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WOMEN'S
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WOMEN'S EDUCATION DES
FEMMES

provides a feminist connection to the world of learning and education. It is published quarterly by the Canadian Congress for Learning Opportunities for Women, a national, non-profit organization which promotes feminist education and the empowerment of women.

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WOMEN'S

EDUCATION

DES FEMMES

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une connexion féministe au monde de l'éducation et de l'apprentissage, est une revue publiée tous les trimestres par le Congrès canadien pour la promotion des études chez la femme. Le CCPEF est un organisme national bénévole chargé de promouvoir l'éducation féministe et le développement du plein potentiel des femmes.

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EDITORIAL

Student Aid and Single Mothers

by Aisla Thomson with Sande Copland

I dread having to apply for any type of government assistance. Student loans are no exception. If I didn't need it, I sure wouldn't go out of my way for the headache.

Add to this the current cutbacks. I had heard it gets tougher every year to receive a student loan. This year I was one of the unlucky ones to be turned down for this assistance.

I support myself and my daughter (from my previous marriage) on a very fixed income (child support and casual employment). I live in a common-law situation and my partner does not support me. But according to government regulations (and they ask for a photocopy), one is deemed to be supported by the person who pays the Alberta Healthcare bill, and my partner's earnings have to be declared on my application form. I am informed that the ceiling amount for monthly earnings is \$1,260. I don't earn anywhere near that amount, yet I am being penalized for my partner's earnings (which he spends on his bills from his tremendous loan debt from his student days).

Not only was my student loan application rejected, I was further informed that I should have had "greater savings" than I declared on my application form. Neither my partner nor I have "savings" or "assets" after being students for several years. I attended university continuously from September '86 to August '87. Although I worked at a summer job, I earned slightly above minimum wage and paid for all my spring and summer tuition and other costs by myself. And it didn't take long to deplete these supposed "earnings" barely getting by.

I was told of the appeal procedure. I have a hard enough time keeping up with the full-time course load, working and living to keep encountering hassles with the student finance board. Even if I do appeal the decision, it will take months, there will be no guarantee of a successful outcome, and I have to live between now and then.

Continuing their education is a very heavy burden on women. To encounter insensitive, outdated bureaucratic discrimination makes it even more of a problem. Certain biases and barriers still exist. Government financial boards penalize women for their personal lives and perceived marital status. It's no wonder that I dread this process, not to mention the other barriers I encounter on the campus maze itself.

**Sande Copland
Edmonton, Alberta**

Sande's dilemma is not an isolated case. Under the Ontario Student Assistance Program single parents, mostly single mothers, were recently informed that they would be receiving only the grant and not the loan portion of their student aid. The rationale was that more single parents than others receiving loans default on their payments. More grant and less loan would reduce their debt payments.

These students were discriminated against on the basis of marital status. The grant portion remained low and single parents would receive less money for their education!

Because of the lobbying of student single-mothers and women's organizations the Ontario government revoked this decision. However, the victory may be a hollow one. In the short term, single parents will be better off with a combined loans and grant student-aid package, but the larger financial issues and the underlying bias against women students still need to be dealt with.

Despite gains made in the area of human rights and legislated equality, women are still considered dependants when it comes to eligibility for student assistance. A married woman must report family income, not her income (or lack of it) when she applies for financial assistance. The government assumes that her husband is willing to pay for her education. As outlined in Kathleen Rockhill's article on women and literacy (Spring 1987), one way to sabotage women's learning is for a male partner to withhold support-financial or otherwise.

In Newfoundland this dependency model is extended even further. Single mothers who return to their parents' homes lose their single-parent status. The government assumes that other family members will contribute support, including free childcare!

In New Brunswick, a single mother can obtain a letter from her doctor stating that her spouse does not contribute to her education financially. While this provides an out for those who know about it, it is not a solution.

Other financial barriers affect single parents more than others. For example, single-parents on social assistance or those applying for it are discouraged from pursuing education and training because the loan portion of their student aid is deducted from social assistance payments. Being able to deduct the loan when calculating eligibility would encourage the marginalized in our society to enter education and training programs.

Women like Sande Copland are frustrated by the bureaucratic structures placed in front of them and hindered by the rules and regulations which discourage them from getting the education or training they need to survive from day to day and to gain economic independence. Using individual rather than family income to determine eligibility for student assistance would be a more realistic approach for most women. Raising the ceiling on costs for essentials such as child care is a necessity.

Aisla Thomson is CLOW's Executive Director, **Sande Copland** is a student based in Edmonton.

EDITOR'S NOTE

POETRY

Leona Gom is the new poetry editor at **Women's Education des femmes.** With her help, we will make poetry a regular feature of the magazine. Leona is the author of five books one of which won the 1980 Canadian Authors' Association Award for best poetry book of the year. She was an editor of the literary magazine Event for 10 years, and is now writer-in-residence at the University of Alberta in Edmonton. She has just published her first novel, Housebroken, which has just won the Ethel Wilson Fiction Prize. Submissions can be sent to our editorial office at 47 Main Street, Toronto, Ontario, M4E 2V6. Please enclose a self-addressed stamped envelope if you wish your work returned.

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Many thanks go to Elizabeth Amer, editorial and production coordinator on the last three issues, for making the magazine look good and one we can all be proud of.

We gratefully acknowledge the financial contribution of the Women's Program, Secretary of State.



COVER

Cover photo: Graphic arts student, by Mark Rubin, courtesy of George Brown College.

ÉDITORIAL

L'aide aux étudiants - Le cas des mères célibataires par Aisla Thomson en collaboration avec Sande Copland

Je frémis toujours à l'idée d'avoir à demander au gouvernement une aide quelconque. Faire une demande pour obtenir un prêt d'étudiante est un vrai casse-tête. Si seulement je pouvais m'en passer...

Il ne faut pas oublier non plus les coupures budgétaires de ces derniers temps. On m'avait dit que, d'année en année, il devenait plus difficile d'obtenir un prêt d'étudiant. Cette année, je me trouve malheureusement parmi ceux dont le dossier a été rejeté.

Je subviens à mes besoins et à ceux de ma fille (née de mon premier mariage) avec un revenu fixe (pension alimentaire et emplois temporaires). Je vis avec un conjoint de fait, mais il ne me soutient pas financièrement. Pourtant, d'après les règlements gouvernementaux (il faut fournir une photocopie), on est censés être soutenus par la personne qui règle les frais d'assurance-maladie de l'Alberta. De plus, les revenus de mon compagnon doivent apparaître sur mon formulaire de demande. On m'a dit que le plafond des revenus mensuels est de 1260\$. Je suis loin de gagner cette somme, et pourtant on tient compte des revenus de mon conjoint (dont il se sert pour rembourser son énorme prêt d'étudiant). Je suis donc pénalisée.

Ma demande de prêt a non seulement été rejetée, mais on m'a aussi dit que j'aurais dû avoir plus d'économies. Ni mon compagnon ni moi n'en avons au bout de tant d'années d'études. Je suis allée à l'université de septembre 1986 à août 1987. Et bien que j'aie travaillé pendant l'été, je ne touchais guère plus du salaire minimum. J'ai pourtant réussi à payer tous mes frais d'inscription (printemps et été) et d'autres encore. Inutile de dire que tous ces soi-disant revenus se sont envolés rapidement et que je n'ai pu faire de folies.

On m'a parlé de la possibilité de faire appel. Mais j'ai déjà suffisamment de mal à m'en sortir avec tous mes cours, mon travail et autres soucis sans avoir encore à me buter aux embêtements que crée le conseil étudiant des finances. Et même si je fais appel, il faudra que j'attende des mois avant qu'une décision soit prise dans un sens ou dans l'autre et, en plus, il faut que je continue à vivre d'ici là.

Le fardeau est lourd pour les femmes qui veulent poursuivre leurs études. Le problème s'aggrave lorsqu'on a affaire à une machine bureaucratique dépassée, dure et appliquant une politique discriminatoire. Les barrières n'ont pas encore été abattues. Les préjugés effacés. Les conseils des finances du gouvernement pénalisent les femmes en fonction de leur vie privée et de leur statut marital. Rien de surprenant donc à ce que je panique à l'idée d'avoir à faire une demande, sans compter les obstacles que je dois

franchir sur le campus lui-même.

**Sande Copland,
Edmonton, Alberta**

Le dilemme de Sande n'est pas unique. Conformément au Programme d'aide aux étudiants de l'Ontario, les parents célibataires, qui comptent surtout des femmes, ont été récemment avertis qu'ils ne recevraient que la subvention de l'aide aux étudiants et non pas la portion du prêt. La raison invoquée est la suivante: parmi les étudiants qui reçoivent des prêts, les parents célibataires sont parmi les plus nombreux à ne pas rembourser régulièrement le leur. Si on leur accorde des subventions plus importantes et de moindres prêts, le paiement de leur dette se trouvera diminuer.

Ces étudiants sont victimes de mesures discriminatoires en raison de leur statut marital. Les subventions restant minimales, les parents célibataires recevront moins d'argent pour poursuivre leurs études!

Le gouvernement de l'Ontario a annulé sa décision en raison des pressions qu'ont exercées sur lui les mères célibataires qui étudient et les organismes féministes. Mais la victoire risque d'être vide de sens. À court terme, les parents célibataires bénéficieront plus d'une aide aux étudiants combinant prêt et subvention, mais à long terme il faudra tout de même se préoccuper des questions financières de plus grande envergure et des préjugés latents dont souffrent les étudiantes.

En dépit des progrès qui ont été effectués dans le domaine des droits de la personne et de l'égalité, on considère toujours les femmes comme étant à charge quand elles font une demande d'aide aux étudiants. Une femme mariée doit déclarer les revenus de la famille, et non pas son revenu s'il y a lieu, lorsqu'elle fait une demande pour recevoir une aide financière. Le gouvernement part du principe que son mari est prêt à payer ses études. Comme le soulignait Kathleen Rockhill dans son article sur les femmes et l'alphabétisation (Printemps 1987), une des façons de saboter l'apprentissage des femmes est de donner la possibilité à un homme de mettre un terme à son aide financière ou autre.

À Terre-Neuve, cette dépendance va encore plus loin. Les mères célibataires qui retournent chez leurs parents perdent leur statut de parent célibataire. Le gouvernement part donc du principe que les autres membres de la famille vont la faire vivre et vont même s'occuper de son enfant gratuitement!

Au Nouveau-Brunswick, une mère célibataire peut obtenir une lettre de son médecin disant que son mari ou son compagnon ne participe pas financièrement à ses études. Si cela ouvre une porte de sortie à celles qui sont au courant de cette échappatoire, il ne s'agit en aucune façon d'une solution valable.

D'autres barrières financières touchent les parents célibataires plus que d'autres. Ainsi, les parents célibataires qui sont au bien-être social ou qui font une demande pour y être sont dissuadés de poursuivre leurs études ou leur formation car ce qui leur est prêté dans le cadre de l'aide aux étudiants est déduit de leur allocations du bien-être social. Si les marginaux dans notre société pouvaient déduire le prêt quand ils pèsent leur admissibilité, ils auraient envie de suivre des programmes éducatifs et de formation.

Les femmes dans la situation de Sande Copland se sentent frustrées face à la machine bureaucratique et aux règles qui se dressent sur leur chemin et les empêchent d'obtenir l'éducation et la formation dont elles ont besoin pour vivre jour après jour et pour accéder à l'autonomie économique.

Pour la plupart des femmes, il serait beaucoup plus réaliste de s'appuyer sur le revenu individuel plutôt que sur le revenu familial pour déterminer leur admissibilité à l'aide aux étudiants. Il faut que le plafond des coûts pour les services absolument nécessaires soit augmenté, pour les soins des enfants par exemple.

Aisla Thomson est directrice du CCPEF.

Sande Copland est une étudiante d'Edmonton.

LETTERS

Life Skills

I am responding to the letter of Patricia Morris of Vancouver on the issue of "Political Context Essential for Life Skills Training". (Spring, 1987)

It is my opinion that life skills taught without acknowledging past experience might be a sign of an inexperienced trainer. Career planning, personal development or family dynamics can be presented in a political or economic framework without becoming psychotherapeutic.

It is my experience that life skills sometimes receives a negative review because life skills grads complete a training course and see their manual as a Bible instead of materials to be adapted to participants' needs. I would like to assure the writer that there are other kinds of experiences in a life skills course.

