

WOMEN'S EDUCATION DES FEMMES

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WOMEN'S EDUCATION

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WOMEN'S EDUCATION

DES FEMMES est publié tous les trois mois par le Congrès canadien pour la promotion des études chez la femme. Le CCPEF est un organisme national bénévole dont le mandat est d'améliorer les possibilités d'apprentissage pour les femmes. Nous vous invitons à nous soumettre des articles, du matériel graphique pour notre publication. Aucun extrait de ce magazine ne peut être reproduit sans le consentement écrit de la rédactrice en chef. Dates de parution: 1^{er} décembre, 1^{er} mars, 1^{er} juin et 1^{er} septembre. Les articles doivent nous parvenir un mois avant la date de parution. Nous remercions le Programme de la femme, Secrétariat d'État, de son aide financière. Les opinions exprimées dans WEDF sont celles des auteurs; elles ne reflètent pas obligatoirement

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[Tools for Change: A Curriculum about Women & Work](#) Critique de Sharon Filger

[Women of Influence: Canadian Women and Politics](#) Critique de Sylvia Bashevkin

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celles du Secrétariat d'État ou du CCPEF. Renseignements: CCPEF, 47 Main Street, Toronto, Ontario M4E 2V6 (416) 699-1909.

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WEDF vous invite à soumettre des articles sur tout sujet concernant les femmes et l'éducation. Quels que soient leurs domaines de spécialisation, les articles théoriques ou pratiques seront considérés pourvu qu'ils soient rédigés de façon concise et claire.

EDITORIAL

In October, 1985, the Federal Government brought the Employment Equity Act (Bill C-62) to the House of Commons for second reading. This act is the official government response to the Report of the Commission of Inquiry on Equality in Employment conducted by Judge Rosalie Abella.

Most of the groups targeted by this Act - women, visible minorities, the disabled and native peoples - are greatly concerned that Bill C-62 will not achieve its stated purpose "... to achieve equality in the workplace...". This concern is well-founded. The Act is seriously inadequate and does not fully address the issues involved in guaranteeing employment equity.

What does Bill C-62 give us? Federally regulated employers and employers doing business with the Federal Government, who have more than one hundred employees, as well as Crown Corporations, are required to publicly report annual data on their work force by sex, race and disability. A three-year moratorium exists before companies are required to report this information, meaning that those reports will not be available until June 1, 1988. While the Bill provides for employers to implement employment equity policies and to eliminate practices which act as barriers, no guidelines for doing so are set. The only enforcement of these provisions is that the employer may be fined for not filing statistical reports, this information is useful, and we agree that it should be collected and reported. Indeed, we have urged the government to do so, as data collection is an essential part of mandatory affirmative action systems because it allows for measurement of change. But, three years is too long to wait for data and nothing more.

What then, does Bill C-62 not give us? It does not provide for mandatory affirmative action systems, it does not provide for programs and it does not provide for adequate enforcement. In addition, no targets are set. There is no provision for anyone to analyze the reports, or to report the results of such analyses. Essentially, the Bill provides for voluntary programs with mandatory reporting of work force data. Past experience of women and disadvantaged groups indicates that without the requirement to report plans and results - nothing happens - no change occurs.

To achieve equality, much more is needed. We want to see employers required to file employment equity plans at the same time they report their statistics. Obviously, an effective mechanism for enforcement also needs to be established by the Act. If only the reporting of work force data is enforced, we will not have equality in the workplace, and that is what we need and deserve.

A Legislative Committee has been established to review Bill C-62. CLOW, and many

other groups, will be making representation to this Committee and the Government, asking them to seriously strengthen the Act so that the reporting of affirmative action plans by companies is mandatory, and that effective enforcement of those plans is possible.

Susan McCrae Vander Voet
Executive Director
CCLOW

ÉDITORIAL

En octobre 1985, le gouvernement fédéral a présenté le projet de loi C-62, Loi concernant l'équité en matière d'emploi, en deuxième lecture à la Chambre des Communes. Cette loi est la réponse officielle du gouvernement au Rapport de la Commission d'enquête sur l'équité en matière d'emploi du Juge Rosalie Abella.

La plupart des groupes concernés par cette loi - les femmes, les minorités visibles, les handicapés et les autochtones - s'inquiètent fort de ce que le projet de loi C-62 ne parvienne pas à l'objectif qui lui est donné et qui est de "réaliser l'égalité en milieu de travail...". Leurs craintes sont fondées. Cette loi est extrêmement inadéquate; elle est loin de répondre à toutes les questions soulevées par la nécessité de garantir l'équité en matière d'emploi.

Que nous donne cette loi? Les employeurs relevant des autorités fédérales ou qui travaillent avec le gouvernement fédéral, et qui ont plus de cent employés, ainsi que les sociétés d'état, devront chaque année communiquer publiquement des données sur leurs employés, selon le sexe, la race, et le handicap le cas échéant. Un moratoire de trois ans a été accordé aux sociétés avant qu'elles ne soient contraintes de donner ces renseignements. Les premiers rapports ne seront donc présentés que le 1er juin 1988. Bien que le projet de loi ait pour but d'amener les employeurs à appliquer des politiques d'équité en matière d'emploi et à éliminer les méthodes qui font obstacle, aucune directive n'est fournie en ce sens.

La seule chose qui donne un caractère obligatoire aux dispositions de cette loi est que les employeurs peuvent recevoir une amende s'ils ne présentent pas leurs rapports statistiques. Ces renseignements sont utiles, et nous sommes d'accord qu'ils devraient être recueillis et communiqués. En fait, nous avons déjà demandé au gouvernement de le faire. En effet, la collecte des données, qui permettent d'évaluer les progrès réalisés, joue un rôle essentiel dans tout programme obligatoire d'action positive. Mais trois ans, c'est trop long à

attendre pour avoir des données, et rien de plus.

Voyons alors ce que cette loi ne nous donne pas. Elle ne nous donne pas de système obligatoire d'action positive; elle ne nous donne pas de programmes et elle ne nous garantit pas que la loi sera appliquée. De plus, aucune donnée cible n'est fournie. Rien n'indique que quelqu'un analysera les rapports ou communiquera les résultats de ces analyses. Essentiellement, le projet de loi permet des programmes volontaires et oblige les employeurs à communiquer des données sur leur main-d'oeuvre. Par expérience, les femmes et les groupes défavorisés savent que sans l'obligation de communiquer des plans d'action et des résultats concrets - rien n'est fait - rien ne change.

Pour arriver à l'équité dans l'emploi, il faut beaucoup plus que cela. Nous demandons que les employeurs soient contraints de présenter des plans d'équité en matière d'emploi quand ils communiquent leurs statistiques. De toute évidence, des moyens efficaces devront être mis en place, en vertu de la loi, pour faire appliquer la loi. Nous ne parviendrons pas à l'égalité en matière d'emploi tant que les employeurs seront uniquement contraints de communiquer des données sur leur personnel. Pourtant, nous méritons cette égalité et nous en avons besoin.

Un comité législatif a été créé, qui est chargé de revoir le projet de loi C-62. Le CCPEF et de nombreux autres groupes feront connaître leur position à ce comité et au gouvernement, leur demandant de consolider la loi pour que les sociétés doivent obligatoirement communiquer des plans d'action positive et que la mise en oeuvre de ces plans devienne réellement possible.

Susan McCrae Vander Voet

La directrice générale

du CCPEF

ANNOUNCEMENT

Susan McCrae Vander Voet, Executive Director of CCLOW for the past four years, has submitted her resignation to the Board of Directors, effective December 31, 1985.

During her tenure, Susan has been involved in the growth of the organization, which has evolved from one room in the Canadian Association of Adult Education (CAAK) office, to an organization which has achieved national and international recognition. CCLOW will sorely miss Susan's expertise, but she has promised to continue to participate actively in the organization.

Susan's immediate plans are to pursue a career in private consulting in the areas of research, organizational development and Women's issues.

Susan - all of us connected with CCLOW will miss you, and we sincerely wish you well!

.....

EXECUTIVE DIRECTOR POSITION OPEN

CCLOW is a national voluntary organization which promotes learning opportunities for women.

ROLE: The Executive Director, who reports to the Board of Directors, is responsible for the overall administration, coordination and support of organizational activities within the framework of Board policies.

RESPONSIBILITIES: Include Board activities and policy formation, administration of a national organization, financial planning, administration and fund raising, supervision of staff and volunteers, public relations and communications.

QUALIFICATIONS:

- education and experience in adult education, particularly in the areas of women's learning and women's issues
- a minimum of 3-5 years successful administrative and management experience, especially human resource, finances, public relations, communications, planning and team work
- experience working with a voluntary Board of Directors
- experience in advocacy situations and knowledge of national government policy-making process

- bilingualism (French and English) a definite asset

SALARY RANGE: \$30,000 - 35,000

Resumes must be received by January 10, 1986

Send to Personnel Committee, 47 Main Street, Toronto, Ontario, M4E 2V6

AVIS

Susan McCrae Vander Voet, directrice générale du CCPEF depuis quatre ans, a remis sa démission au Conseil d'administration. Cette démission entrera en vigueur le 31 décembre 1985.

Durant ces quatre années, Susan a grandement contribué à l'essor du CCPEF qui est passé d'une petite organisation logée dans une seule pièce à l'Association canadienne de l'éducation des adultes (ACEA) à une organisation d'envergure nationale et internationale. L'expérience de Susan manquera beaucoup au CCPEF, mais Susan nous a promis de continuer à participer activement à notre organisation.

Dans l'immédiat, Susan a l'intention de travailler comme conseillère privée dans le domaine des recherches, du développement et de la condition féminine.

Susan, tu vas manquer à toutes celles et tous ceux qui ont affaire au CCPEF. De tout coeur, nous te souhaitons bonne chance.

RECHERCHONS DIRECTRICE GÉNÉRALE

Le CCPEF est un organisme national volontaire qui travaille à promouvoir les possibilités d'études pour les femmes.

RÔLE: La directrice générale, qui relève du Conseil d'administration, est responsable d'administrer l'ensemble des activités, de coordonner et d'appuyer les travaux de l'organisation, conformément aux politiques du Conseil d'administration.

RESPONSABILITÉS: Participe aux activités du Conseil d'administration et à l'élaboration des politiques, administre une organisation nationale, veille à la planification financière et à la collecte de fonds, supervise le personnel et les bénévoles, s'occupe des relations publiques et des communications.

QUALIFICATIONS:

- avoir fait des études et acquis une expérience en éducation des adultes, de préférence dans le domaine de l'éducation des femmes et de la condition féminine;
- avoir au moins 3 à 5 ans d'expérience en administration et gestion, surtout dans les ressources humaines et financières, les relations publiques, les communications, la planification et le travail d'équipe;
- avoir travaillé en collaboration avec le Conseil d'administration d'une organisation volontaire;
- avoir l'habitude de travailler pour une cause et être au courant de la manière dont sont décidées les politiques gouvernementales;
- être bilingue (français et anglais) est un atout certain.

Salaire: 30000\$ à 35 000\$

Les curriculum vitae devront nous parvenir d'ici le 10 janvier 1986.

Envoyer votre demande au: Comité du personnel

CCPEF 47 Main Street
Toronto, Ontario
M4E ZV6

What Kind of Career Counselling do Women Need?

by Sue Berlove

DE QUELS SERVICES DE CONSEILLERS PROFESSIONNELS ONT BESOIN LES FEMMES?

Sue Burlove raconte comment elle est arrivée, par un concours de circonstances, à travailler comme conseillère professionnelle. Elle décrit comment elle a mis au point une méthode particulière pour aider les femmes à explorer diverses possibilités de carrière. Pour elle, tout bon service de conseillers professionnels pour les femmes doit tendre à cinq grands objectifs: 1. encourager les femmes à devenir indépendantes; 2. leur donner les compétences nécessaires pour qu'elles préparent et réalisent un changement de carrière; 3. tenir compte des enfants à élever; 4. aider les femmes à avoir davantage confiance en elles-mêmes et à découvrir leurs talents; 5. donner aux femmes le droit de rêver.

In 1976, I accidentally fell into the world of career development. All my career training and work experience to date had been geared to personal counselling psychotherapy, and adolescent treatment. With no knowledge of the career planning field or skills, with only a graduate degree in Counselling and Human Relations, I was offered a career counselling position at Times Changes Women's Employment Service.

Learning to be a career counsellor can be a trying experience, because there aren't many places that teach the necessary skills and theory. Like most newcomers to the field, I had to learn on the job, reading, talking to other counsellors, listening to what my clients wanted, trying various techniques and evaluating their effectiveness.

Perhaps it was a function of my learning style (I prefer to learn through risking and doing) that it took me a few years to feel really comfortable and competent in my work. But I think more likely my professional development path reflects the underlying dilemma most career counsellors face: What is the career counsellors supposed to do when faced with a client who is asking "What should I do with my life?" The question always seems awesome and my response in the beginning felt inadequate.

In the early years at Time Change Women's Employment Service I felt anxious and overwhelmed at times. I would be thinking, "I don't know what you should do. Why don't you know what you want to do? It's a big task. Why are you asking me?" At other times I felt I should know. If only I could listen, put it all together and give them their answer on a silver platter! I wondered if testing was a better response than the self assessment

approach we were using; at least it gave answers.

Gradually I began to unravel the career counsellor's dilemma for myself and find answers to these difficult questions: What should I be doing for women at career crossroads? What role should I play? What expertise can I offer? What kind of career counselling will give women good solid answers to their important career/life planning questions?

What emerged was an approach which I believe addresses these questions and speaks to the needs of my women clients. My work is an adaptation of Richard Bolles' self assessment material and philosophy, modified by my knowledge of psychodynamics and Feminism. As well, my work has been shaped by my personal learning and more specifically by my attempts to include mothering as part of my own life plan.

Assessing my approach for effectiveness has led me to conclude that I make several assumptions about what kind of career counselling women need. This article is a discussion of those assumptions and it addresses major personal needs of many women who seek career counselling; the needs for independence, self-esteem, the development of planning skills, to deal with life style issues such as child bearing and to provide encouragement to dream.

Career Counselling Fosters Independence

When a woman tells me that she hasn't a clue what she wants to do with her life, I no longer feel I must give her answers. I have learned that the primary responsibility of a career counsellor is to empower the individual to make her own choices, to help her feel that she is capable of answering her own questions.

Self assessment is a style of career counselling which fosters this kind of independence because it is based on self inquiry. Because she is given homework which she completes on her own, it gives a woman the concrete feedback she needs to answer her own questions. Thus, she begins to believe she is capable; the process itself makes her feel confident.

In this context the counsellor's role is to structure the experience, to assess the problem areas for the client, and to find the right questions to ask her. The questioning process falls roughly into four areas of self knowledge:

1. What are your skills? And which ones do you want to use?
2. Your interests: What kinds of people and activities excite you? What are your enthusiasms?
3. Values: Why do you work? What is it you want to commit yourself to? What type of contribution do you want to make to the world you live in?
4. Environment: What kinds of people are you comfortable with? Where would you best fit in?

The key to developing independence is to gear the questioning process to the individual. I

find that, when I ask the right question in an appropriate way, the individual's energy comes to the surface. Her willingness to tackle the question (what counsellors generally call "motivation") becomes apparent and her desire to take charge has been sparked. As she has been asked questions which are important to her, she actively involves herself in finding the answers.

I have used vocational testing sparingly in my practice because it can short circuit this essential questioning process. I react particularly critically to mechanized vocational testing packages because in addition to cutting off the questioning process, they foster a peculiar type of dependency: People receive answers to their career questions, but they don't usually know where the answers come from. Because the answers are not their own, they do not feel empowered by them. Instead, they have subtly been discouraged from actively taking stock of their situation, and "fed" expert answers in the form of computer print outs and impersonal career assessments.

Career Compelling Must Teach Women The Skills Necessary To Plan And Carry Out Future Career Moves

I begin teaching women career planning skills by helping them to grasp the concept of career planning itself. As Richard Bolles says, career planning is essentially an information gathering process. We begin by gathering information about the individual through self assessment, and develop a picture of preferences, values, the underlying criteria for evaluating career moves. Once this is done, she goes out into the world to learn what is happening in areas of the job market which interest her. Through this process then, making a career plan boils down to gaining knowledge and applying it to a decision-making process.

Starting with an overview that the client can understand, we work together at developing more practical tools. The first of these tools involves helping women understand the self-inquiry process as they do the specific homework assignments. I explain the various components of the self assessment, helping them to see how they will join together. As we go along I help them identify their blinds spots, the areas that present difficulties for them. I use my understanding of psychodynamics to help them gain insight in to why this aspect of the self assessment may be more difficult for them to do.

The second set of skills I teach are the research skills that one requires in order to learn about the world of work. There are numerous kinds of written resources that can be gold mines of information for the career changer. But, I have found that most people don't know how to find valuable career reference materials or current information on career trends in a specific field of interest. Teaching women how to find this kind of information in libraries is essential if we expect them to find their way down new career paths.

Library research is only one form of investigation used to track down occupational information. The other very important way to learn about the world of work is to use a technique that Richard Bolles popularized in What Colour is Your Parachute? -- the informational interview. This is a process of information gathering where the career changer goes out into work situations and talks to individuals about their jobs in order to get a first hand look at what a job is really like. In this way a woman gets the chance to explore alternatives, to discover the day to day reality of various work environments and to evaluate them against her own criteria for career satisfaction.

I teach women techniques for conducting informational interviews and for evaluating the information they receive. This involves clarifying the objectives of such interviews (particularly distinguishing them from manipulative job search tactics or job interviews.), identifying lines of questioning that will draw out the information they need, and reassuring more timid individuals of their right to ask people for time and information.

Once women have developed interviewing skills, they need to learn to evaluate the information gained, using the personal criteria they identified in the self assessment process. "Going out" into the work place to research and "coming back" to one's internal sense of direction is an important process that is usually repeated several times. Like a pendulum women need to learn to go outside themselves for information with themselves without losing their balance and inner motivation.

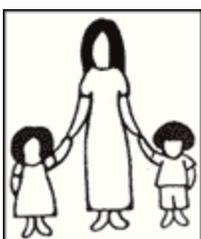
Research is the art of tracking down information through talking with people and reading. Although I have stressed "occupational" information as the goal of career research, women seeking career change need other kinds of information as well: What are my daycare options? Do I qualify for subsidies? What are my training options? What kinds of financial supports are available to me? Teaching research skills and supporting women through the research phase of their counselling will give them the opportunity to gather all the relevant information they need in order to make a career decision.

