A REPORT ON THE FIRST TAFE WOMEN'S CONFERENCE
July 8-9 1982

Conference Co-ordinator
MICHELLE MIRAN
# TAFE Women's Conference Report

## Contents

1. **Background**
   - Conference Aims and Objectives
   - Conference Programme

2. **Summary of Recommendations**

3. **Presentation by Speakers**

4. **Conference Participation**
   - Workshops
   - Publicity

5. **Summary**

6. **Conference Papers**

1. "Opening Address"
   - Presented by Director-General of TAFE, Dr. A. Pattison.

2. "Keynote Address"
   - Presented by Ms. Wendy McCarthy, Education Commission.

3. "Implementation of Equal Opportunity for Women in TAFE Educational Programmes"
   - Presented by Ms. Jenni Neary, Head, TAFE Women’s Co-ordination Unit.

4. "Opportunities for Women in Management in the Educational Division"
   - Presented by Dr. Sandra Humphrey, A/Director, Curriculum and Assessment.

5. "Transition Education and Women"
   - Presented by Ms. Josefa Sobski, Senior Advisor, Social Development Unit, Office of Minister for Education.

   - Presented by Ms. Jane Shimeld, EEO Co-ordinator.

7. "The Committee of TAFE Spokeswomen, Background, History and Aims"
   - Presented by Wilga Pruden, Spokeswoman.

8. "Educational Needs of Aboriginal Women"
   - Presented by Ms. Patricia O'Shane, Secretary, Office of Minister for Aboriginal Affairs.

9. "Educational Priorities for Women and Girls of Non-English Speaking Background"
   - Presented by Ms. Nadia Lozzi Cuthbertson, NSW Ethnic Affairs Commission.
7. APPENDICES

<table>
<thead>
<tr>
<th>Conference Participants</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Representation</td>
<td>II</td>
</tr>
<tr>
<td>Schools and Divisions Represented</td>
<td>III</td>
</tr>
</tbody>
</table>

8. ATTACHMENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Priorities for TAFE in 1982</td>
<td>I</td>
</tr>
<tr>
<td>Equal Employment Opportunity in TAFE - Policy Statement</td>
<td>II</td>
</tr>
<tr>
<td>TAFE Women's Co-ordination Unit - Statement of Functions</td>
<td>III</td>
</tr>
<tr>
<td>TAFE Women's Liaison Officer</td>
<td>IV</td>
</tr>
<tr>
<td>The Committee of TAFE Spokeswomen</td>
<td>V</td>
</tr>
<tr>
<td>Equal Employment Opportunity Plan Objectives</td>
<td>VI</td>
</tr>
<tr>
<td>New Opportunities for Women Course</td>
<td>VII</td>
</tr>
<tr>
<td>Transition Education and the Needs of Women and Girls - Paper by</td>
<td>VIII</td>
</tr>
<tr>
<td>Jenni Neary</td>
<td></td>
</tr>
<tr>
<td>Press Release Presented by the ABC News</td>
<td>IX</td>
</tr>
<tr>
<td>Financial Review - Education Article</td>
<td>X</td>
</tr>
<tr>
<td>TAFE Newsletter Advertisements</td>
<td>XI</td>
</tr>
<tr>
<td>Women's Conference Circular</td>
<td>XII</td>
</tr>
</tbody>
</table>
1. **BACKGROUND**

The position of Co-ordinator of Women's Programmes was established in 1980. In 1982 the work of the Women's Programmes Co-ordinator had become so extensive that the Women's Co-ordination Unit was established.

The function of the Unit is in keeping with Government, Departmental and Education Commission philosophy and policy on the provision of advice and the monitoring and implementation of E.O. for women in TAFE.

In particular, the Unit is concerned with:

* monitoring policy, planning and resource allocation in the Department to ensure that the impact on women is taken into account;

* co-ordinating activities within the Department to ensure that women are enabled to maximise their vocational opportunities in educational programmes;

* development and establishment of programmes encouraging women to enter/re-enter non-traditional training and employment;

* identifying the needs of women from disadvantaged minorities and designing appropriate entry/re-entry programmes;

* organisation of staff development programmes on the implementation of equal opportunity in educational programmes for women in TAFE;

* providing educational resources on women's changing role in society to TAFE teachers and administrators;

* providing executive support for the Women's Educational Programmes Advisory Committee;

* introducing and evaluating women's re-entry programmes;

* liaison with officers at all levels of the Department, other Government Departments, employers, unions and community groups;

* co-ordination of child care policy, planning and research and the establishment of child care facilities in TAFE colleges.

With these guidelines in mind the Head of the Women's Co-ordination Unit presented a proposal to the Deputy Director-General (Educational Developments) for the following activities associated with Women's programmes in 1982.

* Secondment of a teacher to:
  a. Organise a TAFE Women's Conference.
  b. Develop kit materials for elimination of sex bias in teaching.

Approval for these activities was given and Michelle Miran, Senior Head Teacher, Home Science, Liverpool, was seconded to perform these duties. The Conference was conducted at Basser College, University of New South Wales, from July 8-9, 1982.
Conference Aims and Objectives

The conference, the first for TAFE women was entitled "TAFE Women in the 80's" to reflect the future progressive role of women in the Department.

Aims of the TAFE Women's Conference were to:

i. bring together women from all sections of TAFE to examine and discuss educational and career strategies, their implementation and implications for women in the Department;

ii. make provision for inter-action between women in the teaching, professional, clerical and administrative sections of TAFE to exchange views about issues of concern to women in the workforce with particular reference to TAFE;

iii. disseminate information on policy and practice related to the implementation of equal opportunity for women in TAFE;

iv. raise the level of awareness of women to E.E.O. and to inform them of the paths of access to equal opportunity for employees and students in TAFE;

v. encourage women to take an active role in the development of TAFE in order to promote women as valued members of the Department at all levels.

At the completion of the Conference participants will:

i. be able to identify the policy priorities for women in TAFE;

ii. a) know the E.E.O. policy in TAFE
    b) know and understand the implications of the E.E.O. Management Plan for women in TAFE.

iii. know the role and activities of - a) Women's Co-ordination Unit
    b) E.E.O. Co-ordinator
    c) Spokeswomen's Committee
    d) Women's Liaison Officer

iv. know and understand the initiatives being undertaken by TAFE regarding access programs for women as employees and students;

v. a) know the implications of Commonwealth funding on TAFE programs
    b) know how Commonwealth funds affect initiatives for women in TAFE

vi. a) aware of the policy of their respective unions regarding women's programs
    b) know and understand the importance of women participating in both Departmental and union activities.

vii. be able to identify the special needs of women in disadvantaged minority groups;

viii. have the opportunity to make suggestions and resolutions for further educational and career development activities for women in TAFE.
Conference Programme

DAY 1

9.00 - 9.30 Registration

9.30 - 11.00 Official Opening Chair:
Dr. Allan Pattison, Ms. Jenni Neary
Director-General

Keynote Address
Ms. Wendy McCarthy,
N.S.W. Education Commission

Educational & Employment Issues for Women in TAFE
Ms. Jenny George, Gen. Sec., N.S.W. Teachers' Federation

11.00 - 11.30 Morning Tea - Mackay Room

11.30 - 1.00 Policy Priorities Chair:
and Implementation Ms. Wendy McCarthy
of Women's Programs

Women Education, Administration and Study
Ms. Joan Bielski,
Office of the Minister for Education

Implementation of Equal Opportunity Policy for Women in
TAFE - Educational Programs
Ms. Jenni Neary,
TAFE Women's Co-ordination Unit

Commonwealth Initiatives for Women in TAFE
Ms. Lesley Hodsdon, Member,
Commonwealth TAFE Council

1.00 - 2.00 Lunch - Goldstein Dining Room

2.00 - 3.30 Women & Education in TAFE Chair: Ms. J. Steanes

Educational Priorities for Aboriginal Women
Ms. Pat O'Shanne
Ministry of Aboriginal Affairs

Migrant Women and TAFE - Career and Education
Ms. Lesley Lynch, Ethnic Affairs Commission

Transition Education and Women
Ms. Josefa Sobiski,
Office of the Minister for Education

3.30 - 5.00 Workshop/Plenary Chair: Ms. M. Miran

Re-entry Programmes for Mature Women
Ms. Pia Keski,
TAFE Women's Co-ordination Unit

Children's Services in TAFE
Ms. Carole Deagan, TAFE Women's Co-ordination Unit

Staff Development in TAFE
Ms. M. Alexander, TAFE Staff Development Division

Transition & Apprenticeship for Girls in TAFE
Ms. Jan Craney, Office of the Minister for Education
Ms. Colleen Chesterman, Premier's Department
Ms. Cathie Sharpe, Co-ordinator, Equal Opportunity Training Programs (Hunter)
Educational Needs of Migrant and Aboriginal Women in TAFE

Leslie Lynch
Margaret Campbell-Buck,
Muriwina Child Care Centre,
Redfern.

Women in the Workforce/Film and Discussion
Ms. Robyn Dryen,
TAFE Women's Co-ordination Unit

7.30

Informal Dinner in Goldstein Dining Room
Conference Programme

DAY 2

9.00 - 10.30 Women & Employment in TAFE

Chair:
Ms. Ruth Colebrook,
A/Principal,
East Sydney Technical College.

E.E.O. Policy in TAFE
Mr. Doug Corbett
Director (Personnel, Industrial Relations and E.E.O.).

Women in Education and TAFE
Dr. Sandra Humphrey
A/ Director (Curriculum & Assessment)

Spokeswomen's Committee - Aims & Objectives
Ms. Wilga Pruden
Deputy Principal,
North Sydney Technical College.

Job Satisfaction
Ms. Helen Bauer
Women's Liaison Officer

Women in the N.S.W. Public Service
Ms. Kathy Romer
Women's Industrial Officer, P.S.A.

