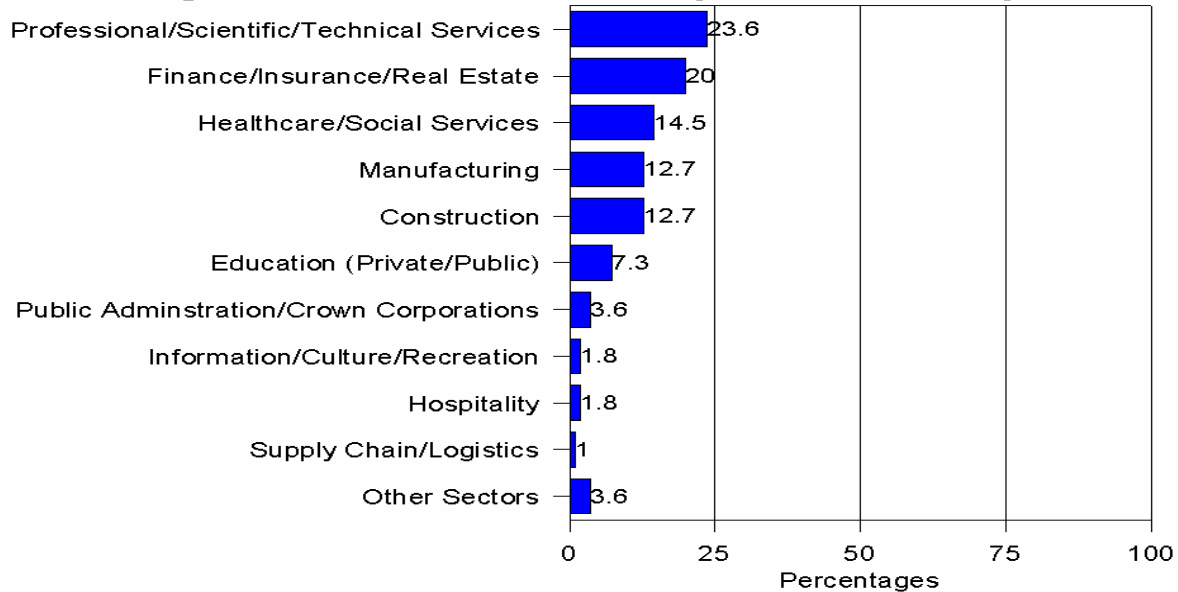
(N=53. Adjusted to exclude missing data.)

ii) Participants' Employment Sectors at Closure

The most frequent sectors of their internships (Figure 57) included:

- Professional/Scientific/Technical Services (23.6%)
- Finance/Insurance/Real Estate/Rental/Leasing (20.0%)
- Healthcare/Social Services (14.5%)
- Manufacturing (12.7%)
- Construction (12.7%)

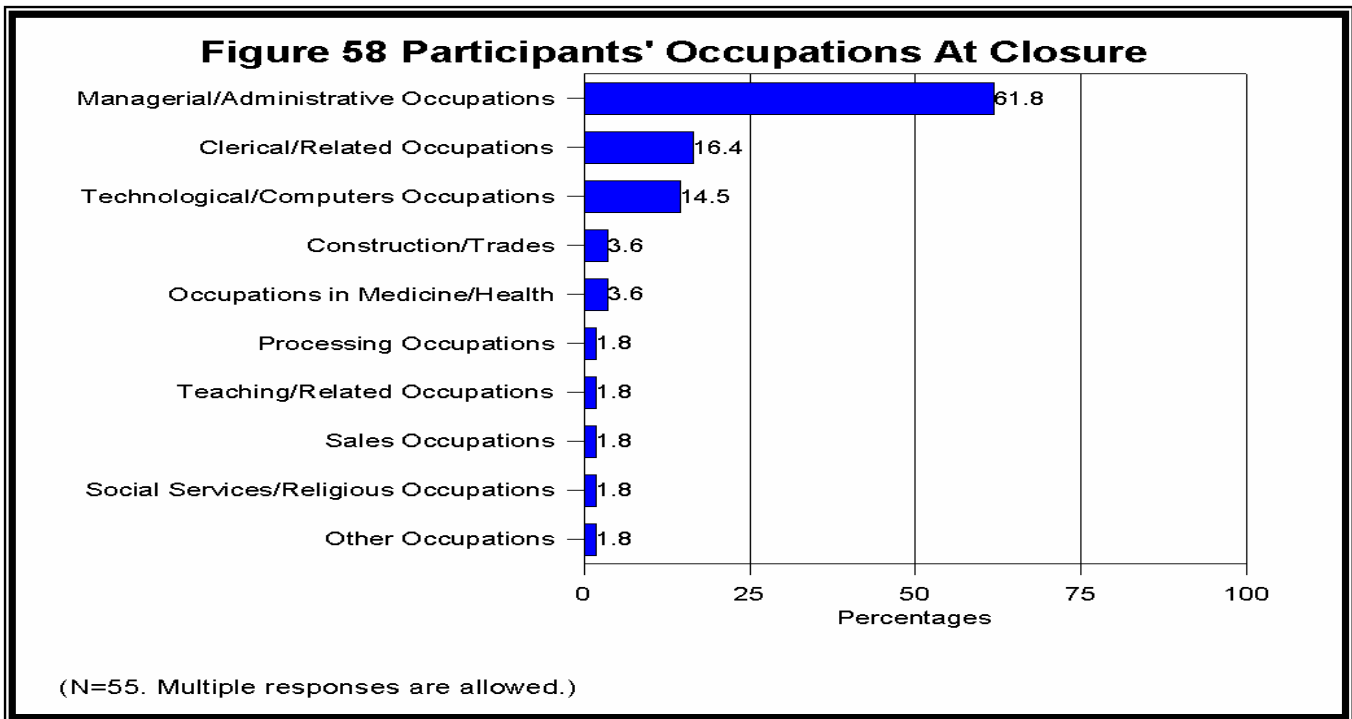
Figure 57 Sectors Of Participants' Internships



(N=55. Multiple responses are allowed.)

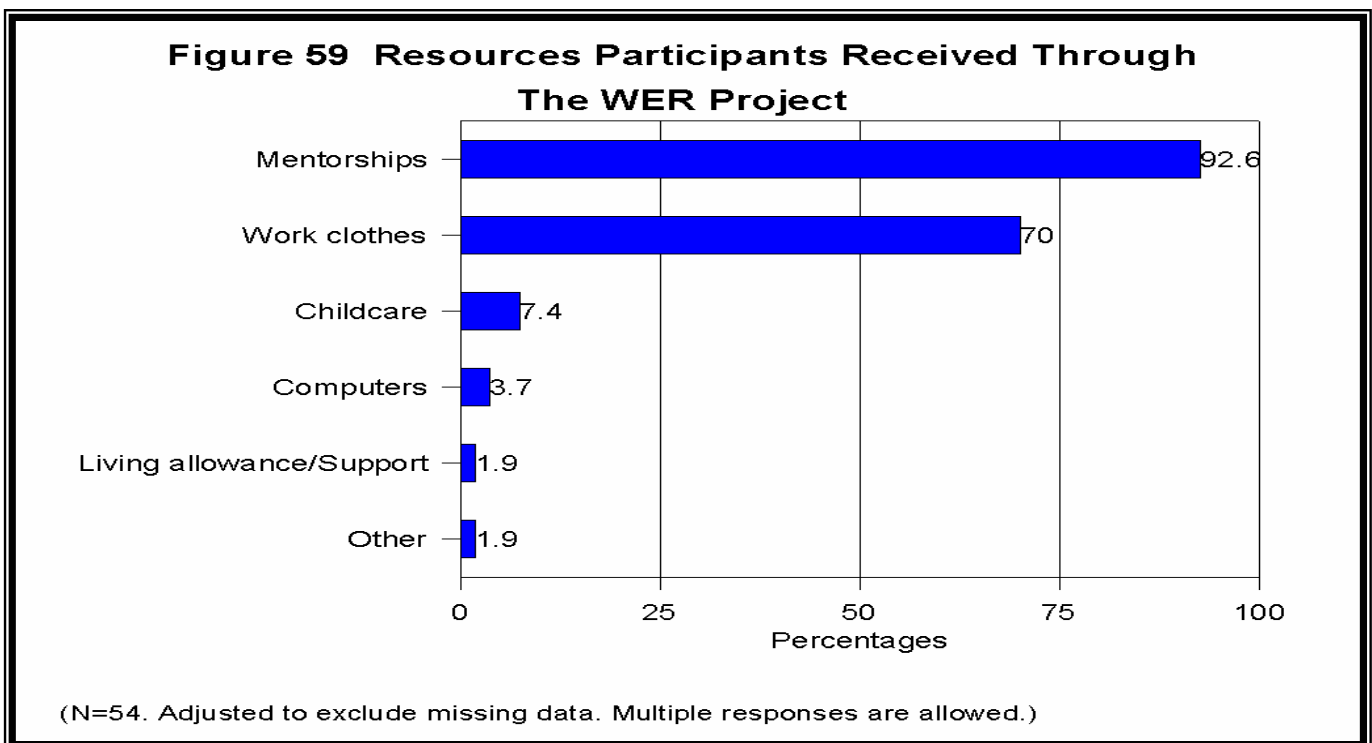
iii) Participants' Occupations at Closure

Consistent with participants' occupations in their home countries, the most frequent occupation at closure was Managerial/Administrative (61.8%) (Figure 58). Other somewhat less frequent occupations were: Clerical/Related Occupations (18.4%); and Technical/Computers (14.5%).



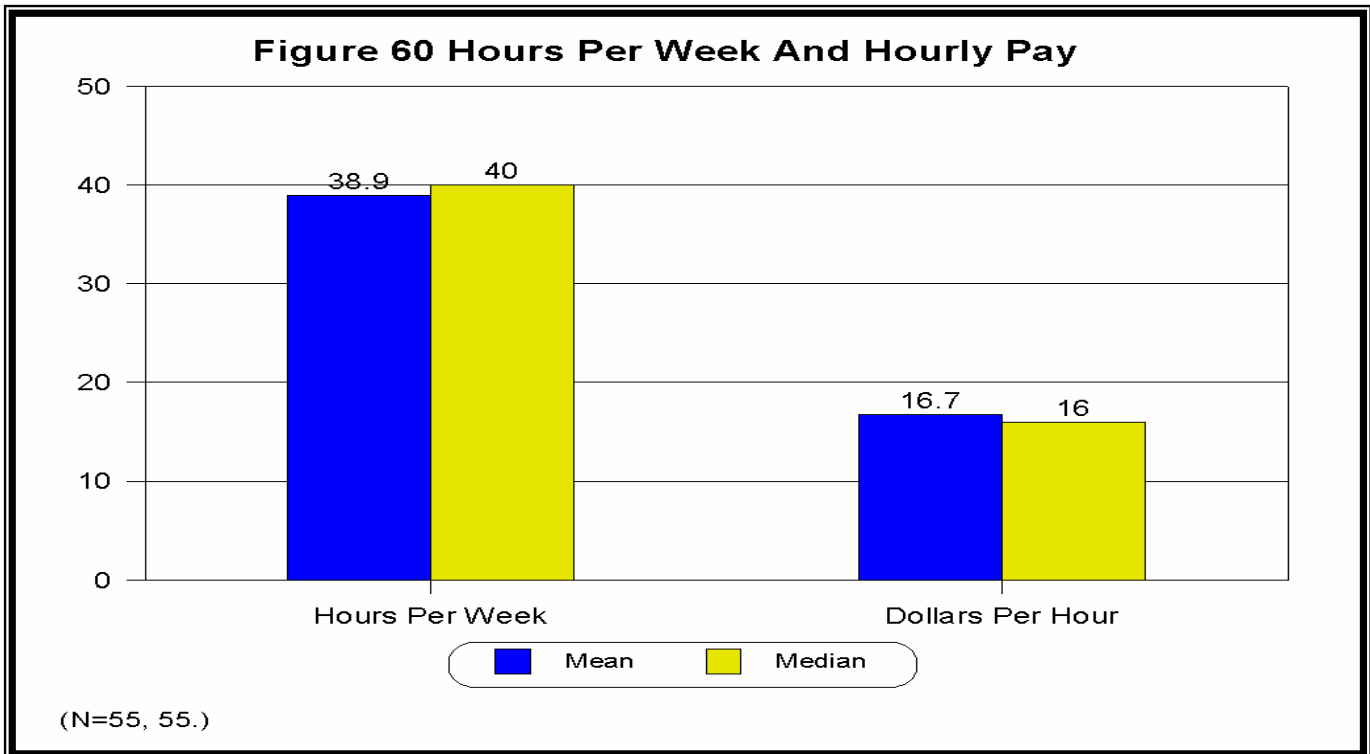
iv) Resources Participants Received Through the WER Project

Virtually all participants received mentorship through the WER Project (92.6%), while 70.0% received work clothes (Figure 59). In addition, 3.7% received childcare, 1.9% (N=1) received a living allowance, and 1.9% received another resource ("workspace").



v) Participants' Work Hours and Dollars Earned Per Hour

On average, participants worked 38.9 hours per week, with a median of 40.0 hours (SD=1.78) (Figure 60). This ranged from 35 to 40 hours per week. They received an average salary of \$16.70 per hour with a median of \$16.00 (SD=2.17). The rate of pay ranged from \$12.00 to \$26.00 per hour.

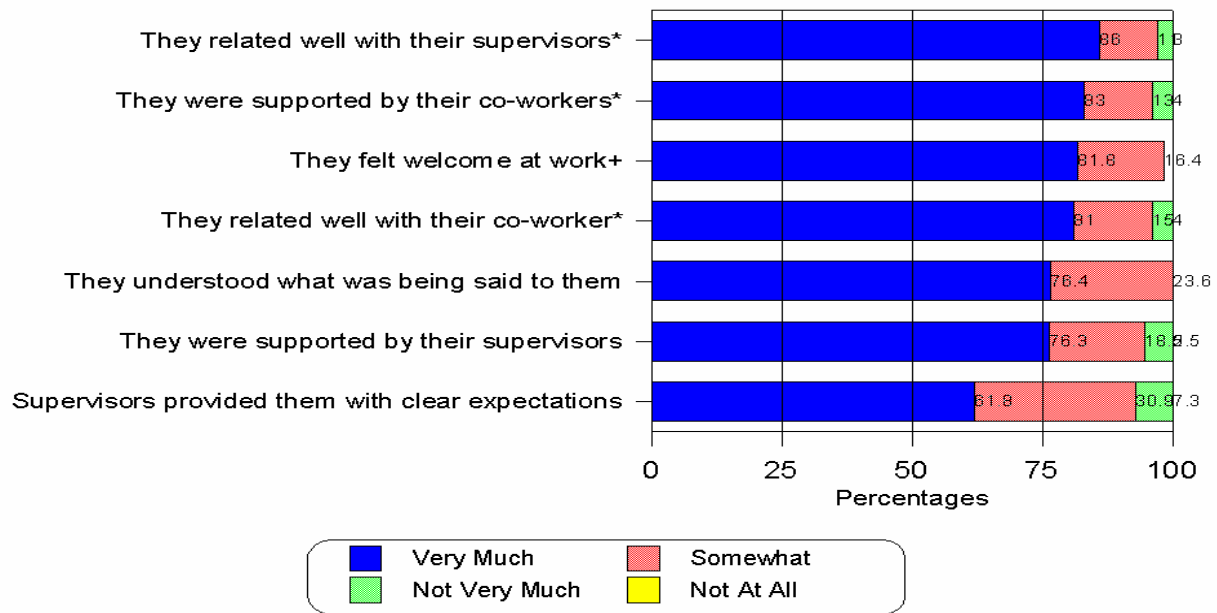


vi) Participants Evaluating Their Experiences at Their Worksites

Participants reported having positive or very positive experiences at their worksites, based on their responses to the following questions (Figure 61):

- **Did they relate well with their direct supervisors?** (with 96.4% responding at least somewhat, and 86.0% of these responding very much)
- **Were they supported by their co-workers to help them adjust to working in their work environments?** (with 96.4% responding at least somewhat, and 83.6% of these responding very much)
- **Did they feel welcome at work?** (with 98.2% responding at least somewhat, and 81.8% of these responding very much)
- **Did they relate well with their co-workers?** (with 96.0% responding at least somewhat, and 81.0% of these responding very much)
- **Were they able to understand what was being said to them? (e.g., people speaking too quickly; problems with accents etc.)** (with 100% responding at least somewhat, and 76.4% of these responding very much)
- **Were they supported by their direct supervisors to help them adjust to working in their work environment?** (with 94.5% responding at least somewhat, and 76.4% of these responding very much)
- **Did their direct supervisors provide them with clear expectations?** (with 92.7% responding at least somewhat, and 61.8% these responding very much)

**Figure 61 Participants Evaluating Their Workplaces
At Closure**



(N=55, 55, 55, 55, 55, 55, 55. *Data rounded to increase legibility. +Data truncated.)

