

A REVIEW OF THE STATE OF THE FIELD OF ADULT LEARNING

GENDER AND ADULT LEARNING

May 2006

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This State of the Field Review was funded by a contribution from the
Canadian Council on Learning

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ACKNOWLEDGEMENTS

The research team of Leona English, Kerrie Kennedy, Catherine Irving, and Tina Davidson would like to thank the Canadian Council on Learning for the opportunity to investigate further the area of gender and learning. This is an area that all of us are deeply committed to and value; consequently, an opportunity to delve further into the issues and to bring our own thoughts and ideas into conversation with the sources and the actors in the field was invaluable. This work was undertaken with support from the Canadian Council on Learning, which bears no responsibility for its content.

We would also like to thank the library staffs at Ontario Institute for Studies in Education at the University of Toronto and at St. Francis Xavier University for assistance in collecting the data. We are appreciative also of the many researchers who answered emails and described their own research programs for us. Finally, we would like to thank our colleagues for suggesting avenues of research and for providing helpful feedback.

FREQUENTLY USED ACRONYMS

ACTEW: A Commitment to Training and Employment for Women

AECP: Adult Education and Counseling Psychology Department (at Ontario Institute for Studies in Education of the University of Toronto)

AERA: American Educational Research Association

AERC: Adult Education Research Conference

AGE: Agenda for Gender Equality (Women's Program)

AWID: Association of Women's Rights in Development

CASAE: Canadian Association for the Study of Adult Education

CCL: Canadian Council on Learning

CCLOW: Canadian Congress for Learning Opportunities for Women

CCPA: Canadian Centre for Policy Alternatives

CCSD: Canadian Council on Social Development

CRIAW: Canadian Research Institute for the Advancement of Women

CSEW: Centre for the Study of Education and Work (at Ontario Institute for Studies in Education of the University of Toronto)

CURA: Community University Research Alliance

CWCEDC: Canadian Women's Community Economic Development Council

CWSE: Centre for Women's Studies in Education (at Ontario Institute for Studies in Education of the University of Toronto)

DAWN: DisAbled Women's Network Ontario

ERIC: Educational Resources Information Centre (database)

ESREA: European Society for Research on the Education of Adults

HRDSC (also HRDC): Human Resources Development and Skills Canada

ICT: Information and Communication Technologies

IDRC: International Development Research Centre

IT: Information technology

LGBT: Lesbian, Bisexual, Gay and Transgendered

LGBTQ: Lesbian, gay, bisexual, transgender or transsexual, and Queer

NAC: National Action Committee on the Status of Women

NALD: National Adult Literacy Database

NALL: New Approaches to Lifelong Learning (at the Ontario Institute for Studies in Education of the University of Toronto)

NCWC: The National Council of Women of Canada

NIACE: National Institute of Adult Continuing Education

OISE/UT: Ontario Institute for Studies in Education of the University of Toronto

SCUTREA: Standing Conference on University Teaching and Research in the Education of Adults (UK)

SSHRC: Social Sciences and Humanities Research Council

UALL: Universities Association for Lifelong Learning

UNESCO: United Nations Educational, Scientific, and Cultural Organization

WALL: Work and Lifelong Learning Research Network (at Ontario Institute for Studies in Education of the University of Toronto)

WNSP: APC Women's Networking Support Programme

WWK: Women's Ways of Knowing (book by Belenky, Clinchy, Goldberger, & Tarule)

WWS: Wired Women Society

EXECUTIVE SUMMARY

This report on the state of the field with regard to gender and adult education was commissioned by the Canadian Council on Learning (CCL). It is one of eight other reviews being conducted on themes such as Literacy and Learning, Culture and Learning, French as a Minority Language, Access and Barriers to Adult Learning, Learning Communities, Social Movements, and E-Learning. This particular report is intended to contribute to the establishment of a knowledge baseline for future research on adult education in Canada.

To compile this report, we searched databases, websites, print literature and journals, conference proceedings, and sent direct emails to identified researchers in adult education and women. We limited our search to the last 10 years, except in cases where older or more recent sources seemed germane. We worked as a team via email and telephone, and we consulted colleagues about our findings along the way.

On the basis of this comprehensive review we identified three areas of strength. The first is the growing body of knowledge in the areas of feminist theory, immigrant women, workplace education, technology and education, and community development and adult education. A second strength relates to how the research has been done. Clearly, a great number of research projects have been situated in the community with community agendas at the forefront. A third strength is the trend toward more concentrated research programs, which bring together and direct the research agendas in Canada.

We identified also five major challenges and new directions. The first is the gaps in the knowledge base. More research is needed on Native Peoples, Issues around Disability, Rural Women and Communities, Issues Around Sexual Identity, Gay, Lesbian, Bi-Sexual, Queer and Transgendered individuals. A second challenge is the de-politicization of the term gender to the point where it is difficult to identify gender as a primary and meaningful category of analysis in many government reports and websites, as well as in journal articles and funding categories. The third is the lack of connection between researchers and policy makers. We encourage these linkages. A fourth is the encouragement of further collaboration with the community since it will enable both partners to work together to set agendas and to address issues of mutual concern. The fifth is the need to develop a well-maintained and centralized website for Canada, which could bring together in a systematized way, all the resources, sites, centers, and information on gender and education.

1. INTRODUCTION

Women today represent a challenge to adult education just by being involved in such large and increasing numbers as social conditions and the conditions of our lives change. More importantly, women are also posing an intentional challenge to adult education as we consciously articulate our interests, needs and values.
(Miles, 1989, pp. 1-2)

Although Angela Miles, feminist writer and analyst, was writing in 1989, her implied hope for substantial gains for women have not been fully realized, although some 15 years have passed. The literature reported on in this document confirms that many of the goals for women in learning and education have not been achieved at the rate at which early writers and researchers had hoped. Yet, there have been considerable gains made and so it is timely to report on what those gains are and to recommend where the research might proceed in the future.

It is worth noting at the outset that this report follows and is in many senses an update to *Designing our Future: Women's Learning, Training, and Education in Canada: 2000 and Beyond*, a study commissioned by the Canadian Congress for Learning Opportunities for Women (CCLOW) in 2000. That report resulted from a strategic conference that examined the status of women's learning, education, and training in Canada. Six themes emerged in that report: learning, work and gender equity; technology and women's learning; women's literacy education; learning and trauma; older women and learning; and supporting women's learning. These were named as important areas for further research and collaboration. This report began, not from a strategic conference, but from the initiation of the Canadian Council on Learning. We were charged to review the area of gender and adult education and we began by defining them separately determining how we might link them. It is interesting that our present research findings confirm in large measure the CCLOW report.

1.1 SCOPE AND LIMITATIONS

This report reviews extant literature, research programs, websites, government initiatives and various other publicly available sources in order to articulate the principal issues and remaining research themes that need to be investigated. To compile this report, we searched databases, websites, print literature and journals, conference proceedings, and sent direct emails to identified researchers in adult education and women (about ½ of the 10 people surveyed via email responded).

In order to identify the topics and areas to research, we depended on several sources, including the team leader's 10 years of experience of teaching and publishing in the field of adult education. We consulted colleagues at various universities across Canada, reviewed the contents and indices of significant and relevant publications including the *International Encyclopedia of Adult Education* (English, 2005) and the *Encyclopedia of Feminist Theories* (Code, 2000). We limited our search to the last 10 years, except in cases where older or more recent sources seemed germane. The last search was conducted in November, 2005, when we wrote the first draft of the report. We worked as a team via email and telephone, and we consulted colleagues about our findings along the way. This led to a Canada-focused search of materials that were readily accessible. No archival or primary data were included because of time and financial restraints.

In this report we will discuss women and learning specifically, acknowledging that most of the research in this field is focused on heterosexual women and learning. Our report includes some aspects of queer theory as they apply to learning, since there is an overlap in categories of analysis. We also include feminist research in this report, though we acknowledge that research on women or indeed on gender is not necessarily feminist since feminism includes at least some political or emancipatory intent (see Tisdell, 2005). The Proquest comprehensive database was an asset in searching feminist resources as it contains a comprehensive selection of mainstream journals in gender. We also searched ERIC because it is the primary education database.

In part, adult education has distinguished itself from education by its focus on learning that occurs outside of institutions, although there is some overlap as in research on higher and continuing education and pedagogy. Our report, therefore, crosses into some of these areas as well. Yet, in the best of our adult education field's tradition we focus primarily on the research on learning, which we see as located variously in the community (e.g., Butterwick & Selman, 2003; Clover, Stalker, & McGauley, 2004), in the home (e.g., Gouthro, 2000; 2002; Lander, 2002), and in organizations (e.g., Fenwick & Mirchandani, 2004), among other areas. We have not delved into the area of women and literacy, as we understand another research team is working in that area.

We limited our research to those sources that self-identified as related to gender, women, and adult education. For the most part, documents which take women or gender into account as an analytic category state so openly in their title. While there are some exceptions, generally if a source did not specifically indicate that it

addressed issues of gender, we screened it from our study. Somewhat problematic for us were those instances where researchers highlighted gender as a category but failed to include it in a substantive way. To accomplish the task of compiling a comprehensive survey of the field, with the depth and breadth that “comprehensive” implies is a worthwhile but longer term project that we have begun here. Another point that should be noted at this time is that the report is restricted to English language materials. There is no reason to assume that our francophone colleagues are any less interested in adult education and gender than we are, but surveying French language materials was beyond the scope of this current project.

Our review and analysis of the data was guided by the principles of (a) focusing on Canadian sources, wherever possible, (b) identifying sources that linked gender and learning/education, (c) highlighting major themes, gaps and authors that arose from the literature, and (d) providing a wide distribution of web, print, scholarly and governmental sources.

We have structured this report in several main sections. First we review the literature that is available in print and electronic format on gender and adult education (Section 2). Then we review the websites that pertain to gender (Section 3). Finally, we review the research programs and centers, to complete the search (Section 4). On the basis of this review, we then present our conclusions and recommendations (Section 5).

2. REVIEW OF LITERATURE

2.1 KEY TERMS

Key terms are identified here to assist other researchers in conducting a review of existing information on gender. Within the domain of adult education and gender there are several terms important to discerning pertinent information on the topic, that recur in publications and research. *Gender*, of course is a key term since gender is the overall thematic area; however, since gender is often equated with woman that also becomes a key term. Woman includes *Native women* and *immigrant* women and related issues that occur as issues to these groups such as *English-as-a-Second-Language* issues, quality work issues, *discrimination*, *racism*, and *segregated* work.

These issues link to more general issues of education, *training* and work. These include: *training programs/learning in the workplace*, *learning*, *distance education*, *literacy and technology*. Also important, but more difficult to find information on are issues around *health*, *social justice*, *disability* and *sexual orientation*.

Because this report arises in the particular context of Canada, and includes government bodies and organizations, as well as multiple university centers, research programs, and academic conferences, we have made a list of commonly used acronyms at the beginning of this report.

2.2 DEFINITION OF KEY TERMS

Adult Education: the entire body of organized educational processes, whatever the content, level, or method, whether formal or otherwise, whether they prolong or replace initial education in schools or colleges, and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced independent, social, economic, and cultural development (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 1980, p. 3).

Research within the field of adult education in Canada has been divided between practical applied research and more theory driven approaches. Neither has had a markedly strong gender orientation or analysis. Because of adult education's distinct status from education, it has also not benefited greatly from research in mainstream education or the social sciences. Large collaborative projects in education, by and large, have not encompassed the concerns of adult educators.

Gender: We use gender as a sociological category of analysis. Gender refers to the characteristics socially assigned to each biological sex, male and female. The category of gender is linked with the theory of social constructivism, the assumption that how we behave and see the world as male and female is shaped by our experiences of family, society and culture. While social expectations and frameworks gender both males and females, it is common for only females to be discussed as if gendered. While social expectations and frameworks gender both males and females, it is common for only females to be discussed as if gendered (see Owen, 2000; Johnson-Bailey, 2005).

Immigrant Women: Because this research is focused on Canada, immigrant women would cover any woman who left a country of birth outside of Canada to come to Canada. Young women who have grown up in Canada after coming to the country as a child may still categorize themselves as "immigrant women" if their country of origin was elsewhere. This is more likely to be the case if their first language was not English or if they are from a visibly non-white community; if they have been subject to discrimination and racism they may still feel as though they are immigrant women even if they have spent the majority of their lives, since young, in Canada. Women from the United States or from Western Europe are rarely categorized as immigrant women although, obviously, they are immigrants in the same way as women from other destinations are.

Native People: Individuals who self-identify as a Native person, an Aboriginal person, Inuit or Métis. The issue here is how Native women's learning and education are researched and if indeed they are. The available body of knowledge in this area is very limited, perhaps in part because of the immediate need for general research in Native education, and perhaps because of the apparent focus on participation and retention in schools (see Graveline, 2005).

Distance Education: Learning formats that allow learners to participate in education without moving from their place of residence or from being physically present at the institutional or facility supplying the education. Increasingly, computers and the Internet are means of distance education, but other formats such as correspondence courses or education via radio technology are also considered distance education (see King, 2005).

Technology: Primarily thought of nowadays as computers, the Internet, phone systems etcetera, but can include less mechanic technologies as well such as book keeping systems, card file catalogues etc. Technology as a category of analysis for women includes research on how women navigate the IT sector, how working and learning in this sector are gendered, and what the implications are for future IT education for women.

Literacy: The ability to read and write in a given language effectively and with self-confidence. Literacies can cover multiple sights beyond languages individuals speak, such as computer literacy, the ability to receive, find, and send information using the computer as an instrument effectively and with self-confidence.

Learning in the Workplace: Learning in the workplace is a catchall term for a variety of learning initiatives that can include specific formal learning programs that help the learner acquire specific skills or skill sets to either help them obtain employment or to enhance their abilities at work sites they already occupy. Learning in the workplace can include formal learning situations wherein an employee takes part in instruction to gain a specific skill. This may be as part of a training program or something of shorter duration to obtain an

individual skill. Learning in the workplace may also be informal, wherein employees ask peers how to achieve a desired task. Informal learning may also encompass learning not attached to a specific task such as the best way to organize meeting schedules, how best to fit in to the workplace environment, or the best way to conduct or lead a meeting. Learning in the workplace may also be achieved by gaining tacit knowledge simply by being part of a given community.

Heterosexuality: Because the majority of members in society are presumed to be heterosexual in sexual orientation, that is a person of one sex/gender does not express attraction for a person of the same sex/gender, individuals who identify as other than heterosexual may face discrimination. Heterosexuality becomes normative in our society and serves to exclude individuals who self-identify as non-heterosexual or who are presumed by others to be non-heterosexual whether they are, in fact, or not. The spectrum of sexual orientation ranges from heterosexual, gay, lesbian, bi-sexual to transgendered.

Disability: An individual whose physical or cognitive abilities differ from the majority of a community may be considered disabled. This may range from having visual, hearing and/or speech impairments to physical impairments ranging from differences in ability with one limb to being fully physically reliant on others or machinery. Cognitive disabilities may range from conditions which challenge standard learning protocols, such as dyslexia, to varying degrees of being intellectually challenged. Alternate terms can include dis/ability and persons with disability. We follow adult educator Lynn Tett (2005) in using disability.

2.3 CURRENT LITERATURE AND RESEARCH FOCI

Adult education encompasses a wide range of fields. To facilitate reading and to focus the discussion, we have limited the review to the most prominent areas that surfaced during the research phase of this project. We bring attention to each of the issues and then move to identify the areas that require further exploration in terms of research.

Theme 1: Feminist Theory

Feminist theory is central to work on women and education, and Canadians have contributed a great deal to research in this area. It refers to the overarching or guiding theoretical frameworks that arise from and feed back into the feminist movement. While feminist theory focuses on the lives, experiences and realities of women and aims to gain social legitimacy and value to them, Gaskell, McLaren, and Novogrodsky (1989) clarify that feminism aims to make all women's concerns part of both policy and practice and to transform the whole so that the both men and women are reflected more accurately. They further clarify that inequalities of one kind, or in one area of life, affect and cause other kinds of inequalities.

Within Canada there are a number of adult educators contributing directly to the building up of feminist theory (e.g., Gouthro, 2000, 2005; Miles, 1995). Feminist theorists have taken the lead in bringing to the forefront the interlocking power relationships of gender, race and class (Mohanty, 2003; Ng, Staton, & Scane, 1995). Such power relationships have implications for the practice of adult education as they are factors for both students and practitioners. Students or practitioners who benefit from embodying multiple privileged locations may wield more power in classrooms (and society) (Rocco & West, 1998; Tisdell, 1993, 1998). Categories of privilege can include: gender, race, ethnicity, sexual orientation, age, class, and able-bodiedness, although generally social experience and policy act as though "white males have neither race nor gender" (Rocco & West, p. 171). Rocco and West further expand on this noting that white males rarely confront their whiteness or maleness or what that means to their lives (p. 174). The power relations that the universal norm of white maleness establishes is only challenged when, and if, individuals are pro-active in unmasking the hidden structures that bolster that power and in challenging it. Feminism can address this in society in general (Tisdell, 2005) or specifically in the classroom and educational institution through feminist pedagogy (Butterwick, 2005a; Tisdell). However, some theorists believe that feminist pedagogy alone is insufficient and just as categories of analysis must include race, gender and class, pedagogical theories must also be open to

cross-pollination from other critical theories of education such as anti-racist education and critical pedagogy (Ng et al., 1995)

In considering work and education for work, feminist theorists have noted that women are routinely excluded from high quality work and segregated into gendered occupation. Where training programs for marginalized groups, which includes various populations of women, youth, and those struggling with other systems of oppression and discrimination success is difficult as the programs are rarely designed from the perspectives, and realities, of the target groups (Cohen, 2003; Valadez, 2000). While advising training programs for women to tailor their programs towards a woman-centered perspective, there are also cautions not to turn recognizing and valuing women's lives and experiences into essentializing women (Johnson-Bailey, 2005; Priegert-Coulter, 1996). Essentializing women limits their range of possibilities to those that "real" women exhibit and does not take into account the gendered social structures that may have affected their experiences and caused commonalities. Education is one, large, factor in a series of complex relationships in which school, education, society, unequal access to knowledge, the nature of the curriculum, informal schooling, and training for work interact and shape the experience of women (Gaskell & McLaren, 1987).

