



WOMEN'S EDUCATION DES FEMMES

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**WOMEN'S EDUCATION DES
FEMMES**

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**WOMEN'S EDUCATION DES
FEMMES**

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EDITORIAL

Secretary of State Consultation: A Note on Process

by Joan Brown Hicks

On June 26, 1986, representatives from over fifty women's groups receiving funding from the Women's Program of the Secretary of State met with then Secretary of State Benoit Bouchard, to discuss our concerns about funding. We hope to print a full report on the consultation in the next issue of WOMEN'S EDUCATION DES FEMMES (WEDF). In this issue, we present the preamble, which outlines historically the commitments of the government to women, given at the consultation.

In January, 1986, CCLOW Executive Director Aisla Thomson and I met with staff of the Women's Program as part of our ongoing liaison. It was agreed that annual consultations between Program staff and women's groups should be renewed. We also felt that Mr. Bouchard, who had taken his cabinet post only five months earlier, should have the chance to get an overview of the concerns of the women's groups who received funding from his department.

We discussed the idea with Melody Tomka, the Minister's Special Advisor on Women, and also encouraged other women's groups to write in support of the meeting. Mr. Bouchard assured us in March that a spring consultation would be supported. But the federal freeze on discretionary spending made dates and numbers uncertain: it was not until mid April that we were given the official go-ahead.

It was not easy to organize the consultation: we had two months to pull together an event representing hundreds of groups across the country. I would like to give a little background on the process leading up to it.

With input from Women's Program staff, a Planning Committee was formed, consisting of representatives from Relais-femmes, Women's Health sharing, Federation des femmes du Québec, the Women's Research Centre, the Canadian Research Institute for the Advancement of Women, the National Action Committee of the Status of Women (NAC) and CCLOW.

At its first meeting, May 1-2 in Toronto, the committee developed an outline of the consultation: one day of meetings among women's group representatives, one day of meetings with the Minister and Women's Program staff, and one day of follow-up and evaluation. Drawing up criteria for inviting groups to the consultation was our first concern. Hundreds of groups depend on the Women's Program for funding. Even one

representative from each would be logistically and financially impossible. But we felt that groups invited to the consultation must be representative of all groups receiving funding. It was decided to invite: groups receiving funds from the Hull office of Women's Program, and Quebec groups; major women's groups representing native, black, immigrant or disabled women; and major women's groups representing regional concerns. Each group could send only one representative.

By the time of the second meeting, held to arrange detailed planning, rumors of impending cuts to the Women's Program budget were rife and groups were experiencing delays in payments. It was clear that the consultation had become an emergency meeting. Once more, we had to justify our limited funding; we had to defend the modest gains in federal commitment to women's issues over the last decade. On short notice, Madeleine Parent of NAC was delegated to prepare a position paper (the Preamble), with input from committee members, especially Marie Letellier of Relais-femmes and Aisla Thomson.

The Committee prepared an invitation list, and scrambled to find meeting dates before the House rose for the summer. After some negotiation, the Women's Program gave the committee a grant to organize the consultation. We passed the nitty-gritty work--plane, train and hotel bookings, meals, translations, support staff, displays--on to Convergence, an Ottawa-based feminist consulting group. There was less than a month to go.

Somehow Convergence managed to pull it all together, for which they have our undying admiration and thanks.

Considering the haste with which the meeting was arranged, it was astonishing how smoothly it went. The first day combined plenary sessions (which I co-chaired with Ginette Busque, President of Federation des femmes du Québec) with workshops to plan the meetings with members of parliament and ministerial staff. It was an exhilarating three days.

In general, we were angry at being told that the Women's Program was only being cut by 5%. The consultation was nonetheless important. We were able to present our position not only to Mr. Bouchard, but to Members of Parliament, in a "show and tell" session. Perhaps equally rewarding was the chance to bring together women from many groups to share our common interests. We found that we were strong, committed and united in our aspirations. CCLOW can feel proud of its part in bringing about the meeting.



Three days later, the Prime Minister announced a cabinet shuffle. The Planning Committee, which has continued to meet via teleconference calls, is seeking a meeting with the new Secretary of State, David Crombie. We will also try to arrange a meeting with Barbara MacDougall, the Minister Responsible for the Status of Women. Who knows - maybe the consultation will bear fruit in an awareness of the concerns of women on the part of the new Employment Minister - Benoit Bouchard.

ÉDITORIAL

Rencontre avec le Secrétaire d'État: Note sur le processus

by Joan brown Hicks

Le 26 juin 1986, des déléguées représentant plus de cinquante groupes de femmes financés par le Programme de promotion de la femme au Secrétariat d'État ont rencontré M. Bouchard, alors secrétaire d'État, pour parler de leurs inquiétudes quant au financement de leurs organismes. Nous espérons pouvoir publier un rapport complet sur cette rencontre dans notre prochain numéro de WOMEN'S EDUCATION DES FEMMES (WEDF). Dans ce numéro, nous vous présentons simplement un préambule qui explique historiquement les engagements pris par le gouvernement envers les femmes, qui a été communiqué lors de cette consultation.

En janvier 1986, la directrice générale du CCPEF, Aisla Thomson, et moi-même avons rencontré le personnel du Programme de promotion de la femme dans le cadre d'un processus permanent de liaison. Il a été décidé alors que les consultations annuelles entre le personnel du Programme de promotion de la femme et les groupes de femmes devraient être renouvelées. Nous avons jugé alors qu'il serait bon de présenter à M. Bouchard un aperçu global des problèmes des groupes de femmes financés par son service, puisque celui-ci n'avait pris son poste au cabinet que cinq mois auparavant.

Nous avons donc parlé de cette idée à Melody Tomka, conseillère spéciale du ministre sur la question féminine, et nous avons encouragé d'autres groupes de femmes à écrire au Secrétariat d'État, pour appuyer cette proposition de consultation. En mars, M. Bouchard nous a assuré qu'une rencontre aurait lieu au printemps. Mais le gel imposé sur les dépenses discrétionnaires fédérales a fait que les dates et les chiffres sont restés incertains: ce n'est qu'à la mi-avril que nous avons officiellement reçu une approbation.

Organiser une telle consultation n'a pas été de tout repos: nous n'avions que deux mois pour mettre sur pied une rencontre à laquelle participeraient les représentantes de centaines de groupes du pays. Je veux donc vous expliquer un peu comment nous y sommes parvenues.

Avec l'aide du personnel du Programme de promotion de la femme, un Comité de planification a été formé, composé de représentantes de Relais-femmes, de Women's Health-sharing, de la Fédération des femmes du Québec, du Women's Research Centre, de l'Institut canadien de recherche sur les femmes, du Comité canadien d'action sur le statut

de la femme (CCA) et du CCPEF.

Lors de sa première rencontre, le 1er et le 2 mai à Toronto, le comité a décidé des grandes lignes du processus de consultation: un jour de débats parmi les représentantes des divers groupes de femmes; un jour de débats avec le ministre et le personnel du Programme de promotion de la femme; un jour de suivi et d'évaluation. Notre première préoccupation a été de décider des critères qui décideraient des groupes à inviter à cette réunion. Des centaines de groupes dépendent du financement accordé par le Programme de promotion de la femme. Sur le plan logistique et financier, nous ne pouvions pas inviter une représentante de chacun. Toutefois, nous voulions que les participantes à cette consultation soient représentatives de tous les groupes financés par le Secrétariat d'État. Nous avons donc décidé d'inviter des groupes recevant des fonds du bureau du Programme de la femme à Hull et des groupes du Québec; les principaux groupes de femmes représentant les autochtones, les noires, les immigrantes et les handicapées; les principaux groupes représentant les grandes préoccupations régionales. Chacun de ces groupes ne pourrait déléguer qu'une seule personne à la réunion.

Peu avant la seconde réunion, organisée pour décider des détails de planification, de nombreuses rumeurs circulaient sur d'imminentes coupures budgétaires au Programme de la femme et les paiements attendus par les groupes de femme étaient en retard. Il était clair que cette rencontre prenait un caractère d'urgence. Une fois de plus, nous avons dû justifier les fonds pourtant restreints qui nous sont accordés; nous avons dû défendre les gains modestes réalisés au niveau des engagements fédéraux envers les femmes depuis 10 ans. Avec un très court préavis, Madeleine Parent, du CCA, a été chargée de rédiger un exposé sur la position des femmes (preamble), avec l'aide des membres du comité - notamment avec Marie Letellier de Relais-femmes et Aisla Thomson.

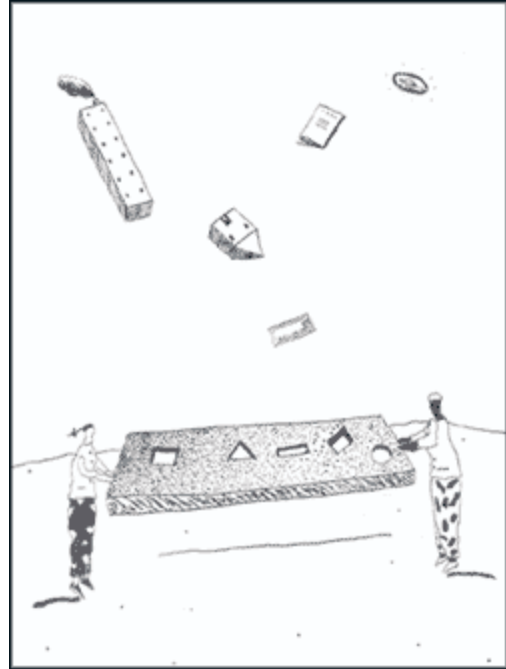
Le comité a donc préparé une liste d'invitations et s'est débrouillé pour trouver une date de réunion qui convienne à tous et à toutes, avant que la Chambre des communes n'ajourne ses séances pour l'été. Après pas mal de négociations, le Programme de promotion de la femme a accordé au comité une subvention pour organiser ces trois jours de consultation. Le comité a alors chargé Convergence, un groupe consultatif féministe d'Ottawa, de tous les détails à régler: avion, train, hôtel, repas, interprétariat, personnel de soutien, etc. Il nous restait alors moins d'un mois. Par je ne sais quel miracle, et notre grande admiration, Convergence a réussi à tout terminer à temps.

Bien qu'organisé à la hâte, le processus s'est déroulé étonnamment bien. Le premier jour, il y a eu des séances plénières (que j'ai co-présidées avec Ginette Busque, présidente de la Fédération des femmes du Québec) et des ateliers pour préparer la rencontre avec les députés et le personnel ministériel. Ces trois jours ont été fébriles d'activités!

En règle générale, nous avons toutes été très en colère quand on nous a dit que le budget du Programme de promotion de la femme serait réduit de seulement 5%. Cependant, la rencontre a été importante. Nous avons pu préciser quelle est notre position non seulement à M. Bouchard mais aussi aux députés lors d'une séance d'explications très concrètes. Et chose peut-être tout aussi importante, cette rencontre a été l'occasion de rassembler de

nombreux groupes de femmes et de voir qu'ils partageaient nos intérêts. Nous avons constaté que nous sommes fortes, engagées et unies. Le CCPEF peut être fier du rôle qu'il a joué dans la mise sur pied de cette séance de consultation.

Trois jours plus tard, le premier ministre a annoncé un remaniement de Cabinet. Notre comité de planification, qui continue à se reconstruire en téléconférence, cherche actuellement à obtenir une réunion avec le nouveau secrétaire d'État, David Crombie. Nous comptons également demander à rencontrer Barbara McDougall, ministre responsable de la Condition féminine. Qui sait - peut-être cette consultation portera-t-elle ses fruits et peut-être le nouveau ministre de l'Emploi, Benoît Bouchard, est-il maintenant davantage sensibilisé aux problèmes des femmes.



Graphic: Wendy Wortsman

Preamble to a Consultation of Women's Groups

by Madeleine Parent and Marie Letellier

This preamble was prepared on behalf of the Women's Consultation Planning Committee for a consultation of women's groups with the Secretary of State on June 26, 1986.

Over the past century, women in Canada have claimed equal rights with men. To cite but a few examples:

In 1899 a group of women cotton mill workers in Montreal fought for wage increases equal to those given to male workers. They were dismissed as "organizers" but their sisters won a raise in pay.

In later years, Nellie McClung, Emily Murphy, Idola St. Jean, Therese Casgrain, and many others persistently sought recognition of the equal rights to which they and their sisters were entitled.

Long and difficult struggles resulted in modest progress in terms of new legislation. Often, efforts to obtain implementation of the new laws were as arduous as the efforts to win their adoption.

"Those in power must demonstrate the political will necessary to enforce social laws that promote equality."

Presumably, legislation marking substantial social progress will continue to meet with resistance from those who benefit from the inferior status of others. For this reason, those in power must demonstrate the political will necessary to enforce social laws that promote equality. With time, as the disadvantaged avail themselves of their new rights, social conditions improve and attitudes become more accepting of the new social realities.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS - 1948

The end of World War II opened a new era in the recognition of human rights, including the rights of women. Under the experienced guidance of Eleanor Roosevelt and others, the Universal Declaration of Human Rights was adopted by the United Nations in 1948 and

later ratified by Canada. The Universal Declaration proclaimed the following rights, among others:

1. All human beings are born free and equal in dignity and rights...
2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex... birth or other status...
7. All are equal before the law and are entitled without any discrimination to equal protection against discrimination...
23. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment...
25. Motherhood and childhood are entitled to special care and assistance ..."

The 1948 U.N. Declaration is the cornerstone on which were built Canada's human rights laws and the Canadian Charter of Rights in particular. It provides the basic concepts behind much of our social legislation.

As decades went by, these human rights were elaborated upon and spelled out in more specific terms. They became the subject of further declarations and conventions adopted by the United Nations and, specifically, by Canada as a member country.

Even though it was long in coming, the U.N. Convention on the Elimination of All Forms of Discrimination Against Women, 1980, was the logical sequence to the Universal Declaration of 1948. This new U.N. Convention was ratified by Canada in 1981. It is a document of particular interest to women who are concerned about equality for half of the human race.

THE WOMEN'S BUREAU - 1954

In response to demands by trade union women and by feminists in the academic and professional fields, the federal government set up the Women's Bureau of the Department of Labour in 1954, with Marion Royce as its first Director. It was a modest beginning by Canada in making good on its U.N. commitment. This valuable agency provided women's organizations and government departments with facts and figures that could be brought together to demonstrate the existence of discrimination against women in a work-force which they joined in increasing numbers as necessity dictated and as the economy had need of their skills and services.

THE ROYAL COMMISSION ON THE STATUS OF WOMEN 1967 - 1970

However, growing numbers of women realized that statistics alone could not do the job and that much more needed to be done if there was to be any progress worthy of the name.

Thus, in 1967, the federal government appointed the Royal Commission on the Status of Women in response to persistent and ever-increasing demands by numerous feminist groups across the country. The Royal Commission members were appointed:

...to inquire into and report upon the Status of Women in Canada and to recommend what steps might be taken by the federal government to ensure for women equal opportunities with men in all aspects of Canadian society . . .

The Royal Commission held hearings for women in ten provinces and in the Yukon and Northwest Territories; they received 468 briefs plus about 1000 letters and heard some 890 witnesses.

In keeping faith with the U.N. Declaration of 1948 and in acceptance of the premise that: ... the full use of human resources is in the national interest...the Commission was guided by four principles:

1. that women should be free to choose whether or not to take employment outside their homes;
2. that the care of children is a responsibility to be shared by the mother, the father and society;
3. that society has a responsibility for women because of pregnancy and child-birth, and special treatment related to maternity will always be necessary;
4. that in certain areas women will, for an interim period, require special treatment to overcome the adverse effects of discriminatory practices.

The Royal Commission Report, presented to the federal government in 1970, contained 167 recommendations for changes in existing laws and practices, deemed necessary to eliminate discrimination against women in all aspects of Canadian life. It is the most complete report on record bearing on women's status in Canada. A large number of its recommendations have been partly or wholly put into Canadian laws over the years. However, much remains to be done, in terms of enacting or amending legislation and, especially, of enforcing the new legislation.

It is fair to say that no-one can claim to have serious understanding of the status of women in this country unless he or she has a working knowledge of the Report of the Royal Commission on the Status of Women in Canada (1970).

THE CANADIAN ADVISORY COUNCIL ON THE STATUS OF WOMEN - 1973

In response to a recommendation of the Royal Commission (1970), the government set up the Canadian Advisory Council on the Status of Women in 1973 by an Act of Parliament. Its mandate is:

- to bring before the federal government and the public, matters of interest and concern to women; and
- to advise the Minister either on his or her request or as the Council deems appropriate. (The Nielsen Report, "Citizenship, Labour and Immigration, Improved Program Delivery" p. 114)

As a para-governmental body, the Advisory Council monitors trends, conducts research, consults with women's groups and informs and advises government and its many departments, committees, task forces and officials on issues of concern to women, with the objective of eradicating discrimination against women and promoting legislative reform and improved social policies, as was intended by the Royal Commission.

THE WOMEN'S PROGRAM - SECRETARY OF STATE - 1973

In 1973 the federal government initiated the Women's Program. The purpose of this Program is:

- to promote the increased participation of women in all aspects of Canadian society, particularly in decision-making and in the political process; and,
- to increase the capability and effectiveness of women's organizations and groups working to improve the status of women.