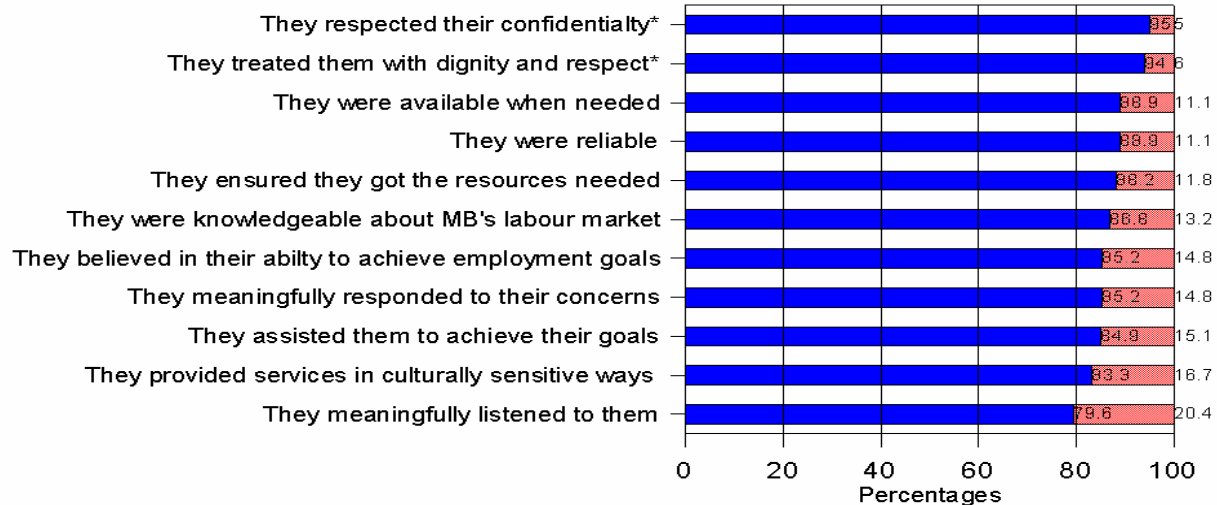
vii) Participants Evaluating Their Labour Market Specialists

Participants were also very positive in their perceptions of their Labour Market Specialists at the WER Project (Figure 62). In every case their counsellors were evaluated as being at least somewhat good, with the large majority being evaluated as being very good regarding the following questions:¹⁸

- **Did they respect participants' confidentiality?** (with 100% reporting that this was at least somewhat the case, and 95.0% of these reporting that this was very much the case)
- **Did they treat participants with dignity and respect?** (with 100% reporting that this was at least somewhat the case, and 94.0% of these reporting that this was very much the case)
- **Were they available when needed?** (with 100% reporting that this was at least somewhat the case, and 88.9% of these reporting that this was very much the case)
- **Were they reliable?** (with 100% reporting that this was at least somewhat the case, and 88.9% of these reporting that this was very much the case)
- **Did they ensure participants got resources and supports, if needed?** (with 100% reporting that this was at least somewhat the case, and 88.2% of these reporting that this was very much the case)
- **Were they knowledgeable about Manitoba's labour market?** (with 100% reporting that this was at least somewhat the case, and 86.8% of these reporting that this was very much the case)

¹⁸ Sorted by the percentages who responded 'very much' to each question.

Figure 62 Participants Evaluating Their Labour Market Specialists At Closure



■ Very Much ■ Somewhat
■ Not Very Much ■ Not At All

(N=54, 54, 54, 54, 51, 53, 54, 54, 53, 54, 54. Adjusted to exclude missing data. *Data rounded to increase legibility.)

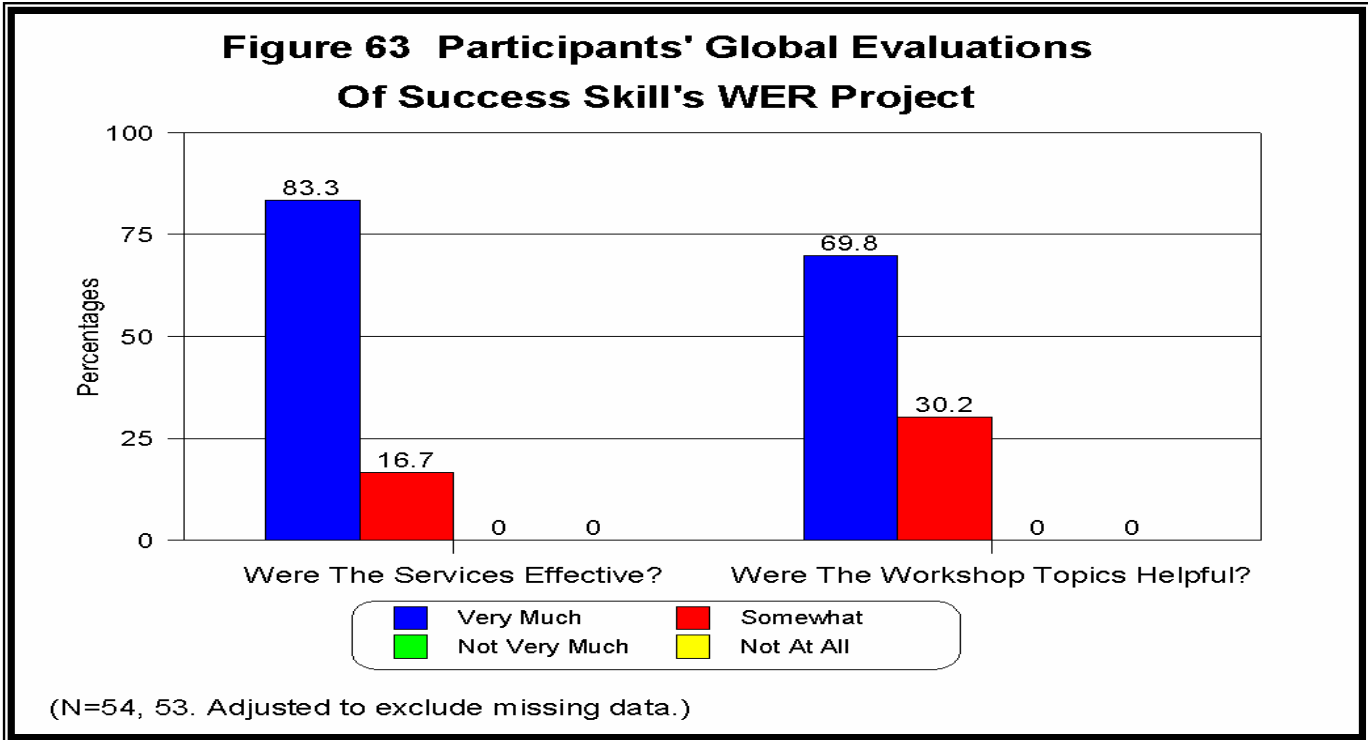
- **Did they believe in their participants' abilities to achieve their employment goals?** (with 100% reporting that this was at least somewhat the case, and 85.2% of these reporting that this was very much the case)
- **Did they meaningfully respond to participants' concerns?** (with 100% reporting that this was at least somewhat the case, and 85.2% of these reporting that this was very much the case)
- **Did they effectively assist participants to achieve their employment goals?** (with 100% reporting that this was at least somewhat the case, and 84.9% of these reporting that this was very much the case)
- **Did they provide services in ways that are culturally sensitive?** (with 100% reporting that this was at least somewhat the case, and 83.3% of these reporting that this was very much the case)
- **Did they meaningfully listen to what participants had to say?** (with 100% reporting that this was at least somewhat the case, and 79.6% of these reporting that this was very much the case)

viii) Participants' Global Evaluation of the WER Project

Participants were asked two questions about the efficacy of the WER Project: How effective were the services overall; and were the hands-on practicum training sessions helpful? In both cases their responses were mostly very positive (Figure 63).

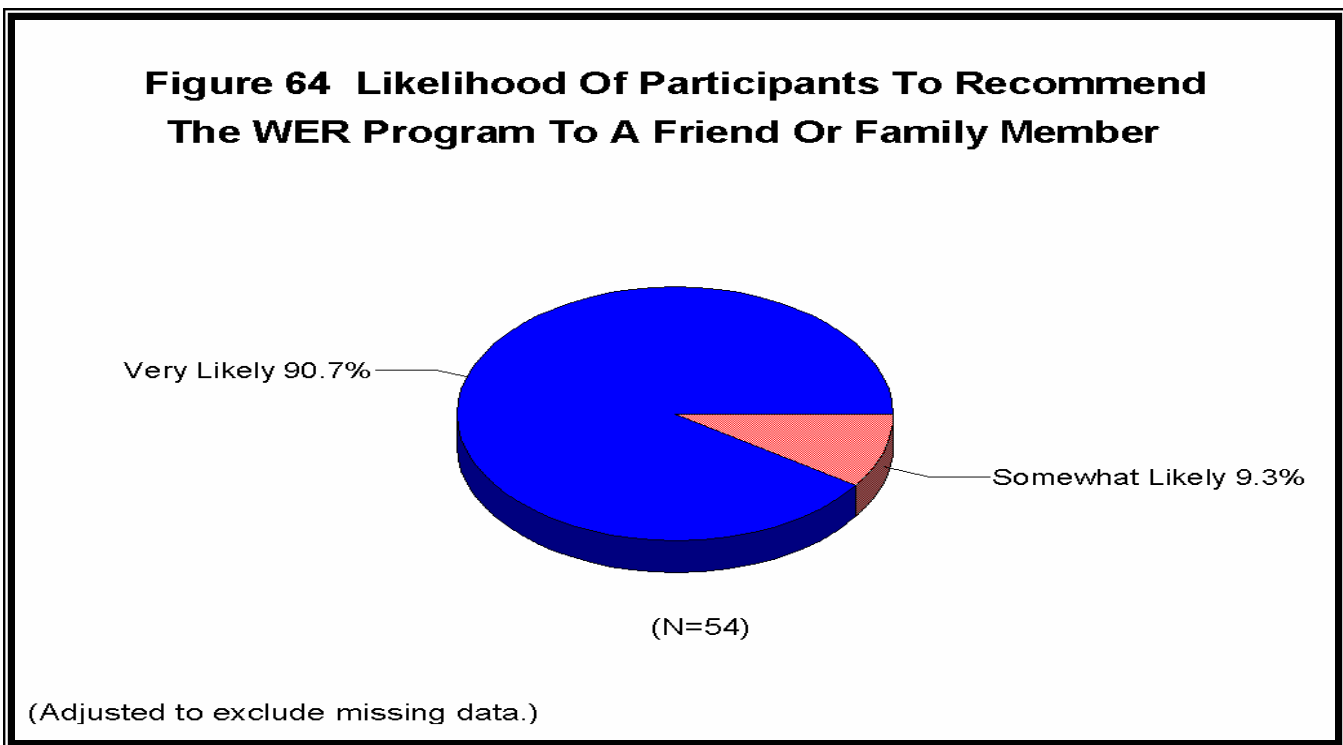
- In terms of evaluating the overall effectiveness of the WER project 100% at least somewhat agreed that **the services provided through the project were effective**, with 83.3% very much agreeing with this

- In terms of evaluating the helpfulness of the hands-on training session provided as a precursor to their internships, 100% agreed that **the hands-on sessions were helpful**, with 69.8% of these very much agreeing with this.



ix) Participants' Intentions to Recommend the WER Project to Friends or Family

All participants (100%) were at least somewhat likely to recommend that a friend or family member participate in this project in the future, with 90.7% being very likely to make this recommendation (Figure 64). In fact, during our focus group process, several participants reported already making this recommendation to others in their fields.



x) What Participants Liked Most About the WER Project¹⁹

Participants were asked to comment on what they liked most about the WER Project, and their participation in it. The three most frequent comments were (Figure 65): This was an open-ended question.

Liking learning new skills and gaining new knowledge (66.7%): Examples included learning computer skills; business writing; problem-solving; communication skills; developing effective resumes and cover letters; and preparing for job interviews.

Liking Labour Market Specialists (43.3%): The WER project staff were variably referred to as being reliable; available; accessible; knowledgeable; supportive; collaborative; thoughtful; motivational; excellent, and dedicated.

Liking the Pre-Employment Hands-On Training (43.3%): Some of the phrases used to describe this training include: the robust curriculum; practical workshops; providing training necessary to help them find employment.

Gaining Experience in the Canadian Work Culture (33.3%): Participants variously referred to “now” knowing the Canadian environment”; working in her first Canadian experience in her own field of work; and having the opportunity to get Canadian experience

Being Able to Network (26.7%): Participants commented on having networking opportunities with both other interns and Labour Market Specialists; making new friends; connecting with women with shared experiences to their own; and mixing with people from different cultures and life experiences to their own.

Figure 65 What Participants Liked Most About The WER Project



(N=30. Taken from open-ended question. Multiple responses are allowed.)

¹⁹ Verbatim comments are provided on the following pages.

Gaining paid employment as interns (26.7%): Participants noted being given the chance to prove themselves working in their chosen fields; the opportunity to enter the Manitoba labour market; and the opportunity to work and get experience “without the fear of not earning while learning.”

Being employed in their fields of practice (23.3%): This included participants who liked being able to “work in my career line”; in their “fields of passion”; in an internship that “greatly benefits my career”; and “getting help securing my career job.”

Feeling that the project was designed well (10%): This included participants who liked the “tiny details” that can be overlooked when delivering a project; that the project took “time considerations” into account; and that the program schedule was well-designed. The remaining the four comments were each provided by one or two participants. They included the WER project:

Developing their confidence (6.7%)

Being a great resource for new immigrants (3.3%)

Providing the graduation exercises (3.3%)

Providing daycare services (3.3%)

Selected verbatim comments are provided below and on the following pages, sorted by theme.