Feminist theory has been critical of traditional analyses of work and training as ignoring the sexual division of labour and ignoring that conceptions of what comprises "skill" are not value-neutral (Hart, 1992; Ng, 1996). Again, women's greater responsibility for child-care and family labour works to restrict their freedom and their opportunity (Hart; Miles, 1989). Feminist theorists argue for the need to bring critical and feminist analyses into academia and to challenge the educational inequalities that are built into education based on corporate and commercial values and agendas (Gouthro, 2002).

Women, as educators, theorists and students, have a role in addressing the inequalities of their work, personal and academic worlds. Women are bringing their concerns to adult educators in their own space. They are challenging adult educators to counter women's invisibility, to recognize a gendered world and gendered subjects, and to refuse the deficiency model of women; furthermore, they are challenging adult educators to question established definitions affecting not only women, the world and humanity but such central concepts as work and leisure, progress, development, politics, the personal and natural (Miles, 1989; Stalker, 2005). By unmasking the power structures that support the status quo, feminists are making it possible to create an alternative; an alternative that may enable both individuals and educators to challenge and change inequalities facing women.

Yet, there is work to be done, particularly as it relates to theoretical conceptions of women and learning. An indication of the need for further research specific to issues of gender is the continued dominance of the discourse from Belenky, Clinchy, Goldberger & Tarule's (1986) *Women's Ways of Knowing* and Carol Gilligan's (1982) *In a Different Voice*. Although each is an important work, it is a bit disconcerting that after 2 decades they have not generated significant follow-up systematic research activity that could affirm or challenge their assertions. This is somewhat disappointing especially in terms of the promise of these works to provoke and stimulate a substantive line of inquiry. Most of what has followed in the 2 decades after WWK, for instance, affirmed its social constructivist view of women's learning, supported the notion of women as warm and caring, and resulted in a deluge of writing (not necessarily based on systematic research) that affirmed the stereotypic views of learning. Even when the authors of WWK published their rejoinder to critics (Goldberger, Tarule, Clinchy, & Belenky, 1996) little systematic research from adult education scholars followed, though there is more of late that challenges stereotypic notions of women and learning (Chapman, 2003; English, 2005a, 2005b, 2006).

Needed: More work is needed on feminist theory, especially as it applies to the field of adult education and learning in Canada. Though practice-based projects and research are important, theory building is also important to inform and be informed by practice.

Theme 2: Immigrant Women

There is a growing field of work examining the social contexts for immigrant women in Canada (e.g., Mirchandani, 2004; Mojab, Ng, & Mirchandani, 2000). While some areas of this work focus on either specific immigrant populations or specific social contexts, such as garment workers or at-home workers, increasingly research focusing on immigrant women is conducted with the acknowledgement that race, class and gender are interconnecting social axis. Each of these categories plays a role in the social location of all women (and indeed all men) but the negative weight they can bear is often compounded for immigrant women.

Immigrant women tend to hold a unique position within the labour market, and not one to be envied. Immigrants, in general, hold a poor and worsening position in the labour market compared to native born workers (Mirchandani, 2004) and immigrant women hold a more tenuous and more segregated niche in that market than even immigrant men (Ng, 1996). Ironically, the only group with a more precarious relationship to quality work is the only real non-immigrants – aboriginal women (Graveline, 1994). Roxana Ng (1996) has demonstrated how gender and race/ethnicity combined and are mobilized to “produce” immigrant women both as a specific class location and as a specific labour market category (p. 13). At the same time, Canada needs immigrants to fuel the economy, but also needs immigrants in better labour market positions to buttress this; meaning settlement work, such as language services and certifying foreign-educated workers need to be improved (Mirchandani).

There is an identified need for workplace education tailored to immigrant populations, yet the knowledge these women already possess is frequently unrecognized. While immigration policy emphasizes attracting skilled new Canadians, the experience immigrant women face is a devaluing of their skills and potential (Maitra & Shan, 2005). These women employ a range of informal learning strategies in an attempt to improve their employment opportunities (Slade et al., 2005).

Research on English as-a-Second-Language (ESL) has critiqued existing policies and services as lacking in accessibility and in substantial benefit to would-be learners (Ciccarelli, 1999). In addition, ESL policies, and subsequently classes, become tools for “anglo-dominance” and inculcating Canadian norms (Ciccarelli; Walter, 2003), thereby embodying covert racist discourses in their design and implementation. While both men and women are subject to such discourses, women, particularly women of colour, are subject to the accumulative effects of racism and sexism relegating them to the poorest quality work, with the fewest options and the greatest potential for being exploited (Ciccarelli, p. 33).

Needed: While research about the experiences and realities of immigrant women in Canada is growing, there is certainly a need for more study in this area, especially research on the interlocking systems of power and oppression that affect immigrant women’s learning.

Theme 3: Workplace Learning

Research on specificities of work opportunities, placements, job markets, and training is complemented by analysis of issues developing from the “new economy,” a theme that has been highlighted in the SSHRC call for proposals for the Initiative on the New Economy, through which many research programs have been funded (see, for example, the WALL network at OISE/University of Toronto). There is significant agreement that the workplace remains gendered by segregated job categories and markets, work and training opportunities, access to job and individual’s location within employment hierarchies. Gender division of paid and unpaid labour continue to create barriers for women to access or participate in both formal and informal learning, including training programs, vocational learning and business development (Fenwick, 2004, p. 131).

These issues are compounded when research and policy take a gender-blind approach; if and when structural inequalities are either masked or ignored the structural barriers produce remain “hidden” or unaccounted for as a factor to be addressed. It is cause for concern when Government research with a sweeping scope, such as the federal government’s Human Resources Development Canada produces a report on *Skills and Learning for Canadians: Canada’s Innovative Strategy* (HRDC, 2002) fails to consider gender, or even use the word “gender” and has only one reference to “women”: one which notes that work-family conflict is negative to family income and children’s skill development, insinuating that work-family conflict, and the resulting familial problems, are the responsibility of women (Fenwick, 2004, p. 131).

Current research critiques the “new economy” for framing structural barriers as individual ones, thereby obscuring the social constructions they create and support and framing inequities as individual barriers for individuals to overcome (Fenwick, 2004). These include the unequal role women continue to hold in family and domestic responsibility. Many writers have noted that the traditional roles and social perceptions of wives and mothers have not altered as rapidly as women’s roles as workers, resulting in considerable role juggling and conflict for women. This issue of conflicting roles and responsibilities, or as Hart (2002) calls it, the *Poverty of Life Affirming Work* has been well developed by Barr (2001), Gouthro (2000), and Hart (1992, 2002).

Those subject to multiple barriers, such as immigrant workers and women of colour, continue to struggle to gain equal educational opportunities and commensurate employment (Bannerji, 1997). Jane Gaskell (1995) is one of a growing number of researchers who has argued that research on women’s work, theories of work and statistics on women’s work must be separated out by ethnicity, race, class, to avoid work, statistics and theories reflecting only the realities of white, middle or upper-class, and/or professional or managerial women’s claims, needs and experience (Gaskell).

While “flexible” at-home work may be described, as those selling the image, as beneficial to women trying to balance home-work role conflicts current research concludes that it is often an even more oppressive situation (Mirchandani, 1999), with women isolated, unable to collectively organize or share their concerns and experiences, limiting women to the lowest paying forms of work. Self-employed home-workers highly racialized job sectors (Mirchandani; Ng, 1996) continued work-family conflict (Fenwick, 2002b), and often increased domestic and family responsibilities since women are then permanently at home instead of having work responsibilities outside the home.

Official statistical analyses that categorize all women in one category thereby obscure the differences among groups of women and are able to skew “up” the picture of social experience and reality to their benefit. It also further stigmatizes those who don’t fit the skewed up picture as being individual failures and suggests that they are doing something wrong instead of being affected by structural barriers and inequalities.

Such barriers include being under-employed relative to skills, education and experience. Lowe (2000) notes that, in the tradition of women as lesser men, low skill jobs are most likely to be held by women (and youths) who report that they have skills and education that over-qualified for such positions (Lowe, 2000). Skills, are valued differently, with those most commonly ascribed to women, such as being good listeners, ascribed little value and cast as part of a feminine personality rather than a learned tool (Gaskell, 1995). Men are more than twice as likely to have an employer pay for their training (Henningson, 2005) women pay for their own training although the expense of training is a concern and often a barrier. McFarland (cited in Fenwick, 2004) notes that a lack of sponsorship is the greatest impediment to training for women, that the government is the largest sponsor of such training, and so if the government cuts sponsorship for training programmes there are very few other avenues for women to access training (McFarland, 1999).

Needed: While the research on work and education is developing rapidly, care must be taken to maintain a gender perspective and to bring this to all aspects of work, especially as it pertains to Aboriginal women, immigrant women, and economically disadvantaged women.

Theme 4: Technology and Distance Education

As technology continues to grow as an important feature of our modern society, researchers, in turn, increasingly consider what role and affect technology may have in education and how gender affects access and comfort level (see especially Butterwick & Jubas, 2005; Butterwick & Liptrot, 2003). Many researchers note that technology and the flexibility offered by distance education have the potential to offer important support to women learners. This, of course, presumes that access to technology itself will not be a barrier, although the kind of access technology may offer differs widely depending whether a woman is in a position to use a personal home computer, can reasonably access computers and the internet via computer labs at educational institutions, public institutions such as libraries, or whether they have more limited access to community sites such as Internet cafes, community centres or dedicated training centres.

The most common (potential) benefit allocated to distance education is that it allows women to better juggle/schedule their learning times thereby easing some of the burden of the multifaceted life-work roles of student, worker, wife, and mother (Gouthro 2004; Home, 1998; McSporrán & Young, 2001). As women continue to be primarily responsible for home and family work they are more likely to drop out because of non-academic reasons than men (Hart, 2002).

Traditionally institutional accommodations designed to offer flexibility, such as part-time studies or evening classes, may be insufficient for women responsible for familial arrangements (Home, 1998, p. 87). Many authors have noted that while support has a substantial impact on women's retention and access to higher education, the reality is that most support mechanisms are not directed to the actual issues of balancing family and work. In such cases, distance education was determined to be the only university support that reduced women's vulnerability to role conflict and dropping out (see for example, Home, p. 94).

It is ironic then that while distance education is the one institutional support that may allow women to sufficiently reconcile life-work roles so that they can remain in education, distance education has also been criticized for serving the needs of the system and the institution as opposed to serving the learners' real needs (Sumner, 2000). Sumner points out that potential positive benefits of technology and distance education are by no means guaranteed and that distance educators must make value choices to ensure that learning serves the lifeworld.

Moreover, the use of technology and distance education technologies sometimes appear to be apolitical and to be ways of circumventing gender issues (see Gouthro, 2004). While distance education allows for often much needed flexibility around studies, issues of power around gender and culture, particularly in situations where the distances being covered cross international boundaries, must be acknowledged, considered and addressed (Gouthro; English & Lander, 2000). It is significant that whereas journals such as the Canadian *Journal of Distance Education* published a number of articles on women, gender and distance education in the early 1990s, only one article post-2000 on this topic can be found (See Gillis et al., 2000). There is move away from this research to broader issues of technology and ICT's (see Butterwick & Jubas, 2005).

Further to considering the role of technology in education for women are issues of the gendered conceptions around technology itself. The dominant image of technology is that it is "masculine" both as an endeavor and field, and that women "opt out" of it (Acker & Oatley, 1993; McSporrán & Young, 2001). Acker and Oatley argue that such arguments pay insufficient attention to the social context and *habitus* shaping such images and shaping choices girls and women may, or may not, be making about science and technology, or the realities of a gendered labour market that may appear to make it more practical to make alternate educational choices more likely to lead to employment (Acker & Oatley). This is particularly important when researchers who investigate existing practices find relatively unexpected conclusions, such as McSporrán and Young's discovery that while technology is considered masculine and that the young men in their courses were sure of

their computer and technological abilities, it was women and older students who achieved the best results in their distance technology course (McSporran & Young).

Needed: As technology continues to hold growing and powerful place in society, investigations into the ways in which technology is viewed in society, the role it may be able to play in education and expanding opportunities for all learners, and the ways in which is seen as gendered, along with considerations for ways in which to “un-gender” technology’s image and practices will remain important considerations for educators and society.

Theme 5: Issues of Sexual Identity

The use of gender is often assumed to mean woman, although male identities are also gendered. This assumption is problematic and there is growing resistance to such inaccurate usage.

One of the main access points to research on male identity(ies) and learning is Queer Theory. University of Alberta researcher André Grace has defined the role of queer theory as one which “interrogates systemic and structural relationships shaped by limited understandings of sex, sexuality, and gender” (Grace, 2005, p. 530) and works to alter, or break, the socially constructed binaries they create. Sharing some philosophical ground with feminist and postmodern theories, queer theory considers sexual identity as one of a set of interlocking relationships/factors/sites, such as race, class and ethnicity, that interact with power relations and address the position of subjects within the multiple locations each individual embodies (Butler, 1990; Cohen, 2001; Rocco & West, 1998). Just as feminism seeks to challenge the social and power normativity of patriarchy, queer theory seeks to challenge the social and power structures of heteronormativity (see also Grace, 2001; Grace & Hill, 2004).

Feminist theorists identified that policies and practices in education historically addressed girls (and women) as “lesser boys” (or men) (Priegert Coulter, 1996, p. 436) and policy or program changes that worked to “empower” girls (or women) to overcome barriers or difficulties did not challenge the structural obstacles or status quo themselves (Gaskel et al., 1989; Priegert Coulter). Grace notes that gay and lesbian studies, the precursor to queer theory, followed this same pattern; that gay and lesbian studies often took as its focus ways in which to assimilate or integrate non-heterosexuals into society without challenging its ideological structures.

Queer theory has potential implications for the practice of adult education as it imposes a critical analysis to both the structures and spaces of adult education. André Grace (2005) argues that traditionally adult education has ignored queer theorizing and practice as well as queer students and educators. In addition, queer theorists argue that institutional silence about queer theory serves to silence or restrict queer theorists within institutions and class rooms (Hill, 1996; 2003). As queer theorists challenge the existing “normative” structures of society, institutions and existing practice, there is the potential for profound shifts in both the overall theories and day-to-day practice of adult educators (see Hill, 1995).

Needed: Research concerning sexual identity either as a category of analysis or a subject of research within adult education is highly marginalized and under utilized. It would be a fruitful focus for future study.

Theme 6: Community Based Research

Community based research spans projects in our own local communities, as well as those on the global spectrum. These are areas where researchers in Canada, in particular, have contributed a significantly to both local and global adult education research to groups such as UNESCO, Association of Women’s Rights in Development (AWID) and specific UNESCO conferences such as CONFINTEA V in Hamburg, Germany.

As a collective, the Women's Caucus at CONFINTEA V (UNESCO, 1997) ensured the introduction of a "gender-justice" perspective in the conference's commitments in adult education. This promoted women's active participation in policy development. Women's organizations and networks played a key role in this process (Ouane, 2003, p. vii). One of the resulting 10 themes arising from the conference explicitly outlines specific commitments to "promoting the empowerment of women and gender equity through adult learning" (UNESCO, p. 32). These commitments include addressing barriers to learning, consciousness raising on gender issues, education to address violence and economic impacts of globalization on women, and ensuring full participation of women and women's organizations in decision making at all levels. In a follow-up report, Longwe (2003) critiques conflicting purposes of adult education which appear in the report that range from accommodation to existing structures (teaching people how to fit in) to transformative policies that challenge these restrictive structures. Especially in the case of gender, Longwe argues transformative education must be the priority to ensure women's empowerment. Of the commitments agreed upon at CONFINTEA V, Longwe identifies the commitment to support women's organizing as having the greatest transformative potential, since governments are unlikely to initiate or support women's adult education that explicitly challenges patriarchal power. "Overcoming these problems is, therefore, basic to the formulation of meaningful and effective programs of women's adult education which can lead to women's empowerment" (Longwe, p. 22). The role of women's organizations in developing these programs is crucial.

Canada's contributions to these international initiatives for women have had both global and local effects. Miles' (1996, 1998, 2002) studies of women, social movements, and globalization have furthered the international knowledge base. English's (2004a; 2004b; 2005c) postcolonial perspective on identity in international development work has contributed to an understanding of women who work globally, as has the work of Pierre Walter (2004) on Thai women, Gouthro's (2004) research on Jamaican women, and Ryan's (Ryan & English, 2004) research on Grenadian women. While focused internationally, this research supports gender and education studies at all levels, and needs to be continued.

