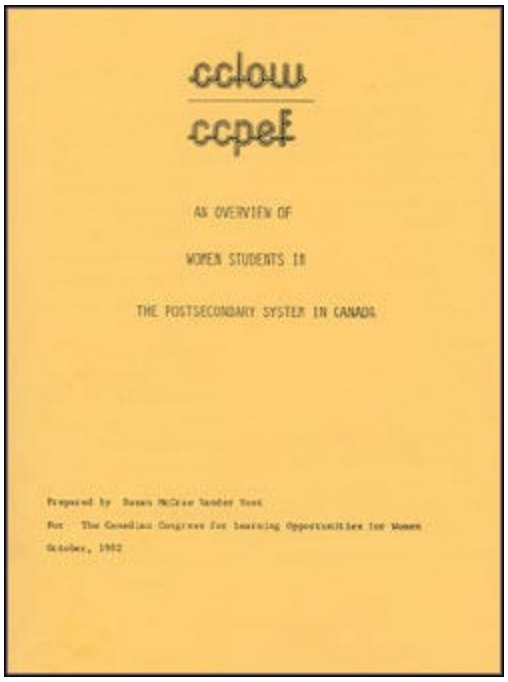

An Overview of Women Students in the Postsecondary System in Canada

October 1982

INTRODUCTION

In coming to terms with the scope of this paper, a number of facts were already foremost in my mind. Women are, by and large, better educated than men, i.e., have more years of schooling than men. The better educated a woman is, the more likely she is to be in the labour force. In spite of this, Canadian women still, on average, only earn 60% of what men earn and most of the 40% differential cannot be accounted for by differences in seniority, experience or qualifications. It can only be accounted for then, by systemic sex discrimination, which creates occupational segregation and pays women less for work that is of equal value to that done by men.

What role, I wondered, does the education system, particularly the post- secondary system play in this state of affairs? What remedies are there, beyond the study and exposure of the problem and beyond additions to already long lists of recommendations and suggestions for change? This paper looks at where women students are, particularly in the university system, in an effort to understand what role the education system plays in creating the ultimate disadvantage for women - the 60 ¢ dollar in the employment market. Clearly, the post-secondary system makes an important 'contribution' to the existing state of affairs. The remedies to the situation are complex. The paper looks at the potential of Equal Opportunity Legislation as a possible remedy.

1980-81 Post-secondary Students

Numbers Full - time (1) Sex		University Undergraduate	University Graduate	Community Colleges **
F	304,502	156,103	15,599	132,800
M	338,852	183,623	27,229	128,000
Total	643,354	339,726	42,828	260,800
F % of Total	47%	46%	36%	51%

Numbers Part - time Sex		University Undergraduate	University Graduate	Community Colleges **
F	?	128,041	12,435	-
M	?	84,971	19,613	-
T	?	213,012	32,048	-
F% of	Total	60%	39%	

Total Numbers of Students

Women	284,144	28,034	-
Men	268,594	46,842	-
Total	552,738	74,876	-
F. % of Total	51%	37%	-

Far more women (60%) are part-time undergraduate students than men. Less than half (46%) of full-time university undergraduates are women and slightly more than half (51%) of full-time community college students are women.

(1) Education in Canada, A Statistical Review for 1980-81- Statistics Canada 1981.

** Approximate figures taken from bar graph

- not available

PERCENT OF FULL - TIME FEMALE UNDERGRADUATE & GRADUATE ENROLLMENT AT UNIVERSITIES BY PROVINCES FOR SELECTED YEARS

(Compiled from Historical Compendium of Education Statistics)