Learning New Skills and Knowledge

- It is very helpful in learning new things
- The project has taught me a lot of things and I appreciate it
- Improved [me] professionally
- Prepare me for new role of job opportunities
- Learning how to write my resume and cover letter appropriately
- Helped to write effective resume and cover letter to get jobs in desired field
- How to write effective resume and cover letter to get jobs in desired field
- Provided training to prepare for job interview
- It helped improve my odds of job interviews
- Supported in preparing for job interviews and building confidence for long-term job retention
- How to analyze and utilize skills to transition from one field to another field to get the job placement
- Provided invaluable training in computer and business writing, which plays a vital role in job acquisition and retention
- The computer skills course
- [The project] improved my communication skills
- Improved my writing skill by attending business writing class
- The business writing course
- [Learned] problem-solving skills
- The accessibility to resources, skills and opportunities

Liking Labour Market Specialists

- The follow-up visits/monitoring meetings by the employment counsellor
- The counsellors are reliable and always available to help
- Availability of counsellor for each participant
- The support
- The support and collaboration that I received from my employment consultant

- Support of counsellor
- Coaching on the Canadian workspace
- Motivation from staff, content and cooperation
- Support and readiness to answer questions
- They are accessible for questions or inconveniences
- The excellent and thoughtful counsellor Success Skills blessed me with
- The support provided through dedicated mentorship
- The project helped in following up with me in my present work placement

IEP Women’s Digital and work-related training (pre-internships)

- The robust curriculum
- the hands-on practicum training/webinar was helpful
- Training and workshops provided
- Practical workshop
- Pre-employment preparation
- They cover all areas of job searching
- Seminars on various topics
- Online computer skills learning
- The topics taught during the first four weeks
- Pre-employment preparation
- The content was according to the expectations
- My mentor was always available
- Provided training for computer and business writing which is very important to get and retain the job

Gaining experience in the Canadian work cultures

- Makes me know the Canadian environment
- Providing Canadian work experience through internships
- The fact that I got my first Canadian experience in my own field of work
- The Canadian experience gained though the timeframe was short
- It exposes the participants to various skills needed in the labour market and resources needed to get employed
- The opportunity to gain the Canadian work experience
- It gave me the opportunity to get “Canadian experience”
- Learning the Canadian work culture
- Recognition the workplace in Canada
- Update your experiences with the Canadian experiences

Networking with other interns/staff

- Finding fellow ladies with same circumstances and connecting with them
- The networking opportunity among participants and counsellors
- Connecting and making new friends
- I had the opportunity to network with professionals in my field
- Opportunity to mix with different people, tribe/race/clan
- The community through connection with women in my cohort
- The diversity of participants regarding their backgrounds and professions
- Develop the working with team

Gaining paid employment as interns

- This project provides me employment
- Giving us a chance to be employed and prove ourselves

- Assistance in getting an internship
- Provision of paid internship placement for participants
- Providing means of livelihood through the jobs
- The opportunity granted to enter into the labour market
- Professional job placement
- The opportunity to work and get experience without the fear of not earning while learning

Being employed in their fields

- The opportunity to be able to work in my career line
- Getting to work in my field of passion
- The opportunity on the field that you are passionate about
- Being given the opportunity to work in my career from home
- An internship opportunity that greatly benefits my career
- Opportunity to gain experience in my chosen career
- The project helped in securing my career job

The project being well-designed

- Paying attention to tiny details that can be easily overlooked
- The project took into consideration time factor
- The program schedule was well designed

The project helped to develop their confidence

- I am more confident in myself
- Helped to build confidence

It is a great resource for new immigrants

- It's a great platform for new immigrants

The graduation exercise

- The closing/graduation after the internship

The provision of daycare services

- It provided the scarce daycare spaces for my children

xi) Changes Participants Would Make to the Project if They Could

There were 17 specific suggested changes provided by participants to improve the WER project, 14 of which were each put forward by one or two participants (Figure 66).

Five participants commented that **no changes to the WER Project were needed** (20.8%): Some of their comments included: all is very helpful especially for the newcomer; I did not find anything to be changed; and Success Skills Centre provided organized training so that's wonderful.

The three most frequent suggested changes were:

Enhancing the computer training component of the hands-on training (33.3%): This included more in-person instruction and conversely, for online training; more advanced training, especially related to Excel; extending the duration of computer training; and more I.T. training.

Lengthening the duration of the project (20.8%): This included increasing the internships to 20 week or six months; and the observation that the timeframe [of the internships] should be longer to enable people to gain experience

Increasing the hourly wages (16.7%): This included increasing the monthly wages paid to participants; and higher wages [to] \$20 an hour minimum.

The remaining suggestions were put forward by one or two participants, meaning that they did not reflect systemic or widely held views, but should still be considered by Success Skills Centre to evaluate their merit. These suggestions included:

Suggestions regarding business writing training within hands-on training (8.3%)

Increasing number of participants in the project (8.3%)

Providing this service for newcomer men (4.2%)

Paying for time spent on pre-internship training (4.2%)

Lengthening the time for pre-training (i.e., hands-on training) (4.2%)

Shortening pre-internship training time (4.2%)

Changing the program format (i.e., different times, online training) (4.2%)

Providing more support to attain accreditation (4.2%)

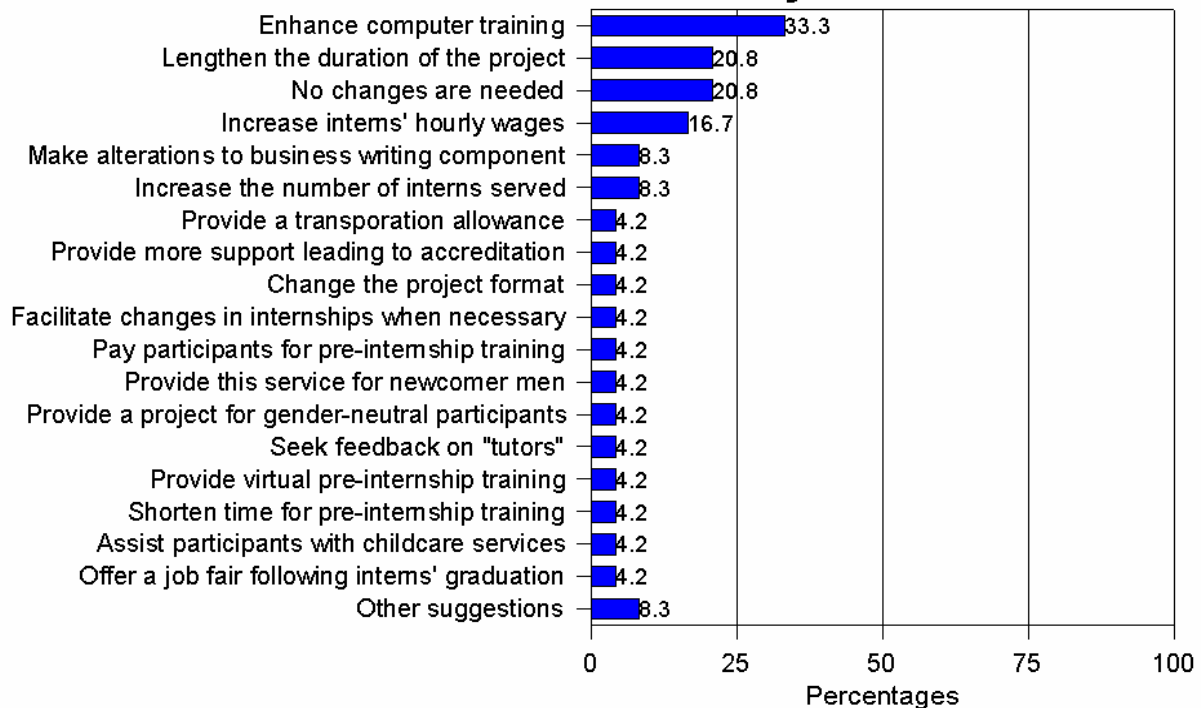
Providing a transportation allowance (4.2%)

Providing more information for prospective participants (4.2%)

Assisting interns with childcare services (4.2%)

Providing a program for gender-neutral participants (4.2%)

Figure 66 Changes Participants Would Make To The WER Project



(N=24. Taken from open-ended question. Multiple responses are allowed.)

Offering a job fair at the end of the internships (4.2%)

Providing virtual pre-internship training (4.2%)

Seeking feedback on “tutors” (4.2%)²⁰

Facilitating changes in internships (4.2%)

Other suggestions (8.3%) including: providing the person with a more specific goal and give information about the specialization of person

Verbatim suggested changes are provided below and on the following pages, by themes.

Enhancing the computer training component of the hands-on training

- The computer/digital training will be more effective if conducted in-person²¹
- Better computer training
- Make the computer classes online to save transportation cost and time
- I would extend the duration of the computer-skills course
- Computer classes should have a clear schedule provided in advance for better organization
- Computer classes should be more advanced
- More time to learn Excel and computer use
- Increase IT-specific training

Lengthening program duration

- Increase the duration of internship
- The duration of the program
- The timeframe should be longer to enable people to gain experience
- Extending the duration of the project to like six months
- More internship weeks; 20 weeks minimum

No changes are needed

- I did not find anything to be changed
- None, all is very helpful especially for the newcomer
- I have nothing in mind for them to change
- Success Skills Centre provided organized training so that's wonderful

Increasing hourly wages for interns

- Increase the monthly wages paid to participants
- Higher pay for interns
- The hourly pay should be increased from \$16
- Higher wages; \$20/hour minimum

Suggestions regarding business writing training

- I would suggest that the business writing course to be given before the internship
- Business writing classes as well

Increasing the number of participants in the project

- Increase the number of participants
- Allowance for more participants

Providing this service for newcomer men

²⁰ The use of the word 'tutor' was part of a verbatim comment. It is speculated that this participant may have been referring to an instructor for one of the hands-on training sessions.

²¹ SSC Note: The initial computer instructor for hands-on pre-employment training was ill and was replaced.

I would suggest this same program is done for newcomer men

Paying for time in pre-internship training

- Pay participants stipend amount during training

Lengthening the time in pre-training

- Increase the duration of training

Shortening pre-internship training time:

- Training time is too long

Changing the program format

- Programming at different times, in the morning and evening, online

Providing more support to attain accreditation

- Participants could be given more support towards getting more training in their fields and achieving accreditation

Providing a transportation allowance

- Transport allowance to be included during training

Providing more information for prospective participants

- Create more awareness of the program for new immigrants

Assisting interns with childcare services

- Assist with childcare placements for working moms

Providing a program for gender-neutral participants

- Maybe this program or similar programs can be focused on gender neutral participants

Offering a job fair

- Job Fair with potential employers at the end of internship

Providing virtual pre-internship training

- Provision of virtual training for this program instead of in person attendance for classes

Seeking feedback on “tutors”

- Get feedback on tutors from all participants

Facilitating changes in internships

- Being prepared to change set-skill field of work

Other suggestions

- Provide the person with more specific goal
- Give information about the specialization of person

xii) Responses From the Intern Focus Group

Six interns participated in this focus group. Participants were selected by the project manager from each of the three cohorts of interns. The focus group took place at SSC's offices with no staff or managers present. The results of this group process are provided below:

1) Regarding the two-week hands-on pre-employment training sessions

All focus group participants had attended the pre-employment hands-on training in preparation for their internships. The general feeling about these sessions is that the training process has been “most helpful.” Participants variously noted that the instructors were “very helpful, accommodating, patient and detailed” in providing their information. Some of the helpful topics included: information on “employment insurance, dental insurance and pensions”; Canadian “workplace culture”; “workers’ rights”; “learning about Indigenous Canadians; and “being exposed to the English language and the Canadian culture.” Other noted topics or activities included: “mock interviews,” “writing classes,” exploring “how to transition to other sectors by leveraging their skills,” and “computer training related to Microsoft Word and Excel.”

When participants were asked if there were any topics missing from the hands-on training, their responses included more coverage of advanced Excel; business writing; technical terms; and practicing conversational English. One participant suggested the need for more “advance notice on what will be covered” on any given day of instruction. Another noted that “only people who want to benefit [from the topics] will benefit.”

2) Have their internships prepared participants to find employment in their chosen sectors or fields?

The focus group participants believed that their 16-week internships helped them prepare for employment in their chosen fields, or at least in adjacent fields. The following examples illustrate how they benefited by being involved with the project:

- *Yes! Because I transitioned to a new field [that] will be beneficial for [my] next job.*
- *I got [an] internship in a job I want to do in accounting. Creating manuals and documents, [and I] got a nice letter of recommendation.*
- *[I] had a new start after a long [employment] gap. The internship helped me know my skills and areas where more development is needed. Working for same company [I] gained more confidence.*
- *I prepared for working in Canada as an accountant. [I] learned about different [accounting] degrees, tax laws; about GST [and] PST by working in an auditing firm. [The] internship helped me learn new software. Now I have confidence [that] I can successfully audit companies. The internship is an avenue to employment because you love what you do well.*
- *Having [work] experience in Canada will help me get other jobs here. Otherwise I can't get a job. My internship with this company is being extended for two years.*
- Internships provide hands-on experience.
- In support of WER staff, one participant noted that “*If there’s any missing information WER will provide it, it is supportive. [The project coordinator] visited several times during my internship.*”

3) What are the main barriers to employment that others in your sector or field may experience?

These participants were able to identify several barriers that can keep newcomers to Canada from finding and keeping employment in their chosen fields. Some of these barriers are covered as topics through the hands-on pre-employment sessions. They included:

- Their prior *credentials and experience not being recognized or honoured*.
- *Being unfamiliar with software: not having experience with software used in Canada.*
- Having to step down from their former level of employment:
 - *Taking entry level work (x2)*
 - *Not working in [my] actual position, have to take jobs stepping down*
 - *Having to take jobs that don't fit past experience*
- Being confused by unfamiliar job titles and classifications:
 - *I came in as a generalist. [I] was confused because my job title was not on the NOC codes. [It was] difficult finding a similar role on [the] application. I had to change my NOC roles and job titles [and] redo my resume. [It was] difficult to equate my past roles and responsibilities to Canadian equivalents.*
- *The style of education in Canada is different than in home country.*

4) What are your hopes regarding future employment?

These participants were very optimistic about their future employment opportunities for positions in their chosen fields, which they attribute to their involvement with the project. Their verbatim responses are provided below:

- *I am very optimistic. This is a stepping stone [toward] something related to [my] field.*
- *I have five friends waiting for the next WER program. We have hope to get jobs in our fields. [I have learned] how to dress, don't use perfume.*
- *Putting our Canadian work experience on our resumes [is a benefit]. [I am] now an expert on communicating with others in Canada.*
- *This project is a lifeline for people who are starting from scratch. It is a very good program.*
- *I got my job, and I was proud that my employer would use the WER program again.*
- *This is a good program. [I am] grateful to the government for sponsoring this program. The program did a great job matching interns with employers. Men can use the program too.*

xiii) Comments from Labour Market Specialists

Labour Market Specialists were asked to respond to three questions as part of this evaluation. Four staff provided their observations. Their responses included:

1) Given the success of the WER project, based on the findings from interns and employers, the screening process for interns worked very well. Why do you think it worked so well?

- *It worked very well because it helped to match the intern's background with a specific employer. This matching would be difficult if the screening was not conducted in a very attentive way!*
- *The program provided pre-employment and training support to women who faced barriers to employment.*

- *The WER project works well because of the solid teamwork. Group members' needs are met regarding expectations, deadlines and responsibilities.*
- *I think it worked well due to the dedication, commitment and hard work of the SSC staff, regardless of the many challenges we encountered in the process.*

2) What do you feel were the greatest strengths and benefits of the project, first for interns and then for their employers?

The greatest strengths of the project have been the dedicated staff and elaborated materials that were used throughout the whole project in its all steps.

- **The interns** benefited from the project by acquiring the necessary training to be able to enter the Canadian workforce.
- **The employers** received trained employees at no cost.

The greatest strengths and benefits of the project:

- **For interns**
It involves working with employers to help remove barriers in the workplace for women.
- **For employers**
It is like a method to help employers remove barriers women face in the workplace. For example, employer-created activities that include identifying barriers women face in the workplace and removing them.

The greatest strengths and benefits of the project:

- **For interns**
The program provided pre-employment and training support to women who faced barriers to employment.
- **For employers**
It involves working with employers to help remove barriers in the workplace for women.
- **For interns**
The greatest strengths and benefits for interns is that they gain additional work-related experience, digital and employment-preparation skills, English writing, cross-cultural and soft skills.
- **For employers**
Employers got highly qualified professionals with new ideas that made their teams more effective and efficient.

3) What changes would you have made to the project, if any?

- *Significant social changes affect how we work, live, learn and require us to constantly adapt to change. The change I would have to make to the project is to give more women with the same barriers more opportunities for women to find and keep their jobs.*
- *Would have sought better digital skills training staff; would have tested language skills and digital skills to determine; would have delivered advance digital skills separately from introductory; would have had more upfront soft skills training.*

➤ *I would have paid for interns [to attend] pre-employment training. Women who approached our program needed to pay bills and for that reason we lost several good participants who chose to accept survival jobs and not prepare themselves and get exposure in their [chosen] occupations.*

PART TWO
FINDINGS FROM THE
EMPLOYERS' SURVEYS



I) Introduction

This section provides the results of the **WER employer survey and focus group**. There are several observations that can be made regarding the 54 employers who welcomed WER interns into their workplaces. They represented diverse companies and organizations across the City of Winnipeg along with diverse sectors. They accepted interns with diverse backgrounds and education, originating from 14 different countries. Most have hired Success Skills Centres participants in the past, some multiple times. The final factor that makes this group stand out is that they all completed their Employer Surveys; a 100% response rate. A 100% response rate is an unexpected outcome which demonstrates employers' commitment both to the interns they hired as well as the Success Skills Centre.