Adult education research that focuses on the local community, and which generates knowledge from the grassroots up, has also been strong in Canada. Research into learning and power in local women's organizations (English, 2005b, 2006), economic issues affecting women's learning at the grassroots level (Andruske, 2001; Butterwick, 1996, 2002, 2003b), the use of theatre to assist in community education (Butterwick, 2003a; Butterwick & Selman, 2003) and the use of arts and crafts in community adult education (Clover, 2001; Clover & Markle, 2003; Stalker, in press 2003).

Needed: Canada needs to maintain its global and local presence in community development and adult education research.

2.4 PRINT JOURNALS

There are a wide array of journals carrying research pertinent to adult education and gender. Possibly the best known is *Adult Educational Quarterly*. Aside from its reputation for quality research, the use of "Adult Education" in its name makes it an obvious, and easy to find, starting point for potential researchers. The *International Journal of Lifelong Education* is also an important publication for this field as is the *Canadian Journal for the Study of Adult Education*, *Studies in Continuing Education* and *Studies in the Education of Adults*.

We note here that some of these journals are stronger than others in publishing articles on gender and education. In the past 5 years, for instance, *Studies in the Education of Adults*, for instance, has published about 22% of articles on gender or 16/74; 7 (interestingly, of these, 16 were from Canadian-based writers). *Adult Educational Quarterly* for the same time period had about 35% of its articles on the topic of gender (of its 80 articles, some 29 were on gender related topics). *Studies in the Education of Adults* was more likely to have a broader definition of gender and more likely to have articles on theory and theorization of gender,

masculinity and embodied knowing whereas *Adult Education Quarterly* publishes more on formal educational contexts.

There are, of course, a wide array of journals available to researchers, but those that consistently publish the most pertinent and reliable research are the ones who gain the most recognition, and best reputation, in the field and thereby become the ones most utilized. That does not mean that other journals do not provide quality research, or that other journals are not pertinent to the field, only that those best known and with a solid reputation will be the first ones that researchers will go to, thereby making their publications the most likely to reach a wider audience. For more details on the journals mentioned, as well as others pertinent to adult education and gender, see Appendix E.

2.5 THE COMMUNITY AS EDUCATOR AND RESEARCHER

At the community level, there is a high degree of activity in formal and nonformal education by women's organizations and centres. Many of these programs have relied heavily on federal funding from Status of Women Canada and other relevant departments depending upon the primary clientele, such as HRDSC for employment preparedness training Industry Canada for trades training, and Citizenship and Immigration for new Canadians. Currently, this funding is project-based, and individual organizations have difficulty in obtaining access to funds. Recommendations have been made that federal core funding be reinstated (Status of Women Canada, 2005). Women's organizations also receive support from regional levels of governments. There is a disparity across the country regarding levels of funding. Provincial support to women's organizations is tenuous or has disappeared in a number of regions. The corporate sector and a few private foundations that have identified women's education as a priority, also contribute financially to a range of projects.

Women's organizations are identified as key sites for training: "Transition programs for low-income women and women with multiple barriers to employment are most effective when they are developed and delivered by women's organizations" (Lord & Martell, 2004, p. 48). Unfortunately, due the project-driven nature of such programming, there has been little longitudinal evaluation research of program effectiveness or documentation of innovative practice. Women's organizations have limited access to funding to conduct action-research. Further, the short life cycle of such programs has an impact not only on researchers' ability to analyze critically these processes, but for educators to create stable programming for their students and build upon best practices. While creative short-term programs have a valuable role, many marginalized women are more likely to succeed in longer-term training designed specifically for women (Lord & Martell).

Yet, funding for such educational programs is all too often elusive. Aboriginal women's organizations identify funding to support research and advocacy work to ensure women's rights are protected, and that education is critical in this process of helping women maintain their Aboriginal identity (Status of Women Canada, 2000). All too often the stress over funding results in inattention to the larger and more powerful issues of knowledge, power and discourse that effect community-based women's organizations (see English, 2005a; 2006).

There is much to be learned from the disparate activities of community-based organizations, and opportunities to engage in action research.

2.6 COLLABORATIONS WITH OTHER DISCIPLINES

Kjell Rubenson (2000) has noted that while adult education has been strongly influenced by psychology in the last 20 years "borrowing" from other disciplines has lost its contentiousness in the discipline and has become

more common in adult education. Collaborations that investigate the social underpinnings and structures of sites of learning can add to adult education research and theory. Cross appointments of academics between departments indicate the fluidity that can occur between disciplines, to the benefit of both. And, there are many other adult education researchers who engage with sociological theory to inform their work on gender. Gouthro (2002), for instance, uses critical theories especially Habermas to critique academic labour; English and Chapman have engaged with postmodern and postcolonial theories to highlight women's work in nonprofit organizations (English, 2005a), international development (English, 2005c), and in autobiographical writing (Chapman, 2003). Butterwick and Dawson (2005) use the work of Stephen Ball and Dorothy Smith to examine the production of academic labour.

In addition, historical research can illuminate the long-term social movements and structures that continue to affect learning sites and learners. Historical studies in education, particularly of the relatively newer experience of women in education, higher education and training formally for work and the professions, can add insight to the structures underpinning current social and educational practice and help researchers gain insight into the origins of the current status quo (Rich, 1985). Historical studies that specifically consider the gendering of education and/or work illustrate the power of gender in structuring our present institutions and patterns of behaviour. *Gender and Education in Ontario* illustrates how in 19th century Ontario teaching, at the pre-post-secondary level, became "feminized" with resulting affects on pay, sense of professionalism, sense of boundaries *vis a vis* acceptable social and professional behaviour, and affecting the social sense of who was suited to become a teacher (Gelman, 1991). The teacher also became constructed as a "servant" of the state (Prentice, 1991). Conceptions of gender influenced the pre-dominance of domestic science education for girls, the height of gendered education and training, as vocational training, academic education and professional employment (Danylewycz, 1991; Kennedy, 1995). In the same time period the advent of commercial education set strict boundaries on the kinds of commercial work to which women could aspire resulting in a "pink collar ghetto" in which commercial employment, for women, became "proletarianized" (Jackson & Gaskell, 1991) and limited women to a limited number of female dominated occupations (Heap, 1991).

Within the field of adult education there are a number of researchers who are crossing into history and women's studies simultaneously. One only has to think of the historical work on Betty Murray (Harris, 1998), the YWCA (Buchanan, 1997), the Women's Institutes (Cox, 1997), the Women's Christian Temperance Movement (Lander, 2000a; 2005), and the Antigonish Movement (Neal, 1998) to realize that this is fertile ground for learning more about how gender has affected us historically (see also Stalker, 1998; Welton, 1992).

2.7 POTENTIAL RESEARCH OPPORTUNITIES

Regarding gender issues surrounding sexual identities (LGBT), beyond a few individual academic researchers (Grace, 2004; Hill, 2003), there is little research or programming conducted at the organizational level with adults. Even amongst community-based women's organizations, when LGBT issues are addressed at all, typically the work prioritizes youth issues. Again, funding support is primarily federal, for example, through Justice Canada when programming relates to community safety initiatives.

Another noticeable gap is the area of rural women. The future sustainability of rural regions of Canada is a growing area of research and is the focus of a large, collaborative project. Unfortunately, the contribution of adult educators to this area is overlooked. The report NRE²: Building Rural Capacity in the New Economy (Reimer, 2004), follows upon the work of The Canadian Rural Revitalization Foundation and the first New Rural Economy (NRE) project, both funded through SSHRC's special program, Community University Research Alliance (CURA). Funding is also provided through other federal levels including Agriculture and Agri-foods Canada, HRSDC, Indian Affairs and Northern Development, as well as provincial partners in rural development. This partnership between 15 universities and various levels of government and regional

organizations has the mandate to “examine rural Canada's present and potential economic and social capacities, and make concrete recommendations and contributions in order to help develop these capacities for the future” (NRE², 2005, para. 2) This initiative is revitalizing the concept of the “Rural University,” recalling the history of adult education practice in Canada. Despite this, and the project’s emphasis on developing the capacity of rural areas, with education and training playing a key role in enhancing rural communities’ role in the “knowledge-based economy,” there is little mention of women’s roles in this process, beyond farm women and Women’s Institutes, let alone an integrated gender analysis. This obscures the diverse and critical roles of women in the survival of rural communities. Linked to this, as well, is the fact that much of the research on women and ICTs is urban-based, while there is a heavy promotion of the role of ICTs in revitalizing rural communities.

Transitional or “re-entry” training, that women’s organizations provide, plays an important role in community economic development (Lord & Martell, 2004). This is particularly the case for rural areas where few alternate educational opportunities exist (Manicom et al., 2005). At the same time all levels of government promote the value of the knowledge-based economy, they “have eroded the capacity for lifelong education in rural areas, at many stages along the education continuum” (Manicom et al., p. 62). This has had a particularly negative impact on women. It is evident that there is an opportunity for researchers to be more active in this area to influence policy and practice in rural development. SSHRC has identified research related to rural women as a key priority (SSHRC, 2005a).

Another area of concern is the lack of intentional academic/policy collaboration. Cruikshank (2005), when speaking of lifelong education and policy, emphasizes the importance of researchers becoming involved with policy research centres. Adult educators, she argues, must become more actively engaged in research and advocacy, and cites the Canadian Centre for Policy Alternatives (CCPA) as a potential collaborator. CCPA is currently working with Simon Fraser University on the Economic Security Project, funded through SSHRC’s CURA program, and includes a focus on women and education (Butterwick, 2005b). Such collaborations are essential.

Our general impression is that while overall there are adult education researchers in Canada using gender as a meaningful focus, their research is not well coordinated or systematized, and there is no centralized dissemination portal for this research. We are not alone in experiencing this. Elisabeth Hayes and Daniele Flannery (2000) noted in their work, *Women as Learners: The Significance of Gender in Adult Learning* that there was (and is) “a prevailing lack of information and understanding about adult women’s learning and education” (p. xi). Like us, they also found that “the relevant information about adult women’s learning that does exist is scattered across a wide variety of sources” (p. xii). There was some comfort to be had by the current research team that Hayes and Flannery also had difficulties in amassing a comprehensive representation of the works available on women and learning, even though they conducted extensive literary searches over a period of 2 years (p. xv).

We found that research results typically reside on faculty’s personal webpages or community organization and funders’ sites. SSHRC, as part of its commitment to move to a “knowledge council” (SSHRC, 2005b) is committed to promoting broader dissemination of research beyond the academic arena to broader sectors of society. It intends to require all research funded by SSHRC be published in open-access journals or publicly accessible websites. SSHRC is currently investigating a dissemination strategy. Options range from a SSHRC managed database, or a similar central repository maintained by another agency or library consortium, to institute-based portals (Canadian Library Association, 2005). Since much of the research on women and learning, particularly at the community level, is scattered, and organizations such as CCLOW are no longer active, there is a renewed need for a coordinated approach to collect and disseminate this work. Women’s resource centres can play a key role in participating in this important area of knowledge gathering and dissemination.

A related initiative is SSHRC's recent announcement of the new Knowledge Impact in Society (KIS) initiative. The KIS project appears to be encouraging the types of intersectoral cooperation described above, that moves beyond research cooperation, but emphasizes broad dissemination as well. This pilot phase may provide opportunities for collaboration to develop a dissemination strategy in the field of women and learning that can benefit both academic researchers and community agents.

Gendered work in formal continuing education also seems to be waning. At recent conferences of the Canadian Association of University Continuing Education there has been little if any current research analyzing issues of gender.

SECTION 3. REVIEW OF EXISTING WEBSITES

This section focuses on the existing websites related to gender. We include these since they are publicly accessible and provide valuable information. We limited our search to those web sources that were relatively permanent and well maintained. These sources are categorized into three areas: Government of Canada, Provincial and Territorial Government Websites, and Other Major Websites

3.1 GOVERNMENT OF CANADA WEBSITES

We begin with government websites since the primary funder, at least in Canada, for education for women, schools, national organizations, and community based programs for women, is the government. As well, it is generally government and government sponsored agencies that set the policies that determine funding and status of women in Canada. (Other departments such as SSHRC are not listed here since they are government-funded, but not official government departments).

First a comment on the quality of the government websites since this may in fact be reflective of the current climate in Canada toward women and learning. In an article entitled "Government of Canada Website Ignores Women" writer Jo Sutton (2005) assesses the Government of Canada website (http://canada.gc.ca/main_e.html). While this may not be an absolute truth, the government website is certainly helping Sutton make such a statement. Sutton critiques the website:

The government of Canada's web site receives millions of visits every year. Yet it provides no overall category for women to find information. This lack of recognition and the consequences for women is ringing alarm bells for equality seeking women's groups and individuals. (Sutton, 2005)

She is accurate in pointing out that there are few women-related sites that can be found. And those that are, are neither particularly significant nor major sites. However, the site is not easily navigated or accessed.

Three sites are especially relevant to this report since they indicate federal government priorities. And, as Selman, Cooke, Selman, and Dampier (1998) have pointed out, in the absence of particular policies (in this case, on women and education) we must deduce the informal policies from the existing practices (pp. 210-211). We chose these four to make particular a particular point about government attention to gender: Status of Women Canada is the most obviously gender focused as is the Aboriginal Women's Program. The others are less obvious in their attention to gender.

Status of Women Canada

http://www.swc-cfc.gc.ca/index_e.html

An agency of the federal government, Status of Women Canada's (SWC) mandate is to promote women's equality, highlighting economic empowerment, anti-violence and human rights work. It is active in public education, and provides project funding to women's organizations. This is a federal department of government and the most visible sign in the federal infrastructure of government priorities on gender.

Aboriginal Women's Program

http://www.canadianheritage.gc.ca/progs/pa-app/progs/ppfa-awp/index_e.cfm

The Aboriginal Affairs Branch of the Aboriginal Programs, Directorate for Canadian Heritage, work on two main components. The first is the family violence initiative and the second is facilitating women's full participation in Aboriginal self-government. The latter is strongly educational in focus and intended to promote full civic engagement.

The Canadian Rural Partnership

http://www.rural.gc.ca/home_e.phtml

This Partnership supports federal government policy to ensure federal programs provide appropriate support to rural communities. It also promotes research related to rural issues. For example, previously supported work focusing on women have included "The Labrador Women's Learning Network" and "Counting Youth and Women in Technology: A Rural Capacity Building Project." In addition, the Canadian Rural Partnership maintains the Rural and Remote Canada Online database, and includes women as a key subject area. This provides links to women's organizations and programs working with rural women in Canada and abroad. We highlight this site since it is an example of how women's priorities have been subsumed into non identifiable categories.

Human Resources Development and Skills Canada (HRSDC)

<http://search.hrsdc.gc.ca/>

As a major funder for government projects within the community, the HRSDC website (previously HRDC) is a significant site for women of all ages. Yet, within the search results for "adult education" there is an overwhelming tendency to focus on young adult learning. HRSDC does not have a specific category of funding for women's projects. Funding must be applied for through one of the interdisciplinary or specified categories such as literacy or social programs. This represents a major lacuna in government policy as it relates to gender. Within search results for "job training," "retraining programs," there is little that differentiates "women's" concerns and projects from general programs. In the subcategories of specific jobs, this site has an overwhelming tendency to focus on what might be called traditionally male occupations. As with much government material the term "lifelong learning" tends to be the organizing category for adult education concerns. Within these search results "gender" or "women" occur only within materials on disability and senior's projects, and even then only as a bare mention at best. This site is another example of how the term gender has become de-politicized and erased from government's top priorities.

3.2 PROVINCIAL AND TERRITORIAL GOVERNMENT WEBSITES

Provincial Government Websites do not make any significantly better showing than their federal counterpart when searched for information on women and learning or gender and adult education, although there are some exceptions. **British Columbia's** website (see Appendix I for a list of provincial and territorial women's offices) does bring up "aboriginal and women services" along with "women and coronary heart disease," "women's history month," and "sexual dysfunction in women." There is also a reprint of a Member of Parliament's speech on "Women: Your Future in Trades" given at a College Trades and Technology Program as part of Women's History Month.

Manitoba's Provincial Website is one of the few to connect to specific women-related links given the same search parameters; its top hit was a link to a newsletter called *On Women* published by the **Manitoba Women's Directorate**. There was also a link to the Directorate, a *Learning English* link that offered classes designed to meet the scheduling needs of specific groups of women, and a link to the Manitoba Women's Advisory Council. Saskatchewan's site directed searchers to the Status of Women office and their publication on *Profile of Aboriginal Women* in Saskatchewan. Similar web searches for **Quebec, New Brunswick and Newfoundland and Labrador** yielded little.

For **Ontario**, the search connected to the Women's Info Gateway – Education, Learning and Training. Prominent in the related links were sites for “women and problem gambling” although more traditional conceptions of education were also included. While the list, which included “adult education, career guidance and learning and training” specific information related to women was scarce?. The Adult Education link takes the visitor to *Ontario Learns – Strengthening our Adult Education System*; however, the only reference to women, or gender, is amongst the list of “persons” who are adult learners which includes “men and women receiving social assistance who want to move toward self-sufficiency and to participate more fully in the economic life of their community,” which is a very limited view of who can participate. The only other link which gave any indication of information specific to women was the settlement organization link. Searchers can connect to “What community services are available to women?” but they are largely limited to services focusing on issues of abuse, which are important, but suggest a limited conception of women's experiences and needs.