Fay E. Cole, Co-ordinator
YWCA, Toronto



Dawna Gallagher

The Privatization of Training Women Pay the Cost

Terry Dance and Susan Witter

"Employers feel that on-the-job training should principally be used to enhance competitiveness, not to reorganize and equalize the distribution of men and women in occupations and the corporate hierarchy... they do not feel it to be their responsibility to commit resources to removing barriers women may face disproportionately."



Mark Rubin, Courtesy George Brown College

"Training Women in the Workplace"
Ontario Ministry of Skills Development

Many educational, community, and women's organizations are critical of the privatization of training promoted under the Canadian Jobs Strategy, the federal government training policies. The C.J.S. represents a dramatic departure from previous policies because it explicitly promotes non-institutional training by the private and voluntary sector. Canadian women have benefited from the positive features of C.J.S., including the increased involvement of employers in training, but we question both the quantity and quality of training offered by the for-profit sector and its effect on programming for women in the not-for-profit and public sectors.

We argue that the privatization of training as a systemic trend is detrimental to women. A radical shift to funding the immediate training needs of businesses using taxpayer's money will not overcome the occupational segregation of women. It may well reinforce it. Social and economic equality for women can best be promoted by the public and non-profit sectors which are concerned with the needs of the trainees and of society, not simply with tomorrow's balance sheet. (We have confined ourselves here to a critique of

the federal government's training policy; provincial policies also merit analysis. We have drawn primarily from our personal experiences with women's education and training in the community and not-for-profit sectors in Ontario and British Columbia).

Positive Features of C.J.S.

We do not believe that all employer-based training is bad. In some situations, it is most appropriate. Employer-sponsored training tends to be job-specific and results-oriented, and it is useful for improving job performance. Women have benefited from the new training policy in several significant ways: C.J.S. has increased access to training by disadvantaged women; it encourages an integrated approach to training; many C.J.S. projects are decentralized and community-based; on-the-job training, monitored by a non-profit sponsor, gives women practical work experience particularly valuable for immigrant women; C.J.S. projects offer an opportunity to experiment with new programs which may then be incorporated into the mainstream educational system; cooperative ventures between college and private or voluntary sector sponsors ensure college accreditation as well as sharing of expertise. (1&2)

Recent, welcome policy changes to the C.J.S. include emphasis on bridging programs for women, training in non-traditional or newly emerging occupations, loosening of the much criticized eligibility criteria, and a seat reservation policy which encourages women to enroll in non-traditional programs.

The Effect of Privatization on Programming for Women

C.J.S. was introduced two years ago. Most educators took more than a year to fully understand it and only now are they beginning to see changes in funding levels and sources, method of delivery, and types of programs offered both inside and outside the post-secondary educational system.

During the past three years, the federal government's overall spending has increased while funding for labor adjustment and training programs has been reduced from \$2.1 billion to less than \$1.7 billion. Furthermore, the government is not spending what is allocated. For example, one-quarter of the 1985-86 Ontario C.J.S. budget was not spent.(3) This is particularly alarming at a time when the government is entering into a free trade agreement with the U.S. which could involve massive retraining as some industries flounder and others spring up.

Not only have overall funds been dramatically reduced, but spending priorities have changed. The public college system has been a victim. By 1989 most colleges in Canada will have experienced an up to 50 per cent cut-back in direct federal purchases of training. Instead, dollars are flowing to business, industry, private consultants, and training organizations.

The federal government's direct purchase of training seats in Ontario's college-based

bridging programs dropped by over 40 per cent from 1985 to 1987. In Toronto, close to 40 college courses had been cancelled by August, 1987. In British Columbia, vocational training seats have been reduced by over 30 per cent since 1985.

In its review of the first 18 months of C.J.S., Employment and Immigration Canada claims that the shift to the private sector has not been radical.(4) However, their own figures show that 40 per cent of all participants are now being trained by the for-profit sector, and this proportion will grow as the public educational system is cut back.

Under C.J.S., the Ontario job-entry program had funded 161 projects by June 1986. Only nine per cent were managed by a college; 61 per cent were managed by profit-making trainers or private vocational schools and 16 per cent by not-profit community groups. In Metropolitan Toronto, nearly 70 per cent were administered by profit-making firms.

A major bank in Toronto, for example, received \$45,650.00 to train 60 women as clerks and tellers. An international personnel agency was awarded \$149,300.00 to coordinate the training of 40 women in secretarial and word processing skills. A private consultant was granted \$184,485.00 to train 60 women as office workers and health-care aides.

The Proportion of Women Trained by Employers

A 1985 study, "One In Every Five," revealed that fewer women than men, enrolled in job-related adult education courses, had their tuition paid by their employers. (5) Fifty-six per cent of men's costs were subsidized compared to 44 per cent of women's. In the blue-collar field, the discrepancy is even more marked: 59 per cent for men - 36 per cent for women.

This survey also documents that undereducated women have virtually no opportunity to receive employer-sponsored training. Only two per cent of the 20 per cent of Canadian women with eight years or less formal education participated in a course to improve their job opportunities.

"Training Women in the Workplace," recently produced by the Ontario Ministry of Skills Development, reveals that less skilled and clerical occupations receive less on-the-job training than do managerial, professional and blue-collar occupations, that employers are less likely to provide women with longer-term training for more skilled occupations;(6), and finally, that women comprise only five per cent of apprenticeship trainees (employer-based training), and these are primarily in hairstyling and cooking. The survey concluded that women may be less likely than men to be offered retraining opportunities in areas most important to the employer. The Economic Council of Canada estimates that 12 per cent of the wage gap between men and women is directly attributable to differences in the length of on-the-job training.(7)

Under the Canadian Jobs Strategy, women's participation rate is high in programs such

as Job Re-entry and Job Development, but low in two employer-based programs, Skills Investment (30.8 per cent) and Skills Shortages (10.3 per cent).

Under SEED, the federal summer student program, only 35.4 per cent of the trainees hired by private-sector employers were women, compared to 63.5 per cent by non-profit sponsors.(8) These facts are disturbing because more than two-thirds of those who enter the work force over the next ten years are expected to be adult women.



Job-Specific Skills-Training

C.J.S. is strongly biased in favor of on-the-job training, with little provision for upgrading in basic literacy and numeracy. The training tends to address employers' short-term requirements and can ignore women's long-term training needs. The Canadian Advisory Council on the Status of Women believes that teaching non-transferable skills may lead to dead-end jobs.(9)

Despite its intentions, the federal government has reinforced the segregation of women in the labor force.

The National Action Committee on the Status of Women and the Ontario Ministry of Skills Development agree. NAC believes that it is in the

employer's interest that there be a large pool of workers trained for the employer's short-term needs. (10) The ministry's survey reveals that most employers, using government subsidies, are training women in specific computerized office functions - very few in apprentice able trades or executive development: "More training of women is aimed at upgrading skills in the jobs they already occupy, but less with preparing them for more senior or skilled jobs in the organization."

The danger of over-emphasis on job-specific training is that it inevitably leads to redundancy whenever jobs are changed through technological change; the rapid pace of change requires emphasis on generic and transferable skills.

Training for Traditional Occupations

CEIC's statistics show that since September, 1985, C.J.S. has reinforced training for women in traditional occupations.

Job Re-Entry Program:

87 per cent of female participants trained in clerical, sales, service, or health and medicine.

Job Entry Program:

84.9 per cent trained in clerical sales, service, or product-fabricating and assembly.

Job Development Program:	5.4 per cent trained in clerical, service administration, or product-fabricating and assembly.
Skills Investment:	74.3 per cent trained in clerical, product-fabricating and assembly, administrative, or service.
Skills Shortage:	69.8 per cent trained in product fabricating and assembly, natural sciences and math, clerical and service.

In Ontario, 37.7 per cent of the participants trained in programs sponsored by the Community Industrial Training Committees are women, but less than 10 per cent are being trained in non-traditional occupations. Of the Re-Entry projects funded in Toronto by June 1986, all but one trained women for pink-collar jobs. In the greater Vancouver area by June 1986, only five re-entry projects were aimed at non-traditional occupations.

It is difficult to persuade women to enter non-traditional occupations, and many CEIC counselors have done their best to promote programs such as Women into Trades and Technology. There are many obstacles, including the attitudes of women themselves.

The time permitted under C.J.S. (an average of 26 weeks of formal training) is inadequate. You cannot train a woman with a grade nine education to be a mechanic or an appliance repairer in six months. Despite its intentions, the federal government has reinforced the segregation of women in the labor force.

Bridging programs such as Introduction to Non-traditional Occupations, and WITT which orient women to non-traditional occupations have been cut back in favor of short-term employer-based training. Employers are not encouraged to expand career opportunities for women. Employment Equity Legislation may be the key.

Women's organizations took heart last June when the Minister of Employment and Immigration, Benoit Bouchard, and the Minister Responsible for the Status of Women, Barbara McDougall, promised to increase programming for women in newly emerging and non-traditional occupations. Nevertheless, nothing short of a comprehensive national strategy will challenge the persistent problem of the occupational segregation of women.

Use of Trainees as Cheap Labor

The national Save Our Summer Coalition has advocated strongly against the misuse of the dollars for private gain. Federal funding under SEED, to non-profit and public agencies was cut back from 100 to 65 per cent between 1984 and 1986, in favor of direct subsidies to private employers. Yet CEIC's own evaluation of the program showed: that 32 per cent of the businesses receiving SEED dollars would have filled the same jobs without

assistance; that the private sector created significantly fewer permanent jobs than the not-for-profit sector: that two-thirds of the jobs created in the non-private sector were administrative or professional compared to one-quarter in the private sector; and that only one-third of those hired by the for-profit sector were women compared to two-thirds by the not-for-profit sector.

The SOS Coalition believes that most private-sector employers used SEED to get government-subsidized student labor. "The motivation of the private company is to make a profit, and if job-training subsidies will help, of course they'll use them," SOS spokesperson Roger Hollander told the Toronto Star in July, motivation is to provide training and service to the community." Canadian Labor Congress spokesperson, Ron Lang, agrees: "It gives a private business a subsidized worker for a period of time. There's nothing at all to prevent him laying off that worker once the subsidization is over."(11)

Duplication of Existing Training Programs

The Association of Canadian Community Colleges believes that "the private sector has not demonstrated the ability to conduct qualified training, to provide assessment of the training, or to offer appropriate and useful certification; programs offered by the private sector are often watered down compromises or duplicates of those offered at the college." (12) Many bear a striking resemblance to existing long-standing college programs, for example, these Job Entry and Re-Entry programs approved in B.C. and Ontario:

- Word-Processor Operator
- Microcomputer Operator
- Insurance Clerk
- Office Clerk
- Security Officer
- Childcare Assistant
- Dental Office Clerk
- Retail Sales Clerk
- Plastic/Metal Fabricator
- Auto Parts Recycling Worker
- Social Service Worker
- House Painter
- Medical Office Receptionist

Decision-making at the regional and local levels of CEIC appears uncoordinated. Many projects seem to duplicate each other as well as existing college programs. Job Development officials are not aware of Job Entry priorities and vice versa. For example, a computer company in Ontario received \$100,000 in computer equipment and \$340,000 to train 50 people in computer skills as part of a contract; they made no commitment to continue training. Sir Sandford Fleming College in Peterborough contends that the federal government is setting up a more expensive and less effective private-sector



that duplicates what is already being done well at the college.

Results will become increasingly important. A preliminary survey of C.J.S. graduates conducted by the C.E.I.C. indicates that 67 per cent of Job Re-Entry women have found work or gone on to further training. Compare this with the "old-style institutional training" results of 64 per cent. (Colleges would contest this figure!) However, no radical difference is apparent.

Another more controversial issue affecting unionized college instructors and employees, many of whom are women, is competition over fees between private and public trainers. The federal government is forcing all trainers to deliver more service for the dollar. In many cases, colleges lose bids because of teaching costs. This may force colleges to make hard decisions.

Prescription for an Ailing Jobs Strategy

To improve both the quantity and quality of training offered to women under CJS, we make these suggestions:



Mark Rubin, George Brown College

Increase overall funding to C.J.S.

Give priority in funding to public and non-profit, community-based training organizations.