As noted above, and as indicated by interns through their Intake and Assessment Forms, employers' most frequently fall within the following sectors: Professional/Scientific/Technical (26.4%); Manufacturing (15.1%); Finance/Insurance/Real Estate (13.2%); Healthcare/Social Services (13.2%); Construction (11.3%); and Education (7.5%) (Figure 67).

Figure 65 What Participants Liked Most About The WER Project



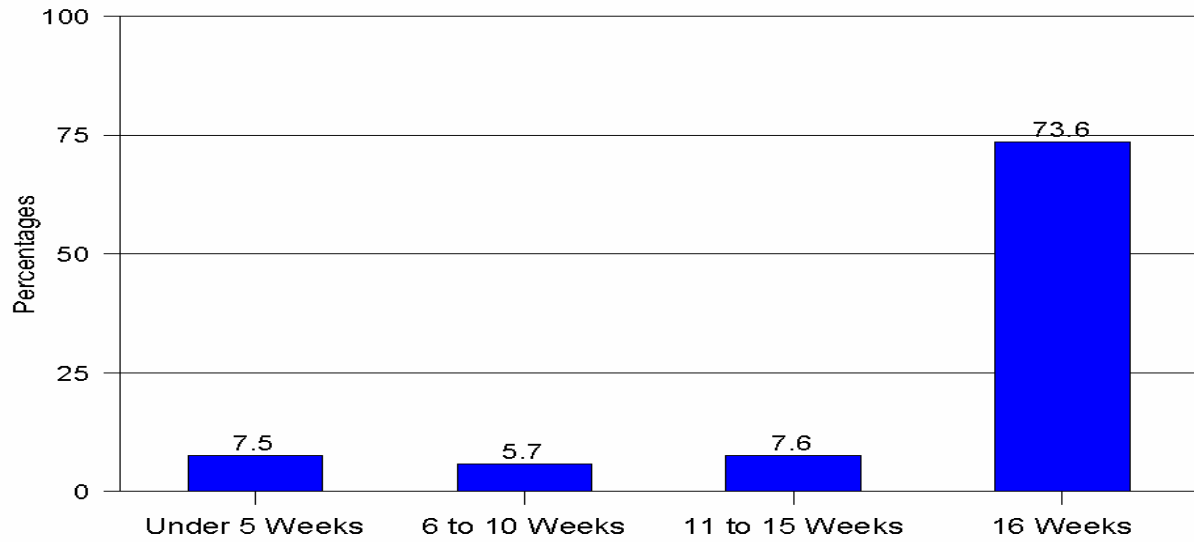
(N=30. Taken from open-ended question. Multiple responses are allowed.)

II) The Employer Survey Findings

2.1) Length of Interns' Employment

The largest percentage of interns (73.6%) worked with their companies for the full 16 weeks of the project (Figure 68). Of the remaining interns, 7.6% for 11 to 15 weeks; 5.7% for six to 10 weeks 7.5%; and 7.5% for under five weeks. The finding that 81.2% of all interns, across the three project cohorts remained with their companies for 11 or more weeks is taken as measure of the success of the project to match appropriate participants with their respective workplaces. In the end, interns were with their companies an average of 13.6 weeks; with a median of 16.0 weeks (SD=4.56) for a total of 723 work-weeks.

Figure 68 How Many Weeks Did Interns Work At Employers' Workplaces?

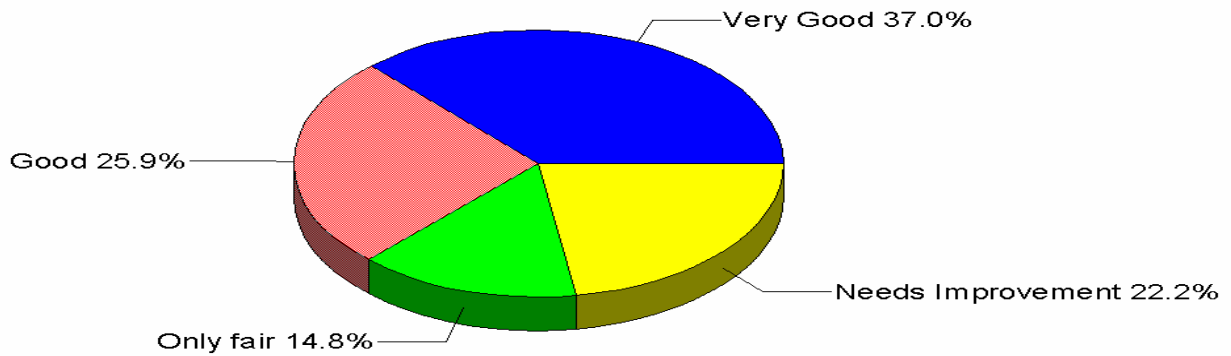


(N=54.)

2.2) Employers Evaluating Their Interns' Attendance

Just under two-thirds of the employers (62.9%) felt their interns' attendance was at least good, with 37.0% of these feeling it was very good (Figure 69). In addition, 14.8% (N=8) felt their interns' attendance was only fair, and 22.2% (N=12) felt their attendance needed improvement.

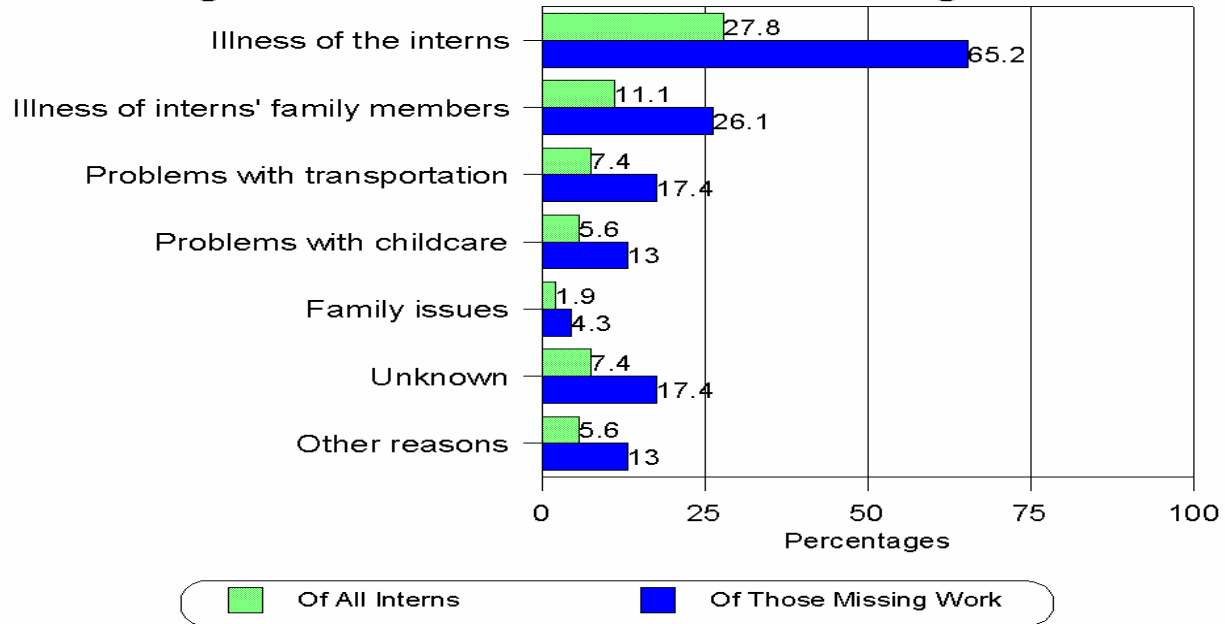
Figure 69 Employers Evaluating Their Interns' Attendance



(N=54)

The most frequent reasons for interns to miss work was due to their own illnesses (27.8% of all interns and 65.2% of those who missed work) (Figure 70). These were followed distantly by those missing work due to the illness of a family member (11.1% and 26.1%); problems with transportation (7.4% and 17.4%); and problems with childcare (5.6% and 13.0%).

Figure 70 Reasons For Interns Missing Work

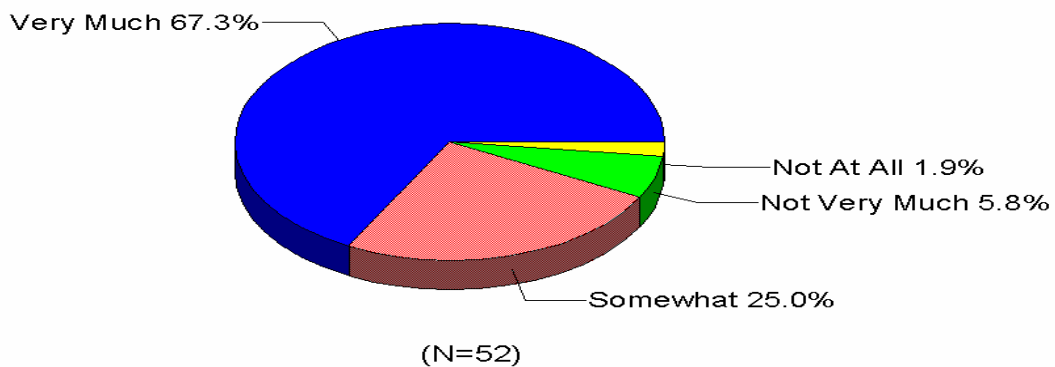


(N=54, 23. Multiple responses are allowed.)

2.3) Employers Evaluating Whether Their Workplaces Benefited By Having Interns Working There

A very large percentage of these employers (92.3%) felt that their workplaces at least somewhat benefited by having their interns working for them, with 67.3% of these feeling that they very much benefited their workplaces (Figure 71). Of the remainder, 5.8% (N=3) felt they were not very much of a benefit, and one employer (1.9%) felt that the intern was of no benefit at all.

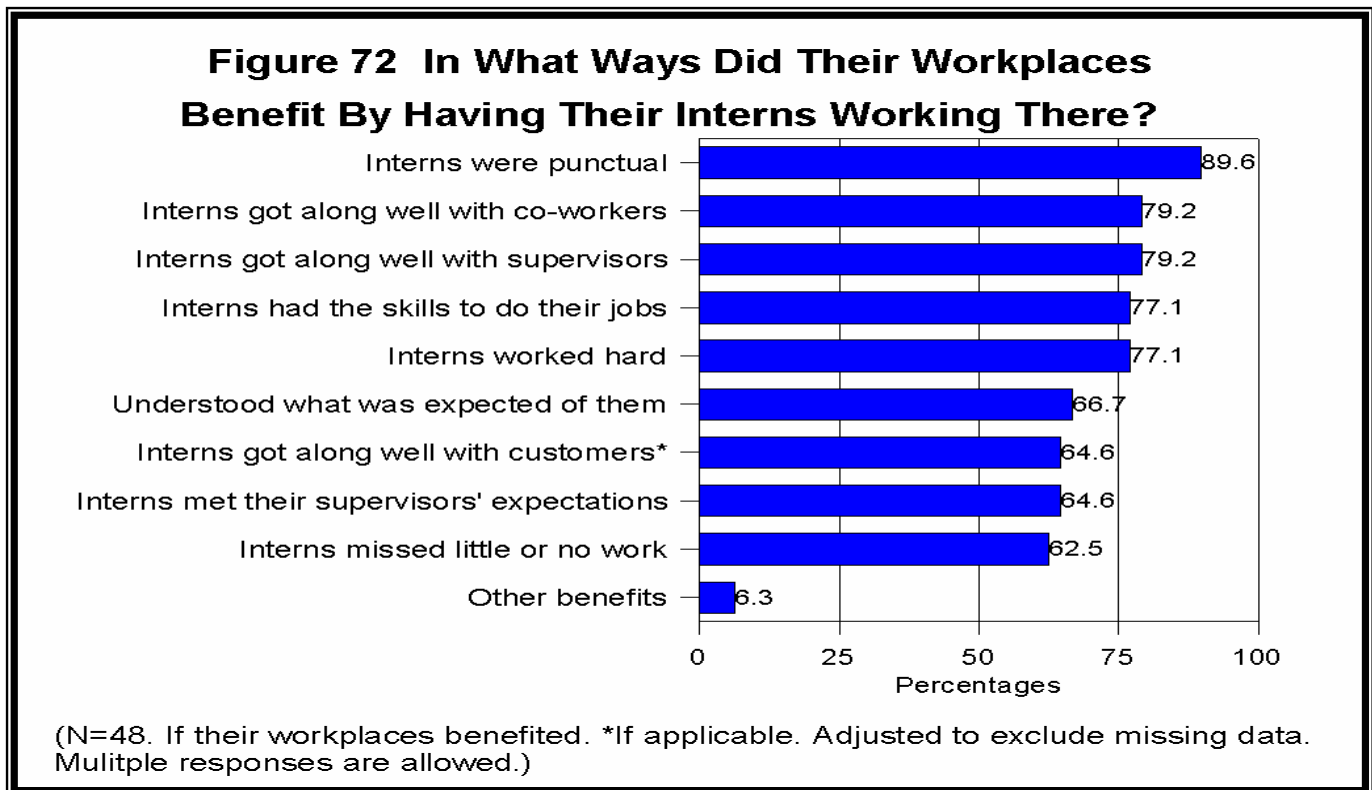
Figure 71 Overall, Did Employers Feel Their Workplaces Benefited By Having Their Interns Working There?



(Adjusted to exclude missing data.)

As a corollary to the preceding question, employers who felt their interns were a benefit were asked to identify ways in which they benefited their workplaces, with multiple benefits being identified (Figure 72), including, in ranked-order, interns:

- Being punctual (89.6%)
- Getting along well with their supervisors (79.2%)
- Getting along well with their co-workers (79.2%)
- Having the skills and training to do their jobs (77.1%)
- Working hard (77.1%)
- Understanding what was expected of them at work (66.7%)
- Getting along well with customers, if applicable (64.6%)
- Meeting their supervisors' expectations (64.6%)
- Missing little or no work (62.5%)



Of the employers who felt that their interns did not benefit their workplaces (N=3) this most frequently related to interns who:

- Lacked skills/training to do the job²²
- Did not understand what was expected of them
- Did not get along well with their co-workers

2.4) Employers Evaluating Their Interns' Foundational Skills, Abilities and Characteristics Over Time

Employers were asked to evaluate their interns' foundational skills at the start and at the end their internships, based on the same factors that were included in interns' self-evaluations, and their Labour Market Specialists' evaluations of them prior to and following their internships.

²² Author's note: These factors were identified for two interns who experienced multiple challenges in their workplaces.