The same search on Nova Scotia's web site only had one pertinent link, but it was at least a very useful and specific link giving information about women and adult education. The link connected to a statistical publication on Women's Education and Training in Nova Scotia. Published by the Nova Scotia Advisory Council on the Status of Women, the report provides an array of up-to-date statistics on a thorough list of different groups of women. The introduction specifies that the authors attempted to be as complete and representational as possible and tried to include, wherever possible, on groups of women usually left out of statistical representations, such as racially-visible women, Aboriginal women, and women with disabilities.

Most provinces also have **Women's Directorates** or a **Council on the Status of Women** (for a complete listing see Appendix I), which may have a partial commitment to education and learning. Few provinces, however, have dedicated research centers specific to women and education. When education does appear on the agenda of provincial directorates it primarily is focused on the schooling of girls. Nova Scotia's Status of Women's Council does have a link to a publication: *Women as Learners*. One of the only provinces to have a broad plan for advancing women's status and which puts education, adult education and job training consistently at the centre of discussion is the **Status of Women Council of the Northwest Territories**. Possibly the discrimination Native People's have been subjected to has made this territory more willing to address all forms of inequity.

In short, provincial websites yielded little information and the information that they do have supports the federal government's emphasis on skills and vocational training for women. Our difficulty in attaining a complete list of websites, departments and agencies related to gender underscores the need for a portal on gender in Canada.

3.3 MAJOR NATIONAL WEBSITES

We include here a variety of major websites on gender. These have been chosen because they are primary sources of information on research and gender. In the absence of a centralized Canadian website for gender and education, these sites have become well trafficked and extensively referenced.

CRIAW – Canadian Research Institute for the Advancement of Women

<http://www.criaw-icref.ca/>

CRIAW is a national, non-profit organization committed to advancing women's equality through research. It is by far the most significant body for research on women in Canada, outside the traditional university structure. CRIAW is a research institute that provides information and tools to assist those who are interested in learning more about women's issues or beginning activist activity to advance social justice and equality for all women. According to its promotional literature, "CRIAW recognizes women's diverse experiences and perspectives; creates spaces for developing women's knowledge; bridges regional isolation; and provides communication links between/among researchers and organizations actively working to promote social justice and equality for all women and equality for all women."

CRIAW's website makes a number of resources available to the public, though some of their published reports must be ordered and paid for, albeit at a reasonable cost). These include "**Fact Sheets**" on various topics such as women and poverty, racism, and Canadian women in the Global Economy that would be pertinent adult education and gender (see Appendix A). CRIAW also offers a series of **on-line resources**, such as their report on women, unpaid work and social policy and has both a database of their publications available and **educational kits** to target social change on a variety of topics such as women's health and research partnerships. . The organization also has sponsored research and workshops. In prior years CRIAW also awarded monetary prizes for scholarship and to support research (See Appendix A), although they note that there are no grants advertised for 2005. CRIAW continues to disseminate research and tools through support from Status of Women Canada and other agencies such as the Canadian Labour Congress and the Women's Future Fund.

Finally, the CRIAW website offers links to other websites offering information relevant to women and activism such as the YWCA, Wommennet and Media Watch (see full list in Appendix A).

CCPA – Canadian Centre for Policy Alternatives

<http://www.policyalternatives.ca/>

The Canadian Centre for Policy Alternatives (CCPA) has offices in British Columbia, Saskatchewan, Manitoba, Ontario and Nova Scotia. On its website, it describes itself as "a non-profit research organization which promotes research on economic and social policy issues from a progressive point of view. Resources include reports, publications summaries, alternative federal budget, education project, and links." While not as specific as CRIAW that their focus is feminist or actively working to achieve gender equity, the focus of their research topics, and the perspective indicated in the titles of their work, as well as the analyses, indicates a feminist theoretical background with the aim to ameliorate gender disparity.

The CCPA produces **reports** on such topics as women and poverty, health and social inequity, and analysis of governmental budgets which visitors can download from the site (for sample titles of CCPA reports see Appendix F). They also undertake **research projects** with specific foci relevant to wider issues of adult education.

NCWC – The National Council of Women of Canada

<http://www.ncwc.ca>

The National Council of Women of Canada was founded in 1893 and is the umbrella organization for a variety of Local Councils of Women, Provincial Councils of Women across Canada along with other national organizations affiliated with the NCWC. It also has representation on international councils of women and is accredited with the Economic and Social Council of the United Nations. Developing policies through "a grass roots process of consultation and debate," the NCWC meets with officials from the Government of

Canada to present an annual brief. The NCWC's mission statement is "to empower all women to work together towards improving the quality of life for women, families, and society through a forum of member organizations and individuals." Their vision is to act as "a vibrant, pro-active credible Council of Women reflecting the diversity of society, influencing political decision making and public attitudes for the well-being of society, through education and advocacy."

The NCWC site provides a Communication and Reports page with copies of their correspondence to the federal government and of reports they have produced. Some reports, such as "Women as Caregivers" are relevant to the theme of Adult Education and Gender while others, such as "Conservation" may be more tangential.

APC Women's Networking Support Programme (WNSP)

<http://www.apcwomen.org>

This site is included although it is international and not specifically Canadian. This website is available in English or Spanish. APC refers to the Association for Progressive Communications, an international network of civil society organizations dedicated to empowering "women through the use of Information and Communication Technologies (ICT)" as well as to promoting gender equality in the design, implementation and access to and use of ICTs as well as bettering women's representation and participation in the policy making and regulation frameworks around ICT. The WNSP is active in Africa, Asia and Latin America and, with an increasing presence in Central and Eastern Europe and could be expanded to include North America. Whether it ultimately does that or not, its discussions of how gender and technology are socially defined and how gender relates to communications, and so on, are certainly relevant to adult educators in Canada, and elsewhere, especially those working on issues affecting immigrant women.

National Action Committee on the Status of Women (NAC)

http://www.nac-cca.ca/index_e.htm

NAC is a national feminist organization linking hundreds of organizations across Canada who work with women. It engages in advocacy, lobbying and policy research to influence public policy to represent women's concerns.

SECTION 4. RESEARCH CENTRES AND PROGRAMS

4.1 CENTRES AT UNIVERSITIES

There are a number of research centres in Canada that focus directly on research. Though none of these is specifically directed to gender, each of them gives significant attention to gender and education.

The Ontario Institute for Studies in Education of the University of Toronto, as the largest site for education research in Canada, coordinates several departments and centres that relate to, or include in their auspices, a study of gender and education. Faculty at the Department of Adult Education and Counseling Psychology (AECPP), for instance, are engaged in a number of research centres coordinated through OISE and other departments at the University of Toronto. Those specifically conducting work on gender and learning are described below.

The Centre for Integrative Anti-Racism Studies (CIARS) explores the role of race and identity, supports anti-racist praxis, and engages with communities to study the broader issues of race and education in society. The Centre is active with community groups representing a diversity of minorities and immigrants ranging from

Kurdish women to South Asian garment workers. The Centre works with CRIAW, as well as Inter Pares, an international development organization with links to women's organizations in the Global South. Roxana Ng (AECPP), who researches immigrant women, is the director. Shahrzad Mojab (AECPP) also actively researches in the area of immigrant women and education, as well as gendered analyses of educational policy, globalization and civil society. Kiran Mirchandani (AECPP) contributes research on gender and literacy, home-based workers, and the influence of gender and race in the workplace.

The Centre for Women's Studies in Education (CWSE), also at OISE/UT, is an interdisciplinary centre supporting feminist research and graduate studies in the area of women and education. This work ranges from primary, through post-secondary levels to lifelong learning. The Centre is also responsible for the Women's Education Resources Collection, maintained at the OISE/UT Library. It houses women's studies resources from Canada and abroad and an archive documenting the women's movement. CWSE publishes the *Resources for Feminist Research* journal. While much of the research at CWSE studies the formal school system and women's studies programs, current research activities also include women's participation in professional education, the impact of globalization, community-based education and literacy. CWSE is currently facing financial constraints as much of its core university funding has been eliminated. It relies on funding from research and project grants to maintain operations. Currently, funders include the Ontario Women's Directorate, the International Development Research Centre (IDRC), and the Association for Women's Rights in Development (AWID). Angela Miles (AECPP) has been cross-appointed to this Centre and is conducting SSHRC funded research on "anti-globalization and the global feminist movement" (CWSE, 2005).

The Transformative Learning Centre, at OISE/UT, participates in a range of activities promoting social responsibility in education and civic engagement. Among its research areas are peace, environment, popular education and community development, spirituality, wellness, as well as participatory democracy. Jennifer Sumner (AECPP) is the Environmental Education Coordinator, and conducts research on rural women, sustainable globalization and rural development. Other AECPP faculty also participate in the Centre's work.

A research network based at OISE/UT, Work and Lifelong Learning Research Network (WALL), has brought together academic researchers and community-based organizations to study current issues related to education and employment. Gender issues are integral to much of the Network's work. This network was preceded by NALL or the New Approaches to Lifelong Learning, which was also at the Ontario Institute for Studies in Education of the University of Toronto.

The Work and Learning Network (WLN) at the Department of Policy Studies, Faculty of Education, at University of Alberta is concerned broadly with research related to work and learning policy and practice. The Network has a Western Canadian focus, and the members of the Network are interested in issues relating to diversity, equity and workplace reform. Research at this Centre includes gender issues in organizational learning. WLN promotes research and dialogue about learning in the changing domains of work.

The Atlantic Metropolis Centre (2005) in Halifax supports research across a spectrum of topics related to immigration. One of the eight clusters is focused on gender, migration and diversity/immigrant women. This research is being conducted in collaboration with the Sociology Department at Saint Mary's University. Atlantic Metropolis Centre (2005) http://atlantic.metropolis.net/index_e.html

Other universities offering graduate and undergraduate programs in adult education also contribute heavily to this field of research. Some of the academic institutions with faculty actively researching in the area of gender and learning are listed in Appendix K.

A full list and description of organizations with an interest in gender and education, and corresponding web addresses, is given in Appendix G.

4.2 FUNDED RESEARCH PROGRAMS AND INTERESTS

The main provider of research funding is the Social Sciences and Humanities Research Council of Canada (SSHRC). Researchers may also be able to access internal funding from their home universities. SSHRC provides funds mainly through Strategic Research Grants, special programs such as the Initiative on the New Economy, and master's and doctoral fellowships. Because the main research programmes are via government funding and universities, they will likely remain the main sources for the future. For a list of current SSHRC funded research and programs see Appendix H. To provide some insight into the types of programs that are ongoing among adult educators currently we present several abstracts from recent conference proceedings for the Canadian Association for the Study of Adult Education. These reflect the cutting edge of research on gender and education in Canada, and are in Appendix D.

4.3 CURRENT PROJECTS RELATED TO GENDER

Research on gender and learning, as a cross-cutting field of inquiry, typically is conducted through collaborations with affiliated organizations, rather than within dedicated units. There is also cooperation across academic fields, including economics, sociology, and women's studies, with faculty who integrate feminist engagement and research in their work. A case in point is the current work being undertaken by the Work and Lifelong Learning Research Network (WALL). A project of the Centre for the Study of Education and Work (CSEW) at OISE/UT, WALL has brought together a range of academic and community-based researchers from across Canada to investigate issues related to learning and work. A number of the research areas within the network relate explicitly to women and gender issues. Preliminary research results from this network are now rolling out at conferences, such as the 2005 CASAE conference (e.g., Butterwick & Jubas, 2005). A related research alliance coordinated by the CSEW is the Democratizing Workplace Learning Working Group (Maitra & Shan, 2005, Slade & Mirchandani, 2005). See Appendix K for a sample of the WALL projects that address gender and education.

4.4 EXISTING RESEARCH AGENDAS

The current existing research themes are best discerned by surveying funded projects such as SSHRC projects (Appendix H) and the themes of current research being undertaken in graduate research by surveying theses topics (see Appendix C). It is clear from a review of these projects that the state of gender and adult education research in Canada is quite healthy.

4.5 EXISTING MEASURES USED TO ASSESS CHANGES

Despite occasional cries for statistical information most of the research in gender and education produces qualitative data. This has been the trend in education for several decades and all indications are that it is continuing. Qualitative work is consistent with a gendered approach to learning and researching. The review above of literature, databases, reports and websites shows the predominance and satisfaction with the accumulation of qualitative data in this area.

There is indeed a strong body of work that has been developed and which shows promise of sustainability. We have a very comprehensive picture of the issues, challenges and successes that women encounter. This direction and trajectory has been deemed legitimate and worthwhile scholarship by government research funding, the academic refereed process and the academic community. (See Appendix H for recent SSHRC

funded projects, and Appendix C for Canadian graduate theses related to Adult Education and Gender). Related to this qualitative perspective is that it often involves working directly with women in the community to produce research that gives insight, and depth, to the experience of women. Examples include Darlene Clover's (Clover, 2001; Clover et al., 2005; Clover & Markle, 2003) and Walsh and Brigham's (2005) research on community based arts projects for women, Bonnie Slade et al.'s (2005) work on women in call centres, and Butterwick and Jubas's (2005) work on women's learning in the IT sector. The strength of this qualitative work is that it often involves working with the community to discern needs, experiences and to influence policies. This research trend towards working with the community to collect qualitative data is well established in adult education, and ensures that community voices and experiences are heard and counted in. Most importantly it brings research expertise to the community so community issues and problems are addressed.

To assist in this community based research, there is a need for more gender assessment tools such as are operative in the development sector. The Canadian International Development Agency (2005), for instance, has recently developed a tool to assess projects for gender compliance. The development of such tools can help ensure that gender awareness can be spread across programs and issues and not remain an isolated funding category.

SECTION 5. CONCLUSIONS AND RECOMMENDATIONS

This section brings together the information that has been delineated and discussed in the previous sections that reviewed current literature, websites, databases, theses, and research centers. From our review, we have identified a number of strengths in the current research as well as a number of gaps that might be worked on.

5.1 RECOMMENDATIONS RE STRENGTHS IN THE RESEARCH

Considerable and helpful information has been gathered in the areas of feminist theory; immigrant women; workplace education; and technology and education; and community development and adult education. We have a strong growing body of work in these areas and the indications are that research in these areas will grow. We encourage the deepening of knowledge that is already ongoing in such areas.

The second strength relates to how the research has been done. Clearly, a great number of research projects have been situated in the community with community agendas at the forefront. The voices of women have been heard clearly as researchers work within a qualitative framework to understand women and learning within the Canadian context.

The recent trend to more collaborative and concentrated research programs in Canada is a trend that has facilitated invaluable work. We note in particular, the WALL network, which has highlighted the experience of immigrant women's learning. It has also enabled a focus on women's informal learning in the workplace. Although there may be issues with concentrating funding in specific centers, this would seem to have a number of benefits.

5.2 RECOMMENDATIONS RE CHALLENGES AND NEW DIRECTIONS IN THE RESEARCH

1. There are still a number of challenges and gaps in the knowledge base on gender and education. We point out that more research is needed on Native Peoples; Issues around Disability; Rural Women and Communities; Issues Around Sexual Identity: Gay, Lesbian, Bi-Sexual, Queer and Transgendered individuals. There is a danger that because many of these issues do not connect directly to encouraging employment, they will be neglected in research agendas and funding initiatives. We encourage a balanced approach to the establishment of a research focus.
2. A second challenge is the de-politicization of the term gender to the point where it is difficult to identify gender as a primary and meaningful category of analysis in many government reports and websites, as well as in journal articles and funding categories. We encourage the deliberate use of gender and the careful consideration of how it is being used when policies or funding priorities are established.
3. Research and policy have not been well linked. In our review of the sources we found few if any linkages between researchers and policy makers. We encourage these linkages, and suggest that CCPA might be a possible partner for adult education. Given that research relating to women is so heavily dependent upon federal funds, lobbying through such groups as CCPA must continue to ensure sustained public support for research on gender and learning.
4. The preponderance of published research on women and learning in Canada has been qualitative in nature, and has involved community based organizations. We encourage this type of research, as well

as further collaboration with the community since it will enable both partners to work together to set agendas and to address issues of mutual concern. More action research projects that collect both qualitative and quantitative data would be an asset in this regard. The focus might then be on the ways in which our communities can work to improve their own day-to-day workings.

5. The most common dissemination networks for research on gender and learning are list-serves, which are difficult to track as they may be open for any interested individual to join, or closed to a specific restricted group. Well known databases, such as ERIC, or websites are another means through which to disperse information. From these searches, we have given extensive lists of websites and journals, and databases all through this report and in the appendices. Our experience of doing the research for this report is that the Internet search is one of the most helpful search strategies and the source from which we were able to locate most of our data. The lack of access, however, to a well-maintained and centralized website for Canada has made this research a challenge. We recommend that such an initiative be begun as soon as possible.

Canada has incredible strength in the research area of gender and adult education. We have multiple researchers working in carried areas of this sphere, and we have produced a significant body of work that is generally accessible and helpful in its range, depth and scope. What is needed now is attention to deepening and systematizing that information so that we have a broader view of what is happening across Canada.

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APPENDIX A: CRIAW RESOURCES

The Canadian Research Institute for the Advancement of Women (CRIAW) has been a strong supporter of gender and education related research. However, CRIAW has not provided scholarships in 5 years, and research grants have not been offered since 2003. CRIAW continues to disseminate research and tools through support from Status of Women Canada and other agencies such as the Canadian Labour Congress and the Women's Future Fund. We have included a number of resources here from the CRIAW website because they are especially focused on gender.

CRIAW Fact Sheets

Fact Sheets provide basic information to a wide audience in plain language about important women's equality issues. They help raise awareness that women's equality issues are important, relevant to all people, and that individuals and groups can take action to do something about these problems.