10.30 - 11.00 Morning Tea

11.00 - 12.00 E.E.O. Management Plan

Chair: Ms. Helen Bauer

E.E.O. Management Plan & TAFE
Ms. Jane Shimeld,
EEO Co-ordinator, TAFE

12.00 - 12.45 Workshop/ Women, Employment & Careers in TAFE

Workshop leaders -
Ms. Jane Shimeld  ) E.E.O.
Ms. Wendy Anton  ) Unit
Ms. Patsy Taperell  )

Ms. Helen Colbey,
Administrative Officer (Personnel)
Ms. Darelle Duncan,
Women's Co-ordinator,
N.S.W. Teachers' Federation
Ms. Kathy Romer

12.45 - 1.00 Report Back

1.00 - 2.00 Lunch - Goldstein Dining Room

2.00 - 3.15 Workshops

Chair:
Ms. Delia Craig
Principal,
Wetherill Park Tech. College.

Where Do We Go From Here

Ms. Michelle Miran
TAFE Women's Co-ordination Unit
Workshop Leaders -
### Conference Programme

**DAY 2 (cont'd)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.15 - 3.30</td>
<td><strong>Afternoon Tea</strong></td>
<td></td>
</tr>
<tr>
<td>3.30 - 4.45</td>
<td><strong>Plenary Session</strong></td>
<td>Ms. Jenni Neary</td>
</tr>
<tr>
<td></td>
<td>Report Back</td>
<td>Ms. Helen Bauer</td>
</tr>
<tr>
<td></td>
<td>Summing Up</td>
<td>Ms. Jane Shimeld</td>
</tr>
</tbody>
</table>

Ms. Pia Keski  
Ms. Maria Trevaskis  
Ms. Robyn Dryen  
Ms. Carole Deagan  
Ms. Pam Simons  

TAFE Women's Co-ordination  
Unit
RECOMMENDATIONS

One of the implicit intentions of the TAFE Women's Conference was to gather consensus opinion or to further implementation of equal opportunity for women. Recommendations were proposed with a view to affirmative action in respect of educational and career planning and policy in TAFE.

2. SUMMARY OF RECOMMENDATIONS

The Conference expressed its appreciation of the support of the NSW Department of TAFE for the "TAFE Women in the 80's" Conference. In particular, we wish to express our appreciation of the personal and official commitment of the Director-General to the promotion of women's interests within New South Wales TAFE.

Arising from the Conference the following resolutions were unanimously passed:-

1. In future, annual TAFE Women's Conferences (with optional residential facilities available) be held to continue the constructive and valuable information and self-development processes begun.

2. Conferences for TAFE women be held around the State on a regional basis.

3. The Department recognise the need for child care facilities as a normal part of all future Conferences and that when funding is being allocated for either residential or non-residential activities the cost of staff as well as the provision of child care be automatically included.

4. At the next women's conference there be sessions programmed to specifically look at the issues of the women who work in the clerical, administrative, professional and general divisions and that these sessions be programmed in such a way that all participants are able to attend.

5. The 1983 Conference should include sessions on self-assertiveness training and occupational skills.

6. The Conference noted with enthusiasm that the Department has responded positively to the ILO Convention on the Elimination of all Forms of Discrimination Against Women. In light of this we urge that the NSW Department of TAFE demonstrates its commitment this financial year to the objectives of this convention by:

   i) Staffing the Women's Co-ordination Unit and the EEO Unit with permanent officers sufficient to meet the needs of women and other groups against which there is discrimination.

   ii) Implementing the system of Regional Grievance Counselling Officers as delineated in the Management Plan.

7. The Conference is opposed to any reduction of Stream 6 courses for the following reasons:

   i) they are the primary point of access for women into TAFE;

   ii) removing barriers of access is an integral part of Government policy;

   iii) these are frequently the only courses provided in rural and isolated areas;

   iv) these courses are valuable avenues for the re-entry of women to training and work;
v) these courses are the catalyst for self-employment opportunities;

vi) the further education aspect of TAFE is vital for the societal transition taking place in the restructuring of time, work and leisure.

We therefore recommend that Stream 6 courses remain as an integral part of TAFE's course structure.

8. The conference also recommends that a committee or Working Party be established to reassess the streaming of courses in TAFE (all courses).

9. The Conference recommends that in addition to the Granville pilot project, the Department further implement the Premier's undertaking given at the State Reception for International Women's Day, 1982, that child care centres be established in TAFE Colleges.

10. Relief staff be made available to enable Public Service and TAFE teaching service staff to attend staff development courses and take up representative positions on TAFE committees.

11. TAFE personnel teaching female apprentices in non-traditional trades, including Introduction to Trades courses, trade, link and other transition courses, be provided with staff development activities to ensure the elimination of sex bias and to make them aware of the special training needs for females. Furthermore these staff development programs should be undertaken prior to introducing any "Introduction to Trade" courses.

12. The Department should make provision for the extension of the educational services of the TAFE Women's Co-ordination Unit to country colleges and centres.

13. The Department provide funds and resources to the EEO Unit for the implementation of career development workshops for women in TAFE who are considering promotional positions within the Department.

14. The Department provide funds and resources to the EEO Unit for workshops for Women in TAFE who wish to undertake courses in self-assertiveness training.

15. Delegates of this Conference encourage staff members to attend future EEO workshops and Conferences.

16. The TAFE Women's Co-ordination Unit, in conjunction with the Women's Liaison Officer, the EEO Co-ordinator and the Spokeswomen's Committee be requested to investigate ways in which a women's liaison (i.e. information/contact officers) officer's position can be established in each College and Centre. The Conference expressed a preference for these officers to be elected by full-time and part-time female staff and that they be provided with the appropriate release from normal duties.

17. A more flexible definition of seniority be developed to include proportional weighing for length of service, experience, qualifications and accreditation for child rearing and such definition be pursued by the Department with the Public Service Board and Education Commission rather than accepting seniority as presently defined by salary.

18. Conference recommends that to reduce the incidence of vandalism, notice boards be positioned in female toilets for exhibiting posters about sexual harassment and other matters of interest to women.

19. The Conference encourages women to take an active and positive role within their Trade Unions.
20. Information on occupational health hazards within the TAFE system be disseminated through TAFE Colleges, Centres and Head Office.

21. The two induction packages being prepared within the Department for public service and teaching staff should include information on employment conditions and responsibilities, superannuation, mechanism of appeals.

22. A bibliography of TAFE publications should be presented to TAFE employees at time of their induction.

23. All resolutions be published in the TAFE Newsletter and the names and official addresses of Conference participants be circulated to all participants and unsuccessful applicants.

24. Conference recommends that the TAFE Women's Co-ordination Unit be congratulated for the overwhelmingly successful conduct of this inaugural and pioneering conference for "TAFE Women in the 80's".
3. PRESENTATION BY SPEAKERS

The speakers at the Conference came from a wide range of backgrounds, each with a commitment to equal opportunity for women and the elimination of discrimination. Special attention was given to TAFE, Government and Education Commission policy priorities with regard to equal opportunity for women in education and employment. Each speaker was asked to deliver a paper which related to the implementation of educational initiatives, special needs of women in minority groups, the equal employment opportunity management plan and career development. Each speaker was allocated 20-30 minutes with a 10-15 min. question time at the end of each session.

The following Papers were presented at the Conference:

OPENING ADDRESS by the DIRECTOR-GENERAL, Dr. ALLAN PATTISON.

KEYNOTE ADDRESS by Ms. WENDY McCARTHY, NSW EDUCATION COMMISSION.

EDUCATIONAL AND EMPLOYMENT ISSUES FOR WOMEN in TAFE, Ms. JENNY GEORGE, NSW TEACHERS FEDERATION.

IMPLEMENTATION OF EQUAL OPPORTUNITY FOR WOMEN IN TAFE by Ms. JENNI NEARY, HEAD, TAFE WOMEN'S CO-ORDINATION UNIT.

WOMEN - EDUCATION, ADMINISTRATION AND STUDY by Ms. JOAN BIELSKI, OFFICE OF THE MINISTER FOR EDUCATION.

COMMONWEALTH INITIATIVES FOR WOMEN IN TAFE by Ms. LESLEY HODSDON, MEMBER COMMONWEALTH TAFE COUNCIL.

EDUCATIONAL PRIORITIES FOR ABORIGINAL WOMEN IN TAFE by Ms. PAT O'SHANE, MINISTRY OF ABORIGINAL AFFAIRS.

EDUCATIONAL PRIORITIES FOR WOMEN AND GIRLS OF NON-ENGLISH SPEAKING BACKGROUND by Ms. NADIA LOZZI CUTHBERTSON.

TRANSITION EDUCATION AND WOMEN by Ms. JOSEFA SOBSKI, OFFICE OF THE MINISTER FOR EDUCATION.

EEO POLICY IN TAFE by Mr. DOUG CORBETT, DIRECTOR (PERSONNEL & INDUSTRIAL RELATIONS AND EEO).

WOMEN IN EDUCATION IN TAFE by Dr. SANDRA HUMPHREY, A/DIRECTOR (CURRICULUM & ASSESSMENT).

SPOKESWOMEN'S COMMITTEE - AIMS AND OBJECTIVES by Ms. WILGA PRUDEN, DEPUTY PRINCIPAL, NORTH SYDNEY TECHNICAL COLLEGE.

JOB SATISFACTION by Ms. HELEN BAUER, WOMEN'S LIAISON OFFICER.

WOMEN IN THE NSW PUBLIC SERVICE by Ms. KATHY THOMAS (ROMER), WOMEN'S INDUSTRIAL OFFICER, PSA.

THE EEO MANAGEMENT PLAN AND TAFE by Ms. JANE SHIMELD, EEO CO-ORDINATOR, TAFE.
4. CONFERENCE PARTICIPATION

Provision was made for 100 women from all sections of TAFE to attend the Conference, however, due to an overwhelming response throughout the regions, the final number was extended to include another 50 participants.

In addition to the speakers and workshop leaders, representatives from other organisations attended. They were:

Ms. Cathy Robertson, General Secretary, A.C.T. Teachers’ Federation.

Ms. Helen Campbell, Women's Co-ordination Unit, Premier's Department.

The chart below briefly outlines the number and location of Conference delegates:

FIGURE 1

Representation by Division

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<thead>
<tr>
<th>Division</th>
<th>Number</th>
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<tr>
<td>Teachers</td>
<td>51</td>
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<tr>
<td>Professional</td>
<td>44</td>
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<td>Administrative/Clerical</td>
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FIGURE 2

Representation by College and School

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<tr>
<th>College Type</th>
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<tr>
<td>Metropolitan Colleges</td>
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</tr>
<tr>
<td>Country Colleges</td>
<td>19</td>
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<tr>
<td>School</td>
<td>9</td>
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Workshops

Workshops were conducted on both days to provide participants with an opportunity to make their contributions.