Develop a national campaign to encourage women to enter non-traditional or newly emerging occupations which pay a good salary by:

- identifying such occupations which might be of interest to women;
- organizing outreach initiatives to potential women applicants;
- increasing and expanding bridging programs for women which teach generic and transferable skills;
- increasing the length of training permitted under C.J.S. programs;
- encouraging private-sector employers to train women in new careers by varying the rate of financial subsidies. (An employer training five clerical workers in word processing would receive less than an employer training five clerical workers in management skills);
- requiring a financial commitment to training from private-sector employers;

- setting quotas on the type of training (traditional or non-traditional) subsidized by the federal government. (The government should adopt a proactive role).

Adopt a clear policy of favoring cooperative, decentralized, contractual arrangements between educational institutions and private or voluntary trainers to provide the most appropriate experiences for trainees. Promote sharing of resources to make the best use of each partner's expertise.

Set targets or quotas for the percentage of women to be trained in all C.J.S. programs, and identify concrete measures by which trainers can achieve these targets.

Establish clear attestation, monitoring, and evaluation mechanisms for all C.J.S. programs.

Provide training for trainers.

Coordinate the approval process for C.J.S. projects to ensure that there is no duplication of existing training programs.

Continue to give funding priority to training for social assistance recipients to ensure this group of under-educated women equal access to training and employment opportunities.

Terry Dance and Susan Witter

The Quality of Training and Evaluation Mechanisms

While C.J.S. projects must have a training plan before approval, there are several elements which demand expertise unlikely to be found in the private sector. Professor John Dennison of the University of British Columbia writes that these include "systematic curriculum development and program evaluation procedures which training institutions have established only after considerable time and effort... certificates and diplomas are not awarded, so the graduates have no credentials through which they can seek further employment or training."(13)

C.J.S. makes no provision to ensure that trainers in industrial settings have appropriate abilities and qualifications. Martin Billinkoff, Executive Director of Planning at Manitoba's Ministry of Employment, argues that in many regions there are no private firms available with sufficient resources and expertise to equal community college training. Opportunistic new firms are springing up, he says, to pick off federal funding - but they can't do the job.(14)

Dennison recommends that C.J.S. operate on one major principle: "the provision for co-operative, decentralized, contractual arrangements between educational institutions

and public or private workplaces to provide the most appropriate experiences for those individuals in need of upgrading, retraining, or first-skill training within their regions."

The National Action Committee argues that many employers lack skilled trainers. In its brief on C.J.S. NAC recommends that the CEIC "employ qualified outside evaluators from industry or from training institutions if Canadians are to get full value for the tax dollars spent on this program."

In its evaluation of the first 18 months of C.J.S., the CEIC claims that "only private trainers, licensed by provinces and territories are funded." This is not the case in Ontario and British Columbia. Most profit-making firms funded by Job Re-Entry in Ontario, for example, are not registered with the province as private vocational schools.

As for monitoring the implementation of the plan, CEIC must request monitoring "when it is deemed necessary." The Agreement between Canada and British Columbia is similar.

According to officials in the Ontario Ministry of Skills Development, the amount of attestation and monitoring requested has been minimal. The province only monitors projects for which a college has developed a training plan - or upon request. A similar situation exists in British Columbia. The Ottawa Citizen quotes Peter Hicks, a senior official with the CEIC in Ottawa: "It's basically not up to us to decide on the quality of training. We're going on the quality of results." To determine the "quality of results" the CEIC intends to conduct a follow-up study of C.J.S. graduates, three months and one year after completion. While this data will no doubt be useful, it will not reveal the reasons for the success or failure of any particular project, and it may be too late for the trainees involved. When the provinces renegotiate their training agreements next year, they should strengthen the sections on attestation and monitoring.

Individual project officers make valiant attempts to check projects, but some projects have had as many as five different officers in less than a year. How many officers have had training or experience in curriculum development, evaluation procedures, and teaching techniques?

The federal government should not bypass established centers of educational expertise. The use of tax dollars demands public accountability and collaboration between trainers in both the public and private sectors.

Terry Dance is chairperson of the Community Outreach Department at George Brown College in Toronto, and is Ontario Director of CLOW.

Susan Witter is Associate Dean of Continuing and Developmental Education at Fraser Valley College in British Columbia, and is president-elect of CLOW.

SOMMAIRE

La privatisation de la formation: les femmes payent le prix par Terry Dance et Susan Witter

Terry Dance est présidente du département d'Éducation communautaire au Collège George Brown de Toronto et directrice du CCPEF de l'Ontario. Susan Witter est doyenne associée de l'Éducation permanente et de développement au Collège Fraser Valley en Colombie-Britannique et présidente du CCPEF.

Dans leur article, Dance et Witter montrent comment la tendance à la privatisation de la formation professionnelle subventionnée par le gouvernement conformément à La Planification canadienne de l'Emploi n'arrive pas à répondre aux besoins des femmes en formation. Si le changement radical de la politique gouvernementale répond à court terme à certains des besoins en main-d'oeuvre des employés, il ne comble pas en revanche le fossé qui existe depuis longtemps entre les salaires des hommes et ceux des femmes et n'élimine pas le maintien des femmes dans des métiers traditionnellement "féminins".

Les auteurs reconnaissent les avantages qui ont été accordés aux femmes conformément à la Planification de l'Emploi: plus d'argent et d'autres ressources sont aujourd'hui disponibles pour des programmes de formation. Les femmes sont toutefois frustrées parce que la P.C.E. ne témoigne pas d'un engagement profond vis-à-vis des objectifs visés par les femmes. Faute de cela, un véritable changement social ne peut se produire.

Non contentes de décrire et d'analyser le problème, Dance et Witter proposent neuf mesures à prendre pour redonner souffle à une Planification de l'Emploi bien malade.

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Does Co-education Work for Women?

by Doris O'Keefe

It is erroneous to think that women have equal access to opportunity and employment or that they may now even have a slight edge over men through affirmative action programs. In his opening address at the 1982 "Conference on Sexual Equality in the Workplace," Charles Caccia, then Federal Minister of Labor, confirmed what many feminists already knew: sexual inequality still persists in Canada; women account for 40 per cent of the labor force but earn only 58 per cent of what men earn; women continue to be concentrated in a few employment categories and most women work because they must. (1)

Ken Battle, executive director of the National Welfare Council, believes that women are poor primarily because they earn low wages. He blames lack of equal opportunity and

pay equity for women's plight and argues that their employment remains segregated and consequently, they are as vulnerable as ever to poverty.(2)

Women and Welfare, a report by the National Council of Welfare, states that female poverty is a direct result of the widely held assumption that women are taken care of by men, and that the "culture of poverty theory" explains little about Canadian poverty. The fact that women are socialized to expect a male provider is put forth as the real "cause" of female poverty. Then women are told they must fend for themselves and their families financially when the male fails to provide, leaves or dies. Women are often unprepared for this challenge. (3)

It is evident that the myth that one's prince will come (and stay), has been costly for women.

To understand the position of women in society one must analyze the impact of education on them. The majority of Canadian educational institutions, elementary, secondary, and post-secondary, are now co-educational. The move from sex-segregated schooling was heralded as an important reform by those committed to equality of the sexes, and today it is considered both normal and natural.

This was not always the case. In 1932 Pauline Benning, a graduate student at McGill, submitted a thesis entitled, "The Question of Sex Differentiation in Education" in which she presented arguments for co-education, a concept that was at that time controversial. (4)

Feminists like Benning expected co-education to solve many societal problems including those of women. She expected co-education to bring out "the best of both sexes." She hypothesized that integration in the schools would lead to a more complete emotional development for both sexes and would offer students a firmer grip on reality. She also criticized single-sex schools for being poor at preparing young women for a changing society in which they could be equal partners with men. Furthermore, she assumed that integrating the sexes in school would allow them to genuinely know each other, which would result in greater trust.

Having analyzed the literature for and against sex segregation in education, Benning concluded optimistically that "... co-education not only makes the economic independence of women possible, but it also helps mold social opinion in favor."(5) Unfortunately, what seemed theoretically plausible when Benning was conducting her research has not occurred; the sexes remain very much segregated in the contemporary labor force.

The optimism of those who favored the move to co-education was premature. What went wrong? Why has co-education not led to equality of the sexes? Have there been unexpected draw-backs?

The issue of co-education vs. single-sex education for girls has had relatively little attention in Canada. The American case illustrates a correlation between attending

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SOMMAIRE

La coéducation a-t-elle trahi les femmes? par Doris O'Keefe

Doris O'Keefe est adjointe du campus anglais de l'enseignement aux adultes au Collège Marie-Victorin de Montréal. Dans son article, elle remet en question l'optimisme des réformateurs de l'éducation, lesquels croient que la coéducation aiderait les femmes à être les partenaires à part entière des hommes dans la société canadienne. Des représentants du Ministère du Travail ont confirmé ce que les féministes savaient déjà, à savoir que les femmes représentent 40 pour cent de la main-d'oeuvre mais ne gagnent que 58 pour cent de ce que les hommes gagnent. Les femmes sont isolées dans quelques champs d'activités et la plupart ne travaillent souvent que pour des raisons économiques.

Les éducateurs féministes de la première heure pensaient que la coéducation préparerait mieux les femmes à faire face aux mutations survenant dans la société et les mettrait sur un pied d'égalité avec les hommes. Nous ne pouvons que sourire lorsque O'Keefe affirme avec espoir que les écoles intégrées permettraient aux hommes et aux femmes de bien se connaître et d'en arriver par conséquent à avoir plus confiance les uns aux autres.

O'Keefe demande que soient effectuées des études strictement canadiennes sur les conséquences qu'à la coéducation sur les étudiantes. Elle cite également des études américaines sérieuses qui indiquent, entre autres avantages, que les étudiantes des collèges de femmes ont deux fois plus de chances que les autres d'obtenir un doctorat universitaire. Celles-ci sont en contact avec des professeurs et des femmes occupant des postes de responsabilités sur le campus.

women's colleges and achieving in society. Women's colleges have a faculty - student ratio double that of their co-educational counterparts and thus provide female role-models.(6)

Because there are no males on campus to compete for positions of power (newspaper editor, officials of student government), women will either experience these positions themselves, or will at least see others in leadership positions. Students who attend selective women's colleges are twice as likely to receive PhDs than graduates of co-educational colleges.

Could the findings about women's colleges and career aspirations hold true at the high school level for young Canadian women?

The need for Canadian studies comparable to those conducted at American single-sex institutions is identified by Canadian educational historian and feminist scholar Margaret Gillet who writes:

"There are no comparable studies in Canada because there are now no separate colleges for women. Institutions founded in the 20th century were generally co-educational from the start and, soon after mid-century, even colleges administered by the nuns of the Catholic Church had become co-educational. That change was part of the same trend which turned six of the Seven Sisters co-educational.

At the time, it seemed like a very good thing but this judgment may need reassessing. With these ironic twists and turns of history, it may just be that the blessing of co-education is a mixed one."(8)

Both European and American scholars are taking a second look at the single-sex education option for women. Perhaps girls schools are not passe and play an important role in preparing women to compete on an equal basis with men in the labor force. This idea merits more attention from Canadian scholars.

Doris O'Keefe is assistant director of the English Adult Education Campus at College Marie-Victorin in Montreal.

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Five Views

by Joan McFarland



Graduating Class, June 6, 1987 Back: Ruth O'Leary, Cindy Gallant, Bernice Smith, Rosalie Robichaud, Cheryl McIntyre, Karen MacKay, Shaila Kakade, Front: Darlene Hall, Jean Legere, Doris Paul

CLOW's New Brunswick network completed its first re-entry project last May. To be eligible at the time, a woman had to have been out of the labor force for at least three years. The successful program ran for 20 weeks, cost \$75,000 and combined classes with on-the-job training. Fifteen women were trained in non-traditional jobs: security, loss-prevention, plant nursery and printing. Here are five views of the project from some of the women involved.

JOAN MCFARLAND: N.B. DIRECTOR OF CLOW

This was CLOW N.B.'s first major project. It was a big undertaking and we're glad we did it despite our frustration with the way the Canadian Jobs Strategy is set up at the local level. We feel that our program was a success, that it made a difference to the lives of the fifteen participants and to our own. This was reflected in our graduation ceremony - a thrilling day for everyone involved.

Getting the Grant

In the summer of 1985, shortly after the Canadian Jobs Strategy was announced, CLOW, along with other women's organizations, was invited to a meeting arranged by the Fredericton office of the Canadian Employment and Immigration Commission. We were all encouraged to apply to become coordinators of a re-entry project. CLOW was the only group to prepare a proposal. But before we could even begin, we had to design a program and find potential participants and training-place hosts. This was impossible because we were working as volunteers while also holding down full-time jobs or study programs.