The Nielsen Report states that the Women's Program "...is the principal (and in some cases, the only) federal government source of operational funding to women's voluntary organizations working to improve the status of women..." (ibid. p.119)

In its assessment of this Program, the Nielsen Report states: "Given the government's commitment to taking serious long-term action to improve the status of women in Canada, any funding cuts in this area would not be appropriate." (ibid. p.120)

STATUS OF WOMEN CANADA - 1976

Since 1971 there has been a Minister Responsible for the Status of Women. In 1976, Status of Women Canada was instituted by Order-in-Council. Its objective is to promote equal opportunities for women in all spheres of Canadian life.

The role of this Program is to ensure that the government carries out its commitment to equality between men and women. According to the Nielsen Report, it "provides the key coordinative mechanism on a system-wide basis". (ibid. p. 109)

THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS - 1982

As a result of the vigilance and great activity displayed by women's organizations, the Canadian Charter of Rights and Freedoms, which is part of Canada's Constitution (1982),

contains the following equality guarantees:

Section 15.

1. Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
 2. Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.

MEANWHILE, AT THE UNITED NATIONS...

While Canada was developing the instruments needed to fulfill its commitment to women, the United Nations - with Canadian participation - were considering the need to put flesh on the bare bones that constituted the General Declaration of 1948, specifically as it pertained to women.

INTERNATIONAL WOMEN'S YEAR AND THE MEXICO WORLD CONFERENCE - 1975

In 1972 the U.N. chose 1975 as International Women's Year to sensitize the world to the injustices done to women and to coordinate efforts to improve their status. In 1975 the U.N. held a World Conference of Women in Mexico City. There, the U.N. Decade for Women was proclaimed, with "Equality, Development and Peace" as the main objectives. The Declaration of Mexico states that every woman is entitled to dignity and to equality of rights, possibilities and responsibilities. The Mexico Conference recommended that the U.N. adopt a Convention aimed at eradicating discrimination against women.

THE U.N. CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN - 1980

This U.N. Convention was adopted at the World Conference in Copenhagen in 1980; Canadian participation in its drafting should be noted. It was ratified by the federal government in December 1981, after consultation with the provincial and territorial governments.

A milestone in the commitment of governments to women's rights, the Convention declares that:

1. ...the term 'discrimination against women' shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

5. Parties shall take all appropriate measures: ...
 - (b) to ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the up-bringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Section 11.

1. Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:
 - a. The right to work as an inalienable right of all human beings;
 - b. The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;. . .
 - c. The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value.

2. In order to prevent discrimination against women on the grounds of marriage and maternity and to ensure their effective right to work, Parties shall take appropriate measures:
 - b. To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;
 - c. To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, particularly through promoting child-care facilities.

Section 12.

1. Parties shall take all appropriate measures... to ensure ...access to health care services, including those related to family planning.

Section 16.

Parties shall take all appropriate measures to ...ensure...

e. the same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights ..."

**THE WORLD CONFERENCE OF WOMEN:
NAIROBI (1985)**

Canada played a leadership role in the Nairobi World Conference (1985), which greatly enhanced our country's profile at the international level. With the Canadian delegation's able assistance, consensus was reached on the final document of the Conference, called "The Nairobi Forward-Looking: Strategies for the Advancement of Women to the Year 2000 (FLS)".

"Adoption by consensus means that there is unequivocal international acknowledgment that women across the world share common concerns. Governments now have a responsibility, both to their own citizens and to the international community, to implement the Forward-Looking Strategies..." (The Decade for Women: Special Report - CCLOW 1986, which quoted extensively from Status of Women Canada).

A few excerpts from "The Nairobi Forward-Looking Strategies" are quoted below:

Paragraph 6

...the Forward-Looking Strategies reaffirm the international concern regarding the status of women and provide a framework for renewed commitment by the international community to the advancement of women and the elimination of gender-based discrimination...

Paragraph 44

One of the objectives of the Decade (1976-85) entails the full observance of the equal rights of women and the elimination of de jure and de facto discrimination...

" . . . Discrimination promotes an uneconomic use of women's talents and wastes valuable human resources."

Paragraph 46

...Although there is no physiological basis for regarding the household and family as essentially the domain of women, for the devaluation of domestic work and for regarding the capacities of women as inferior to those of men, the belief that such a basis exists perpetuates inequality and inhibits the structural and attitudinal changes necessary to

eliminate such inequality.

Paragraph 48

...Discrimination promotes an uneconomic use of women's talents and wastes valuable human resources... Ultimately, society is the loser...

Paragraph 128

...Governments should recognize the importance of and the need for the full utilization of women's potential for self-reliance and for the attainment of national development goals and should enact legislation to ensure this. Programs should be formulated and implemented to provide women's organizations, cooperatives, trade unions and professional associations with access to credit and other financial assistance and to training and extension services... non-governmental organizations committed to the cause of women should be created and maintained to facilitate the integration of women in mainstream development.

CANADA AFTER NAIROBI (1985)

At the conference of Federal and Provincial Ministers Responsible for the Status of Women, held in Halifax, N.S., November 28-29, 1985, the Ministers endorsed a statement which reads, in part:

We, Canada's Ministers Responsible for the Status of Women, reaffirm the commitment of our governments to the implementation of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women. . .

We further endorse the specific goal of full and equal participation of women in the Canadian economy ...One key to economic equality for women is labour force equality ...

The statement concludes with these words:

"A COMMITMENT TO ACTION:

Until the full potential of women is realized, the Canadian economy will not perform to its maximum. Until the barriers that restrict this potential are overcome, the potential of all Canadians will be limited.

All governments in Canada are committed to achieving the goal of true economic equality for women ..."

At Nairobi, and after, in Halifax in 1985, the Canadian Government reaffirmed its commitment to women, in accordance with United Nations conventions and declarations. We are concerned that the Government's performance should measure up to its words.

To quote Status of Women Canada, as reported in the CLOW 1986 publication referred

to above:

"The Nairobi Forward-Looking Strategies are a visible and concrete result of the achievements of the U.N. Decade for Women. But the Decade for Women and the Nairobi World Conference could simply become fond memories if follow-up action is not taken. Governments of the World have made a commitment to implement the FLS, but unless this commitment is put into action, these will remain paper strategies. Governments must move decisively to translate these strategies into action".

The Women's movement, in its considerable variety, supported by its male friends in many democratic organizations, has been the driving force behind all post-World War II initiatives and conventions, nationally and internationally, to eliminate discrimination against women and to allow for our full participation in the development of a peaceful society, based on economic and social justice. We propose to continue our efforts in that direction and we feel that we are entitled to expect that the Canadian Government will fulfill its commitments as pledged at Nairobi and Halifax in 1985.

"We are entitled to expect that the Canadian Government will fulfill its commitments as pledged at Nairobi and Halifax in 1985."

Specifically, we believe that the Canadian Government has an obligation to maintain and to increase, according to need, its funding of women's organizations dedicated to the principles of the United Nations Conventions and our own Canadian Charter of Rights. It is also our view that dedication to these international and Canadian goals for the promotion of women's equality rights remains an essential condition for Government funding of the activities of Women's groups.

N.B.: Emphasis ours

ENDNOTE

1. Members of the Planning Committee included:

Madeleine Parent, Quebec Regional Representative,
National Action Committee on the Status of Women

Marie Letellier, Coordonnatrice, Relais-Femmes

Joan Brown Hicks, Past President, Canadian Congress for
Learning Opportunities for Women

Jill Vickers, President, Canadian Research Institute for the Advancement of Women

Elizabeth Amer, Coordinator, Women's Health Sharing

Ginette Busque, présidente, Fédération des Femmes du Québec

Megan Ellis, Research Associate, Women's Research Centre.

Linda Clippingdale, Acting Executive Director, Canadian Research Institute for the Advancement of Women

Aisla Thomson, Executive Director, Canadian Congress for Learning Opportunities for Women

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The Constitution Act 1982 which contains the Canadian Charter of Rights and Freedoms.

A report on the Conference of Federal and Provincial Ministers Responsible for the Status of Women, Halifax, N.S., November 28-29, 1985.

Various United Nations Declarations and Conventions quoted in the above text.

Briefing paper #15 of the United Nations Association of Canada, January 1985.

Préambule à la rencontre de groupes de femmes

par Madeleine Parent et Marie Letellier
Traduction de Nicole Lacelle

Ce préambule a été préparé pour le Comité de planification chargé d'organiser la consultation des groupes de femmes avec le Secrétaire d'État, le 26 juin 1986.

"Ceux qui sont au pouvoir doivent démontrer leur volonté politique de faire respecter les lois sociales qui favorisent l'égalité."

Depuis le siècle dernier, les femmes, au Canada, ont réclamé des droits égaux à ceux des hommes. Pour n'en mentionner que quelques exemples: En 1899, un groupe de travailleuses d'usines de coton à Montréal revendiquait une augmentation de salaire équivalente à celle qu'on accordait aux hommes; les "agitatrices" ont été congédiées mais le salaire des autres travailleuses a été majoré.

Plus tard, Nellie McClung, Emily Murphy, Idola St-Jean, Thérèse Casgrain et plusieurs autres ont réclamé avec insistance la reconnaissance de l'égalité à laquelle elles et leurs soeurs avaient droit.

Des luttes longues et difficiles aboutirent à de modestes progrès en ce qui a trait à une nouvelle législation. Trop souvent il était tout aussi difficile d'obtenir la mise en vigueur des nouvelles lois qu'il avait été ardu d'en gagner d'adoption. Il est à croire qu'une législation comprenant un notable progrès social doive affronter la résistance des uns qui profitent du statut inférieur des autres.

Par conséquent, ceux qui sont au pouvoir doivent démontrer leur volonté politique de faire respecter les lois sociales qui favorisent l'égalité. Avec le temps, à mesure que les groupes défavorisés se prévalent de leurs nouveaux droits, les conditions sociales s'améliorent et les attitudes face aux nouvelles réalités sociales deviennent plus souples.

LA DECLARATION UNIVERSELLE DES DROITS DE L'HOMME - 1948

Dans les faits, la fin de la deuxième guerre mondiale ouvrait une nouvelle ère de

reconnaissance des droits de l'homme, dont les droits des femmes. Sous la direction éclairée d'Eleanor Roosevelt, entre autres, la Déclaration universelle des droits de l'homme était adoptée par les Nations Unies en 1948 puis ratifiée par le Canada. Cette Déclaration proclamait, entre autres, que:

1. Tous les être humains naissent libres et égaux en dignité et en droits...
2. Tout être humain peut se prévaloir des droits et des libertés proclamés par cette Déclaration sans distinction aucune de race, de couleur, de sexe... de naissance ou de tout autre statut.
7. Tous sont égaux devant la loi et ont droit sans distinction à une égale protection de la loi. Tous ont droit à une protection égale contre toute discrimination...
23. Toute personne a droit au travail, au libre choix de son travail, à des conditions équitables et satisfaisantes de travail et à la protection contre le chômage...
25. La maternité et l'enfance ont droit à une aide et à une assistance spéciales...

La Déclaration de 1948 est la pierre d'angle des lois canadiennes des droits de la personne et, en particulier, de la Charte canadienne des droits de la personne. Elle fournit les concepts de base qui sous-tendent une bonne partie de notre législation sociale.

D'année en année, ces droits de la personne ont été développés et précisés en termes plus spécifiques. Ils ont été l'objet d'autres déclarations et conventions adoptées par les Nations Unies et plus précisément par le Canada en tant que pays-membre.

La Convention des Nations Unies sur l'élimination de toutes les formes de discrimination à l'en- droit des femmes en 1979 était une suite logique de la Déclaration de 1948 même si elle fut longue à venir. Le Canada signait la Convention des Nations Unies de 1980 en 1981. Il s'agit là d'un document d'un grand intérêt pour les femmes qui se préoccupent de l'égalité des droits de la moitié de la population mondiale.

AU CANADA, LE BUREAU DE LA MAIN-D'OEUVRE FÉMININE EST CRÉÉ - 1954

À la demande de femmes syndicalistes et de féministes universitaires ou professionnelles, le gouvernement fédéral établissait le Bureau de la main-d'oeuvre féminine en 1954; Marion Royce en devenait la première directrice. Le Canada commençait, modestement, à s'acquitter de son engagement auprès des Nations Unies.

Cette agence s'est avérée précieuse en ce qu'elle fournis- sait aux regroupements de femmes et aux services gouvernementaux données et statistiques dont l'analyse pouvait démontrer l'existence de la discrimination à l'égard des femmes sur le marché du travail, celles-ci s'y trouvant en nombre croissant par nécessité et à mesure que l'économie avait besoin de leurs compétences et de leurs services.

LA COMMISSION ROYALE D'ENQUETE SUR LA SITUATION DE LA FEMME AU CANADA 1967 - 1970

Toutefois, de plus en plus de femmes se rendaient compte que les statistiques n'avançaient rien par elles-mêmes et qu'il restait beaucoup à faire avant d'enregistrer un progrès digne de ce nom.

Ainsi, en 1967, le gouvernement fédéral créait la Commission royale d'enquête sur la situation de la femme au Canada devant les revendications de plus en plus nombreuses et pressantes des groupes féministes au pays. Les membres de la Commission royale d'enquête ont été nommés:

"...en vue de faire enquête et rapport sur le statut des femmes au Canada et de présenter des recommandations quant aux mesures pouvant être adoptées par le gouvernement fédéral afin d'assurer aux femmes des chances égales à celles des hommes dans toutes les sphères de la société canadienne..."

La Commission royale d'enquête tint des audiences pour les femmes des dix provinces canadiennes, du Yukon et des Territoires du Nord-Ouest; elle reçut 468 mémoires, près de 1000 lettres et 890 témoins.

Selon l'esprit de la Déclaration des Nations Unies de 1948 et en acceptant le postulat selon lequel:

"...le plein emploi des ressources humaines est dans l'intérêt même de la nation",

la Commission adoptait quatre principes:

1. que la femme doit avoir le droit de décider elle-même, en toute liberté, si elle va occuper un emploi en dehors de la maison ou non;
2. que le soin des enfants est une responsabilité que doivent se partager la mère, le père et la société;
3. que la société a une responsabilité particulière envers la femme, à cause de la grossesse et des naissances, et qu'il faudra toujours des mesures spéciales concernant la maternité;
4. que dans certains domaines, les femmes ont besoin, pendant une période intérimaire, de mesures spéciales afin d'effacer et de combattre les effets néfastes de la discrimination.

Le rapport de la Commission, présenté au gouvernement fédéral en 1970, comprenait 167 recommandations de modifications juridiques et pratiques que la Commission jugeait nécessaires à l'élimination de la discrimination à l'égard des femmes dans toutes les sphères de la société canadienne. C'est le rapport le plus complet sur tous les aspects de la situation des femmes au Canada. Un grand nombre de ses recommandations ont été

intégrées, en tout ou en partie, aux lois canadiennes au fil des années. Il reste encore, toutefois, beaucoup à faire quant à une législation nouvelle, ou à amender, et encore davantage quant à la mise en vigueur de nouvelles lois.

On peut dire sans exagérer que personne ne peut prétendre connaître ou comprendre la situation des femmes dans ce pays sans une connaissance effective du Rapport de la Commission royale d'enquête sur la situation de la femme au Canada (1970).

LE CONSEIL CONSULTATIF CANADIEN SUR LE STATUT DE LA FEMME - 1973

En accord avec la recommandation de la Commission royale d'enquête à cet effet, le gouvernement fédéral créait en 1973 le Conseil consultatif sur le statut de la femme. Son mandat consiste à:

- informer le gouvernement fédéral et le public de ce qui peut concerner et intéresser les femmes;
- conseiller le ou la ministre, à sa demande ou selon ce que le Conseil juge approprié. (Rapport Nielsen, Amélioration de l'efficacité des programmes, p. 114 de la version anglaise)

En tant qu'organisme para-gouvernemental, le Conseil consultatif surveille l'évolution de la situation des femmes, produit des recherches, consulte les groupes de femmes et informe, conseille le gouvernement et ses divers services, comités et responsables quant aux enjeux concernant les femmes, en vue d'éliminer la discrimination et de promouvoir la réforme législative et l'amélioration des politiques sociales tel que l'envisageait la Commission royale d'enquête.

LE PROGRAMME DE PROMOTION DE LA FEMME - SECRETARIAT D' ETAT - 1973

En 1973, le gouvernement fédéral créait le Programme de promotion de la femme afin de:

- promouvoir une participation accrue des femmes dans toutes les sphères de la société canadienne, plus particulièrement dans le processus décisionnel et politique;
- développer les capacités et l'efficacité des groupes de femmes oeuvrant à l'amélioration de la condition des femmes.

Le Rapport Nielsen affirme que le Programme de promotion de la femme " ...constitue la plus importante, et quelques fois la seule, source de financement de soutien au fonctionnement des organisations féminines de volontaires oeuvrant à la promotion de la femme..." (ibid. p. 119 de la version anglaise)

Et dans son évaluation de ce programme, le Rapport Nielsen soutient qu' "étant donné l'engagement du gouvernement à prendre de véritables moyens à long terme pour

améliorer la situation des femmes au Canada, toute coupure de fonds dans ce secteur ne serait pas appropriée". (ibid. p.120 de la version anglaise)

CONDITION FÉMININE - CANADA 1976

Depuis 1971, un ministre est responsable de la condition féminine au Canada. En 1976, Condition féminine Canada a été créé par un arrêté-en-conseil.

Son objectif est de promouvoir l'égalité des chances pour les femmes dans toutes les sphères de la société canadienne.