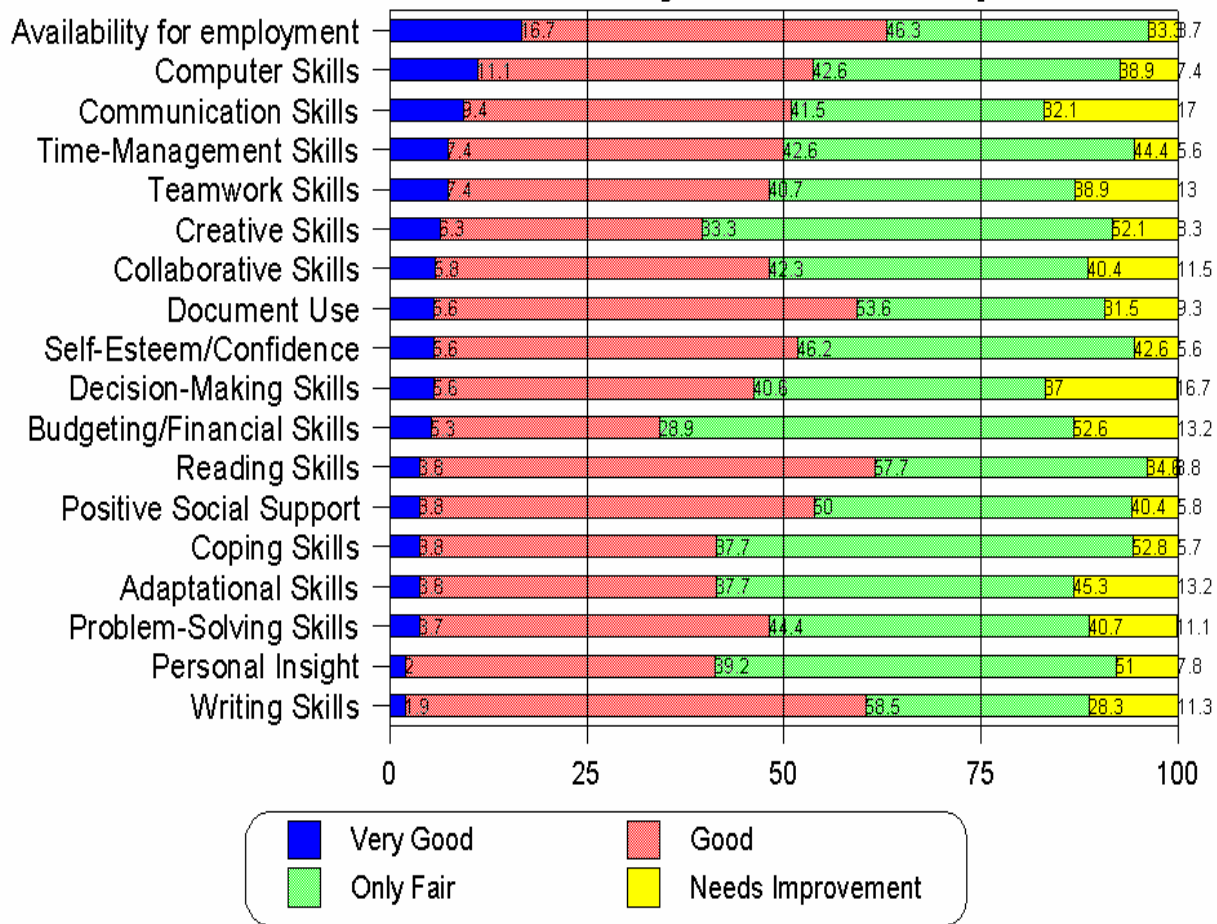
Given that employers were only asked to complete a survey at the end of the internships, their analyses of their interns at the beginning of their internships were **retrospective** and not **contemporaneous**, as was the case when interns and Labour Market Specialists assessed these factors over time. Consistent with the previously noted assessments, a list of 18 skills, abilities and characteristics were assessed based on a four-point scale with responses including: 'very good,' 'good,' 'only fair,' and 'needs improvement.' Employers were also given the option of responding that they did not know regarding specific factors.

At the Beginning of Their Internship

When employers retrospectively assessed their interns' skills, abilities and characteristics at the beginning of their internships with their companies or organizations, they were most likely to assess each of these as being 'good' or 'only fair' (Figure 73). These included, sorted by the percentages assessed as being very good:

- **Availability for employment** (with 63.0% of employers rating their interns as being at least good at the beginning of their internships, and 16.7% of these rating them as being very good)
- **Computer skills** (with 53.7% of employers rating their interns as being at least good at the beginning of their internships, and 11.1% of these rating them as being very good)
- **Communication skills** (with 50.9% of employers rating their interns as being at least good at the beginning of their internships, and 9.4% of these rating them as being very good)
- **Time-management skills** (with 50.0% of employers rating their interns as being at least good at the beginning of their internships, and 7.4% of these rating them as being very good)
- **Teamwork skills** (with 48.1% of employers rating their interns as being at least good at the beginning of their internships, and 7.4% of these rating them as being very good)
- **Creative skills** (with 39.6% of employers rating their interns as being at least good at the beginning of their internships, and 6.3% of these rating them as being very good)
- **Collaborative skills** (with 48.1% of employers rating their interns as being at least good at the beginning of their internships, and 5.8% of these rating them as being very good)
- **Document use** (with 59.2% of employers rating their interns as being at least good at the beginning of their internships, and 5.6% of these rating them as being very good)
- **Self-Esteem/Confidence** (with 51.8% of employers rating their interns as being at least good at the beginning of their internships, and 5.6% of these rating them as being very good)
- **Decision-making skills** (with 46.2% of employers rating their interns as being at least good at the beginning of their internships, and 5.6% of these rating them as being very good)
- **Budgeting/Financial skills** (with 34.2% of employers rating their interns as being at least good at the beginning of their internships, and 5.3% of these rating them as being very good)
- **Reading skills** (with 61.5% of employers rating their interns as being at least good at the beginning of their internships, and 3.8% of these rating them as being very good)

Figure 73 Employers Evaluating Their Interns' Foundational Skills, At Entry To Their Workplaces



(N=54, 54, 53, 54, 52, 54, 54, 48, 54, 54, 38, 52, 52, 53, 53, 54, 51, 53. Adjusted to exclude missing data and 'Don't Know' responses.)

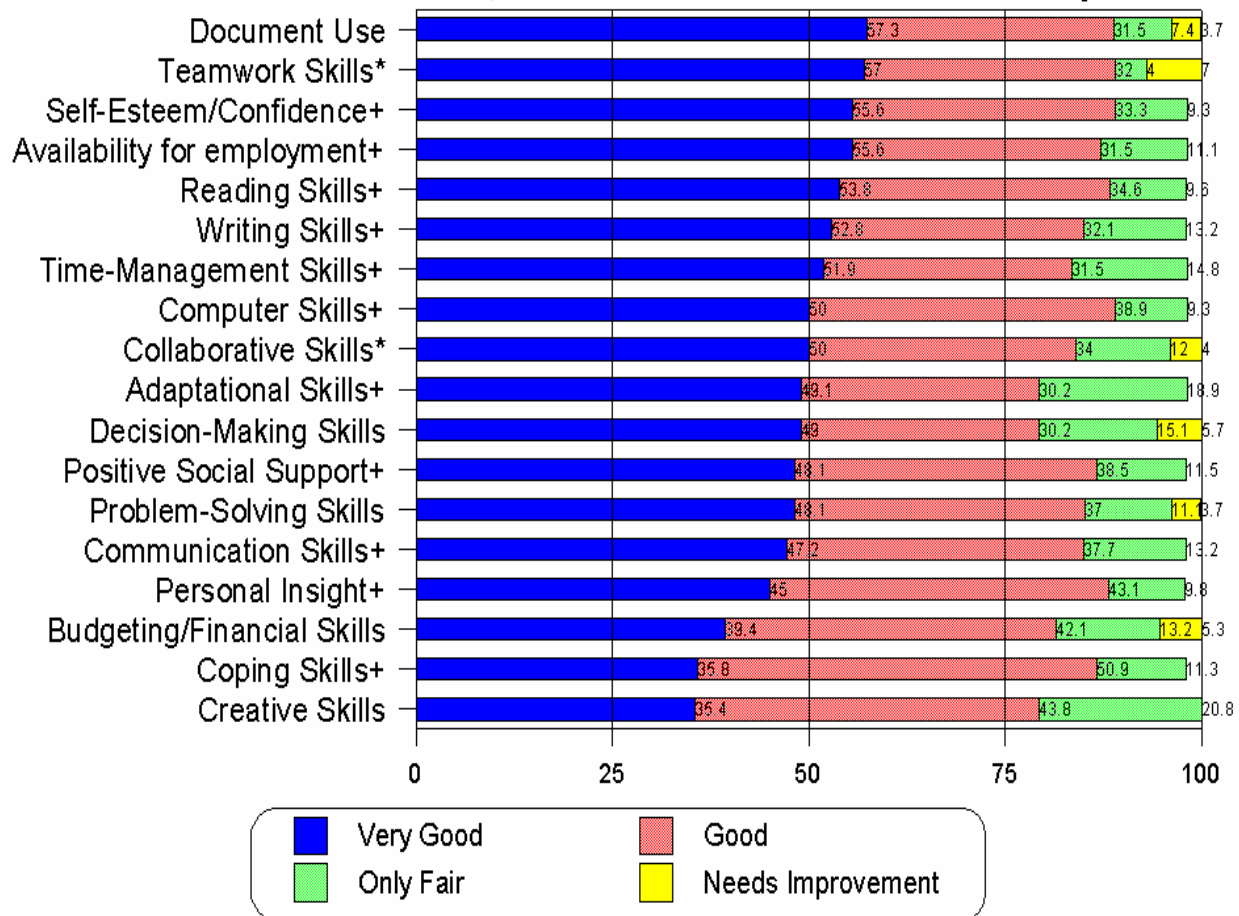
- **Positive social supports** (with 53.8% of employers rating their interns as being at least good at the beginning of their internships, and 3.8% of these rating them as being very good)
- **Coping skills** (with 41.5% of employers rating their interns as being at least good at the beginning of their internships, and 3.8% of these rating them as being very good)
- **Adaptational skills** (with 41.5% of employers rating their interns as being at least good at the beginning of their internships, and 3.8% of these rating them as being very good)
- **Problem-solving skills** (with 48.1% of employers rating their interns as being at least good at the beginning of their internships, and 3.7% of these rating them as being very good)
- **Personal insight** (with 41.2% of employers rating their interns as being at least good at the beginning of their internships, and 2.0% of these rating them as being very good)
- **Writing skills** (with 60.4% of employers rating their interns as being at least good at the beginning of their internships, and 1.9% of these rating them as being very good)

At the End of Their Internship

There was a substantial increase in the percentage of employers who assessed their interns to have 'very good' foundational skills, abilities and characteristics. At the end of their internships, they were most likely to assess each of these as being 'very good' or at least 'good' (Figure 74). These included, sorted by the percentages assessed as being very good:

- **Document use** (with 88.8% of employers rating their interns as being at least good at the beginning of their internships, and 57.3% of these rating them as being very good)
- **Teamwork skills** (with 89.0% of employers rating their interns as being at least good at the beginning of their internships, and 57.0% of these rating them as being very good)
- **Self-Esteem/Confidence** (with 88.9% of employers rating their interns as being at least good at the beginning of their internships, and 55.6% of these rating them as being very good)
- **Availability for employment** (with 87.1% of employers rating their interns as being at least good at the beginning of their internships, and 55.6% of these rating them as being very good)

Figure 74 Employers Evaluating Their Interns' Foundational Skills, At The End Of Their Internships



(N=54, 54, 54, 54, 52, 53, 54, 54, 52, 53, 53, 52, 54, 53, 51, 38, 53, 48. *Data rounded to increase legibility. +Data truncated. Adjusted to exclude missing data and 'Don't Know' responses.)

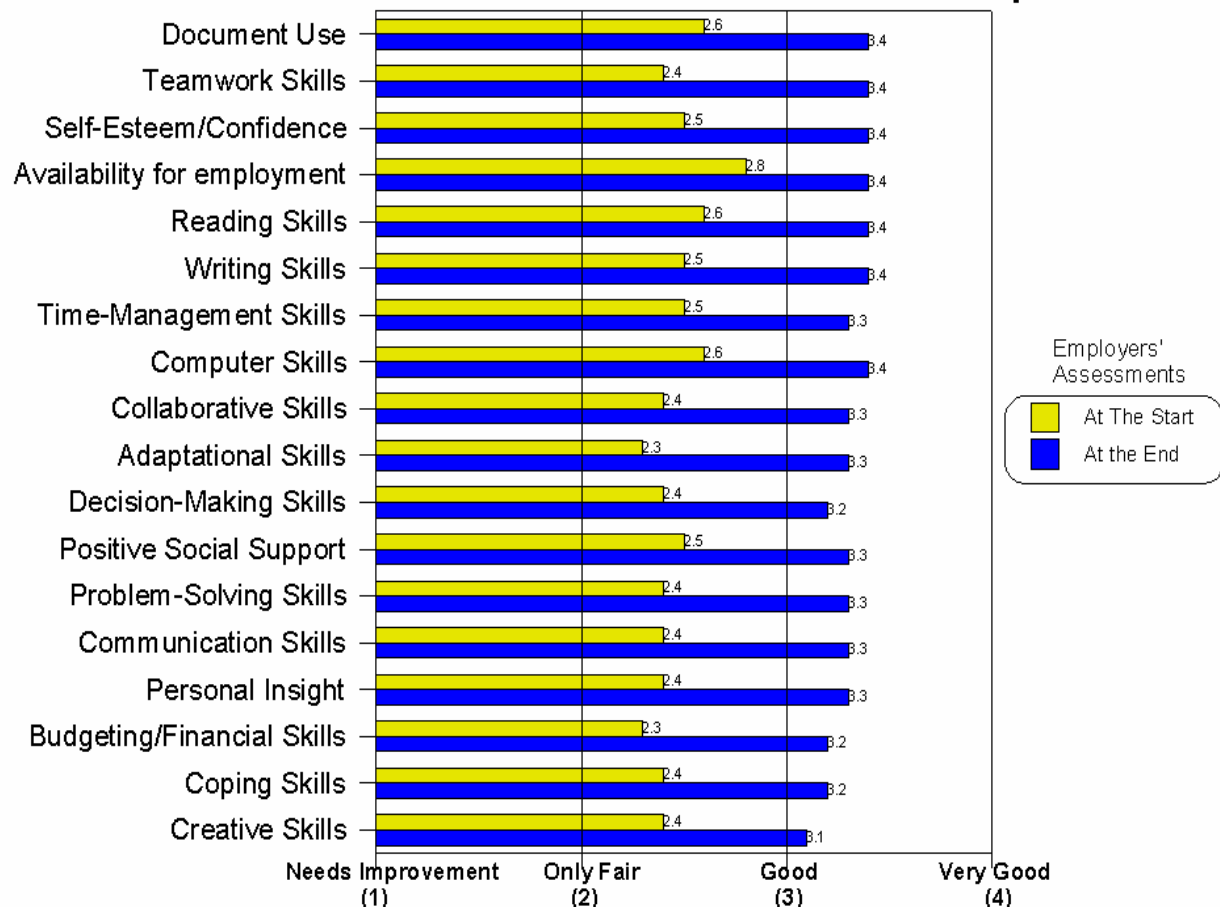
- **Reading skills** (with 88.4% of employers rating their interns as being at least good at the beginning of their internships, and 53.8% of these rating them as being very good)
- **Writing skills** (with 84.9% of employers rating their interns as being at least good at the beginning of their internships, and 52.8% of these rating them as being very good)
- **Time-management skills** (with 83.4% of employers rating their interns as being at least good at the beginning of their internships, and 51.9% of these rating them as being very good)
- **Computer skills** (with 88.9% of employers rating their interns as being at least good at the beginning of their internships, and 50.0% of these rating them as being very good)
- **Collaborative skills** (with 84.0% of employers rating their interns as being at least good at the beginning of their internships, and 50.0% of these rating them as being very good)
- **Adaptational skills** (with 79.3% of employers rating their interns as being at least good at the beginning of their internships, and 49.1% of these rating them as being very good)
- **Decision-making skills** (with 79.2% of employers rating their interns as being at least good at the beginning of their internships, and 49.0% of these rating them as being very good)
- **Positive social supports** (with 86.6% of employers rating their interns as being at least good at the beginning of their internships, and 48.1% of these rating them as being very good)
- **Problem-solving skills** (with 85.1% of employers rating their interns as being at least good at the beginning of their internships, and 48.1% of these rating them as being very good)
- **Communication skills** (with 84.9% of employers rating their interns as being at least good at the beginning of their internships, and 47.2% of these rating them as being very good)
- **Personal insight** (with 88.1% of employers rating their interns as being at least good at the beginning of their internships, and 45.0% of these rating them as being very good)
- **Budgeting/Financial skills** (with 81.5% of employers rating their interns as being at least good at the beginning of their internships, and 39.4% of these rating them as being very good)
- **Coping skills** (with 86.7% of employers rating their interns as being at least good at the beginning of their internships, and 35.8% of these rating them as being very good)
- **Creative skills** (with 79.2% of employers rating their interns as being at least good at the beginning of their internships, and 35.4% of these rating them as being very good)

Employers' Assessments of Their Interns' Foundational Skills, Abilities and Characteristics, At the Start and End of Their Internships

Consistent with the preceding findings, there were statistically significant improvements in employers' assessments of each of their interns' foundational skills, abilities and characteristics over time (Figure 75). They include:

- **Document use** [with a mean score of 2.6 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=54, T=12.40, SD=53, p<.001)]*
- **Teamwork skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=54, T=10.53, SD=53, p<.001)]*

Figure 75 Employers Evaluating Interns' Foundational Skills At The Start And End Of Their Internships*