The workshops on Day 1 focused on educational issues in which TAFE Women's Co-ordination has been involved over the past year; while Day 2 workshops focused on women and employment in TAFE and formulation of recommendations and resolutions for the final plenary session.

The workshops were lead by people both from within TAFE and other organisations who have been involved in developing educational and career programmes related to the various workshops.
DAY 1 WORKSHOPS

RE-ENTRY PROGRAMMES FOR MATURE WOMEN
Ms. Pia Keski,
TAFE Women's Co-ordination Unit.

CHILDREN'S SERVICES IN TAFE
Ms. Carole Deagan,
TAFE Women's Co-ordination Unit.

STAFF DEVELOPMENT IN TAFE
Ms. Maggie Alexander,
TAFE Staff Development Division.

TRANSITION & APPRENTICESHIP FOR GIRLS IN TAFE
Ms. Jan Craney,
Office of Minister for Education.
Ms. Colleen Chesterman,
Women's Co-ordination Unit, Premier's Department.
Ms. Cathie Sharpe,
Co-ordinator, Equal Opportunity Training Programmes (Hunter).

EDUCATIONAL NEEDS OF MIGRANT AND ABORIGINAL WOMEN IN TAFE
Ms. Leslie Lynch,
Ethnic Affairs Commission.
Ms. Margaret Campbell-Buck,
Muriwina Child Care Centre, Redfern.

DAY 2 WORKSHOPS

WOMEN, EMPLOYMENT AND CAREERS IN TAFE
Ms. Jane Shimeld
Ms. Wendy Anton
Ms. Patsy Taperell
EQUALLY EMPLOYMENT OPPORTUNITY UNIT,
TAFE.

Ms. Helen Colbey,
Administrative Officer (Personnel).
Ms. Darelle Duncan,
Women's Co-ordinator, N.S.W. Teachers' Federation.
Ms. Kathy Thomas,
Women's Co-ordinator, Public Service Association.

WHERE DO WE GO FROM HERE?
Ms. Pia Keski
Ms. Maria Trevaskis
Ms. Robyn Dryen
Ms. Carole Deagan
Ms. Pam Simons
TAFE WOMEN'S CO-ORDINATION UNIT.
The format over the 2 days was tightly programmed to include as many aspects of education, employment and career development as possible. The overall intention was to provide topics of interest as expressed by representatives of all divisions. As a result of resolutions and recommendations passed at the Conference, the organisers for future conferences will be able to incorporate other activities for women in the Department.

Women who represented the Administrative and Clerical Divisions showed particular interest in self-assertiveness training courses, occupational skills and occupational health workshops.

Publicity

The Conference was promoted and publicised through the following publications:

i. TAFE Newsletter
ii. Education Circulars and Posters (see attachment).

Advertisement for the TAFE Women's Conference appeared in the following editions of the TAFE Newsletter (see attachments):

April 19, issue 9/82
June 15, issue 15/82
June 21, issue 16/82
June 28, issue 17/82.

In addition to internal publicity, the Conference activities were given attention on the ABC evening news as well as an article published in the "Financial Review" on 12th July (see appendices). The TAFE Women's Co-ordination Unit is grateful for the co-operation of students from North Sydney Technical College Film and T.V. Production Course, who, under the supervision of Mr. Bob Harding, have produced a video cassette recording of the event which will be held within the Unit available for viewing by officers in the Department; Ms. Robyn Dryen acted in the capacity of Sound Engineer for the 2 days and recorded all speakers. These audio tapes will also be kept in the TAFE Women's Co-ordination Unit.

The TAFE Women's Co-ordination Unit expresses its gratitude to Ms. Dryen, Mr. Harding and the students of the Film and T.V. Production Course for their contribution to the success of the first TAFE Women's Conference.

5. SUMMARY

The guidelines for the conference as outlined in the aims and objectives were to facilitate interaction and raise the level of awareness of women in TAFE to the paths of access to education and employment for all women in the community at large.

This conference has been the first staff development activity at which women from diverse occupations within the Department have been able to meet and identify issues of common concern. Furthermore women now feel encouraged to pursue educational and career strategies in the knowledge that there are others who share their philosophy and will lend support to the future development of all women.

In conclusion, special thanks are extended to Ms. Maria Trevaskis (Clerical Assistant, W.C.U.), Ms. Judy Brindley (Stenographer, W.C.U.), whose hard work contributed to the success of the TAFE Women in the 80's Conference. In addition, the Women's Co-ordination Unit expresses its appreciation to the speakers, workshop leaders and all those women who demonstrated their enthusiasm by attending the Conference.
OPENING ADDRESS AT THE FIRST TAFE WOMEN'S CONFERENCE

"TAFE WOMEN IN THE EIGHTIES"

BY THE

DIRECTOR-GENERAL OF TAFE

DR. ALLAN PATTISON

BASSER COLLEGE - UNIVERSITY OF NSW

8 JULY, 1982

Thank you for asking me to open this Conference. I am delighted to be with you this morning for what is an historic event for TAFE in New South Wales - the first TAFE Women's Conference, occurring, as it does, just one year after the appointment of a Co-ordinator of Women's Programs.

It is therefore my pleasure to welcome you all, and to extend a particular welcome to the speakers who will be addressing you during the Conference. Amongst these speakers you will find, not only Doug Corbett, but some of the most eminent women in NSW Education and Government Circles. I urge you to note what the speakers have to say and after evaluation try to incorporate these ideas into the policies and practices of TAFE.

Over the next two days you will be sharing information and ideas on the ways in which equal opportunity for women in TAFE is being implemented in both education and employment, and considering how these existing policies might be made more effective for women's access to TAFE.
A number of you, I know, have for many years attempted to put equal opportunity principles into practice through educational and career programs. Often these attempts have been considered to be somewhat radical.

However, since the advent of Anti-Discrimination Legislation in this State and the subsequent development of equal opportunity policies within the Department, what were once considered to be innovative practices are, of course, now being incorporated into the regular activities of the Department.

In an organisation as large as New South Wales TAFE, with 87 Colleges and 140 Centres, and with a student population of around 314,000 and full time staff in the order of 11,000, changes sometimes take much longer than any of us would wish. But we must not be discouraged by the frustrations often inherent to the implementation of policy change.

In this Department we have taken a number of steps to implement equal opportunity for women. Subsequent to the appointment of a Women's Liaison Officer and the establishment of the Committee of Spokeswomen some years ago, several permanent officers recently have been appointed to co-ordinate different aspects of equal opportunity policy.

Since the development of an Equal Employment Opportunity Management Plan, TAFE has appointed a Co-ordinator of Equal Employment Opportunity and other officers to assist in the implementation of the 86 objectives of the plan. Amongst other things, these are aimed at improving the status of women as employees in TAFE.

Women, in fact, make up around 40% of employees in TAFE but we still have only one woman as a permanent member of the Department's Executive - I see from the program that she will be addressing you tomorrow. Out of a total of 6 women Principals only 2 are at Grade One level. Of the 24 Schools in TAFE only 3 Heads of School are women.
This imbalanced distribution of women employees throughout the organisation must change. It is the task of the Equal Employment Opportunity Unit to guide such change. Already the Co-ordinator and the staff of the Unit have developed a series of workshops for Colleges and Regions throughout the State as well as conducting an informative and, what appears to be, a most successful program for senior staff.

There has also been a marked change in selection and employment practices within the Department to ensure that the principles of equal employment opportunity are followed.

It is, of course, not just the overt discriminatory practices which are being broken down. There are often structural practices within the conditions of employment which have been based on male career patterns and which have not taken account of the responsibilities many women face as the bearers and primary carers of young children. Accreditation for child rearing is one of the objectives of the management plan and officers of the Department are currently working on ways in which this objective can best be implemented in TAFE. I must admit, however, that such accreditation, whilst receiving total support by the Department, has lacked whole-hearted support in the Education Commission.

In the areas of policy development and financial management women are being appointed to key committees in the Department and their valuable input on these committees has encouraged senior Departmental officers to look at educational and resource provision in TAFE in a different light. I note from the program that some of these women will be addressing you over the next two days.

In terms of educational provisions for women in TAFE the present enrolment patterns reflect the fact that women have not, in the past, had equal access to TAFE programs because of a number of factors. These include:
stereotyped assumptions about the educational and work roles of men and women

the absence of programs encouraging women to explore non-traditional educational and work roles

a lack of understanding of the special needs of women, particularly those returning to education and training after some years at home.

Hopefully these patterns and the factors dictating such patterns are changing.

For example, in the Hunter Region there are now over 200 girls in non-traditional apprenticeships, an increase of about 300% in the last year. These figures reflect the work of community groups such as the Task Force for Youth Employment as well as officers in the Social Development Unit, the Women's Co-ordination Unit in the Premier's Department and more recently the Departments of Industrial Relations and TAFE. TAFE's Co-ordinator of Equal Opportunity Training Programs in the Hunter Region, working with Transition, Outreach and the trade schools and the TAFE Women's Co-ordination Unit is keeping TAFE's commitment in the public eye, through extensive media coverage, thus giving many women and girls the courage to enter non-traditional TAFE training and the support needed to continue in such training.

Extensive equal opportunity activity is not limited to the Hunter Region. Through the TAFE Women's Co-ordination Unit, full-time teachers have been seconded to three large Colleges in the State outside of the Hunter, servicing areas of high female unemployment and large Aboriginal and migrant populations.
In the context of National Aboriginal Week I am sure that everyone here will be anxious to hear Pat O'Shane when she speaks to you later today about the special educational and training needs of Aboriginal women. The equal opportunity teachers at the three Colleges outside of the Hunter are located at Granville, Wollongong and Blacktown. The teachers are responsible for the co-ordination of access programs for women aimed at non-traditional training and employment. These programs are resourced mainly through the TAFE Women's Co-ordination Unit.

And finally, another important part of our development in this field, is the establishment of the TAFE Women's Co-ordination Unit itself. This is the group which has been responsible for the organisation of this Conference. The Unit has an extensive brief to co-ordinate, monitor and advise on the implementation of equal opportunity for women in TAFE's educational programs. You will hear more in the next session about the role of the Unit in the Department and some of its activities particularly in relation to re-entry programs for women and girls, and child care.