Province	Nfld.		P.E.I.		N.S.		N.B.		Que.		Ont.		Sask.		Man.		Alta.		B.C.		Canada	
Year	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G
1920	-		-		-		-		-		-		-		-		-		-		16%	26%
1930	-		-		-		-		-		-		-		-		-		-		24%	26%
1940	-		-		-		-		-		-		-		-		-		-		23%	21%
1950	-		-		-		-		-		-		-		-		-		-		22%	15%
1955	34%	25%	4%	**0	24%	29%	20%	21%	17%	16%	23%	12%	21%	7%	25%	11%	28%	5%	23%	12%	21%	13%
1960	32%	15%	31%	0	26%	32%	22%	7%	20%	17%	26%	13%	26%	10%	28%	11%	31%	11%	30%	21%	25%	15%
1965	37%	11%	38%	0	34%	18%	29%	13%	30%	22%	31%	17%	36%	10%	37%	18%	38%	15%	36%	18%	33%	18%
1970	37%	24%	42%	0	40%	25%	37%	19%	33%	26%	36%	21%	39%	15%	38%	20%	41%	21%	40%	23%	37%	22%
1975	42%	32%	46%	0	45%	30%	44%	26%	40%	31%	43%	29%	42%	22%	42%	24%	43%	26%	44%	29%	42%	29%
1980/81	49%	32%	49%	0	49%	36%	45%	31%	45%	37%	46%	36%	47%	34%	46%	33%	47%	36%	46%	37%	46%	36%

No separate statistics prior to 1955

** No graduate studies available

This table shows a fairly steady increase in women's proportional participation in university education over the past 25 years, especially in under- graduate programs. In most provinces this trend applied as well to graduate studies, although percentages of women students were significantly lower than for undergraduate programs. The notable exceptions are Newfoundland, Nova Scotia and New Brunswick where the female proportion of graduate students dropped dramatically between 1955 and 1960 and did not recover to the 1955 level for 15-20 years. The percentages are distorted to varying degrees in each of these provinces by overall low numbers of graduate students in 1955.

The statistics for Canada from 1920-1980 / 81 show some very interesting trends. In undergraduate programs there were proportionately more women in the 1930's and 40's than there were in the 1950's. The low point was reached in 1955 at 21% and has gradually increased to its present level of 46%.

In graduate studies the pattern is even more dramatic. Women were 26% of graduate students during the 1920's and 30's, dropping off to half that level (13%) by 1955. The proportion gradually increased but did not surpass the 1920's and 30's level until 1975. In 1980/81 women were 36% of full-time graduate students.

PERCENTAGE OF FEMALE UNIVERSITY UNDERGRADUATE ENROLLMENT
BY SELECT SPECIALIZATIONS, PROVINCE & SELECTED YEARS

Compiled from the Historical Compendium of Education Statistics and Education in Canada, 1980 - 81

Province Year	Nfld. 65 70 75 81	P.E.I. 65 70 75 81	N.S. 65 70 75 81	N.B. 65 70 75 81	Que. 65 70 75 81	Ont. 65 70 75 81	Sask. 65 70 75 81	Man. 65 70 75 81	Alta. 65 70 75 81	B.C. 65 70 75 81	Canada 30 50 65 70 75 81
Specialization Arts, Science	30 34 40 50	34 45 52 56	38 44 46 51	36 42 49 51	31 39 45 50	38 40 46 50	35 38 39 45	35 36 39 45	31 35 39 45	33 35 40 45	33 28 35 39 44 49
Commerce, Bus. Admin.	6 4 16 36	1 6 17 34	18 20 29 44	12 16 22 38	5 7 18 33	10 13 28 40	4 7 22 39	8 11 19 36	5 6 20 36	4 7 16 33	14 10 8 10 22 37
Education	51 49 55 71	82 73 63 78	57 47 55 60	31 47 62 63	54 53 64 71	43 48 58 65	55 58 65 72	71 68 70 75	57 60 66 71	61 66 63 68	64 42 56 62 69
Engineering& Applied Science	0 1 6 6	0 1 2 9	1 1 4 8	1 1 6 9	2 3 6 10	1 2 6 10	1 1 3 6	1 1 3 6	1 1 4 9	1 1 6 12	1 1 1 2 6 9
Medicine	- 23 28 39	- - - -	8 14 25 34	- - - -	11 19 32 42	15 18 25 33	12 22 31 38	11 12 22 30	11 17 26 32	9 19 24 33	4 6 12 18 27 36
Nursing	100 96 99 99	- - - -	99 98 99 99	100 100 99 98	97 93 92 91	99 99 99 98	100 98 98 99	100 100 97 100	100 99 98 98	97 98 98 98	100 100 9 98 97 97
Other Health Professions*	- - - -	100 - - -	33 46 54 67	- - - -	38 44 57 61	37 40 54 57	38 59 56 59	51 64 60 60	45 61 68 67	57 54 49 54	4 16 41 48 57 60
Law	- - - -	- - - -	6 7 25 33	1 9 20 37	9 20 33 46	4 10 25 36	8 11 26 33	7 7 27 34	8 10 20 36	3 6 24 31	3 4 6 13 27 38
Religion & Theology	- - 29 31	- - - 50	2 6 13 16	- - 60 45	1 21 22 35	3 23 37 29	0 35 41 22	0 33 33 42	0 14 31 27	0 30 45 26	2 4 2 24 34 30