The sum of all these skills adds up to an ability to navigate through a sea of career choices without losing sight of who you are and what you need for career satisfaction. As a woman's needs and values change, she can go back to using the self assessment process. As her job situation becomes less challenging for her, women who have been counselled in this way will have the skills to research the alternatives once again. This ability, once gained, is seldom lost and can give women the courage to face the life long task of maintaining career fulfillment.

**Career Counselling Must Help
women Address The Issue Of
Childbearing**

Traditional career counselling has explored career choice outside of family context. Questions about having and raising children are not normally asked of people who want to examine occupational alternatives. This leads me to conclude that most career counselling is based on male: assumptions that work is something done outside the home, that it is a breadwinning function, that it is separate from family life.

The implications for women receiving such counselling are astounding to me: They are forced to segregate work and family life in their minds. They are pressured into conforming to male life cycles, which can put them on the defensive about whether or not to have children and when. Childbearing is not seen as part of career development, but rather an obstacle to it. So women who want to have children end up feeling discouraged and put down about life goals that are important to them.



When career counselling examines, women's life style issues, the message women receive is positive. They are asked to consider: Do you expect to have children? When do you want to do this? Have you thought about how you will handle life style changes which will occur? We discuss anticipated changes and 'look at ways other women have handled those changes. Personal needs and values are explored in an effort to paint a picture of a ideal life style.

Regardless of the exact questions, an interest in life and childbearing concerns crucial to supporting women at career crossroads. The approach implies that career development for women are different than for men; it is unique and has its own considerations that must be addressed. If the differences are acknowledged, career counselling can help women to find answers to difficult questions rather than reacting defensively.

In my own practice and in my personal life, I have found that women with children seek career paths where they can balance family life with paid work. The kind of balance they are seeking varies with the age and needs of their children and their own personal need to seek challenges outside the family sphere.

The kinds of clients who need the most help in the life style area are: women who are thinking about having children, women pregnant with a first child and worried about their careers, and re-entry women who, after having shifted away from the work place are wanting to shift the balance back towards paid work.

Women often talk about such situations in extreme terms, such as taking leaves of absence, staying at home to raise a family, re-entering the labour force after having been "out". Increasingly, I am seeing among women of childbearing age, a trend to "balancing", or the subtle shifting of priorities as their families expand, children grow, people's needs change. Counselling with an eye to the subtle changes in women's life style helps them to see their choices more creatively. It also helps them to understand that the desire for balance is not the same as being ambivalent about working for pay.

Career Counselling Uses Skills

Assessment to Build Self-Esteem and Develop a Feeling of Competence

Doing a skill assessment with a client offers the individual a very positive experience, because most people discover that they have many more talents than they originally recognized. When they see what skills they have acquired, they feel better about themselves and more confident about their ability to perform work for pay. How does a skill assessment manage to produce such an effect?

Skills Assessment Re-Defines How People Became Competent

All the assessments I do with women begin by reviewing past life experiences, looking at four important areas of a person's life: paid work, unpaid work, leisure and training. Initially, we examine the various activities in order to assess just what skills were being learned or utilized.

For women who have made significant contributions in voluntary capacities while opting out of the paid work force, this exercise has a big impact: they learn that skills can be acquired in a variety of situations; paid work is only one arena for skill development. As well, women who are under employed, unhappily employed, or temporarily employed in a unsatisfying work realize that some important skills acquisition is most likely taking place in one of the other areas of their lives.

When women are asked to reflect on the variety of places they may have acquired skills, the myth that skills are competencies acquired only on the job is destroyed. It is replaced by a powerful attitude that can help women succeed: people develop competencies in many different ways, and those competencies can be brought to paid jobs.

Skills Assessment Defines A Skill As An Ability Rather Than Some Kind Of Technical Expertise

Women frequently approach a skill assessment with the belief that they have no skills. Usually what they mean is that they have no "marketable skills", or more specifically, that they don't have the set of technical skills (or body of knowledge) that is required to perform a particular job.

From a career development point of view "transferable" skills are far more important to the individual than "specific content" skills. Transferable skills are the generic skills that form the foundation for any kind of specific vocational training. They are natural abilities, gifts and talents that, when refined through a training experience, can lead to suitable and meaningful employment. For this reason, in a skill assessment, the individual woman is asked to analyze her life experience in order to identify her natural talents or abilities. She discovers initially what she is good at, and later what talents she would prefer using in a paid job situation. The emphasis is not on marketability, but rather on reclaiming her own

strengths and seeing how her preferred strengths suggest a career direction.

I don't mean to imply here that we avoid questions of technical expertise or marketability altogether, but they raise specific questions to be dealt with after occupational research is completed. When a woman is deciding how to refine her talents, she will tackle the training question. When she is ready to seek a job she will deal with the marketable skills question as a marketing problem and write the appropriate resume.

Skills Assessment Invites Active Ownership And Authorship Of Skills

I direct people to use active language in describing their skills. Since a skill is something one does, we are looking for verbs, for active language that underscores the doing. For example, I would discourage a woman from describing a skill in these terms: "I was part of a group of people who organized an event." I would ask her to describe her own active participation in that group in search of her own skill. Then she might say, "I researched the possible places where we could hold our conference."

I would also discourage her from using nouns or roles (I am a secretary) to describe her abilities. Taking a title or role and breaking it down into specific functions she performs (eg. answering phones, attending to administrative details, scheduling) lends clarity to identifying the specific strengths which she possesses.

In addition to active language, I have also found personal authorship to be empowering for the client. Having the client choose the exact words and phrases to describe skills is important to accurately reflect her own sense of competence. This process can be painstakingly difficult, especially for clients who are weak in verbal skills. But women are more assured about their skills after they have described them in their own words.

Eventually a prospective employer will ask a woman what she does well. If she has done a thorough self assessment, she will be able to describe her talents more easily and confidently in her own words.

Career Counselling Gives women Permission To Dream

A career dream is a picture of someone wanting to accomplish something that is special or important to her. It is a vision of fulfillment, success on her own terms; some involvement that brings great pleasure, excitement, or nourishment to the individual dreamer. This type of dream is at the heart of career counselling; it is the basis of a personal vision which women desperately need to Develop.

When a career counsellor gives a woman permission to dream out loud, she is being invited to consider her career options with her real self in mind. At the psychological level we have to wade through all those messages that discourage her from becoming who she

really is. Don't be selfish. Be realistic. Consider others first. Don't be impulsive. Don't aspire to greatness. Don't compete. Don't want for yourself. We have to replace those messages with sincere encouragement to dream.

Barbara Sher (Wishcraft), likens people who are encouraged to become what they really want to be to a plant growing in fertile soil; the encouragement fosters growth, we are saying to those women it's OK to want, to need fulfillment to be who you really are. It can be a great affirmation when set against the great wave of social pressure that says "adapt stay just where you are".

Barbara Sher has reaffirmed my belief that dreaming, contrary to popular opinion, is realistic. Within each person's dream is a driving force, a kind of deep personal need to succeed at something. When people are encouraged to find and realize their dreams they can gain access to inner energy. They are more likely to stay motivated to cope with the "inner" (psychological) and "outer" (social) obstacles that they will bump up against in pursuit of a dream.

Part of working with a woman's career dreams is working with her discouragement. Because, on the flip side of every dream is the fear that it can't be done.

This fear is as real as the hopefulness of the dream it self. One of the trademarks of my work is that I try to prepare every client I work with for the reality of discouragement. I tell people that they most likely will feel discouraged at some point. They may encounter something in the world or within themselves that makes them feel like giving up; or they might feel negative or critical of the career counselling process. I invite them to discuss such feelings as they arise.

I have found that talking about the discouragement is as powerful as talking about dreams. It allows a woman to see just how she has kept herself from achieving her career dream in the past. It allows her to find the strength to meet obstacles in the future, and, most importantly, it gives her the opportunity to tell me how I can support and help her when she begins to feel like it is impossible.



Dreaming is difficult for women. It goes against so much of our socialization. We are all familiar, with the various statistics and stereotypes that describe women's traditional place in the work force, the result of this socialization process. Women work in job ghettos, they are secretaries, clerks, teachers, social service workers, sales clerks, bank tellers,

waitresses. They are less likely to climb corporate ladders or to become electricians, plumbers or welders. They frequently work in part-time positions with no benefits or job security.

For society, the problem of women's position in the labour force will require massive changes: legislative reforms, institutional change (eg. how day care and training are provided), a great change in attitudes and social norms. In our work as career counsellors with individuals, we see the causal ties of the current statistics and social norms.

Although the career counsellor is not an agent of social change, she is a facilitator of a kind of individual change which can lead to social change. She helps women to see beyond the limited self definition which society imposes. She helps them to dream beyond the stereotyped images of women's work. She helps individual women to fight the social expectation that her need for fulfillment is not important. She encourages her to contemplate being a successful, ambitious and powerful individual who can make an impact on the world.

Giving women permission to dream is the vital link between a limited self concept which society imposes and the development of personal visions which can expand society's notions of women's capabilities. That is why it is such an important dimension to career planning. When we support a woman's dream, we are helping her and all women to find a way to make career satisfaction a real possibility.

Sue Berlove is a career counsellor in private practice in the Toronto area.

Mentorship and Women

by **Cobina Herrington and Lisa Harney**

PROGRAMME DE MENTORS POUR LES FEMMES EN COLOMBIE-BRITANNIQUE

Un mentor, c'est un guide, un conseiller sage et expérimenté. Le nom vient d'un personnage de l'Odyssée et dans la Grèce ancienne, il s'appliquait aux hommes qui avaient "fait carrière" dans la politique, l'armée, ou dans tout autre domaine professionnel et qui guidaient les jeunes, les aidant à s'intégrer au grand courant de la vie.

Comprenant que pareille structure de soutien serait utile aux femmes, un petit groupe a lancé un projet pilote en Colombie-Britannique, en mai 1985 (le projet est censé se

terminer en janvier 1986). Son but: mettre en rapport une jeune femme qui débute dans une carrière et une femme plus âgée, déjà établie dans ce même domaine professionnel. La femme mentor joue à la fois le rôle de conseillère et de modèle. Le projet regroupe 64 participantes, soit 32 équipes de deux. Les métiers en jeu varient: infirmière, thérapeute, pharmacienne et... même aviatrice.

Susan is a 28-year-old mother of two children who receives monthly family benefits to support her family. Susan has had many jobs in the past, most of which provided only a minimal level of income. Realizing that she cannot increase her earning potential without educational upgrading, Susan decided to return to school. A very positive but equally frightening step.

Upon enrolling in a post-secondary institution, Susan was faced with conflicting career interests and a multitude of program options. Although she has completed several aptitude tests and has obtained career information, she lacks the practical "hands on" experience and direct guidance to make a final career choice. Susan is a natural candidate for the British Columbia Mentorship Program.

Mentoring can trace its origins to ancient Greece. These early mentoring relationships, however, existed primarily for and between men, emphasizing support, encouragement and direction to young proteges entering the mainstream of life. The need for a similar alternative support network for women in the work world and the recognition of the importance of professional role models in helping women achieve their career goals, resulted in the establishment of the British Columbia Mentorship Program. Today, more women than ever before are pursuing professional careers, however, there remain very few mentoring opportunities. This program is designed to provide these women with the necessary mentoring opportunities, on a voluntary basis.

Over the last fifteen years, women have experienced significant changes with respect to their family and marital status, education and labour force participation. Women are marrying later in life and having fewer children, more women are seeking post-secondary education and the labour force participation of women has risen dramatically. The social, educational and economic opportunities available to women have increased, but women are still faced with the many pressures and challenges of a modern society.

Although women have entered the labour force at an increasing rate, female employees remain concentrated in a narrow range of occupations. In 1983, 77% of working women were employed in clerical, service, sales, teaching and health-related professions. It is important that women have the necessary knowledge and information to enter careers of their choice and make sound career decisions. Mentoring liaisons offer a combination of information and practical guidance to women pursuing professional careers of their choice.

In "Follow the Leader: Let a Mentor Be Your Guide Through the Corporate Maze" (City Women Summer 1983), Wendy Dennis confirms the invaluable role that mentors play in helping women achieve their career goals and states that, "Without mentoring, then,

women who might dazzle, lacking top-level role models, often just miss the chance to do so. All of which suggests that, perhaps more than men, at this stage, they need a guide to launch them into a foreign world."

The purpose of the British Columbia Mentorship Program is to encourage women to pursue careers in business and professional occupations of their choice, by drawing upon the experience and expertise of women already established in their fields as role models, advisors and mentors. Women who establish mentoring relationships are better equipped to pursue viable avenues to achieve their career goals, which is the case for the women participating in this program.

Stephanie, a single-parent mother of two children and student at Camosun College in Victoria, is currently matched under the program with Adaline, a counsellor and art therapist. As a result of Adaline's guidance and advice, Stephanie has an increased awareness of the opportunities that exist. Her career goal is to become a social worker, however, at this point, she is examining all of the career possibilities in that field, in light of her interests.

"It is exciting to know that there are resources available to us, we don't have to go along in the dark. As a result of my contact with Adaline, I realize that there are so many avenues that I can take to achieve my goals. Adaline has introduced me to other people and I have established a very good support network to draw, upon when pursuing my personal career goals. It is a valuable program."

During the course of their six-month mentorship, mentorees may be introduced to other professional women in a similar field, taken along to association meetings or introduced to their mentors' workplaces, among other activities.

Preliminary guidelines for the British Columbia Mentorship Program were developed and implemented through the cooperative efforts of Lisa Harney, Women's Programs, Province of British Columbia; Cobina Herrington, Wendy Nielson and Dawn MacDonald representing the Status of Women Committee, Zonta Club. Upon completion of the proposal, representatives from School District 61, including high school counsellors, and Camosun College assisted in the promotion of the program within the community.

The pilot project commenced in May 1985 for an eight-month period, concluding in January 1986. Although the program is for women of all ages and from all backgrounds, the pilot project was targeted to young women in grades 11 and 12. After the initial matches were completed, the pilot project was expanded to include women re-entering post-secondary institutions and the work force. The pilot was limited to thirty matches, involving a total of sixty participants. The goal was exceeded and there are thirty-two matched pairs in the pilot project. The career areas of the matched women range from nursing and physiotherapy to pharmacy and aviation.

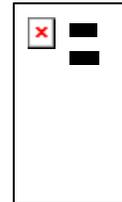
Matches are made on the basis of occupation and specialty, as indicated on the mentor and mentored applications. Application forms are submitted to Women's Programs by

potential mentors and mentored, which identify three occupational choices. Each mentorship is six months in duration, however, at the end of this period, the women will have options for further participation in the program.

Some women are reassessing their career goals and are pursuing careers other than those originally selected, which indicates that the program is achieving its objective of encouraging women to pursue occupations of their choice. The majority of the mentored are still seeking information and advice on the careers chosen upon commencement in the program.

Mentoring is of value to women who may be considering entry into new careers, contemplating career changes or preparing for upward mobility in a current career. It is our hope that the British Columbia Mentorship Program will eventually become a model for a nation-wide program sponsored by Provincial Status of Women departments across Canada, to be implemented in cooperation with women's organizations, professional associations, school districts, colleges and universities and community groups.

The purpose of a formalized program is to raise the awareness of women with respect to the value of mentoring in career planning and to encourage mentoring to become a very natural process, a way of life. Eventually, women will not need a formal program, they will be able to identify and select their own mentors to assist them in achieving their career and even personal goals, and to establish personal networks to draw upon for support and advice.



The Effect of 'Restrains' on Women's Education

by **Mary Lynn Stewart and
Lynn Bueckert**

L'EFFET DES "RESTRICTIONS"
SUR L'ÉDUCATION DES FEMMES
EN COLOMBIE -BRITANNIQUE

Cet article est un bref résumé d'un important projet de recherches mené au nom de l'Institut canadien de recherches sur les femmes (ICREF), pour étudier les effets qu'ont sur l'éducation des femmes les "restrictions" imposées par le gouvernement de la Colombie-Britannique. Le projet de recherches fait le point de la situation dans quatre grands domaines: centralisation de l'éducation; emploi; aide financière aux étudiants; inscription dans les établissements postsecondaires. Les conclusions indiquent que ces "restrictions" ont gravement nui aux femmes, surtout a celles qui vivent dans des régions isolées ou qui ont des besoins spéciaux d'éducation. En fait, l'effet global semble être qu'il devient de

plus en plus difficile aux femmes de faire des études supérieures dans la province de la Colombie-Britannique. .

BACKGROUND

On July 7, 1983, under the guise of "economic restraint", the newly re-elected Social Credit government in B. C. announced a legislative package of 26 bills. This package severely attacked the rights of many, proposed massive funding cuts and in some cases, "privatizing" of social services and education.

Soon after, in November 1983, the annual conference of the Canadian Research Institute for the Advancement of Women/Institut Canadien de recherches sur les femmes (CRIA/W/Icref) was held. The B.C. participants in the Conference and interested participants from other parts of Canada met to consider the B.C. situation and to respond. The meeting decided to initiate a research project to monitor the on-going effects of so-called "restraint" policies on women and delegated responsibility for the project to Mary Lynn Stewart, the B.C. representative to the Board of Directors of CRIA/W/Icref. Within the month, a committee was formed and decided that the project should focus on the effects of cutbacks on women in post-secondary education.

In the summer of 1984 a questionnaire was mailed to as many informants within the post-secondary institutions as possible. The institutions ranged from relatively academically oriented university transfer colleges through mixed academic and vocational colleges to technical institutes. The questionnaire was designed to reveal trends in the academic years 1979/80 to 1982/83 which would establish base line data and enable us to analyze the impact of the legislated "restraint" which began in the summer of 1983.

In addition to information from the questionnaires, a researcher, Dr. Janet Patterson, diligently analyzed information in the Ministry of Education's annual publications, generically entitled the B.C. Post-secondary Statistics. For both the questionnaires and the data published by the Ministry of Education, it became disturbingly clear that data was unavailable or irretrievable, especially where gender and age were concerned. The lack of data has made it difficult to do a thorough analysis of differences in employment and program funding by gender. Regardless, we pursued the answer to our central question- what exactly did "restraint" mean for women in the colleges and institutes?

CENTRALIZATION

While the government funding cuts to education were done in the name of economic recovery, they were motivated by the ideological belief that education should meet the needs of the market place, rather than the needs of the individual. Prior to 1980, pluralism, service to the individual and the community, and access to education were the focus. After 1980, control, uniformity, centralization and funding reductions became the order of the day. For example, as part of the 1983 legislative package the Minister could cancel any program or course at any college or institute. The Cabinet was empowered to appoint all board members to college and institute councils. As a result of this latter measure, the

number of women on boards dropped from 35% to 28.7% of positions between 1981 and 1985.