With regard to child care, many of you may not be aware that the first Child Care Centre in a TAFE College in New South Wales has now been established at Granville. The Centre, which is expected to be fully operational in third term, will operate for a pilot period of twelve months, after which its operations will be evaluated. The establishment of the Centre is, I am told, the culmination of eight years work by teachers and other officers in the Department, and is one project which most clearly reflects the changing practices in this Department as a result of the introduction of equal opportunity policy. The provision of child care in TAFE is, in my opinion, a valid educational expenditure and has a direct relationship to the access of women to education and employment. I wish the project the best of luck but would warn that it will require real effort by us all to ensure continuation past the trial period.
In conclusion, I wish to emphasise my own personal commitment and the commitment of the Department to equal opportunity for women in TAFE and to affirmative action programs designed to improve the status of women staff and students. This Conference, I hope, will act as a catalyst to identify the issues of particular concern to you as women, and to advise the Department on actions which you consider to be appropriate for TAFE in the 1980's.

It is the responsibility of us all as educators and as administrators to develop programs and practices relevant to the changing social and economic role of women in society, and relevant to structural changes in women’s employment brought about by the introduction of new technology.

I anticipate that the Conference will raise a number of issues and generate many ideas for Departmental action and I look forward to receiving the Conference Report.

Ms. Neary, Ladies, I have much pleasure in declaring the Conference open and I wish you every success in your deliberations over the next two days.
Presented by Wendy McCarthy, Representative, Education Commission.

Some years ago it was recognised that teachers college applicants were predominantly female. It was thought that this might lead to an unbalanced teaching force and intake procedures were modified to provide preferential treatment for males. These efforts to achieve a pluralistic result were considered laudably democratic. They were regarded as responsible measures to maintain balance and equity in society as a whole.

Current attempts to bring women and minorities into the educational system as students, teachers and administrators are not meeting the same success.

There is a great deal of talk about equality of opportunity and affirmative action but a large gap separates rhetoric from reality.

The NSW Education Commission has identified six major themes which it considers to be basic to its establishment and to its role and responsibilities in advancing public education: Equality of opportunity is one of those.

Similarly the commission is committed to examining the pressures for change in the principles which guide personnel policies and practices. Affirmative action programs which redress past discrimination could be one of the major strategies recommended.

Affirmative action rules are designed to provide places throughout the education system for women and minorities who in the past have been largely excluded through conventional hiring procedures.

Properly used, affirmative action could effect profound changes in our society. As an immediate measure affirmative action rules can move us a couple of paces towards the abolition of some of the ills of inequality.

However, there is a tendency to exalt the form over the substance. While we are collecting and measuring the extent of the discrimination we are distracted from the major task of implementation.
More amazingly, we are relying on traditional methods of measurement and evaluation to determine our future and measure the past.

Institutions which collect this data have to face what it says about them, i.e. they are racist and sexist. Such admissions are not easily made — white male Australia cannot face what these facts say about them and their country. Moreover much of white female Australia, accustomed to a lifetime of listening and reading a language which perceives them as sex objects and mothers find it difficult to accept these facts and act on them.

We women begin to apologise for our selfishness — for our lack of qualification, for our broken career patterns, for wanting some of the budget when the dollars are clearly limited.

Such apologetic behaviour reveals our resentment at being classified as derivative people rather than as whole people. It reveals our lack of self esteem. Of course we cannot all have Ph.D's and unbroken work patterns while we marry and become parents. There is neither social persuasion nor support to do so.

Moreover we lack the skills to argue our position in budget discussions. We pretend that if we'd put our case when there was more money around we'd be better off now. We are persuaded by the men that times are tough and we must not be selfish.

We are good at not being selfish.

Budgets are not difficult to understand. Look at the bottom line. The budget is the final statement of values. If your program gets 2% of the total institution's budget that's what it's worth to the institution.

The purpose of affirmative action is to raise standards (a point frequently overlooked) — standards are raised when all members of the society contribute to productivity in our education system. If we are to develop new ideals and grant them some autonomy we will have to draw on more diverse cultural, social economical and political models than we currently have. It will require some affirmative action to diversify the current model.
Women in TAFE in the 80's must be the agents of change - not for yourselves alone but for the wider social benefits which flow from a society which assumes that all its members have individual dignity and worth.

To be the agents of change we must encourage ourselves to accept that Women's rights is not only an abstraction or a cause; it is also a personal affair. It is not only about 'us', it is also about me and you. We need to learn that interaction is necessary to create change. To expand the agendas of the 80's we must be more assertive about what we have to offer - it is educationally innovative to do so. Equally it is reactionary for institutions to continue to search for young single middle class people. The life experience of a mature age student who has had to cope with community issues such as housing and health care and is quite probably a parent as well, is a strong incentive to cut out non-essential course requirements.

So what are the issues for TAFE women in the 80's.

* Raising awareness, generating commitment to action. This must happen at a personal level and is a legitimate educational issue. Deplore and protest the attempts to trivialise women's issues.

* Womens studies help build networks. The d'ment of such courses could be a key issue for TAFE. Women's studies can provide us with new insights, more importantly we are confronted with different role models. We urgently need new imagery.

* The development of new curricula. For both men and women work is a major human activity and worthy of study. It is especially important that the implications for family roles be considered. Personal relationships and domestic responsibilities require much negotiation in families of the next generation. As women we must be sure that the curricula meets our needs.

* To achieve these aims we need to increase the supply of trained people. Knowledge about sexism is not innate and the elimination of sexism is often interpreted as elimination of difference between the sexes. Even if it were possible the elimination of difference between the sexes is not on the women's movement agenda. To us it is important to widen the range of girls' aspirations. This is frequently seen as threatening their commitment to family relations and quite rightly I believe. When girls have
new horizons and perspectives supported by education they are not prepared to accept a lifetime of domestic service. To increase the range of choices available to both sexes is an objective we must not lose sight of.

* We must monitor very closely the changing nature and structure of the paid work force. The concentration of women in occupations subject to declining labour demand is a cause for concern as is the unemployment of 15-19 year olds.

* Fundamental to all this change is an acceptance and promotion of understanding about a life long perspective of women as income earners. Taking earning seriously can be a significant problem for many groups of girls who are waiting for Mr. Right. These girls believe a short term fill in position will suffice, as no further earning will be required. Mr. Right will solve all.

That belief must be changed - it is not tenable in our society and it perpetuates the powerlessness of women. Many of the present generation of women have suffered because of their expectation of a lifetime of dependancy on a male. The solution is not to adjust the system to a notion of dependancy but to ensure that young women are educated about the realities of life.

* 88% of single parent families are headed by women.

* 60% of Australian families do not fit the traditional pattern of fathers at work - mother at home with children.

* These are facts and all the denial mechanisms developed by adolescent girls cannot refute them. It is time to explore the interaction of work and parenting. Boys must understand why they need domestic skills. Liking them is an irrelevant consideration.

So the 80's must be years for increased vocational training. Pragmatically the reasons are survival: There are few Mr. Rights around.

* We need affirmative action in subject/course choice also. TAFE can be very important as a bridging stage into specific training as well as a provider of it. It is important to younger and older women. Some of the traditional courses could have additional components added to enable them to be more vocational.
Why do courses on cooking, fashion, secretarial, etc. and all the female cluster courses not contain a business management component? Starting one's own business in catering, dressmaking or whatever enables a new independence. These courses provide opportunities for new skills and interaction with the business world. Social recognition of child rearing and subsequent ease of re-entry into work force has still to occur. Men continue to be rewarded for sporting representation and military service. There are important value judgments there.
When such credit does occur for women those of us who missed out will of course support it and not whinge because we missed out. It will be our achievement too and we must be proud of it. It is something we have done for other women.
It is not easy to reward each other especially when differences appear between you. That's why it is important that you have conferences like this to share and discuss your experiences and aspirations, while keeping in sight the wider perspectives.
IMPLEMENTATION OF EQUAL OPPORTUNITY FOR
WOMEN IN TAFE EDUCATIONAL PROGRAMS

A PAPER DELIVERED TO THE FIRST NSW TAFE WOMEN'S CONFERENCE
"TAFE WOMEN IN THE EIGHTIES"

JENNI NEARY
HEAD, TAFE WOMEN'S CO-ORDINATION UNIT

JULY, 1982
IMPLEMENTATION OF EQUAL OPPORTUNITY FOR
WOMEN IN TAFE EDUCATIONAL PROGRAMS

The State Government's high priority on improving the status of women in New South Wales by placing a major emphasis on the entry and re-entry of women into education and employment has been stated in a number of policy documents and therefore provides the impetus and direction for the TAFE Women's Co-ordination Unit.

The first twelve months of work for the Women's Co-ordination Unit has been a period of policy clarification and decision-making on some of the more urgent matters requiring the attention of the Department, for example, the establishment of the child care centre at Granville, the child care needs survey and the development of Women's Re-entry Programs, as well as a time for planning the direction of this program area over the next three years.

BACKGROUND

TAFE is far more accessible than other tertiary institutions because of its comparatively low prerequisites, its range of courses, and its large number of Colleges scattered throughout the State. But this apparent accessibility is misleading. Many people, particularly women, do not possess even the minimum prerequisites for TAFE courses, they live too far from TAFE Colleges and don't have the transport to make use of them and most importantly they lack confidence to enter what has been for the most part a traditionally male educational institution. Women who haven't worked or studied for many years are often the very people who would most benefit from TAFE but they are also the people with the least confidence to enter a College. They are also restricted in their attendance by their responsibilities for young children.

Myer Kangan, the Chairman of the Kangan Committee, no doubt envisaged some of the problems women face when he suggested that the word 'technical' be dropped from TAFE's title and Colleges become known as Colleges of Further Education, as they are in South Australia. The word "Technical" has been retained in New South Wales and this word still reflects the major emphasis of TAFE courses and resource allocation. Although there are many more further education courses than there were some years ago, particularly reflected in the Outreach program, the bulk of teaching effort in TAFE is still concentrated in traditional vocational courses. For example, the trade courses which are almost entirely male represent 17% of total student enrolments and receive 37% of TAFE teaching resources.

