

WOMEN'S EDUCATION
DES FEMMES



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 Canadian Congress for Learning Opportunities for Women

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** WOMEN'S EDUCATION DES FEMMES

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· Table of contents· Table des matières·

President's Message from Leiba Aronoff
Message de la présidente par Leiba Aronoff

NATIONAL FEATURES

Feminist Policy Research: Does it Affect Government Policy?
by *Greta Hofmann Nemiroff and Susan MaCrae Vander Voet*
Les recherches faites par les jeunes influencent - elles les politiques gouvernementales?
par *Greta Hofmann Nemiroff and Susan MaCrae Vander Voet*

B.C. Provincial Restraint Policy and Its Effects on Women and Education
by *Susan Witter*
Restrictions Budgétaires provinciales incidence sur l'éducation des jeunes
par *Susan Witter*

Report on a Bridging Program for Women
by *Sandy Campbell Budden*
Programme de rattrapage pour les femmes
par *Sandy Campbell Budden*

CLOW Across the Provinces

Un manifeste pour une politique d'éducation des adultes
par *Serge Wagner*
Manifesto for an Adult Education Policy
by *Serge Wagner*

BOOKS IN REVIEW

RESOURCES

UPCOMING and CURRENT

SKILLS BANK

Editorial / l'éditorial

RECURRENT EDUCATION OR RECURRENT DISCRIMINATION?

A very important national policy is being developed right now. It will have a huge impact on women - positive or negative - depending on the elements included. It will be a national policy on Skills Development Leave for all Canadians, which will provide for a system of recurrent education and retraining.

If this crucial policy is to benefit women, it must remove the barriers to women's participation and focus on the most occupationally and educationally disadvantaged in our society. It must include affirmative action, adequate financing and other supports for women. Failure to make these provisions will further entrench the enormous disadvantages women experience in the education and training systems.

We must act now and make our views known to the current minister - John Roberts and the cabinet, for they will decide the final shape of this policy. Information is available from the CEIC Task Force on Skills Development Leave in the form of their free report - Learning a Living in Canada, and Issues Paper No.2 "Women Full Partners in Change". Jane Adams, for CCLOW, wrote one of the technical papers for the Task Force report. It is available from the CCLOW national office or from the task force.

Please write for the information now and participate in the development of this crucial educational policy.



Canadian Congress for Learning Opportunities for Women



congrès canadien pour la promotion des études chez la femme

ÉDUCATION OU DISCRIMINATION PÉRIODIQUE?

Une politique nationale d'une importance considérable est actuellement à l'étude en ce qui concerne les congés de perfectionnement professionnel au Canada. Selon sa formulation, cette politique aura des répercussions positives ou négatives extrêmement profondes sur la

condition féminine. Elle se traduira par la mise en place d'un système d'éducation et de formation périodiques, pour l'ensemble des Canadiens.

Pour être bénéfique aux femmes, cette politique cruciale doit réduire à néant les obstacles à la participation des femmes et s'adresser aux personnes les plus défavorisées, sur le plan du travail et de l'éducation. Elle doit viser une action positive, assurer un financement adéquat et apporter aux femmes tout le soutien voulu. Tout échec en ce sens ne fera qu'handicaper un peu plus les femmes, déjà fort désavantagées dans les domaines de l'éducation et de la formation.

Nous devons agir au plus vite et faire connaître nos opinions au ministre actuellement en poste, M. John Roberts, et au cabinet. Car ce sont eux qui décideront en dernier ressort du caractère de cette politique. Pour plus de renseignements sur la question, nos lectrices peuvent se procurer auprès du Groupe de travail sur les congés de perfectionnement (CEIC) une brochure gratuite intitulée "Apprendre à gagner sa vie au Canada" et le document d'étude n 2 "Women Full Partners in Change" (pas de traduction). Jane Adams a rédigé, pour le CCPEF, l'une de études techniques du rapport publié par le Groupe de travail. Pour obtenir un exemplaire de cette étude, s'adresser au bureau national du CCPEF ou au Groupe de travail.

Demandez dès aujourd'hui ces documents d'information et ne manquez pas de participer à la formulation de cette importante politique d'éducation.



President's Message

CONSULTATIONS' 83, October 31- November 2, brought together representatives from over 60 national women's groups in Ottawa for information sessions with Status of Women Canada and the Advisory Council on the Status of Women. As part of these meetings, representatives of 18 groups funded by Secretary of State continued to press for immediate resolution of the problems concerning the level of funding and funding procedures which had already been the subject of discussions with the Honorable Serge Joyal and the Honorable Judy Erola last June. If women's groups are to play the active role we were asked to undertake during the sessions of Consultations, a more rational funding base must be established to better reflect the relevance and importance of women's contribution.

Women's collective power comes from applying the our acquired knowledge, logic, practicality, and endurance and realizing how effective we can be. We are moving swiftly

towards 1985. What will Canadian women have achieved by the end of the Decade for Women? As preparations for the Conference in Nairobi get under way, now is the time to monitor and participate in government actions at provincial, federal, and territorial levels.

Section 15 of the Canadian Constitution - the one about the equality of women - comes into effect April 17, 1985. This delay was to give the province time to make their laws non-discriminatory. To date no province has reached a state of preparedness and the quality of provincial audits should be questioned.

The future of our Medicare program is a particular concern to women. There is a need to work to preserve and strengthen our health care system in the Canadian Health Act.

In our efforts to improve the status of women, CLOW has continued to call attention to the need for education and training for women to achieve economic independence. We have submitted briefs to the Commission of Inquiry on Equality in Employment, and the Royal Commission on the Economic Union and Development Prospects for Canada - the Macdonald Commission. We have also been active participants in the National Workshop on Skill Development Leave, October 26- 28. Education remains the central issue related to the realization of women's full participation in the social, political, and economic life of our society. What role will the broad education system play in furthering women's learning? We look forward to a full discussion of these issues at our upcoming Conference next August: The Learning Connection: Women's Learning in Theory and Practice.

Sincerely,



Message de la présidente

Des déléguées représentant plus de 60 organismes féministes nationaux se sont réunies à Ottawa, du 21 octobre au 2 novembre, à l'occasion de CONSULTATION'83. Là elles ont rencontré des représentants de Statut de la femme Canada et du Conseil consultatif, sur la condition féminine. Dans le cadre des réunions, 18 groupements financés par le Secrétariat d'état ont poursuivi leur intervention, demandant avec insistance une solution immédiate aux problèmes résultant du niveau et de la procédure de financement, sujets qu'ils avaient déjà débattus avec l'Honorable Serge Joyal et l'Honorable Judy Erola en juin dernier. Pour assumer le rôle qui leur a été confié lors des séances de CONSULTATIONS, les femmes ont besoin d'un apport financier plus rationnel, qui traduise mieux l'importance de la contribution féminine.

Le pouvoir collectif des femmes vient de ce qu'elles savent concrètement faire appel à leurs connaissances, leur logique, leur sens pratique, leur endurance, et de ce qu'elles sont conscientes de leurs compétences. L'année 1985 approche. Qu'auront accompli les femmes canadiennes durant la décennie de la femme, qui s'achève cette année- là? Alors que commencent les préparatifs pour la Conférence de Nairobi, il nous faut plus que jamais étudier et influencer les décisions gouvernementales, aux paliers provincial, fédéral et territorial.

L'article 15 de la Constitution canadienne, traitant de l'égalité de la femme, entrera en vigueur le 17 avril 1985. Cette date avait été choisie de façon à donner aux provinces le temps de prendre les mesures nécessaires pour que leurs lois ne soient pas discriminatoires. Jusqu'à présent, aucune des provinces n'a réalisé cet objectif. Et l'on est en droit de s'interroger sur leur bon vouloir.

L'avenir du régime d'assurance- maladie est une source d'inquiétude profonde pour les femmes. Conserver et consolider ce régime, conformément à la loi sur la santé, est essentiel. Et les femmes doivent intervenir.

Le CCPEF a présenté plusieurs exposés à la Commission d'enquête sur l'égalité en matière d'emploi et à la Commission Macdonald ou Commission royale sur l'union économique et sur les perspectives de développement. Il a également participé à l'Atelier national sur les congés de perfectionnement professionnel, du 26 ou 28 octobre. L'éducation reste un élément fondamental de la pleine participation des femmes à la vie sociale, politique et économique de la société. En quoi le système d'éducation générale peut- il contribuer à l'apprentissage des femmes, à l'avenir? C'est avec un vif intérêt que nous aborderons ces questions au mois d'août prochain, lors de notre conférence "La filière éducation: l'éducation théorique et pratique des femmes".

Sincèrement

Luba





National Features

LES RECHERCHES FAITES PAR LES FEMMES INFLUENCENT-ELLES LES POLITIQUES GOVERNEMENTALES?