Women and Poverty (Third Edition - 2005)

Women and poverty are connected for many reasons. Various structural factors work towards making women more vulnerable to poverty, or to keeping them in poverty. Over the last decade, Canada has been moving towards a different model for its economy, drastically cutting social services.

Women, Peace and Security (2004)

Who and what is a real security threat? This fact sheet presents a different view. It takes into account women's perspectives on security, and the impact of security issues on Canadian women.

Immigrant and Refugee Women (2003)

Only 4% of Canadians are not immigrants or descendents of immigrants. Only Aboriginal peoples are native to this land, and have lived and died here for 10,000 years. Thirty percent of Canadian women have themselves immigrated here from somewhere else and this population is growing four times faster than the population of Canadian-born women.

Women's experience of racism - 2002

The purpose of this fact sheet is to provide easy to understand statistical information and research on how women experience racism, and to provide suggestions for resources and action. We hope it serve as a basic introduction for people with no knowledge of how race and gender affect women's lives.

Violence against women and girls - Revised 2002

What is violence against women?

Violence can be physical (such as punching, kicking, choking, stabbing, mutilation, disabling, murder), sexual (such as rape, any unwanted touching or act of a sexual nature, forced prostitution), verbal/psychological (such as threats to harm the children, destruction of favourite clothes or photographs, repeated insults meant to demean and erode self-esteem, forced isolation from friends and relatives, threats of further violence or deportation if the woman attempts to leave), stalking (such as persistent and unwanted attention, following and spying, monitoring of mail or conversations), financial (such as taking away a woman's wages or other income, limiting or forbidding access to the family income), and other forms of control and abuse of power.

Canadian Women in the Global Economy - 1999

Across the world, women contribute to their local economies through their paid and unpaid work. "In virtually every country of the world, women work longer hours than men, yet share less in the economic rewards" (Human Development Report, 1995). We are told, however, by the media, economists, and politicians that the economy is driven by the "invisible hand" of the market, forces out of our control, transnational businesses and globalization. This encourages us to leave decisions about the economy to the

"experts," to those who understand the economy and to those who supposedly "make a difference" in economic terms.

This fact sheet is a technical report which introduces the major international and inter-governmental players in the global economy within the context of existing commitments made by Canadian governments on women and the economy. As a reference guide, it provides information on where international economic decisions are made, who in Canada is working in these areas and where women could be active.

CRIAW On-Line Resources

CRIAW's submission to the National Children's Agenda

Contains information on the links between child well-being and the well-being of their mothers.

Speech on women, poverty and Canadian public policy in an era of globalization

Contains stats on women, poverty, women's unpaid work and the pressure of globalization and trade agreements on public policy.

Article on women's history in the 20th century

Contains some dates of significant events concerning the progress women have made in 20th century Canada.

Who Benefits: Women, Unpaid Work and Social Policy (2001)

Recognition and value for the *time* women spend on unpaid caregiving activities is a necessary component of gender analysis in public policy. Measuring time as a resource, the last Canadian Census on household activities revealed that 68 per cent of unpaid work was done by women regardless of their work in the paid economy (Statistics Canada, 1997). Because of demands on key resources such as time, work done in an unpaid capacity often restricts women to part-time or low-paid work, and creates barriers toward their full participation in economic decision-making. We were concerned that with the complexity of forces affecting the lives of poor women, the demands on their time were less obvious and less likely to be considered by policy-makers.

CRIAW Educational Kits

These resources provide information for groups or individuals interested in pursuing research and action on a particular issue. The aim is to make research as widely accessible as possible.

A Tribute to Grassroots Organizing for Women's Health: Cases from around the World. Editors: Sara Torres, Prabha Khosla with Nuzhath Leedham and Lise Martin

Participatory Research and Action: A Guide to Becoming a Researcher for Social Change,
by Monika Morris, Literature review: Martha Muzychka, 2002

Funding Sources for research on Women,
compiled by Marika Morris and Susannah Bush with Rachel Côté and Natacha Beg, 2001. (Bilingual)

Research Partnerships: A Feminist Approach to Communities and Universities Working Together edited by Barbara Cottrell, Stella Lord, Lise Martin and Susan Prentice, 1996

Feminist Research Ethics: A Process (2nd Edition)
by Martha Muzychka, Carmen Poulin, Barbara Cottrell, Baukje Meidema and Barbara Roberts, 1996.

(Bilingual)

CRIAW Awards

CRIAW used to recognize outstanding feminist research, as well as the promotion of research furthering the advancement of women, through the presentation of the following prizes and awards:

The Marion Porter Prize: CRIAW supports the Marion Porter Prize, to be awarded for the most significant feminist research article from a journal or an anthology published between August of the previous year and July of the current year, inclusive. The purpose of the award is two-fold: to recognize Canadian authors or articles set in a Canadian context, and to publicize work that has been done. To be considered, the article must promote the advancement of women, and will be judged in the following areas: importance of the issue to women, originality of the theme, and academic excellence.

Robertine Barry Prize: This is to be awarded for the best feminist article or column in the popular print media published between August of the previous year and July of the current year, inclusive. The purpose of the award is twofold: to encourage women who work for the feminist cause in this medium, and to recognize their work. This prize is named in honour of Robertine Barry (1863-1910), a pioneering journalist in Quebec, who under the name Françoise worked for the advancement of women at the turn of the century. Suitable pieces would include articles such as those published in magazines, substantial features and continuing columns in newspapers. The articles may be based on original research or may be primarily a distillation of research findings in a more popular format. The article must promote the advancement of women and will be judged on the excellence of its analysis and literary style.

In addition there were: Murial Duckworth Award, Laura Jamieson Prize, and Linda Clippingdale Awards.

CRIAW site links “of interest to feminists”

Agitate Ottawa

http://www.geocities.com/agitate_ottawa/

Canadian Women's Health Network

<http://www.cwhn.ca/>

FAFIA

<http://www.fafia-afai.org/>

Impart - Gender, Women and Addictions Research Training Program

<http://www.addictionsresearchtraining.ca/>

Media Watch

<http://www.mediawatch.com/>

NAWL

<http://www.anfd.ca/>

NORA - Nordic Journal of Women Studies

<http://www.tandf.no/nora>

St. John's Status of Women
<http://www.sjswc.ca/>

Women's Health Matters
<http://www.womenshealthmatters.ca/>

Womennet
<http://www.womennet.ca/>

Womenspace
<http://www.womenspace.ca/>

YWCA
<http://www.ywcanada.ca/>

APPENDIX B: NATIONAL AND PROVINCIAL REPORTS

The number of national reports found in itself was small; not because they do not exist, but they are difficult to access. In addition, of the reports found, many did not have any reference to gender or women and fall outside the purview of this report. In general, in the few cases where women are specifically mentioned it is primarily to show that women are doing well, such as increasing their numbers in post-secondary education, and is for the most part uncritical of the current situation in Canada. A rare exception is a report on aboriginal women (Kenny et al., 2002, see below) which notes that despite a series of investigations, reports, and recommendations, little if anything has changed for Aboriginal women.

NATIONAL REPORTS

These are federal level reports from HRDSC, Statistics Canada, and Status of Women. The list is more representative than exhaustive in its scope.

Almey, M. (1998). *Finding Data on Women: A Guide to Major Data Sources at Statistics Canada*. Target Group Analysis Project, Statistics Canada.

This project was initiated as a Status for Women initiative to meet the needs of women's groups, and research organizations who had difficulty in obtaining statistics on women. Following the Federal Government's commitment in 1995 to make all governmental analysis include gender, there is a growing need for gender-specific data.

This guide does not include statistics itself, but is a resource indicating where researchers can look for required statistics and information. The guide covers a wide range of topics, including a variety of groups of women, such as Aboriginal women, immigrant women or women with disabilities. It notes, however, that for other groups of women, such as lesbians, "no national statistical data are available at present." For the purposes of adult education and gender, the guide includes sections on: education and training; educational attainment and school attendance; field of study; education data from the general social survey; adult education and training; and literacy.

Baran, J., Bérubé, G., Roy, R., & Salmon, W. (2000). *Adult Education and Training in Canada: Key Knowledge Gaps*. Prepared for Human Resources Development Canada. Available:
<http://www1.hrsdc.gc.ca/en/cs/sp/hrsd/arb/publications/research/2000-000122/r-00-6e.pdf>

The goal of this paper is to identify important adult-learning knowledge gaps, barriers and motivations to adult skills development, and the role of informal skills acquisition and to suggest strategies to fill such gaps. Since Canada has a focus on the training of workers to address economic issues addressing knowledge gaps will better enable lifelong learning. Education is positively correlated with health status, lower crime levels and a cleaner environment. Adult training can also be an important factor in supporting social equity. Motivations and barriers to individuals and to companies are listed, but without a gender analysis or differentiation. Although there are many opportunities to comment specifically on women's issues in this report, this is not done. This report has only two references to "gender," although these are not well developed. After noting that both full-time workers and professional and managerial employees receive higher levels of training from employers, the report states that "There are no apparent gender biases, although women are about 60 percent more likely than men to participate in learning activities not supported by the employer" (p. 31). Women are also less likely to be full-time or in professional or managerial positions.

Beijing + 10 Factsheets: Education and Training of Women. Available: http://www.swc-cfc.gc.ca/pubs/b10_factsheets/factsheets_6_e.pdf

The Beijing Platform for Action (PfA) has identified inequalities and inadequacies in education and training as well as unequal access. This is a critical area of concern.

Kenny, Carolyn; Muller, H., & Purdon, C. (2002). *North American Indian, Métis and Inuit Women Speak About Culture, Education and Work*. Status of Women Canada. Available: http://www.swc-cfc.gc.ca/pubspr/0662318978_0662318978_2_3.html

Aboriginal women face difficulties in the work force because of race-related issues that are compounded by gender and socio-economic issues. According to the report, “Issues identified for women generally are present for Aboriginal women, but magnified, and made many times more complex by cultural and economic differences, and by the systemic racism and sexism entrenched in Canadian culture.” The report notes that Aboriginal women are skeptical of the potential of policy changes to influence their lives. Their experience has been that various research projects ask them similar questions without any substantial changes resulting. Recommended policy changes do not get implemented and the women who participate in research do not recognize their own voices in the documents that are produced from the projects. A review of previous studies and reports illustrates that recommendations made in a given report were the same as those made in previous reports, with minimal changes actually resulting. The authors also reviewed the *Royal Commission on Aboriginal People* (1996), *Manitoba’s Policy Recommendations for Aboriginal Women* (1992), the *Status of Women Canada Aboriginal Women in Canada: Strategic Research Directions for Policy Development* (1998) and built upon them.

Canada and the United Nations General Assembly: Special Session: Beijing +5: Factsheets. Women and Education and Training. Available: http://www.swc-cfc.gc.ca/pubs/b5_factsheets/b5_factsheets_4_e.html

This is a fact sheet, or compilation of information, on women and education. The compiler states that women in Canada pursue education at all levels, with young women slightly outnumbering men in high school and university. In university, women are more likely to be concentrated in the humanities, which have weaker labour markets. Women have less equal participation in vocational and non university training, a negative trend given the increasing importance of technology. Women in training programmes also experience “substantially fewer hours” in those training programmes, a situation that increased in the 1990s.

Lindsey, C., & Almey, M. (2004). *A Quarter Century of Change: Young Women in Canada in the 1970s and Today*. Status of Women, Canada. Available: http://www.swc-cfc.gc.ca/pubs/pubspr/0662388976/200412_0662388976_6_e.html

This report compares statistics from the 1970s to 2000. Section 3 specifically addresses Education; the authors conclude that much has changed and women now better off. This report also considers growth in the number of young women now attending post-secondary schooling as the most significant finding of their study and most significant change for women.

Status of Women Canada (2000). *Aboriginal women’s roundtable on gender equality*, March 30- April 1, 2000. Ottawa, ON: Roundtable Report. Ottawa: Status of Women Canada.

This report focuses on aboriginal women and their status in the Canadian context. It draws attention to the need for women to be educated in their rights as aboriginals and as women, especially in view of the goal of aboriginal self-government.

Women and Men in Canada: A Statistical Glance – 2003 Edition; Target Group Project of Statistics Canada for Status of Women. Available:

http://www.swc.cfc.gc.ca/pubs/women_men_2003/women_men_2003_6_e.html

This paper provides a concise and comprehensive guide to gender-based statistics that will be helpful in the development of fair and equitable policy options for the future.

PROVINCIAL REPORTS OF NOTE

Nova Scotia

Learners and Teachers: Women's Education and Training

Women in Nova Scotia, Part 4 of a statistical series September, 2002 **Excerpt: Women as Learners:** In the last twenty to twenty-five years, women in Nova Scotia have made tremendous progress with respect to their educational attainment and participation in post-secondary education. Between 1976 and 1996, the proportion of Nova Scotian women with university degrees more than doubled while the proportion of women with less than grade 9 decreased by more than half. Unlike in the past, the educational attainment of young Nova Scotian women (25-29 year-olds) now exceeds that of young men.

Women Can Gain Election Skills at Campaign School

Atlantic Canada's first campaign school for women will be held Nov. 19-21 in Halifax. It will give women who are thinking of running for elected office an opportunity to learn more about the process and to gain the skills they need to campaign.
October 4, 2004

New Brunswick

Back to School Guide for Lone Mothers Seeking to Return to Post-Secondary Studies in New Brunswick. 2002.

A publication of the Réseau des femmes francophones du Nouveau-Brunswick and the New Brunswick Advisory Council on the Status of Women- This guide will help you find the services you need to get back to school. Part 1 lists the services available to all adults entering post-secondary studies in New Brunswick. Part 2 lists the services available in the particular institution you are considering.

Yukon

Women in Trades Report 2005

The Women in Trades Update Report (2005) highlights recent initiatives and identifies opportunities for increasing the representation and retention of women in skilled trades. This joint initiative of the Yukon Women's Directorate and the Department of Education is a follow-up to a 1999 report.

Women Focus on the Middle Years-- and Beyond. A symposium report was completed for the Women's Directorate as a result of a conference coordinated through the Yukon Advisory Council on Women's Issues covering health, education, economics and law issues concerning women in their middle years, prepared by Rumkee Productions and Hanson & Associates. Available at the Women's Directorate library

APPENDIX C: THESES ON ADULT EDUCATION AND GENDER

Enclosed is preliminary selection of master's and doctoral theses related to gender and adult education. These were collated from the *Encyclopedia of Canadian Adult Education* and from *Thesis portal Canada (Library and Archives Canada)*. Those compiled here have been organized into general thematic areas. We searched the years 1993-2005.

Technology and Distance Education

- Acott-Smith, Angela. (2005). *Empowering women educators of adult literacy programs through technology*. M.Ad.Ed., St. Francis Xavier University.
- Dewar, Tammy. (1996). *Women and graduate adult education: A feminist poststructuralist story of transformation*. Ph.D. University of Calgary.
- Gates, Cynthia A. (2003). *Women's experiences with online learning*. M.Ed. University of New Brunswick.
- Jackson, Susan. (1993). *Enhancing the learning experiences of women: A case study of a women-only re-entry program*. M.A. Dalhousie University.
- Lothian, Trudy. (1998). *Older adults: literacy and social networks: A qualitative inquiry into the lives of two older women*. M.A. Carleton University.
- Volkamer, Susan Leung. (1999). *Designing and adult education program for women with eating disorders*. M.Ad.Ed. St. Francis Xavier University.

Spirituality

- Giuliano, David W. (1994). *Field-based learning: An answer to changing demographics among candidates for ministry in the United Church of Canada*. M.Sc. University of Guelph.
- Hamilton, Sylvia. (2000). *African Baptist women as activists and advocates in adult education in Nova Scotia*. M.A. Dalhousie University
- Jocksch, Gertrude A. (2001). *Religious education at the margins: Nurturing hope among women*. D. Min. Regis College, University of Toronto.
- McIllwraith, Thomas W. E. (1998). *The continuing spiritual formation of women in career lay pastoral ministry: Exploring the spiritually transformative potential of the significant incidents in their experience of ministry*. D. Min. St. Stephen's College, University of Alberta.
- Poirier, Therese T. (1997). *Women creating a space for out advancement: A case study*. M.Sc. University of Guelph.

History

- Casey, Kathleen. (2001). *The Antigonish movement: Her story*. M.Ed. University of New Brunswick.
- Plett, Lynette. (2000). *How the vote was won: Adult education and the Manitoba woman suffrage movement, 1912 – 1916*. M. Ed. University of Manitoba.

Smith, Edith. (1996). *The birth of CLOW at that time was no coincidence: Convergences and divergences in feminist theorizing and organizing practices during the second wave women's movement*. Ph.D. Carleton University.

Native Women

Fraser, Morine (2001). *Just evaluation: Using holistic and qualitative methods with a First Nations college preparatory course*. M.Ad.Ed. St. Francis Xavier University.

Freeman, Kathryn M, (2001). *Ojibwe women as adult learners in a teacher education program: Towards an understanding of Aboriginal women's experiences of learning and change*. Ed.D. University of Toronto.

Moquin, Heather. (2004). *Poor in my schooling not my education: Voices of Inuit women on education and community realities*. M.Sc. University of Guelph.

Nesdoly, Christine S. (1993). *Native women's perception of an adult upgrading program*. M.Ed. University of Alberta.