EMPLOYMENT

A look across Canada reveals that B.C. women's participation rate in full-time employment at the college level is the second lowest in Canada, and 5.5 percentage points lower than the national average. The fact that women account for less than a third of the full-time employees, versus 44% of other positions, means they are under-represented in the better protected employee groups. Given reverse seniority rules for lay-offs, women are more vulnerable even within the safer group, when they have less seniority.

STUDENT/AID

As of March 31, 1984, the provincial student aid grant was abolished and replaced by a provincial loan. According to the Canadian Federation of Students, the elimination of the grant made B.C.'s the worst student assistance program in Canada.

The criteria for eligibility were also changed to:

- a. tighten the dependency clauses so as to render more students ineligible,
- b. increase the amount a student must save during the summer so as to decrease the amount a student is entitled to,
- c. raise the requirements from 60 to 80% of a full load, to qualify as a full-time student.

Approximately 60% of student assistance distributed in three colleges previously went to female applicants. Presumably, then, restrictive criteria and reduced funding will more seriously hurt women. Specifically, requiring students to save more and to take more courses will undermine mature women's and single mothers' chances of meeting the requirements. The woman who perseveres and manages to graduate from a regular two-year program will be saddled with a debt of up to \$15,000 before she takes a full-time job to pay it back. Women must weigh the consequences of a heavy debt load against the possibilities of adequate salaries in the future, and take into consideration a longer period of repayment than male students because of the probability of lower wages for women. The "privatization" of programs catering almost exclusively to women, such as Business Office Training, Skin care and Hairdressing, formerly at two or more institutes, means increased fees for students who can ill afford them.

ENROLMENT

Contrary to the common misconception based largely on cross Canada university figures, the increase in the numbers of women in non-vocational programs has been lower than comparable figures for men. B.C. university enrolment figures show female enrolment in both full-time and part-time studies increased significantly from 1979 to 1982. This is not

the case for both full-time and part-time College Institute students, as the graphs indicate.

College Institute Non-vocational Students --Full-time and Part-time by Gender

<u>College</u>	<u>Full-time</u>		<u>Part-time</u>		<u>College</u>	<u>Full-time</u>		<u>Part-time</u>	
	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>
<u>Camosun</u>					<u>Selkirk</u>				
"N"	765	926	833	669		288	344	135	114
%of total who are	45.2	54.8	60.2	39.8		45.6	54.4	54.2	45.8
%inc./dec.1979-82	32.1	15.6	-4.4	13.0		16.6	16.6	4.6	2.7
<u>Capilano</u>					<u>David</u>				
"N"	787	740	1291	669	<u>Thompson</u>	95	85	884	62
% of total who are	51.5	48.5	65.9	34.1		52.8	47.2	74.8	25.2
%inc./dec. 1979-82	16.8	15.6	19.3	18.0		10.4	16.2	26.9	19.2
<u>Douglas</u>					<u>East</u>				
"N"	548	555	907	637	<u>Kootenay</u>	131	127	498	280
% of total who are	49.7	50.3	58.7	41.3		50.8	49.2	64.0	36.0
%inc./dec.1981-82	15.6	11.5	9.3	13.1		197.7	370.4	85.8	130.9
<u>Kwantlen</u>					<u>North Island</u>				
"N"	655	578	1022	543		170	87	1446	769
%of total who are	53.1	46.9	65.3	34.7		66.2	33.9	65.3	34.7
%inc./dec.1981-82	15.9	44.9	-4	35.1		115.2	248.0	80.1	130.9
<u>Vancouver</u>					<u>Northern</u>				
"N"	1786	1725	1787	1636	<u>Lights</u>	75	40	340	172
% of total who are	50.9	49.1	52.2	47.8		65.2	34.8	66.4	33.6
% inc./dec.1979-82	17.1	14.8	-2.2	14.8		177.8	135.3	-9.8	35.4
<u>Praser Valley</u>					<u>Northwest</u>				
"N"	401	326	558	3316		92	51	250	117
%of total who are	55.2	44.8	63.8	36.2		64.3	35.7	68.1	31.9
%inc./dec. 1979-82	15.6	68.0	-9.1	-15.7		135.9	200.0	-21.1	-19.3
<u>Cariboo</u>					<u>BCIT</u>				
"N"	572	409	604	301		1543	2365	3635	4470
%of total who are	58.3	41.7	66.7	33.3		39.5	60.5	44.9	55.2
% inc./dec.1979-82	32.1	16.9	-16.0	-37.4		14.3	-1.9	6.5	-16.8
<u>Malaspina</u>					<u>Emily Carr</u>				
"N"	482	645	704	473		303	196		
% of total who are	42.8	57.2	59.8	40.2		60.7	39.3		
% inc./dec.1979-82	38.9	55.1	-10.6	1.5		1.3	-5.8		
<u>College of New Caledonia</u>					<u>Open</u>				
"N"	534	491	515	303	<u>Learning</u>	-	-	3241	1561
% of total who are	52.1	47.9	63.0	37.0	<u>Institute</u>	-	-	60.0	40.0
% in./dec.1979-82	53.9	69.9	17.1	46.3		-2900	-800	1158.6	1332.1
<u>Okanagan</u>									
"N"	7758	782	515	391					
% of total who are	49.2	50.8	63.0	35.8					
%inc./dec.1979-82	8.3	25.1	-13.4	16.7					

In 1983, the total number of University Transfer women slipped by 1%, while overall enrolment in University Transfer rose 12%. Complacency about advances of women in colleges and institutes is not warranted.

CONCLUSION

This article is intended to alert interested persons to disturbing patterns of employment

and especially enrolment which may emerge without the overall national or provincial statistics revealing the patterns.

These patterns may occur even in the absence of a proclaimed "restraint" policy. Some of the aspects of "restraint" which we have identified are likely to have serious, if not always visible implications for women. Many changes in curriculum and distribution of courses have particular impact on women, especially those disadvantaged by geography and in need of specialized programming.

Indications are that the "restraint" practiced in the British Columbia post-secondary education system, may cement the decelerating access of women students. This appears particularly true in the colleges and institutes.

We must also add, in the interest of further research, that data must be disaggregated and recorded by sex and age, within post-secondary institutions and by the Ministry of Education itself.

*SPECIAL SECTION: Reflections on Nairobi and
the Women's Decade
Reflections on the Women's Decade 1976-85*

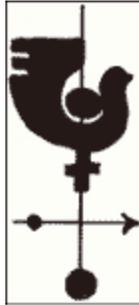
by **Nita Barrow**

RÉFLEXIONS SUR LA DÉCENNIE
DE LA FEMME

Dame Nita Barrow fait l'historique de la condition de la femme au cours des dix dernières années. Elle évoque la première conférence de l'ONU à Mexico en 1975, celle qui donna naissance à la décennie de la femme. "A Mexico, les femmes avaient pleinement commencé à reconnaître leur faiblesse, leur vulnérabilité... et leur pouvoir."

Se tournant ensuite vers la conférence de Copenhague en 1980, elle passe en revue les progrès réalisés durant ces cinq premières années, ainsi que les obstacles subsistants. "Avec quel sérieux les gouvernements prirent-ils le Plan d'action [adopté par l'ONU]? Il ne fait aucun doute que ce plan servit de guide aux nations du monde..." Toutefois les résultats furent irréguliers: un peu partout, les organismes de femmes, les bureaux de femmes subventionnés par le gouvernement se multiplièrent. Mais même dans les pays où de nouvelles lois furent passées, la mise à exécution de ces lois restait difficile. Parallèlement aux trois grandes questions posées à Mexico - égalité, développement et paix - se

dessinèrent d'autres problèmes tout aussi importants: éducation, santé, emploi.



This section previews articles which will be included in a special issue on the U.N. End of Decade for Women, currently being prepared by CLOW.

L'une des tragédies de cette décennie de la femme, dit Dame Nita Barrow, c'est que la plupart des média ne rapportèrent pas les faits de manière objective lors de la conférence de Mexico et moins encore lors de celle de Copenhague. Les rapports de presse furent très négatifs à Copenhague en 1980.

Les gouvernements et les organisations non gouvernementales hésitèrent, prirent peur, ce qui handicapa gravement les femmes pour la préparation de Nairobi.

Nairobi, par contre, montra la pleine maturité du mouvement féminin. "Les femmes se sentent mieux aptes à prendre des décisions et à réaliser les plans faits en conséquence." Les gouvernements sont plus sensibles aux besoins des femmes, mieux disposés à y répondre. Mais encore une fois, il reste bien des domaines où les changements sont lents: emploi, éducation, législation. De plus, la crise économique qui a sévi dans le monde a surtout nui aux femmes, contrecarrant certains des progrès réalisés jusqu'alors.



--1975-- began as a year like many others, a United Nations Year. It was treated with skepticism by some, indifference by others and disinterest by yet other groups. But there was a difference. This was a year for women; a year which women had worked for, lobbied for. They had effectively used persuasion to make their case heard and their needs understood. It had been the women of the non-governmental organizations with Consultative Status at the Economic and Social Council (CONGO) -- who had been most active in promoting the idea of International Women's Year. And so Mexico...

The Mexico Conference and Tribune

Women representing the nations of the world, governmental and non-governmental, were there -- women coming together for the first time.

The themes, "Equality, Development and Peace", were adopted as the issues under which most of women's concerns could be addressed. The United Nations organized the conference; concurrently the non-governmental organizations organized the Tribune. The United Nations Conference represented the opinions of governments of the world on women's issues. In the Tribune women voiced their own opinions.

As the 6,000 women of the Tribune and the 2,000 of the government conference in Mexico met, talked, explored their needs and disagreed at times, a momentum which could not be stopped was created. They realized that one year was nothing in relationship to the many problems experienced by women. A year was just too little time. In recognition of the need for ongoing consideration of the issues concerning women, 1976-1985 was declared, at the 30th Session of the United Nations General Assembly, as the United Nations Decade for Women.

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...women began to fully recognize their weakness and vulnerability... and their power.

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How seriously was the World Plan of Action, adopted at the same session of the United Nations Assembly, taken by governments? On reflection, there is no doubt that it provided a guide to nations of the world for the critical work which lay in the decade ahead. Even those governments which had repudiated some of the passages in the text of the Declaration of Mexico, found in the Plan of Action useful guidelines for their future activities. The themes, "Equality, Development and Peace," applied to all women...to all mankind.

In the five years following the Mexico Conference, the results of the concerted action taken on these recommendations by governments, intra-governmental and non-governmental organizations (NGO's) were uneven. There was a significant increase in women's bureaus and women's desks established by governments. But even where laws were passed, implementation proved difficult. As questions of Equality, Development and Peace were addressed, it became apparent that other themes -- Education, Health and Employment -- were of equal importance. If women were to move forward, all these themes required equal attention.

Many of the women who had gone to Mexico were unsure of their abilities and unaware of their own potential. As they wrote to each other, worked in organizations and gained

greater knowledge, their self assurance and their self confidence increased. The consciousness-raising started in Mexico when women began to fully recognize their weakness and vulnerability... and their power. The movement spread around the world.

The Copenhagen Conference and Forum

By the mid-point in the Decade, the realization had grown that "women's issues" -- Equality, Development, Peace, Education, Health and Employment -- were central to the problems of national development.

The intervening years from Mexico to Copenhagen (1976 to 1980) showed growth in the knowledge of governments and peoples of the world in what was often referred to as "the woman question".

There was also growth in the Western concept of feminism which had received some impetus and recognition at Mexico. During these first five years this concept was often a divergent point of view in discussions between first and third world women. More in-depth study of women's issues however, showed that the problems of women everywhere were basically the same. It was the application of solutions that differed -- culture, climate, economics, all played their part with the cultural aspects being particularly strong. Women met in small groups across international lines and gained a greater knowledge of the similarities of oppression. They began to realize the societal and other differences which made universal solutions impossible.

This realization was by no means complete, however, when the Mid-Decade Conference in Copenhagen took place. The United Nations Conference and Forum had their own styles and each made their own contributions to the bank of knowledge which was being created in an attempt to store facts concerning the progress of the status of women during this period.

A great deal of good work went into the preparations for the United Nations Conference and Forum in Copenhagen. One of the tragedies of the decade was that the positive outcomes of Copenhagen and Mexico were not reported sympathetically in most of the media. There had been some progress since Mexico in this field. For example, the caricaturing of women, which had been a very notable feature of the first meeting, was considerably reduced. Nevertheless, there was still the tendency to take what were seen as "news-worthy" items and highlight them during and after Copenhagen, with the more sensational and least productive activities being reported. The world-at-large formed its opinion of Copenhagen from these accounts.

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Consequently, the gains made in greater recognition of women's issues, women's growing self esteem, the laws which were passed laying the groundwork for greater equality, were only sometimes mentioned. The positive aspects of women working toward sharing their interests and finding solutions to their problems were overlooked. Nairobi was a coming of age for women.

In retrospect, the negative reports out of Copenhagen had an effect on the subsequent preparations for the end of the decade meetings: the United Nations World Conference and Forum '85. Unnecessary fears were engendered in both government and nongovernmental people that proved somewhat of a handicap in the early negotiations for venue and financial support. However, these were overcome, and the non-governmental organizations proceeded with their planning. One of the measures of growth during the period under discussion was the maturity and determination shown by women in ensuring that the plans for Forum '85 were carried through.

The Nairobi Conference and Forum '85

Nairobi was a coming of age for women. After Copenhagen, networks which had been in the formative stage, grew in numbers and in international linkages between Copenhagen and Nairobi. Women who asked to take part in activities at the Forum took very seriously the Planning Committees' request that there be international leadership where possible. There was considerably more knowledge about women and their concerns than there had been a decade before.

There had been some attempts at improvements related to the main issues of the decade, but women were well aware of the constraints which had mitigated against even greater progress being made. The stated objectives of the End of Decade United Nations Conference were to appraise the achievements of the decade, identify the barriers which had hindered full realization of these goals and identify forward-looking strategies.

During the regional NGO meetings, held simultaneously with the United Nations Secretariat meetings, women representatives were amply prepared to discuss the burning issues related to themes of the Decade. "Five regional meetings were convened by the NGO Planning Committee to ensure that women from all regions of the world had an opportunity to meet, identify obstacles from their particular geographical areas, which hindered progress in the areas of the themes of the decade, and identify some collective actions which could be taken over the next several years. The venue for these regional meetings were: Africa, (Arusha, Tanzania), Asia (Tokyo, Japan), Latin America and Caribbean (Havana, Cuba), Western Pacific and Baghdad. Additionally, a preparatory

NGO Consultation meeting took place in Vienna, Austria.

Results

As women attempted to assess the progress made by women during the decade, part of the basis for these discussions was information secured from a questionnaire previously circulated to organizations and individuals. This information was tabulated and summarized. Added to these findings were the comments of the discussion groups articulated at the regional meetings. The areas identified as those in which progress had been made were: a greater awareness of women and their needs by governments and peoples, and more willingness by governments and peoples to listen to discussions on women's issues, as well as to treat these issues more seriously than in 1975 or 1980.

Evidence of progress was seen in the considerable networks which had grown up in the interim between Copenhagen and Nairobi. Women felt more empowered to make decisions and to carry out their plans.

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However, considerable lists of constraints were also identified. And always, gains were qualified by "buts". Amongst the areas of doubtful progress were the following:

1. In employment women were still manipulated. Increased employment was mainly in unskilled areas. Women were still the "last hired and first fired".
2. Educational opportunities had increased in many places, but the benefits were offset by the fact that the education which was provided was not predicated on women's needs or available potential.
3. Many of the laws which were related to equality, although on the statute books, were not being implemented.
4. The growing poverty of the world has particularly affected women, offsetting many of the gains made. Its implication for the future was particularly mentioned by President Nyerere at the opening NGO regional meeting in Arusha, Tanzania (October 1984).

In Nairobi 1985 women of the world really came together. A total of 13,503 individuals were officially registered at the Forum, representing most nations who attended the official women's conference, from 150 countries of the world. Many of these registrants had organizational affiliations, but registered as individuals. Unlike government representatives who, of necessity, had to reflect the views of their governments, forum

participants were free to speak from their own perspectives. They represented a wide cross-section of women ready to share opinions, ideas and learning.

The experience was a very rich one. The progress made by women in articulating their own views was evident. They seemed less programmed by others behind the scene as had appeared to be the case in Copenhagen and Mexico. There was more willingness to listen.

Areas of disagreement between divergent groups were minor in comparison to the overall atmosphere created. In fact, women talked to each other on many different levels.

The over 1,000 workshops were always full, and women found additional venues in which to continue talking when the scarce official space was unavailable.

Women shared technology, cultural experiences, religious traditions (in all their aspects), and practical marketable skills with each other. Women decided positively that "the task of the next decade has to be taken seriously as well as politically". The total agenda of the United Nations was debated and dealt with by women of the world on the Great Court and environs of the University of Nairobi.

The Nairobi experience showed that women can no longer be ignored if the world is to move forward with positive attention to the pressing problems with which peoples of the world are faced.

In conclusion, with the new found strength gained from this event, women have a responsibility both individually and collectively to act as catalysts within their own countries. As they study the forward-looking strategies which came out of the Women's Conference, women need to organize special groups to work with their own governments to ensure that these forward-looking strategies are taken seriously and implemented. In order to carry forward the spirit of Forum '85, those who attended should personally share their experiences with as many people as they can, thus exciting others as to potential areas of discussion. There must also be ongoing education of women around the questions raised and the conclusions reached during the decade, which require continuing re-evaluation.

The excerpt from the poem written by Elizabeth Cox of Papua New Guinea in celebration of the Tech & Tools Exhibit seems to sum up Forum '85 - for it reflects what seemed to be the spirit of most women present.

Go forward not backward

Seize time

Seize training opportunities

Teach yourselves

Set your own horizons

Take care

**Take hold firmly of tools &
technology**

**Take part fiercely in the
future**

**Take stock. of the changing
time**

Be all that you can

And all that you want

A decade is over

Our day has begun

Dame Nita Barrow was the convener of the Planning Committee for Forum '85 and has had a long-term commitment to the advancement of women. An adult educator throughout her professional career in nursing, she is currently President of the International Council for Adult Education. She was knighted in 1980 as a Dame of the Order of St. Andrew (Barbados) in recognition of her work in the voluntary sector.

ÉVALUATION PERSONNELLE DE LA DÉCENNIE DE LA FEMME

Maintenant que trois grandes conférences internationales ont été organisées par les Nations Unies au sujet des femmes, dit Margaret Fulton, il est essentiel que chacun des gouvernements participants traduise sous forme de lois les réformes décrites dans le Plan d'action de l'ONU, et que les femmes de chaque pays veillent au respect de ces lois.