Son rôle est de s'assurer que le gouvernement remplisse son engagement face à l'égalité entre les hommes et les femmes. Selon le Rapport Nielsen, ce programme "constitue le principal mécanisme de coordination à l'échelle fédérale". (ibid. p. 109 de la version anglaise)

LA CHARTE CANADIENNE DES DROITS ET LIBERTÉS - 1982

En conséquence de la vigilance et de l'activité considérable des groupes de femmes, la Charte canadienne des droits et libertés qui fait partie de la Constitution du Canada depuis 1982 avalise l'aspiration des femmes à l'égalité par les dispositions suivantes:

Article 15.

1. La loi ne fait acception de personne et s'applique également à tous, et tous ont droit à la même protection et au même bénéfice de la loi, indépendamment de toute discrimination, notamment des discriminations fondées sur la race, l'origine nationale ou ethnique, la couleur, la religion, le sexe, l'âge ou les déficiences mentales ou physiques.
2. Le paragraphe (1) n'a pas pour effet d'interdire les lois, programmes ou activités destinés à améliorer la situation d'individus ou de groupes défavorisés, notamment du fait de leur race, de leur origine nationale ou ethnique, de leur couleur, de leur religion, de leur sexe, de leur âge ou de leurs déficiences mentales ou physiques.
28. Indépendamment des autres dispositions de la présente charte, les droits et libertés qui y sont mentionnés sont garantis également aux personnes des deux sexes.

ENTRE-TEMPS. AUX NATIONS UNIES...

Pendant que le Canada développait les outils nécessaires au respect de son engagement envers les femmes, les Nations Unies - avec la participation du Canada - considéraient les possibilités de mettre un peu de chair sur les os de la Déclaration de 1948, plus particulièrement en ce qui concernait les femmes.

L'ANNEE INTERNATIONALE DES FEMMES ET LA CONFERENCE MONDIALE DE MEXICO - 1975

En 1972, les Nations Unies choisissaient 1975 comme Année internationale de la femme afin de sensibiliser le monde aux injustices subies par les femmes et de coordonner les efforts pour améliorer leur statut.

En 1975 donc, les Nations Unies organisaient une rencontre internationale des femmes dans la ville de Mexico. On y proclamait l'ouverture de la Décennie des femmes ayant pour objectifs "l'Égalité, le Développement et la Paix". La Déclaration de Mexico affirme que toute femme a droit à la dignité, et à l'égalité de droits, de chances et de responsabilités. La Conférence de Mexico recommandait que les Nations Unies adoptent une convention visant à éliminer la discrimination contre les femmes.

LA CONVENTION DES NATIONS UNIES SUR L'ÉLIMINATION DE TOUTES LES FORMES DE DISCRIMINATION A L'ÉGARD DES FEMMES - 1980

Cette convention des Nations Unies était adoptée à la Conférence mondiale de Copenhague en 1980; notons la participation canadienne à sa formulation. Cette convention était ratifiée par le gouvernement canadien en décembre 1981 après consultation de tous les gouvernements provinciaux et territoriaux.

Jalon sans précédent dans l'engagement des gouvernements face au droit des femmes à l'égalité, la convention déclare que:

1. Aux fins de la présente convention, l'expression "discrimination à l'égard des femmes" vise toute distinction, exclusion ou restriction fondée sur le sexe qui a pour effet ou pour but de compromettre ou de détruire la reconnaissance, la jouissance ou l'exercice par les femmes, quel que soit leur état matrimonial, sur la base de l'égalité de l'homme et de la femme, des droits de l'homme et des libertés fondamentales dans les domaines politique, économique, social, culturel et civil ou dans tout autre domaine.
5. Les États parties prennent toutes les mesures appropriées: ...(b) pour faire en sorte que l'éducation familiale contribue à faire bien comprendre que la maternité est une fonction sociale et à faire reconnaître la responsabilité commune de l'homme et de la femme dans le soin d'élever leurs enfants et d'assurer leur développement, étant entendu que l'intérêt des enfants est la condition primordiale dans tous les cas.

Article 11.

1. Les États parties s'engagent à prendre toutes les mesures appropriées pour éliminer la discrimination à l'égard des femmes dans le domaine de l'emploi, afin d'assurer, sur la base de l'égalité de l'homme et de la femme, les mêmes droits, et en particulier:

- a. Le droit au travail en tant que droit inaliénable de tous les êtres humains;
 - b. Le droit aux mêmes possibilités d'emploi, y compris l'application des mêmes critères de sélection en matière d'emploi;
 - c. Le droit à l'égalité de rémunération, y compris de prestation, à l'égalité de traitement pour un travail d'égale valeur aussi bien qu'à l'égalité de traitement en ce qui concerne l'évaluation de la qualité du travail;
2. Afin de prévenir la discrimination à l'égard des femmes en raison de leur mariage ou de leur maternité et de garantir leur droit effectif au travail, les États parties s'engagent à prendre des mesures appropriées ayant pour objet:
- b. D'instituer l'octroi de congés de maternité payés ou ouvrant droit à des prestations sociales comparables, avec la garantie du maintien de l'emploi antérieur, des droits d'ancienneté et des avantages sociaux;
 - c. D'encourager la fourniture des services sociaux d'appui nécessaires pour permettre aux parents de combiner les obligations familiales avec les responsabilités professionnelles et la participation à la vie publique; en particulier en favorisant l'établissement et le développement d'un réseau de garderies d'enfants;

Article 12.

1. Les États parties prendront toutes les mesures appropriées pour éliminer la discrimination à l'égard des femmes dans le domaine des soins de santé en vue de leur assurer, à égalité avec les hommes, les moyens d'accéder aux services médicaux, y compris ceux qui concernent la planification de la famille.

Article 16.

Les États parties prennent toutes les mesures nécessaires pour éliminer la discrimination à l'égard des femmes dans toutes les questions découlant du mariage et dans les rapports familiaux et, en particulier, assurer, dans des conditions d'égalité avec les hommes:

- e. les mêmes droits de décider librement et en toute connaissance de cause du nombre et de l'espacement des naissances et d'avoir accès aux informations, à l'éducation et aux moyens nécessaires pour leur permettre d'exercer ces droits;

LA CONFERENCE MONDIALE DES FEMMES DE NAIROBI - 1985

Le Canada a exercé un leadership certain à la Conférence mondiale de Nairobi, ce qui agrandit la réputation de notre pays à l'échelle internationale. Avec l'aide compétente de la délégation canadienne, le consensus a été atteint quant au document définitif de la

conférence "les stratégies prospectives d'action pour la promotion de la femme jusqu'en l'an 2000 (SPA)".

"Par ce consensus, on reconnaît, au niveau international, que les femmes de partout dans le monde ont des préoccupations communes. Les gouvernements ont désormais la responsabilité, envers leurs propres citoyens et envers la communauté internationale de mettre en application les stratégies".

Quelques extraits des "stratégies prospectives d'action de Nairobi":

Par. 6

...ces stratégies réaffirment l'intérêt que la communauté internationale porte à la condition de la femme et offrent un cadre à partir duquel relancer l'engagement pris par la communauté internationale de favoriser la promotion de la femme et d'éliminer les formes de discrimination fondées sur le sexe.

Par. 44

L'un des objectifs de la Décennie est le respect scrupuleux de l'égalité de droits des femmes et l'élimination de la discrimination de droit et de fait dont elles sont victimes.

".. La discrimination entraîne une utilisation non rentable des talents des femmes et un gaspillage de ressources précieuses."

Par. 45

Bien qu'il n'y ait aucune raison d'un point de vue physiologique pour que les responsabilités ménagères et familiales soient considérées comme essentiellement du ressort de la femme, pour que les travaux domestiques soient dévalorisés et pour que les capacités des femmes soient considérées comme inférieures à celles des hommes, le fait d'être persuadé du contraire perpétue l'inégalité et empêche les changements de structure et de mentalité nécessaire pour l'éliminer.

Par 48

...La discrimination entraîne une utilisation non rentable des talents des femmes et un gaspillage de ressources précieuses... En fin de compte c'est la société qui est perdante...

Par. 128

Les gouvernements devraient reconnaître qu'il est important et nécessaire d'utiliser pleinement la contribution que les femmes peuvent apporter à l'autosuffisance et à la réalisation des objectifs de développement national, et ils devraient adopter des

dispositions législatives à cette fin. Il faudrait formuler et mettre en oeuvre des programmes permettant aux organisations, coopératives, syndicats et associations professionnelles de femmes, d'accéder au crédit et à d'autres formes d'aide financière, ainsi qu'à la formation et aux services de vulgarisation. Il faudrait créer des mécanismes consultatifs qui permettraient de tenir compte des points de vue des femmes dans les activités gouvernementales et créer également des liens solidaires avec les organisations locales de femmes, telles que les sociétés d'auto-assistance au développement communautaire et les sociétés d'assistance mutuelle, et les organisations non gouvernementales dédiées à la cause des femmes, afin de faciliter l'intégration de celle-ci au développement global.

LE CANADA APRÈS NAIROBI - 1985

A une conférence fédérale-provinciale des ministres responsables de la condition féminine à Halifax les 28 et 29 novembre 1985, les ministres ont endossé un communiqué où l'on retrouve:

"Nous, ministres responsables de la condition féminine au Canada, réaffirmons l'engagement de nos gouvernements de mettre en oeuvre la Convention des Nations Unies sur l'élimination de toutes les formes de discrimination à l'égard des femmes. Nous endossons de plus l'objectif spécifique d'une pleine et égale participation des femmes à l'économie canadienne...

Une clé de l'égalité économique des femmes est leur égalité sur le marché du travail".

LE COMMUNIQUÉ CONCLUT COMME SUIT:

"Un engagement a agir

Aussi longtemps que le plein potentiel des femmes ne sera pas réalisé, l'économie canadienne ne se développera pas au maximum. Aussi longtemps que les barrières qui contraignent ce potentiel ne sont pas levées, le potentiel de tous les Canadiens et les Canadiennes sera limité.

Tous les gouvernements du Canada s'engagent à atteindre l'objectif d'une réelle égalité économique pour les femmes...¹².

À Nairobi et à Halifax en 1985, le gouvernement canadien a réaffirmé son engagement envers les femmes en accord avec les déclarations et conventions des Nations Unies. Il nous importe que la performance du gouvernement soit à la hauteur de ses paroles.

Citons encore une fois Condition féminine-Canada d'après un document du Congrès canadien pour la promotion des études chez la femme - 1986, ci haut mentionné:

"Les stratégies définies à Nairobi sont le prolongement des réalisations de la Décennie des Nations Unies pour la femme. Mais, faute de mesures de suivi, la Décennie et la Conférence pourraient n'être que de doux souvenirs. Les gouvernements se sont engagés à

appliquer les stratégies. Mais, à moins qu'ils ne respectent leur engagement, elles resteront lettre morte. Il leur faut absolument transposer ces stratégies en mesures concrètes".

"Nous nous sentons en droit d'attendre du gouvernement du Canada qu'il respecte les engagements qu'il a pris à Nairobi et à Halifax en 1985."

Le mouvement des femmes dans toute sa diversité, soutenu par ses alliés masculins dans de nombreux organismes démocratiques, a été la force motrice, au niveau national et international de toutes les initiatives et conventions depuis la Deuxième guerre mondiale afin d'éliminer la discrimination contre les femmes et nous permettre de contribuer au développement d'une société basée sur la paix et la justice sociale et économique.

Nous entendons poursuivre nos efforts et nous nous sentons en droit d'attendre du gouvernement du Canada qu'il respecte les engagements qu'il a pris à Nairobi et à Halifax en 1985.

Pour ce faire, nous croyons que le gouvernement canadien se doit de maintenir et d'augmenter, selon les besoins, le financement des groupes de femmes voués aux principes des Conventions des Nations Unies et de notre propre Charte canadienne des droits et libertés. Nous croyons également qu'assumer ces objectifs canadiens et internationaux pour la promotion du droit des femmes à l'égalité doit demeurer une condition essentielle au financement public des activités des groupes de femmes.

N.B. Les soulignés sont de nous.

NOTES

1. Les membres du Comité de Planification pour la consultation des groupes de femmes étaient:

Madeleine Parent, Représentante régionale pour le Québec, Comité national d'action sur le statut de la femme.

Marie Letellier, Coordonnatrice, Relais-Femmes.

Joan Brown Hicks, Ancienne Présidente, Congrès canadien pour la promotion des études chez la femme.

Jill Vickers, Présidente, Institut canadien de recherche sur les femmes.

Elizabeth Amer, Coordonnatrice, Women' s Health Sharing.

Ginette Busque, Présidente, Fédération des Femmes du Québec.

Megan Ellis, Agente de recherche associée, Women's Research Centre.

Linda Clippingdale, Directrice-générale temporaire, Institut canadien de recherche sur les femmes.

Aisla Thomson, Directrice générale, Congrès canadien pour la promotion des études chez la femme.

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2. Notre traduction



Photo: Tradeswomen Magazine

Marketing Non-traditional Jobs to Girls and Women

by Avebury Research and Consulting Ltd.

This is a summary of the findings and recommendations of the study Marketing non-traditional jobs to girls and women (1985), commissioned by the Women's Employment Directorate of Employment and Immigration Canada.

The purpose of the study was "...to gain information about the most effective ways to persuade girls, teen-age women and adult women to consider employment in non-traditional occupations. The results of the study will be used as the basis for the development of a successful communications strategy to promote interest in non-traditional employment among girls and women." (Avebury, 1985: page 2).

Three research phases formed the basis of the study: (1) discussion groups with girls and young women (aged 8 to 21) and mature women (age 21+) in Toronto (Anglophone) and Montreal (Francophone); (2) self-completed interviews with a total of 501 girls and young women in school classroom settings in Ontario and Quebec; and, (3) self-completed mail-back surveys with 500 adult women across Canada (384 working outside the home; 116 homemakers planning to return to the workforce within the next twelve months).

FINDINGS AND RECOMMENDATIONS

a) Adult Women

(1) Persuasive Messages

Analysis of the responses of adult women indicate that there are three primary messages they would find most persuasive in motivating them to choose employment in a non-traditional occupation:

- Non-traditional work is interesting (not boring);
- Women are capable of doing non-



traditional jobs, as numerous other women are already demonstrating;

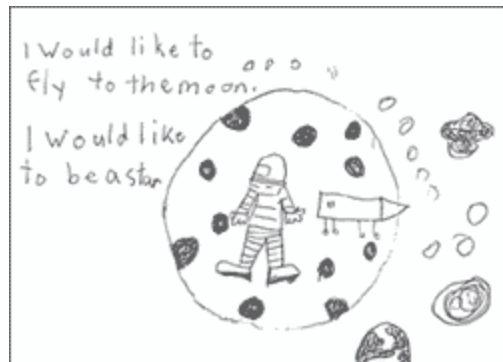
- Non-traditional work can provide women with a great sense of accomplishment.

The finding that women rate interest as the most important job characteristic verifies the work of other researchers and the results of the focus groups which preceded the survey components of this study. These groups showed that:

- intrinsic job motivators are more powerful than extrinsic ones;
- the most powerful intrinsic job motivator is interest.

Given the extreme importance of interest as a motivator, it must be the central theme of any communication effort directed to women.

In addition, since women choose a career on the basis of the intrinsic characteristics of the work, they need to be made much more aware both of the existence of numerous non-traditional jobs and of the interesting nature of the various tasks involved.



There are also some secondary messages that women find persuasive:

- non-traditional work pays well;
- some non-traditional work environments are clean and physically comfortable.

Where work environments are neither clean nor particularly comfortable, this should not be pointed out as a disadvantage since women who find the job interesting overlook these environmental factors.

The high level of environmental comfort may be an important factor in marketing computer-related occupations. Since respondents of all ages (young girls, teen-age women and adult **women gave quite high rating to** work with computers, this additional selling point should not be neglected.

(2) Prime Target Groups

Because homemakers reported the greatest dissatisfaction with the traditional women's jobs in which they had been employed, these re-entry women constitute a prime target for persuasive communications about non-traditional occupations.

Re-entry women, however, tend to be hesitant about coping with challenges and assuming

work-related responsibilities. Thus, as well as the primary messages described earlier, this group of women would benefit from extra reassurance about their capabilities.

(3) Effective Communication Channels

Ideally, women should learn about the benefits of non-traditional employment from women who are already employed in these fields.

The use of these role models provides a number of important marketing advantages:

- they enhance the perception that there are already a number of women in non-traditional jobs;
- if the role models are representative of ordinary women (not "super-women" or "stars"), they can generate in their audience the belief that they too would be capable of doing non-traditional work;
- they can project their own enthusiasm about non-traditional work;
- they are able, from their own experience, to make their work sound interesting.

An experiential, hands-on forum to inform women about non-traditional work is also a persuasive medium of communication. Since doing something is always more enjoyable and informative than hearing about it or watching someone else do it, a forum enhances interest and increases knowledge. By having the opportunity to try doing a task (manipulating machinery, making something work), women will gain a more realistic sense of their ability to do non-traditional work.

Since women typically under- estimate their abilities, the validation that comes from succeeding at a task is especially important.

Since women want to choose a career based on their interests, they are not receptive to a message that they "should" consider a non-traditional job. Rather, the tone of an introduction to non-traditional work should always be one of "expanding women's career choices".

For re-entry women in particular (not yet certain of their job goals and not especially positive about non-traditional occupations), an introduction to non-traditional work should not be advertised as such. Rather, it would be better to present it in the context of a forum or fair on career planning.

Since these women may not yet be actively involved in job search (for example, registered with a Canada Employment Centre), this career planning introduction should be



advertised through the channels that typically reach housewives (daytime television, if affordable, women's section of local newspapers, daytime radio, YM/YWCAs, libraries, etc.).