International Women

Chaudhuri, Esha R. (1983). *Participation, learning and change: A study of selected urban and rural programmes of nonformal education for adult women in West Bengal, India*. Ph.D. University of Calgary.

Chovanec, Donna M. (2004). *Between hope and despair: Social and political learning in the women's movement in Chile*. Ph.D. University of Alberta.

Crawford, Leslie Anne. (1997). *The knowledge of insight: Reclaiming through adult education the feminine/dionysian*. Ed.D. University of Toronto.

Darling, Sylvia E. (1999). *Why a select group of Bahamian female adult learners return to the classroom and how their return impacted their personal and professional lives*. M.Ed. Acadia University.

Nursing and Women

Clarke, Theresa. (2000). *Registered nurses as adult learners*. M.Ed. Memorial University of Newfoundland.

Olfert, Margaret E. (2005). *Similarities and differences between participants and nonparticipants of nursing continuing education*. M.N. University of Saskatchewan.

Women and Learning

Chapman, Valerie-Lee. (2001). *The body's tale: A counter history: Schooling space and imperial subjectivities*. Ph.D. The University of British Columbia.

Kahlke, Helen. (2003). *Hearing women's voices: a model for the development of women-specific HIV prevention education programs*. M.Ad.Ed. St. Francis Xavier University.

Merchant, Gulshan K. (1992). *Women's education, fertility, child mortality and labour force participation: A third world perspective*. Ph.D. University of Alberta.

Peters, Nancy E. (1998). *Transformative gender education: Seeing the world through women's eyes*. M.Ad.Ed. St. Francis Xavier University..

Thornton, Rosie. (2001). *Rural Maya women in Belize: An assessment of health and educational needs*. M.A. Ed. St. Francis Xavier University.

Wall, Margaret E. (1992). *The centrality of self in women's learning experiences during graduate study*. M. Ed. University of New Brunswick.

Training and Learning

Gouthro, Patricia A. (1998). *Lifelong learning and the homeplace*. Ph.D. Dalhousie University.

Ives, Mary E.L. (2003). *Professional development for support staff: Time well spent*. Ph.D. University of Victoria.

Lindholm, Tuula M. (1996). *Between dreams and the workplace: Adult working-class women in postsecondary education*. M.A. University of Toronto.

Lloyd, Bethan A. (1999). *Embodied, coordinating, and ethical practices: Women's frontline work in employability enhancement programs*. Ph.D. Dalhousie University.

Mirth, Diane M. (1999). *The I.C.W. : A study in non-formal adult education*. Ph.D. University of Alberta.

Motherwork

Barr, Rosanna M. (2001). *Motherwork: Subsistence learning*. Ph.D. University of Toronto.

Brann-Barrett, Mary-Tanya. (2001). *Breastfeeding adult learning experiences: Women's stories*. M.A. Mount St. Vincent University.

Dhillon, Jasmeet. (2001). *Empowerment of Indo-Canadian women through prenatal education: A case study*. M.A.Ed. St. Francis Xavier University.

Minority Women in Canada

Brigham, Susan (2002). *Women migrant workers in the global economy: The role of critical feminist pedagogy for Filipino domestic workers*. Ph.D , University of Alberta.

Buchanan, Nancy. (1997). *The adaptation process of Somali refugees in Winnipeg: The role of adult education*. M.Ed. University of Manitoba.

Ciccarelli, S.B. (1999). *ESL for nation building: the origins of federally-funded ESL in Canada*, MA, Ontario Institute for Studies in Education/ University of Toronto,

Morgan, Clara C. (1996). *Working class minority women in the garment industry: An exploration into their learning activities at work and in the home*. M.A. University of Toronto.

APPENDIX D: ABSTRACTS FROM 2004-2005 CASAE CONFERENCES THAT ILLUSTRATE SOME OF THE GENDER RELATED RESEARCH IN CANADA

2005

Butterwick, S., & Jubas, K. (2005). Being a girl in the boys' club: Lessons of gender politics from the centre and fringes of the knowledge-based society. *Proceedings of the Canadian Conference for the Study of Adult Education*. University of Western Ontario, London, ON. Available:
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Butterwick.pdf>

Key words: Gender, technology, ICT

In this study we've been exploring how gender (race and class) shapes women's work in the IT (Information Technology) field, a labour market that has been identified as both gender-neutral and a boy's club. We base our analysis on the work and learning histories of 60 women we interviewed between 2003 and 2005. The purpose of these interviews was to explore women's alternative and informal learning pathways to jobs in the IT field. The motivation for this study grew out of an observation by our research partner, a community-based women's organization in Toronto (ACTEW – A Commitment to Training and Education for Women). They noted (as have other studies) that although women were a minority of students in formal university-based IT training programs and were a minority of programmers and software engineers in the IT field, their numbers were growing in particular niches such as technical communications and project management. This particular study of women in IT is part of a larger INE network grant funded by SSHRC examining the current forms, contents and outcomes of organized educational, training and informal learning activities in Canada's economy, with particular attention given to what differences exist in work and learning patterns across different social groups. This study has been described above.

Clover, D., Aitken, K., & Winchester, C. (2005). Social Learning, Defiance and Leadership through Feminist Arts-based Adult Education. *Proceedings of the University of Victoria*. Available:
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Clover.pdf>

Abstract: Through the lens of the arts based programming of the Regent Park Community Health Centre and the Adelaide Resource Centre for Women in Toronto, this paper extends the notion of feminist adult education by exploring the aesthetic, social and pedagogical dimensions of the arts for homeless women.

English, L.(2005). *Poststructural Queries of Women's Organizations: Feminists, Factions, and Fictions*. St. Francis Xavier University. Available
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-English.pdf>

Abstract: Feminist organizations, which can include women's centers, transition houses, and shelters for victims of domestic abuse, work in the community as physical and metaphorical shelters for women. They serve as places of refuge and have advanced the cause of women in terms of rights, difference and equality. Yet, they are places where difference abounds, where life in all its manifestations is lived out in a multiplicity of ways. No two feminists are alike, nor are their organizations or relationships. This article examines the data from interviews with 16 women in feminist organizations through the lens of poststructuralism in order to explicate dimensions of difference, power, discourse and knowledge.

Fenwick, T., & Schiebelbein, J. (2005). Learning in the Garment Industry: Women Negotiating Hope and Agency, University of Alberta. Available:
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Fenwick.pdf>

Abstract: In this case study of workers employed long-term in an Alberta garment manufacturing plant, we explore tensions in shop floor learning between solidarity and reproduction, as well as learning possibilities opened by an adult education program.

Gouthro, P. (2005). Democratic Considerations for Fostering Lifelong Education for Women, Mount Saint Vincent University. Available:
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Gouthro.pdf>

Abstract: This paper uses a critical feminist theoretical approach to argue that systemic concerns around equity, social justice, and access need to be taken up by educators, administrators, and policy makers in order to address democratic considerations for fostering lifelong learning for women.

Grace, A. P., & Wells, K. (2005). Out Is In: An Arts-Informed, Community-Based Approach to Social and Cultural Learning by and for Queer Young Adults. University of Alberta, Canada. Available:
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Grace.pdf>

Abstract: In this paper we explore the Out Is In project and how we incorporate arts-informed initiatives to support the social and cultural learning needs of queer, questioning, and allied young adults in Alberta.

Maitra, S., & Shan, H. (2005). Informal learning of highly educated immigrant women in contingent work, Adult Education and Counselling Psychology, OISE/UT. Available:
<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Maitra.pdf>

Introduction: In the context of Canada, many immigrant women, often with high educational credentials, work in service, processing and manufacturing jobs (Ng, 1988, Boyd, 1992) that are contingent in nature. By contingent work, we mean jobs that are low paid, with no benefits, social security, labour standards, or other state guarantees (Vosko, 2003). These kinds of jobs, unrelated to their professional backgrounds, often entail various types of learning for these women. In this paper, drawing on the preliminary interview data of “Skilled In Vulnerability: Work-related Learning Amongst Contingent Workers”², we present two types of informal learning undertaken by highly educated immigrant women working as call center workers, supermarket cashiers and garment sewers in Toronto.

Mhina, C. (2005). Social Learning for Women’s Emancipation in Rural Tanzania, University of Alberta. Available: <http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Mhina.pdf>

Abstract: Women’s exclusion from participating fully in their economic, social and political arena has received considerable attention by researchers and women activists. Despite various efforts to fight against the existing inequities, the situation of women in various parts of the world reflects their subordination. This article presents results of a study which aimed at assisting local women in rural Tanzania, who are adversely affected by inability to access and control agricultural land, to take part in a process of determining how to change their situation. I argue that, when provided with the opportunity to share and collectively reflect on their experience, people at the grassroots directly affected by problems, are capable of understanding and acting on

the issues, not only equally effectively but more effectively than that of other more distant players. The study illustrates how a process of participatory research is an empowering educational experience and an essential tool for fighting towards equity.

Rawlings, T. (2005). Post-Fordist Workplace Model as a Learning Environment for Vulnerable Workers, Ontario Institute for Studies in Education, University of Toronto. Available: <http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Rawlings.pdf>

Abstract: In the world of globalization and new technology, fragmented, prescriptive work requires workers to perform narrow tasks in flexible, part time contracts. Flexibilization has become the watchword for efficiency in the post-Fordian type workplace that requires individual workers to be readily available and accessible to perform tasks in workplaces. Consequently, contingent workers need to be adaptable, continually learning about something new, which they incorporate in their work (Garrick & Usher 2000). As responsibility for learning is increasingly being transferred from educational establishments to the workplace, this study examines whether the contemporary workplace is an appropriate learning environment for contingent, flexible part-time workers. Findings from the SSHRC funded research, "Trained in Vulnerability," based on interviews with 15-20 low-wage contingent women workers, from the grocery retail sector in Toronto, indicate that the post-Fordist workplace learning environment, although it affords agency for some workers, is generally a restrictive learning environment for the majority of contingent workers.

Slade, B., & Mirchandani, K. (2005). "You have to be respectable to talk to": Contingency, Learning and Definitions of "Skill" in a Call Centre", Ontario Institute for Studies in Education /University of Toronto. Available: <http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Slade.pdf>

Abstract: Economic restructuring has led to a dramatic growth in contingent work (such as part-time, on-call, casual, temporary, self-employment and contract jobs) in the new economy (Krahn, 1995; deWolff, 2000; Rogers, 2000, Vosko et al., 2003). According to a recent study, contingent work "has grown as a proportion of total employment to the point where it involves one-third of all paid workers, and more than 40 per cent of female paid workers" (Chaykowski, 2005). In Toronto, in particular, recent immigrants predominate amongst the contingent workforce (deWolff, 2000).

Walsh, S. C., & Brigham, S. M. (2005). The Messiness of Experience: Immigrant Women and an Arts-informed Research Process, Mount Saint Vincent University. Available: <http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Brigham.pdf>

In this paper, we outline the first phase of a research project with women teachers who have immigrated to Canada. Eleven women are involved in the project, from countries as widespread as China, Mexico, Kuwait, Jordan, Iran, Korea, Hong Kong, and Poland. All of the women are currently living in Halifax, Nova Scotia, and all have been teachers at the elementary, secondary, and/or tertiary levels in their countries of origin. In this paper, we focus on our arts-informed research process and how it works to highlight the complexity and messiness of experience—both the experiences of the women involved in the study and also, simultaneously, our own experiences as researchers.

2004

Andruske, C. (2004). Women on welfare: Expanding citizenship. CASAE/AERC Joint Conference May 28-30, 2004, University of Victoria, Victoria, BC. Available: http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/A_D.pdf

Abstract: Although focusing on the ravages of war and injustices to democracy abroad is often easier, as adult educators, we must not be blind to our role in unwittingly promoting other abuses of democracy. We do this by slowly accepting discourses of citizenship as endorsed by our governments. More and more the definition of citizen, especially through welfare policy, is associated with economic power one holds through paid work and validated by paying taxes (BC Benefits: Renewing Our Social Safety Net, 1995; Cameron, 1996; Orloff, 2001; Riemer, 1997). This excludes, on a deeper level, from citizenship activities of more vulnerable populations, such as immigrants, diverse ethnicities, and women on welfare. Thus, the purpose of this paper is to illustrate how women on welfare fight for social justice on their terms in their everyday lives while expanding the definition of citizenship by creating living social policy.

Chovanec, D. M. (2004). Learning Power from the Margins: Analyzing Action and Reflection in a Social Movement. University of Alberta. Available:

http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/A_D.pdf

Abstract: In this paper, I apply the notion of praxis, the dynamic interaction of action and reflection needed for social change, to empirical analysis of a defining moment in the Chilean women's movement.

Clover, D. E., Aitken, K., & Winchester, C. (2004). Social Learning, Defiance and Leadership through Feminist Arts-based Adult Education. University of Victoria . Available:

http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/A_D.pdf

Abstract: Through the lens of the arts based programming of the Regent Park Community Health Centre and the Adelaide Resource Centre for Women in Toronto, this paper extends the notion of feminist adult education by exploring the aesthetic, social and pedagogical dimensions of the arts for homeless women.

Elvy, J. (2004). Notes from a Cuban Diary: Forty Women Speak on Forty Years. Ontario Institute for Studies in Education, University of Toronto. Available:

http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/E_G.pdf

Abstract: Many consider the 1961 Literacy Campaign—Campaña de Alfabetización—to be the backdrop for social, economic, cultural and ethical transformations that occurred in Cuba following 1959. The Campaña marked a definitive moment of liberation for Cuban women, as more than half of the volunteers were those who left their family homes to live and work with the illiterate in the countryside. This research features photographic portraits of women who participated as literacy teachers, together with a series of reflective testimonies as textural components.

English, L. M. (2004). Feminine/Feminist: A Poststructural Reading of Relational Learning in Women's Social Action Organizations. St. Francis Xavier University. Available:

http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/E_G.pdf

Abstract: This paper reports on research with 8 board members and 8 directors of women's social action organizations. A poststructural reading of the data gives voice to an under theorized aspect of humanist relational learning in women's organizations and makes visible the power-relationships. It explores women's learned practices of resistance, and offers a paradoxical view of relational learning on social action that attends to the ethic of care as well as to power relations.

Fenwick, T., & Mirchandani, K. (2004). *Race, Gender and Networks in Portfolio Work: Difficult Knowledge*. University of Alberta, OISE/University of Toronto. Available: http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/E_G.pdf

Abstract: This paper reports findings of our qualitative research exploring the multiple ways in which race, gender and class processes impact on portfolio work, with particular attention to networking processes.

Friesen, A. (2004). *Limited Access: Exploring the Barriers to Executive Style Graduate Degree Programs for Women of Childbearing Age*. Vancouver, Canada. Available: http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/E_G.pdf

Abstract: This study explores the barriers that limit women's access, ages 25 to 39, to executive Master degree programs, particularly if they pursue both motherhood and a progressive career.

Grace, A. P. (2004). *Using Information Literacy to Build LGBTQ Cultural Literacy*. University of Alberta, Canada. Available: http://www.oise.utoronto.ca/CASAE/cnf2004/2004onlineProceedings/E_G.pdf

Abstract: This paper engages the idea of using information literacy to build LGBTQ cultural literacy, exploring how the latter relates to learning and personal development. In doing so, it troubles both education and literacies as hegemonic social constructions. It also explores the notion of critical Queer cultural literacy as an inclusive, ethical practice.

Home, A. (2004). "I am in Constant Learning Mode": Mothers of Children with an Invisible Disability. University of Ottawa. Available: http://www.edst.educ.ubc.ca/aerc/2004/H_J.pdf

Abstract: Learning done by mothers of children with disabilities is often invisible. This paper presents results of interviews with forty employed women whose children have ADHD. These mothers did extensive self-directed, informal and non-formal learning, in an effort to manage. Some transformative learning emerged from their daily struggles.

Lander, D. (2005). *Complicating Public Mothers with Private Others: Eros as the Strange Attractor of Social Action*. St. Francis Xavier University.

Abstract: Smith-Rosenberg's (1984) term, "public mothers," characterizes independent women reformers (typically not birth mothers), and shapes this study of three educator activists in Canadian social movements—Lotta Hitschmanova, Letitia Youmans, and Mary Arnold. Using historical/biographical inquiry as my methodology, I elaborate on the close relationships of these public mothers, often with a particular "great friend," to explicate Eros as a life force in all of its embodied, sensory, and learning "elements, not only sexual desire" (Estola, 2003, p. 2). I conceptualize Eros in the quantum language of the strange attractor, that is, as a learning site around which energy clusters.

Wells, K. (2005). *Queer Visual Narrative Research: Pictures are Worth More than a Thousand Words*. University of Alberta.

Abstract: This paper engages the sociological concept of visibility to outline a visual research methodology that problematizes issues of representation in the pursuit of developing a radical public pedagogy. Such pedagogy can be utilized by adult educators who seek to engage in transformative research and teaching.

Maitra, S., & Siddiqui, K. (2005). *Learning Strategies of Resistance: Immigrant Women in Contingent work in Toronto*. Available: <http://www.wallnetwork.ca/inequity/LL&W2005/MaitraSiddiquiPaper.pdf>

Ng, R. (2005). *Embodied Pedagogy as Transformative Learning: A Critical Reflection*. The Ontario Institute for Studies in Education (OISE) University of Toronto.