We explained this to CEIC and they suggested that we apply for an "organizational capacity" grant to hire someone to do the preparation. We received \$5000 in January and submitted a brief outline of the project in March. Our full proposal was approved at the end of November and the participants started in January. The original starting date had been April 1986. Delays made arrangements with training-place hosts, teachers, and participants difficult to make.



Joan McFarland

The Special Problems of Voluntary Organizations

After our outline had been submitted and the organizational capacity grant had run out, a full proposal still had to be written and more development work remained to be done. No money was available. Even after approval, all recruitment - choosing the 15 participants from 80 applications, doing 30 interviews and setting up the program - had to be done before any money was received.

Once received, the money allocated to pay a managing coordinator was inadequate. We added all the developmental and monitoring fees to her pay, leaving no money for office, telephone, or travel. We had only \$1875 left for a job-finding club. We stretched this to cover all of the expenses of running the project.

Decisions, Decisions

The sponsoring organization designs the re-entry program within general C.J.S. guidelines. We decided on the length of the program, the length of each component and most important of all, content. An advisory committee of CLOW members assisted in design as well as hiring and advising the managing coordinator.

As newcomers to training, we studied other re-entry programs including the B.C. Tools for Trade manual and the Regina Community Plains Pre-trades course. We decided on six weeks of off-site training in career orientation and life skills at the N.B. Community College, one week off-site with the managing coordinator and 13 weeks of off-site training. We didn't include off-site skill training because training-place hosts preferred to do it themselves.

In addition to the week between off-site and on-site, the managing coordinator spent days with the participants in orientation and setting up a job-finding club. We neglected to label these as instructional days; had we done so, we could have applied for up to \$200 per day instructional fees for the managing coordinator as well as money for classroom space, supplies and administrative expenses. The way re-entry is set up, most of the money is for off-site provision of training by the coordinator. This takes many students away from community colleges as well as increasing demands on the managing coordinator. For our project, giving instructional duties to the managing coordinator along

with her other work would have been too much.

The Outcome

Ten of the 15 participants completed the program; seven are employed, most with their training-place hosts; three are still looking for work; two left their training-place hosts when they found other full-time employment, saying that the program had given them the confidence to find these other positions. Being married and having no eligible dependents, these women were receiving the minimal training allowance.

One woman moved to B.C., one left because of an allergy to dust at the job site; she has not been able to find employment elsewhere. The last woman left because of serious personal problems.

We have submitted a profile for another re-entry program. The most fundamental reason for our decision to offer another program was the obligation we felt to those 65 women who applied and weren't accepted. We were told to wait for three months from the end of the last program for evaluation. Then C.J.S. would consider another proposal.

What the Program Has Meant to Me

My role in the project was as managing coordinator of CCLOW New Brunswick. I learned a lot about my community and got to know many women in Fredericton and the surrounding area. I was able to confirm women's need for employment that I suspected was there. I met local employers and learned about the job situation. Finally, it was my first experience with C.E.I.C., or any other grant-giving bureaucracy of which I now have a better understanding.

More personally, as a single mother I gained great respect for the other single mothers in the program - eight out of the 15. They showed strength and determination both in providing for their children and in making new lives for themselves.

BONNIE WOOD: MANAGING CO-ORDINATOR

Bonnie took the job as managing coordinator after being out of the labor force for a few years. She has a BA in sociology and political science. She worked as director of student affairs at St. Thomas University, and for Employment and Immigration in Fredericton. This last experience was not a happy one as she was laid off in 1982. It was a lay-off she grieved. For Bonnie working on the re-entry project has been a healing process. She met and worked with people she once felt she couldn't face. Now she feels that bad experience is all behind her.

She also discovered how much she liked teaching and that it is not as easy as it looks. The project has inspired her to return to school to earn a bachelor of education degree.

Considering the current employment situation in Fredericton, our participants have done well finding work. Perhaps the greatest strength of the program has been the change in participants. Without exception they have developed greater confidence in themselves

and their abilities. This, along with the impression our participants have made on the community, is the most positive outcome of the program. Keeping our success in mind, I would still like to describe some areas of concern.

The Basic Allowance

Money provided to the participants is assessed according to the wage of parents or partner. It is assumed that women are dependent. If the partner's income is greater than \$210.00 weekly, she will receive only \$61.00 per week. Six of our participant were in this group.

Although the C.E.I.C. claims that this allowance is not a wage (not insurable, not eligible for pension benefits) these women worked hard enough to warrant excellent evaluations, full responsibility on the job, and most were hired.

Child-care allowances were provided as follows: \$80.00 for the first and second children, \$50.00 for the third, \$25.00 for the fourth and so on. These additions to the allowance provide a dependable source of income to working mothers. For example, a single mother with two children on income maintenance would receive approximately \$600.00 monthly but on our program she would receive \$1200.00. Often the funds were not used for daycare; cheaper provisions were made or no provisions at all! The allowance system seems inadequate from all perspectives.

The Basis of Acceptance

In general, women with the greatest financial need are the most motivated to work full time. It would help to select applicants with a proven record of trying to advance themselves. Some method of determining suitability to non-traditional occupations would ensure maximum success. Time revealed that four participants were not actually interested in the work options the program offered.

Local women should be chosen as travel from outlying areas is too costly and it puts a greater stress on the participants; employment options are severely limited.

The selection process should try to determine the participants commitment to the program. Lack of mobility may prevent women from completing the program or remaining in the area to make use of their new contacts.

Feminist Context

It is helpful to provide a suitable context for the off-site experience, examining segregation: why is it that in the work place women are given limited choices, lower pay, fewer opportunities? Women may be "accepting society's failures as their own," said Sylvia Hale who spoke to the participants during the break between off-site and on-site training. Her talk helped to provide a frame of reference for the participants, eight of whom were victims of wife battering. It was helpful for them to be aware of the social context.

Co-ordinator' s Job

Under the C.J.S., C.E.I.C. is contracting out services once performed by full-time staff. Wages are low necessitating volunteer input. Expenses are limited. Employee benefits are not provided - vacation pay, overtime, travel allowance.

CLOW may want to examine the terms of employment if the project is to operate on a regular basis.

Comments

- Many similar programs are competing for work opportunities and the market may become saturated.
- Wage rates and types of jobs available need upgrading. Other ways to generate jobs need to be examined.
- The special needs of visible minority women require consideration.
- Women need better access to retraining in non-traditional occupations.
- Follow up should be made with those applicants not accepted by CLOW to assist in redirecting their interests.
- Follow up on the participants would be informative for CLOW.

LORI VIOLETTE: LIFE-SKILLS COACH

Lori says that her life-skills instructors' course changed her life. That's why it means so much to her to have the opportunity to help other women.

She grew up in Fredericton in an English-speaking family, but completed her BA and B ED in French at the Edmundston campus of the University of Moncton. She married an Acadian and lived in St. Leonard, an Acadian community, teaching English as a second language at the secondary school. As a mother of two sons, she became active in a widely publicized dispute over closing the local school and bussing children to a bigger centre. This involvement almost cost her her job.



Lori Violette

When her marriage ended in 1983, she moved to Fredericton and started teaching English as a foreign language to new Canadians at the community college. Since taking the life-skill instructors course, she has been involved in three entry and one re-entry C.E.I.C.-sponsored programs as a life-skills coach. Lori finds the re-entry women enthusiastic and very receptive to training. Their experiences and their receptiveness makes the coach's role rewarding.

Lori feels that the success of a program is based on suitable recruitment, a maximum of

fifteen participants, the coordinators skills, and the appropriateness and length of the training. She recommends that the training modules be molded to the participants' needs, include six weeks of classroom training in life and work skills, followed by on-site training and that they conclude with one week of reinforcement in problem-solving and assertiveness. Lori was enthusiastic, finding the participants a closely knit group. She describe them as "courageous, strong women focused on charge. "

Personally, she has found casual employment unsettling. Being hired on a contract provides no security, no union benefits, and no seniority. Lori is now considering overseas employment which would be enriching and attractive to her as a seasoned traveler.

Cheryl McIntyre Fredericton's First Female Security Officer

Cheryl trained as a security officer at one of Fredericton's biggest shopping malls. She is the mall's first female security officer. She was one of the stars of the program. She excelled in the courses at the community college and is highly regarded by her training-place host. She was chosen to be valedictorian at the graduation.

Cheryl applied for the program after four years on social assistance. She had come to Fredericton from Cape Breton and an unhappy 14-year marriage. She brought her three-year old daughter with her but had to leave her two sons behind.

One of our concerns when Cheryl applied for the program was that, even if she found a job, she might be earning little more than she received on social assistance. It was almost certain to be less than she would make on the re-entry program, since it provided a dependant and child-care allowance. Both predictions proved to be true but neither dampened her enthusiasm. She is confident that her earnings will soon surpass her earnings on the program. But more important, she is off social assistance and has a life outside her home. She says that -she plans to continue working until she reaches retirement age!

Cheryl believes that she could not have got the job without the program. The mall management would never have considered a woman, especially one lacking specific experience and training. She also felt stigmatized by being divorced and on social assistance. Cheryl also says that she wouldn't have had the confidence to apply and go through an interview for any job other than cleaning. She found the life-skills training crucial for confidence building. Coincidentally, she says that life skills helped her with her children. She learned how to say no and mean it. Now when she say no, her oldest son says, "your school, eh?"

Besides life skills, Cheryl found inspiration from the women working in non-traditional occupations who were brought in to speak to the group. They were all successful in their occupations - a stationary engineer, a policewoman, a union organizer, and were earning excellent salaries. Not only did they provide role models, but they had come from backgrounds similar to those of the participants. They had faced crises and overcome

them.

Cheryl remarried a few months after the program ended. She and her new husband have a combined family of six. Cheryl says that her husband had been suggesting marriage for a few years but she wasn't ready, feeling that she should do something for herself first. The re-entry program, proved to be that something.

JEAN LEGER: A CLOSED DOOR OPENS

From the day she walked into the kitchen cabinet assembly factory where she did her training and now has a full-time job, Jean Leger knew almost all the workers. She had lived in the small community outside Fredericton all her life. She had been applying for a job in the factory since she was widowed seven years before. But the door was closed to her; each time she tried her application was filed.



Jean Leger

Now she is one of the best workers in the factory. The owner has only the highest praise for her. Interviewed on CBC radio as a graduate of the program, she charmed everyone with her enthusiasm and determination.

Jean was widowed after eighteen years of marriage to her childhood sweetheart. Her children are 14 and 22. She left home at 16 to find work in Toronto; her family couldn't afford to keep more than one child in school. She returned to her community with her husband for the birth of their first son.

After her husband died, Jean tried to find work, but could find only short-term make-work projects: five weeks in a fish hatchery, another five cleaning in a mental hospital. She remarried three and a half years ago and her new husband moved into her home. The marriage didn't work out - it was a "boo boo" in Jean's words. They divorced after two and a half years and she was forced to apply for welfare. That lasted only two months. The same day she applied for welfare, she heard about our program and was eager to apply.

She believes that the reason she couldn't get a job in the factory before was because of traditional community values. Women are expected to stay at home. This was made worse by the tense situation she and two other trainees encountered when they arrived at the factory. They had been taken on before all the regular workers had been called back after the winter lay-off. The workers staged a slowdown, which lasted for about two weeks until the situation was restored.

Jean found the life skills and career orientation courses valuable. They built her confidence. She had a habit of belittling herself and couldn't accept praise. The assertiveness training helped her to handle various incidents at the factory including sexual harassment and being made fun of by a supervisor. Learning to write resumes and to handle interviews was essential - skills she had to miss out on when she left school early. Most of the information on labor and human rights legislation and unions was new

to her; since working in the factory she has become aware of how little other workers know about their rights. The time and money management classes were not as useful because she already knew a lot about it.

Most important was the support group that developed among the women. Sharing life experiences was a new experience and meant a lot to her. She found that all the women had been through similar life crises. Jean got a raise after five weeks at the factory. And there is a new man in her life - a widower she has known since childhood.



Joan McFarland is the New Brunswick director of CLOW

Some Thoughts Cheryl McIntyre's Valedictory Speech

This is one of the many warm experiences I have enjoyed since being selected to participate in the job re-entry program; it certainly will be a long-remembered one. All of you graduating today, I have grown very fond of and I feel that choosing me for this honor today is a return of the affection. I want to thank you for it.