" ... by having the opportunity to try doing a task (manipulating, machinery, making something work), women will gain a more realistic sense of their ability to do non-traditional work".

Whatever the communication channel, the message to be emphasized is that women may find an interesting occupation in a non-traditional job sector that they are capable of doing and that provides a sense of accomplishment .

b) Teen-age Women/Elementary School Age Girls

(1) Persuasive Messages

Like adult women, teen-age respondents are best motivated by the primary message that non-traditional jobs are interesting.

Not only are teen-age women looking for interesting work, they are looking as well for a job that is a bit glamorous. Since television has already glamorized some occupations such as doctor, lawyer, pilot, and cruise ship officer, it is obviously easier to persuade teen-age women with higher educational aspirations to consider these careers. However, the more traditional young women with lower aspirations will not have the academic requirements to qualify for these types of jobs.

High-tech, computer-related jobs also appear to be very desirable to teen-age women. For many young women who have already been streamed (or self-selected) out of math and sciences, additional reassurance will be needed, where possible, about their ability to succeed in many of the computer-related jobs.

Although secondary to the interest of a job, teen-age women may be further motivated by the excitement and glamour of doing an unusual job. That is, the fact that these young women are less intimidated than adult respondents by the low number of women in a job can be an advantage in persuading them to choose non-traditional careers.

"... from an early age and throughout the adolescent years, girls and teen-age women should see women in the widest possible variety of occupations..."

(2) Prime Target Groups

One of the most important finding of this study is that the age of the respondent is correlated with attitudes toward non-traditional work and that younger respondents are more positive in their attitudes than older ones.

In fact, as age of respondents increased, positive attitudes decreased. Thus, girls and teen-age women are prime groups for a communication campaign as they are more easily persuaded to consider non-traditional employment.



Education about how interesting non-traditional jobs are should start at an early age, well before puberty. Since the change from positive to negative attitudes is most marked between 11 and 12 years of age, the communications effort should be increased and strengthened at this critical time.

A further benefit of this extra effort is that it will reach girls and young women before they have closed off future career options by eliminating their math and science studies.

As with adult women with low educational attainment, extra effort should also be focused on young women who do not expect to go to university, since these young women are less favorably disposed toward non-traditional work.

(3) Effective Communication Channels

Role models are important to girls and teen-age women, as they are to adult women. Thus, from an early age and throughout the adolescent years, girls should see women in the widest possible variety of occupations, in order to:

- ensure that girls and teen-age women are made aware of the diversity of available career options;
- ensure that they consider these career as viable options for themselves;
- demonstrate that women are capable of doing every possible type of job.

Role models for girls and teen-age women will likely be more persuasive if they are

somewhat glamorous and exciting (i.e., more idealistic than realistic). In addition, since teens are more responsive to their peers, the role models should be close to them in age.

It is important not to introduce non-traditional work to teen-age women as a separate entity, since they do not select a job on the basis of whether or not it is non-traditional. Further, the more traditional teen-age women may reject it for this reason.

Rather, as with adult women, this introduction should be an essential and integrated component of all career planning events and classes that take place in school.

Whenever possible, these career planning events should include an opportunity to gain some hands-on experience with the technology / equipment / implements used in various types of non-traditional work. Again, as with adult women, this kind of experience heightens interest, improves perceptions of capability and promotes understanding of some of the tasks involved in non-traditional work.

Finally, the school curriculum itself can be an effective communication channel. Specifically, math, science and technical trades can be introduced in ways that relate to girls' interests. This will help to maintain girls' interest in those areas, which in turn, will motivate them to choose careers into these fields.

SUMMARY OF RECOMMENDATIONS

1. Advertise and conduct career planning workshops or career fairs for re-entry women and for employed women contemplating occupational change to persuade them to consider non-traditional work.
2. Stress, in the promotion for these workshops, that they are designed to help women find interesting work that provides a sense of accomplishment.
3. Advertise these workshops in media that reach homemakers as well as employed women.
4. Ensure that women who already work in non-traditional jobs have a central role in career planning workshops and that these role models are women with whom the audience can identify.

These non-traditional workers should try to convey their enthusiasm, describe their work and explain why it interests them.

5. Career awareness for school age children should start as early as possible (Grades 1-3) with introduction to non-traditional fields by women working in these occupations. These women should be chosen for their ability to communicate the excitement their jobs hold for them. Hands-on experience, appropriate to the age level, would also be helpful.
6. Role models continue to be important to teen-age women. However, as well as

emphasizing the interesting nature of their work, they should also address the issues that most concern teen-age women:

- women can remain feminine and still do non-traditional work
- women can be successful wives and mothers and still do non-traditional work
- women can be popular (with other women and with men) and still do non-traditional work.

Anything that enhances the excitement and glamour of a non-traditional job will also be useful in persuading teen-age women.

7. Whenever possible, emphasize computer-related jobs or computer related tasks in non-traditional jobs for both girls and women.
8. Reinforce the perception evident in this study that computer-work is gender-neutral.
9. Promote computer literacy among girls and women.
10. Encourage measures to ensure that math, science and technical curricula in school are not biased unnecessarily toward male interest.
11. Encourage women to become math, science and computer science teachers as role models for their students.
12. Encourage the manufacture of gender-neutral software.
13. Encourage the distribution of computers throughout school (not just in math and science areas).

Barbara Herring and Helen LaFontaine are co-partners in the Toronto-based company Avebury Research and Consulting Ltd.

Comment inciter les jeunes filles et les femmes à entrer dans les professions traditionnellement réservées aux hommes

Par Avebury Research and Consulting Ltd.
Texte traduit par le gouvernement

Cet article présente un sommaire des conclusions et recommandations de l'étude Comment inciter les jeunes filles et les femmes à entrer dans les professions traditionnellement réservées aux hommes (1985), commandée pour Emploi des femmes, Emploi et Immigration Canada.

Cette étude a été commandée comme "... devant permettre de découvrir comment persuader les fillettes, les adolescentes et les femmes de se tourner vers les métiers traditionnellement masculins. Les résultats serviront à mettre au point une stratégie d'information destinée à éveiller l'intérêt des jeunes filles et des femmes pour ces professions." (Avebury, 1985: page 2).

L'étude a été effectuée en trois étapes: (1) des groupes de travail ont traité la question, qui étaient formés soit de fillettes et de jeunes filles (de 8 à 21 ans), soit de femmes adultes (plus de 21 ans) et qui se sont rencontrés à Toronto (groupes anglophones) et à Montréal (groupes francophones); (2) des questionnaires ont été remplis en classe par un total de 501 fillettes et jeunes filles, en présence d'un animateur; (3) des questionnaires ont été expédiés par la poste à 500 femmes adultes de tout le pays (384 travaillaient en dehors du foyer; 116 étaient des femmes au foyer envisageant de retourner sur le marché du travail dans les douze mois suivants).

CONCLUSIONS ET RECOMMANDATIONS

a. **Femmes adultes**

1. **Arguments à employer**

L'analyse des réponses fournies par les femmes adultes indique que trois grands arguments seraient les plus susceptibles de les convaincre de s'orienter vers des métiers traditionnellement masculins, à savoir:

- Ces métiers sont intéressants (et non ennuyeux).
- Les femmes sont capables de les exercer, comme le démontrent déjà de nombreux

exemples.

- Un travail de ce type peut donner aux femmes un réel sentiment d'accomplissement.

La constatation que les femmes font passer en premier l'intérêt du travail confirme les travaux d'autres chercheurs et les conclusions des groupes de travail qui ont précédé l'étape des questionnaires dans la présente étude.

- L'attrait exercé par une profession tient plus à des raisons intrinsèques qu'à des raisons extrinsèques.
- Le motif intrinsèque le plus puissant est l'intérêt éprouvé pour le travail.

Étant donné le rôle extrêmement important joué par l'intérêt, celui-ci doit constituer le thème central de toute campagne d'information s'adressant aux femmes.

En outre, puisque les femmes choisissent une carrière en fonction des caractéristiques intrinsèques du travail, il faut les mettre davantage au courant aussi bien de l'existence des nombreux métiers traditionnellement masculins que de l'intérêt présenté par les tâches qu'ils comportent.

Des arguments secondaires sont également trouvés convaincants par les femmes. Ces arguments sont les suivants:

- Les emplois traditionnellement masculins sont bien rémunérés.
- Dans certains de ces métiers, le travail est propre et n'exige pas de grands efforts physiques.

"Une séance de démonstration permettant d'acquérir une expérience concrète est également un moyen efficace d'informer les femmes sur les métiers traditionnellement masculins."

Si ces dernières conditions liées au cadre de travail ne sont pas réunies, il ne faut pas le souligner comme un inconvénient, étant donné que les femmes qui trouvent le travail intéressant ne tiennent pas compte de ces aspects.

Le confort certain dans lequel s'exercent les métiers de l'informatique peut jouer un rôle important dans la publicité faite en faveur de ceux-là. Cet argument supplémentaire n'est pas à négliger, d'autant plus que les répondantes de tous âges (fillettes, adolescentes et femmes adultes) ont classé très haut ce genre de travail.

2. Groupes cibles prioritaires

Les femmes qui songent à reprendre un travail rémunéré et qui sont particulièrement mécontentes des emplois traditionnellement féminins qu'elles ont pu occuper auparavant, constituent une cible toute désignée pour une campagne d'information au sujet et des métiers traditionnellement réservés aux hommes.

Toutefois, ces femmes qui vont retourner sur le marché du travail hésitent souvent à accepter des défis et à assumer des responsabilités professionnelles. Il serait donc bon de les rassurer sur leurs propres capacités lorsqu'on leur transmet les messages principaux décrits ci-dessus.



3. Moyens d'information efficaces

L'idéal serait que les femmes apprennent quels avantages présentent les emplois traditionnellement masculins de la bouche d'autres femmes travaillant déjà dans ces domaines.

Dans l'optique de la campagne de persuasion envisagée, ces modèles présentent les grands avantages suivants:

- Ils font mieux comprendre qu'un certain nombre de femmes travaillent déjà dans des domaines traditionnellement considérés comme masculins.
- Si les modèles sont représentatifs des femmes ordinaires (ne sont ni des femmes exceptionnelles ni des vedettes), ils peuvent inspirer à celles qui les écoutent le sentiment qu'elles aussi seraient capables de faire ce genre de travail.
- Ils peuvent faire partager leur enthousiasme pour le travail traditionnellement masculin qu'ils accomplissent.
- Grâce à leur expérience, ils peuvent montrer l'intérêt de leur travail.

Une séance de démonstration permettant d'acquérir une expérience concrète est également un moyen efficace d'informer les femmes sur les métiers traditionnellement masculins:

- Faire quelque chose étant toujours plus agréable et plus instructif qu'en entendre parler ou regarder quelqu'un d'autre le faire, une séance de ce type accroît l'intérêt et les connaissances.
- Ayant eu la possibilité d'essayer d'accomplir une tâche (se servir de machines, faire fonctionner quelque chose), les femmes se feront une meilleure idée de leur capacité à exercer des métiers traditionnellement masculins.

Les femmes sous-estimant généralement leurs possibilités, la valorisation résultant de l'accomplissement d'une tâche revêt une importance particulière.

Puisque les femmes veulent choisir une carrière en fonction de leurs goûts, elles ne sont pas sensibles à un message consistant à leur dire qu'elles "devraient" envisager un emploi dans un domaine traditionnellement masculin. Au contraire, en présentant aux femmes ce type de métiers, il faudrait toujours insister sur l'élargissement de la gamme des carrières entre lesquelles elles peuvent choisir.

Dans le cas particulier des femmes retournant au travail (indécises quant à leurs objectifs professionnels et n'ayant pas une attitude spécialement positive à l'égard des métiers traditionnellement masculins), il ne faut pas parler directement d'initiation aux professions traditionnellement masculines, mais plutôt présenter la question dans le contexte d'un forum sur la planification en matière de carrière ou d'une "exposition sur les métiers".

Comme il se peut que ces femmes ne soient pas encore activement engagées dans la recherche d'un emploi (par exemple, en s'inscrivant dans un Centre d'Emploi du Canada), la publicité concernant cette initiation à la planification en matière de carrière doit être faite de manière à toucher les femmes au foyer, par des moyens tels que: messages à la télévision durant la journée, si ce n'est pas trop coûteux; pages consacrées aux femmes dans les journaux locaux; messages radio durant la journée; YMCA et YWCA, bibliothèques, etc.

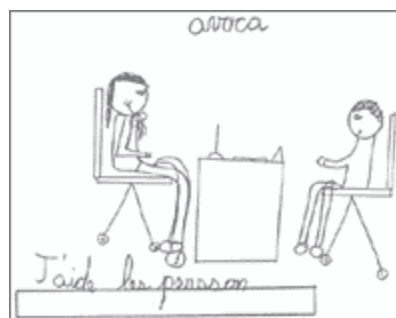
Quel que soit le moyen d'information adopté, le message à transmettre est que les femmes peuvent trouver dans les secteurs traditionnellement réservés aux hommes un travail intéressant qu'elles sont capables de faire et qui leur procurera un sentiment d'accomplissement.

b. Adolescentes et fillettes des écoles primaires

1. Arguments à employer

Comme les adultes, les adolescentes sont avant tout sensibles à l'argument selon lequel les métiers traditionnellement masculins sont intéressants.

Non seulement les adolescentes recherchent un travail intéressant, mais elles souhaitent aussi un métier quelque peu prestigieux. La télévision ayant déjà mis en valeur certaines professions (médecin, avocat, pilote, officier de marine), il est évidemment plus facile de persuader les adolescentes qui souhaitent poursuivre leurs études d'envisager ces carrières. Mais les jeunes filles traditionnelles, celles qui ont moins d'ambitions scolaires, ni auront pas la formation nécessaire pour ce type de métiers.



Les professions des secteurs de la technique de pointe et de l'informatique paraissent également intéresser beaucoup les adolescentes. En ce qui concerne les nombreuses jeunes filles qui ont déjà abandonné les classes de mathématiques ou de sciences, de leur propre chef ou à la suite d'un échec, il sera nécessaire de les rassurer, si possible, sur leur capacité à réussir dans de nombreux emplois comportant l'utilisation d'ordinateurs.

Bien que cet argument ne soit que secondaire par rapport à l'intérêt présenté par un travail, les adolescentes sont également sensibles à la fierté et au prestige liés au fait d'exercer un métier inhabituel. Ainsi, le fait que ces jeunes filles soient moins intimidées que les répondantes adultes par le faible nombre de femmes travaillant dans certains secteurs peut aider à les persuader de choisir des carrières traditionnellement masculines.



"Qu'il existe une corrélation entre l'âge et l'attitude à l'égard des métiers traditionnellement masculins, et que les plus jeunes répondantes sont celles qui ont l'attitude la plus positive."

2. Groupes cibles prioritaires

L'une des plus importantes conclusions de cette étude est qu'il existe une corrélation entre l'âge et l'attitude à l'égard des métiers traditionnellement masculins, et que les plus jeunes répondantes sont celles qui ont l'attitude la plus positive.

En fait, l'attitude devient de moins en moins positive avec les années. Par conséquent, les fillettes et les adolescentes doivent être les premières cibles d'une campagne d'information, car elles sont les plus faciles à persuader d'envisager une carrière dans un secteur traditionnellement réservé aux hommes.

C'est très tôt, bien avant la puberté, que les filles devraient apprendre à quel point les métiers traditionnellement masculins sont intéressants. Puisque le passage d'une attitude positive à une attitude négative s'accélère entre 11 et 12 ans, l'effort d'information doit être intensifié à cet âge critique.

Cette tactique présente un autre avantage: les filles seront informées avant d'avoir eu le

temps de se fermer certaines carrières en abandonnant les mathématiques et les sciences.

De même que des efforts supplémentaires sont nécessaires à l'égard des femmes adultes n'ayant qu'une formation scolaire limitée, il faut également entreprendre des actions particulières à l'intention des jeunes filles qui n'envisagent pas d'aller à l'université, puisque celles-ci ont une attitude moins favorable au travail dans les secteurs traditionnellement masculins.

3. Moyens d'information efficaces

Imiter un modèle est aussi important pour les fillettes et les adolescentes que pour les femmes adultes. Dès leur enfance et tout au long de leur adolescence, les filles doivent par conséquent voir des femmes exerçant la plus grande variété possible de métiers. Elles en tireront les bénéfices suivants:

- Elles seront mises au courant de diverses carrières entre lesquelles elles peuvent choisir.
- L'exemple les convaincra que ces carrières leur sont ouvertes.
- Elles auront la preuve que les femmes sont capables d'exercer tous les métiers.

Les modèles présentés aux fillettes et aux adolescentes exerceront une plus grande influence s'ils ont quelque chose de prestigieux et de stimulant (un aspect plus idéal que réaliste). En outre, les adolescentes étant plus sensibles à l'exemple de leurs semblables, les modèles devront être d'un âge proche du leur.

Il est également important de ne pas présenter aux adolescentes les métiers traditionnellement masculins comme une catégorie à part. En effet, elles ne choisissent pas un travail en fonction de son caractère masculin ou non. D'ailleurs, les adolescentes aux idées les plus traditionnelles pourraient rejeter certains métiers pour cette raison.

Au contraire, comme dans le cas des femmes adultes, l'information sur ce type de professions doit être intégrée à l'ensemble de l'orientation professionnelle telle qu'elle est organisée à l'école.