- program of studies unavailable *includes Dentistry, Pharmacy, Miscellaneous 0 No women (presumably excluded)

This table shows general increases in the proportion of women in most of the major areas of undergraduate study. Arts and science were reported jointly until 1975 so we do not see separate figures for these areas. Separate figures are available for 1980/81 and show that while women were 54% of arts undergraduates, they were only 38% of students in science.

If women were evenly distributed in all courses, we would expect them to be 46% of students in each area. They are not, however, and are most seriously under-represented in engineering and applied sciences (9%) and most seriously over- represented in nursing (97%). Sex-stereotyping is clearly operative in both these areas, as it is in other.

This factor becomes even more apparent in the following tables which show the distribution of women in various fields of study, both as part time and full-time students as a percentage of all women students.

Percent of Women Undergraduate Students by Field of Study
for 1970 - 71 and 1980 - 81

	1970 - 71		1980 - 81	
Field of Study	Full-time	Part-time	Full-time	Part-time
Arts & Science	59%	52%	48%	37%
Commerce & Business Admin.	2%	1%	11%	9%
Education	21%	19%	16%	17%
Engineering & Applied Science	1%	0%	2%	0%
Medical & Health Professions	8%	2%	9%	3%
Other	9%	26%	14%	34%
Total	100%	100%	100%	100%

Source: Education in Canada, A Statistical Review for 1980 - 81, PP. 88 - 89.

Women Graduate Students by Field of Study for 1970-71 & 1980-81

	1970 - 71		1980 - 81	
Field of Study	Full-time	Part-time	Full-time	Part-time
Agriculture & Biological Sciences	7%	3%	7%	2%
Education	13%	31%	14%	40%
Engineering & Applied Sciences	1%	0%	2%	2%
Health Professions	7%	2%	16%	4%
Humanities	29%	33%	21%	15%
Mathematics & Physical Sciences	6%	2%	4%	2%
Social Sciences	30%	21%	32%	28%
Other	7%	8%	4%	7%
Total	100%	100%	100%	100%

Distribution of Student Loan Certificates by Age, Sex, Marital Status and Level of Study

Level of Study:	Non-degree	Undergraduate	Graduate	Totals
Marital Status				
Sex				
M Single	22,904	42,207	2,375	67,486
Married	2,606	4,765	903	8,274
F Single	29,936	40,194	1,809	71,939
Married	1,546	2,458	274	4,228
Female Total:	31,482	42,652	2,033	76,167
Totals M & F:				
Single	52,840	82,401	4,184	139,425
Married	4,152	7,223	1,127	12,502
				Grand Total
Total:	56,992	89,624	5,311	151,927
% F of Total	55%	48%	38%	50%
% of Full-Time Students	51%	46%	36%	47%

24.2% of student loan certificates were issued to students in technical and vocational institutions (presumably the majority in community colleges) Women are receiving a share of Canada student loans proportionate to their participation in the post-secondary system at various levels.

* Student Loans - 1980-81 and July, 1981.

Women in the Labour Force

Over the past twenty years, women's participation in the labour force: has not increased as dramatically as it has in the post-secondary education system. It has increased most for women in their middle and child-bearing, years. As of 1980, women were 41% of the total labour force.

During the past twenty years, there has been a dramatic increase in levels of labour force participation for women of all ages.