Il ne fait aucun doute que les féministes travaillent avec beaucoup de sérieux et de dévouement au Canada. Et pourtant, les changements pour lesquels elles luttent avec ardeur ne surviennent que lentement. De plus, lorsqu'ils sont enfin promulgués, les changements ne constituent souvent qu'un compromis imparfait des recommandations présentées par elles. Comble d'ironie: même une fois instaurés, ces changements exigent des femmes une vigilance soutenue, sous peine d'être interprétés de sorte à n'avoir aucun impact progressiste réel sur la condition féminine.

Tels sont les grands thèmes de ce rapport, pour lequel les chercheuses ont interrogé des déléguées de plusieurs organismes féministes oeuvrant à la formulation de politiques fédérales (ou à leurs réponses). Les principales questions posées étaient les suivantes: Qui décide des priorités de votre organisme et comment? Qui finance les recherches? Les recherches sont-elles effectuées par des volontaires? Croyez-vous avoir suffisamment accès à l'information dont vous avez besoin? Quelle incidence ont vos recherches sur les politiques gouvernementales? L'objectif ultime était d'établir en quoi les recherches faites par les femmes influent sur la formulation des politiques fédérales, qui concernent directement leur vie de femme, et dans quelle mesure les groupes de promotion de la femme ont accès aux structures du pouvoir.

L'étude montre que, suite à des contraintes financières et temporelles, les organismes féministes travaillent surtout en réaction à une situation, à une proposition, à une législation et n'ont guère la possibilité de faire les recherches qui seraient peut-être les plus cruciales, à long terme.

Les répondantes déplorent toutes l'insuffisance des ressources humaines et financières. Elles reconnaissent, certes, que les femmes progressent et influent sur certaines décisions gouvernementales, citant notamment les domaines suivants: constitution, avortement, violence sexuelle, action positive, femmes maltraitées, divorce, pensions, etc. Mais elles préfèrent passer sous silence le fait qu'elles obtiennent rarement tout ce qu'elles demandent. Une chose est indéniable: même si les concessions du gouvernement ne répondent pas pleinement à leurs attentes, les femmes parviennent au moins à éviter, par

les pressions qu'elles exercent "... certaines décisions vraiment stupides".

De toutes ces constatations émerge une question primordiale. Le gouvernement se sert-il habilement des femmes? Voici en effet la situation: les femmes travaillent intensément, pour un salaire modeste ou nul, à faire des recherches et à formuler des recommandations qui seront PEUT- ÊTRE considérées par le gouvernement (et encore, de façon fragmentaire). En bref, les femmes sont-elles si absorbées par les recherches qu'elles ne disposent plus de l'énergie et des ressources nécessaires pour établir des stratégies d'intervention à long terme, pourtant fondamentalement essentielles aux progrès de la condition féminine au Canada?

FEMINIST POLICY RESEARCH:
DOES IT AFFECT GOVERNMENT POLICY?

by

Greta Hofmann Nemiroff and
Susan McCrae Vander Voet

There is no doubt that Canadian feminists work hard. Most women who belong to local or national organizations are aware of at least some of the problems facing women in our country. Further to that, most of us have acquired some additional information on those matters most germane to us or our group. Many of us are active in preparing briefs in an attempt to have input into the legislative process, either directly through the work of our own group or through the support of other groups. Yet, change is slow; often whatever changes do transpire are disappointing compromises of our recommendations and hopes. Those changes which do become enacted or incorporated need continual vigilance to make sure they are being implemented in a manner which will have a real impact on the lives of Canadian women.

This paper is based on a general questionnaire we administered to representatives from several women's organizations or parts of organizations which respond to or produce research related to federal government policy. The organizations are: The Canadian Advisory Council on the Status of Women; CEIC Women's Employment; CLOW; CRIAW; Liberal Women's Commission; National Action Committee on the Status of Women (NAC); National Association of Women and the Law (NAWL); NDP research; Status of Women Canada; Women's Bureau Labour Canada.

The questions we posed covered the following issues: who sets research priorities for the organization and on what basis? Who funds the research, or is it done by volunteers? Do you have sufficient access to information? What effect does your research have on government policy? What changes would you like to see? The underlying question was: how instrumental is women's research in forming federal policies affecting our own lives, and to what extent do Canadian women's advocacy organizations have the power to

influence policy development?

I. AGENDA SETTING

Almost all the organizations interviewed claimed to set their own research agenda. There are, of course, differing mechanisms of decision-making. Some are set by Boards, some by individual research officers, some by a large membership, one or two overtly by the State. However, discussion and further questions revealed that although the organizations might set their own agenda, they were really for the most part simply arranging in priority items which did not fully originate in their own organizations. Almost all policy research agenda-setting is reactive to government: either to existent legislation, proposed legislation, or issues which demand legislation or legislative change.

Discovering the subject matter of interest to the government, involves a considerable amount of second-guessing; including attention to leaks from the Cabinet, press monitoring. Inside network information and general gossip are used as indicators of government priority, especially by non-governmental women's organizations such as the NDP, the Liberal Women's Commission, CCLOW, NAC and NAWL. Often organizations with member groups such as NAC, or with local representatives such as the Advisory Council, depend on issues coming to light through their membership. Frequently, that intervention is inspired through local private pressure on a representative because of a particular case, or through press coverage of national issues at a local level. Status of Women Canada has its agenda set by government initiatives relating specifically to women; both Status of Women Canada and the Advisory Council might be asked for input into the speech from the Throne. This gives them a chance to draw attention to important issues affecting women. On the other hand, neither organization seemed to think that the speech from the Throne was very instrumental in establishing policy priority in the first place. CRIAW seems to be the only organization which specifically sets its own agenda; this might be due to the fact that its mandate is in the field of research methodology, and specifically non-sexist research methodology. CRIAW was, significantly, the only group to indicate that it had no influence whatsoever on Federal Policies affecting women.

Predictably, the women's organization most often invited to do policy research or comment on policy proposals is Status of Women Canada. Other groups might undertake to research subjects of upcoming urgency as established by legislative agenda, and while they might even manage to gain a hearing, they are seldom invited. Sometimes, groups such as NAC are able to choreograph an invitation for input through extensive lobbying.

Most Canadian policy research on women, then, is set on a reactive basis rather than one of self-motivated research priorities. Since human and financial resources are severely limited and the time frame is often very short, priorities are often set by the critical path of proposed legislation rather than by a realistic assessment of the time it would take to make an in-depth study of a specific subject. A further result of these shortages is that there is little time left over for intra-organizational communication or sharing of information. This

can lead to a wasteful overlap of work done. It is hoped that such overlap will be obviated by CRIAW's research bank. It must be remembered, though, that the Research Bank is only as helpful as the information fed into it is full and clear and accessible.

"We try to cover everything, but we simply can't do it all in adequate depth" one respondent from government agency claimed. *De facto*, then, the extent and quality of policy research on women is set by the state and its priorities. If the amount of public money consecrated to women's causes is any indication of priority, it is clear that we are not very important.

Women's organizations are in a real quandary: of course we want maximum input into legislation affecting us; of course we need to know more; of course we want input before rather than after legislation is passed. On the other hand, there might be matters equally important or even more important which the government has not set as priorities. We have neither the time nor the resources either to identify or to pursue such matters. How then can we take over the agenda setting, undertake the research which we want, and at the same time affect on going legislation and policy?

II. RESOURCES:

"It becomes ludicrous when voluntary organizations must do basic research for the government."

Doris Anderson

100% of our respondents complained about the lack of sufficient financial and human resources. For instance, there are only three full-time researchers at the Advisory Council whose job is to inform and make recommendations to the public. It is extraordinary that, given these constraints, they are able to put out such a massive number of publications, and ones of excellent quality. They manage this by contracting out much of their work. Labour Canada also contracts out some of its research. Contracting is a questionable solution to lack of resources. Because of its fragmentary nature, one does not have a readily available corps of researchers whose processes can feed into one another's research projects. In a relatively new field such as research on women, interaction and dialogue are essential. Contract researchers, however, might do excellent research which they punctiliously deliver to the agencies as finished products; on the other hand, no one else really has access to their processes. One can only wonder if such problems are as prevalent in agencies such as the Science Council which receives two to three many times as much funding as all the women's organizations together.

Contract work is often exploitative. While it might work well in establishing both tax breaks and professional credibility for the already employed, it also depends on a pool of unemployed women and their accumulated expertise. Some of these women might only want part-time work because of family responsibilities, but in the present scheme of things, they derive little equity from this kind of work. In fact, contracting arrangements perpetuate the low status of women in the work force (even in the so-called professional work force), and reinforce all the many injustices we complain about... especially those related to pensions and fringe benefits. Contracting out helps maintain women in our position of occupying 72% of all part-time jobs in Canada.

Most organizations rely on volunteers to do research. While they might occasionally make use of a contract researcher (as CCLOW did recently with its work on the National Training Act), they are on the whole dependent on the work of a fluid, often enthusiastic but fragmented and over-worked membership. It would seem that Canadian women spend many hours of volunteer time preparing briefs for the federal government. These briefs are never fully implemented. Our volunteerism can work to the self-interest of the state in the following ways: it can serve as a lightning rod to point out where difficulties might arise politically if we are not listened to. That is, our work can prematurely give away any possible strategy we might formulate well before we have even recognized the struggle. Our volunteerism can provide for the government valuable data and theoretical work which can be co-opted to their own use, and not always in our interest. It can also, it must be admitted, have a limited effect on government policy.