Being selected as a participant in the job re-entry program has made me realize that you can do what you set your mind to. I firmly believed, when I set my mind to becoming involved in the work force again, that I would accomplish my goal. When so many people were interested in this program at the first meeting, I was determined I would be one of those selected, and I would like to take this opportunity to thank the women behind CLOW: Director, Joan McFarland, Bonnie Wood, coordinator, Maureen McGee, Terry Stewart, and Debra Ladd, for giving us this chance to re-enter the labor force - you are doing a tremendous job helping women such as us and I strongly feel you will be a benefit to a lot more.

In preparing our group at the community college, Ruth Holmes and Lori Violette have become dear friends to us. They have made us feel so relaxed there, it was hard to tell who were the pupils and who were teachers. Ruth could make us laugh when she did her little jig while relating something funny at home. While preparing us for the work skills, Ruth had many speakers available to us such as: Marilyn Farrell, Stationary Engineer, Joan Blackier, C.U.P.E. representative, and Peggy Blackmore, policewoman. These ladies all represent women in non-traditional roles and they have shown us that we, as women, can achieve any goal we set our minds to. Lori, in teaching life skills, has built up confidence in us that lay dormant for years. She challenged us to keep a positive attitude and to be affirmative, always.

To my classmates, I would like you to know that your friendship has been very dear

to me. I feel there is a special bond between each of us now. Our employers have also been helpful because without their willingness to train us and give us the chance to prove ourselves in the labor force we wouldn't be here today in all our glory.

There are so many people here who deserve thanks. Most of us are mothers so I would like to express our thanks to the children who have had to watch your mom change in the last 20 weeks. You have understood when Mom couldn't be there for you every minute of the day. Without that support from you she would have probably quit and that would have been an injustice to her. For that I would like to thank you.

As my speech comes to a close, there is one other person who deserves thanks and praise our coordinator, Bonnie Wood. Bonnie, without your constant guidance and encouragement, we couldn't have done this. You have given us strength, energy, support and devotion. Such attributes are greatly appreciated.

SOMMAIRE

Le Projet de réinsertion du CCPEF du Nouveau-Brunswick: Cinq opinions

Joan McFarland, directrice du CCPEF du Nouveau-Brunswick, présente l'opinion de cinq personnes - la sienne, celle de Bonnie Wood, directrice de la coordination, de Lori Violette, enseignante, et de Cheryl McIntyre et Jean Legere, deux participantes - sur le nouveau programme de réinsertion de la Stratégie canadienne de l'emploi.

Le succès du projet n'est pas remis en question par les participantes, mais elles estiment que bien des difficultés auraient pu être évitées si il n'avait pas fallu compter avec la Stratégie canadienne de l'emploi. Dans chaque cas, les femmes ont été obligées de travailler dans des conditions précaires: manque d'argent, de temps, de ressources et de liberté de mouvement. L'organisme, toutefois, a l'intention de faire une demande pour obtenir d'autres subventions, lesquelles lui permettraient de reprendre le projet. Le personnel attaché au projet a pris cette décision car, la première fois, seules 15 candidatures sur 85 ont pu être retenues et il estime qu'en dépit des problèmes existants toutes les candidates pourraient bénéficier de l'expérience.

Cheryl McIntyre, qui a participé au projet, est aujourd'hui agente de sécurité dans un centre commercial de Fredericton. Elle reconnaît que le programme lui a permis de prendre confiance en elle et de ne plus éprouver cette honte que ressentent les femmes divorcées qui sont au bien-être

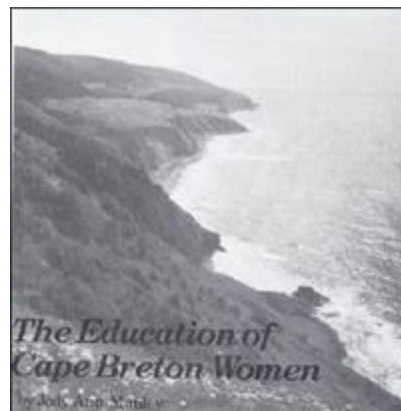
social.

Jean Legere dit qu'elle avait perdu tout espoir d'être engagée par cette fabrique de placards de cuisine. Elle y avait souvent fait des demandes d'emploi, mais en vain. Elle impute son manque de succès à l'attitude que la collectivité avait vis-à-vis du "travail des femmes". Le programme ayant accordé aux femmes le droit de choisir des emplois non-traditionnels, certains employés ont été en mesure de remettre en question leurs idées empreintes de traditionalisme. Aujourd'hui, Jean est employée à plein temps dans cette fabrique.

The Education of Cape Breton Women

by Jody Ann Manley

The provision of equal access to education for women is a critical problem. The existence of an educational gap between men and women supports this contention. Recent empirical evidence suggests that the gap is narrowing: between 1970 and 1983 the enrolment of women in universities increased by more than 50 per cent; the comparable increase for men was 17 per cent.(1) Despite this trend, the concentration of women in traditional fields of study, the likelihood that women will participate on a part-time basis, and a lower level of attainment by women show that barriers to equal educational participation persist.



Equal access for rural women and those in underdeveloped areas is of particular concern. These women are doubly disadvantaged, facing unique obstacles such as lack of money, distance and poorer quality of education offered. While the removal of barriers for all women is essential, the identification and removal of learning barriers for rural women is even more critical.

An assessment of the educational needs of women in Cape Breton provides a unique case study because of the economic and demographic characteristics of the island. Cape Breton has suffered from economic instability for many decades, with many people living in rural communities far from the industrial centre. A study in the summer of 1986 investigated learning barriers particular to Cape Breton with an eye to the development of strategies to overcome them.

A questionnaire was sent to 500 randomly selected women living in the various regions of the island. (2) Thirty per cent responded, in part because of follow-up calls to 200 of

the women; the telephone call verified that the questionnaire had been received and encouraged participation. The data obtained from the study was analyzed, producing a comprehensive assessment of learning needs.

Results

The participants were profiled under area of residence, age, marital status, education, employment status and income level.

Regions represented in the study included Port Hawkesbury, Louisburg, Dominion, Glace Bay, New Waterford, North Sydney, Sydney Mines, Victoria County, Inverness County, Richmond County and the County of Cape Breton. Most respondents were married and under the age of 50. More than half had not completed high school while one-fifth had. Post secondary education or some university was reported by more than one-quarter of the women.

Half of the women were employed. One-quarter not employed in the paid labor force, reported receiving financial assistance. One-third indicated that the family income was less than \$15,000. More than half indicated a family income of \$20,000.

A positive attitude toward learning was revealed. More than half indicated that learning was important but not a priority; more than one-third said that learning was a priority. Participants were asked their views on the impact of marital status and children on their education. A majority said that single women with children have the most difficulty; approximately one-quarter thought that married women would experience difficulty.

The women were questioned to determine their views on educational television. While some said that they would watch educational television for pleasure or interest, it was not popular as a means of earning a university credit. They preferred to watch educational television in the evening.

A majority of survey participants want to take a course. However, more than half said that money was unavailable for such purposes. Women reported being willing to spend \$150 on a course and to travel ten miles to participate in educational activity.

Most women preferred to take courses between September and December; one-quarter said they would prefer January to March or April to June. The least preferred time was July and August. The majority preferred a one-year course, with one-quarter preferring a one-term course.

Learning itself did not seem to be a problem; only one-fifth said that learning was more difficult now than in the past. Most took courses to get information or to prepare for a job.

Most women were interested in computer training and stress management. Courses in financial management, assertiveness, first aid, arts and crafts, job-related training and legal rights for women were also mentioned.

Obstacles to learning were identified as lack of money, lack of courses, lack of desired courses and lack of information on courses available, inconvenient times and conflict with family responsibilities. Success depended on desire to succeed, personal or financial rewards and the quality of the instructor.

The study produced the following recommendations :

Match Educational Activities with Market Demand.

Ensure that educational activities better match the learning needs of women in the area. Computer training, stress management, assertiveness training, and financial management are preferred.

Improve Access to Education.

Provide part-time courses at convenient times. Women must balance home responsibilities with educational pursuits.

Improve Communication Channels.

Organizations offering educational programs should advertise or otherwise provide information. Two possibilities would be to conduct an adult education information day for women in the various regions and to establish contact people throughout the island who will provide information on a regular basis and deal with immediate local problems.

Develop Innovative Learning Programs

Two options are available to alleviate the isolation of women in Cape Breton. Distance and open learning programs would make learning more accessible and flexible. The development of a community orientation and the delivery of education through workshops and seminars throughout the island.

Provide Daycare Facilities.

Home and family responsibilities conflict with the demands of educational advancement. Provision of daycare facilities and improved access to programs as mentioned earlier would assist and encourage women to pursue educational advancement.

Government Must Fund Education for Women

Government financial assistance is needed to enable women in this economically depressed area to pursue higher education. The potential for an improved standard of living achieved through educational advancement by Cape Breton women depends on the removal of barriers.

Jody Ann Manley has an M.A. in Industrial Relations from Queen's University. She is teaching at the University of Cape Breton where she is researching the labor relations climate in Cape Breton and will soon be completing a case study on the coal strike in Cape Breton Mines of 1981. Special thanks go to **Kurt Maxwell** and **Leslie Shanahan** for their invaluable research assistance.

NOTES

1. Women in Canada: A Statistical Report. March 1985, Minister of Supply and Services Canada.
2. The questionnaire used in this study was borrowed from a 1984 study which examined the learning needs of women in rural Nova Scotia. Unfortunately, Cape Breton Island, which represents 20 per cent of the Nova Scotia population, was excluded.
3. A copy of the original report A Survey of Women's Learning Needs: A Profile of Cape Breton Women can be obtained by writing to:

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Dawna Gallagher

SOMMAIRE

L'éducation des femmes du Cap Breton par Jody Ann Manley

Au cours de l'été 1986, Jody Ann Manley, professeure-assistante de gestion des affaires au University Collage du Cap Breton, interrogea 200 femmes de la région sur l'éducation permanente et sur leurs attitudes vis-à-vis d'elle. On voulait par cette enquête déceler les obstacles que les femmes ont à surmonter pour poursuivre leurs études. On avait en particulier besoin de renseignements pour trouver un moyen de combler le fossé existant entre les succès remportés au niveau éducationnel par les femmes et par les hommes.

L'enquête révéla que les femmes avaient que peu d'argent pour leur éducation, qu'elles avaient besoin de cours à mi-temps, dispensés à des heures convenables. Beaucoup de femmes ont fait remarquer qu'il leur fallait tenir compte de leurs responsabilités familiales et professionnelles pour pouvoir prendre des cours. D'autres ont mentionné qu'il n'y avait pas suffisamment de renseignements sur les cours existants. D'autres encore ont dit qu'elles participeraient volontiers à des cours télévisés. L'auteure termine en recommandant à ceux qui s'occupent de fournir des services éducationnels dans l'île du Cap Breton quelques moyens d'éliminer, par le biais de l'éducation, les barrières qui empêchent les femmes d'être égales.

ROUGH DAY POEM

1 Texture

This is about aching sacroiliac joints,
a house rough
with dirty laundry, sheets gritty with sand
which transmutes to gravel
when I nestle down, irritably,
dream an old woman
who clings to an enormous white refrigerator.
(She dies,
although I try to save her
with tough wet splays of lily pads.)

A few huckleberry leaves adhere red
to thread-fine stems,
jaunty.
I cling to that exterior reassurance,
eyes bare-spiked with trauma of branches,
brown, altogether vertical dead everywhere.
I begin to appreciate the calm charm
of sterility,
dark bandages of tarmac
over riotous earth,
golf courses poisoned into green submission

2 Snakeroot

I decide to submit
to cultural standards of beauty,
go on a diet.
I find I can't afford the requisite bushels
of fresh produce.
My cat falls in love with the woodstove,
deserts me for cuddles with heated iron

I pacify laundry; nothing else
will behave.
Sheets, socks, become my excuse
for living today,
puff into innocence
sweetness of clean fabric, soap.
During the salvage operation,
afternoon darkens to a bubble

almost popped

Outside, cedar roots arch malevolent
continuous flex of spine.

Snake. Immense, hungry
for chocolate brownies.

My diet flies out the window.

Again.

I toss another brownie to the reptile:
here, prehistory,
a day, used but clean

BY ZOË LANDALE

Asseny Muro & Patricia Mbughumi

interviewed by Joan McFarland

JOAN: Could you tell me a little bit about the work you do?