Participation Rates - Canada

Age	**1960***	**1970**	**1980**
15 - 19	32.6%	39.3%	52.2%
20 - 24	48.0%	60.7%	73.0%
25 - 44	28.4%	39.5%	62.2%
45 - 64	26.6%	36.0%	44.5%
65+	5.6%	5.0%	4.3%
All Ages	27.9%	38.3%	50.3%

*Age 14 - 19 for 1960

The higher the level of education a women has achieved, the more likely she is to be in the labour force. However, higher education and labour force participation have not produced the same results for women as for men. Occupational segregation has occurred to a much greater extent for women as can be seen in the following table.

Women Employees as a Percentage of Major Occupational Groups* - Canada - 1980

Occupational Group	**Women as % Total Employees**
Clerical	78.4%
Service	54.5%
Managerial, Professional	41.8%
Sales	40.5%
Processing	20.3%
Primary Occupations	18.2%
Materials Handling and Other Crafts	19.2%
Transportation	5.7%
Construction	1.3%

*Some categories differ from those listed in Table Twelve. for example, the managerial /professional categories are divided into more detailed sub-groups, e.g. teaching.

Earnings levels for men and women in the same occupational categories differ dramatically.

Average Annual Earnings
of Full - Year* Workers in Canada - 1978

Occupation	Average Earnings		
	male	female	female as % male
Managerial	24,337	13,250	54.4%
Professional	21,865	13,484	61.7%
Clerical	14,403	9,592	66.6%
Sales	16,456	7,193	43.7%
Service	13,258	6,372	48.1%
Farming, etc.	10,435	---	---
Processing and Machining	16,271	8,698	53.5%
Product Fabrication	15,728	8,179	52.0%
Construction	16,275	---	---
Transport	15,575	10,424	66.9%
Total	17,038	9,874	58.0%

*This table includes all full-year workers, that is, those who worked 50-52 weeks. No distinction is made between full-time and part-time workers. Since a larger percentage of women than men work part-time, earnings differences are distorted.

Even in office occupations, where women predominate, women still earn less than their male counterparts.

The Labour Canada Women's Bureau did a longitudinal study of 1976 post secondary graduates to look at differentials between men and women with respect to employment status, type of employment, salaries and continuing education after two years.

At the end of the study period female graduates were earning less (85%) than their male counterparts.

(1) "A female teacher with a bachelor's degree had to have three to four years experience to reach the salary level of a male teacher with the same education and less than one year's experience." Women in clerical positions earned $3,000 less than men in similar jobs with equivalent qualifications.

Even in a traditionally female occupation - nursing - men earned $14,340 annually, to women's $12,830. When master's degrees were acquired, men's salaries increased by about 6,400, but women's only by 3,400.

Female graduates of both universities and colleges were found to be employed in a

narrower range of occupations than their male classmates. Women were clustered in health, teaching and clerical jobs, men were not as concentrated and found in other spheres such as physical sciences and management.

It is clear that higher education for women is no guarantee of earning power equivalent to that of their male classmates.

*Table taken from Women in the Labour Force "Basic Facts" by the Women's Bureau, Ontario Ministry of Labour.

(1) Devereaux, M.S., Rechnitzer, Edith, Higher Education - Hired? p. 6

CANADA MANPOWER TRAINING PROGRAM (CMTP)

"The number of female trainees commencing full-time training decreased by 6.7% from 80,256 in 1979-80 to 74,904 in 1980-81,..." (1)

"Female participation in full-time institutional training decreased from 32.5% in 1979-80 to 30.8% in 1980-81." (2) Institutional trainees are those for whom CMTP purchases training spaces from community colleges and vocational schools.

"The female participation rate in industrial training was 27.4%." (3) Industrial training is employer provided, facilitated by CMTP wage subsidies to employers. The total number of full-time institutional trainees started in training programs is reported as 172,550 and of those 53,145 were women, based on the percentage participation rate given. The percentage of women institutional trainees is the lowest in the five year period reported. There were 79,863 industrial trainees in 1980-81 and based on the female participation rate of 27.4%, 21,882 of them were women.

Industrial Training

If women were distributed proportionately throughout the 23 occupations offered in industrial training we would expect to see 27.3% of students in each category being women. Instead we find women concentrated in a very few occupations.

(1) Annual Statistical Bulletin 1980-81, Canada Manpower Training Program, p. 5

(2) Ibid, p. 6

(3) Ibid, p. 7

Those occupations where women were more than 27.3% of students are seen in the following table.