IV. IMPACT

*"We always get something,
but not what we want."*

Doris Anderson

While there is little doubt that women's research has some impact on government policy, the above quote would suggest that we are easily bought off. The respondents to our questionnaires indicated some input into the following legislation: the constitution, abortion, sexual assault, affirmative action, C-53 wife abuse, divorce, pensions, the labour code amendments, and women's education at the level of CEIC. In no case were we told that they had achieved the ends they had set out achieve; we did not ask about those cases where they felt they'd had no effect whatsoever. Some informants felt that while we have fairly minor positive results, we had at least prevented some... "really dumb things from happening." All respondents felt they had little power over the final outcome of their briefs and papers. Getting heard is a difficulty for some groups, and it is clear that much lobbying is undertaken by most groups in order to have any hearing at all. While it might be argued that there are other advocacy groups in Canada which face the same problems, they do not represent such a large percentage of the total population.

V. UNCOMFORTABLE QUESTIONS

Are we being used? Is it the old story of "seduced and abandoned"? Women's groups and organizations, both in and out of the government, both voluntary and paid, work hard with very few resources in order to influence the state to implement many things it appears not to want to do. Because of the exigencies imposed by meager resources and unrealistic time-frames (from when we hear about an issue to its deadline for debate), we do not have much real discretion over setting our own priorities. Our planning tends to be in a reactive mode rather than a long-term predictive one, and often we simply do not have the time to do our best. Our access to information is not always full, although freedom of information legislation should ease this somewhat. Our resources are meted out in a way which fragments us all: researcher from researcher; agency from agency. It also fragments our accumulated information and methodological experience. The state and its own resources have a jump on us in every category of operation...except perhaps commitment to women's causes. While some of us are indeed invited to submit briefs some of the time (and only rarely), and others of us manage to wangle invitations, there is no trend on the part of the state either to solicit agenda from women's groups, inform us of their undertaking, or to invite our participation. We are in the especially compromising position of working inordinately hard for little or no pay in order to produce material which only MIGHT be considered, and if applied, in a piecemeal fashion. It then devolves upon us to consecrate part of our already slender resources to ensuring that those few of our recommendations which have been adopted or incorporated are being implemented.

Is research a back-up for strategy, or has it become through default a strategy itself to Canadian women's organizations? Is our reactive mode so absorbing that we simply no longer have the resources left to strategies with the long view available to politicians, most of whom are not committed to our cause? Simone de Beauvoir characterizes women's culture historically as a deprivation of 'transcendence'. In her own specialized vocabulary this means that we are so caught up in the "en soi" (the morass of the everyday, characterized by the caring for perishable matter and those jobs that are "never done"), that we have no time for long term planning which is the "transcendence" over our daily tasks. Has Canadian women's policy research, focused on situations and statistics which are in a constant state of flux, fallen into the "en soi?" If so, can we get out?

V. TAKING CONTROL

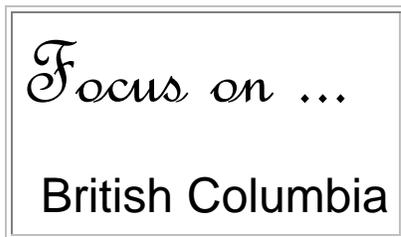
The purpose of this investigation has not been either to denigrate Canadian women's enormous work in the field of policy research, nor to castigate ourselves for "not doing enough". However, it is clear that research is not an end in itself. It is a necessary but not sufficient component of political change. We need the research, but we also need a praxis. What are our priorities? What would we want to investigate if we had the power, the time and the resources to investigate matters according to our own research agenda?

It would seem that we still must keep in the political arena as it is while we try to change it. If this is so, then we must find out ways to get involved in the beginning, at an early stage of the policy-setting process. In order to do this, we must be more politically

organized.

We need time and space for brainstorming as well as exchanging information on research already undertaken. We need to share information, data, methodology, rumours, and intentions. It is essential that we consolidate our research priorities and programs in such a way as to complement rather than duplicate one another's work. This costs money and we need to strategies on a nation-wide basis how to demand more, rather than allowing ourselves to be divided in our rush for the few crumbs which fall in our path.

Our virtual exclusion from the power network which runs things and makes decisions in Canada is no where as clear as it is when we see the final outcome of our briefs. It is no news that our only hope for any inclusion at all is through unity, as we showed in the battle on the Constitution. We must not settle for mere inclusion, however. We now must empower ourselves to set our own agenda and insist on more complete implementation. In order to do this, we must avail ourselves of our right to make long term predictive planning, and to form a united front on such matters as agenda setting, methodology, hiring and contracting practices and funding. We must do these things in order to focus our energies so that the policy research we do will have a much more substantial impact on government policy.



RESTRICTIONS BUDGÉTAIRES PROVINCIALES INCIDENCE SUR L'ÉDUCATION DES FEMMES

L'avenir s'annonce difficile pour tous les éducateurs et les apprenants en Colombie-Britannique. Suite au passage de plusieurs nouvelles lois et à la présentation du budget le 7 juillet 1983, les administrateurs, les professeurs et les étudiants des établissements postsecondaires de la province doutent que le système d'éducation provincial puisse conserver son caractère novateur, dynamique et démocratique.

Les restrictions budgétaires portent non seulement atteinte à l'éducation mais aussi aux services de santé et aux services sociaux, deux autres composantes essentielles de l'éducation permanente des femmes. En ce qui concerne l'enseignement, le gouvernement provincial a demandé aux établissements postsecondaires d'adopter un plan de "croissance zéro", pour les cinq prochaines années, alors que les prévisions indiquent une hausse de 5 à 25 pour cent des inscriptions.

Ces restrictions toucheront surtout les femmes, et ceci pour plusieurs raisons. Les femmes

de 25 ans et plus constituent le groupe le plus important des étudiants à temps partiel dans les collèges et universités de la Colombie-Britannique. Or, un certain nombre d'établissements envisagent de hausser les frais d'inscriptions à temps partiel, pour recouvrer complètement leurs coûts. De plus, une nouvelle politique du ministère de l'Éducation, publiée en octobre 1983, indique que le ministère cessera de financer les campus communautaires mineurs à compter du 1er avril 1984. Or, la majorité des étudiants qui fréquentent les collèges communautaires des petites localités sont des femmes. Enfin, dès le début de 1984, le ministère renoncera à financer certains programmes spéciaux de formation des femmes, qui étaient en vigueur depuis trois années dans divers instituts et collèges de la Colombie-Britannique.

B.C. PROVINCIAL RESTRAINT POLICY AND ITS EFFECTS ON WOMEN AND EDUCATION

by Susan Witter

Susan Witter is the Associate Dean of Continuing and Developmental Education at Fraser Valley College in Abbotsford

For anyone in education in British Columbia, these are grim times. Especially since the advent of a number of Bills and the July 7th, 1983 budget which the government adorned; administrators, faculty and students in B.C. Post-Secondary Institutions are wondering whether the B.C. education system will ever again offer much scope for leadership, innovation, and local responsibility.

The B.C. Provincial Restraint Policy affects not only education, but health and social services, both interlocking elements in the provision of education to B.C. women.

The overall context of the restraint policy within the B.C. Post-Secondary Education System (universities, colleges and institutions) gives zero growth in support dollars over the next 5 years. Our post-secondary institutions were all asked to prepare, this summer, a '5-year plan' in which the parameters were no growth in dollars for the next 5 years. This no growth dollar policy comes at a time when colleges in B.C. are experiencing growth in enrollments of anywhere between 5 and 25 percent. (See Box)

The restraint policy in place in B.C. community colleges will affect women's participation in post-secondary education significantly for the following reasons:

1. While males and females tend to be approximately equal among full-time students enrolling in non-vocational programs in community colleges and institutions in B.C., women far outnumber men as part-time students. The largest single group of students attending B.C. colleges are female, twenty-five years of age and older, taking courses on a part-time basis. Hence, any cut-backs which either

systematically or unintentionally influence part-time students will impact females to a far greater extent than males. In implementing funding restraint, colleges are already reducing part-time sections of courses to a far greater extent than full-time sections. In addition, in the foreseeable future in an attempt to live within the imposed Social Credit Restraint Program, the major budgetary impact will be on 'off campus' or 'after hours' classes. Particularly hard hit will be older students, most of whom are enrolled part-time and most of whom are women.