Autant que possible, l'information sur les carrières doit être complétée par des séances de démonstration permettant aux intéressées d'acquérir une expérience concrète des techniques et du matériel utilisés dans divers métiers traditionnellement masculins. Comme dans le cas des femmes adultes, ce genre d'expérience accroît leur intérêt pour le travail en cause, leur fait mieux prendre conscience de leurs capacités et leur permet de comprendre en quoi consistent les tâches de ce type de métiers.

Enfin, le programme d'études peut lui aussi être un moyen d'information efficace. En particulier, les mathématiques, les sciences et les disciplines techniques peuvent être présentées d'une manière répondant aux goûts des filles. Cela contribuera à entretenir leur intérêt pour ces matières, ce qui les poussera à vouloir travailler dans ces domaines.

RÉSUMÉ DES RECOMMANDATIONS

1. Que des séances d'information sur les carrières ou des "expositions sur les métiers" soient organisées à l'intention des femmes se disposant à reprendre un travail rémunéré et des travailleuses qui envisagent de changer d'emploi afin de les convaincre de songer à la possibilité d'occuper un emploi de type masculin, et qu'une publicité suffisante soit faite à ces initiatives.
2. Que la publicité relative à ces séances d'information insiste sur le fait qu'elles sont destinées à aider les femmes à trouver des emplois intéressants et de nature à leur procurer un sentiment d'accomplissement.
3. Que cette publicité soit faite dans les médias qui touchent les femmes au foyer aussi bien que celles qui travaillent.
4. Que dans ces séances d'information, un rôle essentiel soit réservé aux femmes qui exercent déjà un métier traditionnellement considéré comme masculin et que les modèles proposés soient des femmes avec qui l'assistance puisse s'identifier.



Ces femmes travaillant dans des secteurs traditionnellement réservés aux hommes devront essayer de faire partager leur enthousiasme, d'expliquer en quoi et pourquoi leur travail les intéresse.

5. Que les enfants d'âge scolaire reçoivent le plus tôt possible (classes 1 à 3) des renseignements sur les carrières et que les métiers traditionnellement masculins leur soient présentés par des femmes les exerçant elles-mêmes. Celles-ci devront être choisies en fonction de leur aptitude à faire sentir à quel point leur travail est emballant. Une expérience concrète, adaptée à l'âge des enfants, serait également utile.
6. En ce qui concerne les adolescentes, pour qui les modèles continuent à jouer un rôle important, que les femmes proposées comme exemples ne se bornent pas à montrer le caractère intéressant de leur travail, mais qu'elles abordent également les questions regardées comme spécialement importantes par cette classe d'âge. Il s'agit de montrer que, tout en exerçant des métiers traditionnellement masculins, les femmes peuvent:
 - Rester "féminines".
 - Bien remplir leurs rôles d'épouse et de mère.
 - Être populaires auprès des autres femmes et auprès des hommes.

Tout ce qui peut mettre en valeur le caractère passionnant et prestigieux d'un métier traditionnellement masculin contribuera à persuader les adolescentes.

7. En ce qui concerne toutes les classes d'âge, que l'accent soit mis sur les métiers de l'informatique ou sur les tâches nécessitant l'utilisation d'ordinateurs.
8. Que l'on insiste sur le fait que le travail sur ordinateur convient également à l'un et l'autre sexe. (La présente étude a montré que cette idée existe déjà.)



9. Que les filles et les femmes soient invitées à acquérir une formation en informatique.
10. Qu'en mathématiques, en sciences et dans les disciplines techniques, les programmes scolaires ne mettent pas sans nécessité l'accent sur ce qui intéresse plus particulièrement les garçons.
11. Que l'on encourage les femmes à devenir professeurs de mathématiques, de sciences et d'informatique afin qu'elles puissent servir de modèles à leurs élèves.
12. Que l'on veille à ce que les programmes informatiques s'adressent aussi bien à un sexe qu'à l'autre.



13. Que davantage d'ordinateurs soient installés dans les écoles (et pas seulement dans les classes de mathématiques et de sciences).

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Interview: Lenore Rogers

Carol Ariano, présidente-élue du CCPEF, fait ici une entrevue avec Lenore Rogers, présidente de notre organisme de 1981 à 1983. Lenore est directrice du Programme relais pour les femmes à Regina Plains Community College.

Lenore explique à Carol que, quand elle était jeune, son rêve était de se marier et d'avoir des enfants. Mais son mariage fut un échec, et elle décida de faire ses études universitaires pour avoir une carrière. Elle eut alors la chance de se retrouver parmi un groupe de femmes qui reprenaient elles aussi leurs études, dont le soutien l'encouragea à vouloir faire quelque chose pour les femmes, et finalement pour la cause féminine.

Au départ, dit Lenore, le CCPEF à Regina était fondamentalement un groupe-réseau. Par la suite, ce groupe est devenu plus centralisé et s'est donné principalement pour but de faire des pressions au nom des femmes, de présenter des requêtes au gouvernement et de créer ce programme-relais. Maintenant, les membres aimeraient en refaire un réseau. Lenore est profondément convaincue que, à mesure qu'un nombre plus important de femmes entrent dans les grandes organisations et compagnies, les changements en leur faveur deviendront inévitables. Cette conviction justifie tous les efforts entrepris, dit-elle.

Lenore Rogers, Past-President of CCLOW (1981-83), is Director of the Bridging Program for Women at Regina Plains Community College. Lenore has been involved with CCLOW for many years and has been active in Women's issues most of her professional life. She is interviewed here by Carol Ariano, President-Elect of CCLOW.

Carol: Your personal history reflects the experience of the majority of women seeking training and education as adults. Would you like to share that?

Lenore: When I was younger, much to the chagrin of my mother, my career ambition was to get married and have kids. I had accomplished all of that by the time I was twenty-one. After a marriage break-up, I decided to enroll in university - something I had not even contemplated earlier - and return to studies after a fifteen year absence. I was 32 years old.

Once at university, I was fortunate to become involved with a group of women in similar circumstances, returning to learning. The experience of participating in this group is what awakened my commitment to women - and ultimately to feminism.

Having the unconditional support of this group of women more than once saw me through a difficult week. I survived - even thrived - knowing that if I could just make it to

Wednesday, I would be able to talk things out with the encouragement of the group.

It is because of this experience that I so strongly value support groups for women learners and have ensured that this is built into the Bridging Program for Women.

Carol: From this exciting experience as a student, you moved into the workforce; but not to the receptionist job you had held earlier. What kinds of work did you find?

Lenore: The first job I had, while still completing my Bachelor of Arts, was working for Florence Flynn [now Saskatchewan Director for CLOW]. The job was setting up a summer camp for sole-support mothers on assistance and their children. This was intended as a non-traditional learning experience for women.

It strikes me, as I remember this unique program, that it happened because of the women who held all of the key decision-making positions at the community college which sponsored the camp. They appreciated the women's needs, and were willing to try something innovative to address those needs. Interesting... Later, I became the Coordinator of Women in Society Today, C.E.I.C. Outreach project whose aim was to facilitate women's re-entry into the workforce. [This program continues today and is called Working for Women.] From there I went to the Women's Division, Department of Labour, Government of Saskatchewan, first as Information Officer and then as Education and Extension Officer.

During all this time, CLOW was developing in Saskatchewan. With one network in Saskatoon and another in Regina, the organization was growing and flourishing.



Carol: What was the CLOW Network doing at this time?

Lenore: There was some lobbying going on, but mainly the network functioned for information sharing on issues related to women. It connected women from diverse organizations who were working with women.

It was during this time that the Canadian Committee for Learning Opportunities for Women was researching the learning needs of Canadian women. [This culminated in a report by Janet Willis, which was a turning point in CLOW's decision to leave the shelter of the Canadian Association for Adult Education and become an independent organization.]

The networking grew; large numbers of women came to monthly noon-hour meetings. Most of the time was spent in sharing information of what was happening for women in the Regina community.

Some participants began to say that the group needed more focus in order to accomplish things. A strain developed between strictly networking and the need to write letters,

develop briefs, make presentations: the tasks necessary to support advocacy. Though the information-sharing was exciting and empowering, it was clear that lobbying was necessary and that the network was not focusing on educational issues.

A decision was made to turn the coordination of this network over to Regina Status of Women as a more appropriate umbrella group, so that those particularly interested in women's learning could focus on that. As well, CLOW members decided to ask their various employers to acknowledge the need to focus on women's learning, by setting up meetings during work hours.

Unfortunately, the network, which was to meet during the evening, never really got off the ground. As usual, the issue of women's time affected this. Some could only come at noon, others only at night ... the information sharing network dwindled.

The active CLOW group, though considerably smaller than the former network, was a group of women who could justify the time during work. We set goals and focused very directly on education issues and the impact on women.

Carol: And what has the CLOW - Regina group done since this change?

Lenore: Several things... We have developed a paper, "Access to Learning Opportunities for Women", and presented its recommendations to appropriate government officials; developed a constitution for our local group, which clarified priorities; undertaken the study "National Training Act: Its Impact on Women"; and developed and implemented the Bridging Program for Women.

Carol: Through all these activities, what happened to the CLOW Network?

Lenore: For many reasons, the group became a small core; a small group did the work and the others fell away from active participation. Women always supported the activities wholeheartedly, but if they were unable to contribute to the work, they stopped attending the meetings. It may be that with the focus on the tasks at hand, there was not enough energy spent on bringing new women into the projects, involving them and helping them learn the ins and outs of lobbying, proposal writing, strategizing against blocks etc. The task took precedence over the relationships.

Carol: What do you anticipate as the next stage in the evaluation of the CLOW network in Saskatchewan?

Lenore: The present Saskatchewan Director, Florence Flynn, has made a commitment to reestablishing the links with other women's organizations and rebuilding the larger networking aspect of our group. We need to reach outward once again, to form coalitions with other women's groups, to build on the commonalities between and among various women and women's organizations, and to share this information so that we can mobilize around issues as they arise. This is all essential to the continued growth not only of the CLOW Saskatchewan Network, but of the women's movement in our community. While

it is exciting to see the many different kinds of women's groups that have sprung up over the years, the diverse interests make it difficult to mobilize when a specific issue arises.

Carol: Do you see any relationship between what has happened to the Regina network and the national organization?

Lenore: Yes. Government funders require bang for the buck - something to show for the investment: this makes us focus on accomplishing things that are obvious and measurable, rather than simply valuing the process of learning that takes place when we meet and share. This focus in the national board was carried back to our provincial group. The provincial group actively worked to carry out the short-term priorities of the Board (especially in the case of the National Training Act (N.T.A.) Study). The provincial network did things on a national as well as a local basis.

The experience in participating on the national board is incredible for those women who are elected to participate. It is very important that each director bring back to her network what she has learned and share it. If there were unlimited money available, it would be ideal to have several national committees, so that many more women could have this experience. It gives you a national network, a national perspective on this country, and the energy to keep working in your own area because of the innovations that are happening elsewhere in the country.

Carol: Turning for a moment to the Bridging Program for Women: what do you think about the process which resulted in its establishment?

Lenore: In spite of some of the negative effects of the singular focus on developing the Bridging Program for Women, the program is a tremendous asset to the women of Regina and it will serve as a model for future programs elsewhere in the country.

Carol: Looking back on your work and your volunteer involvements, what do you find encouraging?

Lenore: Because I have worked almost exclusively with women and women's organizations, I recognize that women work differently from men. With the ever-increasing numbers of women moving into regular organizations, I believe that profound change will occur in those organizations. By the sheer force of our numbers, changes to those institutions, which have so long ignored our values and interests, are inevitable. Knowing this (especially when the organizations don't recognize it) makes it all worthwhile.

The Bridging Program for Women: A CLOW Model that Works

En collaboration avec Regina Plains Community College, le CCPEF offre actuellement un programme très réussi de formation, de consultation et d'orientation aux femmes qui veulent entrer au sein de la population active ou changer de carrière.

Ce programme-relais propose à toutes les femmes qui en ont besoin divers cours et services de soutien.

Le cours le plus demandé est celui sur la planification professionnelle et les options d'emploi, où les participantes apprennent à mettre au point un plan de carrière et à créer un groupe permanent de soutien personnel. Parmi les autres services offerts, mentionnons une préparation à l'entrée sur le marché du travail, un club de recherche d'emplois, un service de placement temporaire et divers cours spéciaux.

Plus de 500 femmes ont pris part aux séances d'orientation; plus de 200 se sont inscrites à diverses composantes du programme; presque toutes se disent très satisfaites. Ce qui fait sans doute le succès du programme, c'est qu'il est d'une grande souplesse quant aux horaires et que le personnel est réellement déterminé à répondre aux attentes des participantes.

A highly successful program in Regina may offer a model for educational services to women entering or re-entering the workforce or seeking career changes. The Bridging Program for Women (BPW), a joint project of the CLOW Regina Network and the Regina Plains Community College, is more than a series of courses: it is an innovative combination of courses, counselling and referral services, and ongoing support groups. It works because it is flexible and based on the needs of participants. Courses are scheduled to meet their interests. The staff go to great lengths to adjust schedules to the varied time-tables of women. And the counselling and self-help elements prevent isolation, and give women the emotional support to pursue their goals.

The B.P.W., directed by former CLOW President Lenore Rogers, is administered by Regina Plains Community College, but is not integrated into its general offerings. It has its own budget, and is unique in operating under the guidance of an Advisory Committee, made up of women in the Regina Community with a particular interest in enhancing learning opportunities for women. The Committee, whose members are recommended by the CLOW Regina Network, has been established to ensure that the BPW adheres to its basic philosophy, and continues to grow and evolve as an innovative example of what

education can be for adults and especially for women.

Since the BPW started in May 1985, over 500 women have attended initial orientation sessions and small group interviews. Some were referred to other appropriate local educational and personal support agencies. Over 200 women have gone on to enter one or more of the other components of the program. (As of June 15, there were 114 women on the waiting list).

Women of all education levels, incomes, ethnic backgrounds, and interests have participated in the Bridging Program. Based on surveys after the first year, the majority of the women (68%) had an annual income of less than \$15,000. Almost half (47%) had worked at unskilled or semi-skilled occupations - most of them in female job ghettos. The exception was the Entrepreneurial and Business Skills (E.B.S.) component: perhaps significantly, women entering this course tended to be employed, often in semi-professional occupations, and to have higher educational and income levels than the participants as a whole.

Although the Bridging Program for Women is open to all women, it is particularly committed to serving:

- women with disabilities
- native women
- women re-entering the work-force
- under-employed women
- women whose jobs are disappearing because of technological change
- young women who have not yet joined the workforce.

"By May 30, 1986, 40% of the participants had made the transition to work or school."

Since special programs available in Regina for single mothers and for social assistance recipients have not been full of late, women who fit these two categories are often referred to the existing programs to avoid duplication.

The objectives of the B.P.W. as stated in the original program proposal are:

A. To provide the necessary support services to enable women to overcome the barriers to successful participation in education, training and employment:

- counselling
- group experience with other women

- development of support groups
 - flexible scheduling
 - financial support
 - appropriate referral
 - follow-up
 - advocacy
- B. To provide the appropriate program components to enable women to gain access to education, training and employment:
- assessment
 - vocational planning courses
 - upgrading, pre-trades, pre-technology
 - job readiness training
 - job finding club
 - work placement
 - entrepreneurial business skills course
 - special interest courses
- C. To provide on-going evaluation of the program to ensure that it is flexible and innovative in meeting the needs of participants and the community.

"According to an external evaluation of the program ... almost 98% of participants contacted were very satisfied with the BPW."

By May 30, 1986, 40% of the participants had made the transition to work or school; a third were still participating in upgrading or pre-trades training. Almost three-quarters of the women plan further education, but many were awaiting course starting dates, making financial arrangements, seeking sponsorships, etc.

According to an external evaluation of the program, undertaken by the Sample Survey and Data Bank Unit of the University of Regina, almost 98% of participants contacted were very satisfied with the BPW. Most indicated that the amount and quality of information which they received were excellent and that they had experienced increased levels of self-esteem as a result of their participation in the program.

ORIENTATION

Any woman who thinks she might be interested in the Bridging Program is encouraged to register for a three-hour Orientation session. The various aspects of the B.P.W. are outlined in a group session format similar to that used in the courses themselves. Some

women may end their involvement right there, with a better understanding of their own needs and options. Women who want to participate further choose a component and register, after an interview with a staff member to clarify the choice and ensure that it is appropriate.

VOCATIONAL PLANNING/ EMPLOYMENT OPTIONS (V.P.E.O.)

By far the most popular course is Vocational Planning / Employment Options (V.P.E.O.). During the first year, this was run twice as an evening course (two nights a week for sixteen weeks) and seven times as a day course (six weeks, four and a half days per week). During the second year, there will be twice as many evening courses and a slight reduction in full-time day courses. The aim of this course is for each participant to develop a career plan, including both short-and long-term goals, in addition to a range of personal skills necessary to successful participation in education and training or employment.

An integral part of V.P.E.O. is the establishment a personal support group that will continue after the course has ended. The first year's experience indicate that more staff should ideally be allocated to ensure that support groups continue, but current budgets do not allow for this.

LEARNING CENTRE

Women who have identified a goal, but do not have the prerequisites necessary to enroll in the relevant course, can fill in gaps in their schooling or brush up on rusty academic skills in the Learning Centre. The Centre is operated on an individual basis, with instructors available as needed. Women can use provincial correspondence courses to attain the high school equivalents they need for the technical institutes. This is not necessary for the local university, which has an open admission policy. The Centre addresses many needs: women have also used it to prepare for high school equivalency exams, public service commission exams, and language training.