This paper asks a central question: 'How is it that the oppressor and oppressed co-participate in acts of oppression?' (See Fanon, 1963, 1967). The question arose from my participation in feminist, anti-racist and socialist movements in the last thirty years. While feminist, anti-racist and Marxist theories have given me a different way of understanding my experience as a minority and racialized woman living in a capitalist and colonial society, I also became aware of the inadequacy of any kind of progressive ideology and politic that takes up issues only intellectually without attention to emotion, body and spirit. The question I posed above opened up a whole new field of thinking, practice, teaching and learning, which is what I want to share here. This paper outlines how I came to incorporate embodiment as a pedagogical approach within the transformative learning tradition in adult education, and discusses the theoretical foundation, major tenets and elements of this approach.

Roy, C., Whitwell, B., Krekoski, E., & Sutherland, K. (2005). *From the Edge of Time: Young Activists Learn from Elder Activists*. Trent University.

Brief description of the research project Feminist adult education is an emancipatory process. The use of dialogue, critique, and reflection strengthens women's abilities to engage with current social problems and promote the building of more democratic and inclusive societies (Walters and Manicom, 1996). Yet it is becoming apparent that older women's voices have been missing: the theorist bell hooks challenges feminists to widen their "analysis to explicate the diversity and complexity of the female experience" (in Cunningham, 1996: 143). This research project seeks to understand and record older women's environmental activism. While older women's voices are often absent from feminist and adult education literature, they are present in social movements (as environmental activists, for example). This is particularly relevant given that older women are rarely portrayed as the "resourceful, productive, vital, angry, and joyful" women they are (Wilkinson, 1992, p. 103), so it is urgent to expand our knowledge and record their vibrant example of activism. This will also "strengthen the documentary aspects of an already existing knowledge creating process [and provide] a context of continuity" (Hall, 2001, p. 174). A second aspect of this research is to provide an opportunity for intergenerational contact between women activists at different points in the lifespan to meet and engage in conversations: "nurturing the next generation is necessary to develop a populace capable of participating within the civil society sphere" (Gouthro, 2000, p. 65).

APPENDIX E: JOURNALS IN ADULT EDUCATION THAT RELATE TO GENDER (ANNOTATED LISTING)

Adult Education Quarterly (<http://www.coe.uga.edu/aeq/edstaff.html>)

Adult Educational Quarterly (AEQ) is published four times annually by the American Association for Adult and Continuing Education. The journal was originally founded in 1929 as *The Journal of Adult Education* but the name was changed in 1983 to *Adult Education Quarterly* (AEQ). The *Adult Education Quarterly* (AEQ) is a scholarly refereed journal committed to advancing the understanding and practice of adult and continuing education. The journal strives to be inclusive in scope, addressing topics and issues of significance to scholars and practitioners concerned with diverse aspects of adult and continuing education. *AEQ* publishes research employing a variety of methods and approaches as well as articles that address theoretical and philosophical issues pertinent to adult and continuing education. Innovative and provocative scholarship informed by diverse orientations is encouraged. *AEQ* aims to stimulate a problem-oriented, critical approach to research and practice, with an increasing emphasis on inter-disciplinary and international perspectives.

Adult Education: A Journal of Research and Theory in Adult Education

Adult Education is devoted to research and theory in the field of adult education. The emphasis of *Adult Education* is on research, formal philosophy and history of adult education, theoretical formulations, comparative adult education and interpretive reviews of the literature. *Adult Education* is an official publication of the Adult Education Associate of the United States of America.

Adult Learning

Adult Learning is published four times annually by the American Association for Adult and Continuing Education (United States). This is a practitioner and professional publication that often publishes short articles directly applicable to practice.

Adults Learning

Adults Learning is published 10 times a year by the National Institute of Adult Continuing Education (England and Wales) (National Institute of Adult Continuing Education or NIACE). It is a forum for debate on all issues affecting adult learning and contributions are welcome from those in the field. This is a practitioner and professional publication that often publishes short articles directly applicable to practice.

The Canadian Journal for the Study of Adult Education

<http://www.oise.utoronto.ca/CASAE/cjsae/cjsaetoc.html>

The *Canadian Journal for the Study of Adult Education* is published twice annually by the Canadian Association for the Study of Adult Education (CASAE). The journal is committed to the dissemination of knowledge derived from disciplined inquiry in the field of adult and continuing education. It is a refereed journal. Articles are accepted in either of Canada's two official languages. Reports of research that utilize all recognized social research methodologies including empirical, interpretive, ethnographic, historical, comparative, hermeneutic and philosophical studies are considered for publication. Though this journal routinely publishes articles on women in adult education, it does not have a regular publishing schedule. A review of issues from 2000, until its publication was interrupted in 2002, shows a representation of feminist and gender-based research at just under 30%. Themes represented include immigrant women and violence (McDonald, 2002), gender representation in rural development (Harris, 2002), life experience (Gouthro, 2002), and social assistance (Andruske, 2001).

The Canadian Journal of University Continuing Education

The CJUCE is published by the Canadian Association for University Continuing Education. In the past five years has only published a limited number of articles (approximately 20%) relating to gender. The focus of much of the research is case studies of professional programs, program evaluation methodologies and some

reflective work on best practices. Gendered work has been conducted in the areas of the impact of learning effectiveness in mixed gender versus single gender focused programs (Sloane-Seale, 2003), student/teacher engagement, identity issues, and programming for abused women (Campbell, Sy & Anderson, 2000).

The Canadian Journal of Native Education

This journal publishes a range of papers on aboriginal issues as they relate to education and includes some research integrating gendered perspectives, though representation is low. Current research covers healing, identity (Restoule, 2000) indigenous knowledge, storytelling and decolonization (Anderson, 2004).

International Journal of Lifelong Education (<http://www.tandf.co.uk/journals/titles/02601370.asp>)

The *International Journal of Lifelong Education* provides an international forum for the debate of the principles and practice of lifelong, continuing, recurrent adult and initial education and learning. A common but not exclusive theme is the social purpose of lifelong education. Discussions in the journal have shown that those concerned with the education of adults and children must face the issue of the relationship of that activity to the society in which they seek to promote it: the journal provides the context for an informed debate on the theory and practice of lifelong education in a variety of countries. All papers are peer-reviewed. Each issue carries a lively reviews section.

Readership includes researchers in adult, continuing, lifelong, distance and non-formal education.

Educational Researcher (<http://www.jstor.org/journals/0013189X.html>)

Educational Researcher (ER) is published nine times per year and is received by all members of the American Educational Research Association. It contains scholarly articles of general significance to the educational research community from a wide range of disciplines. *ER's* Features section publishes articles that report, synthesize, or analyze scholarly inquiry, focusing on manuscripts that examine the significance of research in education and developments important to the field of educational research.

Gender and Education

<http://www.tandf.co.uk/journals/titles/09540253.asp>

Gender and Education is an international forum for discussion of multidisciplinary educational research and ideas that focus on gender as a category of analysis. It seeks to further feminist knowledge, theory, consciousness, action and debate. Articles are welcome which examine the interrelated experiences of women and girls and men and boys from these feminist perspectives. Education is broadly interpreted. It may be formal, non-formal or informal at any level: pre-primary, primary or secondary schooling; further and higher education; family and community learning; vocational training and professional development.

The Journal of Adult and Continuing Education

<http://www.niace.org.uk/Publications/Periodicals/JACE/Default.htm>

The *Journal of Adult and Continuing Education* is essential for keeping in touch with the field of post-compulsory education. Published twice a year, it provides a forum for rigorous theoretical and practical work in the broad fields of lifelong learning and adult, community and continuing education. The journal focuses on international and national issues and is aimed at researchers, professionals and practitioners in all sectors. It publishes both research articles and reflections on policy and practice, and offers opportunities for all concerned with post-compulsory education to make contributions to debate. Published by the UK-based NIACE, the *Journal of Adult and Continuing Education* is supported by Scottish Adult Learning Partnership, Universities Association for Lifelong Learning, the Forum for the Advancement of Continuing Education, the Scottish Further Education Unit and the European Universities Continuing Education Network.

New Directions for Adult and Continuing Education

<http://www3.interscience.wiley.com/cgi-bin/jabout/86011352/ProductInformation.html>

Noted for its depth of coverage, *New Directions for Adult and Continuing Education* is an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings, such as colleges and universities, extension programs, businesses, libraries, and museums. It routinely publishes articles of relevance to women and education.

New Horizons in Education

<http://www.nova.edu/~aed/newhorizons.html>

New Horizons in Adult Education, founded in 1987, is an electronic journal focused on current research and ideas in adult education. It is a refereed journal, published two or three times each year, which provides graduate students, faculty, researchers, and adult education practitioners with a means for publishing their current thinking and research within adult education and related fields. *New Horizons in Adult Education* publishes research, thought pieces, book reviews, conceptual analyses, case studies, and invitational columns. The journal is transmitted to subscribers around the world at no fee through the electronic network of AEDNET. The contents of the journal are indexed in the Educational Resources Information Center (ERIC) database.

Research in Education

Research in Education is a refereed journal committed to publishing a wide range of articles for a broad national and international readership. It is an interdisciplinary research journal which aims to be as widely intelligible as possible, without oversimplification. In particular, it aims to present empirical and experimental findings from research which addresses real educational problems, change, policy and practice from a variety of social science perspectives.

Sociology of Education

<http://www.jstor.org/journals/00380407.html>

Sociology of Education (SOE) provides a forum for studies in the sociology of education and human social development. *SOE* publishes research that examines how social institutions and individuals' experiences within these institutions affect educational processes and social development. Such research may span various levels of analysis, ranging from the individual to the structure of relations among social and educational institutions. In an increasingly complex society, important educational issues arise throughout the life cycle. The journal presents a balance of papers examining all stages and all types of education at the individual, institutional, and organizational levels.

Studies in Continuing Education

<http://www.tandf.co.uk/journals/titles/0158037X/asp>

Studies in Continuing Education is a scholarly journal published in Australia which is concerned with all aspects of continuing, professional and lifelong learning. It aims to be of special interest to those involved in: continuing professional education, in-service training, staff development, training and development, human resource development. It routinely publishes articles of relevance to women and education.

Studies in the Education of Adults

<http://www.niace.org.uk/Publications/Periodicals/Studies.htm>

Studies in the Education of Adults is an international refereed academic journal, publishing theoretical, empirical and historical studies from all sectors of post-initial education and training. It aims to provide a forum for the debate and development of key concepts. Two issues are published each year, and each normally contains 6-8 refereed articles on academic topics in the education of adults, an editorial and a substantial book review section. This is a strong disseminator of articles of relevance to women and education. *Studies in the Education of Adults* is published by the UK-based National Institute of Adult Continuing Education (NIACE) with the Standing Conference on University Research and Teaching in the Education of Adults (SCUTREA), the Universities Association for Lifelong Learning (UALL) and the European Society for Research on the Education of Adults (ESREA).

Women's Education des femmes

This publication provides a feminist connection between the world of learning and education. It is published quarterly by the Canadian Congress for Learning Opportunities for Women (CLOW), a national organization that promoted feminist education and empowerment of women.

Other Journals that are related to gender but not necessarily to learning

Canadian Woman Studies

Feminist Studies

MS. magazine

Psychology of Women Quarterly

Resources for Feminist Research=Documentation sur la recherche féministe

Sex Roles: a Journal of Research

Signs. Journal of Women in Culture and Society

Women's Studies: an interdisciplinary journal

Women's Studies International Forum

APPENDIX F: BIBLIOGRAPHY RELATED TO GENDER AND EDUCATION

This list is related to gender and learning. It is comprised primarily of print resources that are primarily academic in focus. No attempt was made here to incorporate popular literature.

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Women, Class and Education

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Canadian Centre for Policy Alternatives (CCPA)

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Comack, Elizabeth; Chopyk, Vanessa; & Wood, Linda. (December 1, 2000). The Road to Equity: The Social Locations, Gender Dynamics, and Patterns of Violent Crime in Winnipeg. Winnipeg Office.

Jones, Esyllt St. Croix Rothney Anna. (November 1, 2000). Women's Health and Social Inequity. Manitoba Office.

Townson, Monica (April 5, 2000). A Report Card on Women's Poverty. National Office Publication.

APPENDIX G: RESEARCHERS AND INTEREST

The main focus of this list is adult education and gender. The list is partial but will be helpful as a starting place in identifying researchers.

Researchers	Institution	Interests
Alice Home	University of Ottawa	Women and role conflict; women and family; women and distance education
Alison Konrad	University of Western Ontario	Gender and diversity; organizational learning and women
Alissa Trotz	OISE/University of Toronto	Intersectionality and social inequalities, migratory circuits and diasporic identities, feminism and transnationality, and Caribbean Studies.
Allison Tom	University of British Columbia	Disability, gender, research design and method, feminist studies, adult education issues, sociological issues, worklife history
André Grace	University of Alberta	Queer theory/studies/pedagogy; feminist theory/studies; critical pedagogy; welfare-and-work issues for queer teachers; inclusive education; the historical foundations of education
Angela Miles	OISE/University of Toronto	Feminist theory and analysis; critical theory; social movements and education; community education, development and social change; critical analysis of advanced industrial society; globalization and international development; gender and development
Barbara Gill	University of New Brunswick	Women in educational administration
Dallas Cullen	University of New Brunswick	Women in business and Learning
Darlene Clover	University of Victoria	Arts based education; women and international development; women and social movements
Deborah Barndt	University College of the Fraser Valley	Popular education and social movements, media analysis, photographic methods for participatory research/education/action, cultural production, community development, women, globalization, and food.
Donna Chovanec	University of Alberta	Learning in social movements, critical and feminist pedagogy, qualitative research and globalization
Dorothy Lander	Saint Francis Xavier University	Quality in adult learning, qualitative research methods including auto/biography and appreciative inquiry, history of women's activism, legacy of social action of the Canadian Woman's Christian Temperance Union, service organizations that also draw on popular education methods to address

Researchers	Institution	Interests
		substance abuse, and family violence.
Fay Fletcher	University College of the Fraser Valley	Health, Health Promotion and Immigrants
Heather Blair	University of Alberta	Gender and education of girls; identity
Jane Dawson	Saint Francis Xavier University	Vocation and adult education; women and academe
Jane Gaskell	OISE/University of Toronto	Policy issues in education, including the organization of secondary education in Canada; school choice; the impact of feminism on educational policy and practice; educational approaches to poverty; the links between education and the workplace; the politics of research and policy
Janice Wallace	University of Alberta	Women in educational administration
Jennifer Sumner	OISE/University of Toronto	Adult education, adult and lifelong learning, critical pedagogy and knowledge production; sustainability; globalization; rural communities; rural women; organic agriculture; the civil commons
Jenny Horsman	Ontario	Literacy and women, violence and learning
Joan MacLarland	University College of the Fraser Valley	Women, training, globalization, technology
Kiran Mirchandani	OISE/University of Toronto	Home-based work, telework, contingent work, entrepreneurship, transnational service work and self-employment; the gendered and racialized processes in the workplace; critical perspectives on organizational development and learning; and technology, globalization and economic restructuring.
Leona English	Saint Francis Xavier University	Research with women in community based nonprofits, spirituality and adult education
Leslie Roman	University of New Brunswick	Women, learning and education
Linda Eyre	University of New Brunswick	feminist researcher, issues of girls/women; policy issues; women and health
Nancy Jackson	OISE/University of Toronto	Adult literacy; workplace literacy; critical studies of work and working knowledge; political economy of skills training; gender and skill; lifelong learning theory and policy; women and adult education
Njoki Nathani Wane	OISE/University of Toronto	Gender, colonialism and development, black feminism, indigenous knowledge practices, African immigrant women in Canada, and anti-racism education.
Patricia Gouthro	Mount Saint Vincent University	Adult education, feminist perspectives, distance learning, critical theory, life-long learning

Researchers	Institution	Interests
Pierre Walter	University of British Columbia	Adult education issues, international perspectives, literacy, gender, feminist studies, policy studies, historical perspectives
Roxana Ng	OISE/University of Toronto	“Immigrant women”; theorizing the interrelationship of gender, race and class; exploring the relationship between the community and the state; theorizing how sexism and racism are reproduced in higher education; globalization and work restructuring especially in relation to garment workers; improving the working conditions of migrant workers; mind and body-spirit split characteristic of higher education.
Sandra Acker	OISE/University of Toronto	Women and Education, teacher education, career and workplace cultures or teachers and academics.
Shahrazad Mojab	OISE/University of Toronto	Educational policy studies with focus on policies affecting the academic life of marginalized groups in universities; comparative and international adult education policy; adult education, globalization and learning; critical and feminist pedagogy; power and difference in the workplace; women, state, globalization and citizenship; women, war, violence and learning; and comparative analysis of lifelong learning theory and practice; immigrant women’s access to employment and training in Canada; and the impact of war and violence on women’s learning in the diaspora.
Shauna Butterwick	University of British Columbia	Labour market training, women's education, feminist pedagogy; learning and social movements, policy analysis.
Sherene Razack	OISE/University of Toronto	Race and gender issues in the law, race and knowledge production, race, space and citizenship, and marginality and the politics of resistance
Sue Brigham	Mt. St. Vincent University	International / intercultural education, critical feminist pedagogy, female migrant labor, arts and education
Tara Fenwick	University of Alberta	Learning in work; organizational learning and change; professional education; gender and work; qualitative research
Wendy Burton	University College of the Fraser Valley	Feminist epistemology, feminist and critical pedagogy, aboriginal literatures, diversity and adult education, critical theory and literature education, and educational

Researchers	Institution	Interests
		technologies.