CCDO Code	**No.**	**%**
23: Social Science and related	246	54.8
27: Teaching and related	178	35.0
31: Medicine and Health	1,553	83.5
33: Art, Literary, Performing Arts and related	602	57.9
41: Clerical and related	4,976	70.7
51: Sales	1,208	34.0
61: Service	2,837	57.1
81-82: Processing	2,907	27.5
	14,507	67%

Institutional Trainees

Of all women trainees. 48% were in the 25-44 year age group. 22.9% had not been in the labour force prior to training and 67.8% were unemployed. These latter two statistics compare to 9.4% men not previously in the labour force and 76.7% unemployed.

Women in skill training courses (i.e. directly related to future employment) were, perhaps predictably, concentrated in six occupational categories of 23 listed. They were as follows:

CCDO Code	**No.'s**	**%**
11: Managerial, Administrative and Related	512	52.5
23: Social Science & Related	438	83.4
31: Medicine & Health	2.436	83.2
33: Art, Literary, Performing Arts & Related	487	61.5
41: Clerical & Related	13, 415	93.6
61: Service	3,970	61.1

Two other occupational categories had more than 1/3 women

27: Teaching & Related	102	38.4
51: Sales	341	43.8

62,833 people (51%) of all institutional and apprenticeship trainees were trained in two occupations - Product Fabricating, Assembly & Repair and Construction Trades, but a maximum of 12% (7,477) could have been women.

Women Skill Trainees

**Product Fabricating, Assembly & Repair	2,018
** Construction	283
	2,301

Women Industrial Trainees

Product Fabricating, Assembly & Repair	3,486
Construction	194
	3,680
Apprentices	* 1,466
Total	7,447

Total trainees in these areas - 62,833 of which women are at most 12%.

* Since women are only 3.1% of apprentices, the maximum number of women apprentices in these areas could be 1,466. All women apprentices are not found in these two categories - in fact very few are. As exact figures by sex were not published by CEIC, we will, for the sake of argument suppose that all women apprentices are found in these two occupational categories.

** 81.3% of all apprentices are training in these two occupational categories.

Average Student Expenditure per type of Program

	Grand Total	Institutional	Industrial	Critical Trades
Total Expenditure	$770,017,299.00	$656,404,309.00	$106,108,007	$7,504,983
Total # 's of Trainees	308,280	224,315	79,863	4,102
Average Cost/Trainee	$2,497.79	$2,926.26	$1,328.63	1,829.59
Total # 's of Women (1)	90,958.00	69,089	21,803	66
Percentage of Women	29.50%	30.8%	27.3%	1.6%
Total Expenditures on Women	231,259,921.00	$202,172,377.00	$28,966,791.00	120,753

(1) Sex breakdown was not available for part-time purchases included in institutional training which are 1.7% of the Grand Total. As the percent expenditure is not a significant amount, we will assume women benefit to the same extent from part-time purchases as they do from full-time.

Summary

Over the last five years women have benefited less and less from CMTP relative to the proportion of women in the labour force.

As the numbers and proportion of women in the post-secondary education system have been steadily increasing, CEIC sponsorship of women's training has been decreasing. CEIC's espousal of priority commitment to the training of women is obviously not confirmed by the facts.

With the establishment of the National Training Act and its accompanying program, there is every reason to expect that women's portion of CMTP funds will decrease markedly. The designation of almost exclusively male occupations as national occupations earmarked for concentration of training funds, plus the absence of an affirmative action program tied to training funds almost ensures the exclusion of women from participation in the major thrust of CMTP.

Adult Basic Education

It is impossible to ascertain yet, the full impact on ABE programs of the National Training Program. In light of the steady decrease in CMTP sponsorship of ABE programs, community colleges in many parts of the country have been cutting - back on the numbers of ABE spaces available.

At present, no level of government in Canada accepts responsibility for adult literacy and basic education. As a result, the illiterate and under-educated adult in this country has few resources to turn to in urban areas and has none in smaller communities. There are 4,376,000 adult Canadians who have less than grade 9 education and are considered functionally illiterate.