EMPLOYMENT - RELATED COMPONENTS:

JOB READINESS TRAINING, JOB FINDING CLUB, WORK PLACEMENT

Women who want to move directly into the workforce can enter one or more of the Employment Related Components, to practice and perfect the skills necessary to land a job. Each woman undertakes an actual job search, with the support of a facilitator and a group. If the search is not successful, a work placement of about three months is arranged in a job similar to the one sought. This not only provides valuable work experience, but can lead to permanent work; often a current work reference will make the difference to a potential employer.

ENTREPRENEURIAL/BUSINESS SKILLS

This course, which has been offered in both day and evening formats, is for women who

want to explore the possibility of starting their own businesses.

Participants begin by examining their own interests and temperaments and the rigorous demands on a self-employed woman. Those who are undaunted carry on with the course. By the time it wraps up, each has a business plan to support an application for a bank loan.

Because of funding difficulties, future participants in this course will be charged a fee. While the committee would ideally like to offer all courses for free, evaluation has shown that most women interested in entrepreneurship are employed, and are thus the group most able to pay. We hope that sponsors can be found for low income women who choose this course.

SPECIAL INTEREST COURSES

In addition to regularly-scheduled courses, courses offered from time to time have included assertiveness training, how to leave a destructive relationship, and using video to counsel women. These courses are offered for a fee, but five spaces are reserved in each for participants who cannot afford to pay. Program staff make every effort to provide courses requested by BPW participants.

SUPPORT ASPECTS OF THE B.P.W.

The educational components of the B.P.W. are important, but are not enough to ensure women's equitable participation in the labour force. It is the support built into the B.P.W. that sets it apart from other educational programs.

COUNSELLING/REFERRAL

While staff members are available to students to discuss their plans and concerns, women who need intense personal counselling are referred to community agencies that deal with their particular concerns. This policy integrates the B.P.W. into the community and avoids duplication of services. Women who are referred are always told that a place awaits them once they have dealt with their more immediate concerns.

FINANCIAL SUPPORT

No tuition is charged for B.P.W. components (except for Entrepreneurial/Business Skills and some special interest courses). Women may also qualify for training allowances from C.E.I.C. While allowances are not as high as we would like, they do ensure that participants do not have to use family money to take part in the course. Payments to women on Unemployment Insurance are continued for the duration of their studies.

CHILDCARE

The original proposals for the B.P.W. included a full day care facility at the project site, but this was never funded. Participants in the B.P.W. have access to a daycare centre

operated by the community college.

All trainees with children under 11 years of age are entitled to a dependent care allowance. This money, which in Saskatchewan is adequate to cover costs, enables mothers to purchase the childcare of their choice. In fact, during the first year, only one mother used the college day care; the others all preferred to arrange childcare in their neighbourhood.

SCHEDULING

Since conflicting timetables have been a major barrier to women's educational opportunities, the BPW has made flexibility a high priority. Women can choose either full-or part-time studies, day or evening. The only group of women who still have difficulty are shift workers: they can fit use of the Learning Centre around their work but we have not been able to plan a course timetable for women who have neither day nor evening consistently free. The B.P.W. is open from 8:00 - 10:00 P.M. Monday through Friday and from 9:00 A.M. - 5:00 P.M. Saturday. It has not been easy for staff: in order to accommodate these long hours, they work a complex combination of day and evening shifts.

LOCATION

The B.P.W. is located in downtown Regina at a spot well served by city buses. While we could have found less expensive space elsewhere, accessibility seemed important. The building is also fully wheelchair-accessible.

ADVOCACY

It is part of the duties of the B.P.W. staff to provide support, advice and assistance to participants in dealing with social workers, employment counsellors, doctors, government officials, etc. If participants still have trouble, staff will intervene on their behalf.

With the maze of different educational programs and services available, it sometimes seems that one needs a PhD in Community Development just to find the best route to reach a goal. B.P.W. staff try to demystify the systems and make them work for women.

FOLLOW-UP

All the women who attend the orientation session, as well as those who participate in any aspect of the Bridging Program, are contacted one month, three months, and six months after leaving the program.

They are called, during the day or evening, and asked about their progress towards their goals: whether they followed through on a referral, for example; whether they are still working; whether they have begun their chosen training; how studies are progressing, etc. If it seems appropriate, the caller asks whether the B.P.W. can be of further assistance and if an interview with a counsellor would be helpful. This continuing involvement helps us

monitor, and we hope ensure, long term success.

IMPACT OF THE CANADIAN JOBS STRATEGY ON THE B.P.W.

When the B.P.W. proposal was originally submitted to the Canadian Employment and Immigration Commission (CEIC) in October of 1984, the Canadian Jobs Strategy (C.J.S.) had not yet been developed. The B.P.W. was funded, in April 1985, partially from the Institutional Training Program and partially from Job Corps (which has since been abolished).

The implementation of C.J.S. was not encouraging to the B.P.W.: our broad-ranging approach to all women and our focus on bridging (i.e. generic training), rather than on skills training, do not fit easily within the new criteria. CLOW members and B.P.W. staff felt that to tailor the program to the narrow C.J.S. criteria would destroy the integrity of the program and force us to abandon our goals and philosophy.

Research indicated that between 21% and 30% of the participants in the first year would not have satisfied the C.J.S. criteria. (Most of these women would have been ineligible because they were attached to the labour force, albeit in part-time or low-skill jobs.)

We applied to the Saskatchewan Government to provide funding for a portion of the program so that it could continue intact. This money was provided as a special grant for one year. After some discussion, C.E.I.C. officials agreed to continue to provide training allowances for those women who do not fall within the C.J.S. criteria as a special grant for one year. They are funding the majority of the program (approximately \$500,000, excluding training allowances; the provincial contribution is approximately \$150,000) under the Re-Entry/Entry Skill Development and Job Development categories of C.J.S. Thus, although its long-term future is not clear, the B.P.W. will continue for at least one more year in Regina.

PLANS FOR THE UPCOMING YEAR

During 1986-87, the B.P.W. will continue to serve the women of Regina. To accommodate more women employed in unsatisfactory or threatened occupations, more night courses will be offered. Rising costs will make it a struggle to maintain the quality and breadth of the program on a frozen budget.

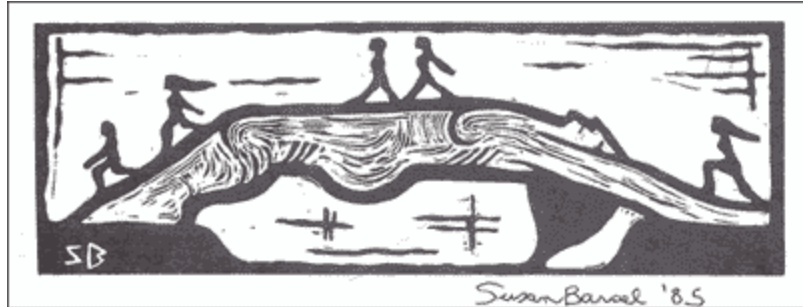
Still, the very existence of the B.P.W. seems like a miracle. Its continuance requires a vigilant commitment from the staff, the advisory committee, CLOW members and various supportive provincial and federal government officials. The on-going evaluation should prove valuable, not only for this program, but for other adult education programs as well. We believe the evaluation will prove that the extra money invested in support services is worthwhile because of reduced drop-out rates (a costly effect in most educational programs) greater long-term success, higher rates of placement and, ultimately, self-sufficiency for participants.

Carol Ariano is the President-Elect of CLOW.

Note:

If you would like more detailed information on the B.P.W., you can purchase the Program Proposal from the CLOW National Office or contact:

The Bridging Program
for Women
Regina Plains
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2314 -11th Avenue
Regina,
Saskatchewan S4J 1J2



Adult Basic Education: Whose Responsibility?

by Susan Witter

Qui dit éducation de base des adultes (E.B.A.) dit connaissances fondamentales de lecture, d'écriture et de calcul requises de la part de tous les adultes pour remplir leurs devoirs quotidiens de citoyens, de parents et de travailleurs dans une société technologique moderne.

D'après des études faites en 1984, 21% des Canadiens de 17 ans et plus ont 8 années de scolarité ou moins. Seulement 48% des Canadiens adultes ont terminé leurs études secondaires. En Colombie-Britannique, le pourcentage des adultes ayant moins de 8 années de scolarité a chuté de 19,1% en 1976 à 14,4% en 1981.

Les possibilités sont extrêmement limitées pour les adultes qui ont peu d'instruction. Historiquement au Canada, les gouvernements fédéral et provinciaux accordent une importance moindre à l'éducation de base des adultes qu'aux programmes de transfert universitaire, de formation professionnelle ou d'enseignement technique. Les statistiques montrent en outre que l'aide fédérale aux programmes d'E.B.A. est actuellement en déclin.

L'instauration de la Planification de l'emploi au Canada s'est accompagnée d'une diminution des programmes de formation en établissement, ce qui a eu de graves conséquences pour les adultes peu instruits. On craint actuellement que les changements de priorités gouvernementales aient pour résultat d'isoler et de négliger encore davantage les adultes peu scolarisés.

Bien que la nécessité des programmes d'E.B.A. ne soit plus à démontrer, le gouvernement fédéral réduit maintenant l'aide qu'il leur accorde et minimise leur priorité dans sa Planification de l'emploi au Canada. Un effort concerté entre le gouvernement fédéral et les provinces est absolument essentiel pour assurer des services d'éducation de base à tous les adultes qui en ont besoin.

Education in our affluent, technological society is regarded as a key to attaining economic and personal competence and self-fulfillment. Yet, while those who are best educated tend to continue their education, the least educated do not. This cannot be explained simply by a lack of motivation or will on the part of the latter group. Few appropriate opportunities exist for adults with low educational achievement. Historically in Canada, Adult Basic Education has been a lower priority of both the Federal and Provincial governments than university transfer, career/technical or vocational programs.

Adult Basic Education (A.B.E.) encompasses basic skills of reading, writing, spelling, listening, speaking and computation required by all adults in a modern technological society to function in their everyday roles as citizens, parents and workers.¹ This article will use the term to include activities and programs for adults who have not completed high school.

UNDEREDUCATED ADULTS: RECENT STATISTICS

Statistics Canada's Labour Force Survey, conducted in January 1984, shows that 21% of Canadians 17 years of age and older have attended school for eight years or less. Only 48% of Canadian adults have completed high school. Almost half (45%) of the undereducated adult population is under 55; 10% are under 35, another 15% between 14 and 35, and 19% between 45 and 54.²

B.C. adults fare better than the Canadian average. The provincial figures show that the percentage of adults with less than a grade eight education dropped from 19.1% in 1976 to 14.4% in 1981.

ADULT BASIC EDUCATION IN B.C.

Since the development of the Ministerial Policy on the Provision of Adult Basic Education Programs including English Language Training in the Public Education System of British Columbia in 1980, there has been a more coordinated and diversified program delivery system for A.B.E. in B.C. The major providers of A.B.E. are the school districts, colleges, institutes and, to a lesser extent, voluntary organizations.

This policy promoted the development of new adult basic education programs at most community colleges in B.C. Particularly impressive was the growth of part-time adult basic education programs offered by school districts, colleges and institutes. From 1976/77 to 1982/83, course registrations in school districts, colleges and institutes in high school completion and academic upgrading programs climbed from 6,588 to 23,673.³ However, during the same period, course registration in federally sponsored A.B.E. programs fell from 6,740 to 4,284.⁴

"The most recent Federal and Provincial statistics available (1985/86) show a continued decline in federally sponsored A.B.E. programs."

The most recent Federal and Provincial statistics available (1985/86) show a continued decline in federally sponsored A.B.E. programs. Since the B.C. government's 1983 restraint program, a drop in provincial funding has also led to declining enrolment in non-

CEIC related A.B.E.

**FEDERAL/PROVINCIAL RELATIONSHIP
IN THE PROVISION OF ADULT
BASIC EDUCATION PROGRAMS**

Colleges across Canada made a significant entry into Adult Basic Education programs in the late 1970's and early 1980's. Thousands of Canadians were given a "second chance" to study fundamental literacy and numeracy skills. These programs were intended to give adults opportunities to pursue vocational training and then enter the skilled workforce with a much better chance of permanent employment. Optimists forecast the early eradication of adult illiteracy.⁵

In B.C., non-CEIC Adult Basic Education programs are funded by Federal transfer payments to the provinces. The province then allocates dollars to colleges, institutes and school districts for the delivery of A.B.E. programs.

The Federal government, through CEIC, pays for direct course costs and training allowances for clients taking ABE and vocational skills training. The provincial government produces the "up-front" money for the operation of the programs, and then recovers the costs from the federal government. This federal government training program, referred to as the Institutional Training Program, has been in existence throughout the Adult Occupational Training Act (1967-1982) and the National Training Act (1982-1985).

**THE FEDERAL ROLE: A DIMINISHING
PRESENCE IN A.B.E.**

The decline in participants in federally-sponsored CEIC A.B.E. programs started in the mid-seventies with the reduction of federal funding for these programs.

1972 / 73	55,671 *
1976 / 77	44,910 *
1982 / 83	28,153 *

* number of trainees in Federal
BTSD, BJRT and WAT programs
(A.B.E. programs) in Canada.⁶

By 1983 it was evident that the federal government had virtually ceased sponsoring manpower programs below the grade 8 level. Concurrently, the federal government was rapidly phasing out its participation in Basic Training for Skill Development (B.T.S.D.), the fundamental A.B.E. program which gives adults upgrading in English, Math and Science at the grade 8, 10 and 12 levels.

In June 1985, a major change to the National Training Act was announced with the new Canadian Jobs Strategy, which focuses on employment training rather than skills development. This Jobs Strategy emphasizes direct work placement for undereducated, unskilled and unemployed individuals and less skills training in the classroom. Two of the six programs, Job Entry/Re-Entry and Job Development, are specifically aimed at the under-educated, unskilled and unemployed. The programs which combine training and work experience give little time to upgrading in reading, writing, and math.

"B.C. educators fear that shifting government priorities will further isolate and neglect the undereducated adult."

In 1986, the Federal government announced a 10% per year cut, for 1986-1989, in C.E.I.C. transfers to the Province. The decline of the institutional training program has serious consequences for the undereducated adults of our province. Colleges are already reducing their A.B.E. program profile and student intake. B.C. educators fear that shifting government priorities will further isolate and neglect the undereducated adult. As support for the institutional training program is cut and federal dollars channeled into the Canadian Jobs Strategy, a growing number of undereducated adults are being placed in the Job Entry Program. Job Entry, which combines training and work experience, allows only 13 weeks for upgrading in reading, writing, math, speaking, listening and reasoning.

If Job Entry/Re-Entry is intended eventually to be a substitute for the institutional training programs, major changes will be needed. The first step would be to assure that adult basic education is an integral part of such programs, so that adult students could upgrade to an entry level before their job entry / re-entry program commences.

THE NEED FOR A.B.E.

A number of recent federal studies have addressed the social problems of the undereducated adult and high accompanying economic and social costs.

The Allmand Task Force (February 1982) documented the large federal cutback to B.T.S.D. and assistance to Adult Basic Education. This report called for a united federal/provincial effort to eradicate functional illiteracy in Canada.⁷

From the Adult's Point of View (C.A.A.E. 1982) recommended strong action to prevent further federal cutbacks in programs for disadvantaged adults (women, natives, immigrants and youth)⁸.

Learning for Life (report of the National Advisory Panel on Skill Development to the

Minister of Employment and Immigration- March 1984) recommended a 10 year program to combat adult illiteracy in Canada, noting that:

Those adults whose educational background does not permit them to function effectively in the community, and the economy, require priority attention. Unless a very special effort is made to combat this national disgrace, ...Canada's functional literacy problem, far from dissipating over time, will rise to crisis proportions in the coming decade." ⁹

The 1983 report on Adult Illiteracy in Canada pointed out that the need for adult basic education programs will always be paramount:

Experience has shown that there will always be a number of adults who for one reason or another, are not successful in the regular school system. For these people a "second chance" is needed in more flexible situations and supportive environments. With demographic changes and declining public school enrolment, adult education resources are being used by those who are already well-educated or are autonomous learners. If we are committed to lifelong learning for all, we must develop new strategies for reaching the educationally disadvantaged. ¹⁰

"A united Federal/Provincial effort is needed to provide Adult Basic Education to all who need it."

CONCLUSION

All these reports point to the need for Adult Basic Education programs, the social and economic costs of inadequate education, and the links between illiteracy and poverty, unemployment, racism and crime. Yet the federal government is withdrawing support for Adult Basic Education, and giving it a low priority in the Canadian Jobs Strategy.

A united Federal/Provincial effort is needed to provide Adult Basic Education to all who need it.

ENDNOTE

1. Audrey Thomas, Adult Illiteracy in Canada, Canadian Commission for UNESCO, Ottawa 1983
2. Canadian Association for Adult Education, Educationally Disadvantaged Adults: A Profile; Toronto 1985
3. Province of British Columbia, Ministry of Education, B.C Post Secondary Enrolment Statistics, 1967 / 77, 1982 / 83

4. Canada Employment and Immigration Commission, Annual Statistical Bulletin
5. John Dennison and Paul Gallagher, Canada's Community Colleges - A Critical Analysis ; U.B.C. Press, Vancouver 1986, p. 158
6. C.E.I.C. Annual Statistical Bulletin
7. Federal Parliamentary Task Force (Allmand Task Force), Work for Tomorrow: Employment Opportunities in the 80's, Ottawa 1982
8. Canadian Association for Adult Education, From the Adults Point of View; Toronto 1982
9. National Advisory Panel on Skill Development Leave, Learning for Life; Ottawa 1984. Page 14
10. Audrey Thomas, Op. cit, page 109



Susan Witter is the Associate Dean, Continuing and Developmental Education, at Fraser Valley College in Abbotsford, British Columbia.