TAFE has many more resources than it had some years ago but the extra money allocated to TAFE since 1974-75 has helped improve facilities in existing trade and certificate level courses which cater far more for males than females. So far comparatively few programs have been developed to encourage more women to take advantage of 'technical' training in the Colleges.

In New South Wales women's lack of access to programs and resources at all levels of education and employment is well documented and was recognised some years ago by the State Government and the Minister for Education. This was reflected in the introduction of Anti-Discrimination legislation and the establishment of the Women's Co-ordination Unit in the Premier's Department and the Social Development Unit in the Office of the Minister for Education. Subsequent to the establishment of these Units, the Minister also set up a Ministerial Committee on Equality of the Sexes in Education which was given the brief to make recommendations to the Minister on policies and programs to promote the equality of the sexes across the Education portfolio.
TAFE's response to the need for increasing women's access to TAFE was to establish what is now known as the Equal Opportunity Advisory Committee. The major task of this Committee is to recommend to the Director-General the means of promoting equality of opportunity and outcomes for men and women in TAFE by all means, including affirmative action programs. This Committee, since its establishment in 1978, has made numerous recommendations on the ways in which TAFE could effectively increase the participation of women in its educational programs. These include -

- the development of special re-entry programs for women;
- the provision of child care facilities in TAFE Colleges;
- the participation of young women in transition education programs;
- the need for special pre-service and in-service courses on equality of the sexes in education;
- examination of sexist counselling and vocational guidance practices;
- the collection of statistics on female participation in TAFE and the analysis of the effect on labour market trends;
- consideration of the effects of technological change on the education and employment of women;
- review of education and training in the commercial field;
- the participation of girls in trade and technician courses; and
- the special needs of migrant and aboriginal women.

Whilst it was recognised that a number of teachers and Outreach Co-ordinators had, through their own programs, taken individual action on a number of these issues at their own Colleges, a co-ordinated approach across the system was required.

The Department, therefore, established the position of Co-ordinator of Women's Programs in early 1980 and filled the position in June, 1981. Subsequently, in May, 1982, the Director-General established a TAFE Women's Co-ordination Unit.

The functions of the TAFE's Women's Co-ordination Unit, in keeping with Government and Departmental policy and Education Commission philosophy, are in the provision of advice on, and monitoring of, the implementation of equal opportunity for women in TAFE educational programmes.

In particular, the Unit is concerned with:-

- monitoring policy, planning and resource allocation in the Department to ensure that the impact on women is taken into account;
- co-ordinating activities within the Department to ensure that women are enabled to maximise their vocational opportunities in educational programmes;
- development and establishment of programmes encouraging women to enter/re-enter non-traditional training and employment;
- identifying the needs of women from disadvantaged minorities and designing appropriate entry/re-entry programmes;
organisation of staff development programmes on the implementation of equal opportunity in educational programmes for women in TAFE;

providing educational resources on women's changing role in society to TAFE teachers and administrators;

providing executive support for the Women's Educational Programmes Advisory Committee;

introducing and evaluating women's re-entry programmes;

liaison with officers at all levels of the Department, other Government Departments, employers, unions and community groups;

co-ordination of child care policy, planning and research and the establishment of child care facilities in TAFE Colleges.

EQUAL OPPORTUNITY IN TAFE POLICY

The Minister for Education and the Department of TAFE have clearly established equal opportunity for women as a priority. In his introductory comments on the Equal Opportunity in TAFE Policy Statement gazetted on 9 June 1981, the Minister for Education stated that:

I am determined that in this Department we will achieve equality of opportunity both in education and employment. The provision of equal opportunity will ensure that all men and women who wish to work or study are able to use their skills and talents with resulting social and economic benefits to the whole community.

The Department itself is committed to the development of equality of opportunity in its education programs as stated in its policy document:

TAFE has a special responsibility to provide technical and further education for all people in the community but TAFE, Government and independent reports indicate that TAFE programs have not always fulfilled this role. In the past, some groups have not had equal access to TAFE programs because of:

- stereotyped assumptions about the educational and work roles of men and women in the provision of courses, organisation and services;

- the absence of programs encouraging people to explore non-traditional educational and work roles;

- a failure to perceive, and to provide for, the special needs of disadvantaged groups.

The Department must work with the community in overcoming these barriers.
TAFE educational programs will be:

- designed so that they meet the needs of members of disadvantaged groups to enable them to maximise their vocational opportunities;
- presented in a supportive environment so that all students fully benefit from the program;
- promoted so that they are known to, and attract, members of all groups within the community.

Equal Opportunity Programs depend for their success on the interaction of attitudinal and structural changes. The policy statement provides plans for implementation of EO Policy in relation to women's access to educational programs.

TAFE has established a position of Co-ordinator of Women's Programs with State-wide responsibilities; under the supervision of the Deputy Director-General (Educational Developments). This Officer will be concerned initially with the introduction of Women's Vocational Re-entry Programs, which will be conducted on a pilot basis in 1981. This Officer will liaise with schools, departments and the community to promote equal access to TAFE courses and will also assist other staff members in developing programs to compensate for women's past disadvantage.

TAFE is examining the problem of sexism in the classroom. The main areas to be considered will be the curriculum development process and classroom management, with the aim of eliminating any conscious or unconscious sexist practices.

The Director-General in his letter to all Principals advising of the appointment of the Co-ordinator of Women's Programs, in addition to outlining the State-wide responsibilities of the position, added:

... she will establish, develop and monitor educational programs for women and advise on staff resources. She will also act as the Department's adviser on equal opportunity in education for women in TAFE.

The Department has placed a high priority on the implementation of equal opportunity at all levels of the educational process.

Unit Activities - the first 12 months

1. Committees

The monitoring, advisory and co-ordination functions of the Unit are, in part, carried out through participation in National, Interdepartmental and Departmental Committees. Staff of the Unit are either members of or in attendance at the following Committees -

**Interdepartmental**

Ministerial Committee on Equality of the Sexes
Co-ordinating Committee for Girls and Apprenticeships

**Departmental**

Estimates Planning Committee
Resources Allocation Committee
Equal Opportunity Advisory Committee
Women’s Educational Programs Advisory Committee – Executive Function
New and Revised Courses Committee
Secretarial Studies Review Committee
Home Science Review Committee
Women’s Programs Resource Appraisal Panel

2. Child Care

The first request for the Department to provide child care facilities at a TAFE college was made in 1974. This request was followed by many others during the following seven years, and a number of reports were published highlighting the needs for such facilities.

The report of the Minister’s Committee on Sexism in Education (1977) recommended that “the need for child care facilities in Technical Colleges be further investigated, and action taken as soon as practicable to establish such facilities at colleges where a need is shown to exist”. This recommendation was later supported by the Anti-Discrimination Board in its first annual report. The TAFE Working Party on Special Programs for Women produced a report in November, 1979, which emphasised the need to make adequate child care arrangements for women attending TAFE courses.

In 1979 an Interdepartmental Committee to Review Child Care Arrangements in Education Institutions was set up by the Minister for Education requiring the Departments of Technical and Further Education and Youth and Community Services to jointly examine the problem. The Committee commissioned a report Training Related Child Care: A Report on Access, Child Care and TAFE, which, among other things, stated that “Child care in TAFE is an issue that pertains primarily to the needs of women, being predicated on the assumption that women will use TAFE more, and use it more efficiently, if they can do so without resorting to ad hoc child care arrangements”.

The culmination of these various initiatives was the announcement by the Minister for Education that a pilot child care scheme would be established at Granville Technical College in 1982.

The child care needs of TAFE staff arose as an issue in the Equal Employment Opportunity Management Plan. Data collected to facilitate the formulation of the Plan indicated a significant potential demand for services of this type. Objective 58 therefore required that the EEO Co-ordinator and the Co-ordinator of Women’s Programs investigate the need for providing work-based child care for TAFE staff in liaison with investigations on student child care needs.
The Department therefore recognised the need to have access to data of the needs of Colleges if it were to become involved in provision of child care services. Several reports including Scarce for Kids (NSW COSS) and N.S.W. Children's Services Study (FACSA) have documented demographic regional data related to the provision of child care services in New South Wales but there is now an obvious need to supplement their findings with specific data relating to the need for training-related child care.

The Department therefore commissioned a survey and subsequent report which will:

- provide a data base for future planning of child care facilities in TAFE;
- report on the nature and extent of existing services and facilities required;
- make recommendations on child care policies in TAFE.

In order to gather the relevant information the data collection is being carried out in five stages -

- survey of individuals making enrolment enquiries for course commencing in 1982;
- survey of 1st term 1982 enrolments; including ESC and Outreach classes;
- survey of TAFE staff;
- sample survey to gather data on the educational and child care needs of a community.

The data collection is now almost complete and the report of the project is expected by the end of October, 1982.

3. Women's Vocational Re-entry Programs

In fulfilling the Premier's commitment in his 1981 policy speech, the TAFE Women's Co-ordination Unit has developed re-entry programs called New Opportunities for Women (NOW) programs which have been piloted at Newcastle and Granville Technical Colleges in first semester. The programs were designed specifically to meet the needs of mature-age women wishing to re-enter education and/or employment and have a particular emphasis on providing skills for employment and training in non-traditional jobs. NOW Programs are also being offered at Blacktown and Wollongong Technical Colleges in second semester.

The special needs of migrant women wishing to train/retrain for employment is now receiving particular attention in the Women's Educational Programs Advisory Committee (WEPAC). It is expected that pilot programs for these special groups may be run later in 1982.

As part of the developmental work on Women's Programs a Resource Appraisal Panel has been established in conjunction with the Educational Resources Branch of the Department to evaluate and make recommendations on the acquisition and/or development of educationally appropriate resources for women's programs.

4. Apprenticeships

Activities in the area of Girls and Apprenticeships is co-ordinated in New South Wales by the Apprenticeship Directorate of the Department of Industrial Relations through the Co-ordinating Committee for Girls and Apprenticeships. This Committee consists of representatives
from various government departments including TAFE and has been responsible for developing resource material, sponsoring campaigns and engaging in promotional activities to encourage girls into apprenticeships.

In order to complement the work of the Committee this Unit has appointed an Assistant Co-ordinator in addition to the Co-ordinator for Educational Training Programs in the Hunter, who has a special brief to overcome the access of young women to apprenticeships. This officer will have the responsibility to liaise with High Schools, the College Trade Schools, Transition Co-ordinators, the CES and local employers with a view to increasing the number of girls in trade courses at the College.