Il faut encourager le gouvernement canadien à user de son influence à l'ONU pour obtenir qu'au moins trois autres conférences de ce genre aient lieu avant l'an 2000, vu les progrès réalisés depuis les réunions de Mexico, Copenhague et Nairobi.

Bien que les grands thèmes des trois conférences passées restent les mêmes - égalité, paix, développement - les priorités ne sont plus tout à fait les mêmes qu'il y a dix ans car aujourd'hui, dans le monde, la simple survie préoccupe davantage les femmes que l'égalité.

Autre chose qui ressort de Nairobi: les femmes sont de plus en plus conscientes qu'elles devront se politiser pour changer la situation. La discussion organisée par Bella Absug

avec la collaboration de 18 femmes siégeant au parlement de 15 pays, sur le thème "Si les femmes gouvernaient le monde", qui a attiré plus de 1000 déléguées, l'a bien montré.

The UN Decade for Women : One Woman's Personal Assessment

by Dr. K. Margaret Fulton

Troisième grande conclusion: la majorité des femmes présentés à Nairobi avaient l'impression de ne pas être adéquatement représentées par leur gouvernement. Ceci est vrai non seulement des femmes du continent nord-américain mais aussi de l'Afrique, de l'Amérique centrale, de l'Amérique latine, etc.

En conclusion, Margaret Fulton voit en Nairobi un renouveau, un engagement nouveau à faire "une révolution non violente, globale" d'où naîtra un monde meilleur pour tous les gens de la planète.



The world has now witnessed three major UN Conferences on Woman. These conferences have all been divided into two parts: the official government conference attended by official government delegates, and the second, the conference attended by delegates sponsored by non-governmental organizations. The NGO representation far outnumbers that of the official conference and to a great extent provides the real energy for the world women's reform movement. While it is important for national governments to adopt the UN Plan of Action, reforms, to be effective, must be translated into legislation by individual governments which in turn must be monitored and made to work by all women in their separate countries.

Canada as a nation probably has as good a record as most nations in this interactive system between official government and non-government organizations. While our government has been very supportive of these conferences, and while Canadian women have gained much from the UN Decade, we must never allow ourselves to be lulled into complacency or to believe that all our goals have been achieved. What the end of the Decade Conference in Nairobi signified most clearly was the need to renew all our commitment toward responsible reform, and to continue to demand of our government not only legislation, but also government leadership and action on all issues affecting the position of women in an increasingly global society.

Primarily, we should encourage the Canadian government to use its influence at the UN to

guarantee at least three more such conferences until the year 2000. It would seem equally appropriate for Canada to past such a conference. The past

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**...we must never
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decade has certainly raised consciousness about the position of women in the world, and the UN has indeed documented world wide discrimination against women. If Le Decade is expanded into a quarter century of focus on women, we may hope to see more positive strides made toward the elimination of much of the discrimination against women and thus move toward the development of a more human world order for all.

While it is easy to be cynical about the value of conferences of this type, it must also be acknowledged that the achievements of the Decade have been considerable.

EDUCATION

In her excellent statistical study Women a world survey, (Washington, D.C., 1985) Ruth Leger Sivard documents the changes achieved in the status of women since World War II. While the greatest gains have been made in the field of education, the comparisons between male education and female points to a deplorable and unacceptable gender gap. All the other major issues of health, family life, economics, work, politics and religion will not change unless women receive basic education. Yvette Rudy from France quoted in Sivard's book sums up the situation very clearly:

"Ignorance was and still is a factor in the subservience of women. From their earliest years they tend to be kept in ignorance of schooling possibilities. Later they are kept in ignorance of their matrimonial, social and legal rights... Information is the only guarantee of individual freedom. (p. 20)"

The increased research of women scholars and the expansion of the network throughout the Decade is certainly heartening, but in the dozens of other workshops dealing with education at all levels, it becomes imperative to recognize that if women are educated within the male structures and systems and given the same perspective as men, they will only acquiesce in their own subservience. A fact dramatically illustrated by the actions of the women from Iran who, wearing their heavy dark chadors, were coached outside the workshops by their male companions before trying to disrupt the discussion. Their most bitter denunciations were heaped on feminists for peace, accepting as the Iranian women did the religious philosophy of their male leaders to live by the sword and to die by it.



**...women must...
espouse values designed
to transform
society by sharing
the world's resources
rather than exploiting
them for privilege, power and
profit.**



PEACE

The overall themes of this Conference remained the same as for Copenhagen (1980) and Mexico (1975) - Equality, Development and Peace. However, a significant shift from the rhetoric of equality to the reality of survival was apparent. In addition to a heavy involvement in matters pertaining to the education of women, much of my time was also spent on issues having to do with world peace and the survival of the planet.

Mount Saint Vincent University had hosted an International Conference on "Women's Alternatives for Negotiating Peace: The Urgency for True Security" in June, 1985. It was attended by 350 women of the world community from 33 countries. The Canadian Women's Coalition for Peace who organized and sponsored the Conference sent their conference statement on peace and their affirmation forward to be part of the proceedings in Nairobi. Many NGO delegates in Nairobi had been at our Halifax Conference, and it was most gratifying to see the leadership given by Canadian women in the "Peace Tent" - a central focus of Forum activities.

Dorothy Goldin Rosenberg from Montreal was indefatigable in her organization of a panel discussion which I chaired on "Women's Education for Policy Change Towards Peace and Development". Our three hour session attracted over 350 delegates who listened attentively for three hours (many of them using ear-phones which picked up translations in five languages - English, French, German, Spanish and Swahili). Panelists included the well known Norwegian feminist Birgit Brock-Utne, peace researcher and educator.

Lyse Blanchard, Director of the Women's Program for the Government of Canada gave a feminist's examination of systems analysis of the decision making process and military thinking. Anne Runyan, who has also devoted herself to researching international peace issues from a feminist perspective, and Dorothy Rosenberg, addressed themselves to questions of how to bring about policy changes particularly in regard to economic conversation of military budgets to spending on social development. Carmencita Hernandez spoke for immigrant women and their exploitation in the spiraling

militarization of the globe.

More women the world over are coming to realize that educating women just to participate in and to move up in the patriarchal and hierarchical structures will change nothing. Those who espouse a feminist ideology of equality which demands a woman's equal right along with men to a combat role in the military are only assisting in retrenching the militaristic goals of domination which threaten the survival of the planet.

Out of the many heated discussions on the issue of male dominance and male power structures symbolized by the multi-nationals, banks, and politically powerful groups came a growing awareness that if the world is to survive, women must go beyond all political or religious ideologies to form a new kind of world order - one based on a sense of nurturing and collaboration and cooperation with others and not on competitiveness and conquering.

As Solanges Vincent from Montreal has pointed out, "the way ahead for women is not to join in the oppressive structures, but to fight the militaristic aspects of society". According to Mme Vincent, feminists who promote a philosophy of education which supports individual achievement within the concept of the survival of the fittest only fall into the trap of the current male systems. If any policy changes for peace and development, or any alternatives to existing systems of international negotiations are to be found, then women must be educated and given management training that 'will promote the collective interests of women, and that will espouse values designed to transform society by sharing the world's resources rather than exploiting them for privilege, power, and profit.

It would, of course, be totally-- misleading to suggest that the women at the Forum were speaking with one voice, but the overall impression was one of women coming together to take charge of their own lives and in their] own way. I felt that the women of the world were saying much more clearly at Nairobi than at either Mexico City or Copenhagen that women need their own space; they no longer need or want men to control their lives. Too many women of the world have discovered personally that the security guaranteed through military strength only guarantees killing and death. Women are ready to manage their own agriculture, their own cooperative businesses. Women do two thirds of the world's work, it is surely time they had some say in how the world is to be governed.



EQUALITY

One of the most significant developments at the Conference was the sense that the majority of the women present do not feel that they are adequately represented by the governments in power, and women from the United States and Europe expressed this sense as much as women from Africa, Central and South America. Having acknowledged this fact publicly, many women seemed renewed by the Conference and went home ready to re-dedicate themselves to bringing about more equitable systems--systems that acknowledge the different contributions coming from women and women's cultures.

In her book, Ruth Sivard points out that the United Nations has been the mechanism for attracting world attention and for setting standards for action for women. She says, "Despite the diversity of experience and status, women have recently begun to come together on common ground... what women have found to bind them together is a single thread that winds through all cultures. They share a sense of inequality of opportunity, the injustice of traditionally-imposed second place, whether in the family, social, economic or political setting".



**... Nairobi ... a re-
Commitment to new
beginnings of...
ever widening world
non-violent
revolution.**



The link between women's advancement and social-economic progress was widely recognized at Forum '85. When women are given training, skills, and education, the nation's productivity thrives. What is good for women is good for society as a whole. Ruth Sivard believes the "silent revolution" is gaining strength, and she says there is an under-current of confidence and co-operation among women that is new to the world and has great promise.

The end of the UN Decade for Women is by no means the end of the World Women's movement. What we experienced at Nairobi was a renewal – a re-commitment to new beginnings of a more inclusive and ever widening world non-violent revolution: a transformative revolution - one that indeed heralds a better world for all planetary people.

Dr. Fulton is President of Mount St. Vincent University and an Officer of the Order of Canada. Her concern for the position of women in society relates directly to her acute awareness that the danger of nuclear war must be eliminated. She has been a member of CCLOW for many years.

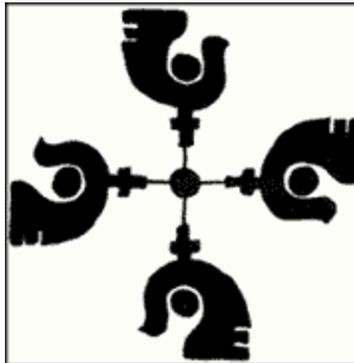
Education & Women: Equality is Still Elusive

by Gail Paradise Kelly

L'ÉDUCATION ET LES FEMMES L'ÉGALITÉ: UN OBJECTIF ÉVASIF

L'éducation a toujours été considérée comme un moyen d'échapper à la pauvreté et à l'impuissance, comme un moyen de faire des choix personnels dans la vie et plus récemment comme un moyen de revitalisation nationale. Dans les pays industrialisés comme dans les pays en voie de développement, l'espoir subsiste que l'éducation permettra une vie meilleure, tant pour l'individu que pour l'ensemble de la société.

Depuis l'après-guerre, soit depuis le début des années cinquante environ, l'enseignement à connu un essor sans précédent. Mais les femmes - et ce n'est un secret pour personne - n'ont pas bénéficié également de cet essor. Voilà la question sur laquelle se penche Gail Paradise Kelly. Après une étude parallèle de l'éducation des hommes et des femmes dans les pays industrialisés et le Tiers-Monde, elle explore les changements à apporter pour atteindre dans les années quatre-vingts cet objectif évasif: assurer l'égalité hommes - femmes dans le domaine de l'éducation.



There have been few demands as universal as the demand for education. Education has traditionally been seen as a way out of poverty and powerlessness, a means for the individual gaining control over her/his life choices and, recently, as a means of national rejuvenation. In industrialized and developing nations, regardless of their political and economic systems, the hope that education will improve both the individual and the society is widely shared and explains, in large part, the strong demand for in and out of school education at all levels and continuing large expenditures on education despite

economic recession.¹

It is no secret that women have been systematically denied educational opportunities equal to those of men. This has been no less true in nations where there is a long tradition of universal primary education as in the United States, Canada and France than it is in countries like Nigeria, Guatemala, and India which have yet to attain universal primary education. It is the case in socialist nations like Poland, Rumania and China as well as in the capitalist nations of Spain, Great Britain and Germany.²

Since World War II school systems and non-formal adult education programs have undergone unparalleled expansion. Not only have the number of school places grown markedly at the primary level; secondary and higher education has grown even more rapidly as has the diversity of non-formal, adult and extension education programs. This expansion intensified in the past twenty years, coinciding in large part with the United Nations Decade for Women. Has the unparalleled school expansion of the past years benefited women? Has it helped remove the gender-based educational inequality that has characterized, with few exceptions, most countries in the world? This article will address these questions as well as suggest ways in which inequality in women's education might be overcome in the future.

EDUCATIONAL EXPANSION AND WOMEN

Statistics on women's education world-wide are either complete or current; neither are they particularly accurate. Indeed, an indication of the continuing dismal state of women's education relative to men's is the reluctance of many governments to report female versus male enrollment at all levels of schooling and in non-formal educational programs.³ Having said this, the statistics we do have tell us something. More women than ever attend school. Female enrollments have more than tripled since the 1950s, more so in secondary and higher education than in primary education.

Despite these impressive gains, women's access to education is far from being equal to that of men. In countries where primary education is universal, it is in secondary and higher education where the disparities appear and widen with each successive level of education. In higher education, fewer women than men receive and complete their bachelor's degree in Western Europe, Canada, the United States -- in fact in most of the world. There are a few exceptions -- Sweden, Kuwait -- but as a whole, women do not get as much education as do men.

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**Given the slacking
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in education will improve.



In Third World nations of Africa, Asia, Latin America and the Middle East, school enrollments at the primary and secondary levels are yet to be universal. Overall enrollments have grown over 180 percent since 1960; most of this growth is at the secondary and tertiary level. Women, however, remain a minority: in 1965 they constituted 27 per cent of all enrollments; in 1980 they were 34 percent. Some progress has been made in the number of women attending primary and secondary schools. But this progress is nowhere near achieving equality. Women remain a minority in the schools and there is tremendous variability among and within countries in women's ability to avail themselves of education of any kind. Rural, poor women and girls from poor families still remain uneducated and illiterate.

Given the slacking off of educational expansion in the 1980s it is unlikely that women's participation in education will improve. Since 1970, male enrollments in the formal school system have remained triple that of females. Government commitment, as several studies have now shown, has never been particularly strong in educating girls and women and there are signs that it may weaken further in the current food, debt, and economic crisis. Gender continues to predict strongly whether a child will go to school and how much schooling she or he will receive almost everywhere.

Equality in gaining entry to school and any form of education is still elusive, but getting into an educational program does not ensure that women get the same education as do men. In most instances, girls often attend schools that are inferior to those boys attend. They often are not given the opportunity to learn the same subjects boys do: girls are taught less science and mathematics; they are channeled into clerical, teacher-training and nursing programs and systematically kept from technologically oriented programs. In some instances, they can receive the same "liberal arts" education as boys but, as in Great Britain, girls' schools simply do not have the laboratory facilities to orient them toward the sciences nor the computers that will orient them to the contemporary labour market.⁶

This curricular differentiation is even stronger in non-formal education programs oriented toward adults. Women have been channeled in much of the Third World into health, nutrition, and child-care programs; they have not been provided with programs that deal with farming technologies and vocational training.⁷

As education has expanded and been faced with fiscal crisis, the trend has been to attempt to achieve greater efficiency in education. Often this has meant greater rather than less institutional and curricular differentiation. The issue of achieving gender equality in education has increasingly meant not only getting women into educational programs, but getting women into high quality programs that will provide them with the full gamut of educational experiences available to men.

ACHIEVING EQUALITY IN THE 1980S

While there is good reason to be pessimistic about the progress made over the past decades in achieving equality of education for women, there is much that can be done to reach this goal that has been so elusive. Educational facilities at all levels must be made available to women, and women need to be given education qualitatively the same as that given men. The experience of the past decades has also taught us that it is not enough to make education available to females; it has to be made accessible, given the ways in which women's lives are structured. Education is planned and delivered with the male student in mind; it is not planned with women in mind.

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Gender continues to predict strongly whether a child will go to school and how much schooling she or he will receive almost everywhere.

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The provision of child care, health services, housekeeping, and like in many parts of the world are key to maintaining women in educational programs. In places like Upper Volta, for example, women simply have no time to attend literacy classes--the choice for them is education or their family's survival. Not surprisingly, they choose not to attend class. In the United States and Western Europe women do not complete their secondary and higher education because of the demands of family.⁹ Rare is the secondary school anywhere in the world that contains a child-care center; few colleges and universities provide them. We are beginning to understand that if we want to make education accessible to women, we will need to plan for their needs, which are not necessarily those of men.

Not only will it be necessary to remove barriers to women obtaining an education by designing educational programs around women's daily lives and their roles (however limited they currently are), but reforms in economic and social structures will also become a precondition for women obtaining educational equality. Women will go to school only insofar as they see that education will benefit them and their daughters and, in many instances, raise them out of poverty. Parental decision-making that leads father and mothers to send their son but not their daughter to school, or to support their sons in school longer than their daughters, stems directly from their assessment of the value of an education for males versus females.¹⁰ Too often this value is conceived in purely economic terms.

As long as there are fewer opportunities for women than men to use their education in the workforce to gain income, daughters' education will correctly be perceived by parents as less valuable in the long run than their sons'. This will mean that girls, regardless of the opportunities that are made available through the opening of programs and school places, will continue to be denied as much education as boys. Parents, faced with hard economic decisions, often realistically conclude that their daughters are not worth educating.

If women are to receive an education equal to that of men, then the rewards, in economic terms that follow from an education must be made available to women. Achieving educational equality is strongly related to economic and social policies, not only educational policies. Governments in the past decades have approached the issue of gender-based inequalities in the work-place and in the society as a question best addressed by reforms in education. We have learned from the experiences of the 1960s and 1970s that achieving equality in education also involves reforms in economic structures and in social policy. Most of all, it involves the removal of discriminatory hiring and wage practices that keep women in low-paying sex-segregated occupations.



...reforms in economic and social structures will also become a precondition for women obtaining educational equality.



Not only will achieving equity in education be a question of reforming economic and social structures, it is also a question of addressing the ways in which girls and women are socialized. We need to be more concerned about the cultural messages that prevent females from taking opportunities provided them in education and in the occupational structure. We are beginning to understand that women do not choose to remain in school or enter non-traditional fields in large part because of attitudes they and others around them hold about sex appropriate roles.

Girls' attitudes toward their education, as well as boys' toward girls and their prospective roles, are shaped by media, advertisement and the culture which deny women's claim to equality with men. This socialization effect is powerful, so much so that even when structural barriers are removed, females are reluctant to enter fields such as science, technology, and administration, which are identified as male domains. For educational equality to become a reality, education needs to be reformed, but so also do society and its cultural norms about appropriate sex roles. .