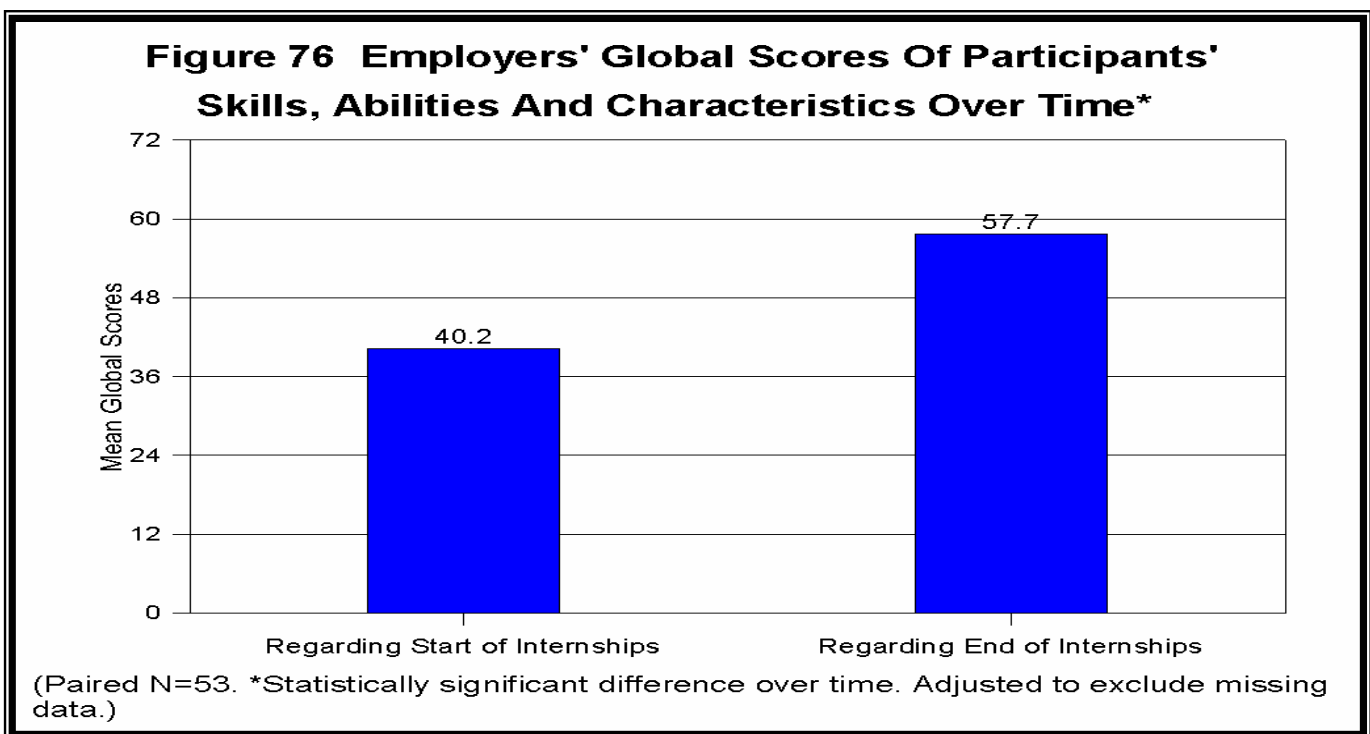


(Paired N=54, 54, 54, 54, 52, 53, 54, 54, 52, 53, 53, 52, 54, 53, 51, 38, 53, 48. *Statistically significant differences for *all* skills over time. Adjusted to exclude missing data and 'Don't Know' responses.)

- **Self-Esteem/Confidence** [with a mean score of 2.5 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=54, T=11.69, SD=53, p<.001)]*
- **Availability for employment** [with a mean score of 2.8 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=54, T=9.88, SD=53, p<.001)]*
- **Reading skills** [with a mean score of 2.6 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=52, T=13.79, SD=51, p<.001)]*
- **Writing skills** [with a mean score of 2.5 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=53, T=13.57, SD=52, p<.001)]*
- **Time-management skills** [with a mean score of 2.5 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=54, T=12.61, SD=53, p<.001)]*
- **Computer skills** [with a mean score of 2.6 at the start of their internships increasing to a mean of 3.4 at the end of their internships (Paired N=54, T=11.93, SD=53, p<.001)]*
- **Collaborative skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=52, T=12.49, SD=51, p<.001)]*

- **Adaptational skills** [with a mean score of 2.3 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=53, T=12.07, SD=52, p<.001)]*
- **Decision-making skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.2 at the end of their internships (Paired N=53, T=11.59, SD=52, p<.001)]*
- **Positive social supports** [with a mean score of 2.5 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=52, T=14.64, SD=51, p<.001)]*
- **Problem-solving skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=54, T=14.13, SD=53, p<.001)]*
- **Communication skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=53, T=11.30, SD=52, p<.001)]*
- **Personal insights** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.3 at the end of their internships (Paired N=51, T=15.40, SD=50, p<.001)]*
- **Budgeting/Financial skills** [with a mean score of 2.3 at the start of their internships increasing to a mean of 3.2 at the end of their internships (Paired N=38, T=10.84, SD=37, p<.001)]*
- **Coping skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.2 at the end of their internships (Paired N=53, T=11.34, SD=52, p<.001)]*
- **Creative skills** [with a mean score of 2.4 at the start of their internships increasing to a mean of 3.1 at the end of their internships (Paired N=48, T=9.62, SD=47, p<.001)]*

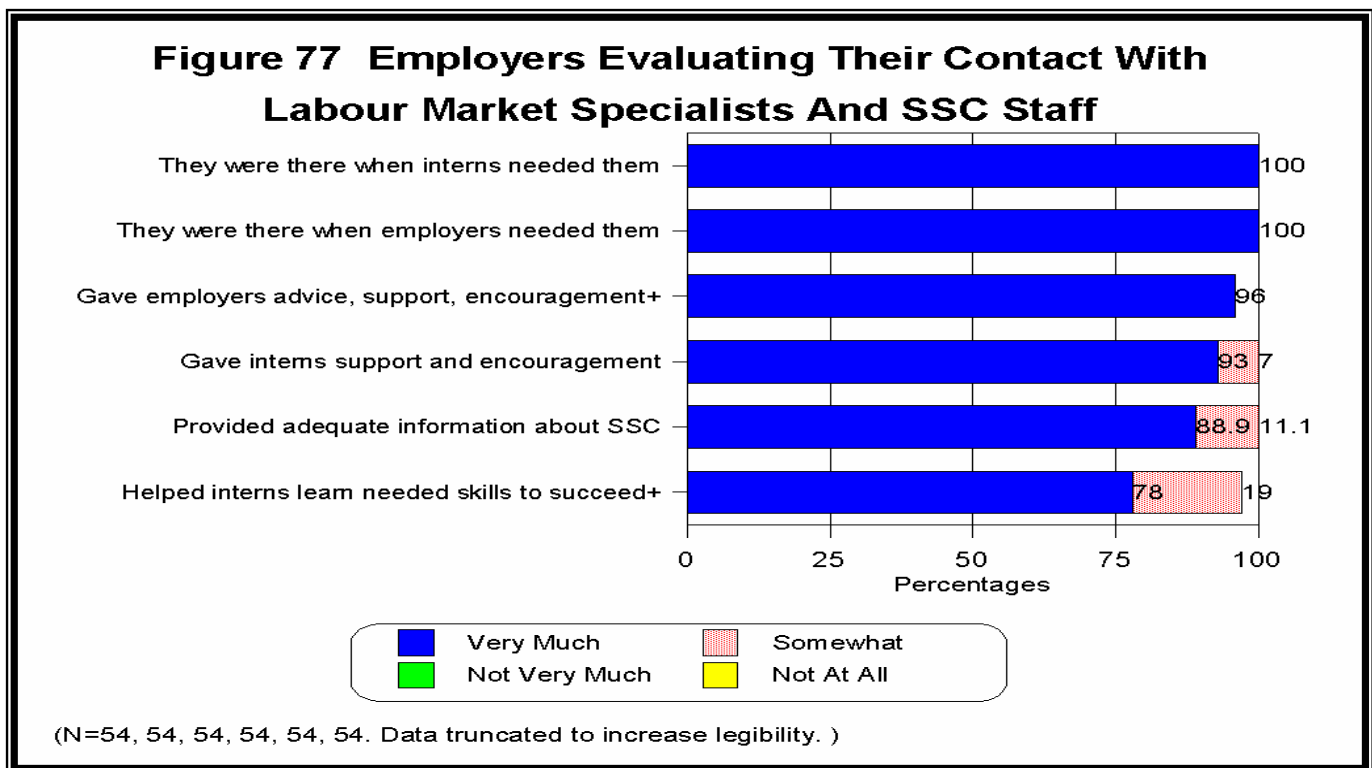
Computing global mean scores regarding employers' perceptions of their interns at the beginning and end of their internships, there was a statistically significant difference (Figure 76). The mean score regarding the start of the intern's internships was 40.2 out of a possible 70.0 (the 80th percentile) compared with a mean score of 57.7 regarding the end of their internships (the 82nd percentile) (Paired N=53, T=20.15, SD=52, P<.001).



2.5) Employers Evaluating the Women’s Employment Readiness Project

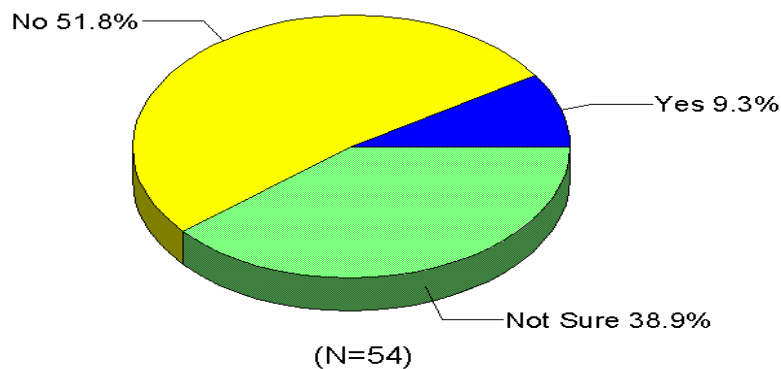
All employers (100%) had contact with Labour Market Specialists during the internships. Employers provided positive or very positive evaluations of Labour Market Specialists with whom they worked, and the information about Success Skills Centre they received from them. (Figure 77). This related to their responses to the following statements:

- **Being there when the interns needed them** (with 100% of the employers reporting that this very much occurred)
- **Being there when the employers needed them** (with 100% of the employers reporting that this very much occurred)
- **Giving employers adequate advice, support and information to help them support these employees, if applicable** (with 100% of the employers reporting that this at least somewhat occurred, with 96.0% of these reporting that it very much occurred)
- **Providing interns with adequate support and encouragement** (with 100% of the employers reporting that this at least somewhat occurred, with 93.0% of these reporting that it very much occurred)
- **Providing helpful information about Success Skills' services** (with 100% of the employers reporting that this at least somewhat occurred, with 88.9% of these reporting that it very much occurred)
- **Helping the intern learn the skills needed to succeed at work** (with 97.0% of the employers reporting that this at least somewhat occurred, with 78.0% of these reporting that it very much occurred)



When employers were asked if there were additional supports they would have liked to receive from Success Skills Centre, 51.8% reported that there were not any; 38.9% were unsure about this; and five employers (9.3%) reported that there were (Figure 78). Three of these commented on what additional supports would have been helpful:

Figure 78 Are There Additional Supports Employers Would Like SSC To Provide?



As small-business owners, we are often in a position to give employees new responsibilities that can stretch their existing talents. We also encourage them to seek out external professional development.

[We] need training for Coding & Billing Systems for public and privately insured medical offices.

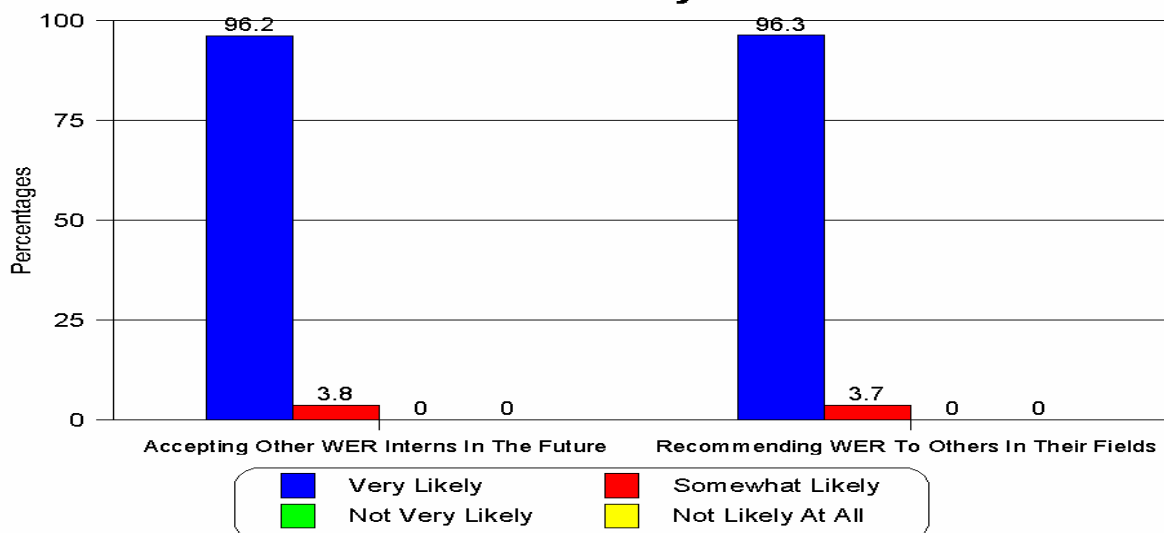
If we can check available resumes online [through SSC] [to identify prospective staff for available positions] that would be great.

2.6) Employers' Future Intentions Regarding the WER Project and Success Skills Centre

The final questions on the Employers' Survey asks them how likely they would be to take on other interns from the WER Project in the future, and how likely they would be to recommend the WER Project to others in your field or sector? The results to both questions were very positive (Figure 79).

- 100% of the employers were at least somewhat likely to take on other interns from the WER Project in the future, with 96.2% of these being very likely to do so
- 100% of the employers were also at least somewhat likely to recommend the WER Project to others in their fields or sectors, with 96.3% of these being very likely to make this recommendation

Figure 79 Employers' Future Intentions Regarding The WER Project



(N=52, 54. Adjusted to exclude missing data.)

2.7) Employers' Responses to the Focus Group Questions

Five employers participated in a focus group to explore questions about the Women's Employment Readiness Project, and two submitted their responses in writing. Focus group participants were selected by project staff, with representation from all three of the cohorts. The related responses from these seven employers are provided below and on the following pages.

1) The Women's Digital & Work-Related Training Pilot Project provided a Diversity, Equity, and Inclusion information session for employers. How did they feel about these sessions?

These employers appreciated learning about DEI. Related comments included:

[I] always get value related to DEI.²³

This reinforces how we need to be more inclusive.

It was an interesting meeting for integration of the all-program's actors.

Understanding feelings about challenges faced by interns [who are] 'over qualified.'

We are grateful with this program because it is a good opportunity to connect with women [who are] internationally educated that are looking for opportunities in Canadian workplace.

[I] attended with [my] intern. Now [I'm] more informed about DEI.

[I benefited by] hearing from others.

2) Why did you decide to hire an intern for this project?

Employers decided to hire interns for their workplaces for four reasons. The primary reason was that the interns available through the WER Project had the skills they needed. These were followed by employers who felt that having new immigrants in the workplace can broaden the experiences of other employees; an employer who wanted assist a new

²³ Verbatim comments.

immigrant overcome her challenges; and one who commented on their positive work habits. Their comments are provided below, arranged by theme:

They were looking for employees with specific skill sets who fit their needs

We work in communication. We wanted to find someone to help with the communication field. Found an intern at SSC that matched desired background. [This was a] good experience as she was new to Canada. We have extended her internship at our cost.

Because [_____] has the profile we were looking for. She is making a good team with her supervisor. She has been a good addition to the team. No, she is the first hired staff from Success Skills Centre.

[Due to] the fit of candidate [with our] workplace need. We would have hired this candidate but could only offer PT work and she was seeking FT employment.