ASSENY: Through my work in adult education, I became aware of the differences between men and women, and that women need more attention. That's where I started. This culminated in my choosing to pursue women's studies for my M.A. program at the University of Dares-Salaam where, luckily enough, I was sponsored by a special women's fellowship and the Ford Foundation. I went into villages for about a month, saw and tried to analyze and review women's participation in adult education in relation to production in the villages.

JOAN: Patricia, is there a women's studies program at the University of Dares-Salaam?

PATRICIA: We have a women's research and documentation program, housed at the University of Dares-Salaam sponsored through the International Council for Adult Education.

JOAN: Asseny, could you tell us about your study and report.

ASSENY: Last year, women from different institutions - from the agriculture ministry, from the university group, from the Ministry of Education, from the nutrition institution - and from other adult education institutions, as well as women's organizations in the country reviewed the new post-literacy curriculum with the intention of giving it a women's orientation.

PATRICIA: We had a group of about 20 women Tanzanian experts. I was involved in the valuation from the very formation of the technical framework. That is how I became involved in the issue of adult education.



Joan MCFarland,
CCLOW's New Brunswick
Director, interviewed
Asseny Muro, principle
academic officer at the
National Correspondence
Institute operated by the
Ministry of Education of
Tanzania and based in
Dares-Salaam. Joan
McFarland also spoke with
Patricia Mbughumi of the
Institute of Swahili
Research at the same
university. The interview
took place at the conference,
Women, Education,
Development: A Feminist
Challenge to Adult
Education," held in
Montreal this fall.

JOAN: This was your first contact with that work?

PATRICIA: Well, I had also been involved in trying to prepare materials for "concretization."

JOAN: Whose idea was it to do the study? How did it get started?

ASSENY: The Swedish International Development Agency, has been sponsoring literacy in the country, and it was SIDA's policy that the program should bear in mind the problems and interests of women. And I think the Ministry of Education and SIDA agreed that this was an issue that should be pursued. The Ministry of Education agreed that they would put into action the outcome of the study and review.

JOAN: What were some of your main findings?

ASSENY: The new program covered three aspects: home economics, agriculture and crafts, which means vocational training. And our main findings were that most of the women's groups were in the home economics. Few were in agriculture although they are the main participants in agricultural activities. The main conclusion was that the new program was implemented in a sex-stereotyped manner. Also we found that women participating in adult education were working under very strenuous and oppressive conditions. We found that they were overburdened and the overburdening hindered them from effectively participating in the program. Their participation was irregular and this actually shortened their time and prevented them from realizing a lot out of the program. We also found that the women were in economic struggle. They were exploited. They had no means of acquiring income. And they have no control over the means of production which means they have no economic power. Adult education, even the new program, has not achieved enough to give women community power. The division of labor in the rural areas also hindered women's participation whereas men had more spare time to either participate in adult education or in adult social activities. Women were left with the traditional roles - production for sustenance of life and the reproduction of children. On the whole we felt that women looked at adult education as a tool which would bring them advancement and change.

JOAN: Which women would be involved in adult education? Do a lot of women go for literacy classes or just a few? How is it organized?

ASSENY: Actually from when we launched the literacy campaign in 1970, the records showed that the majority of participants were women.

JOAN: Are the classes voluntary?

ASSENY: It's not forced but media persuade people to join literacy and adult education classes. And women in the rural areas come forward to join them. According to my research, women find that being literate will give them a lot of benefits - like they will know how to write their names. Some say they will be able to go to the bank and bank

their money. Some say that it will be a chance for them to send their crops to farmers' co-operatives and sell their crops in their own names. Women have joined adult education for different reasons but the majority have been attracted to the program.

JOAN: Women more than men?

ASSENY: Yes, but the trend in the SIDA project has been that a lot of women come in on the lower level which is very preliminary, teaching functional literacy in reading, writing and arithmetic. Then we put on other levels. The women have become fewer and fewer as the levels advance.

JOAN: Would they offer it just a few hours a day in the evening?

ASSENY: The organization differs from place to place. But groups decide on what times to meet - women preferred to meet at 4 and 6 o'clock so that they would have time to complete their family responsibilities.

JOAN: So women have separate classes?

ASSENY: No . In Tanzania women and men are in the same class.

JOAN: Did you recommend continuing that in your report?

ASSENY: In the study we said that in vocational training men and women should be together. They should be taught things like cutting trees and masonry together because they were together in the basic literacy. But when they advance into the new functional program, they are not separated. Men were found in the vocational training and women in home economics. We have recommended that, where possible, they come together.

JOAN: How do you get to the men? In the literacy class?

PATRICIA: Through the literacy class. We hope that if we restructured the class it would no longer be segregated. The women themselves have said again and again, "you can't educate us alone. Don't teach us about family planning, teach our husbands. Educate our men because you can tell us to feed our families better, but we don't have control of the resources." It has to be a joint effort, co-operation between them.

JOAN: At what age are women attracted to the literacy classes?

ASSENY: All ages. But young people, the young women, are at a very low level because they have shied away. The way I see it. When you are young, you say to yourself that literacy is not something one can easily use.

JOAN: Do you try to use popular education methods in your literacy classes? Is that something you looked at in your report?

PATRICIA: We don't use the term popular education, we say functional literacy. In other words literacy works to help people in their daily lives. We started out with literacy and then come to the question of liberation - education for women's liberation. People work for change to get control over their own environment. Now the emphasis is much more on development of skills which will help people economically. The education program has not been able to reach that point. And this is what I'd like to add to what Asseny said. Adult education wants to give women economic power, that is true, but it also has to help in problem solving, in control of resources and in promoting the role of women in decision-making. In our research we have identified three major constraints for women. One is the traditional division of labor; women become over-burdened because they are responsible for social as well as agricultural production. The second is allocation of resources; the present education and outreach systems are geared toward men, toward cash crops in agricultural and control of resources; the technological research being done isn't helping women with their subsistence crops.

The women are still using hoes; the tractor is used for other forms of crop production and also to control resources at the family level. It is the man who controls the cash flow. And the woman, even if she is producing from her fields or from livestock that she takes care of every day, does not control the cash income. The third issue is the subordinate status of women, in particular in relation to decision-making in the family. The man makes the major decisions about the direction of the family and about what kind of land is going to be used for what kind of produce - how the labor process is going to be organized. On a village council of 12 you may find only two women and these may not be vocal up to the regional and the national level. Now if you only talk about giving women economic power you have not yet grappled with some of the basic problems - general questions of empowerment. How are the women going to be able to control these resources?

The concrete proposals we made for changes in the curriculum would deal with decision-making and allocation of resources - with how a family will manage its own resources and who will have input into textbooks or primers.

There should also be supplementary materials which deal with specific women's issues - family planning, consciousness raising to help women to get confidence in their ability and to increase their determination to speak out about how to find channels of communication even at the village level. I'm not quite happy with focusing only on the question of economics and power because without the other tools economic empowerment doesn't mean much.

JOAN: Is this analysis reflected in the report?

PATRICIA: Yes, aside from commercial skills, accounting, book-keeping, project management as in developing a small project, and discussion of how men and women should talk about how decisions are made in allocating family resources. This is aimed at helping women, by supporting their having more voice in family decisions. We hope to be

able to manage to restructure and re-orient towards co-operative decision-making.

JOAN: Was the report country-wide?

PATRICIA: We were aiming at changing national policy. We were not able to undertake a survey of the whole country but we worked in four different regions. We broke up into four teams and went to one district within each of the four regions. There are 17 regions in Tanzania. We didn't have the resources or time to do more. We tried to be representative; we chose some urban, some rural, some agricultural.

JOAN: How do you think the state will respond to the report?

PATRICIA: It was done through the Ministry of Education which is, of course, a government ministry. They have said that these recommendations now need to be implemented. So we gave some concrete suggestions for general changes. Before us now is the development of materials and this job still has to be done. We're hoping it will be done soon.

JOAN: Did you find the state receptive to suggestions for the betterment of women?

PATRICIA: Well, it's definitely a policy priority. The government is committed to uplifting the status of women so that women will be equal. This perception of inequality between men and women has been government policy since the Arusha declaration. But at present women do more than their fair share. It's a question of implementation and realizing the implications of policy decisions on women at each stage and in each sector. Because if you don't have a group that will make this kind of decision you just go on the way things have been happening. People need to be aware and sensitive to gender issues.

SOMMAIRE

Asseny Muro & Patricia Mbughumi

Joan McFarland, directrice du CCPEF du Nouveau-Brunswick, a interviewé Asseny Muro, officier en chef des études au National Correspondance Institut que dirige le Ministère de l'Éducation à Dar-es-Salaam, Tanzanie. Joan McFarland a aussi parlé à Patricia Mbughumi qui travaille à l'Institut of Swahili Research à l'université du même nom. L'entrevue eut lieu pendant le colloque "Femmes /Éducation /Développement: un défi féministe à l'éducation des adultes", qui se déroulait à Montréal du 29 octobre au 4 novembre.

La discussion porta sur la situation des femmes en Tanzanie, la lutte qu'elles mènent en faveur de l'alphabétisation, de l'éducation et de l'égalité. Dans la partie sur le féminisme, on discute du souhait qu'ont ces femmes d'accéder à l'égalité sans pour autant s'aliéner les hommes qui sont importants dans leur vie.

regarded in your work? Are you explicitly feminist in your curriculum, report, and recommendations?

ASSENY: First of all let me give you a history of how I came to learn about feminism. When I got involved in women's issues way back in 1979, I just became conscious that we needed change in the unequal relationship between men and women in economic, social, cultural and even political aspects. It was my orientation. I didn't baptize it with a specific name but we joined with other women's groups in saying that we needed change - needed to have an equal relationship, needed to uplift the status of women. It was 1978-79; women's lib was the vocabulary more than feminism.



Still with women's lib, we are not in direct opposition because by definition liberation is freeing a person of what is not good for him or her. But because we thought the term liberation was very threatening to the men, we thought we should play it safe and make it part of change in general. Raise the status of women, that's what we meant, bring development. Then when I went to Britain in 1984 I attended a course on women, men and development at the University of Sussex. This way I sat down to find the definition of this word "feminism" of which I had read so much. In 1980 feminism was at least familiar to us. So I got the definition. Before that I really thought that the basis of feminism was women's groups who were literally against men and who saw men as their direct enemy. This was the definition I had. But then I got to know that feminism isn't that limited. It was mainly a title for people who want to obtain equality in society and fight all forms of exploitation and oppression of women. So I said, aha! It fits the intention for which we organized. But back home I don't think the term is widely used by women because it would be taken in an African context. It is not a term which people would be happy about, people who are not aware of the women's perspective. At the university I have to confess we have not taken to calling ourselves feminists although we relate to feminist groups in the world. We don't announce feminism publicly as a struggle because it is a female struggle.

JOAN: Is there anything else you would like to add to what Asseny said.

PATRICIA: We really don't have a word for feminism in Swahili. We have a Swahili word which means liberation. We don't have a term for a divisive kind of struggle. Together we are trying to sensitize men to women's issues and women's problems so we can work together.

JOAN: You don't talk about feminism - you talk about the issues, the questions and the problems?

ASSENY: The questions, the aspects. They sound more meaningful to village women. As I was saying at the conference, at one time we had people at the university who were talking Marxism from the political point of view. Then Nyerere our president, told them, I'm aware of your Marxism-Leninist analysis but how far can you translate your Marxism to the village people or to your mother in the village. Relating the same problem to the

feminist terminology - much as I may understand what it means and want to take it within my context - I don't think I can translate it to rural women who have more problems in my country.

JOAN: And they respond?

ASSENY: Yes, as time passes they really know the answers. They know that in production the men take the share and in some places they even protested and went into men's agricultural activities to get an income which they could call theirs. They know that -they are overburdened. In the village, women will tell you, we are doing nearly everything. The men are resting. But the problem is a way out. They can articulate their problems but need to be helped to see that they have to play a very big role in solving the problems.



Dawna Gallagher

REVIEWS

FREE TRADE AND THE FUTURE OF WOMEN'S WORK: MANUFACTURING AND SERVICE INDUSTRIES

Marjorie Griffin Cohen

Garamond Press, Toronto and the Canadian Centre for Policy Studies, Ottawa, 1987

The publication of Marjorie Cohen's book couldn't be more timely, given the attention now being given to free trade in Canada. Cohen, an economist teaching women's studies at the Ontario Institute for Studies in Education, has pioneered work on women and free trade over the last few years, including writing briefs and background papers for the National Action Committee on the Status of Women. This recent book adds yet more substance to the debate.