Graphic Gail Duesterbech
Courtesy Saskatchewan Tradeswomen Inc.

A Life Skills Program for Strippers

by Amber Cooke

En 1984, plusieurs strip-teaseuses ont demandé au YWCA d'organiser un groupe d'auto-soutien à leur intention. Ces femmes se voyaient comme marginalisées par la société, fondamentalement ignorées du système de services sociaux. En 1985, le YWCA a donc offert un programme-pilote mené par une ancienne strip-teaseuse, dans le but de sensibiliser davantage ces femmes à leur situation dans la société, de les aider à mieux connaître et à revendiquer leurs droits, d'accroître leur confiance en elles-mêmes et de leur faire découvrir d'autres possibilités de travail.

La responsable du programme s'est mise en rapport avec les stripteaseuses qui travaillaient dans les bars de la ville. Parallèlement à des rencontres de soutien mutuel, elle a organisé des projets spéciaux pour encourager ces femmes à partager leurs idées et leurs ressources. S'occuper de ce groupe n'a pas été chose facile. Néanmoins, le programme est parvenu à toucher beaucoup d'entre elles et a même permis à quelques-unes de changer de métier ou de reprendre leurs études. Beaucoup ont gagné confiance en elles-mêmes. Le programme est maintenant terminé, mais les connaissances acquises durant toute cette période pourraient permettre de planifier d'autres services à l'intention de ce groupe.

In our Fall 1985 issue, Rita Mifflin prepared an article on the newly initiated Strippers' Life Skills Group, sponsored by the Toronto YWCA. This article summarizes the final report on the activities of this Group.

BACKGROUND

In 1984, a group of Toronto women from the burlesque/striptease field requested a meeting with YWCA staff to discuss the development of a self-help support group. They saw themselves as a group marginalized by society and largely ignored by the existing social service system.

In February, 1985, the Toronto YWCA received funding to implement a pilot program. I was hired as a leader. Group meetings were planned as the focal point of this program, with intensive outreach to the burlesque dancers at their workplaces.

I received a ten-week evening course and a six-week full-time intensive course in Life Skills Coaching. I was also partnered with a Life Skills staff member for six months training and supervision. The following goals were worked out and shared with the

women who came to the group meetings:

GOALS/OBJECTIVES

1. **Consciousness Raising:** To enable this group of women to move beyond their individual concerns to develop a critical analysis of their role in society as women and strippers.
2. **Advocacy:** To begin to empower the women to recognize their rights and to take action through advocacy for themselves and other women.
3. **Lifeskills:** To increase self confidence and self awareness. To teach about services in the community and career alternatives. To encourage positive, rather than destructive, coping techniques and choices.
4. **Community Education:** To educate other groups/women about the realities of a stripper's life and to challenge stereotypes.

Individual participants had a variety of expectations, some more realistic than others. Some women wanted assistance in exploring options to leave the burlesque field, or help to stay in the field with a better understanding of themselves; advocacy skills and knowledge of their rights in the workplace; or help in developing back-up skills. Other women saw the group merely as a social event, and some had unrealistic hopes that the Toronto YWCA would financially support them in developing careers such as singing or dancing.

"Perhaps the greatest challenge with this group was to gain their trust, since many of them complained of bad experiences with the mainstream service system."

THE LIFESKILLS GROUP

I had several important tasks in launching the project. Perhaps the greatest challenge with this group was to gain their trust, since many of them complained of bad experiences with the mainstream service system.

Since I had worked in the burlesque entertainment world, I knew many of the strippers and the bar owners, and could easily chat with the strippers. In several months of almost daily visits to bars, I interested enough entertainers to develop a group of 4 - 15 women for the weekly Life Skills program. About 4 - 6 of these women were core participants, and on the average, 10 other women came each week. Because of the new- ness of this kind of program, and the isolation of strippers, the group was purposely kept very open-

ended and outreach continued.

This outreach was tremendously valuable. Even some women who never came to the group found talking to me useful as a very informal type of advocacy and life-skills counselling.

Establishing a time and place for the group was not easy in view of the entertainers' hectic schedules and their scattered locations. Sunday was chosen since that is the only day that most burlesque dancers have off. We tried holding meetings at the Toronto YWCA.

They were relatively successful: the group developed a high enough profile to receive referrals, and four of the core members developed the confidence to explore other career options, and eventually left the field.

But some of the strippers felt uncomfortable in a relatively formal group setting. Strippers are forced to be fiercely competitive in their professional lives, and have trouble opening up in a group. Others saw a conflict between their needs to discuss their own personal problems and a group focus on more general discussion of the situation of strippers in society.

"Flexibility seemed to be crucial in trying to develop a program which could meet the strippers' needs."

As some of the strippers became increasingly uncomfortable, we changed the format in the fall and held informal sessions about two or three times a month in the entertainers' familiar milieu. Flexibility seemed to be crucial in trying to develop a program which could meet the strippers' needs. Although I believe strongly in the value of life skills for strippers, I realized that these women are at different levels of personal development and cannot all assimilate the material and skills in the group context.

ACTIVITIES

Strippers face overwhelming problems, which affect any group activity. They feel excluded and rejected by most other women and by conventional social services. Always demanding and competitive, their world has become even more cut-throat as the advent of steep licencing fees has concentrated business in the big establishments and drastically cut the available jobs, forcing some strippers into prostitution or into types of performance they might have refused a few years ago. A 1985 ruling removing the prohibition against G-strings was welcomed by some strippers, but has made many others feel increasingly exploited, as the removal of the G-string was demanded by owners. Table dancing has become increasingly prevalent, eliminating the safe distance from patrons, often lengthening working hours, and making the club atmosphere more competitive than ever.

Performers are dependent on their agents, who sometimes manipulate and cheat them. Often on the road, unable to predict their working schedule, they have trouble achieving a healthy leisure time or pursuing other interests. They are caught in a double bind: their career may be short-lived, as they are soon considered "too old"; but they find it hard to leave the trade. Discriminated against in renting a home, seeking a bank loan, and sometimes even medical attention, they develop a poor self-image. Far from being recognized for their skills (a stripper must be flexible, a well-organized business woman, a dancer, and an ever-smiling public relations specialist), their experience counts against them if they apply for other jobs. Strippers have never been successful in organizing, and have no collective voice to advocate their rights. Any talk of collectivism can lead to black-listing; the women are scattered and isolated; and women who begin to be politicized can easily be replaced by younger, more naive women.

In the face of these problems, planning activities was a real challenge.

One of my first tasks was to affirm the entertainers' value as people and to emphasize that they were not being judged or stigmatized by the Toronto YWCA project. I helped arrange an Evening of Sharing with other burlesque dancers in January 1985. About 100 entertainers came, with many of the women sharing talents and skills such as singing, dancing, drama, storytelling or art. This was an exciting opportunity for these women to share a common bond, and to be outside the competitive work place. It also reaffirmed their range of talents and skills outside of the sextrade, without stigmatizing their work.

In the summer, I helped mobilize some 20 women into collecting materials for a resource book to document the reality and history of burlesque entertainers. This project had a double purpose: to raise the women's consciousness; and to help dispel popular misconceptions about strippers. Unfortunately, without any guarantees of publication or agreement on who would control the publication, some women withdrew their support and the book fell apart. However, a wealth of material was gathered and some of the women talked about seeking funding for publication on their own at some future date.

I spoke to other YWCA groups of women, such as participants in the Teen Mothers group and Life Skills groups about the misconceptions and realities of stripping. Audiences found this information interesting and valuable.

"These women need guidelines and support in making life decisions."

EVALUATION

This program was in a state of development and adaptation throughout the year. We did not achieve all of our objectives. In retrospect our goals may have been too ambitious.

However, we did gain a lot of knowledge which can be shared to dispel some of the stereotypes, and perhaps motivate social service providers to offer more to this group.

Because I used to work in the burlesque field, and have now moved on, I was able to show strippers that they have options. I was able to touch the lives of many strippers, in varying degrees. A few used me as a resource person, and made a career change, or sought upgrading. Others became mobilized to advocate for their rights in protesting demands of their fields. Others, who wanted to remain in stripping, developed more confidence in their skills and talents.

Perhaps we learned that, with this group of women, what is required most of all is flexibility. They can become alienated and distrustful very quickly without such a commitment.

I am very concerned about the discontinuation of the program, due to the difficulties of planning and of securing funding, at such a volatile time. These women need guidelines and support in making life decisions. If nothing follows the YWCA program, they may come to believe that no-one cares after all.

I am seeking funding, with the Toronto YWCA's support, to continue to do workshops to further educate the community and to help politicize the women themselves.

Amber Cooke was the facilitator of the Strippers' Life Skills Program at the Toronto YWCA, and is now coordinating a program for street hookers for the Elizabeth Fry Society.

ACROSS THE COUNTRY

BRITISH COLUMBIA REPORT

by Janet Patterson, Shauna Butterwick, Brenda Pengally and Etta Connor

Planning Process

The Vancouver network began a planning process in November, 1985, in order to clarify our mission and objectives. Throughout we have made ongoing acknowledgment of the importance of combining personal needs of members with a larger vision of women's learning needs. We have also attempted to combine the serious nature of our tasks with our desire to have fun and enjoy each other's company. Using various small and large group exercises, we have focused on the following national goal: to advocate for the redress of the inequities blocking women's access to and experience of learning by supporting the increase of women's access to education, validating women's experience, theorizing and popularizing solutions, and joining with other advocacy groups on specific issues. Many suggestions have come forward in the spirit of cooperation and consensus as to how this objective can be put into action. A strong recurring theme has been the need to educate ourselves about research done on women's experience of learning, about feminist perspectives on research and on ways of researching and exploring women's learning issues as a group and as individuals. Initial suggestions include a workshop to discuss various aspects of research. We will also cooperate with other groups in developing a phone tree connecting groups, organizations and individual women throughout this vast province who are concerned with women's learning issues. Our planning process will continue with constant regard for the importance of sharing the workload and avoiding the reinvention of the wheel.

Women's Economic Agenda

Over the past six months, CLOW as an organization has supported, and individual members have worked to organize, the Women's Economic Agenda: a broad based, nonpartisan coalition of women's organizations formed to make women's and children's issues a priority in the next B.C. provincial election.

Priority issues are: Poverty, Employment, Education, Daycare, Healthcare and Social Services. Current strategies include: grassroots organizing within readings, including neighbourhood forums on the issues; distribution and discussion of the brochure, Voter's Guide for Women; and workshops on voters' action; a questionnaire to be sent to each candidate and a "report card" to be compiled on the candidates responses and/or record; a forum on women's issues with leaders of the political parties. Copies of the Voter's Guide for Women and the California based Women's Economic Agenda have been deposited in our Learning Resources Centre (national office). For more information, contact Women's

Economic Agenda, c/o Dorrie Nagler (Steering Committee), TC 304, Simon Fraser University, Burnaby, B.C. V5A 1S5, (604) 291-4360.

Victoria News

While we in the hinterland are on holiday, thank goodness others are carrying on with the work at the national level. During May/June, incredible activity developed around several projects. Joan Looy represented CLOW at the B.C. NDP caucus meeting on education and training. We are providing questions for all political candidates - election soon! Etta Connor organized some instructors and students from Camosun to participate in the production of a Knowledge Network feature for instructors using the Ministry of Education Employment Preparation Guide. Susan Witter, Joan Looy and others were responsible for the production of the guide. On July 8, CEIC funding was approved for the T.I.P. (Trades Immersion Program) and Techworks (Orientation to Technologies) offered at Camosun College. Lobbying paid off, but more importantly, networking through CLOW kept the information flowing through the various community and government systems. Several of us have been to conferences across the country this summer so that we will have much to share when we meet again in September.

Victoria Report

Uppermost concerns in the past few months of the "re-founding" year in Victoria have been the development of a network (and mailing list) and responding to the Employment Equity / Canadian Jobs Strategy policies. While the contact person is still Etta Connor, she hopes to have a strong steering committee with a new contact person in place by the end of September. The next general meeting is set for the Thursday, September 18th, 7:30 pm at the Y on Courtenay.

CLOW members made a new banner and were joined by their families in the walk from Jonathon Rogers Park to B.C. Place Stadium to show their support for nuclear disarmament. Some of the members participating in the walk are shown in this photograph: (left to right) Nancy Moser, Janet Patterson (B.C. Director), Sarah Armstrong, Heidi Moser, Katrina and Bronwen and Ruth Armstrong, Sheila McFadzean, Brenda Pengally and May Archer. CLOW members also walked for peace in Victoria on April 26, 1986.



**Photo: B.C. - CLOW members in Vancouver's
Annual Peace March, Apr. 27, 1986**

ONTARIO REPORT

by **Janice McLean**

The Ottawa group continues its focus on economic issues. The group discusses what the economy means to women, what women mean to economists and what women's experience would bring to economics. In April, Carol Armatage presented an overview of economic jargon and assumptions. In May, Marilyn MacDonald presented a paper that looked at the history and use of birth control in light of a traditional economic model. She demonstrated that conventional economic assumptions do not apply well to all circumstances. Subsequently Kay Rogers gave a presentation on some current adult education issues facing Ontario, particularly the recommendations of the Pitman report on the governing of Community Colleges. The Ottawa members met with CLOW Executive Director Aisla Thomson in May, and a pot luck supper was held in July.

In Hamilton, the research study for the Women in Education group has been completed. The report is expected by the end of August and will be used as a basis for further work. A series of workshops based on the needs of the women who participated in the April conference is planned for the fall.

In Toronto, CLOW cosponsored the May educational Forum on apartheid, with speakers including South African Archbishop Desmond Tutu and Dame Nita Barrow, President of the International Council for Adult Education.

In Cornwall, the Women's Network is looking for women in business to sit on the Industrial Training Committee. Candidates must be in a position to hire for their companies. The Network has decided to give its support (and donations of needed items) to Baldwin House, a shelter for battered women. The Fall program is now being developed and the August event is a panel of business women, including the first woman elected as an Indian Chief in the U.S.A.

In May I also represented CLOW with a coalition of groups meeting with Minister John Crosbie on equality rights.

NOVA SCOTIA REPORT

by **Marjorie Johnson**

CLOW - N.S. welcomes Dr. Naomi Herson as the new President of Mount Saint Vincent University. Dr. Herson is a former Dean of the College of Education at the University of Saskatchewan and has done extensive research on women's issues and the

role of women in education. Dr. Margaret Fulton will be a hard act to follow in any field of endeavor, but we congratulate the search committee for their successful work.

We are planning a fall workshop at which Sylvia Gold, President of the Canadian Advisory Council on the Status of Women, will speak to the opening meeting on November 6th. On November 7th a workshop will be held on the issues of: Training under CJS; Young Women - Barriers to Learning; and How Can CLOW Respond to the Needs of All Women.

Our membership chairperson, Mariel Moser, plans a drive this fall in cooperation with our Project Facilitator Peggy Mahon.

ESLOW (Eastern Shore Learning Opportunities for Women) has been working hard to get a university credit course at Sheet Harbour, which is beyond the reaches of cable TV. Members have tried distance education but have had trouble with it. The Mount hopes to provide a course this fall with "live" instructors. Congratulations to ESLOW for their perseverance.

Linda Robert's committee is developing a proposal to CEIC to fund a Research Project to assess the feasibility of a re-entry program in non-traditional occupations as a follow-up to this committee's brief on Women's Participation in Publicly Funded Training Programs.

NEW BRUNSWICK REPORT

by Joan McFarland

The New Brunswick group held a potluck supper and business meeting in Fredericton on June 25th, at which the three of us who attended the NAC Annual Meeting reported on the meetings. As an outgrowth of reported directions of the June Board meeting in Toronto, we decided to form a consciousness-raising group on women's learning, composed of some of our members and other interested women. The group has already met twice and members say the discussions have been useful. We submitted our formal proposal for the re-entry program for women in non-traditional occupations to CEIC on June 26th. We are still waiting for a decision.

Irene Healey of the Secretariat for the Advisory Committee of EIC contacted us about a project they are doing on Family Responsibilities of Workers. We have agreed to meet with them when they come to New Brunswick in the fall.

Finally, we are pleased to have a new member in our provincial group - Dorothy MacKeracher, formerly the Treasurer of CLOW, who has recently moved to Fredericton from Toronto.

PEI REPORT

by Heather Orford

On June 4th, CLOW and the P.E.I. Advisory Council on the Status of Women sponsored a workshop entitled "Part-time Work and Job Sharing" given by Janice McLean of Algonquin College. Twenty five people attended the workshop - local members of CLOW, employment counsellors from women's and disabled outreach programs and coordinators from re-entry programs for women. The workshop was very well received.

Carol Connick wrote and presented a brief on behalf of CLOW to the National Liberal Task Force, on Post-Secondary Education on May 27, 1986 in Charlottetown.

The P.E.I. Director of CLOW made a presentation, to the Select Standing Committee on Education, Community Affairs and Justice of the P.E.I. Legislature on July 15, 1986. Fourteen members of the Provincial Legislature were in attendance. The presentation was a response to the Federal Government's proposed changes to the Criminal Code provisions on obscenity.