<u>FRASER VALLEY COLLEGE - B. C.</u>		
<u>Fall Enrollment Statistics</u>		
<u>1983</u>		
	<u>Total</u>	<u>% Change</u>
University Transfer / Academic	3129	+ 8
Career / Technical	2519	+ 9
Adult Basic Education	409	+ 13
Continuing Education	4686	+ 14

Post-Secondary Enrollment in Non-Vocational Program 1981/82

	<u>Part-time</u> <u>Students</u>	<u>Full-time</u> <u>Students</u>
Male students	12,406	8,966
Female students	17,269	9,051

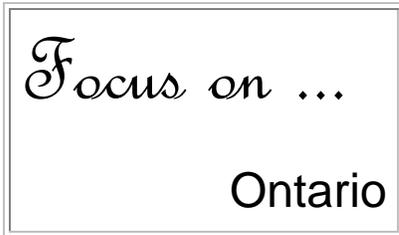
*Ministry of Education, Province of B.C., Post-Secondary Enrolment Statistics 1981/82. Non-vocational programs include: University Transfer, Career/Technical & Adult Basic Ed.

2. Fees charged to part-time students on a per course basis are higher in most colleges than those charged to full-time students for the same course. A number of colleges are considering implementing a full cost-recovery fee policy for their part-time courses to allow them to add sections of academic and career programs without additional funds. This would force fees for part-time courses to three times and higher for the same full-time program. The impact for the part-time women students would be significant.

3. A new Ministry of Education policy just released October 1983, "College Use of School Facilities", will eliminate Ministry of Education funding as of April 1, 1984 for minor leases in B.C. community colleges. "A minor lease is considered to be one for a facility located less than 50 kms. from the core campus or serving a population of less than 10,000." This could eliminate college programming in our smaller communities, such as Hope, Mission, Maple Ridge, Parksville, Trail, Hazelton, Smithers and Kimberley, and further impede women who would then have to travel greater distances. The majority of students attending college programs in smaller communities are part-time women students upgrading in Adult Basic Education and Employment Preparation programs. It should be noted that Adult Education research has consistently shown that individuals will not travel more than 30 kms. to attend adult education courses.
4. The three-year funding of positions/programs in colleges and institutes for Women's Access Co-ordinators will end in 1983. This funding has enabled all colleges to implement programs of information, counselling, advocacy and training for women. Specifically, funding for the development and distribution of resource materials, such as "Women at Work: New Alternatives" an introductory trade course, will no longer continue.
5. Severe cutbacks have affected the extensive social service program in B.C. One of the most devastating effects will be the elimination of the education subsidy granted to men and women on income assistance (welfare). Thousands of women in B.C. who for the most part are single parents on income assistance depended on this small education subsidy to assist them to return to learning. This subsidy for many was enough to bridge the gap and help with child care, transportation, and fee subsidy. The effect of the elimination of this education subsidy can only further isolate women, from their accessibility to post- secondary education.
6. Continued cutbacks to the Continuing Education programs at colleges and institutes in B.C have forced more and more part- time non-credit bridging programs for women to move to a cost-recovery basis. This, then, places an additional and insurmountable financial barrier on many women who use continuing education programs as the "first step entry" into post-secondary education. There is already an indication in B.C. that participation of women in part-time non-credit, career awareness, bridging programs is on the decline, due to the fee increases imposed over the last two years.

In conclusion, it does not become difficult to pinpoint a number of restraint measures inflicted by the B.C. Social Credit Government that will seriously affect women's participation, accessibility, and motivation to post-secondary education programs in B.C. Perhaps the recent "Skill Development Leave Task Force Report" 1983 will encourage and challenge adult educators to promote a comprehensive national policy of recurrent education which will facilitate the access of all qualified and interested Canadians to education and training opportunities by reducing barriers to participation, including those due to geography, financial hardship, and socio- economic status. I am convinced that B.C. women who want to access post-secondary education will be left behind unless such

a national recurrent education policy is developed.



PROGRAMME DE RATTRAPAGE POUR LES
FEMMES À L'INSTITUT POLYTECHNIQUE RYERSON

Le programme se proposait de développer chez les étudiantes les connaissances en informatique et en mathématique, ainsi que les aptitudes à effectuer des recherches et à formuler des solutions. Son but ultime était de former les participantes au milieu professionnel contemporain, où l'ordinateur et les technologies connexes règnent en maîtres.

Les femmes inscrites à ce programme avaient, au départ, de solides connaissances générales. Toutes avaient terminé leurs études secondaires et trois quarts d'entre elles avaient fait des études postsecondaires. Le programme a remporté un vif succès. Très peu d'inscrites ont abandonné (50 sur 55 ont remis au professeur leur projet de fin d'étude) et la plupart ont assisté au cours avec assiduité. L'auteur du rapport attribut ce succès à plusieurs facteurs: souplesse des heures d'étude, étude en petits groupes, esprit de collaboration, enseignement concret, progression individuelle, et acquisition des connaissances fondée sur l'expérience personnelle.

REPORT ON A 'BRIDGING' PROGRAM FOR
WOMEN: Contemporary Careers,
Ryerson Polytechnical Institute
January - June, 1983.

by Sandy Campbell Budden

This program was designed to enable women to build skills in computers, math, research and problem solving; to acquire knowledge of the special features of the contemporary work world created by computers and allied technologies and to develop an attitude to learning and change that could best be described as pro-active rather than reactive. The opportunity to develop these skills and knowledge was provided in the belief that students would then have the tools with which to come to a personal definition of the changing nature of the contemporary work world and the role they would play in it.

This 110 hours program was delivered over a 6 month period: students met for a 3 hour weekly meeting and attended 7 day-long Saturday workshops. Half of course time was

formally designated for skill learning; half for knowledge and action planning.

The student population was a sophisticated one. All of the women had completed high school and nearly 3/4 had acquired some post secondary education. The ages of the students ranged from 21 to 60 with the largest cluster of students being in the 30 to 39 year age range. About half of the students were in the paid labour force.

The success of the program was demonstrated by the very low drop-out rate and high regular attendance. 55 students began the program in January and 50 completed their final project at the end of the program. In addition, the written feedback provided by the students indicated that the program goals were being accomplished. There has been no follow-up study of the students to date.

I believe that the following factors were among those that were helpful accomplishing the program goals.

The Delivery System Learning groups were held at a variety of times.

The program was designed for part- time study, thus allowing students to continue their regular responsibilities. It was offered at a variety of times, day and evening, and students were grouped according to their time preference. A study group of 10-12 individuals which met weekly served as the 'home base' for the students while the Saturday sessions offered the opportunity to mingle with students outside their group and these sessions were structured in ways to ensure that such mingling took place.

The program was structured to enable this small group to evolve as a self-help learning group in the belief that cooperation and collaboration among members speed skill learning, increase the student knowledge base and allow individuals the opportunity to tryout new ideas and behaviours with a minimum of risk.

The study group was facilitated by a tutor whose role was to act as a guide to the group, assisting members to define and pursue the goals of the weekly meetings, presenting information and tasks relevant to each meeting's agenda and stimulating discussion on issues related to learning problems. While she often provided instruction she was just as often a co-learner with the students. Her 'content' expertise was her knowledge of adult learning processes, group dynamics and strategies for effective learning.

The Saturday sessions were designed as the means to provide 'expert' instruction. At this time, outside resource people were brought in to provide formal - and somewhat less formal instruction on computers, problem-solving and features of the contemporary work world.

An important goal of this delivery design was to enable students to become pro-active

learners. As an outstanding feature of the contemporary work world is rapid change requiring continuous learning, students were helped to develop a critical awareness of their own process of learning and to develop strategies to enhance the effectiveness of their learning skills. The over-all goal was that the students would see themselves as successful learners, regardless of the subject.

Program content was problem-based and not subject based

While computers, math and the contemporary work world were presented as subjects to learn about, they were never taught as abstract entities. Instead, the learning was personalized; the students learned these subjects in order to be able to answer the large question of the implications of the Information Age for their lives. Each component in the program was designed to help them answer that question. Therefore, students learned how to use the computer as a tool in a variety of applications and, most importantly for their future, they learned the differences between computer logic and human logic and the kinds of problems the computer can and cannot solve. Similarly, every attempt was made to relate the experience of learning math skills to the realities of the contemporary work world. There was continuous discussion of which kinds of math skills were necessary in which job areas so that students could build an application for their skills as they were learning.

Students learned research skills by engaging in an Action research project in which they were to apply their new skills and knowledge to explore through interviews and field research, a job area of choice and predict a five year outcome for it based on their understanding of computer technology and special features of the Information Age. They then shared their research results with their group.

Building on the past experience of student

In this program, students identified how their past experience as students, workers, mothers, wives, friends, could be a definite asset to their own learning as well as that of others. They identified skills and knowledge derived from life experience and learned how these could be transferable to the work place in various job areas. The work of Jean Baker Miller (Towards a New Psychology of Women), Carol Gilligan (In A Different Voice) and Michael Maccoby (The Leader) were helpful in building powerful views of female life experience. We also highlighted how the opposite can be truly and here we identified the phenomenon of math anxiety and technophobia. A variety of instruments and strategies were introduced which helped students identify where past experiences, in particular their socialization as women, might create barriers to impede their learning of math, computers and other 'technical' subjects. Another important barrier to the kind of learning we were encouraging in the program was defined as one's early socialization as a

student.