Dawna Gallagher

Cohen takes an anti-free trade position. She makes her arguments on many grounds but most importantly, given the focus of the study, on the negative impact such an agreement will have on women. She demonstrates this in an industry by industry examination of the two major sectors of the economy where women work: manufacturing and services.

At one level, Cohen shows, the debate is over the scope and methodology used in the economic studies quoted by the proponents of free trade, notably the government itself. Government officials often refer to an econometric study by Harris and Cox published in the Canadian Journal of Economics. Yet that study predicts job expansion with free trade in the same industries for which all sector-by-sector analyses predict job losses. For those of us with serious qualms about the kind of data and assumptions that are used in such econometric studies, this comes as little surprise. However, such smugness is little consolation when the errors involved could have serious consequences for the Canadian economy and women in particular.

Cohen argues that gains in the service sector are possibly the greatest drawing card for the United States in the free trade talks. Yet the MacDonald Commission, whose reports provided the major impetus for those talks, did not devote even one of its seventy-two, specially commissioned studies to the service sector. This was an extremely serious omission, Cohen writes. In fact, an Ontario study, done later to fill in the gap for the province, found that in the five service industries examined - banking, culture and broadcasting, investment dealing, telecommunication, and transportation - there would be no net benefits from free trade.

In her analysis, Cohen examines the industries in which the majority of women work: textiles and clothing, food processing, electrical and electronics, and footwear industries in the manufacturing sector; data processing, transportation and public service industries in the service sector. She finds two major negative effects on women. First, contrary to what the government has said, there would be serious job losses. With the removal of the tariff between Canada and the United States, many industries or companies in these industries would be unable to compete against lower-cost producers across the border. And, if past experience is any guide, women will fare badly in any restructuring of industry. Given the levels of education of many immigrant and older workers it is unlikely they would be chosen for retraining schemes. Second, in those companies and industries not eliminated by free trade, increased competitive pressures would force employers to keep wage costs and fringe benefits as low as possible. This would effect not only wages but also working conditions, including health and safety, as employers cut costs in any way possible. These new competitive pressures would have broader implications as well. They could, in Cohen's words, "inhibit effective use of social policies to correct labor market inequalities between males and females." This could set Canadian women's progress back many years.

It is to the credit of the Network Basics Series publishers that they have published the book. With the series' use in college and university courses, it should reach a wide audience. The result will be, we hope, that this important book will make the kind of impact on the free trade debate that these issues deserve.

Joan MacFarland is New Brunswick director of CLOW.

CASE CRITICAL: THE DILEMMA OF SOCIAL WORK IN CANADA.

Ben Carniol

Between the Lines

Toronto, 1987

Paperback \$9.95; cloth \$25.95

Reviewed by Freda Bradley

In his introduction to this pithy little book Ben Carniol states that he intends to write about "the realities of social work" and that he wants to capture the experiences of "those who receive and those who deliver social services."

Having said this, he goes into a cursory, flying historical review of the roots of social work and social welfare in Britain, then in Canada in the late 1980's . He does some analysis of social work perspectives over the years and quotes in a homely fashion from disillusioned front-line social workers and some clients. He does a "patriarchal capitalistic" analysis of social assistance and the social change.

Case Critical is a montage of current, critical or radical thought in social work schools bolstered with an impressive number of quotations from literature and research. Carniol's analysis of women in the welfare system, both as receivers and givers of service, is excellent. To accomplish this he leans heavily on Helen Levine of the Carleton University School of Social Work, whom he credits in the preface. Levine is the strongest feminist social work writer in Canada. He attempts to credit the women's movement and its effect on social work, but with little analysis.

In the beginning he sets up social work and social workers; "social work claims to offer effective help to the troubled and the needy.

It is one of society's answers to the problems of poverty and social distress." Having erected his straw dollie, he acknowledges that social work has been a selected area of women's work as women "do the cleaning up of male-defined and male-controlled society in the home or in welfare offices." At the end he preaches to us to participate in mass action of social movements! He then falls short of analyzing the victim and blaming the victim. As a reader, I couldn't help wonder what social movement he saw himself belonging to and what toilet he felt he was paid to clean. While talking about the "personal is political" it was impossible for me to tell where he locates himself. Perhaps this is why his book had the aura of lip service radicalism.

The chapter entitled "Social Work and Social Change: Fighting Back" was both incomplete and uninspiring. He talked about coalitions but seemed not to know about networking. He seemed to have no knowledge of the struggle of women's alternative services to attempt "social interventions" and the struggle to unlearn bureaucratic competitive styles. Many areas were left untouched: housing, daycare services, worker co-ops, education and training programs for women. The area of social work and

consciousness raising was unexplored. Strategies for change were not examined. Further, although this book states itself as examining the dilemma in Canada, there was, except for cursory references to the U.S., no international context for comparison and contrast. There was not even a whisper about the International Federation of Social Workers, an organization in which the Canadian Association of Social Workers is active.

If you are a social worker who hasn't looked at the literature for a while, if you are from another field and want to have a fast look at social work or social welfare with a feminist, somewhat radical perspective, then this is the book for you.

As a woman who has both received and delivered services over the years, I can't help muse, "white middle-class men still write books; social action, social change is done by women." I'd rather read a book by Helen Levine.

Freda Bradley lives in Halifax, Nova Scotia, and has been a practicing social worker for 16 years. She has worked in Montreal, lectured at the Maritime School of Social Work, and been active in the social action committees of the Nova Scotia Association of Social Workers, in her union, and in other social change groups.

RESOURCES

MAKING CHOICES

Women in Non-traditional Jobs

by Sheila Amato & Pat Staton

Includes photographs of women at work in challenging jobs, personal experiences, qualifications, skills required and resources. Order from Seacraft Publications, 135 George Street South, #902, Toronto, Ontario, M5A 4E8. \$14.95

Video

FINDING A JOB IS HARD WORK

Five short programs for low-income women. Video-Contact Women's Group, Box 4094, Williams Lake, B.C., V2G 2V2.

WOMEN AND WORK

A Women's Employment Resource Manual

This manual was produced because of the special Ontario government emphasis on women workers. A comprehensive source of practical information about women and



Making Choices: Cathy Lessick, Auto Mechanic

employment in Canada, it is intended to be a tool to facilitate their successful integration into the labor market. Write to:

Women's Employment Ontario Region Canada Employment and Immigration
Commission # 700 - 4900 Yonge Street Willowdale, Ontario M2N 6A8 (416) 224-4788

**WOMEN IN THE LABOR FORCE:
A CASE STUDY OF THE MANITOBA JOBS FUND**

The jobs fund has not responded equitably to the needs of women. Women are 43 per cent of the population but occupy less than 25 per cent of the fund jobs. Write to: the Manitoba Advisory Council on the Status of Women, 450 Portage Avenue, Winnipeg, Manitoba R3C 3X1.

DIRECTORY OF TRAINING COURSES IN ONTARIO

The Ontario Ministry of Skills Development
A 630-page bilingual, comprehensive list may be ordered from 10 Bloor Street West, 11th Floor, Toronto, Ontario M5S 1P7.

**WOMEN IN THE ADMINISTRATIVE REVOLUTION:
THE FEMINIZATION OF CLERICAL WORK**

by Grahame S. Lowe McGill-Queen's Press

Lowe documents the growth and development of clerical and administrative labor in Canada - the emergence of large corporations, the development of scientific management in the office, and the impact of technology, as well as the feminization of office work which accompanied these processes.

FEMINIST RESEARCH

Resources for Feminist Research wishes to publish brief abstracts of current research projects to connect women's studies scholars across Canada and abroad. Reports of term papers, master's or doctoral theses, independent, institutional or governmental research. Write to the editorial board, R.F.R., c/o O.I.S.E., 252 Bloor Street West, Toronto, Ontario, M5S 1V6 or telephone (416) 923-6641, extension 2277 /8.

**WOMEN: ISOLATION AND BONDING
The Ecology of Gender**

edited by Kathleen Storrie



**Speak With Their Own
Voices: Christmas, 1878**

Canadian Research Institute for the Advancement of Women explores the social and physical isolation of women in the framework of ecology. The book documents the struggle of Canadian women to overcome constraints and alienation by bonding with and empowering one another. Methuen Publications, Toronto, 1987.

SPEAK WITH THEIR OWN VOICES by Pat Staton and Beth Light published by the Federation of Women Teachers' Associations of Ontario presents the personal and professional experiences of women teachers recorded in their own words. Illustrated by archival photographs, the book covers the period from the founding of the organization to the present. Order from FWTAO, 1260 Bay Street, Toronto, Ontario, M5R 2B8 (\$22 including shipping).

ADULT EDUCATION, DEVELOPMENT AND INTERNATIONAL AID

Final Report of the International Seminar on "The Role of International Aid in Adult Education in Developing Countries.

Kungälv, Sweden, June 1986 Compiled by Gonnar Rydström

The four-day seminar, held at the Nordic Folk Academy in Kungälv, was organized to enable those responsible for decision-making in both industrialized and developing countries to make tangible improvement in the substance and method of international cooperation for adult education. The participants were 40 women and men from 21 countries, including representatives of major development assistance agencies, and UNESCO, adult educators from NGOs in Africa, Asia, Latin America and the Caribbean, as well as delegates from some national government departments concerned with adult education. Write to:

ICAE 720 Bathurst Street Suite 500 Toronto, Ontario M5S 2R4

FILM AND VIDEO

PRAIRIE WOMEN

National Film Board docu-drama shows the accomplishments of Women Grain Growers and United Farm Women in the thirties. Issues of health care, birth control, property rights education and peace are included. Available through NFB or your library. Free.

AN EVEN BREAK

The 23-minute video outlines practical ways to eliminate or minimize barriers to full employment for all workers, regardless of gender, disability or



**THE DISSENTING FEMINIST
ACADEMY**

race. Available from the Ontario Women's Directorate, 4th Floor, Mowat Block, 900 Bay Street, Toronto, Ontario M7A 1C2.

Audio

Women Against Pornography has made available a series of audio tapes of the Sexual Liberals and the Attack on Feminism Conference held in New York City in April. These include panels and talks given by Phyllis Chesler, Sonia Johnson, Florence Rush, Shere Hite, Andrea Dworkin, Susan Brownmiller, Mary Daly, Susan Cole, Kathleen Barry, Catherine A. MacKinnon, Charlotte Bunch, Gena Corea, Pauline Bart, Louise Armstrong and Letty Cottin Pogrebin, among others. To order your package of nine cassettes, send a money order (to cover cost) for \$25.00 US, made payable to Women Against Pornography, 358 West 47th Street, New York, New York 10036, USA. Please allow up to four weeks for delivery.

THE DISSENTING FEMINIST ACADEMY

A History of the Barriers to Feminist Scholarship by Gisele Marie Thibault

A general statement about universities' response to feminism. The author suggests that the dissent of feminism offers the best alternative to the ills which beset academe. Failure to incorporate feminist dissent may mean extinction not just for women but for humanity. The author lives and works in Nova Scotia. Peter Lang Publishing Inc., 62 West 45th Street, New York, New York, 10036-4202.



FREE TRADE

The Canadian Advisory Council on the Status of Women has published a series of background papers: Free Trade and Canadian Women: An Opportunity for a Better Future by Katie MacMillan; Impact of Free Trade on Women in Manufacturing by Ann Porter and Barbara Cameron; Free Trade in Services: An Issue of Concern to Women by Marjorie Griffin Cohen. Order from the council at P.O. Box 1541, Station B, Ottawa, Ontario, K1P 5R5. Telephone (613) 992-4975

FREE TRADE AND THE FUTURE OF WOMEN'S WORK by Marjorie Cohen is a joint publication of The Canadian Centre for Policy Alternatives and Garamond Press. Read it for an understanding of the effect free trade will have on the manufacturing and service sectors and on women's work in particular. Contact Garamond Press, 67A Portland Street, Toronto, Ontario, M5V 2M9.

Moodie Collection Finds New Home

A rare literary and artistic find unearthed in the attic of a rural New York State home is now housed at the National Library of Canada. Final details of the agreement to purchase the historically valuable collection of manuscripts, letters, books and sketches of literary

pioneer, Susanna Moodie, should be completed this month, according to Claude Le Moine, curator of library manuscript collections. The value of the extraordinary discovery will be impossible to determine until scholars have had a chance to assess the collection, he said.