5. Transition Education

The special needs of women and girls have been recognised to some extent by the Commonwealth Department of Education in its Transition Education Guidelines, specifically in Guideline 19 which states that:

Having regard to their special difficulties in the transition process, the needs of girls and young women should be adequately provided for in proposals.

However, the fact that youth unemployment and under-employment is disproportionately amongst women and that the largest client group of transition education should therefore be young women has not always received the recognition warranted at a policy level and in resource allocation.

With this in mind, a monitoring procedure has been developed with the Department's Transition Education Unit to ensure that the needs of women and girls are taken into account in the areas of policy development, as well as content and location of programs.

One of the most successful programs sponsored by Transition Education is the Introduction to Trade course for girls, which was piloted in Newcastle last year and will run in a number of other Colleges this year. The course provides the student with experience in the basic skills required for a number of different trades, particularly those where skill shortages exist in this State.

The Ministerial Committee on Equality of the Sexes has also expressed concern at the high unemployment rate amongst young women and holds the view that special measures to encourage the entry of girls and women into non-traditional occupations through Transition Programs are a matter of high priority. The Committee has therefore recommended to the Minister for Education that a co-ordinated program, across the education portfolio is required to plan and evaluate various approaches in advancing educational training and employment opportunities for young women. This Project, if approved, will commence in 1983.

6. Staff Development

Staff development activities have always been considered an integral part of any program aimed at increasing women's access to TAFE. To this end a number of Departmental officers and teachers have attended some significant specialist conferences including:

- Expanding the Options: Girls, Maths and Employment Conference;
- National Women's Studies Conference;
- National Australian Women's Education Coalition Conference; and
TAFE Women in the 80's
9th July, 1982
Opportunities for Women in Management in the
Education Division

Presented by Dr. Sandra Humphrey, Acting Director
(Curriculum and Assessment).

TOPIC
Opportunities for women in management in the
Educational Division.

AIMS
1. To present, in brief, the present position of
women in management positions in the Education
Division in TAFE.

2. To indicate that movement into management
positions is restricted and competitive.

3. To provide a number of strategies which I
consider to be important for preparation for
management in TAFE. Some are particularly
pertinent for women.

1. Present Position in TAFE

Although approximately 40% of the Educational Division
staff are female, the proportion in management positions is low.
In 1981 the total percentage at Senior Head Teacher and above was
less than 20% (See Appendix A). Appointments at Principal level
are even more disappointing.

PRINCIPALS AND TEACHING REGISTRARS

Analysis by sex as at 30th March 1981:

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<th>Principals of</th>
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<th>Women</th>
<th>Total</th>
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<tr>
<td>Special Grade College</td>
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<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Grade I College</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Grade II College</td>
<td>17</td>
<td>-</td>
<td>17</td>
</tr>
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<td>18</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Grade IV College</td>
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<td>-</td>
<td>22</td>
</tr>
<tr>
<td>Total Principals</td>
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<td>72</td>
</tr>
<tr>
<td>%</td>
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<td>8.3%</td>
<td>100%</td>
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<tr>
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<td>11</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>21.6%</td>
<td>78.4%</td>
<td>100%</td>
</tr>
</tbody>
</table>

A brief analysis of the Administrative and Clerical Division
indicates that the proportion of females in positions equivalent
to Grade V(i) and above is comparable. From these statistics it
could reasonably be deduced that women occupy a very small
proportion of the positions at middle level and above in TAFE,
especially in the area of general management, i.e. 8.3% against 38%
of the total educational staff.
These disappointing statistics need to be progressively improved. Factors which appear to have worked against women moving into management positions (especially College management) are:

- lower level of qualifications and few opportunities to upgrade them;
- less mobility and the past effects of country service;
- exclusion at recruitment point coupled with the former commitment for country service and centralised teacher training;
- the past employment of increasing numbers of non-permanent full-time casuals who were not eligible for promotion;
- non-supportive attitude for the promotion of officers in the "soft" or non-technical areas (e.g., women are predominantly in the Schools of Fashion, Secretarial Studies, General Studies, Home Science and Hairdressing);
- the tendency to promote Heads of School to senior Principal positions (but note with a few exceptions not female Heads of School);
- less opportunities for females at lower management levels as a preparation for promotion;
- lack of initial confidence to accept higher positions of responsibility.

With the abolition of full-time casuals, local recruitment and regional teacher training, the position should improve in the next 5–10 years when more females will be eligible for promotion.

2. Preparation for Management

It is generally considered that an effective administrator is not born overnight. It is the result of a long period of both self development by the officer and organisational experience and skill development fostered by the employer(s). Self development includes gaining appropriate qualifications; participating in programmes and conferences; broadening and extending skills and self confidence through participation in a range of experiences. The employer has the responsibility to identify the qualities and needs of officers, foster their self development and provide experiences and incentives for officers who demonstrate management potential. In the present climate this may involve positive policies to promote female participation in management. This is also New South Wales Government and Public Service Board Policy and forms an important part of the Equal Opportunity Management Plan for the Department.
3. The Practice of Administration

The following is a brief outline of how I have looked at and then practised the role of an administrator:

**THEORY INTO PRACTICE**

- (Ideas
  - (Concepts
    - (Possible Solutions

- (Processes
  - (Decisions
    - (Strategies/Action

**IMPLEMENTATION**

- **PARAMETERS**
  - RULES
  - PROCEDURES

- **ENVIRONMENT**
  - SITUATIONS
    - (Organisation, School, College)

- **RESOURCES**
  - (People)

- **SERVICE**

Client groups
Students (Consumers)

To me the implementation process is the focus of my role, for it is at this point (after consideration of rules, the situation, the resources available and the needs of the client) that decisions have to be made, strategies developed and action to take place.

Administration is essentially the provision of an environment which facilitates the achievement of objectives. In educational administration the resources and clients are people so that the "human relationships" aspect of an administrator's role should be paramount.

This is evidenced in personnel practices, communication, motivation and the facilitation of administration to provide the resources for the achievement of learning objectives.

Personal strategies which I have found necessary can be summarised as follows:

(a) A good knowledge of the rules and procedures. (Manuals, Circulars, Bulletins, Public Service Board Regulations, relevant Acts).

(b) Flexibility (entering a situation or problem with an open mind, being prepared to give people latitude to develop their ideas and implement them).
(c) Decision Making Skills (eventually a decision will need to be made for action to follow, don't hesitate once you have become aware of the facts and weighed up the possible outcomes - also remember that at some time everyone makes the wrong decision).

(d) Planning Skills (look ahead, research for the future, map a path ahead and set about achieving objectives which may be one, two years ahead).

(e) Integrity (this is often assumed but essential in administration and is demonstrated in even-handedness, providing an example in conduct, objectivity and impartiality in dealing with people and situations).

(f) Human Relations Skills (this is not last in priority for the skill in dealing with a whole range of different people is essential and the techniques employed must be underlined by a personal belief in the fundamental dignity of the individual).

(g) Self-Confidence (Don't apologise or become aggressive because you are a woman, people relax with a confident person and feel they can perform in a more positive environment).

In conclusion, all of these skills and attitudes would be of limited use if the administrator did not have a basic philosophy about the work they were doing. My belief is that TAFE is performing an essential community function in its educational provision. This cannot be achieved if the interests of the students, the community and staff are not primary to the learning environment we provide and in the administration to support and nurture that educational environment. Women will have an increasing role to play in TAFE and other organisations in the 80's but only if they demonstrate they can do the job.

You should plan for that participation and if necessary question attitudes and practices which provide barriers to your development and progression.

SANDRA HUMPHREY
8/7/82

References

Drucker, P. Managing for Results Harper & Row, 1974
Kramer, F.A. Perspectives on Public Bureaucracy Cambridge, 1977
<table>
<thead>
<tr>
<th>Grade</th>
<th>M</th>
<th>F</th>
<th>T</th>
</tr>
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<tbody>
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<td></td>
<td></td>
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<tr>
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<td>-</td>
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</tr>
<tr>
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<td>-</td>
<td>2</td>
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<tr>
<td>Director</td>
<td>4</td>
<td>-</td>
<td>4</td>
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<td>Principal &amp; Reg Direct (excl Illaw &amp; Hunter)</td>
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<td>-</td>
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<td><strong>Sub-Total</strong></td>
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<tr>
<td><strong>Grade II:</strong></td>
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<td></td>
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<tr>
<td>Principals II</td>
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<td>-</td>
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<td>1</td>
<td>-</td>
<td>1</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td>25</td>
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<td>27</td>
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<td><strong>Grade III:</strong></td>
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<td>24</td>
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<td>Heads of Schools III</td>
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<td>3</td>
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<tr>
<td>Deputy Principal</td>
<td>1</td>
<td>-</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td>23</td>
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<td>28</td>
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<td><strong>Sub-Total</strong></td>
<td>76</td>
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<td><strong>Percentage</strong></td>
<td>89.5</td>
<td>10.5%</td>
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<td><strong>Grade IV:</strong></td>
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<td>Deputy Principals Gr 1</td>
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<td>6</td>
</tr>
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<td>3</td>
<td>12</td>
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<tr>
<td>Supervisor</td>
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<td>5</td>
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<td>Asst to HOS</td>
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<td>1</td>
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<td>H of School (Footwear)</td>
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<td><strong>Sub-Total</strong></td>
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<td>21</td>
<td>92</td>
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<td>S.H.T.</td>
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<td>51</td>
<td>220</td>
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<td>25</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>194</td>
<td>51</td>
<td>245</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>341</td>
<td>81</td>
<td>422</td>
</tr>
<tr>
<td><strong>Percentage Across</strong></td>
<td>80.8%</td>
<td>19.2%</td>
<td>100%</td>
</tr>
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</table>
The transition by young women from school to work or further training has undergone some substantial changes in recent years, but considerable problems in that movement will persist and the educational and training response to the problems has been piecemeal, uncoordinated and largely experimental.