Students became aware that early schooling teaches that the teacher knows everything; that she decides what to learn and how, and then determines if the answers are correct. Students were helped to understand that this encourages a reactive response to learning; one that does not facilitate positive adaptation to a rapidly changing world. Therefore, the program was structured, through the study group to enable the students to see themselves and each other as 'teacher' and to use 'experts' as consultants and guides to their learning but not as the only source of the 'right' answer.

Sequence of the learning

The increased self-esteem that comes from learning a new skill is a powerful motivator to try new, more difficult tasks that involve, not only skill, but knowledge and the application of the knowledge. Therefore, the learning in this program was sequenced to ensure initial quick success in skill learning that built self-esteem and increased motivation. Students were offered early opportunities to get their hands on a computer and initial sessions were designed to challenge without frustrating. Similarly, students were encouraged to begin building math skills early, starting with the basics. Every attempt was made to ensure initial success which was always followed by discussion of the variety of successful strategies available in any problem solution.

Self assessment instruments

The Student Manual contained a self- assessment instrument for each component subject of the program. These were a means to enable students to measure the parameters of the subject area in the program and to set goals for their own learning. The students were continuously reminded that these 'instruments' were not in any way measures of their potential to learn but rather a measure of their options for learning in the program. The role of their past experience, particularly their familiarity with computers and recent work with numbers and statistics, was identified as being an important factor affecting the outcome of these instruments as well. Once the program was underway, the instruments served as concrete measures of progress and a means to create new goals for learning, either within the program or outside of it.

Tutor skills

The authors in this program demonstrated a sound knowledge of issues in women's learning and a respect for the difficulties and frustrations encountered by all the students. They demonstrate sophisticated skills in the facilitation of self-help learning groups and an optimism in the ability of their students to accomplish their personal learning goals. They also displayed an acceptance of their status as co-learners with the students. All this was absolutely vital to the successful outcome of the program.

Conclusion

All this is not to say that we breezed through the six months without a hitch! This was hardly the case, but I think we were able to evolve successful responses to the problems that arose.

I would like to hear from others engaged in similar programs to share ideas and strategies.

Please feel free to write or call:

Sandy Campbell Budden
262 Sheldake Blvd.
Toronto, M4P 2B6
Tel. 416-484-9339 or
484-9078

There are more than 800 million adults in the world who cannot read and write, and two out of every three are women.

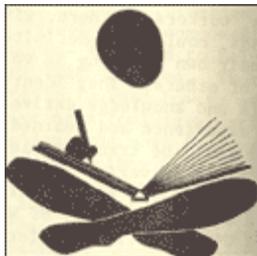
Women who lack reading and writing skills are also more likely to be poor, under-employed and isolated from decision-making in their communities.

But, women are getting together to make changes in their-lives, and World Literacy of Canada is helping.

In these difficult economic times, literacy and adult education programs for women are hit hard financially, just at the time when women need them most.

To continue our support to women's literacy projects in the Third World and our advocacy work around the issue of women and illiteracy, World Literacy of Canada needs your help. Please send your donation today. Each dollar which you send for WLC projects will be matched by three dollars from CIDA. Tax receipts will be issued promptly.

**YOU HAVE TO LIE JUST
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When you can't read and write.



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CLOW Across The Provinces

Quebec

QUEBEC Quebec C.C.L.O.W. has been involved in organizing a conference for November 26, 1983 on Women and Power: Making a Difference. Funded by Secretary of State's Minorities Program, it will cover the following areas: Women's Participation in Federal, Provincial and Municipal politics; how to get educational facilities to give the courses, you and your children need; how to get on the boards of social service and medical service institutions; self-defense; how to make the media work for you; affirmative action; how to handle sexual harassment; how to unionize a non-union shop; how to make waves in your union; the right to work; women and the impact of technology; women and tenants' rights; women struggling for peace; and more. Chaviva Hosek will be the keynote speaker on Women and Power.

We will be working towards recruiting new members.

We have been supporting the Native Indian women's fight for changes in the Indian Act.

Prince Edward Island

PRINCE EDWARD ISLAND CLOW co-sponsored the 1st Atlantic Regional Children's Conference, held in Charlottetown September 23 and 24. Nationally and internationally known leaders in the child care field gave addresses to 230 paid registrants. Guest speakers included: Sister Margaret Gorman: Boston College; Dr. R.F. Grant: Isaac Walton Killam Hospital, Halifax; Karen R. Mock, Ph.d.: Intercultural Association, Toronto; Jane Norman, Ph.d.: Froebel Training Centre, Nova Scotia; and Mary Warmbrod, Ph.d.: University of Winnipeg.

We made a presentation to the Commission of Inquiry on Equality in Employment headed by Judge Rosalie Abella September 27, and gave her a copy of Jane Adam's "First Things First".

C.C.L.O.W. and the National Association of Women and the Law - Prince Edward Island Caucus, co-sponsored a "Dinner and Address" for 150 people, October 7. Maude Barlow, senior advisor on Women's issues to the Prime Minister Trudeau, gave an address on "Pornography V.S. Free Speech".

On Saturday, October 8, Maude Barlow gave a workshop to twenty educators at Holland College on the "impact of sex-role stereotyping on young children in schools".

C.C.L.O.W. assisted in the development of a course titled "Women and Unions" commencing October 19 at the University of P.E.I. This is a 4 week non-credit course offered through the Department of Extension. The final evening will include a dinner, featuring Shirley Carr, vice president, Canadian Labour Congress, as the guest speaker.

Yukon

YUKON We met at the beginning of October to discuss the Paid Skills Development Survey, exchange information and plan for the coming months. We met again on November 19 to finalize our project plans.

We discussed exchanging information (xeroxing, etc.), networking, the idea of having a CLOW office with a library, to store information and answer questions etc. We have no money at this time but are submitting our networking budget to CLOW and this will assist us.

Saskatchewan

SASKATCHEWAN In Saskatchewan we have a core of women who meet monthly. Our main focus this past term has been on the research project into the National Training Act. We have secured a \$5,000 grant or this from CLOW, as many already know, and with this have contracted the main work of collating this information to Heather Henderson of Winnipeg. We will have a complete report with recommendations by year-end.

There are plans 'in the works' to access skills growth fund monies for the purpose of developing a proposal for a pre-technology bridging program for women. The project would then be contracted to our Regina Plains Community College for actually developing the curriculum, etc. As yet, we are unsure about whether monies are actually available.

In the interest of expanding our CLOW network in Saskatchewan we initiated an evening supper meeting which will carry on bimonthly. We hope by this means to broaden the membership and act as liaison between women's groups in Saskatchewan.

We are planning a joint one-day conference with the Saskatchewan Association of Lifelong Learning which will look into the various initiatives in education which affect education. This will take place December 9.

C.C.L.O.W. Regina nominated the committee which organized the micro-technology conference held in Regina in fall of 1983 for our Y.W.C.A. Women's Awards. There was

an explanation that women in women's organizations work cooperatively to accomplish their tasks and the nomination reflects this. Our nomination was accepted. (We'll report on the outcome in the next issue.)

Nova Scotia

NOVA SCOTIA Rural networking activity: (a) Conference: A provincial conference on networking was held in Truro last May to present a concept of networking, how it has been applied in a number of areas; to discuss the need for a province-wide network; and to explore ways of establishing a network. (Copies of the Conference Report are available in the national office resource centre.)

A provincial steering committee was established and met to develop a grant proposal incorporating conference recommendations. Funding for a provincial field worker/coordinator is currently being negotiated. Meetings have been held with both Secretary of State and Canada Employment and Immigration Commission.

(b) Director's networking: The Director accompanied Dr. Teresa MacNeil, Director of Extension, St. Francis Xavier University, Antigonish, to an explanatory meeting in Mabou which brought together over twenty women from all over Inverness County to discuss women's learning needs. With the assistance of Extension Worker Sister Michelle Duggan, the group will convene again to plan a one day conference.

Membership information has been forwarded to a new women's group in Liverpool, N.S., and a member from the Halifax network addressed the group on October 18.

A meeting has been held with members of the Antigonish network. A report of their networking project will be forthcoming.

Contact has been maintained with the Sheet Harbour network.

Elderhostel: CCLOW Nova Scotia assisted a joint Halifax university committee in developing a proposal for Elderhostelships for residents of the Eastern Shore of Nova Scotia. The Sheet Harbour network was very influential in contacting senior citizens in the area.

Y.W.C.A. provincial "Women's Recognition Dinner": C.C.L.O.W. Nova Scotia recommended Dr. Mairi Macdonald, the first national President of C.C.L.O.W., as our candidate for recognition. We are happy to report that Mairi was one of five women in Nova Scotia honored at the event.

Brief to Commission on Post-Secondary Education: Two sub-committees meetings have been held and a brief is being prepared.