THE CANADIAN ADVISORY COUNCIL ON THE STATUS OF WOMEN Examines Emerging Criminal Law Issues For Women

"The Council is pleased that the government issued guidelines directing the police and the RCMP to lay charges in all family violence situations," said CACSW President Sylvia Gold, in releasing *Personal Autonomy and the Criminal Law: Emerging Issues for Women*. "However, the paper points out that these directives are not being uniformly applied across Canada. The paper suggests that society will only recognize that wife-battering is a crime when strong legislative measures are introduced and enforced by the police, crown attorneys, court officials and judges in every community."

The paper addresses whether and to what extent the law should recognize criminal law defenses that are unique to women. "Battered Women Syndrome, which is used to explain the feeling of helplessness that many women feel, is not yet recognized as a defiance on its own," said Gold. "A possible legislative amendment to the Criminal Code could be a new, gender-neutral defiance of self-preservation."

Another emerging criminal law issue that touches women is in the area of sexual assault. "Many women who survive a sexual assault experience physical and psychological reactions described as rape trauma syndrome, which is characterized by lasting, intense fear, anxiety and depression," said Gold. "The criminal justice system has been slow to recognize this disorder and introduce changes that will encourage women to give evidence in court."

The paper stresses that the legal system must address these emerging issues in a way which recognizes women's experiences and realities. "For that reason, we examine four theories of equality that could be used to guide the development of policies on women's justice issues," said Gold. "In arriving at a definition of equality, the Council will continue to stress that women's voices be heard and that policies and programs be designed to reflect their experience."

The Council, established in 1973 in response to a recommendation by the Royal Commission on the Status of Women in Canada, is an independent organization funded by the federal government. The council's mandate is to bring before the government and public, matters of interest and concern to women in Canada. Contact Anne Marie Smart, Director, Public Affairs, (613) 992-6907

Computers in Adult Education and Training

This new journal will provide a forum for report and debate in the many issues in adult education and training in all aspects of new information technology and the use of

computers as tools in adult learning. It will contain articles, reports of good practice, notes of work in progress, reviews of books and software conference notices.

CAET Department of Adult and Continuing Education University of Keele
Keele, Staffordshire,
ST5 5BG, UK

THINGS JUST AREN'T THE SAME

A Story About Growing Up

Bodily changes, emotional insecurity, and sexual curiosity are characteristic of life during puberty. In this new appealing and often funny work of fiction, Catherine Brett interweaves factual information on these subjects with a story focusing on the relationship of two longtime friends discovering adolescence together.

Brian and Anita are building an airplane for a science project. As the work proceeds they are also helping one another understand their changing bodies and feelings as well as sharing sexual and anatomical information. Young adolescents, boys and girls can follow Anita's experience of buying a brassiere, Brian's conversations in the locker room and their perceptions about what they are hearing from friends, teachers and family. A sensitive and humorous novel supplemented with illustrations and a glossary of terms. Women's Press, 229 College Street, #204, Toronto, Ontario, M5T 1R4, (416) 598-0082.



ACTION RESEARCH FOR WOMEN'S GROUPS

Jan Barnsley and Diana Ellis, The Women's Research Centre, 1666 W. Broadway, Vancouver, B.C. V6J 1X6. The kit is in six parts: Introduction to Action Research, The Women's Research Centre and our Assumptions About Action Research, Making the Decision to do a Research Project, Designing An Action Research Project, Communicating the Findings of and Action Research Project. Discounted rate for women's groups is \$2.70.

FEMINISM AND POLITICAL ECONOMY

Women's Work, Women's Struggles

by Heather Jon Maroney and Meg Luxton

Concerns the political economy of the women's movement, women's work, both paid and unpaid and the relationship of women to state policy. Methuen Publications, Toronto, 1987.

The Women's Kit, published by the Participatory Research Group is a set of booklets for women in English as a Second Language classes, literacy groups and other women's groups. The booklets include material about the lives of women from the Caribbean, Latin America, Africa and England. Order from P.R.G. 229 College Street, Suite 309, Toronto, Ontario, M5T 1R4.

RESSOURCES

LÉGALITÉ POUR L'ÉGALITÉ **de la Fédération des femmes canadiennes-françaises**

Légalité pour l'égalité est un ouvrage qui cherche à savoir s'il existe dans les neuf provinces canadiennes-anglaises une égalité juridique et réelle entre un mari et sa femme lorsque celle-ci travaille en collaboration avec lui. La publication s'en tient à trois domaines: la vie familiale, la vie économique et les conditions de travail. Légalité pour l'égalité comprend dix chapitres bien documentés, des tableaux et des cas de jurisprudence qui fournissent bien des réponses et donnent une leur d'espoir: il est dans le domaine du possible que les femmes mariées ou les conjointes de fait jouissent à l'avenir d'une nouvelle égalité.



Pour se procurer ce livre qui coûte 7,50\$ (membres de la FNFCF) ET 10,00\$ (non-membres) s'adresser à la: FNFCF 325 rue Dalhousie, pièce 525 Ottawa, Ont. K1N 7G2

La Fédération des femmes du Québec a publié récemment deux études intitulées Portrait socio-économique des Québécoises et des Canadiennes et Réflexion sur le mouvement féministe actuel. La première fournit sur les activités de la population féminine des statistiques qui indiquent que même si les femmes se sont progressivement taillé une meilleure place sur le marché du travail, leur avenir économique apparaît plus gris que rose. La seconde fait ressortir la contribution des conditions de vie des femmes, qu'elles soient sur le marché de travail ou au foyer, et réagit aux arguments néo-conservateurs contre l'autonomie financière des femmes. Les ouvrages se vendent 4 \$ chacun: FFQ. 506 rue Sainte-Catherine est, Bureau 801, Montréal, Québec, H2I 2C7. Il faut ajouter 1,12 \$ ou 1,80 \$ de frais d'affranchissement selon que vous commandez une étude ou les deux.

Le salaire a-t-il un sexe? Les inégalités de revenus entre les femmes et les hommes au Québec est une nouvelle étude du Conseil du statut de la femme qui étudie les ghettos d'emplois, la ségrégation professionnelle et la discrimination salariale envers les travailleuses. 104 pages, 6,95 \$. Pour de plus amples renseignements ou pour commander, composer le 1-800-463-2100.

COMMENTARY

CAROLINE BAMFORD

Women's Education Canada and Scotland

First, a definition. By women's education, I'm referring to courses especially for women and courses in women's studies. There has been growth in the provision of these courses in both Canada and Scotland in response to growing awareness of the value of special initiatives to meet women's educational needs. Educators across the curriculum can learn from these initiatives. Not only do they highlight women's varied and often neglected experience, but they pioneer new approaches to student-centered learning.

There are some obvious similarities between Canada and Scotland in the context of women's education. We share a history of male dominance and the denial of the validity of women's experience, values and understanding. We share systemic discrimination against women resulting, for example, in unequal pay. We share the lasting effects of both the overt and the "hidden curriculum" in the classroom, such as women's low self-esteem. And we share the problems of insecure funding which implies lack of recognition and legitimacy for our work.

There are similarities too in our response to these needs. People working in women's education, in Canada and in Scotland, are working to validate women's experience; to develop knowledge and understanding, often collectively, of sexism and gender relations; to tackle sexism; and to enable women to make choices, taking control of their lives in their own terms.

The number and variety of women's courses in Scotland has increased. The Workers' Educational Association has pioneered much of this new work, running courses and training people to work in the field. In Glasgow, its work has been almost entirely centered in the Areas of Priority Treatment designated by Strathclyde Regional Council. It has held women's days in local community centers, run discussion groups and courses on such topics as women's health and self-defense. The WEA has also organized short such as sexual harassment and the equal value amendment to the Equal Pay Act.

In the training field, the Manpower Services Commission funded Wider Opportunities for Women courses which offer the chance to review skills and plan a return to paid work or study. In Glasgow, Strathclyde University runs two WOW courses each year focused on Information Technology. Some organizations are now securing funds from the European Economic Community to run training courses for women, including specialist areas such as computing and engineering.

University extramural departments and community education centers also provide some

women's courses. There are return to work and study classes, courses in self-defense, women's history, women's health, women's studies, car maintenance, to name a few. And I should mention the work of groups, such as Women's Aid, Rape Crisis, the Scottish Convention of Women and other women's organizations and guilds, much of whose work involves education, but who don't necessarily organize courses, and who don't appear in any college prospectus. But, despite the variety and richness of this work, the provision of women's education in Scotland is patchy and funding is far from secure.

There seems to be a greater legitimacy to women's initiatives in Canada. The very existence of the Secretary of State Women's Program illustrates this. So does recognition in the Canadian constitution that women are a disadvantaged group and the endowment of five new chairs in women's studies by the Canadian Learned Societies. Meanwhile in Britain, despite increasing provision of women's courses and the growth of equal opportunities programs, women's initiatives are marginal, often tokenistic, and still embattled. Many respond to women's studies by asking a less than positive "what's that?"

Commitment to advocacy work is another issue. Why is the women's movement in Britain less involved in this? Should we not be following the example of Canadian groups? And my thoughts run: to British groups such as Rape Crisis and Women's Aid that are involved in advocacy work around particular issues; to the divergent activities of "liberal" and socialist feminist groups within the women's movement here; to our coming socialist feminist groups within the women's movement here; to our coming together to campaign on particular issues; to the growth of positive action programs in Britain and the accompanying shift in ideas about the way ahead. Now, I think advocacy work is being seen as increasingly important by different groups in the women's movement in Britain - and we can learn from the Canadian experience in this.

Despite my enthusiasm Canadian women would tell me that they, too, are suffering from marginalization, from government cuts, from "pedaling hard to stay put." My excitement at being in a place where the women's movement has made more obvious advances was tempered by the many concerns I heard. As I was leaving Toronto, I noticed a neon sign on one of the skyscrapers by the lake. It read:

"Toronto Board of Education Says Education - It's Forever."

It struck me as a highly ambivalent message for adult education.

In April 1986 **Caroline Bamford** traveled to Ontario on behalf of the Scottish Institute for Adult and Continuing Education to study women's education. She is now living in Glasgow and working for the BBC.

SORRY I'M LATE

but

I woke up with my period and found
my box of tampons had turned to dandelions,
gone to seed just like on the TV ads.

I left for work, early, in my new ruby slippers
and an awful wind took me from the bus stop
carried me all the way to K-Mart
into the arms of a scientologist
buying oil in the hardware section.
He helped me
find myself, my shoes.

In the elevator
a supervisor smelled my briefcase
told me
tuna sandwiches have been banned
in the secretarial pool.
(I snacked between the 8th and 11th floors
and had to wash my face).

Honestly, I woke up in time but
my Harley-Davidson is missing a cylinder
I had to move Mozart for the shower
I swear the calendar read 1958
the cat knocked over the moon
I slept in.

PAM TRANFIELD

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AGENDA

CADE Conference' 88 "Confronting the issues"

May 19 - 22, 1988, Banff, Alberta

The agenda for the 1988 Canadian Association for Distance Education conference includes keynote speakers, interactive sessions, crackerbarrel evening, hosted banquet and displays. For further information contact Barabara Spronk, CADE Conference, Athabasca University, Box 10,000, Athabasca, Alberta, TOG 2R0, Tel. (403) 675-6239.

"Building the Learning Networks"

May 18 - 21, 1988, Montreal, Quebec

The Canadian Association for Adult Education and the Quebec Association for Adult Learning present their first annual national adult education conference. Ralph Nader will open the conference with an address on strategies for training citizen advocates. Other speakers will include Gerry Caplan, Ian Morrison, Walter Pitman and Lois Wilson. For

further information write to Steve Gruber, c/o Quebec Farmers Association, P.O. Box 80, Ste. Anne de Bellevue, Quebec H9X 3J3.

Third International Feminist Book Fair

June 14 - 21, Montreal, Quebec

Since this is the first time the fair has been held on the American continent, a special invitation has been extended to women from Latin America. Pending the arrival of government grants, private funds are needed. Please send your contribution to the organizing committee, International Feminist Book Fair, 420 Est, rue Rachel, Montreal, Quebec, H2J 2G7, (514) 844-3277.

Adult Education Research Conference

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Dawna Gallagher