The most significant of the changes which has occurred in the school sector has been the rise in retention rates for girls. The retention rates for the sexes in the final year of schooling have been drawing together for a number of years until now the rates for girls exceed those of boys. For example, in N.S.W. the retention rate for 1968 for boys who entered high school in 1962 was 22.3%; for girls, it was 15.9%. The retention rate for 1980 for boys who entered high school in 1974 was 28.5%, for girls, it was 34.3%. Something like a third of girls are at school now to Year 12 compared with a quarter in 1972. This has occurred in the context of an overall increase in retention rates and an increase in youth unemployment. The latter, is often seen as being the chief contributor to the increase in the rate for girls.

While at school, however, changes in the subject choices of girls have been marginal except in those areas where syllabus changes have influenced a reorganisation of subjects leading to a redistribution in the choices of boys and girls in certain years. Table 1 (1) indicates that in areas considered male domains, where there is an emphasis on the development of technical skills such as an understanding of design and construction and the manual dexterity necessary for intricate work with instruments, engines, machines and tools, girls are generally present in small numbers. So that 51% of boys study Technics I as opposed to 7.4% of girls. Only .6% of girls choose Technical Drawing compared to 11.4% of boys.

Table 2 (2) indicates that Industrial Arts is chosen in Years 11 and 12 by 27.9% of boys and only .6% of girls. Yet the syllabus in Industrial Arts in NSW included the following statement:

**3 Unit Course (Engineering Science)**
This course seeks to offer a suitable preparation for the study of Engineering, Building, Architecture Applied Science or allied fields at the tertiary level. (3)
<table>
<thead>
<tr>
<th>Subject</th>
<th>BOYS</th>
<th>GIRLS</th>
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<tbody>
<tr>
<td>English</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Science</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Geography</td>
<td>55.5%</td>
<td>48.9%</td>
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<tr>
<td>Technics I</td>
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<td>Technics II</td>
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<tr>
<td>Agriculture</td>
<td>13.3%</td>
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</tr>
<tr>
<td>Technical Drawing</td>
<td>11.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>History</td>
<td>46.0%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Home science</td>
<td>7.4%</td>
<td>43.4%</td>
</tr>
<tr>
<td>Art</td>
<td>17.7%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Textiles &amp; design</td>
<td>1.7%</td>
<td>24.9%</td>
</tr>
<tr>
<td>French</td>
<td>14.7%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Asian Social Studies</td>
<td>5.8%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Commerce</td>
<td>25.5%</td>
<td>26.6%</td>
</tr>
<tr>
<td>Social Science</td>
<td>16.0%</td>
<td>17.4%</td>
</tr>
<tr>
<td>German</td>
<td>11.3%</td>
<td>13.5%</td>
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<tr>
<td>Combined Social Studies</td>
<td>5.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Music (SSB)</td>
<td>3.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>2.0%</td>
<td>3.3%</td>
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<tr>
<td>Industrial Arts</td>
<td>2.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Latin</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Italian</td>
<td>1.0%</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Non-Elective Subjects</strong></td>
<td></td>
<td></td>
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<tr>
<td>P.E. &amp; Health</td>
<td>94.7%</td>
<td>95.2%</td>
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<tr>
<td>Music</td>
<td>64.4%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Craft</td>
<td>44.6%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Art</td>
<td>34.8%</td>
<td>35.3%</td>
</tr>
</tbody>
</table>
## TABLE 2: SEX DIFFERENCES IN SUBJECT CHOICE IN YEARS 11-12 COMBINED

<table>
<thead>
<tr>
<th>Subject</th>
<th>Boys</th>
<th>Girls</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Economics</td>
<td>46.3%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>27.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>7.8%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Geography</td>
<td>44.7%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Modern History</td>
<td>31.3%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Home Science</td>
<td>1.4%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Ancient History</td>
<td>14.6%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Art</td>
<td>11.0%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Textiles &amp; design</td>
<td>0.1%</td>
<td>11.9%</td>
</tr>
<tr>
<td>French</td>
<td>3.4%</td>
<td>10.8%</td>
</tr>
<tr>
<td>German</td>
<td>2.7%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>97.6%</td>
<td>95.8%</td>
</tr>
<tr>
<td>Music (BSSS)</td>
<td>3.6%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>1.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>0.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Latin</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Dutch</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Japanese</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Spanish</td>
<td>0.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Girls' choices of subjects, and indeed, boys' choices therefore are still sex stereotyped although some redistribution has occurred in recent years. Moreover the girls' choices effectively restrict them from a broad range of training options requiring certain kinds of technical skills.

Consistent with this marginal movement (There was once no girls studying in these areas.), there has been an increase, Australia wide, between 1964 to 1978 in the numbers of girls taking Mathematics at Year 12 level (4). In NSW Mathematics is compulsory until Year 10 and then is optional although most students are encouraged to continue its study. Table 2 shows that the sex difference in choice of Mathematics is insignificant. What is significant, however, is the level at which girls undertake study of this subject.

Table 3 - Mathematics Courses taken by Candidates for 1981 H.S.C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Maths</td>
<td>1,352</td>
<td>494</td>
<td>1,846</td>
</tr>
<tr>
<td>2UA</td>
<td>3,969</td>
<td>2,897</td>
<td>6,866</td>
</tr>
<tr>
<td>2U</td>
<td>7,333</td>
<td>6,245</td>
<td>13,578</td>
</tr>
<tr>
<td>3U</td>
<td>1,935</td>
<td>3,490</td>
<td>5,425</td>
</tr>
<tr>
<td>4U</td>
<td>201</td>
<td>690</td>
<td>891</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14,790</td>
<td>13,816</td>
<td>28,606</td>
</tr>
</tbody>
</table>

Table 3(5) provides a picture of the sex differences in level of study.

Table 4 - Science Courses taken by Candidates for 1981 H.S.C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multistrand</td>
<td></td>
<td></td>
<td>805</td>
</tr>
<tr>
<td>Biology</td>
<td>360</td>
<td>445</td>
<td>805</td>
</tr>
<tr>
<td>Multistrand</td>
<td></td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>Physics 2U</td>
<td>1,987</td>
<td>6,122</td>
<td>8,109</td>
</tr>
<tr>
<td>Chemistry 2U</td>
<td>3,320</td>
<td>5,591</td>
<td>8,911</td>
</tr>
<tr>
<td>Biology 2U</td>
<td>8,483</td>
<td>3,988</td>
<td>12,471</td>
</tr>
<tr>
<td>Geology 2U</td>
<td>349</td>
<td>702</td>
<td>1,051</td>
</tr>
<tr>
<td>Science 2UA</td>
<td>1,404</td>
<td>1,206</td>
<td>2,610</td>
</tr>
</tbody>
</table>

The picture for the sciences Table 4(6) is also disturbing given the emphasis placed on the importance of these subjects by the Williams Report and the Myers Report (7) on technological change. Both reports stress that girls restrict their career and training opportunities partly because of their subject selections at school.
Girls' subject choices must continue to be a source of concern to all who are adherents to the view that in order to address girls' higher unemployment and their distribution across occupational categories, a change needs to occur in their predisposition towards certain areas of knowledge and in the schools' (and colleges') propensity for channelling them into allegedly female domains of study. Girls' view of their future and the schools' reinforcement of that view demonstrates an ignorance of contemporary women's life pattern, their participation in the workforce and their preponderance among those dependent on social welfare.

While major curriculum changes have not occurred to take these factors into account, some modification of school programs has occurred in response to the accusations levelled at schools about the irrelevance of curriculum content to life and work. Schools are also being asked in this context to increase some students' "employability". Pressures to introduce more vocational aspects into school programs have been pervasive and persistent. These are of course naive requests because schools cannot create jobs, they can only, to some extent, improve a school leavers' competitiveness.

Schools have responded by designing a variety of courses around the general theme of "Living Skills" or careers education and preparation for work. Among the more interesting of the responses has been Work Experience programs and Link Courses with TAFE. One focuses on exposure to the work environment, the other on the training offered for certain jobs.

In a Department of Education Handbook on Work Experience, its benefits are outlined as follows:

The main benefits have been found to be that programmes:

* provide students with "first-hand" knowledge of a number of career options;
* help them evaluate their own strengths and weaknesses, likes and dislikes, interests, etc. and balance ambition against reality;
* help them become aware of the adult working world;
* help them decide on the educational goals that are relevant to the career or careers that interest them

Other benefits which have been derived from Work Experience Programmes are:

* the development of self-esteem and confidence among students with a record of academic failure and/or behaviour problems;
* the provision of opportunities for students to develop social and communication skills to fit them for the transition from school to work;
the provision of a means of interaction between schools and the community through which students, teachers, parents, employers and community groups can all undergo valuable learning experiences.

* the opportunity for students to see relevance in school subjects and as a result to revitalise flagging academic efforts.\(^{(8)}\)

Although recognition of sex stereotyping of students' choices may be implied in the benefits derived from such programs, in practice, Work Experience, as organised by most schools does little to challenge the preconceptions of students or employers about jobs appropriate for men and women. Some schools have approached the problem by restricting students' choice at one stage of the program and making a non-traditional work experience compulsory.

The Department of TAFE's Link Courses General Policy Guidelines for 1982, outline the following as the aim of Link Courses:

To expose secondary students to a range of activities at a TAFE college which will increase:

(a) Their appreciation of job-related skills
(b) Their awareness of the work environment
(c) Their knowledge of training requirements \(^{(9)}\)

An evaluation of Link Courses conducted during 1979 revealed that programs were sex segregated. In that evaluation, it was reported:

Only 8% of courses had an approximately equal number of boys and girls .... A greater proportion of courses were attended exclusively by girls 32% than exclusively by boys 24%. The programs attended exclusively by girls were all in the areas of Secretarial Studies, Fashion and Home Science. Those attended exclusively by boys were in the metal, building and automotive trades and 'sheep and wool'. The programs which attracted an approximately equal number of boys and girls were: a combination woodwork/metalwork/ceramics course; an engineering strand; and elementary copy typing course; and a "taster" program covering a variety of areas"....