1. See, for example Coombs, *The World Crisis in Education: The View from the Eighties* (New York, Oxford University Press, 1985).
2. For reviews of women's enrollment patterns. see Isabelle, Deble, *The School Education of Girls* (Paris: UNESOO, 1980) Mary Jean Gowman. and C. Arnold Anderson, "The. Participation of

- Women in Education in the Third World," in G. P. Kelly and C. Elliott, women's Education In The Third World, Comparative Perspective (Albany' SUNY Press, 19.2) pp. 1130.
3. See Deble, op cit.
 4. This discussion of educational enrollment patterns is based on Deble, op cit.; Coombs, op cit.; chapter 7; Anderson and Bowman op cit.; and G. P. Kelly, 'Women's Access to Education in the Third World, "Myths and Realities," in Sandra Ackerr et al. (eds.), World Yearbook of Education 1984 Women in Education (New York, Kogan Page, 1984) pp.81-8.9.
 5. See Deble, op cit.; Coombs op cit. and Marie Thourson Jones "Educating Girl. in Tunisia: Issues Generated by the Drive for Universal Enrollment," in Kelly and Elliott, op cit., pp. 31-50.
 6. See Jeremy. D.Finn L. Dulberg, and J. Reis., "Sex Difference" in Educational Attainment: A Cross...National perspective, "Harvard Educational Review, Vol. 49 (1979) pp. 477-503, Gillian Blunden, "Vocational Education for Women in England and Wales," in Acker, op cit., pp. 153-62, Rosemary Deem, Schooling for Women's Work (London, Routledge and Kegan Paul, 1980); Audrey Smock, Women's Education in Developing Countries: Opportunities. and outcomes (New York, Praeger, 1981).
 7. See especially, Barbara Roger , The Domestication of Women (London and New York, Tavistock, 1980).
 8. An excellent study that shows this is Brenda Gael Mcsweeney and Merion Freedman, "Lack of Time as an Obstacle to Women's Education: the Case of Upper Volta," in Kelly and Elliott, op cit. 88-103. see also Gail Lapidus, Women in Soviet Society(Berkeley: University of California Press, 1980).
 9. See Blanche Fitzpatrick, Women's Inferior Education: An Economic Analysis (New York: Praeger, 1979); Pamela Roby, "Structural and International Barriers to Women in Higher Education," in Safilior-Rothschild, Toward a Sociology of women (New York:1987) pp. 121-41: Walter R. Allen, "Family Roles, Occupational Statuses and Achievement Orientations Among Black women in the United States" Signs, vol. 4, N0.4 (Summer 1987) pp. 670-86
 10. See Smock, op cit.; Rati Ram, "Sex differences in the Labour Market Outcomes of Education," in Kelly and Elliot, op cit., pp. 2203-227.
 11. See for example, Katherine Clarricoates, " The Importance of Being Ernest...Emma Tom...Jane. The perception and Categorization of Gender Conformity and Gender Deviation in primary Schools," in Deem, op cit., pp 26-41; Terry D. Evanss, Being and becoming: Teacher Perceptions of Sex Roles and Actions Toward Male and Female pupils, "British Journals of Sociologh of Education, Vol.3, No.2 (1982) pp. 127-42; Georgia Sassen, " Success Anxiety in Women: A constructivist Interpretation of sources and Its Significance "Harvard Educational Review, vol. 50, N0 1 (1980) pp. 13-24

Dr. Gail Kelly is a Professor in
the Department of Educational Organization,
Administration and
Policy at the State University
of New York in Buffalo.



Souvenirs de Nairobi

Entrevue de Charlotte Thibault
faite par Liliane Blanc

Charlotte Thibault, a delegate from Relais Femmes de Montréal to Forum '85 in Nairobi, is interviewed by Liliane Blanc, Co-ordinator of La Fédération des femmes du Québec. Charlotte describes her impressions of the Forum and relates some shared experiences with other women of the world. In particular, she describes the differences and similarities between Western and Third World women.

Charlotte Thibault faisait partie de la Délégation canadienne qui a participé au Forum de Nairobi. Elle était déléguée de Relais Femmes de Montréal. Elle est interviewée ici par Liliane Blanc, coordonnatrice de la Fédération des Femmes du Québec.

L: Avais-tu un mandat spécial en allant à Nairobi?

C: Le Secrétariat d'État nous avait choisies en tant que femmes représentatives de l'ensemble des femmes du Canada. Nous devions être prêtes à diffuser l'information pertinente soit avant de partir - dans mon cas j'ai participé à une émission de télévision à Radio Québec - soit en revenant.

L: Pourrais-tu nous situer le Forum par rapport à la Conférence officielle?

C: Le Forum était un immense Congrès international ouvert à toute personne désireuse d'y participer et à des représentantes d'organismes non gouvernementaux comme les groupes de femmes. Nous étions 13 000 femmes ensemble. La conférence officielle des Nations Unies se trouvait dans un autre coin de Nairobi et réunissait les délégués des gouvernements et des représentants d'organismes gouvernementaux.

Pendant un certain temps, les deux événements se chevauchaient.

L: Veux-tu dire que vous aviez des activités communes?

C: Non, ils se chevauchaient dans le temps. Mais les gens de la Conférence officielle venaient faire un tour au Forum car c'est là que c'était le plus intéressant.

L: Avant de partir, tu t'attendais à quoi?

C: Mes attentes étaient minimales. On nous avait d'abord dit que, pour des raisons politiques, le Forum risquait de ne pas avoir lieu, qu'on se retrouverait probablement dans

une Tour de Babel incroyable et qu'on ne verrait rien, qu'on ne comprendrait rien. Je me disais donc que, si au moins je pouvais rencontrer une personne intéressante par jour, je n'aurais pas perdu mon temps. Je me disais aussi que j'allais découvrir l'Afrique et participer pour la première fois à une grande rencontre internationale.

L: 13 000 femmes ensemble, qu'est-ce que ça représente?

C: C'est un choc, un grand choc. Disons que là-dessus, il y avait au moins trois ou quatre mille féministes. C'est tout d'un coup se rendre compte de la force qu'on est. Pour l'ouverture, on était trois mille à l'intérieur du Kenyatta Centre, venant de différents pays, là, ensemble. On s'est mis à chanter la chanson thème "We are the World". C'est impressionnant. Une des rares occasions où on pouvait sentir la force des féministes, dix ans après.

L: Quand tu dis la force, est-ce que tu as senti quelque chose de très physique?

C: C'était physique, oui. On sentait à quel point il y avait des choses qui évoluaient. On sentait, malgré nos différences culturelles, à quel point on se rejoignait.

L: Le Forum se déroulait comment?

C: Comme dans tous les colloques de groupes de femmes ou encore les colloques universitaires, avec des présentations et des ateliers. Parfois des ateliers dans des salles de classe, parfois dans des auditoriums. On faisait des bilans et on échangeait des opinions. Souvent, les choses importantes étaient dites par les femmes de la salle: elles parlaient de ce qu'elles vivaient, ça nous permettait de repérer celles qui nous ressemblaient et avec qui on pouvait échanger des impressions. Dans les groupes de travail, les femmes faisaient surtout des bilans et leur temps était très limité.

L: Tes choix d'ateliers étaient-ils déterminés à l'avance, ou pouvais-tu te décider au dernier moment?

C: On pouvait choisir au jour le jour mais avec le risque de tomber sur une salle déjà archi-pleine. Mais parfois certains ateliers que nous avions choisis à l'avance étaient annulés, faute de personnes-ressources présentes. C'est ainsi que j'ai dû choisir, une fois, un atelier au dernier moment. Je me suis retrouvée par exemple avec des femmes traitant de "La prostitution à travers le monde" et non pas comme je l'avais prévu de "Network/Centres de documentation".

L: Vu le nombre impressionnant d'ateliers, lesquels as-tu pu visiter?

C: Étant moi-même de formation universitaire et également issue des groupes de femmes, en contact permanent de par mon travail à Relais Femmes avec le milieu universitaire, je ne savais jamais où aller: est-ce que je devais être dans le réseau des "Women's Studios" continuellement et parler de questions académiques? Ou bien est-ce que je devais aller débattre des thématiques abordées par des groupes où j'avais déjà milité et me retrouver essentiellement avec les Européennes et les Nord-américaines?

Une fois le bilan établi sur le fonctionnement de la recherche action, sa diffusion, les grandes tendances, etc., ce n'est pas tout. J'aurais aimé aller plus dans les ateliers plus concrets, aborder les thèmes propres aux femmes du Tiers-monde, mais je manquais d'expérience en développement international.

J'étais toujours ambivalente sur mes choix d'ateliers.

L: Il y avait donc des ateliers disons "techniques" et des ateliers qui abordaient plus le quotidien des femmes?



C: Les ateliers regroupaient les grands thèmes de la Conférence: "égalité - développement - paix". Il y avait aussi des ateliers propres aux grands réseaux déjà existants comme les associations de femmes juristes qui couvraient tout ce qui pouvait toucher au plan juridique: les chartes, les constitutions, le droit matrimonial... comme dans un congrès normal. Les "Women's Studios" avaient également leurs séries d'activités sur ce qui se passait dans le secteur universitaire: enseignement, recherche. Dans le secteur des groupes de femmes, c'était plus compliqué. Le choix d'ateliers était plus difficile. Prenons par exemple un dossier comme la violence familiale: il n'y avait pas de grand réseau, on se retrouvait sur des thèmes très particuliers, pas coordonnés. On pouvait avoir l'impression qu'on n'était pas dans le bon atelier et que l'information qu'on cherchait se donnait ailleurs. Le choix d'ateliers était plus difficile et j'ai trouvé ça bien frustrant.

L: As-tu ressenti un choc culturel occident/Tiers-Monde?

C: Le choc était important. Les femmes du Tiers-Monde nous parlaient de leur lutte pour leur famille et non pour elles seules. Lutte pour se loger, s'instruire, survivre. Nous, nous en étions à parler de plans de pensions, régimes de rentes. Il y avait un décalage. Les liens entre nos préoccupations et les leurs étaient difficiles à faire. Ça ne remet pas en question toutes les démarches qu'on fait ici mais ça nous oblige à nous soucier de ce qui se vit ailleurs et à aider dans la mesure du possible. Pour les femmes du Tiers-monde, la survie quotidienne, la libération de leur peuple passent avant leur lutte propre. Elles ont besoin de notre appui.

L: Et le choc politique? On a parlé ici dans les journaux de l'espèce de suprématie des Américaines à Nairobi?

C: C'était jamais très clair. Mais c'est sûr que les Américaines arrivent en dominantes.

Elles ont eu par exemple, au début, des problèmes de logement; les Canadiennes aussi en ont eu. Mais alors que nous, nous essayions de résoudre ça à l'amiable, elles, elles étaient prêtes à alerter les réseaux de presse, à manifester. Elles prenaient aussi beaucoup de place dans les ateliers. Mais dans l'ensemble, ça s'est bien passé.

Je n'ai pas vécu le problème des Palestiniennes, ça s'est passé dans les ateliers sur le développement international. Mais n'oublions pas que les journaux recherchent le sensationnel: il n'ont retenu que l'atelier où c'était plus chaud alors qu'à côté, ça se déroulait normalement dans vingt ou trente autres salles. Il n'y a pas eu de couverture des médias sur les femmes handicapées par exemple, pourtant, elles avaient des choses à dire.

L: On a soulevé aussi l'attitude des Françaises face à l'excision.

C: C'est toujours triste de généraliser. Dire: les Françaises, les Palestiniennes, les Américaines. Mais il y avait effectivement certaines Françaises qui avaient une mentalité impérialiste. Ce que les Africaines leur disaient, c'était: "Laissez-nous régler nos problèmes et aidez-nous quand nous en avons besoin." C'est terrible de voir comment certaines femmes manquent de délicatesse, de diplomatie, de respect, de sens politique en quelque sorte.

L: Les Africaines, où en sont elles?

C: Au Fortin, il y avait beaucoup d'universitaires, de travailleuses communautaires, de représentantes de groupes de femmes équivalant à l'A.F.E.- A.S. ou à la F.F.O.

Elles venaient de différents pays d'Afrique et certaines ne parlaient ni anglais ni français.

Les Africaines sont diverses... J'ai découvert que beaucoup étaient voilées au Kenya. Il y a un progrès constant du Khomeinisme... Ce sont surtout les femmes de la ville qui étaient au Forum. Les conditions de vie des paysannes sont très pénibles. Et les femmes en agriculture sont majoritaires.

L: Comment communiquiez-vous?

C: Elles nous touchaient, nous regardaient... Dans l'ensemble toutes ces femmes étaient avides d'informations... Elles posaient des questions qui pouvaient nous sembler, à nous, naïves; elles découvraient des tabous, comme le lesbianisme, et voulaient comprendre.

L: Quelle idée globale de la situation des femmes dans le monde t'es-tu faite?

C: Dans l'hémisphère Nord, ça se ressemble. Disons globalement qu'on retrouve les problèmes Nord/Sud: c'est très clair.

L: Est-ce que les femmes du Tiers-monde ont manifesté le besoin d'avoir un apport des femmes des pays mieux nantis?



C: Le système actuel exploite le Tiers-Monde. Mais plus il y aura d'agents multiplicateurs, les représentantes de groupes de femmes par exemple, et de leaders d'opinion qui en seront conscients - et plus les changements pourront se faire. Les femmes de là-bas trouvent important de nous sensibiliser. Nous avons des expériences à partager: voyons-en les limites et ne nous prenons pas pour d'autres. Elles sont prêtes, oui, à recevoir un certain type d'aide. Elles ont besoin d'éducation mais surtout d'information.

L: Quelle est l'utilité de ce genre de conférence?

C: Il ne faut pas espérer revenir avec trop de données quantitatives ni non plus faire les rencontres de votre vie: on court trop d'un atelier à l'autre.

C'est un événement trop gros et en même temps, c'est important qu'il soit si gros: on se rend compte à quel point on fait partie de quelque chose qui est global.

Je suis sûre qu'il y aura des retombées, des alliances dans toutes sortes de domaines, absolument inattendues et qui surprendront peut-être les gouvernements.

L: Nairobi, qu'est-ce que ça a changé pour toi?

C: J'ai encore du mal à en parler. (Pause: l'émotion nous gagne.) J'aimerais beaucoup travailler sur le plan international. Il faut bâtir des ponts.

Une guide à l'horizon

Par Dominique Morval

Cet article est réimprimé avec la permission du Bulletin AEF, Automne 1985.

Une rencontre de l'ampleur du Forum de Nairobi représente un événement assez extraordinaire auquel, quand on y participe, il est difficile de rester indifférente. Ainsi, un bon nombre de femmes, bénéficiant d'un horizon plus large, auront tendance, de retour dans leur pays, à modifier leur vision des choses. En effet, ce genre de rencontres oblige celles qui y participent à faire preuve d'une grande ouverture d'esprit, si elles veulent échanger.

Décalage profond

Les intérêts, les priorités, les problèmes peuvent diverger d'une région du globe à une autre. Ainsi, il existe un décalage profond entre les préoccupations des femmes des pays

développés et celles des femmes du Tiers-monde: les unes revendiquent l'égalité salariale, les autres sont confrontées au problème de la faim. Venues de milieux si différents, il est difficile d'en arriver à un consensus surtout quand des considérations politiques entrent en jeu. En effet, dans de nombreux ateliers, les discussions ont pris une allure très politique: situation d'urgence des femmes du Sahraoui, apartheid, dialogue de paix au Moyen-Orient, femmes du Tiers-monde en exil. Et se creuse davantage le fossé entre les priorités des femmes des pays occidentaux et des participantes des autres systèmes sociopolitiques! Une réflexion d'une Africaine du Sud illustre très bien ma pensée: "Parler d'égalité entre hommes et femmes apparaît, pour nous, une question secondaire par rapport à tous les problèmes que nous connaissons dans notre pays présentement. Avant d'exister en tant que femmes, nous aimerions bien que notre statut d'être humain soit reconnu." Ce à quoi les femmes des pays occidentaux rétorquent qu'il y a d'autres sessions de l'ONU organisées spécifiquement sur le sujet. De plus, elles ajoutent qu'il faudrait éviter de s'éloigner du but du Forum, censé mettre l'accent sur l'éducation, le contrôle des naissances... Mais traiter de sa condition de femme en ignorant le contexte politique et économique dans lequel on vit semble chose assez difficile.

Pacifistes. Ah oui?

Les débats dans les ateliers ont souvent suscité des tensions au sein des participantes; certaines ont même eu recours à la force pour clore la discussion. Aussi, après avoir assisté à ces querelles où l'obtention d'un consensus semblait littéralement impossible, j'ai du mal à partager l'opinion de certaines qui soutiennent que si les femmes détenaient le pouvoir, l'on vivrait dans un monde plus pacifiste.

Où sont les jeunes???

En tant que jeune déléguée au Forum 1985 j'aurais un mot à dire.

La place que nous occupions était relativement restreinte. Certains pays ne se sont même pas donné la peine d'envoyer des jeunes femmes au sein de leur délégation. Ainsi, sur plus de 800 ateliers, on en dénombrait seulement cinq qui traitaient spécifiquement des jeunes. Cela semble assez disproportionné, surtout si l'on considère que 1985 est l'Année internationale de la jeunesse! Situation d'autant plus ironique qu'on sentait le désir des participantes d'élaborer des stratégies pour l'amélioration de la condition de la femme d'ici l'an 2000. L'intégration des jeunes dans ces débats apparaissait donc indiquée puisque ce sont probablement elles qui appliqueront dans quelques décennies les décisions prises à Nairobi.

Expérience unique

En conclusion, je peux dire, sans aucune retenue que le Forum 1985 s'est avéré un apprentissage, une expérience assez unique. Renouveler ce genre de rencontre serait tout à fait souhaitable afin que d'autres puissent à leur tour en profiter, question d'élargir les horizons.

We Willin' to Learn

by **Tanis Atkinson**

UN APPEL À LA SOLIDARITÉ

Nous voulons apprendre

Mike Browne, coordonnateur national du Programme d'éducation des adultes organisé par l'Association des enseignants de Saint-Vincent, a fait une tournée au Canada en septembre et octobre. Il est venu de Saint-Vincent, petite île des Antilles, pour demander de l'aide pour son programme et pour créer des liens avec les projets d'alphabétisation des adultes au Canada.



Selon un récent rapport de l'UNESCO, "30% à 50% des adultes de Saint-Vincent ont des difficultés à lire et à écrire, ce qui les empêche de bien fonctionner dans la société moderne". La plupart vivent dans la pauvreté; beaucoup sont au chômage.

Le programme de l'Association des enseignants a été lancé en 1983. Aujourd'hui, plus de 800 personnes y sont inscrites, dont 53% sont des femmes. Plusieurs organisations canadiennes ont contribué à la création de ce programme, mais aujourd'hui Mike Browne a besoin d'aide pour continuer. Il faut davantage de fonds, de fournitures et d'équipement.