[She] came in with different skills and ways of thinking that benefited employer.

We received phone call about interns, and [we] needed someone to fill that role. [We] had two interns, one did administrative support other did data management.

We wanted to help another immigrant. [There were] two benefits: It provided a foundation for international business economics, and 16 weeks of funded employment. If the intern is qualified then I'd profit from that. [She] fit in well. They [immigrants] are my lifeline.

[We are] a non-profit [organization]. All [of our] positions are funded by government. [We were] going through an audit and were looking for an internal auditor

It broadens experiences of other employees

Staff asked [her] to play her music (from other cultures).

It was good for people to learn about new cultures, to embrace CED. [To experience] different kinds of food.

[It] added to and enhanced the diversity of our work community.

To assist them to overcome their challenges

Feel as an immigrant understands challenges, to help another immigrant wanted to support immigrants to work in their areas of practice she was so happy to work in her field

Their positive work habits

They work harder, stay longer, they feel they have to prove themselves.

3a) Are you aware of any inclusivity barriers in your workplace, particularly for a woman from another race/culture?

The barrier noted by these employers related to issues regarding interns' familiarity with English and with the Canadian culture, however, some noted the importance of existing staff incorporating newcomers to their workplaces;

[There is a] safety component for using one language.

Language is a big barrier. However, I am conscience that exposure to the language is a good way to learn and facilitate the adaptation to the workplace also.

Yes, my older hire [are a barrier]. Canadian staff [comment]: 'you speak great English.' [We] need to orient staff to DEI. We are working on helping staff [adapt].

Larger workforce had to change culture especially for older staff. Need to understand that everyone needs a hand-up. We were looking to increase diversity in the workplace and WER came along very well. Helped staff be exposed to other cultures, so the project gave value added.

Other employers noted they already have diversified staff, or a majority of women on staff, so inclusivity was not an issue for them:

[We] started by asking how they feel about working with old white engineers. The owner of the company is the only white employee. [We] had to meet about speaking English at work. Canadian culture is opening up to other cultures. [There are] still some barriers.

70% of our staff are women from different cultures.

Small staff (3) some not a problem.

Our workplace is majority women from other cultures.

[_____] is a multicultural company; we have workers from different cultures and races. The incorporation of a new member of staff did not make any impact either in people or the work environment.

3b) Are you aware of any inclusivity barriers in your sector, particularly for a woman from another race/culture?

Two employers noted potential barriers based on employees' race or culture, or in one case, their genders

Manufacturing is male dominated. [There are] not just immigrant-based [barriers] but gender-based barriers too. Our intern didn't have to work on the manufacturing floor but in an office.

Needing the right credentials [can be a barrier]. In massage therapy many doctors taking massage training to get into a new career. Nursing education has a long waiting-list. It's easier to get into the massage field.

4) Do you believe that your intern will be more employable following her experience with your company or organization?

All of these employers felt their interns are more employable now based on their experience with their companies or organizations. This included:

Exposure to the Canadian work culture

Breaking from A culture of servitude. Here she can call [her] boss by first name; not carry bags for the boss.

She is gaining Canadian work experience that will help her to face and lead with new professional challenges.

Canadian business culture

Canadian experience

Developing new skills

I think she is gaining an excellent set of the skill hand-on, it will be useful for her, either inside of this company, or in other companies.

Gave her skills where she was lacking.

[Learned] how to interview well

Gaining credibility

Credibility working for established employers

Gaining good references

Building networks

5) Do you have any suggestions for Success Skills to improve the WER project?

Two employers suggested that Success Skills Centre create online portals for employers to access former clients' resumes, a third suggested that SSC continue to do its job-matching.:

[There is] no portal for employers to review participants' resumes.

Posting resumes of past participants. There is credibility being associated with the Success Skills Centre.

Job-matching.

Four employers used this opportunity to thank SSC for providing the WER project:

I think this is an amazing opportunity for women professionals educated abroad to start their professional lives in Canada. It is a big commitment by the Government of Canada to guarantee the inclusion and diversity for women in the Canadian labor market. All the best to your future cohorts.

We appreciate the help we got from you, especially Nubia Duran, who with patience and professionalism, got the right candidate to fill the gap that [our] company had. Thank you very much for your support and for the opportunity to be part of this program.

Great program, giving people opportunity to advance

Continue to pursue grants related to placement of newcomers

PART THREE
EVALUATION SUMMARY AND
CONCLUSIONS

I) Introduction

This section provides a summary of the results of a formative evaluation of the **Success Skills Centre's Skills for Success: Internationally Educated Women's Digital and Work-Related Training Project**, referred to as the **WER Project**, along with conclusions based on the findings. Formative evaluations are used when assessing a new program or project. It is part of the learning and development process. Audiences for formative evaluations are broad, including other organizations that may be considering implementing a process similar to that under study.

The **Objectives** of the WER project include:

- Providing and testing the pre-employment and skills development supports, which are foundational and transferable skills training and wrap-around supports
- Providing test models to improve workplace inclusivity
- Working with employers to improve access to employment and retention in the workplace for one or more of the target groups - racialized newcomer internationally educated women
- Consulting with employers to identify pre-employment skills desired by them

The **Measures of Success** for the project include:

- Recruiting and training 45 racialized, unemployed or underemployed Internationally Educated Professionals (IEPs) into related occupations in the labour market,
- Training IEPs with the highest standards of professional ethics, delivered through SSC Hands-On Practicum series webinars and presentations, and one-on-one career coaching
- Providing IEPs with foundational and transferable skills training including Essential Skills using the Skills for Success model and digital literacy
- Providing IEPs with accreditation assistance and linkages such as access to skilled training, FAST (a free online assessment program), Recognitions Counts, and other occupational bridging assistance programs including the Connector Program
- Supporting the IEPs to transition into related employment through 16 weeks' paid career-related internships
- Working with IEPs' employers and their staff to test, design, and deliver employer in-house inclusivity models

Conclusion One: Given the findings of this evaluation, it is concluded that the WER Project has achieved or exceeded its objectives and its measures of success, based on the following observations:

- The project was funded to hire 45 interns in three cohorts. When it was first advertised 200 racialized women applied to participate in the project with 54 being selected, thereby exceeding the number of prescribed participants in the project by nine. The project was also successful in accessing 54 companies and organizations to support these interns.
- The large majority of participants completed the project, with 81.2% completing 11 to 16 weeks of employment, and 73.6% of these completing the full 16 weeks of employment. Several of these

participants have had their internships extended, up to two-years in one case.

- In most cases the internships were well-matched with interns' occupations or areas of specialization in their countries of origin, with many of these being employed in their chosen fields or adjacent fields.
- Regarding participants' occupations:
 - The largest percentage of participants (45.3%) reportedly worked in managerial or administrative occupations in their home countries
 - At intake 52.8% of the participants were looking for careers in managerial or administrative occupations
 - Just prior to intake 27.0% of these participants had been employed in these occupations
 - At closure employers reported that 61.8% of the participants had been employed in these occupations
- When asked for their reasons for leaving the project, 83.6% reported that their 16-week internships had been completed, and 9.1% reported that they had achieved employment in their chosen fields. This was a multiple response question with a small amount of overlap regarding these two reasons for closure.
- The project created and provided 20 topics for its two-week Hands-On Practicum, as part of pre-employment preparation for participants. Some of the topics included:
 - Job-search skills
 - Communications skills
 - Conflict resolution skills
 - Numeracy skills
 - Computer skills
 - Employment standards
 - Employers' expectations
- The project also included a webinar on Immigrant Inclusion and Diversity in the Workplace that was delivered for the project's employers and their staff.
- Participants reported that most of their objectives for attending the project had been very much achieved, especially among those who indicated at intake that these objectives were very important for them. This mostly applied to objectives related to being able to find, get and keep employment, including: improving their resumes and cover letters, knowing how to look for a job, and their awareness of the Canadian work culture.
- There were statistically significant decreases in participants' perceived barriers to employment over time, and statistically significant improvements in their related foundational skills over time. Employers, in particular, noted highly significant improvements in their interns' foundational skills from the point at which they began and ended their internships.
- From a qualitative perspective, interns generally evaluated their Labour Market Specialists very positively. 100% of the interns globally felt that

services were at least somewhat effective, with 83.3% of these evaluating them as being very effective. In addition, 100% of these participants felt that the workshop topics were at least somewhat helpful for them, with 69.8% of these feeling that they were very helpful.

- 92.3% of the employers felt that their companies or organizations had at least somewhat benefited by having WER participants working for them as interns, with 67.3% of these feeling they had very much benefited in this regard.
- Employers provided equally positive evaluations of SSC's Labour Market Specialists with whom they had contact. This included staff being there when they and their interns needed them; giving both interns and employers advice, support and encouragement when this was needed; helping interns learn the skills needed to succeed at work; and providing employers with information about the Success Skills Centre.
- All participants were at least somewhat likely to recommend that a friend or family member attend this program if it is offered again, with 90.7% of these being very likely to make this recommendation.
- All of the employers (100%) were at least somewhat likely to accept an intern from SSC in the future, with 96.2% of these being very likely to do so. Also, 100% of these employers were at least somewhat likely to recommend that others in their fields of practice accept WER interns in the future, with 96.3% of these being very likely to make this recommendation.

II) A Summary of the Evaluation Findings

2.1) Participants' Characteristics

The participants were mostly well-educated, married or in a common-law relationships, on average 39 years of age, and generally had an established work history in their countries of origin. On the other hand 67.3% were unemployed when they became involved with the WER Project. About two-thirds were immigrants and four (7.5%) were refugees. They came from 14 countries, but primarily from Nigeria, India, the Philippines, Syria, China and Sri Lanka. Over half reported that English was their primary language and 70% reported it as a secondary language.

Just under half of these participants (45.1%) had Bachelor degrees and 39.2% had Master degrees. A few had Doctorate degrees, with one participant having a Medical Doctor's Degree. On average they had attended 16.5 years of education with a median of 17.0 years. Their primary employment sectors in their countries of origin were Professional/Scientific/Technical Services (34.0%); Finance/Insurance/Real Estate/Rental/Leasing (28.0%); Education (Private/Public) (22.0%); Public Administration/Crown Corporation (14.0%); Construction (12.0%); and Healthcare/Social Services (8.0%).

Their primary occupations or areas of specialization in their countries of origin were: Managerial/Administrative (54.7%); Construction/Trades Occupations (18.9%); Technological/Computer Occupations (17.0%); Teaching and Related Occupations (13.2%); Clerical and Related Occupations (11.3%); Machine/Product Fabrication/Repairs Occupations (7.5%); Service Occupations (7.5%); and Social Services/Religious Occupations (7.5%).

They worked an average of 11.6 years in their last occupations in their countries of origin, with a median of 13.0 years. In their countries of origin, 88.7% of the participants had been employed in any job and 69.4% had been employed in their chosen fields. Upon entering the project 27.8% were currently employed in any job and 6.0% (N=3) in a job in their chosen fields.

Their primary occupations at the time of intake into the WER Project included: Managerial/Administrative Occupations (40.5%); Service Occupations (18.9%); Clerical and Related Occupations (13.5%); Technological/Computer Occupations (10.8%); Sales Occupations (8.1%); Teaching and Related Occupations (8.1%); and Occupations in Medicine/Health (8.1%).

The least important objectives for these participants related to improving their written, reading and spoken English skills, which is consistent with the fact that English is a primary language for most of them. They were also less inclined to identify improving their self-esteem as an important objective for attending the project.

Conclusion **Two:** **These participants had many positive characteristics coming into the project, along with a positive work history, given their long-standing employment in several professional and technical fields. They are also generally proficient in the English language. These are positive attributes as they are seeking employment in Canada. Any issues they had appeared to primarily relate to challenges to find, get and keep employment, and a relative lack of awareness of the Canadian work culture.**

2.2) Participants' Most Important Project Objectives, Their Challenges For Getting and Keeping Employment and Their Employment-Readiness

The most important objectives for participants were related to developing skills and knowledge to help them find, get and keep employment, especially in their chosen fields, and to become familiar with the Canadian work culture. The percentages who felt that these objectives were *very important* to them are provided below:

- To improve their self-marketing skills to find employment (88.0% reported this as a very important objective)
- To be more hopeful for their future employment situations (83.3%)
- To gain interview skills (79.6%)
- To be aware of the kinds of jobs available in their fields in Manitoba (78.4%)
- To gain job search skills (77.4%)
- To better understand the Canadian work culture (75.9%)
- To get help developing their cover letters (66.7%)
- To get help developing their resumes (62.3%)
- To work toward accreditation (62.0%)
- To improve their problem-solving skills (54.7%)
- To improve their computer skills (51.9%)
- To learn how to work better with co-workers (49.0%)
- To improve their budgeting/Financial management skills (45.1%)
- To improve their self-confidence (43.4%)
- To improve their decision-making skills (42.5%)
- To improve their coping skills (40.4%)
- To improve their time-management skills (40.0%)
- To improve their English writing skills (37.7%)

- To improve their English speaking skills (35.8%)
- To improve their self-esteem (35.2%)
- To improve their English reading skills (28.8%)

Upon entering the WER Project the most serious perceived barriers to participants finding, getting and keeping jobs were, in ranked-order:

- Not being accredited in their chosen fields in Canada (32.5% identifying this as a very serious problem)
- A lack of experience with the Canadian work culture (32.1%)
- To develop their social skills in line with Canadian expectations (30.8%)
- A lack of experience with technology used in their fields (9.4%)

The employment-readiness factors they felt were the greatest impediments toward this end at intake, were in ranked-order:

- Not knowing where to look for jobs (40.0%)
- Not being able to get jobs (36.6%)
- Not having an effective cover letter (35.9%)
- Not being able do a job search independently (21.0%)
- Not having an effective resume (17.0%)

Conclusion Three: Many of the topics related to assisting participants to successfully attain employment were covered during participants' pre-employment education and training sessions, which participants positively evaluated.

Conclusion Four: On the other hand, given their successful work experience in their countries of origin, and their educational attainment, many participants seem to already possess skills and knowledge that elevate their self-esteem, self-confidence, their coping skills and their decision-making capabilities, which are among some of the foundations for employment that were deemed less important to these participants to focus on through the project.

2.3) Participants Achieving Their Objectives for Attending the WER Project

Participants who reported that each objective to attend the WER Project *was very important to them* were most likely to feel that they had very much achieved them. This applied to the following objectives:

- Improving their self-confidence (with 87.0%²⁴ very much achieving this)
- Better understanding the Canadian work culture (85.4%)
- Improving their self-esteem (84.2%)
- Being more hopeful for their future employment situations (82.1%)
- Gaining interview skills (81.4%)
- Learning how to work better with co-workers (80.8%)
- Improving their time-management skills (80.0%)
- Getting help developing their resumes (75.8%)
- Gaining job search skills (75.6%)
- Improving their decision-making skills (74.0%)
- Improving their English reading skills (73.3%)

²⁴ Percentages of participants who reported that each objective was important to them who also reported very much achieving these objectives.

- Improving their problem-solving skills (72.4%)
- Improving their coping skills (71.0%)
- Improving their English writing skills (70.0%)
- Improving their computer skills (66.6%)
- Being aware of the kinds of jobs available in their fields in Manitoba (66.6%)
- Getting help developing their cover letters (66.6%)
- Improving their self-marketing skills to find employment (66.0%)
- Improving their English speaking skills (63.2%)
- Working toward accreditation (61.3%)
- Improving their budgeting and financial management skills (57.0%)

Conclusion Five: It is apparent from these findings that participants overall felt they had very much achieved each objective that was very important to them. This also applies to objectives related to improving participants' English language skills, in terms of reading, writing and conversing in English, when these were very important objectives for them.

Conclusion Six: Participants entered the WER Project with many strengths and positive attributes. These included their education in their chosen fields, their extensive work histories in their countries of origin, their familiarity with the English language, and having the support of a spouse or partner. They have a positive sense of self-esteem and self-efficacy. They also have hope for their future employment outcomes. What they needed was assistance regarding the development of their employment-readiness skills, which was a primary focus of the pre-employment component of this project and the purpose of their internships.