NEWFOUNDLAND REPORT

by Dorothy Robbins

Women's groups in Newfoundland and Labrador are exploring ideas for funding under the program of the CJS. A number of groups have received funding or are applying for Job Development Projects and the Advisory Council on the Status of Women has two Re-entry Projects underway. Two groups of women are training for jobs as plasterers/painters /paper hangers. Another two groups are involved in a classroom and practical approach to developing entrepreneurial skills and business ideas. The Association for New Canadians is sponsoring a re-entry program for immigrant women, which offers them the opportunity to upgrade training they received in their country of origin.

The Labrador Native Women Association held their annual general meeting in Northwest River, Labrador, on July 22-23. Education and training, employment opportunities and child care were major topics on the agenda. The annual provincial conference of local status of women councils and other women's groups is scheduled for November, hosted this year by the St. John's Status of Women Council. Plans are also underway for the second lobby of the three political parties (P.C., Liberal and NDP) by women's groups at the legislature in St. John's.

BOOKS / LIVRES

Survival Skills for Women

by Maggie Ziegler

"Survival Skills for Women" is a facilitator's manual for a series of workshops designed to provide women with basic information on understanding and coping with their lives. The workshops cover three areas: "Exploring Feelings", "Dealing with Stress", and "Assertiveness Training". This article describes the manual, how the manual came about, and some of the training sessions which were conducted using the material. A tentative evaluation will also be given.

THE PROCESS

The idea for the project originated from concerns of women involved with women's education and advocacy at Kwantlen College who noticed a gap in the continuing education programs relating to women's mental health. While there were isolated workshops on stress, assertiveness and self-improvement, none addressed the issue of how women's emotional experience is constructed nor its implications. These women wanted material that would locate stress and assertiveness in a broader context and that could be used in continuing education departments, women's organizations, community groups and other educational institutions, to help women identify and explore emotional and personal concerns, and increase their awareness of social factors.

The women organized a committee, obtained a small grant from the Health Promotion Directorate of Health and Welfare Canada to design a manual for facilitators, and hired Sandy Berman and me to produce the manual. We were also asked to hold an initial workshop to train women in using the manual.

THE WORKSHOPS

The first section of the manual outlines a workshop on "Exploring Feelings". The section focuses on exploring different facets of women's emotional experiences and connecting them to social attitudes towards women. It is based on the assumption that without a basic comprehension of feelings and inner motivations, stress management and assertiveness become mere band-aids. To make sense of their inner experiences women need to put them into a feminist perspective of how emotional life is constructed and maintained. Although the workshop is not designed as therapy, some of the theoretical material has been borrowed from feminist therapists and psychologists.

By using the many experiential exercises listed in this section, participants can learn to expand their awareness of feelings and to distinguish thoughts from feelings. Introductory sections to the exercises detail ways of looking at women's experiences and give guidelines to facilitators on how to handle the material.

The second workshop, entitled "Dealing with Stress", builds naturally from the first, since a major source of stress is unexpressed and unresolved feelings. As awareness of feelings develops, so does awareness of stress patterns. Dealing with stress means not only learning to relax, but responding to and changing the sources of stress. Once awareness of feelings and stress patterns has been heightened, women have a better idea of what changes they wish to make in their lives and relationships.

The workshop on "Assertiveness Training" is offered last as it is a behavioural tool which helps turn personal insights into action in the social arena. The workshop focuses on turning increased self-esteem and self-awareness into a changed response to problems faced by participants. Assertive techniques are practiced using situations relevant to the group members' lives.

FACILITATION

The manual incorporates an approach to facilitation based on cooperation, power sharing and skill-sharing. In this view, the facilitator empowers the women in her group. Facilitators are encouraged to assist others to explore, identify and use their own knowledge, experience and skills and to make their own decisions. We have held trial workshops and developed a training session for facilitators. About 100 women have taken part in several training workshops, each lasting 2 1/2 or 3 days.

THE PARTICIPANTS

Trainees in the program have come from diverse backgrounds. They include women involved with women's centers, women's job training and re-entry programs, community social service agencies, transition houses, and women's health groups. Native women, poor women from the down- town east side of Vancouver, middle-class suburban women from the Fraser Valley, committed feminist activists and women largely unfamiliar with feminist concepts have also participated in the program.

Women came to the training work- shops for different reasons: some had participated in groups and found the group process and support so useful that they wanted to learn skills to help others; some were already facilitating groups but felt there were gaps in both their skills and their confidence; some wanted to build links with others interested in the same concepts; and a few came because they wanted to use the "Survival Skills for Women" material in their communities.

EVALUATION

Based on participant evaluations the training appears to have been highly successful. Participants repeatedly stated that they learned more than they had anticipated and were challenged and stimulated. The facilitators were rated highly and some women suggested to their friends and colleagues that they take the training. They also consistently rated the workshop materials (i.e., the facilitator's handbook) as being very useful.

While some women finished the training feeling that they were not yet ready to facilitate groups, or that they had less interest in group leading than they had originally thought, they left feeling good about themselves and with a clearer idea about the directions in which they wanted to move. Others were able to articulate their strengths and areas which needed work, and to identify how the workshop would affect their facilitation style. Still others left confident and ready to plunge in.

We believe that training groups have been successful for several reasons:

- the approach to training attempted to employ feminist principles of equalizing power and also was influenced by popular education techniques;
- group members were made to feel valuable as their expertise and knowledge was sought out and used;
- active participation was encouraged through practice sessions, the use of the training group itself as a resource for understanding group dynamics, and on-going evaluations of the work- shop;
- time was spent identifying personal values and biases relating to women and group-leading.

Group participants felt that they were treated with respect and valued, but also that they were confronted and expected to challenge their limits. A number of women commented: "Now I understand the difference between facilitating and leading."

We are convinced, however, that the deeper reason for success is that the original perception of need was sound. We see women in both rural and urban communities decrying the lack of information and training of the type we are giving. Women are desperate for group facilitation training that focuses on women and repeatedly ask where they can get more. Women who are not eligible or not interested in formal higher education in counselling or psychology find a lack of training in local community geared to the lay worker. The little training available is not usually aimed specifically at problems facing women, and lacks a feminist analysis.

Rather than teaching an empowering form of facilitation, such training generally reinforces the traditional separation of the helper and helped.

Although the "Survival Skills" material was considered useful, few trainees wanted to give those exact workshops. Most considered the manual useful as a resource to enrich and balance the groups in which they were already interested. A few women have offered this series of workshops in their communities and have reported a good response.

Half of the 200 manuals sold have been to women in the training groups. Many of the others have gone to B.C. communities outside the Vancouver area. Our impact in the interior has been limited because of the expenses of flying facilitators in to do the training. Although we haven't received feedback on copies sold by mail, we suspect the manual is more useful when combined with a training workshop. One way around this accessibility problem might be to organize a workshop in the interior so that trainers could then deliver the training workshop in their area.

Sandy Berman and I have found the project exciting. Through our contact with a great variety of women from the Lower Mainland and Fraser Valley areas, we have been very heartened by their dedication to assisting women to take control of their own lives. We have seen diverse groups of women successfully overcome differences and achieve common unity and knowledge.

These women are now better equipped to handle difficulties and conflicts in their own groups. We are also encouraged by the number of women who want to learn democratic, feminist group-leading skills. And finally, we have been constantly challenged to examine our own values and directions.

Maggie Ziegler is a feminist psychotherapist with a private practice in Vancouver and for many years has been a facilitator for a variety of groups. Her partner in this project, **Sandy Berman**, also has extensive group facilitation experience and currently works as a private consultant specializing in staff training and program development.

For more information about this project or on group training in this area please write to: Maggie Ziegler, R. R. # 4, Fairway Drive, C. 20, Ganges, B.C. V0S 1E0.

The Survival Skills for Women facilitator's manual can be ordered for \$15.00 through: Department of Continuing Education, Kwantlen College, 5840 Cedarbridge Way, Richmond, B.C. V6X 2A7.

Oops! In the last issue we neglected to list the names of the two books reviewed in this section. They were On Employment Equity: A Critique of the Abella Royal Commission Report by Walter Block and Michael Walker, Focus No. 17, Fraser Institute, Vancouver: 1985, reviewed by Alfred Hunter and Margaret Denton, and Report of the Task Force on Child Care, Katie Cooke (Chairperson), Supply and Services, Ottawa: 1986, reviewed by Patricia Morris.



RESOURCES/RESSOURCES

BEYOND THE BAKESALE: FUND-RAISING IN FEMINIST ORGANIZATIONS. A POLICY DISCUSSION PAPER

Prepared by Dianne Kinnon 60 pages; November 1985 Women's Program Secretary of State; Ottawa, Ontario K1A 0M5. This policy background paper discusses the state of fund-raising in feminist groups within the broader context of the economic base of the Canadian Women's movement. It explores the fund-raising environment for women's groups, documents fund-raising initiatives, discusses issues, and proposes possible policy directions for the Women's Program.

JOB FUTURES: AN OCCUPATIONAL OUTLOOK TO 1992

A product of the Canadian Occupational Projection System (COPS) a labour supply and demand information and data bank designed by Employment and Immigration Canada; Ministry of Supply and Services Canada 1986, Cat. No. MP 43-181/1986E. Part One - Graduates, by Major Field of Study, to Occupation - tracks the movement of graduates from field of study to occupation. Part Two - Occupational Outlooks - is organized by occupation and covers 174 areas.

FEMINIST CARTOONISTS

In order to establish a talent bank of feminist cartoonists across Canada, women who would like to be included are invited to submit their names, addresses and a sample of their work to Susan De Rosa, c/o Communiqu' Elles, 3585 St. Urbain Street, Montreal, Quebec H2X 2N6. The bank. will be accessible to feminist

magazines and associations across Canada.

**UN REGARD DE FEMMES SUR LE MONDE PAR
LA BANDE DESSINEE**

Vous avez du talent dans le domaine de la bande dessinée? Nous invitons toutes les femmes qui aimeraient se joindre à une banque de bédéistes féministes à nous faire parvenir leurs coordonnées ainsi qu'un exemplaire de leur travail. Veuillez envoyer le tout à Susan De Rosa, a/s Communiqu' elles 3585 rue St-Urbain, Montréal, Québec H2X 2N6. Les périodiques et les associations féministes ont tous accès à cette banque.

THE HOME BUSINESSWOMEN'S NETWORK

A national networking group formed in 1986 to put women who operate businesses from their homes in touch with each other. For more information contact: The Home Businesswomen's Network, 195 Markville Road, Unionville, Ontario L3R 4V8.

PERSPECTIVES FÉMINISTES

Perspectives féministes est une série de publications de l'Institut canadien de recherches sur les femmes (ICRF). Les numéros 2 et 3 sont maintenant disponibles pour 2,50\$ par numéro au ICRF, 151 Slater, pièce 408, Ottawa, Ontario, K1P 5H3.

No. 2 - Les tâches liées au soin des enfants, par Michelle Duval.

Une nouvelle analyse du 'travail de mère' et son impact sur les femmes et la société. L'auteure propose des pistes concrètes d'action pour transformer la situation des mères et, par conséquent, pour favoriser l'émergence de nouvelles valeurs.

No. 3 - Bilan et perspectives de recherches féministes par Francine Descarries-Bélanger et Micheline de Sève.

Deux textes de réflexion sur le rôle et l'impact des recherches féministes et des études sur les femmes au Québec, en format bilingue.

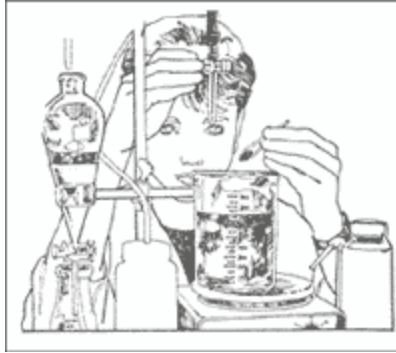
TOUCHING THE UNKNOWN

The Canadian Association for Women in Science presents "TOUCHING THE UNKNOWN", a ten-minute audio-visual program sponsored by the Ministry of Citizenship and Culture. The project is intended to provide a motivational tool that can be used by the educational institutions and municipal groups.

TOUCHING THE UNKNOWN profiles four women scientists in Ontario, who discuss their thoughts and motivations, as well as the fulfillment and rewards their careers offer. They

are portrayed in their

Women who have met the career in science career roles can be achieved. opportunities today, as ago, makes it possible to motherhood. A scientific amount of planning. It is of science and mathematics the high school years in order to keep open the options of post-secondary education and subsequent career potential.



working environment.

challenge of pursuing a demonstrate that dual The availability of job opposed to 20 to 30 years combine profession and career demands a certain important that the study be maintained throughout

Between 1903 and 1984, only six women received the Nobel prize for their scientific work. Clearly, more women are needed and wanted in science. **Contact:** Valerie Stief, 372 Deloraine Ave., Toronto, Ontario M5A 2B6, Tel (416)782-1536 (evening) or Leslie Wright (416)678-2294.

Graphics: Gail Duesterbeck, Courtesy Saskatchewan Tradeswomen Inc.



**STUDENT CAREER AWARENESS SEMINARS ON
NON-TRADITIONAL OCCUPATION FOR WOMEN**

Since 1982, the Industry-Educational Council of Hamilton - Wentworth has cosponsored student career awareness seminars "to provide an opportunity for young women to explore non-traditional careers through interaction with female professionals, entrepreneurs and tradespersons". Approximately 400 Grade Eight and 250 Grade Ten girls, and 80 Resource Volunteers are involved. Co-sponsoring organizations are the Hamilton Status of Women Committee, Zonta II, the Junior League of Hamilton - Burlington and the Soropto-mists.

A 70-page manual fully documenting the planning and implementation of this series of 24 three-hour workshops is available for \$5.00 plus \$1.50 for shipping charges, payable to Industry Education Council, from: R.G. Philip, Industry Education Council, P.o. Box 745, Station A, Hamilton, Ontario L8A 3M8.

AGENDA

October 2 - 4, 1986, Halifax, Nova Scotia

COMMUNITY EDUCATION PARTNERSHIPS CONFERENCE

National conference of the Canadian Association for Community Education. Workshops on various topics will run concurrently: Education-Business Partnerships, Additional Models of Community Education, Intra-agency Partnerships and School-Community Partnerships. **Contact:** C.A.C.E. Conference, Box 14, Roland Avenue, RR # 3, Armdale, Nova Scotia B3L 4J3, (902)876-2377. Registration fee before September 15th Member/Non-member \$75 / \$85 and after September 15 Member/Non-member \$85/\$95.

October 23 - 24, 1986, Toronto, Ontario

SOMETHING IS MISSING HERE: HAVE WE BECOME THE VICTIMS OF OVERSPECIALIZED EDUCATION?

This conference, at Ryerson Poly technical Institute, will focus on career education for the 1990s. The format has been designed to promote delegate participation. Over 20 recognized experts from business, technology, human services, and the applied arts, will share their insights into this issue. **Contact:** Nicholas J. Siller, Dean, Faculty of Arts, Ryerson Polytechnical Institute, 350 Victoria Street, Toronto, Ontario, M5B 2K2. Registration fee \$100.

November 6 - 9, 1986, Toronto, Ontario

**COMING TOGETHER AGAIN:
A WOMEN'S SEXUALITY CONFERENCE**

This national weekend conference for women features: 3 dynamic keynote speakers, 35 stimulating workshops and an eclectic evening theatre performance. The conference is aimed at affirming and strengthening our sexuality in a feminist context, exploring the commonalities and differences of our sexual / affectional preferences and moving us towards a sexual expression consistent with our feminism. **Contact:** Side by Side: Canadian Feminist Resources, Box 85, 275 King Street East, Toronto, Ontario M5A 1K2 (416) 626-5465.

November 7 - 9, 1986, Moncton, New Brunswick

FEMINIST RESEARCH: RETROSPECT AND PROSPECT

The Canadian Research Institute for the Advancement of Women will hold its tenth annual conference at the University of Moncton. Themes for the conference include: the Women's Movement, Women and Development, Women and Violence, Women and Peace, Reproduction and New Technologies. **Contact:** Isabelle McKee-Allain or Rachel Desroches, Édifice Taillon, Université de Moncton, Moncton, New Brunswick E1A 3E9 (506)858-4555. Registration fee: \$70 (member), \$85 (non-member), \$35 (Student, unemployed, retired).

November 7 - 8, 1986, Toronto, Ontario

WOMEN AND POLITICS

The Continuing Education Department of Ryerson and the Committee for '94 is sponsoring a conference at the Ryerson Poly technical Institute. The Program features "Political Women Tell What It Takes". Saturday workshops include: Running and Winning, Can you Be a Feminist in Politics?, Influence and Power, Mobilizing Around Issues. **Contact:** Aine Scully, Ryerson, 350 Victoria Street, Toronto, Ontario, M5B 2K3, Tel. (416)979-5182. Registration fee \$42.00

January 22 - 24, 1987, Calgary, Alberta

THE EFFECTS OF FEMINIST APPROACHES ON RESEARCH METHODOLOGIES

The Calgary Institute for the Humanities is sponsoring this national conference at the University of Calgary. The effects of feminist approaches on the selection, interpretation and communication of research data will be discussed from the points of view of sixteen university disciplines. **Contact:** Harold G. Coward, Director, The Calgary Institute for the Humanities, University of Calgary, 3500 University Drive N.W., Calgary, Alberta T2N 1N4. Registration fee \$25.

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