Pour tout renseignement, écrire à:

Adult Education Committee
Union of Teachers, P.O. Box 304
St. Vincent, West Indies

Mike Browne, National coordinator of the St. Vincent Union of Teachers Adult Education Program, visited Canada during September and October this year. He visited Canada from St. Vincent, a tiny country in the West Indies, to gain support for the St. Vincent literacy project and to make links with literacy project and adult education projects in Canada.

A recent UNESCO report notes that "...between 30% and 50% of the adult population of St. Vincent have reading and writing difficulties which impede their effective functioning in modern society." Most of the people live in poverty and many are unemployed.

In 1983, in response to this situation, the St. Vincent Union of Teachers (SVUT) began the Paul's Lot Adult Literacy Project. The response from adults in the community was overwhelming. Today, over 800 adults are enrolled in the program and many others are requesting literacy classes in their communities.

Adults enrolled in the program at Paul's Lot acquire basic skills in reading, writing, and mathematics. Learners are also developing new skills in typing, sewing and agriculture. There is also a Cultural Group: members are writing poems, calypsos, and skits. The program also offers a weekly clinic, where participants can consult with a nurse about their health problems.

Currently, 53% of program participants are women. Women account for two-thirds of the new registrants this year. The evidence is overwhelming that women, if given the opportunity to develop themselves through education, will most certainly seize the chance.

By far the main obstacle to women's continuing participation in the Paul's Lot Literacy Project is child-bearing and child-care responsibilities. Female adult learners who discontinue classes are likely to have more than twice as many children as those who continue. SVUT has determined that a childcare centre is top priority.

Canadian organizations have played a vital role in ensuring the success of the Paul's Lot Literacy Project. In 1981, financial support from World Literacy of Canada made the initiation of this project possible. MATCH is now providing financial assistance to organize a childcare centre. Other Canadian organizations providing funding are: INTER PARES, OXFAM, and the CANADIAN TEACHERS FEDERATION.

The SVUT needs your support! They need:

Finances for

- supplies
- training
- wages
- allowances

Supplies for

- academic sessions
- skills sessions (e.g. sewing classes)
- office

Training for facilitators.

Equipment (e.g. typewriters, duplicating machines, photocopiers.)

For information, write:
Adult Education Committee,
St. Vincent Union of Teachers,
P.O. Box 304
St. Vincent, West Indies.



E. Pappas

Mary Lyrm Stewart is Associate Professor of History and Women's Studies at Simon Fraser University. She is also the B.C. representative to the Board of Directors of CRIAW/lcref since 1982 and Co-ordinator of the Monitoring Project described in this article since 1983.

Lyrm Bueckert is a graduate of Simon Fraser University who has most recently been a researcher of the Status of Women Committee of the College-Institute Educators' Association of B.C.

ACROSS THE COUNTRY NOUVELLES DU PAYS

NEWFOUNDLAND REPORT by Carol Jones

CLOW in Newfoundland has been active on a number of fronts. Meetings have been held with government officials regarding representation of women and CLOW on Local Advisory Committees.

Discussions have taken place with Canada Employment personnel about the Canadian Jobs Strategies. In particular, we have focused on the Job Entry and Job Development programs and women's access to them. I have been working with the Corner brook Women's Centre to develop a proposal for women's training and employment under the Job Development Program. This project would train women in Tourism Promotion.

Other activities have included the annual provincial conference on Women's Health; involvement in a workshop on Nairobi; communications with Newfoundland members on a variety of matters.

P.E.I. REPORT by Heather Orford

1. C.C.L.O.W. - P.E.I. has submitted a proposal to C.E.I.C. to sponsor an "Employment Lecture/Workshop Series." Although the series has been approved in principle, minor changes were required before funding will be forwarded. The series included:
 - a) Women's Response to the new Canadian Jobs Strategy. - Susan McCrae Vander Voet first planned as a lecture but C.E.I.C. requires a panel format so that they can respond.

- b) Burn Out and Power in the Workplace. - Greta Hoffman Nemiroff, (workshop).
- c) Part-time Work and Job Sharing. - Janice McLean, (workshop).
- d) A Feminist Approach to Employment Counselling. Helen Levine, (2 day workshop).

The Series will commence January/86.

- 2. The P.E.I. Director wrote a brief for the Equality Rights Committee on women's access to education and training. The brief was submitted in writing as the Director was out of the country at the time of the Sept./85 hearings.
- 3. Members of C.C.L.O.W. - P.E.I. have had several meetings with representatives of C.E.I.C., The Leadership Institute and Holland College to discuss the possibility of developing a re- entry project for women. Our participation would be to act as members of an Advisory Committee to the project, not as administrators of the project.
- 4. The P.E.I. Director participated in a feminist tour organized by the Women's Union of Greece called, "Greece: Through New Eyes". The tour provided an opportunity to meet some fabulous Greek women, attend lectures on the economic and political status of women in Greece, visiting women's co-operatives and of course wonderful beaches and constant sunshine. Part of the tour was spent on the Island of Crete, in small mountain and seaside villages. Don't wait for the opportunity to meet your emotional, spiritual and aesthetic needs as feminists - make it happen!

NEW BRUNSWICK REGIONAL REPORT by Joan McFarland N.B. Director, CCLOW



NEW BRUNSWICK CCOLOW MEMBERS

The CCLOW-NB branch held its first fall meeting September 5. Prior to the meeting, a determined effort was made to recruit new members. As it turned out, almost all who attended the meeting were new or potentially new members.

One of our major activities have been in exploring the possibility of sponsoring or co-sponsoring a re-entry program for women under the government's Canadian Job Strategy program. We have had numerous meetings with EIC officials as well as the two other possible, local cosponsors, Women Working with Immigrant Women and Third Thursday

Network. As a next step, we may be applying for "pre-proposal development" monies to prepare a profile of a re-entry program for EIC's assessment.

In connection with the Job Strategy program, we have written to the manager of the Fredericton EIC office and our local MP concerning adequate female representation on the proposed Local Advisory Councils.

We have received responses from both letters. We also made a complaint to the local CEC office on behalf of a woman who claimed that she had been discouraged from entering a training program in a non-traditional occupation. We wrote a letter and later went down to the office to discuss the situation with the officers there.

On September 20-22, the NB Women's Network held its "Conference 85". One of the activities of the Conference was a "Take Back the Night" march. The CCLOW-NB branch, as a member of the Network, participated in the conference. We had a display table where our brochure and publications list were available. I was one of the workshop leaders, and my topic was the Nairobi conference. This was the sixth time that I had given a talk on Nairobi since returning in July. I have also written an article about Nairobi for the CCLOW special report on that subject.

Our branch has just now become a member of NAC. At Conference 85, we were able to meet with Kit Holmwood, the Maritimes representative for NAC, where she welcomed our group to the organization. We have recently also registered with the Fredericton Volunteers Bureau. As a final note, we have invited Lisa Avedon to Fredericton, December 1, to give a workshop and slide show on Nairobi. We are all looking forward to it.

**NOVA SCOTIA REPORT by Marjorie Johnson
Director for Nova Scotia
C.C.L.O.W.**

Being Director for C.C.L.O.W. (N.S.) is a very demanding job. That is my initial assessment, 4 months after my election.

In an attempt to expand C.C.L.O.W. from the Metro area to a more province-wide organization, we have started groups in Amherst and Truro this fall. We have members and contacts in several other areas, whom we plan to consult with this year. We have nine new members this fall.

On September 21st, we had the pleasure of Lisa Avedon's company at an End of the Decade meeting in Truro. This was an excellent day. For over half of the 35 women present, it was their first C.C.L.O.W. meeting. We spent the morning on provincial and national concerns, including a lively discussion on Job Strategies, then enjoyed Lisa's

slide presentation.

Lisa is a great ambassador for C.C.L.O.W. We're fortunate to have Joan Brown-Hicks an active member of C.C.L.O.W. (N.S.) as well.

C.C.L.O.W. (N.S.) has selected six provincial delegates to attend the Nova Scotia Advisory Council on the Status of Women "End of the Decade" Conference in Halifax, November 15-16.

Our main concern at present is collecting names and resumes of qualified women to send to the M.P.s, as suggested appointees to the 12 Local Advisory Councils of Canada Employment Centre Regional Offices.

We are working hard on our C.C.L.O.W. (N.S.) structure. We have a provincial Executive, Program Committee, Membership Committee, Secretary and Treasurer, plus a Metro "Mini-executive" chaired by Mairi Macdonald. Lunch time meetings are held regularly in Halifax. The October presenter will be Jocelyn Picot.

We're looking for funding for a provincial field worker and development officer.

Rapport du Québec, par Greta Nemiroff

Nous avons concentré tous nos efforts sur une demande de subvention au Programme de promotion de la femme, au Secrétariat d'État, pour publier une brochure à l'intention des victimes d'actes incestueux et de violence sexuelle. Cette brochure, qui serait bilingue, définirait les problèmes, leur envergure et leur contexte, tant sur le plan social que psychologique. Elle indiquerait les diverges mesures juridiques et thérapeutiques possibles. Elle ferait aussi le répertoire de toutes les ressources disponibles dans la région de Montréal. Actuellement, nous rassemblons de la documentation pour appuyer notre projet, en nous adressant aux organismes et aux écoles. Bien que nous aimerions que cette brochure soit utile aux professionnels et à tous ceux qui travaillent avec le public, notre objectif principal est le public lui-même. Pour cette raison, nous voulons que notre brochure soit écrite dans une langue simple et accessible. Notre demande de subvention prévoit aussi un suivi d'études, pour déterminer si notre brochure a été bien accueillie, et nous pensons en faire éventuellement plusieurs tirages si ce projet est viable.

Autrement, nous avons parlé des événements, tant à l'échelle locale que fédérale. Nous avons envoyé des télégrammes quand on nous l'a demandé; nous avons fait circuler des pétitions concernant la dangereuse dé-indexation des allocations familiales. Mais nous n'avons pas prévu d'autres projets. Nous attendons une réponse du Secrétariat d'État.

Je m'appête à quitter le poste de représentante du Québec au Conseil d'administration, après l'avoir occupé pendant presque six ans. Et je dois dire que j'ai des réserves quant à l'unilinguisme de notre organisation (qui fait parallèle à Action éducation des femmes) ici au Québec. Avec une communauté anglophone toujours plus petite, dans un contexte provincial unilingue, face à de multiples organisations de femmes, il est difficile d'avoir

des membres actives du CCPEF au Québec. En bref, je m'inquiète des difficultés qu'il y aura à trouver une femme dynamique et engage pour me remplacer, une femme qui contribuera aux activités à la fois locales et nationales et qui sera, pour le moins, à l'aise en français.

QUEBEC REPORT by Greta Hofmann Nemiroff

All of our work has been devoted to confecting a grant proposal to Secretary of State Women's Program for the creation of a resource booklet/pamphlet for victims of incest and sexual violence. This bilingual booklet would define the problems, discuss their social and psychological scope and contexts, outline possible legal and therapeutic recourse, and list all available resources in the Montreal area. Right now we are busy assembling supporting documentation from various agencies and schools in the area. While we would like the booklet to be useful to professionals and other workers interfacing with the public, our main target groups is the public itself. For this reason, we want it to be written in accessible language. We have also made provision in our grant proposal for a follow-up study on how this booklet has been received, with a view to further editions if it is viable.

Otherwise, we have discussed various happenings both at the local and federal levels, have fired off some telegrams when asked, have circulated petitions regarding the threatened de-indexation of family allowances, but have not set up alternative projects for ourselves. We are now awaiting word from Secretary of State.

As I wind down after almost 6 years as Quebec Director, I have reservations concerning the unilingual nature of our organization here (which complements Action-Education Femmes), and the fact that with a diminishing English community, a unilingual provincial context, and multiple women's organizations, it is difficult to maintain an active membership for CCLOW in Quebec. In short, I am concerned with the task of replacing myself with a dynamic and committed woman who will contribute at both the local and national levels and who will be, at the very least, comfortable in French.

ONTARIO REPORT by Janice McLean

The Ottawa CCLOW Network continued its activism throughout the summer. An ongoing concern with women's learning opportunities at Algonquin College, prompted a response to the apparent dismantling of the Continuing Education Women's Program. An informal get together with a member of the Board of Governors was held to identify qualified and interested women to sit on College advisory committees, in response to a request from the President.

Committed to socializing and sharing ideas and information, the group held three pot luck suppers at members' homes during the summer and participated in a gathering to hear the experiences of two women who attended the Halifax peace conference in June. A number of CCLOW Ottawa members are also involved in the efforts to create a women's information and resource centre and assisted with a community meeting on September 11.

I did an outreach mailing to the 40 members in the area for an open house on September 18. The group plans to do both outward activism and inward self-education as well as continuing to socialize and share information. Monthly meetings are scheduled and priorities for advocacy are to be the proposed Employment Equity legislation, continuing discussion with Algonquin College management, and ensuring that the CEIC Local Advisory Council appointments comprise 50% representation of knowledgeable women. Individual members took on specific tasks. An evening of open discussion was planned for November 12, on transforming education institutions in this information age.

CLOW Ottawa also held a special meeting on September 26 with Joan Brown-Hicks and Susan Vander Voet during their visit.

In Cornwall, CLOW members of the Women's Network hope that they will receive CEIC funding under Innovations for their bridging program for women proposal submitted last June. Inspired by the CLOW Regina Bridging Program, this is a bilingual project with an emphasis on outreach to rural women.

Also in Cornwall, both the M.P. and the CEC manager have been approached to ensure that at least half of the appointments to the Local Advisory Council be knowledgeable women.

The Kitchener-Waterloo group is in need of a chairperson now that Marjorie Komer has completed her year of this responsibility. A proposal was submitted to Conestoga College concerning the need for childcare on all of the campuses. Businesses were also approached to consider involving their employees' children in a space-sharing arrangement.

The Toronto network is also in need of organizing assistance. This group is continuing to have monthly noon-hour meetings with speakers. In September Shelagh Day, President of LEAF (Women's Legal Education Action Fund), spoke on the equality implications of the Charter of Rights and Freedoms.

In addition to participation in the Ottawa group I have:

- written a letter of support for the creation of a Women's Resource Centre at Brock University in St. Catharines,
- met with Toronto member Hilda Tiessen to discuss ideas for encouraging women entrepreneurs,
- met with an Ottawa mayoralty candidate to discuss issues of importance to women in the community,
- sent telegrams supporting Federal Government funding to LEAF,
- participated in the 2 days of meetings between the CLOW President and Executive Director and various federal officials and politicians,
- met with the CEIC Ontario region employment equity consulting service chief, Paul Scott, on October 8 to discuss the working paper related to the Employment Equity Act,

- met with several women who attended the Nairobi NGO forum to discuss assisting with a public event to share their experiences and learning's.

MANITOBA REPORT by Monika Feist

During this quarter, Manitoba CCLOW members have begun to carry out a developed strategy for addressing issues related to the training, development and education of Manitoba Women. A letter expressing concern that the number of Employment Orientation Courses for Women were being cut in Winnipeg by the Province was sent to Maureen Hemphill, Minister of Education. Her response was presented to members and was perceived by them to be an embarrassment for the provincial government and is being dealt with further.

George Lord, Manitoba Deputy Minister of Employment and Economic Services, addressed members at our October meeting on what the provincial government has done related to women and their training. A number of commitments were made which are now being followed up. As a result of George Lord's participation in our last meeting, an ad hoc group met with Andrea Paul, the Manager of the Manitoba Business Graduates Program to review women's participation in the program. Some recommendations were made for increasing women's participation in that program and we will be working with the province further on the matter.

SASKATCHEWAN REPORT by Carol Ariano

This innovative learning centre for women has been operating since May through the Regina Plains Community College in Regina. Since then, over 300 women have attended an Orientation and been interviewed by a counsellor. Half of these women have either chosen to pursue their goals elsewhere or been referred to other agencies and educational institutions; the other half have elected to participate in some aspect of the Bridging Program. A summary of program offerings and participation to date is listed below.

	Number of Sessions	Participants
Vocational Planning/Employment Options (Day)	4	46
Employment - Related Work Placements	3	32
Vocational Planning/ Employment Options (Evening)	on-going	6
Entrepreneurial/Business Skills (Day)	1	18
Entrepreneurial/Business Skills (Night)	1	14
Learning Centre	1	18
	on-going	25

Women who have left the program have been successful in work, in beginning programs

part of a long-term goal.

This demonstration project is successful, in "bridging" women through the myriad of agencies (funding, child care, educational, etc.) to meet their goals. Each group is also given the experience of working in a support group and many groups continue meeting, though they have left the program.

The Bridging Program for Women has also proven, in a short time, that it is possible to provide an integrated holistic learning environment for women which combines federal, provincial and non-governmental agencies to facilitate women's transition to work and further education.

On-going funding for this project is as yet undecided. The new Canada Jobs Strategies Program has fundamentally changed the federal government's approach to training, and the implications for this project are as yet unclear. The future will be decided sometime early in the new year.

Other C.C.L.O.W. Activities:

In addition to providing advocacy and support for the Bridging Program for Women, the C.C.L.O.W. Regina network has been working on several other activities:

1. Nairobi follow-up: a Conference including the various delegates from Saskatchewan who attended the Nairobi Conference as well as Lisa Avedon, the C.C.L.O.W. representative, is planned for late January. The focus will be on the effect of the Conference on Saskatchewan Women and strategies for the beginning of the next decade.
2. National Conference: the Regina group has agreed to host the next National C.C.L.O.W. Conference. Co-sponsors have been lined up, space tentatively booked, etc. It is our plan to involve as many local women's organizations as possible, thereby reinforcing and expanding our networks.

This group has spent a great deal of time during the past few years researching women's training needs, developing a model appropriate to those needs and lobbying for its existence. Now that the model is a reality, we need to re-focus our energy to the wider issues once again. We hope to spend the next few months reestablishing local goals and strengthening our network. As well, our rural membership, which has been increasing slowly but consistently, deserves attention. As usual, there are lots to do.

BRITISH COLUMBIA REPORT by Sheila McFadzean C.C.L.O.W. LOCAL NETWORK

Following two initial meetings in the spring, **Victoria** C.C.L.O.W. members have now developed a local C.C.L.O.W. Network. Approximately 30 women attended their Sept. 12 meeting, and decided to focus primarily on two areas of interest: women and Adult Basic Education, and women in maths and science. Meetings will now be held monthly on

Thursday evenings. Etta Connor is the contact person for the Victoria network. (Etta works at Camosun College as instructor of the Employment Orientation for Women program.)