The functional illiteracy rate for Canada from the 1976 Census was 25.5% for women over 15 years and 26.3% for man. It was higher in rural areas than urban, relative to population size.

It is our contention that responsibility for ABE most appropriately lies provincially and with Ministries of Education. We urge that Ministries of Education accept this responsibility and implement programs to address the needs of this large portion of Canadian adults.

Re-entry Women

Women's participation in the labour force has increased dramatically since the second world war. The active labour force is now 42% female. A parallel and even more dramatic influx of women has occurred in the post-secondary education system. Both phenomenon reflect the changing nature of women's role in this society and a movement from women's involvement, almost exclusively in the domestic sphere, to involvement in the economic sphere, a previously male domain. (Zimmerman)

Although women's participation has increased in all age groups, the greatest growth has occurred for women in the 24-44 age range, typically identified as the child-bearing years. Substantial growth has also occurred in the 45-64 age range.

Women's participation in the labour force and education systems typically involves two phases: one prior to marriage and childbirth and one following a period of work in the home raising children. The second phase is the 're-entry" phase and is a process facilitated or hindered by a variety of factors. The societal norm for labour force participation is the male norm which does not allow for absence from the labour force part way through a career for purposes of engaging in an activity (child raising) which is not considered career enhancing. There is little recognition therefore, that re-entry is a process of transition from the domestic to the economic sphere, and there are few services and facilities to assist those engaged in that process.

Re-entry Process

The re-entry process as many women have experienced it consists of the following steps:

1. SELF-ESTEEM, CONFIDENCE & MOTIVATING FACTOR
2. DESIRE FOR TRAINING/EMPLOYMENT
3. SEEKING INFORMATION/RESOURCES
4. GOAL SETTING/PLANNING
5. PRIORITY SETTING
6. IMPLEMENTATION

Throughout the re-entry process women have numerous learning needs. Women's learning needs are for confidence building, developing life skills and the reorganization of their domestic sphere to accommodate new planned responsibilities; for information to access needed resources and for planning and support for the implementation of their plans. In the experience of this author, there are numerous 'elephant traps' in the re-entry process. The 'elephant traps' are those factors of such importance and weight that should they be absent (i.e. self-esteem) or unavailable (i.e. money for training or day care), they can block or prevent or deflect appropriate re-entry.

Lack of a learning resource such as up-grading effectively blocks many women from pursuing training in a well-planned, thought-out career. This happens frequently for graduates of programs introducing women to non-traditional occupations in technology and the trades, when they set a goal to be trained in an occupation which requires academic upgrading. The continual reduction of up-grading spaces in many educational institutions, coupled with the new CMTP policy to sponsor individuals for up-grading only in very exceptional cases, means that without alternate financial backing and learning resources, many women are either blocked from re-entry, or limited to low paying and/or part-time employment.

A lack of good quality, affordable day care has effectively prevented many women from re-entering either the education system or the labour force. Others are deflected from their plan, by the lack of these and other resources, into low paying part-time jobs or study programs on a one-course-at-a-time- basis, rather than full-time or more substantial part-time employment or study.

Microtechnology

The micro chip and the use of computer technology are invading many areas of life, but particularly work. The greatest impact of micro-electronic technology is being felt in the work force as repetitive processes on production lines, in offices and at other workplaces, are being increasingly controlled and performed by micro technology. As this occurs, the number of workers required for production decreases; the work of several accomplished by few, operating more sophisticated machines. A further job-reducing spin-off of micro technology is the reduction of the size and weight of products where bulky parts have been replaced by the micro-chip. Reduction in weight and size requires less material for production and packaging, smaller storage space arid less transportation; all factors in turn requiring fewer people and diminishing the number of jobs.

All indications are that these trends will continue with a corresponding, enormous loss of jobs. Other jobs will and have been created in the area of design of computers and in the design and creation of programming software for computers. Although the number of the jobs created has been fewer than the number lost in the manufacturing and service sectors, people skilled in design, programming and information systems are in increasingly short supply.

Unfortunately, those workers displaced by technology are ill-equipped to fill those jobs created by technology. Women are the most vulnerable to displacement by technology, particularly in the clerical and service sectors and are experiencing the greatest loss. "Estimates of possible unemployment rates range from a level of 10% in 1985, to a high of 35% by 1990."*

* Who Turns the Wheel?, Science Council of Canada.