C.C.L.O.W. - Nova Scotia: The first C.C.L.O.W. meeting of the season was held in Halifax, October 9. Dr. Berit As, social psychologist from Norway presently on sabbatical at MSVU was in attendance. She spoke briefly of her efforts to establish a feminist university somewhere in Europe, and of her research on barriers to women's participation in the political process. A membership sub-committee was formed which will oversee renewals, and a new membership drive. Agenda items included networking, post secondary commission, information sharing, program planning.

CLANS: The Director has been working on The Executive Committee of the Continuous Learning Association of Nova Scotia (CLANS), which has been asked by the Minister of Education to draw up a structure and proposed members for a provincial advisory committee on adult education. CCLOW will represent women's learning needs on that committee.

Alberta

ALBERTA In Alberta the major focus has been on the Women's Education Research Project in Edmonton. This Project is funded by the NEEDS Program of C.E.I.C. and officially began in August with the hiring of a coordinator and researchers. Project funds are being paid to the University of Alberta to release Marilyn Assheton-Smith, a local CCLOW member, from her teaching responsibilities in one of her courses in Educational Foundations in order that she may act as consultant to the Project. A sub-committee of CCLOW - Edmonton is responsible for aiding in undertaking of the W.E.R.P. The Project is located in Everywoman's Place in order to assist Edmonton's women's centre financially.

W.E.R.P. will research and document the experiences of women in terms of education and training and the relationship of these to employment. Related policy concerns will also be researched, for example adult basic education and the National Training Act.

The Women's Education Research Project operates on a collective basis and the research design is being developed in process. The first stage of research is now underway and includes the gathering of existing statistics and available data from which to discern possible patterns for women. The second stage is the development of questionnaires to be used as a basis for interviews of women and of men for comparative data.

The Project may be contacted at the following address if anyone has material that would be useful : C.C.L.O.W. Women's Education Research Project, 9926 112 Street, Edmonton, Alberta, T5K 1L7.

British Columbia

BRITISH COLUMBIA The Women's Access Association is still very active and working as a group in colleges and provincial institutions. Many provincial "Goals for Change Workshops" - a curriculum package presentation - continue to be welcomed in B.C. communities.

Vast cuts in educational funding have created tense situations for many teachers and educators. B.C. will be the site of a new native "safe house" for battered women. 'Chinook House', to be situated on the Okanogan Indian Reserve will start to take form, hopefully, in the New Year.

Manitoba

MANITOBA Manitoba has organized a CCLOW chapter. Activities will include a series of workshops on topics such as the National Training Program and women and micro-technology.

In addition, Martha Colquhoun has been involved in Regina - CCLOW National Training Act research project being conducted by Winnipeg researcher, Heather Henderson. Martha as chairperson of the Skills Bank Committee, has arranged for the Skills Bank to be revised and updated.

Ontario

ONTARIO The Ottawa network has been very active in negotiations with Algonquin College to improve funding and programming for women, and to appoint women to the Board of Governors.

A project to develop a Telidon information package for re-entry women is underway. It will be distributed through the T.V.Ontario information network in a number of smaller Ontario cities.

A group of members in Toronto is pursuing discussions with CEIC Minister John Roberts, following the June workshop on the National Training Act.



Manifesto for an Adult
Education Policy

It is no secret for those concerned with literacy and adult education that the Quebec government has been slow to announce its policy in these fields, and that this delay is detrimental to those organizations and institutions which operate in these milieux, and especially so for adults deprived of services to which they may be entitled.

There have been protests made during the past two years. Last June, the Coalition for Adult Education Policy published a Manifesto for Adult Education entitled "The Need to Act Now", as a call to action.

The Coalition made concrete proposals on the most important aspects of adult education:

- The giving of priority to those under-schooled;
- Employment-related training;
- Popular education;
- Access to educational resources;
- Organization of the adult education system.

The members of the Coalition were unanimous in according the utmost priority to the training of the underschooled adults. Their declaration stated: "Due to the urgency of the situation, measures must be immediately taken to enable each and everyone to realize his or her potential, in order to fully participate in the development of our society."

UN MANIFESTE POUR UNE POLITIQUE
D'ÉDUCATION DES ADULTES

par Serge Wagner

*Réimprimé avec la permission de
l'alphabétisation populaire*

Ce n'est un secret pour personne dans le monde de l'alphabétisation et de l'éducation des adultes: le gouvernement du Québec tarde à faire connaître sa politique dans ces domaines et ces retards pénalisent les organismes et institutions qui interviennent à ce niveau, mais surtout les adultes qui n'ont pas accès aux services auxquels ils auraient droit.

A plusieurs reprises au cours des deux dernières années, les protestations se sont fait jour. En juin dernier, la Coalition pour une politique en éducation des adultes lançait à nouveau un cri d'alarme dans un manifeste pour une politique d'éducation des adultes intitulée L'urgence d'agir maintenant, dont voici le texte.

Priorité à la formation des souss-colarisées: sans une formation de base minimale, on ne peut participer au développement de la société, ni se développer soi-même et encore moins s'appropriier les changements technologiques.

Or,

- 300,000 à 600,000 adultes sont analphabètes!
- 1,300,000 personnes au Québec n'ont pas la formation de base (secondaire complété) aujourd' hui exigée pour obtenir un emploi convenable!
- Et des milliers de femmes et d'hommes ont besoin des fondements en sciences et mathématique , qui leur font défaut pour entreprendre une formation plus avancées.

La situation est grave mais, de plus, elle continue à se détériorer! En 1975-76, les programmes fédéraux de formation de base à temps plein touchaient près de 25,000 personnes. En 1981-82, ils n'en touchaient plus que 8,000.

Dans les programmes offerts, les adultes ne trouvent pas toujours réponse à leurs besoins. Les activités ont été coupées de 30% en 1981. Les frais imposés aux adultes ont doublé depuis 2 ans.

Les ressources affectées à l'alphabétisation sont vraiment très faibles (2,8 millions \$ en 82-83) comparées à l'importance du problème et par rapport aux 8 millions \$ que la CEFA proposait en 82.

Ce qu'il faut maintenant:

Que la formation de base soit reconnue comme un droit. Tous les adultes doivent posséder ce minimum que constitue la formation de niveau secondaire incluant une formation professionnelle de base.

Nous réclamons:

- des budgets calculés selon l'importance du bassin de population visé.
- des mesures permettant d'élargir l'accès aux programmes selon les disponibilités des adultes;
- des moyens pour que le réseau public d'enseignement assume le rôle de premier plan qui lui revient dans ce domaine;
- que les contenus de la formation de base soient adaptés aux besoins des adultes et tiennent enfin compte de leurs acquis;
- qu'en alphabétisation, les pratiques actuelles qui donnent de bons résultats soient consolidées et développées, et servent de guide à un plan global d'alphabétisation;
- qu'on reconnaisse le pluralisme des responsabilités dans ce domaine (l'alphabétisation) et donc qu'on soutienne le secteur volontaire comme le secteur public.

La Coalition a publié son manifeste pour tirer à nouveau la sonnette d'alarme. Mais elle l'a aussi fait en mettant de l'avant des propositions concrètes au niveau des aspects les plus importants de l'éducation des adultes:

1. priorité à la formation des sous-scolarisées.
2. la formation reliée à l'emploi.
3. l'éducation populaire.
4. l'accessibilité aux ressources éducatives.
5. l'organisation du système d'éducation des adultes.

Pour chacune de ces questions, la Coalition a dressé un bilan de la situation actuelle et propose ensuite une série de mesures qui pourraient contribuer à répondre aux besoins des populations concernées. Cet ensemble de propositions constitue une véritable alternative au laisser faire actuel.

ALPHABETISATION ET FORMATION DE BASE

La totalité des membres de la coalition s'est entendue pour reconnaître que la priorité soit accordée à la formation des "sous-scolarisées". Voici d'ailleurs le texte intégral de cette partie:

Vu l'urgence de la situation, des mesures doivent être immédiatement prises pour permettre à toutes et à tous de réaliser leurs potentialités et ainsi de participer au développement de notre société.

QUE FAIRE

Le manifeste a été rendu public, même si la couverture des médias a été plutôt déficiente. Il s'agit bien sûr d'un "manifeste" c'est-à-dire d'un court texte écrit qui s'apparente parfois plus au slogan qu'à l'analyse détaillée. On y retrouve toutefois une vue d'ensemble de l'éducation des adultes en général. Toute personne préoccupée par l'alphabétisation se devrait d'en prendre au moins connaissance.

Le manifeste pourrait également être distribué aux autres membres de nos groupes. On pourrait également en parler dans les ateliers d'alphabétisation. Des copies du manifeste peuvent être obtenues en s'adressant au Regroupement ou à l'Institut canadien d'éducation des adultes
506, est, rue Ste-Catherine
Montréal, Que.

KUDOS FOR OTTAWA NETWORKING

October 24, 1983
Leiba Aronoff,
President.