The **Vancouver** CLOW network continues as a more "fluid" entity! During the fall, we plan to hold monthly meetings - alternating between noon hour and evening meetings to address the diverse schedules and commitments of local members. For details of meeting times and places, call Sheila McFadzean at 254-4496.

WOMEN'S EMPLOYMENT AND TRAINING COALITION

Initially convened to plan a meeting with Flora MacDonald, this group has since decided to meet monthly. The coalition is comprised of 16 different organizations, including: CLOW, Women Skills, NAC, Vancouver YWCA, College-Institute Educators' Association, Status of Women Committee, Surrey-Delta Immigrant Services Society, Women in Trades Association, Society for Canadian Women in Science & Technology (SCWIST), etc.

Since our June 14 meeting with Flora MacDonald, we have held three follow-up meetings with the CEIC Regional Office. The first involved the Director General and four other staff from the B.C./Yukon Regional Office. We raised concerns we'd shared with the Minister, discussed the Canadian Job Strategy (CJS) programs, and means of ongoing consultation. Two smaller meetings have subsequently been held with CEIC regional staff concerning the Job Entry program, and that program's constraints on developing the needed bridging programs for women in B.C. We have obtained the CJS program guidelines, and will continue to monitor how well those programs serve women's training and employment needs.

The Coalition has been invited by the CEIC regional office to meet with its Interface Committee on Women. This is an internal CEIC committee of Affirmative Action, Counselling, and other staff to consider how the regional office is meeting its targets for women's training and employment. It makes proposals to senior management, and meets quarterly. Our first joint meeting will likely take place in late October.

U.N. DECADE REGIONAL WORKSHOP(S)

During the fall, a number of Vancouver events were held to follow up the Nairobi Conference on the U.N. Decade for Women. Olga Kempo spoke to an audience at Capilano College on October 1. This was followed on October 20 by a "Post-Nairobi Forum", sponsored by the YWCA and the National Council of Jewish Women of Canada. The Forum featured presentations by women who attended the Non-Governmental Organizations (NGO) Forum in

Nairobi, and women who attended the official governmental conference. The video collective "Women in Focus" is also considering a "Nairobi follow-up" event.

As CCLOW'S contribution to the "post-Nairobi " reflections and follow-up action, CCLOW-B.C. held a series of workshops in Victoria and Vancouver from November 21-23. Lisa Avedon, CCLOW'S representative at the Nairobi Forum, was the featured speaker at these workshops. (These sessions will be reported in the March 1986 issue of WEDF.)

YUKON REPORT by Lillian T. Nakamura Maguire

To open our season's activities, the Yukon chapter of CCLOW was involved in sponsoring a panel discussion and display at the annual Women's Conference held in Whitehorse. The conference attracted about 150 women from throughout the Territory. The panel discussion focused on four Yukon women who recently traveled or worked in other countries and provided their perspective on women's work, learning opportunities and personal lives in Nicaragua, Russia, Sierra Leone and India.

As follow-up to the panel discussion, we have planned various informal learning opportunities featuring women speaking about their experiences living, working or traveling in another country. This monthly activity will make more women aware of CCLOW and its activities, and as well provide a networking evening for us.

The executive have decided as one of the goals this year is to increase our membership in Yukon. Therefore we have taken every opportunity to promote its activities at the Women's Conference and Yukon Teachers' Association conference.

We will continue to promote our book "Yukon Women" within the public schools. Because of work commitments of our members, the use of resource women to act as speakers or to provide demonstrations related to nontraditional work, will be somewhat limited this year.

BOOKS

TOOLS FOR CHANGE: A CURRICULUM ABOUT WOMEN & WORK

Compiled by Ministry of Education, Continuing Education Division,
Women's Skill Development Society. Burnaby, B.C.; \$20.

Reviewed by Sharon Filger

The facts are discouraging. The message is familiar:

- Women and mother-led families are disproportionately represented among Canada's poor.
- Unemployment is increasingly a women's problem as the recession and new technologies take their toll on sectors dominated by a female work force.
- Women are often sexually harassed and underpaid at the work place; undervalued and overburdened in the home.

Despite the rhetoric of change, women's status has not substantially improved over the last decade. This is part of the message of Tools for Change: A Curriculum About Women and Work an impressive collection of materials exploring the full range of interlocking issues surrounding women and work.

Two features distinguish this work. One, the manual presents serious problems in a context of optimism. Interwoven throughout the chapters on barriers facing women workers are stories of individual success and practical suggestions for individual and collective action - "survival tips". These serve to balance what would otherwise appear as insurmountable problems.

Secondly, the curriculum is founded on an orientation which clearly respects the strength of women and acknowledges the significant role that social and economic structures play in blocking the individual woman's advancement. Throughout, there is an attempt to connect the personal and collective needs of unemployed or underemployed workers. In their own words:

The materials emphasize that structural change must occur before women can achieve full economic equality. A balance is struck between encouraging to enter non-traditional jobs and encouraging women to work for improved conditions in traditional fields.

The author's stated goal is to address the challenge of "preparing women to understand and gain some control over their role in the work force to help (women) individually and collectively to plan wisely in the face of it". Tools for Change attempts to educate in the fullest sense of bridging knowledge and action.

The curriculum begins with an overview of general issues facing women who work inside and outside the home. The reader is first encouraged to take a critical look at the concept of work. Through humorous cartoons, facts and probing questions the reader is exposed to the inaccurate but popular notion that women at home do not work. This assertion serves two functions. It immediately begins to build the self-esteem of the home worker by acknowledging her long hours and significant responsibility. As well, it leads us to the problems of economic dependency, and lack of financial security facing women outside of

the labour force.

The chapter continues by exploding the myths surrounding the motivation of women workers (for example, "They work for pin money!"). The "double burden" of women who participate in the labour force and then assume full responsibility for children and home is discussed; problems of poverty and inadequate day-care are identified.

Section II provides a historical overview of women workers - Canadian work history that has been "largely unrecorded and unappreciated". From the stories of native women engaged in subsistence farming and fish preservation to the plight of immigrant factory workers, the tales serve to increase our pride in the strength, commitment and endurance of women at work.

This chapter and a later biographical section on contemporary women in non-traditional occupations were, for me, the most powerful in challenging stereotypes and encouraging action. For the educator/trainer, these chapters provide rich material to provoke discussion and to serve as valuable role models for women seeking advancement. Section II, as well, continues to encourage a critical social perspective by out-lining the various forms of economic exploitation of female workers and by asking the reader to consider the role of the state and church in this process.

In Sections III, IV, and V, the reader is introduced to the "pink collar ghetto" and with it the corollary issues of "equal pay for work of equal value" and the undervaluation of "women's work".

The case studies of women in pink collar jobs are almost universally negative. There is undeniable value in exposing the toil and physical dangers of pink collar occupations. However, they fail to speak to the millions of female workers committed to work in these jobs. The message is so one-sided, that it runs the risk of being rejected. This is unfortunate since the demystification of pink collar jobs is an important step towards broadening women's options and increasing the value assigned to these jobs - two explicit objectives of the authors.

The course moves on to explore sex-role stereotyping and the role of attitude on occupational choice. Through humorous cartoons, some very important questions are raised. The material presented here is creative and fun and would be useful to trainers, course leaders and counsellors in a variety of settings.

These chapters, and others throughout the manual, include important sections linking the information to the everyday practice of women in the work force. Survival skills are noted as well as suggestions on "what needs to be done".

One of the dominant myths in Canadian society is that education is the key to success. The curriculum in Section VI dispels this belief. Education is not an automatic panacea, insuring the woman opportunity and equal compensation. We find out that men and women are equally present at all levels of education. Therefore, it seems that the kind of

education is more important than the amount of education in predicting success. The chapter goes on to expose the socialization factors which steer women away from math and key technological and science courses - essential courses for entry into the skilled trades or high paying professions.

The female face of unemployment is effectively presented in Tools for Change. The recession and technological changes disproportionately affect sectors where women work. The factors which result in high female unemployment rates are well documented and clearly explained; the magnitude of the problem which faces us becomes clear when we stop to consider the findings that "office work ... employs two out of every three Canadian women working outside the- home - about 1.5 million file clerks, typists, stenose, receptionists, bank tellers, ledger-keepers and secretaries".

Section IX focuses on three "barriers facing working women": Math Anxiety, lack of supports and services to help women cope with the "double burden" of work and home, and the problems facing women in the male-dominated workplace. Each of these areas is treated in a comprehensive way including resource lists and annotated bibliographies for those who want to delve more deeply. The discussion of Math Anxiety is one of the manual's best. It is well-organized and thorough, moving from a description/definition of the condition to an analysis of its causes, to suggestions on how it can be over-come. For the instructor or counsellor, there are some excellent program materials which can be used to help women explore their own feeling, blocks and experiences regarding math.

The curriculum outlines four basic problems which women in non-traditional fields often face. They include: personal attitudes and concerns regarding their femininity, resistance from male co-workers, sexual harassment, and employer's prejudice. Each of these sections include practical strategies to overcome the barriers. One barrier not mentioned is the often negative responses of the woman's own social network. Her family, her friends, her "significant others" may be unsupportive, undermining her fledgling confidence and posing blocks in her way.

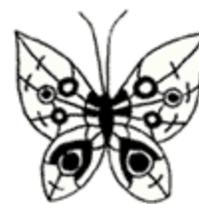
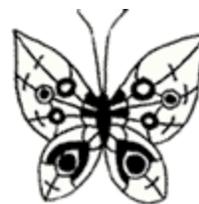
They may challenge her femininity and question her ability to handle a "man's" load; and because these hurdles come from those she loves or depends on, they may be more difficult to overcome. Similarly, the strategies for dealing with this loss of support differ from those appropriately applied to co-workers and employers. Courses for women entering male-dominated fields need to prepare their participants for the task of developing new support systems - networks that will facilitate her survival as a pioneer.

The last pages of Tools for Change are devoted to "providing concrete help for entering the work force" and for "breaking through those barriers" outlined throughout the curriculum. For the most part, this help comes in the form of information about services, government programs and training routes. Without this knowledge, many women would not consider undertaking changes in their lives. For example, the availability of funding for upgrading, post-secondary education or skills training is an important support enabling many women to aspire to better positions in the labour force. As well, readers are encouraged to research occupations and labour market trends to ensure that their choice is

a suitable one for them. An excellent example is given to demonstrate questions to be used.

There is a very brief section on "determining your own needs, interests and abilities". Very little instruction is given to the reader or to an instructor/ counsellor on how to embark on this crucial self-assessment. This cursory treatment is unfortunate since it is a crucial step in helping women to view non-traditional occupations as an appropriate option and for ensuring that (re-)entry women choose occupations that adequately meet their personal, social and economic needs. This section would be greatly strengthened if it included forms to guide women through this essential assessment. An important component to include is a discussion of the concept of transferable skills and a structured format to help women make the necessary comparisons. Without this latter step, many readers will not identify their skills as applicable to non-traditional positions.

As a whole, Tools for Change is an excellent compendium of resources dealing with the interdependent issues facing women in and out of the work force. Its strength is its comprehensive perspective on the interaction between individual, social, economic and political forces which impact on the female worker. The curriculum would have been stronger, in my view, if it had chosen one reader to whom it could address the material and the questions. At times the manual is clearly speaking to a trainer/ educator/counsellor. At other times it addresses itself to the female worker or course participant. Sometimes it poses complex questions to a sophisticated reader already familiar with the basic issues; at other times the questions are simplistic. Definitions provided throughout the manual vary in their use of terminology and in their literacy level. For this reason, the manual can seem uneven.



Nevertheless, Tools for Change is a valuable tool, comprehensive and provocative, and will inevitably have positive influence on the attitudes and actions of its readers/users.

Sharon Filger is Program Director at Opportunity for Advancement in Toronto. She has been actively involved in the development of women's programs and in offering workshops and training courses for human service personnel. Sharon was a contributor and editor of Counselling for Change, a manual for employment support counsellors across Ontario.

WOMEN OF INFLUENCE: CANADIAN WOMEN AND POLITICS

by Penney Kome. Toronto: Doubleday Canada, 1985. \$19.95.

Reviewed by Sylvia Bashevkin

Penney Kome's contributions to research on Canadian women are numerous and varied, beginning with her books on housework (Somebody Has to do It) and the constitution (The Taking of Twenty-Eight), and continuing through her most recent study of the political process. Women of Influence offers a valuable introduction to women's history from the suffragist period through the present; it is full of useful information as well as lively anecdotes, and is easily accessible to general readers.

The main theme which Kome develops in her study can be summarized as follows: Canadian women have pursued greater political rights and visibility since the period of World War I, but only during the 1980s have they become "a politically significant block" (p.7). Early feminists in Canada argued for the rights to vote and to hold public office primarily on the basis of broader social reforms which enfranchisement could bring; in other words, "social" or "maternal" feminists promised that women voters would clean up the political process and inject a unique element of purity and morality within the public sphere. Indeed, Kome shows that during the decades between federal enfranchisement in 1919 and the establishment of the Royal Commission on the Status of Women in 1967, important social feminist reforms in such areas as employment legislation, public education, and family law were effected. The basic belief that women's rights remained unequal to those of men even after enfranchisement, however, was held by many Canadian women throughout these decades; Kome points to Emily Murphy, Madeleine Parent, and Laura Sabia as prominent activists whose commitment to equality transcended the various "waves" of the feminist movement.

Kome's argument is notable for a number of reasons. First, in very basic terms, her approach synthesizes a relatively specialized academic literature on the origins and historical continuity of Canadian feminism, and brings this work to the attention of a wide public audience. If only for this single reason, the book is well worth reading. Second, and here we arrive at the less fortunate dimension of syntheses of scholarly work, significant distortions do result from Kome's celebration of social feminism and the presumed political breakthroughs of the 1980s. Since these problems are important and have not been addressed in previous evaluations of the book, we shall consider them here in some detail.

In terms of its treatment of the development of early feminism, Women of Influence presents a selective interpretation of women's political history. It quickly dismisses the work of historian Carol Bacchi (see p. 16), for example, by concluding that Canadian feminists who sought suffrage on the basis of equal rights rather than social reform (the "hard-core" or "political" approach, not identified as such by Kome) were few in number and limited in impact. True, but these conclusions beg the larger question of

implications; namely, how did the dominant position of social feminism shape women's relationship to the political process? Might one reason for so few "women of influence" in this country be the very fact that the vote was demanded by women in the name of reform, rather than in the name of equality or women qua women? As a long-term political strategy in a parliamentary system, how useful was or is the anti-party approach of the social feminists? To be fair, Kome is a journalist, not an historian, yet greater balance and a willingness to question what she heard and read would have helped to explain the lingering problem of why political mobilization around women's rights by Canadian women active in politics has been so long in coming.

Clearly, the main focus of Women of Influence is the 1984 federal elections which Kome, like American writers Bella Abzug (Gender Gap, published by Houghton-Mifflin, 1984) and Ethel Klein (Gender Politics, Harvard University Press, 1984), anticipated as the coming of age of women in politics. A gender gap in public opinion was expected to evidence at last the pacifist, pro-welfare state, and generally anti-right attitudes of the majority of the population as a key determinant of the outcome of national elections. Rather than producing governing mandates for either Walter Mondale/Geraldine Ferraro or the NDP, however, the 1984 elections in North America led two conservative chums, Ronald Reagan, and Brian Mulroney, to massive victories.

What happened? In Canada, according to Kome, the important points about 1984 are that the National Action Committee (NAC) sponsored a leaders' debate which forced all three parties to focus on the women's-issue concerns of women voters, and that more females than ever before were elected to the House of Commons. Clearly, both are important achievements, but once again the account leaves open some very interesting questions. For example, did a well-documented gender gap in Canadian political attitudes exist and, if so, what happened to it in 1984? Was the election of so many new female MPs a tribute to the impact of Canadian feminism? What lessons might be drawn from the NAC leaders' debate?

Before focusing on these particular issues, it is useful to review briefly Kome's handling of contemporary feminism and the women's movement. Unlike many European sources, Canadian studies of women since the late 1960s -- including Women of Influence -- tend to neglect a very meaningful distinction between older women's rights activists and established feminist organizations (such as the Canadian Federation of University Women, the Business and Professional Women's Clubs, the National Council of Women of Canada, and the YWCA), on the one hand, and younger, more radical women's movement activists and groups, on the other. The latter, which grew primarily out of student and anti-war organizations of the Canadian new left, could be termed the women's movement, in contrast to the former stream of women's rights or feminism.

Although these distinctions may seem inconsequential and indeed artificial from the perspective of 1985, they are crucial to any analysis of women's political history in Canada. That is, without the uneasy merger which eventually linked a politically moderate social feminist tradition with a far less conventional radical, socialist, and Marxist women's movement coming out of the new left, the "advances" which Kome refers to in

the period since 1970 would probably not have occurred.

In light of the historical importance of this women's movement, it is disconcerting to find that "radical feminists" suddenly leap into Kome's discussion on page 93, at the 1972 founding conference of NAC, when "the militants kept grabbing the microphones and shouting down the speakers." Who were these disruptive people? Where did they come from? What did they believe in? And who let them into the conference? The point here is not comic relief, but rather a troubling sense that Women of Influence is again telling only one part, and perhaps the less important part, of the story of women in the Canadian political process.

This problem brings us back to our earlier concerns regarding the 1984 elections, and specifically to the issue of a gender gap in political attitudes. The view that women's beliefs differ substantially from those of men has existed for most of this century although, unlike the gender gap position endorsed by Kome, conventional arguments maintain that moralism, traditionalism and, above all, conservatism distinguish female attitudes. One of the direct effects of the women's movement on the discipline of political science has been precisely in this area of public opinion research, where feminist scholars have identified a lack of empirical rigor in older assertions regarding female conservatism. Except in European Catholic cultures, where confessional parties of the right and centre-right have benefited disproportionately from women's electoral support, there exists little systematic evidence of the conventional wisdom; in fact, careful reanalysis of older Canadian data shows that women in some regions and in some generational categories were more politically reformist than comparable men.

American gender gap arguments follow quite neatly from this critique of established assumptions. They posit that women's attitudinal support for peace, the environment, and social welfare spending, combined with a tendency for younger, educated, and employed female votes (the so-called feminist vote) to strongly endorse Democratic candidates McGovern and Carter, constitute a liberal or radical -- as opposed to conservative -- gender gap phenomenon that promises to change the face of American politics.