APPENDIX H: SSHRC RESEARCH PROJECTS ON GENDER AND ADULT EDUCATION

SSHRC provides funds mainly through Strategic Research Grants, special programs such as the Initiative on the New Economy, and master's and doctoral fellowships. Gender is not a project category for SSHRC, so unless the title of the project specifies "women" or "gender" or implies some traditional feminine / female sphere, such as nursing or motherhood, there is little opportunity to decipher which projects contain gender components.

Education and Women

Abbey, Sharon. (1998). *Mothers and Education: Issues and Directions for Maternal Pedagogy*. Aid to Research and Conferences in Canada.

Fenwick, Tara. (1998). *Canadian Women Entrepreneurs: A Study of Workplace Learning*. Standard Research Grant.

Ghosh, Ratna. (1999). *The Impact of Private Professional College Education on Young Women and their Attitude Towards Marriage and Work in India*. Standard Research Grant.

Roy, Carol (2000). *Older Women Activists: Raging for Popular Education*. Doctoral Fellowship.

Adult, Continuing and Community Education

Clover, Darlene. (2003). *Women's Community Arts/Crafts as Tools of Arts Literacy, Adult Education and Civic Participation: A Comparative International Study in Canada and New Zealand*. Standard Research Grant.

English, Leona. (2001). *International Adult Educators: Justice and Spirituality*. Standard Research Grant.

Fenwick, Tara & Hutton, Susan. (1998). *Canadian Workplace Entrepreneurs: A Study of Workplace Learning*. Standard Research Grant.

Hammett, Roberta. (1999). *Strengthening Families and Communities Through Literacy Opportunities for Women. Valuing Literacy in Canada*.

Nason, Pamela. (2000). *Emerging Literacies of Home, Family, and Community: Valuing the Literacies of Community Workers and Mothers*. Valuing Literacy in Canada.

Wilson, Kathy (2004). *Nursing Graduates' Understanding of their Workplace Learning*. Canada Graduate Scholarship – Doctoral Fellowship.

Education and Gender

Braundy, Marcia. (2001). *Gender at Work in Trades and Technology: Investigating Resistance/s to Equity Initiatives*. Doctoral Fellowship.

Chalmers, Graeme. (1999). *Learning to Draw and Learning About Art in 19th Century Canada: Case Studies of a Mechanic's Institute, and Elite Boy's School, and a Convent*. Standard Research Grant.

Devine, Irene. (2001). *Education and Access for Women in the New Economy*. Initiative on the New Economy Development Grants.

Eyre, Linda. (1998). *A Study of Gender Equity and Education Policy in Six Canadian Provinces and the Northwest Territories*. Woman and Change Theme.

- Grace, Andre P. (2002). *Welfare-and-Work Issues for Queer Teachers in Canada: Legislative, Legal, and Educational Policy Contexts Impacting their Personal and Professional Lives*. Standard Research Grants.
- Guo, Shibao. (2003). *Effectiveness of Formal and Informal Processes of Learning Essential Skills: A Study of Immigrant Service Organizations*. Essential Skills Grants.
- Hazari, Zahra. (2002). *An Investigation of Agents That Influence the Gender Gap in First Year Undergraduate Physics Courses*. Doctoral Fellowship.
- Smyth, Elizabeth. (1998). *Teaching Sisters in English Canada: Documenting and Analyzing Their Engagement in Elementary, Secondary, and Higher Education*. Standard Research Grants.
- Vander Kloet, Marie. (2004). *Crossing Paths: The Relationship Between Women's Studies and Kinesiology Departments in Postsecondary Institutions*. Canada Graduate Scholarships Program – Masters Scholarship.

APPENDIX I - PROVINCIAL AND TERRITORIAL WOMEN'S DIRECTORATES OR COUNCILS ON THE STATUS OF WOMEN (WEBSITE LISTINGS)

This appendix is comprised of website addresses for provincial and territorial women's directorates or councils of the status of women. Provincial women's secretariats and councils provide a link to local levels of women's organizing. This listing may prove useful in searching for further information. Of note here is that there is no available and comprehensive listing of these organizations and their mandates. A full directory of women's organizations and policy offices is needed.

1. British Columbia Coalition of Women's Centres

<http://www3.telus.net/bcwomen/bcwomen.htm>

This website focuses primarily on funding for women's centres/women's centres' initiatives.

2. Saskatchewan Status of Women Office

<http://www.swo.gov.sk.ca/pub.html#ActionPlan>

3. Manitoba Women's Directorate

<http://www.gov.mb.ca/wd/publications/publications.html>

This website has limited information on education; what does exist focuses on youth and young post-secondary women.

4. Ontario Women's Directorate

<http://www.citizenship.gov.on.ca/owd/index.html>

This website does not focus specifically on adult education, lifelong learning, or job retraining. The focus is on young girls as learners, in preparation for non-traditional careers in sciences and trades, and on career programs for adult women.

5. Quebec Conseil du statut de la femme

<http://www.csf.gouv.qc.ca/fr/publications/?ma=20>

6. Nova Scotia Advisory Council on the Status of Women

<http://www.gov.ns.ca/staw/index.htm>

Nova Scotia Advisory Council on the Status of Women (NSACSW) is a council administered by the Province of Nova Scotia to oversee women's issues in the province. It conducts research and informs public policy on issues impacting women in the province. Links to other provincial councils can be found at: <http://www.gov.ns.ca/staw/links.htm#Governmental%20Organizations>

7. New Brunswick Advisory Council on the Status of Women

<http://www.acswcccf.nb.ca/english/acsw3.asp>

8. PEI Advisory Council on the Status of Women

<http://www.gov.pe.ca/acsw/index.php3?number=70034&lang=E>

9. Newfoundland and Labrador, Women's Policy Office

<http://www.pacsw.com/>

There is very limited information on education.

10. Status of Women Council of the Northwest Territories

<http://www.statusofwomen.nt.ca/resourcelibrary.html>

This is one of the only provinces/territories to have a broad plan for advancing women's status which puts education and adult education and job training consistently in the centre of things.

11. Yukon Women's Directorate

<http://www.womensdirectorate.gov.yk.ca/general/publications.html>

This website has few if any references to women and education.

APPENDIX J: NATIONAL RESEARCH ORGANIZATIONS WITH INTEREST IN GENDER AND EDUCATION

Research institutes, governmental and nongovernmental agencies in Canada that have an interest in whole or part in gender and education are listed here. No comprehensive listing is available so it is difficult to understand how these organizations and societies relate and overlap.

Canadian Association for the Study of Women and Education (CASWE)

<http://www.csse.ca/CASWE/home.htm>

A constituent association of the Canadian Society for the Study of Education, CASWE hosts a bi-annual Institute providing a forum for researchers to present current work in this field.

A Commitment to Training and Employment for Women (ACTEW)

<http://www.actew.org>

ACTEW describes itself as an umbrella organization working with education providers in Ontario involved with women's employment training. It facilitates networking among trainers and organizations, engages in public education activities, and collaborates in research.

Canadian Centre for Policy Alternatives (CCPA)

<http://www.policyalternatives.ca/>

CCPA is a research and lobbying institute promoting economic and social justice in Canada. Education is one of its research areas.

Canadian Congress for Learning Opportunities for Women (CCLOW) – organization inactive but website still running

<http://www.nald.ca/canorg/cclow/master.htm>

CCLOW conducted research on a wide range of topics on women and learning, provided scholarships, and played a role in policy engagement promoting women's educational opportunities. Before it disbanded in 2000, CCLOW provided critical support and distribution to a range of research initiatives. Fortunately, research publications from CCLOW continue to be available for open-access on the National Adult Literacy Database. NALD maintains a "women's issues" section of its literacy collection. CCLOW's archives are maintained by the Women's Collection at the Archives and Collections Canada. The loss of such a national organization coordinating, supporting and disseminating research on women and learning is substantial.

Canadian Research Institute for the Advancement of Women (CRIAW)

<http://www.criaw-icref.ca/>

CRIAW is engaged in research and networking activities promoting women's equality. It produces publications on feminist research, economic analyses, health, violence, education, culture and the law.

Canadian Women's Community Economic Development Council (CWCEDC)

<http://www.cwcedc-cpdefc.org/> (future website)

CWCEDC is a new organization of women CED practitioners promoting "women-centred" community economic development. It is particularly interested in working with marginalized women facing barriers based on race, ability, economic status, etc. It is funded by the Women's Program Agenda for Gender Equality

(AGE), Status of Women Canada. Its stated spheres of work include research, information sharing, advocacy, capacity building, and policy change. This includes a Women's CED Learning Network (Rock & Murray, 2005).

Canadian Women's Foundation

<http://www.cdnwomen.org/>

The Canadian Women's Foundation engages in policy research in the area of building women's economic independence, including access to education and programming, as well as offers grants to community-based projects providing training to women. The Foundation also recognizes the importance of supporting programming designed specifically for women, arguing, "Women focused programs are more effective for vulnerable women" (Murray & Ferguson, 2001, p. 52). In addition to providing grants supporting economic empowerment and anti-violence activities, this foundation engages in research and policy work to raise awareness around the issues it supports.

Canadian Association for the Study of Adult Education (CASAE) <http://www.oise.utoronto.ca/CASAE/>

This website (and its sponsoring organization, CASAE) is a primary source of information on women and learning in Canada. Though more broadly focused on adult education, the organization provides a space for researchers at Canadian Institutions to present work on women and learning. Of particular interest here is the listing of proceedings of conferences of the national association. A 10-year review of these proceedings highlight themes and trends in research on women and show that certain researchers have consistently presented on women's issues. There has been a discernable change from research on women and learning to immigration and technology and how these affect women and learning.

Encyclopedia of Canadian Adult Education

<http://www.ucfv.ca/aded/encyclopedia/>

Initiated in 2001, the *Encyclopedia of Canadian Adult Education*, is an **on-line collaborative website** built with intellectual shareware in which entries are prepared by volunteer authors. The site has an open invitation to potential authors to submit entries. The site also hosts a listing of **Canadian Adult Education-Related Theses**. This includes both graduate research done in Canadian universities and research done by Canadians at universities outside of Canada.

There are some entries on women (e.g., Betty Murray); this website has the potential to include a great deal of information about women and women's learning but it has been underutilized.

APPENDIX K: SAMPLE WALL PROJECTS THAT ADDRESS GENDER AND EDUCATION

WALL is the Work and Lifelong Learning Research Network (at Ontario Institute for Studies in Education of the University of Toronto). It is funded by SSHRC's special theme category, Initiative on the New Economy. Twelve research projects are currently in progress. Of these projects, the following relate explicitly to gender and learning.

1. Women's formal and informal pathways to acquiring skills and knowledge, and accessing jobs in the Informational Technology (IT) Sector.
Proposal: <http://www.wallnetwork.ca/research/lior5pager.pdf>
Karen Lior – Executive Director, ACTEW
Jen Liptrot – Project Manager, ACTEW
Shauna Butterwick, University of British Columbia, Department of Educational Studies, Adult Education Program

Initial research report presents results of focus-group research, involving ten women enrolled in a women's IT training program, highlighting the barriers they have faced in the labour market. The purpose of this study is to explore and document women's alternate and informal learning pathways to jobs in the IT (Information Technology) sector. This study is especially important because it relates to women's employment and training. The site has links to publications resulting from the project and provides an important set of links under the "Resource Sheet." This site has a number of resources that are especially important in understanding the links between women and technology (see Appendix M).

2. "Doing disability at the bank," informal learning among disabled bank employees.
Relevance: Their work is centred on feminist standpoint methodology
<http://www.wallnetwork.ca/research/church5pager.pdf>
Kathryn Church (project leader), Melanie Panitch, Catherine Frazee,
Ryerson University /RBC Foundation Institute for Disability Studies Research and Education
Conference presentation:
http://www.wallnetwork.ca/inequity/LL&W2005/Church_Luciani_LL&Wconf_Jun%2705.pdf

Qualitative findings from the group's research. Interesting discussion regarding the negotiations in obtaining approval from the bank to conduct the research, and the implications of confidentiality agreements regarding the use of the data for research. This is followed by the women's experiences with dress in the banking world environment.

3. Housework and Care Work as Sites for Life-Long Learning
Margrit Eichler (principal investigator), OISE/University of Toronto
Mothers Are Women (MAW), Kathryn Spracklin (community partner) Available:
<http://www.wallnetwork.ca/inequity/LL&W2005/EichlerPaper.pdf>

"This study focuses on household work – unpaid as well as paid – and the learning that occurs through performing it. We will explore what counts as work and why, for example, bottle feeding an infant is usually regarded as work, but is breastfeeding? (Esterik 2002; Knaak 2002) Why or why not? How does the nature of household work, and the learning associated with it, shift with macro-structural changes as well as changes at the micro level? How does performance and learning shift depending on whether the work is performed

without pay or for pay?” The objectives of this research are to develop an improved definition of household work, through consultation with relevant organizations; to “examine the learning associated with the performance of household work”; study changes to household work over the past five years; examine the learning of “vulnerable groups”; and compare the learning through paid and unpaid household work.

4. The Informal Learning of Volunteer Workers

Daniel Schugurensky, Bonnie Slade, Yang Luo (OISE/UT), with Advocates for Community-Based Training and Education for Women (ACTEW), the Ontario Healthy Communities Coalition (OHCC), and the Ontario Region of the Cooperative Housing Federation of Canada (OCHFC)
<http://www.wallnetwork.ca/research/schugurensky5pager.pdf>

Slade, B. Luo, Yang, & Schugurensky, D. (2005). Seeking ‘Canadian Experience’: The Informal Learning of New Immigrants as Volunteer Workers.

Abstract: This research examines the connections between informal learning and volunteer work among immigrants who volunteer to improve their access to the labour market. The study explored what was learned through the volunteer placements, how that learning was acquired, and what impact the learning had on their ability to find paid employment appropriate to their education and work experience. Particular attention was paid to issues of deskilling, upskilling and reskilling.

<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Slade2-Luo-Schug.pdf>

5. Another Research Project hosted by Centre for the Study of Education and Work at OISE/UT, is Democratizing Workplace Learning. It was established in 1999 and comprises researchers, community and union activists and graduate students.

<http://www.oise.utoronto.ca/CASAE/cnf2005/2005onlineProceedings/CAS2005Pro-Slade.pdf>

APPENDIX L: UNIVERSITY DEPARTMENTS AND FACULTY WITH EXPERTISE IN ADULT EDUCATION AND GENDER

St. Francis Xavier University
Department of Adult Education
www.stfx.ca/academic/adulted

This department offers a Master of Adult Education program, partly by distance. All students complete theses, a number of which focus on gender and education (see the partial list of theses in Appendix C of this report for a sample of the work completed). Faculty have strengths in women and community based organizations, women's history and gender and learning.

Mount St. Vincent University
Department of Education
<http://www.msvu.ca/education/>

This is a multifaceted education department with a concentrated emphasis on adult education. Faculty have strengths in gender and learning, critical feminist theory, women's history, and motherwork, and critical feminist pedagogy.

University of Alberta
Educational Policy Studies, Faculty of Education
<http://www.uofaweb.ualberta.ca/edpolicystudies/>

A multidisciplinary department offering graduate (masters and doctoral) programs in adult education. Current relevant research: Queer theory, LGBT studies, gender and work, organizational learning, feminist pedagogy, learning in social movements.

University of British Columbia
Department of Educational Studies
<http://www.edst.educ.ubc.ca/about.html>

Graduate programs in adult education, both research and practitioner focused. Current relevant research: feminist pedagogy and research, social movements, labour market training, gender and literacy.

University of New Brunswick
Faculty of Education
<http://www.unbf.ca/education/>

Graduate and undergraduate studies are offered in adult education. Current relevant research: gender, community development, social justice, and technology.

University of Victoria
Faculty of Education
<http://www.educ.uvic.ca/>

Adult education research is represented in the Educational Psychology and Leadership Studies Department and the Department of Curriculum and Instruction (this department is not currently accepting adult education students). Current relevant research: women and leadership in education and communities, feminist adult education, non-formal learning, new technologies in rural development.

APPENDIX M: WEB RESOURCES LINKED TO WOMEN'S LEARNING ABOUT TECHNOLOGY

These resources are specific to women's learning about technology. They are listed on <http://www.edst.educ.ubc.ca/IT/>

- **DigitalEve – www.ditalevetoronto.ca**
This is a women and technology organization dedicated to helping women and thereby the complete community of individuals of all ages and cultures regardless of gender. They are committed to helping their membership develop increasingly rewarding professional and personal lives through successful participation in the digital technology
- **Wired Women Society (WWS) – www.wirewoman.com**
IWWS is a Canadian, registered non-profit society. The society's mission is to create an open environment that encourages women to explore opportunities in technology and to provide the tools to build successful careers that will allow them to play a positive role in the growth and development of the information age.
- **Macintosh Sisters – www.macintoshsisters.com**
Macintosh Sisters is dedicated to helping all female Macintosh Users regardless of age, occupation or location. They can help you find a new computer, find a used computer, help with your software, and attend other technical issues related to information technology.
- **E-Quality – www.womenspace.ca/equality/index.html**
The E-Quality Project supports the integration of ICT in women's equality work, promotes the visibility of women's equality work and Canadian women's organizations online, and works collaboratively with Canadian women's equality organizations to participate in and assess the gender implications of federal government ICT initiatives.
- **DisAbled Women's Network Ontario (DAWN) - <http://dawn.thot.net/cd/content.html>**
DAWN resource providing articles on a wide range of technical problems, ranging in difficulty from minor trouble shooting, to more complex issues.