Dear Leiba,

I'm writing to express my appreciation and absolute delight at the brainstorming assistance I received from the Ottawa members of CLOW when preparing a discussion paper for the Ontario government last month. The paper is intended to inform and inspire discussion at a series of conferences across Ontario on Women, Training and Technology, called Jobs for the Future. The conferences are the work of the Women's Directorate of the Ontario Government, with Alison Roberts the major organizing force behind the minister responsible for women's issues, Robert Welch.

I solicited the counsel of the local CLOW group, of which I am now a member, because of the expertise contained within it as well as for the spirit that animates the group, and I was over helmed on both counts.

The brainstorming session, held at my home, drew the interest of all the Ottawa members, although only the following were able to make it: Carol Armatage, Lee Farnworth, Eileen O'Neill, Jan McLean and Rosemary Moor. Not only did they offer highly relevant suggestions and information, but they did so with a bountiful generosity that kept us delving deeper and deeper into the issues -- education, socialization, workplace harassments -- that I was trying to illuminate in my paper.

It was a lovely illustration of how women work so well when they work together, pooling energy and enthusiasm as well as knowledge and insights. Working thus, I find women illustrate the fundamental difference between exchanging information and sharing information. I feel very grateful for having been able to benefit from CLOW's dedication to doing the latter.

Sincerely,
Heather Menzies

THE LEARNING
CONNECTION

CLOW'S
National Conference

August 19-22, 1984
Toronto

Presentations from which we can learn to deal effectively with the educational, social, health, political and economic situations which affect us as women at all stages of our lives.

- to increase positive impacts
- to lessen negative impacts

Lots of time for networking with interesting women who have lots to share.

A celebration of women's creativity.

Join with us as a presenter, participant, or volunteer.

For further information contact
Lisa Avedon, president-elect, at
692 Coxwell Ave., Toronto
M4C 3B6 (416) 461-9264



Books In Review

*The Taking of 28: Women Challenge
the Constitution, by Penney Kome,
126 pages, Women's Press, \$6, 95.*

Reviewed by Pat Hacker

Perhaps not since the Persons Case has a single action taken by Canadian women been as distinct, as powerful and as visible as the efforts to include an equality clause in the Canadian Charter of Rights and Freedoms. Nor has any action been as impressive, effective and startling both to women and to the governments of Canada as the Ad Hoc Committee's successful lobby.

Back in September 1980 the lines were drawn. Provincial premiers and federal opposition parties squared off against Pierre Trudeau. The final struggle over the patriation of Canada's Constitution - with an entrenched Charter - was under way. While briefs were presented to the Special House-Senate Joint Committee on the Constitution by citizens groups across the land, and as the heroic efforts of native people of Canada flooded the press, another action taken by angry, determined women was proceeding impressively, though almost ignored by the press. It would not be long, however, before these women would have governments, both federal and provincial, wondering, worrying and taking another look at the collective fury of women scorned.

Hurray for Penney Kome who tells it like it was for women and the Canadian Constitution in her new book, *The Taking of 28*. Penney Kome provides us with a dynamic account of the events leading to the February 1981 conference and its aftermath to the twice won fight for the equality clause, Section 28. In this comprehensive outline we have been given a model of modern political action for future historians of the Women's Movement.

It was the Ad Hoc/Constitution issue which catapulted women into political prominence. Traditionally, women's sphere of political interest centered on status of women issues such as daycare, rape and battery. The patriation of the Constitution and the language of the Charter were considered the purview of men.

The feminist process which was to emerge, as well as the women's participation in the issue, was non-traditional. These elements combined to unnerve politicians. Women demonstrated successfully women's struggle to take a part in the creation of a Canadian

Constitution. All issues were declared women's issues and women insisted on a voice in the decision-making process.

This message was shrugged off by Lloyd Axworthy, then Minister Responsible for the Status of Women, in his disastrous reading of a constituency he neither took seriously nor tried to understand. Women refused to take a blind leap of faith. As a result Axworthy lost his job as the political representative of women.

The story of 28 weaves through the provinces. It touches the unique political conditions and mood of Quebec especially the Yvette rallies which significantly contributed to defeating the "Sovereignty Association" referendum. It reveals the effective manner in which the Ad Hoc women across Canada dealt with the roles and attitudes taken by their provincial leaders. Through the AD HOC Committee the Women's Movement turned another corner in its efforts to be recognized as a credible political force. The Taking of 28 keeps track of the contentious statements, back-decors, back-aways and blunders of an array of provincial premiers who were trying to brush off and disregard the women of Canada.

Penney Kome has exposed the political machinations and internal manoeuvrings of governments in a clear and linear style seldom seen in public accounts of political action, certainly not when that action has involved the interests and participation of women.

Kome gives a factual view and intimate insight into the creative, inventive and resourceful methods used by women to accomplish this remarkable task without money, communication facilities, transportation, office space or other advantages.

Calling into play networking skills developed through work in many different organizations and committees, the Ad Hoc Committee mobilized women through on-line education with the issue. Penny Kome describes the virtual take-over of government offices in Ottawa, the recruitment of almost round-the-clock volunteers, and the unorthodox tactics used to commandeer the required services and materials. Through the use of anecdotal accounts we may catch more than a glimpse of the collective feminist methodology and decision making process which, to the uninitiated, is baffling and incomprehensible. To the players it is sharing power.

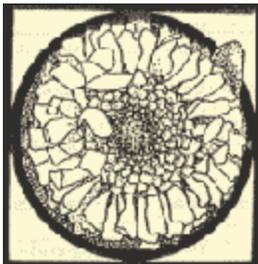
Penney Kome is known to many readers through her familiar column, Woman's Place, in Home maker's Magazine. One of the finest current historians of the Women's Movement in Canada, Kome has painstakingly traced, through numerous interviews with women across the country, the events which lead to the explosive conference of February 14, 1981. Familiar with the political scene in Ottawa, Kome has examined and analyzed the intricate and often byzantine events of the Anderson-Axworthy-Canadian Advisory Council epic. She traces the complex events and differing interpretations through to the November 1981 conclusion: the process, as much as the final result, of legislative change is examined. The impact of Ad Hockery will stand as a future model for political action. It

has already been modified for use in mobilizing the fight against pornography.

These new and innovative approaches, uniquely feminist, were unprecedented. There was no time to consult references in political protocol. The women left behind the male structures, collectively creating through necessary short-cuts, a unique feminist mode of operation. The Taking of 28 tells this story well, but it is limited by its length. It cannot possibly record in 126 pages the enormous detail and dimension of this struggle. It cannot probe the details or the contributions of the many women who are acknowledged only in general statements of inclusion. Credit, while richly deserved. Many have been inappropriately or exclusively given in some cases. Many readers will assess and analyze the events differently. An experience as intimate and unique to the women involved will inevitably meet with differences in detail and interpretation. Such is the problem of recording history without the perspective of distance.

My own memories of those heady times are filled with anecdotes illustrative of the thinking and working style of wonderful and determined women. Penny Kome brings back those days with excitement and urgency. She chooses each word for its weight and force to target the essence of each moment. Ruling through the pages the reader will recognize many spaces, like pauses in rapid breathing, where there is more story yet to be told.

The Taking of 28 provides a point of departure for historians of the Women's Movement a lesson for governments and political parties, a prideful story for women to examine, and good reading for us all.



Resources

Publications

WOMEN'S SELF-HELP EDUCATIONAL KIT

The kit includes a Training Manual (designed to familiarize women with popular educational techniques, group dynamics and facilitation skills), a Women's Self-Help handbook (two modules: Women Changing and Peer Counselling), and a Collective Handbook. A limited number of copies of the formal report on the women's Self-Help network three year project is also available free of charge.

This kit is helpful for women's groups attempting to create change, share knowledge and

skills, initial community action and increase awareness. \$25.00. Women's Self- Help Network,
Box 3292, Courtenay, B.C. V9N 5N4.

A book about sexually transmitted diseases, is addressed to people who are sexually active on or the verge of becoming so. It makes some assumption about basic knowledge about the body. It is directed at men and women alike, young and old, heterosexual, homosexual and bisexual, married and single. Comprehensive and objective publication. \$2.00. Montreal Health Press Inc., P.O. Box 1000, Station la cité, Montréal, P.Q. H2W 2N1 (514) 272-5441. Bulk orders available.

Building life skills with women-Volume III. Edited by Mary Beth Zapf, YWCA. Volume III builds on previous volumes and contains further information and skill-building exercises in communication, life management, and employment. It introduces new areas of humour, money management, sabotaging group behaviours, body awareness, relating to the elderly, releasing creativity and more. A guide to planning a life skills program is included. \$16.50.

YWCA of Metro Toronto, Resources Development,
80 Woodlawn Avenue East, Toronto M4T 1C1.

Power and its abuses is the subject of the current issue of Canadian Woman Studies, Violence. A wide variety of articles on violence and women, in English and French by various feminist writers.

Available at your local bookstore, or send \$4.00 to CWS, 204 Founders College, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3.