2.4) Measuring Change - Participants' Significant Improvements Over Time

This evaluation measures participants' growth for several areas of inquiry based on the use of *repeated measures* through *paired T-Tests*; comparing responses from the WER assessment and closure Forms.

i) Significant Reductions in Participants' Perceived Barriers to Employment Over Time

There were statistically significant reductions in the perceived seriousness of the following six barriers to participants being able to find, get and keep employment in their chosen fields:

- Not being accredited in their chosen fields in Canada
- Lacking experience with the Canadian work culture
- Needing to develop their social skills in line with Canadian expectations
- Not having appropriate work clothes
- Lacking experience with technology used in their fields
- Lacking experience with computer software used in their fields

ii) Significant Improvements in Participants' Employment-Readiness Over Time

There were statistically significant improvements, over time, regarding the following eight aspects of participants' employment-readiness:

- Being able to meet the expectations of employers
- Having the skills they need for employment
- Handling rejection when they don't get jobs

- Having effective resumes
- Having effective cover letters
- Being able to job search independently
- Being able to get jobs
- Knowing where to look for jobs

iii) Significant Improvements in Participants’ Foundational Skills Over Time

A key area of analysis for this evaluation related to participants’ foundational skills regarding employment. Eighteen factors were assessed. This was measured as part of participants’ Assessment and Closure Forms, and as part of the Employers’ Survey. Participants did a self-evaluation of their foundational skills over time (pretest-post-test measures). Participants’ Labour Market Specialists also evaluated their Foundational skills at both junctures, after their participants completed and returned their respective forms. Participants’ employers received one survey at the end of the internships and were asked to base their initial assessment of their interns retrospectively regarding when they began working in their companies or organizations and at the point when the internships ended. The 18 foundational factors included participants’:

Adaptational skills	Coping skills	Problem-solving skills
Availability for employment	Creative skills	Reading skills
Budgeting/Financial skills	Decision-making skills	Self-Esteem/Confidence
Collaborative skills	Document use	Teamwork skills
Communication skills	Personal insight	Time-management skills
Computer skills	Positive social supports	Writing skills

Participants’ Self-Evaluation of Their Foundational Skills Over Time

Participants self-evaluated their Foundational skills at intake quite positively, and maintained these positive self-perceptions over time. As a result, there was only one foundational skills for which there was a statistically significant change over time, participants’

- Adaptational skills (which actually *went down marginally but significantly* over the course of their internships)

Labour Market Specialists Evaluating Their Participants’ Foundational Skills Over Time

There were nine foundational skills that participants’ REW staff assessed more positively over time. They included participants’

Budgeting/Financial skills	Creative skills	Positive social supports
Computer skills	Decision-making skills	Problem-solving skills
Coping skills	Document use	Time-management skills

Employers Evaluating Their Interns’ Foundational Skills: Retrospectively at Intake and at Closure

When employers retrospectively assessed their interns’ foundational skills as they perceived them at the beginning of their internships there were very few skills that were assessed as being ‘very good’ by these employers. This was consistent across the 54 employers each of whom was based in a separate company or organization and across sectors. For the large majority of these foundational factors, the percentages who were rated as being ‘very good’ at the outset ranged from 1.9% to 5.6%. However, when it came to assessing their foundational skills at the closure of their internships their employers’ assessments were much more

positive, to the degree that the improvements were highly statistically significant for each of these 18 foundational skills over time. They included:

Adaptational skills	Coping skills	Problem-solving skills
Availability for employment	Creative skills	Reading skills
Budgeting/Financial skills	Decision-making skills	Self-Esteem/Confidence
Collaborative skills	Document use	Teamwork skills
Communication skills	Personal insight	Time-management skills
Computer skills	Positive social supports	Writing skills

iv) Significant improvements Regarding Scales Incorporated into this Evaluation

There were three scales incorporated into this evaluation, two of which showed statistically significant improvements over time. They include:

- The Rosenberg Self-Esteem Scale: with a mean score of 34.7 out of 40 at intake, and a mean score of 36.6 at closure (Paired N=52, T=2.95, DF=51, P=.005)
- The Self-Efficacy Subscale: with a mean score of 16.2 out of 20 at intake, and a mean score of 17.8 at closure (Paired N=50, T=4.25, DF=49, P<.001)
- The Hope Subscale: with a mean score of 18.1 out of 20 at intake, and a mean score of 18.7 at closure (Paired N=48, T=1.71, DF=47, P=.09)²⁵

v) Participants' Hopes for Future Employment

The primary occupations that participants were hoping to attain in Canada include: Managerial/Administrative Occupations (69.8%); Technological/Computer-related Occupations (22.6%); Clerical and related Occupations (17.0%); Occupations in Medicine/Health (13.2%); Construction/Trade Occupations (13.2%); Teaching and related Occupations (11.3%); Service occupations (9.4%); and/or Social Services/Religious Occupations (7.5%).

Participants were asked, at intake and closure, how confident they were that they would attain employment in any field, and then in their chosen fields.

- When it came to their hopes for employment in any field, 90.8% of participants at intake were at least somewhat confident that this would occur, with 66.7% of these being very confident about this. At closure, 100% of the participants were at least somewhat confident about attaining employment in any field, with 72.7% of these were very confident about this. This represents a marginal improvement over time.
- At intake, 76.0% of the participants were at least somewhat likely to feel they would attain employment in their chosen fields, with 51.9% of these being very confident about this. Upon closure, 98.0% of these same participants were at least somewhat confident about attaining employment in their chosen fields, with 66.7% of these feeling very confident about this: a notable improvement
- There was a statistically significant improvement, over time, in participants' confidence that they would be able to attain employment in their chosen fields. In fact, at closure they were virtually as confident about attaining employment in their chosen fields as they were about attaining any employment.

²⁵ Author's note: While there was no statistically significant improvement in the scores for the Hope Subscale over time, the score of 18.1 at intake reflects the 91st percentile which is a positive score, and it is maintained at 18.7 at closure which reflects the 94th percentile.

Conclusion Seven: There is evidence of many statistically significant improvements in the lives of participants in the WER Project. To briefly recap:

- They perceived fewer barriers to employment
- They appear to have increased employment-readiness
- Their Labour Market Specialists and employers perceive them having many significantly improved foundational skills needed to successfully find, get and retain employment
- They appear to have improved levels of self-esteem and self-advocacy, based on the results of scales administered through this evaluation
- They appear more confident that they will attain employment in their chosen fields

2.5) Participants in Their Workplaces

This section explores participants' experiences in their workplaces, as well as the degree to which the employers felt their workplaces benefited by having the interns there. Participants, overall, felt very positive about their experiences as interns in their workplaces. This is reflected by the percentages who responded 'very much' to the following questions:

- Did they relate well with their direct supervisors? (86.0% responding very much)
- Were they supported by their co-workers to help them adjust to working in their work environments? (83.6%)
- Did they feel welcome at work? (81.8%)
- Did they relate well with their co-workers? (81.0%)
- Were they able to understand what was being said to them? (e.g., people speaking too quickly; problems with accents, etc.) (76.4%)
- Were they supported by their direct supervisors to help them adjust to working in their work environment? (76.4%)
- Did their direct supervisors provide them with clear expectations? (61.8%)

Conversely, when the employers were asked whether they felt their workplaces benefited by having WER interns working there, virtually all (92.3%) reported that this was at least somewhat true, with 67.3% of these reporting that this was very true.

As a corollary to the preceding question, employers were asked how their workplaces benefited by having the interns working there. These were their responses:

- The Interns were punctual (89.6%)
- They got along well with their supervisors (79.2%)
- They got along well with their co-workers (79.2%)
- They had the skills and training to do their jobs (77.1%)
- They worked hard (77.1%)
- They understood what was expected of them at work (66.7%)
- They got along well with customers, if applicable (64.6%)
- They met their supervisors' expectations (64.6%)
- They missed little or no work (62.5%)

Three employers felt that their interns were not a benefit to their workplaces, with some interns experiencing multiple challengers. Their reasons for reporting this included:

- The intern lacked the skills/training to do the job
- She did not understand what was expected of them
- She did not get along well with their co-workers

Conclusion Eight: **The overall positive perceptions participants had of their workplaces, along with employers' feelings that their workplaces benefited by having the interns working with them, demonstrates that the Labour Market Specialists did a very good job matching interns with employers.**

From the perspective of the employers, virtually all of these (92.3%) felt that their companies or organizations benefited from having participants working for them as interns, with 67.3% of these feeling that they benefited from them. As a corollary to this question employers were able to identify ways in which their interns were a benefit, including the interns:

- Being punctual (89.6%)
- Getting along well with their supervisors (79.2%)
- Getting along well with their co-workers (79.2%)
- Having the skills and training to do their jobs (77.1%)
- Working hard (77.1%)
- Understanding what was expected of them at work (66.7%)
- Getting along well with customers, if applicable (64.6%)
- Meeting their supervisors' expectations (64.6%)
- Missing little or no work (62.5%)

Conclusion Nine: **It is apparent that both participants and their employers benefited through their participation in SSC's WER Project. It is suggested that this information be shared with prospective employers when seeking their participation in future SSC projects.**

2.6) Participants Positively Evaluated Their Labour Market Specialists

Participants provided very positive evaluations of their Labour Market Specialists. Of the 11 adjectives or phrases used to describe their staff, each was deemed to be at least 100% somewhat positive. The percentages who rated them as being very good ranged from a high of 95.0% to a relative low of 79.6%). The results of this analysis is provided below:

- They respected participants' confidentiality (with 95.0% responding 'very much')
- They treated participants with dignity and respect (94.0%)
- They were available when needed (88.9%)
- They were reliable (88.9%)
- They ensured participants got resources and supports, if needed (88.2%)
- They were knowledgeable about Manitoba's labour market (86.8%)
- They believed in their participants' abilities to achieve their employment goals (85.2%)
- They meaningfully responded to participants' concerns (85.2%)
- They effectively assisted participants to achieve their employment goals (84.9%)
- They provided services in ways that are culturally sensitive (83.3%)
- They meaningfully listened to what participants had to say (79.6%)

Conclusion Ten: **Since their Labour Market Specialists represent the project for each participant, it is essential that they be perceived in a positive light. This was certainly the case regarding this analysis.**

2.7) What Participants and Other Stakeholders Liked About the WER Project

For participants this information came from an open-ended question in their Closure Forms. For selected participants, Labour Market Specialists and employers, they came from comments made at their focus groups.

i) What Participants' Liked About the WER Project

Participants noted 13 things they liked about the WER Project, with a few of these being put forward by one or two participants. Their comments included:

- Learning new skills and gaining new knowledge (66.7% making this comment)
- The Labour Market Specialists (43.3%)
- The *Pre-Employment Hands-On Practicum Training* (43.3%)
- Gaining experience in the Canadian work culture (33.3%)
- Being able to network (26.7%)
- Gaining paid employment as interns (26.7%)
- Being employed in their fields of practice (23.3%)
- Feeling that the project was designed well (10%)
- Developing their confidence (6.7%)
- The project being a great resource for new immigrants (3.3%)
- Providing the graduation exercises (3.3%)
- Providing or facilitating daycare services (3.3%)

ii) What Labour Market Specialists Felt Were the Project's Greatest Strengths^{26 27}

The Strengths for Participants

[The project] worked very well because it helped to match the intern's background with a specific employer. This matching would be difficult if the screening was not conducted in a very attentive way

The program provided pre-employment and training support to women who faced barriers to employment.

The WER project works well because of the solid teamwork. Group members' needs are met regarding expectations, deadlines and responsibilities.

The greatest strengths of the project have been the dedicated staff and elaborated materials that were used throughout the whole project in its all steps.

I think it worked well due to the dedication, commitment and hard work of the SSC staff, regardless of the many challenges we encountered in the process.

Interns benefited from the project by acquiring the necessary training to be able to enter the Canadian workforce.

The greatest strengths and benefits for interns is that they gain additional work-related experience, digital and employment preparation skills, English writing, cross-cultural and soft skills.

The Strengths of the WER Project expressed by Employers

The employers received trained employees at no cost.

It is like a method to help employers remove barriers women face in the workplace. For example, employer-created activities that include identifying barriers women face in the workplace and removing them.

It involves working with employers to help remove barriers in the workplace for women.

²⁶ Based on their open-ended responses.

²⁷ Staff include project managers and the Labour Market Specialists.

Employers got highly qualified professionals with new ideas that made their teams more effective and efficient.

iii) Why Employers Hired WER Project Interns

Five employers participated in a focus group and two others provided their comments via email. When they were asked why they hired interns through SSC's WER Project, these are their responses:

The interns available through the WER Project had the skills we needed.

Having new immigrants in the workplace can broaden the experiences of other employees.

Wanting to assist a new immigrant overcome her challenges.

Newcomers have positive work habits.

2.8) Changes Participants and Other Stakeholders Would Make to the WER Project

i) Participants' Responses

Twenty-four participants responded to this question. While five participants (20.8%) felt that no changes were needed to the WER Project, 19 specific suggestions were made to improve the project by the remaining participants. It should be noted that most of these suggestions were provided by one or two participants, and therefore do not indicate systemic issues or needs. The suggested changes included:

- Enhancing the computer training component of the hands-on training (33.3%)
- Lengthening the duration of the project (20.8%)
- Increasing the hourly wages (16.7%)
- Suggestions regarding business writing training as part of the hands-on training (8.3%)
- Increasing the number of participants in the project (8.3%)
- Providing this service for newcomer men (4.2%)
- Paying for time spent on pre-internship training (4.2%)
- Lengthening the time for pre-training (4.2%)
- Shortening pre-internship training time (4.2%)
- Changing the program format (i.e., different times, online training) (4.2%)
- Providing more support to attain accreditation (4.2%)
- Providing a transportation allowance (4.2%)
- Providing more information for prospective participants (4.2%)
- Assisting interns with childcare services (4.2%)
- Providing a program for gender-neutral participants (4.2%)
- Offering a job fair at the end of the internships (4.2%)
- Providing virtual pre-internship training (4.2%)
- Seeking feedback on "tutors" (4.2%)
- Facilitating changes in internships [if problems arise] (4.2%)

ii) Labour Market Specialists' Suggestions

Three Labour Market Specialists provided suggestions to improve the Project. They included:

Significant social changes affect how we work, live, and learn and require us to constantly adapt to change. The change I would have to make to the project is to give more women with the same barriers more opportunities to find and keep their jobs.

I would have sought better digital skills training staff; would have tested language skills and digital skills to determine [participants' skill levels]; would have delivered advance digital skills separately from introductory; would have had more upfront soft skills training.

I would have paid for interns' [to attend] pre-employment training. Women who approached our program needed to pay bills and for that reason we lost several good participants who chose to accept survival jobs and not prepare themselves and get exposure in their [chosen] occupations.

iii) Employers' Suggestions

Two employers suggested that Success Skills Centre create online portals for employers to access former clients' resumes, a third suggested that SSC continue to do its job-matching:

[There is] no portal for employers to review participants' resumes.

Posting resumes of past participants. There is credibility being associated with the Success Skills Centre.

Job-matching.

Four employers used this opportunity to thank SSC for providing the WER project:

I think this is an amazing opportunity for the women professionals educated abroad to start their professional lives in Canada. It is a big commitment by the Government of Canada to guarantee the inclusion and diversity for women in the Canadian labor market. All the best to your future cohorts.

We appreciate the help we got from you, especially Nubia Duran, who with patience and professionalism, got the right candidate to fill the gap that [our] company had. Thank you very much for your support and for the opportunity to be part of this program.

Great program, giving people opportunity to advance.

Continue to pursue grants related to the placement of newcomers.

Conclusion Eleven: That SSC review all of the aspects of the WER Project the participants Labour Market Specialists and employers provided to determine what aspects of the project should be retained. Some of these comments may be appropriate to proposals for future grants and/or as a way to attract participants and prospective employers for other programs provided by the organization.

Conclusion Twelve: In terms of the suggested changes regarding future employment project or services, it is suggested that SSC review all comments made, even those put forward by single individuals, to weigh the merit of each.

Conclusion Thirteen: The overall positive findings from this evaluation are notable and speak to the extensive benefits that both internationally educated professionals and their employers can experience from the services and supports provided by SSC. It is suggested that these findings be shared with both constituencies, and with referring organizations.