The post-secondary education system will have a particular responsibility for training and retraining women clerical workers to enter positions in demand.

Work in all areas of microtechnology, other than operation, requires high school and post secondary training in mathematics and science. Women have traditionally been discouraged from studying maths and sciences in all levels of the education system. As a result of this discouragement, many are ill- prepared to acquire the skills needed to benefit from new opportunities in the labour force created by micro-electronic technology.

Programs and courses oriented to women to assist them to upgrade mathematics and science skills are required, as well as computer literacy courses. Extensive efforts at re-training displaced clerical workers for new opportunities are needed now. The post-secondary education system has a responsibility to assist in the process.

RECOMMENDATIONS

EQUAL OPPORTUNITY

After an overview of the university system, Canada Manpower Training Programs and the Labour Market, what emerges is a picture of inequity. It is unfortunate that data regarding women students in the community college system were unavailable, however, information from two provinces indicates that patterns of inequity would be confirmed. The inequity exists despite the fact that the proportion of women students in the post-secondary system has increased dramatically over the past twenty years, to the point where women are close to being half of the post-secondary undergraduate population and where they are half of community college students. The inequity occurs in the distribution of women throughout major fields of study, and training, with carry-over to the labour market. Access to the" education system for women exists, with much room yet for improvement, but equal access does not. Where CMTP programs are concerned, access and equality of access are both at issue.

Equal access to education, training and employment is a right, to which women are

entitled. Failure to provide equal access occurs because of sex discrimination entrenched in a wide variety of beliefs, practices and procedures developed and transmitted over generations. "When discrimination is wide-spread and entrenched, it becomes a self-regenerating process capable of converting what appear to be neutral acts into further discrimination." (1) When this occurs, the only effective remedies are those which intervene in that self-regenerating process to interrupt it and dismantle it.

In the view of this author, the only effective remedy to unequal access is Equal Opportunity Legislation which would cover education, training and employment. Such legislation would need to include prescriptions for implementing equal opportunity; among others, affirmative action and contract compliance.

Affirmative action, applied to the education field would cover the hiring of both faculty and administrative staff, the distribution of student enrolment present and future, and curriculum. Contract compliance would apply to both transfer payments and wage subsidies in industrial training.

The procedures and practices involved in sex discrimination in education, training and employment are not easily dismantled. Change will only be effected through firm, committed and decisive action. Such action would be the enactment of Equal Opportunity Legislation at the federal level.

(1) United States Commission on Civil Rights, Affirmative Action in the 1980's: Dismantling the Process of Discrimination, A Statement of the U.S. Commission on Civil Rights, November, 1981, p. 2.

CMTP

With the reduction in CMTP sponsorship of students for training, particularly women, more of the burden for selection of courses, and financial support will fall to women and the post-secondary system, especially the Community Colleges and Technical Institutes. In order that the burden of sorting out financial assistance and course selection not fall disproportionately on prospective women students, we recommended that the post-secondary system most involved (a) establish, where lacking, counselling services for women to assist in appropriate course selection, and (b) establish, where lacking, financial assistance programs to assist women, particularly in those areas no longer sponsored by CMTP, and (c) to strengthen both counselling and financial assistance programs where they presently exist.

STUDENT ASSISTANCE

As Federal Provincial agreements regarding student assistance are presently being renegotiated, we urge that policies be established which take into consideration the needs

of women, particularly single parents for extra day care assistance and other supports to enagle them to study. We recommend that the grant portion of assistance be raised and the loan portion lowered for low income students. We further recommend that student assistance be made available to low-income students for part-time studies.

COMMUNITY COLLEGE STATISTICS

As comparable statistical information for community college students is not available to the public on a Canada-wide basis, as it is for Universities, we urge Ministers of Education to institute measures to make such information available to the public.

ADULT BASIC EDUCATION

As there is presently no level of government in Canada which accepts clear responsibility for the provision of Adult Basic Education to the substantial functionally illiterate population in this country, we urge Ministers of Education to accept clear responsibility and institute appropriate programs.

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