The proceedings of the June conference on women and technology in Ottawa have now been compiled. "The Future is now" - Women and The Impact of Technology contains descriptions of all workshops; reading, film and video lists; networking resources; and will be invaluable as a resource for women in education and labour. Edited by Jacqueline Pelletier in collaboration with the Women and Technology Committee. Both French and English are included together. Individuals \$10.00, institutions \$15.00. Orders from Women and Technology Committee,
c/o Lynda Barrett, 2782 Springland Dr., Ottawa, K1V 6M4.

The Federation of Women Teachers' Association of Ontario has produced a videotape discussion on Women and the Charter of Rights and Freedoms Three women lawyers discuss the effects on women and The Charter and answer key questions. Available in several cassette sizes and Beta I and II ½ inch. Free. FWTAO, 1260 Bay Street, Third Floor, Toronto M5R 2B8.

Women Start Here is a new basic education pack designed for instructors who want to develop informal learning opportunities for working women. It is based on the experience of instructor/organizers working in outreach education projects, basic education, the

WEA, voluntary organizations and community projects in Scotland. It consists of a hand-book, case studies and a package of learning materials. For further details contact Scottish Adult Basic Education Unit, 4 Queensferry Street, Edinburgh, Scotland EH2 4PA.

The federal Skill Development Leave Task force was formed in January 1983 to examine ways of retraining, upgrading, and restructuring the Canadian work force. Learning a Living, the task force report is now available from the Ministry of Employment and Immigration. Volume One deals with "background and perspectives" and volume two with "policy options for the nation."

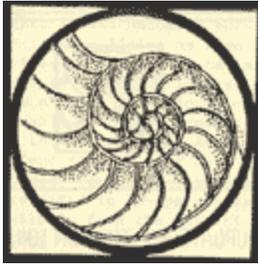
PASSED BY PARTICIPANTS AT CONSULTATIONS ' 83

RESOLUTION

We move that we commend the Government of Canada on its initial financial support of the Voluntary Fund for the United Nations Decade for Women, and urge the Government to continue and increase this support; and further, that we urge the Government of Canada to encourage the United Nations Development Program to increase its administrative and technical support for the Voluntary Fund for the United Nations Decade for Women and their projects.

Moved by Margaret Harris
National Council of Women of Canada

Seconded by Fleurette Osborne
Congress of Black Women of Canada



Upcoming & Current

UPCOMING AND CURRENT

BRITISH COLUMBIA

THE UNIVERSITY INTO THE 21ST CENTURY.
An international conference on social and technological changes.
University of Victoria, May 2-5, 1984.

This conference will consider the future role and responsibilities of universities. It will have a university - wide focus and avoid the temptation to assume that established frameworks will be appropriate in the future. For further information contact Tom Lietaer, Tomorrow's Universities, University Extension Conference Office, University of Victoria, P.O. Box 1700, Victoria, B.C. V8M 2Y2. (604) 721-8475.

ONTARIO

LEARNING FOR ACTION: DEVELOPING NEW CONCEPTS AND STRATEGIES FOR HUMAN RIGHTS IN CANADA. December 8-11, 1983,
Conference Centre, Skyline Hotel, Ottawa.

This conference is sponsored by the Human Rights Coalition (Canada) to celebrate the 35th anniversary of the Universal Declaration. Workshops will address the full range of human rights issues, legislation and strategies. Keynote speakers of international status will discuss human rights and social change in the 1980' as part of their world view. Fee: minimal. Contact Human Rights Coalition, Ottawa University, Fauteux Hall, 57 Copernicus, Room 368, Ottawa, K1N 6N5.

FACILITATION SKILLS FOR PRACTITIONERS. Eight Tuesdays and one Saturday,
January 10 - February 28, 1984. Loretto College, 70 St. Mary Street, Toronto, Ontario.

A 30 hour skill-building course designed and conducted by Dr. Margaret Denis for educators and trainers. The program will deal with collaborative learning strategies, and structured experiences. Fee \$300. \$50 due with registration. Contact Sandra Budden, 262 Sheldrake Blvd., Toronto, Ontario M4P 2B6 (416) 484-9339.

THE FUTURE OF WORK AND YOU - WEA

STUDY CIRCLES

The Workers Educational Association will be holding study circles using a T.V. Ontario series as a starting point for discussion. The future of work is a T.V.O. 13 part series which will be aired starting in January 1984. The WEA study circles will be held in many communities throughout Ontario. Discussion leaders will help participants understand societal change and explore skills. Tutors needed, send resumé. Employed participants \$68 or less, unemployed \$16 or less. Further information from WEA, 175 St. Clair Avenue East, Suite 24, Toronto, Ontario M4V 1P7 (416) 924-2275.

ONTARIO LITERACY CONFERENCE is in the planning stages now for May 10-12, 1984. A conference questionnaire concerning interests, participation, etc. can be obtained by writing to Literacy Conference, 513 Baker Street, London, Ontario, N6C 1Y1.

QUEBEC

*FIFTH INTERNATIONAL CONGRESS ON
CHILD ABUSE AND NEGLECT.
September 16-19, 1984. Montreal.*

This Congress, the first of the International Society for the Prevention of Child Abuse and Neglect in North America, will be held under the auspices of the Comité de la protection de la jeunesse, the provincial protection agency of Quebec.

The congress will focus on the need for collective community responsibility in preventing child abuse and neglect. If you wish to attend, submit a paper or want further information, contact Child Abuse Congress Secretariat, 3450 University Street, Montreal, H3A 2A7, (514) 392-6744.

LETTER TO THE EDITOR N.T.A. FEEDBACK

TO W.E.D.F:

In response to your request in Women's Education, September '83 for feedback on what effects the National Training Act has had on women in my area, I offer you the following comments: The colleges and institutes in Greater Vancouver and the Fraser Valley, B.C. that have accessed funds from the skills growth fund of the National Training Act have, to my knowledge -

- a. continued to offer the programs on a full-time daytime basis, thus eliminating a great majority of women;
- b. not made any effort to attract women to these programs in their advertising efforts, i.e., no mention made of 30% of spaces reserved for women;
- c. I have not noticed any increase in women enrolled in any programs funded

- through the National Training Act;
- d. there have been, over the last six months, cancellations of Employment Preparation/Bridging programs specifically designed for women mainly because of the new ruling in B.C. that newly funded programs need large numbers of C.E.I.C. purchases before they are approved by the B.C. Ministry of Education.

In conclusion, from my viewpoint as an administrator of Continuing Education and Adult Basic Education programs at a B.C. Community College, the National Training Act has not made any significant impact to improve the availability and accessibility of education to women.

Sincerely,

Susan Witter,
Associate Dean,
Continuing and Developmental Education.



Skills Bank

by Sema Aksoy

I would like to introduce to you the women behind the Skills Bank, i.e. the members of the Committee.

The Skills Bank Committee consists of three women who are dedicated members of CCLOW. These women are Martha Colquhoun, chair; Betty Ann Taylor, member-at-large; and Sema Aksoy, Skills Bank coordinator.

Martha's involvement with the organization dates back a few years. She is now a member of the CCLOW Board of Directors and the provincial Director in Manitoba. Her primary areas of expertise include microtechnology, adult basic education, human relations and affirmative action. She also does administrative and management consulting.

Recently Martha has done two projects which you may find interesting. Two years ago she produced written material for a lecture and workshop on "Microtechnology and the Diminution of Women". In her presentation she aimed at alerting women to the impact of microtechnology on their lives. The other project she developed was a workshop on

"Stress Management for Women", for which she produced workshop materials and plans. Further information on both of these projects can be obtained from the Skills Bank.

Betty Ann Taylor is a member of the Skills Bank Committee who represents the entire membership. She has first hand experience with the Skills Bank because her previous participation in setting up and running of the Skills Bank.

Until the time she was offered a permanent position with the Toronto Board of Education, Betty Ann worked as the Skills Bank coordinator. However getting a teaching job did not mean that she was leaving her affiliation with the Skills Bank. She came back to serve on the Committee and to share with us her skills, experiences and ideas.

Betty Ann is a specialized English as a Second Language teacher. She also has training in adult basic education, affirmative action and public school system in which she is employed. While working on her masters degree at the Ontario Institute for Studies in Education (OISE), Betty Ann produced a report on information exchanges and the CCLOW Skills Bank which is available for circulation from Sema Aksoy who is the present Skills Bank coordinator.

Sema is the third member of the Skills Bank Committee. She has been a member of CCLOW since 1980. Sema is a doctoral candidate at OISE in the departments of Educational Administration and Planning. She has extensive experience in the area of community development, immigrant women and the elderly. She is also developing some expertise in the overseas project promotion and financing.

Recently the CCLOW Resource Centre became affiliated with the Skills Bank Committee. Now we have two affiliate members who develop and run the Resource Centre. They are Shirley Brazer, librarian, and Gheorghina Szasz, library technician.

If you would like to have further information about the members of the Skills Bank Committee and their projects please write to us. We would like to hear your comments and concerns about our Bank.

We extend our best wishes to you for the festive season. We also would like to tell you to watch for the Skills Bank Package which will reach you in the early new year.