On the eve of the 1984 elections, importing this idea to Canada was attractive but dangerous. If Canadian polls and surveys "proved" anything over time, it was that women were a key element in the federal Liberal constituency. Moreover, if more focused soundings before September 4, 1984 "proved" anything, it was that the Liberals were heading for disaster. Whither women? Gender gap arguments suggested that newly unanchored (to use the public opinion terminology) female voters should vote for the NDP, but how many votes spread over how many constituencies would be necessary for a political breakthrough? Unfortunately, Kome does not address this point, thus leaving her discussion open to many of the same criticisms (for lack of precision, documentation, etc.) which feminists have raised in response to older female conservatism arguments.

Similarly, Women of Influence falls prey to a common tendency to emphasize the style, rather than substance, of female politicians. In Chapter 8, for example, we read that municipal activist True Davidson "was known for her flamboyant hats" (p. 103), that

federal MP Pauline Jewett is a chain smoker "with a gravelly voice" (p. 107), and that Conservative cabinet minister Flora MacDonald is a "tall, warm native of Cape Breton" (p. 109). While it might be argued that such descriptions add colour to Kome's text, they tend to detract from a more serious focus on the reasons why so few women have ascended to positions of political power. According to Kome, female political under representation can be attributed to the fact that women were "rebuffed by political parties" and, as a result, "retreated to municipal politics and to building their own national organizations" (p. 53). What about the thousands who joined party organizations, including women's organizations, and soldiered on for decades as faceless "donkey workers" (to use Judy LaMarsh's phrase) rather than as visible elite participants? And, even more important, what about female party elites who are non feminist or antifeminist?

This last question brings to light the election in 1984 of a record total of 27 women MFs. According to Kome, "it's interesting to speculate how many of [the women elected in Quebec] would have been nominated as Conservatives" had a Tory sweep been assured at the time of their nomination (p. 165). Given the record of female candidacies in such PC strongholds as Alberta and Atlantic Canada, this observation is generous, if not disingenuous. Moreover, does the number or percentage of female bodies in a legislature necessarily reflect the extent of feminist influence?

Finally, the problem of future strategies for political women must be addressed. If the performance of the Mulroney government since the 1984 election is any guide, then Canadian women would seem to have been misled by 1984 PC campaign promises and, even worse, unaware of the contradictions in what passed for a party platform in that year. Mulroney sought and indeed won support from virtually all segments of the Canadian electorate, including well- educated women, even though he maintained such irreconcilable positions as getting government "off people's backs," on the one hand, and implementing an effective national affirmative action policy, on the other. It is difficult if not impossible to create a lean, anti-regulatory government in Ottawa with the support of the private sector, and to implement simultaneously contract compliance legislation, for example, which would affect that very same business community. Mulroney should have been called to task during the campaign to address these and numerous other contradictory planks in his platform. Hopefully, the 1984 election and especially the NAC debate will provide a basis for more incisive questioning of party leaders in future years.

Penney Kome's book offers a good foundation for this ongoing process of political education. She has assembled a clear, readable text, excellent appendices on women's organizations and the history of election to provincial and federal public office, plus a bibliography and index. More women of influence should soon take their seats!

Sylvia Bashevkin teaches Canadian and comparative politics at the University of Toronto. She is the author of [Toeing the Lines: Women and Party Politics in English Canada](#) and the editor of [Women and Politics in Western Europe](#).

RESOURCES/RESSOURCES

WOMEN, THE LAW AND THE ECONOMY

By Pask, Mahoney, Brown (Eds.); \$29.95; 380 pp.; Soft cover; ISBN: 0 409 98865-0; April 1985. A collection of papers from a Conference by the same name held in Banff, Alberta in 1983. This exceptional publication offers pioneering insights that will continue to stimulate critical discussion on important topics for many years to come:

- equal pay for work of equal value
- part-time work and job-sharing
- sexual harassment
- tax planned benefits for executive women
- using the Charter of Rights to alleviate welfare discrimination
- the role of the state in enforcing maintenance
- child and spousal support awards and the economics of divorce
- the judicial role in interpreting the equality provisions of the Charter
- the family as a unit of taxation
- women and credit
- pornography

The publication begins with a foreword by Gloria Steinem.

Order from: BUTTERWORTHS: 2265 Midland Avenue, Scarborough, Ont. M1P 4S1, (416) 292-1421, Telex: 065-25350; **or** 1455-409 Granville St. Vancouver, B.C. V6C 1T2, (604) 684-4116, Telex 04-508892.

WOMEN... A WORLD SURVEY

By Ruth Leger Sivard, 1985, distributed in Canada by MATCH International Centre; 401-171 Nepean St., Ottawa, K2P 084; 44 pages; English only; \$7.00 plus \$1.75 postage and handling. This hand-book is filled with statistics and graphs illustrating changes in the global status of women since 1950. Did you know:

- That women comprise 50 percent of the world's enfranchised population yet hold no more than 10 percent of the seats in national legislatures?
- That unpaid labour of women in the household, if given economic value, would add an estimated one third to the world's annual economic product?
- That women are the sole breadwinner in one-fourth to one-third of the families in the world and that the number of woman-headed families is rapidly increasing?

**PROJECT REPORT: AWARENESS FOR WOMEN
IN THE FISHERY**

This project was an initiative of Awareness for Women in the Fishery, a group of fisher women in Cape Breton Island, Nova Scotia. The 88 page report includes results of a survey of 146 of the 223 licensed fisherwomen on Cape Breton Island. Also included: a list of recommendations pertaining to fisherwomen's specific needs (including clothing, joint ownership of boats with spouses, and miscellaneous benefits to women); a list of courses offered by the provincial department of fisheries. In addition there is a supplementary information package for Cape Breton fisherwomen describing the "players" in the fishing industry, practical information affecting individuals, conflicts within the industry/fishermen's organization, loans and grants provided by the government, and a list of supplementary sources of information. **Order from:** Awareness for Women in the Fishery, P.O. Box 1000, Bras d'Or Post Office, Bras d'Or, Nova Scotia, BOC IBO.

**LAMENT FOR A "PATRIARCHY LOST"?
ANTI-FEMINISM, ANTI-ABORTION AND
R.E.A.L. WOMEN IN CANADA**

By Karen Dubinsky; published by CRIAW/ICREF; 1985; bilingual; 2.75 plus \$.75 postage and handling. The first paper in CRIAW'S new Feminist Perspectives Feminists series. This thought-provoking paper challenges feminists to reassess the impact and significance of the rise of right-wing women's organizations in Canada. Available in English and French. **Order from:** The Canadian Research Institute for the Advancement of Women (CRIAW/ICREF) , Suite 408, 151 Slater Street, Ottawa, Ont. K1P 5H3.

**RAPPORT DU COLLOQUE NATIONAL
tenu à l'Université du Québec à Montréal
26 mai 1984**

Organisé par l'Association féminine d'éducation et d'action sociale. Pour se procurer le rapport, s'adresser au siège social de l'AFEAS, 180 est, boulevard Dorchester, bureau 200, Montréal H2X 1N6. Telephone (514) 866-1813.

**VIDEOTAPE
GIRLS CAN: A BLUEPRINT FOR
THE FUTURE (1985)**

Cost: Video (includes 10 booklets) - \$170, Extra Booklets \$2.00 each. Order from: Heather Gibson, Victoria Women in Trades, P.O. Box 6422, Station C, Victoria, B.C. V8P 5M3, 604-384-0529. This video-booklet package comprises a twenty minute videotape and ten companion resource booklets. The package encourages girls in junior high school to consider careers in trades, technologies and sciences. By providing role models and addressing common myths, GIRLS CAN aims to increase young women's awareness and consideration of career options in these areas. The importance of Math and

Science as a basis for many future job opportunities is emphasized. The tape features interviews with women who work in non-traditional fields and dramatizations which highlight social attitudes about these women.

New from NIACE...
CASE STUDIES IN EDUCATIONAL
GUIDANCE FOR ADULTS

By Linda Butler Price: £5.75 (per copy incl. postage cash with order please); available from : NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION 19B DE MONTFORT STREET, LEICESTER LE1 7GE ENGLAND TELEPHONE: 0533 551451. This is a joint ACACE/NIACE report which reviews the development of the EGSA movement in the UK and presents a study of the operation of four Services. It also makes a detailed examination of 76 cases from the point of view of the adviser and of the client concerned.

WOMEN ON THE GLOBAL ASSEMBLY LINE

By The Participatory Research Group, Sept 1985 order from: 229 College St., Toronto, Ontario MST 1R4 \$4.00 plus postage. This booklet is the second in the "Short Circuit" series produced by P.R.G. It is the story of how First and Third Worlds are connected through a global microtech assembly line, and about the women workers who predominate at every stage. It contains an excellent list of resources. The booklet explores the Canadian connection, describes Third World women's fight to organize and protect their health, and strategies for change.

LE SAVOIR À DOMICILE: PÉDAGOGIE ET PROBLÈMATIQUE
DE LA FORMATION A DISTANCE

Auteurs; France Henri et Anthony Kaye

Pour se procurer ce livre, s'adresser aux Presses de l'Université du Québec, Télé-Université, 214, avenue Saint-Sacrement, Québec (Québec) G1N 4M6. 1985.

THE GLORIA TAPES

By Lisa Steele; 1979-80; 12 minutes. "Modeled on the soap opera format, this 4-part series follows a young mother who's on welfare...."Gloria" depicts a crisis of language, as she reveals herself to lack the ability to speak on her own behalf. Thus she must rely on the words of others - those in positions of authority within her life ...a form of communication that is about her and not for her. I think this is only part of "Gloria", however, because in spite of the escalating catastrophes which befall her, Gloria reveals her ability to literally 'get hold of' the language which has been oppressing her." (Lisa Steele) **Distributed by: v/tape Shipping.**

**THE EDUCATION OF ADULTS: A WORLD PERSPECTIVE/
L'EDUCATION DES ADULTS PERSPECTIVES
MONDIALES/ LA EDUCACION DE ADULTOS:
PERSPECTIVAS MUNDIALES".**

By John Lowe - Unesco 1984.. Second Edition revised. (First edition, 1976.) 292 pp. (45 FF), published in English, French and Spanish. A new, revised and enlarged edition of a work which analyzes the main changes that have marked the evolution of adult education around the world and in particular the recommendation adopted in this area by the General Conference of Unesco in Nairobi (nineteenth session, 1976). It is based on the Tokyo Conference, which took a very broad approach to adult education, rejecting its marginal status and giving it a central role in a society's educational structure as a whole. Designed for national and local offices responsible for promoting adult education, and also of interest to a wide segment of the non-professional general public. **These documents may be obtained from national distributors of Unesco publications or from: Office of Unesco Press, 7 place de Fontenoy, 75700 Paris.**

AGENDA

HAPPENINGS

DECEMBER 28 - 30. 1985 – LONDON, ONTARIO

**TWO WINGS: CONFERENCE ON THE EQUALITY OF
MEN AND WOMEN FOR YOUTH**

Sponsored by the Baha'i Community of Canada and the Secretary of State for International Youth Year, the TWO WINGS conference will assist youth to explore new approaches to relationships between men and women. Open to 500 Canadian youth (ages 15 - 24) who are sponsored by a recognized organization such as a school, university, faith group, band council, service organization or youth group. Organizations are asked to recommend and/ or sponsor two youths (one male and one female) who would benefit from and contribute to the conference and who would follow up the conference with presentations using materials developed at the conference. Organizations which do not sponsor individuals are asked to consider providing a "scholarship" to enable others to attend. Fee: \$50. **Contact:** Nora El-Tobgy, Co-ordinator, 7200 Leslie Street, Thornhill, Ont. L3T 6L8; 416-889-8168.

July 23-25, Vancouver, B.C.

Training Institute - July 21 – 22, 1986

**FIRST INTERNATIONAL CONFERENCE ON
MENTORING: AID TO EXCELLENCE**

Focusing on Education, the Arts and Sciences, Athletics, the Helping Professions, Career Training, and Business and Industry.

Proposals are being sought for: Papers, Debates, Panels, Training Workshop, Special Interest Groups and Pre-Conference Training Workshops (1 or 2 days).

Direct communications to: Dr. William Gray, University of British Columbia, Faculty of Education, 2125 Main Mall, Vancouver, B.C. V6T 1Z5.

TWO CONFERENCES ON TRAINING AND EMPLOYMENT

May 19-21, 1986 Vancouver, B.C.

Western Conference

**NEW OPPORTUNITIES FOR TRAINING
AND DEVELOPMENT**

Objectives: to explore new policies and programs for Training, Development, and Employment and to formulate strategies to promote awareness of new opportunities. People interested in making presentations, sharing materials, and information please **contact by December 31, 1985, Miriam Bennett, Vancouver Community College, 1155 East Broadway, Vancouver, B.C. V5T 4M3. Tel. (604) 815-1131.**

June 18-20, 1986 - St. Jovite, Quebec

Eastern Conference

**PROMOTING TRAINING AND EMPLOYMENT
OPPORTUNITIES FOR WOMEN**

Objectives: to identify the obstacles that prevents women from gaining maximum benefit from existing training and employment opportunities and to formulate recommendations to effect change. People interested in making presentations, sharing materials, and information please **contact by December 31, 1985, Miriam Bailey, Dawson College, Viger Campus, 535 Viger Street, Montreal, Quebec. H2L 2P3. Tel. (514) 931-8131.**

January 8-10, 1986 - San Diego, CA

**INTERACTIVE TECHNOLOGIES FOR
EDUCATION CONFERENCE**

The program for this conference on interactive technologies for education will include a

forum on what's happening within Education. Participants active in production or development of interactive technologies are invited to bring samples of their own work in electronic text or interactive video. **Information, contact:** Tom Valente, Conference Technical Coordinator, (619) 265-6933 or **write** Center for Communications, San Diego State U.S., San Diego, CA 92182.

March 19-21, 1986 - Montreal. Quebec

INTERNATIONAL CONFERENCE ' 86
ON SPECIAL EDUCATION

EXPLORATIONS IV is an important part of the conference program that permits an expanded view of the child with special needs. Featured speakers are invited in direct cooperation with sponsoring organizations. This provides an opportunity for sharing new information and different perspectives while bringing together those with a common concern for helping the child, adolescent and young adult.

March 19. 1986

2nd. Annual Conference of the Quebec
Child Care Workers Association
"Alliances: Building with Families
for Success"

Norman Powell, Director, Group Home Division. Associates for Renewal in Education, Washington, D.C.

March 20-21. 1986

8th. Annual Conference of the
Association of Early Childhood
Educators

Burton White, Professor, Harvard University Graduate School of Education, "The First Three Years of Life - The Daycare Controversy"

March 21-22. 1986

4th. Annual Conference of the Quebec
Art Therapy Association
"Art Therapy: Exploring the Image"

Arthur Robbins, Chairman, Creative Arts Therapy Department, Pratt Institute, Brooklyn. N.Y. **To register, or to be put on the mailing list, PLEASE WRITE TO:** QACLD Congrès 1986, GEMS Conference and Consulting Services, P.O. Box 997, Snowdon, Montreal, Quebec, H3X 3Y1. (514) 735- 1388.

MARS 1986

CONGRÈS INTERNATIONAL 1986

SUR L'ÉDUCATION ET LA RÉÉDUCATION

Ce congrès se tiendra du 19 au 21 mars 1986 à l'hôtel Reine Elizabeth, à Montréal, au Québec. Plus de 2000 congressistes, 130 conférenciers, 100 sessions, conférences ou ateliers.

MARS 1986

CONGRÈS ANNUEL DE L' ASSOCIATION QUÉBÉCOISE DES TRAVAILLEURS AUPRÈS DE L'ENFANCE EN DIFFICULTÉ

Le deuxième congrès annuel de cette association se tiendra le 19 mars 1986. Son thème: "Alliances: avec les familles, façonner le succès".

MARS 1986

ASSOCIATION D'ÉDUCATEURS ET D'ÉDUCATRICES DE LA PETITE ENFANCE

Le huitième congrès annuel de l'AEPE se tiendra du 20 au 21 mars 1986.

MARS 1986

ASSOCIATION QUÉBÉCOISE DE THÉRAPIE PAR L'ART

Le quatrième congrès annuel de cette association se tiendra du 21 au 22 mars 1986 et aura pour thème "Art thérapie: à la découverte de l'image"

Pour plus de renseignements sur ces congrès, s'adresser au

Congrès AQETA 1986
Les Services de Congrès GEMS
C.P. 997, Snowdon, Montréal, Qc. H3X 3Y1
Téléphone: (514) 735-1388

JULY 22 – 25, 1986-VANCOUVER

1986 WORLD CONFERENCE ON ARTS, POLITICS AND BUSINESS; SUPPORT FOR THE ARTS: INVESTMENT OR PHILANTHOPY?

This conference, scheduled in Vancouver during EXPO '86, will be an opportunity to examine the changing interrelationships between the arts, politics and business in the context of rapid technological change. Governments are still major supporters of the arts, but business is assuming a more important role in support of the arts. Sponsored by the Community Arts Council of Vancouver and the Centre for Continuing Education of the University of British Columbia.

Conference chair is Mavor Moore, former head of the Canada Council. Events are designed for international leaders in the arts, business, politics, economics, criticism and journalism. The aim of the conference is to provide a forum on contemporary and future concerns in the arts, and to develop new strategies for international cooperation. Languages: English and French. **Fee:** \$175 (\$225 after March 31, 1986). **Location:** University of British Columbia. **Contact:** 1986 world Conference on Arts, Politics and Business, Centre for Continuing Education, University of British Columbia, 5997 Iona Drive, Vancouver, B.C. V6T 2A4; 604-222-2181.

ANNOUNCEMENT

FELLOWSHIPS PROGRAM FOR WOMEN **IN Ph.D** **MANAGEMENT STUDIES**

A private foundation has donated \$760,000 to establish the Outreach Doctoral Fellowships program in support of female students who wish to undertake Ph.D study in management and business administration. The program, which will support ten women at the University of Alberta and ten at the University of British Columbia, will support each student for three years. Each year, two or three students will be added to the program at each university.

Fellowships amount to \$12,000 per year plus \$2,000 allowance for moving and academic travel. The first award will likely be made in time for the September 1986 academic year. Canadian universities have been producing fewer graduates each year than the number of vacant business teaching positions in the country. The fellowships are intended to attract into Ph.D business management studies, academically gifted women who wish to pursue careers in teaching and research. **Information contacts:**

WOMEN EDUCATION **DES FEMMES**

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Edmonton, Alberta. T6G 2R6

or

Dr. Larry Moore,
Director, Ph.D. Program in Business
Administration,
Faculty of Commerce and Business
Administration,
University of British Columbia,
2053 Main Mall,
Vancouver, British Columbia. V6T 118.

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