The interviews at the majority of colleges and schools revealed that students of both sexes were usually invited to participate in link courses. At a few locations students were restricted, by sex, to entry into certain courses .... Most staff at both
schools and TAFE did not oppose the breaking down of stereotyping, and some actively encouraged it. They reported that student's own attitudes or the influence of parents and peers contributed to stereotyping. (10)

One of TAFE's response to these stereotyped choices has been to include in its guidelines a statement requiring that every effort be made to ensure that sex stereotyping is avoided. It has also included a statement on what should be considered by Link Course organisers in relation to girls' needs. It reads in part as follows:

Since the education and training of girls generally fails to motivate them to consider science and technology, group re-orientation programs should be designed to provide girls with the chance to handle tools, experience real working situations, and observe other women working in non-traditional jobs. Special programs for girls should therefore be encouraged in non-traditional training areas, so that girls can be provided with new work related experiences without being under pressure from their male peers. Special programs for girls must, however, go beyond career advice and be designed as a form of life planning, with information and discussion provided on women's roles, peer pressure, the emerging pattern of women's lives and the societal pressures on women. (11)

Such statements have been supplemented by Introduction to Trades Link Courses aimed at girls which have been introduced by some colleges.

These efforts, among others in NSW and other states (12), have not yielded dramatic results in attracting girls into non-traditional training in the TAFE and tertiary sector, in altering their subject choices in schools, in reducing their level of unemployment or in redistributing them in the workforce. They have created, however, a consciousness of the problems and an acceptance that the education system has some responsibility to make special provisions or to modify and adapt established programs to the needs and problems of girls and women. Introduction to Trades Courses for Girls as part of the Transition program are a form of special provision.

What other kinds of special provision should be made and how other programs need to be modified are crucial questions for all working to advance equality for women. They are also pertinent questions for those formulating policy and designing programs for schools and technical colleges.

Concentrating on the TAFE sector, the situation is clear. While some girls may not have the necessary subject pre-requisites for some courses offered by TAFE, most girls do. Yet, an examination of the sex distribution across streams in TAFE indicates that girls are present in some streams in only small
numbers particularly in Stream 3(a) and (b), trade training.

Table 5 - Enrolments by Sex by Stream of Study, 1980

<table>
<thead>
<tr>
<th>Stream</th>
<th>Stream</th>
<th>Stream</th>
<th>Stream</th>
<th>Stream</th>
<th>Stream</th>
<th>Stream</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3a</td>
<td>3b</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Male</td>
<td>682</td>
<td>45008</td>
<td>42649</td>
<td>9583</td>
<td>24021</td>
<td>11188</td>
<td>6872</td>
</tr>
<tr>
<td>Female</td>
<td>788</td>
<td>19485</td>
<td>2624</td>
<td>297</td>
<td>70077</td>
<td>15495</td>
<td>14207</td>
</tr>
</tbody>
</table>

Their small numbers in Stream 3(a) and (b) has little to do with subject pre-requisites since courses in this Stream require completion of Year 9 at high school. With respect to apprentices, the educational level required is for the employer to determine. The bulk of apprentices, some 72% (14) have completed Year 10 when they commence. Girls have adequate levels of education, but they lack exposure to some fundamental technical skills; may be deficient in manual skills associated with the use of tools; lack confidence generally in male domains; have rigid ideas about women’s occupational roles; have little peer group support for making non-traditional choices; have to endure parental criticism and/or resistance to their choice of a “non-feminine” vocation; have little contact with women in trades; meet hostility from many employers; often see work as short-term so that long periods of training are not attractive to them. When these “deficits” are added to the institutional male training environment, it is not surprising at all that they opt for Secretarial Studies or Hairdressing. In fact, what is surprising is that so many defy convention and inherent wisdom to take up trade training because the bulk of women see earning as a minor adjunct to marriage and a family and as temporary compared to the life-long occupation of rearing children and supporting a husband.

Jean Blackburn in a recent paper to a Women and Education conference in W.A. exposed this view as largely myth:

“A single wage is no longer adequate to keep the majority of families at an acceptable standard of living (it is arguable whether for most families it ever was). There are fewer children now but the period over which they are economically dependent has risen greatly. It is now estimated that three quarters of Australian earners cannot finance a house out of their own incomes. The family wage is no longer the basis of wage determinations. The model of the male breadwinner and the economically dependent wife and children is in fact largely myth. Yet it persists at an ideological level in ways which often prevent male sharing of domestic work to surface as an issue affecting opportunities for women in paid work and it supports...
sex segregation of the labour force in ways detrimental to women.' (15)

The myth also supports sex segregated training since one situation reinforces the other. The facile system response to all of this could be to blame the victim.

"Girls need to change their attitudes. The silly duffers must know that the last vestiges of blatant discrimination were eradicated long ago," variations on the following
"Girls' attitudes are at the heart of the problem and we all know how long it will take to change those".

Such superficial mutterings (some call it "buck-passing") are merely impulsive responses based on a petrified view of femininity, how it is created and whose purposes it serves. They have little to do with women's abilities, the reality of most women's lives or the economic and social imperatives which make paid work necessary. They do not constitute the sort of reflection and then planning necessary to achieve educational and training objectives.

For the future, if the goal of social and economic equality for women is to be achieved, the system needs to continue building on the foundations laid by such programs as: Apprenticeships for Girls, the Hunter Valley Equal Opportunity Program, the Introduction to Trades courses for Girls, special Women's Re-Entry Programs and so on. It also needs to consider additional strategies focussing on the training environment and the content of courses.

- Bridging courses need to be designed for a broader range of trade areas.
- Trade and technician courses need to be modified to take into account female students.
- The classroom environment must be altered so that it is hospitable and supportive to female students and free of destructive sexism.
- Trade classes need to draw on tradeswomen to demonstrate their skills and to discuss the ways in which they have adapted to a once all-male domain.
- Single sex groupings need to be introduced for certain aspects of the training.
- All students need to be provided with an opportunity to discuss their attitudes to work as part of every course.
- The extent and nature of domestic labour and responsibilities need to be considered in most TAFE courses.
- The potential conflict arising out of work and family responsibilities needs to be a component of all TAFE courses.
Orientation programs need to be mounted for parents of girls entering non-traditional training.

These are not minor changes which can be achieved through gentle tinkering with the present educational processes. These changes require major planning and a reordering of the current budgetary emphasis. Curriculum or course development, staff development, organisational review, community education are not the peripheral concerns of the TAFE system and all need to be revised to take into account a technological future where women and men share equally in the benefits and responsibilities of work.

Jozefa Sobski
Senior Adviser
Social Development Unit
Office of the Minister for Education
References


2. Ibid, p.15.


5. Figures supplied by the Board of Senior School Studies to Dr. John Mack.

6. Ibid.


11. N.S.W. Department of TAFE, op cit; p. 4.


13. N.S.W. Department of Technical and Further Education. Statistics. The Streams of study are as follows:

   Stream 1 (Professional) Courses which lead to Professional status (including teacher education) or which enable professionals to update their technology or to specialise.

   Stream 2 (Para-professional) Courses provided for those preparing to enter or progress within middle-level or technician occupations. This stream includes a wide range of 'certificate' courses and some 'special' courses which are similar in complexity and purpose. It also includes short courses designed to enable para-professionals to update their technology or to specialise.

   Stream 3 (Apprenticeship Trades) 3(a) Apprenticeship, pre-apprenticeship and pre-employment courses in apprenticeable trades. 3(b) Post-trade and other courses for advanced skills of a non-technician nature.

   Stream 4 (Other Skilled) All other skilled trade vocational courses relevant to basic principles, skills or knowledge but which are not included in Stream 3. It includes short training courses in additional on-the-job skills.

   Stream 5 (Preparatory) All courses which can be broadly described as preparatory (matriculation and diploma entrance courses), remedial (mathematics, English for migrants etc.), and courses with vocational orientation not classified elsewhere.

   Stream 6 (Adult Education) All courses in home handicrafts, hobbies, self-expression and cultural appreciation.

## ATTACHMENT A

### TEENAGERS NOT ATTENDING SCHOOL - MAY 1981

<table>
<thead>
<tr>
<th></th>
<th>Females (%)</th>
<th>Males (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time education</td>
<td>55.8</td>
<td>74.9</td>
</tr>
<tr>
<td>Full time work</td>
<td>17.7</td>
<td>9.9</td>
</tr>
<tr>
<td>Neither</td>
<td>26.5</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### MAY 1981

TEENAGERS NOT AT SCHOOL AND NOT IN EITHER FULL TIME EDUCATION OR FULL TIME EMPLOYMENT

<table>
<thead>
<tr>
<th></th>
<th>Females 000</th>
<th>Females %</th>
<th>Males 000</th>
<th>Males %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>48.3</td>
<td>45.7</td>
<td>39.9</td>
<td>62.1</td>
</tr>
<tr>
<td>Part time work</td>
<td>21.2</td>
<td>20.1</td>
<td>11.2</td>
<td>17.4</td>
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<tr>
<td>Part time education</td>
<td>1.0</td>
<td>0.9</td>
<td>0.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Part time education &amp; Part time work</td>
<td>2.2</td>
<td>2.1</td>
<td>5.2</td>
<td>8.1</td>
</tr>
<tr>
<td>Nothing</td>
<td>33.1</td>
<td>31.3</td>
<td>7.0</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>105.7</td>
<td>100.0</td>
<td>64.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Percentage of Total Male and Female Students in each Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>19.5</td>
<td>43.7</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0.4</td>
<td>0.9</td>
</tr>
<tr>
<td>Social and Behavioural Sciences</td>
<td>3.9</td>
<td>8.6</td>
</tr>
<tr>
<td>Law</td>
<td>6.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Education</td>
<td>6.4</td>
<td>10.9</td>
</tr>
<tr>
<td>Economics, commerce, government</td>
<td>16.4</td>
<td>6.4</td>
</tr>
<tr>
<td>Medicine</td>
<td>7.6</td>
<td>7.1</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>18.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Engineering, technology</td>
<td>12.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Architecture, building</td>
<td>2.9</td>
<td>1.1</td>
</tr>
<tr>
<td>Agriculture, forestry</td>
<td>2.5</td>
<td>0.9</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>1.0</td>
<td>0.8</td>
</tr>
<tr>
<td>Not stated</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total (a)</strong></td>
<td>99.8</td>
<td>99.9</td>
</tr>
</tbody>
</table>

(a) Total less than 100% due to rounding.


- Humanities account for 43.7% of all female enrolments, but only 19.5% of male enrolments.
- Economics, commerce, government account for 16.4% of all male enrolments, but only 6.4% of female enrolments.

### Percentage of total Male and Female Students in each Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.9</td>
<td>0.6</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>11.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Art and Design</td>
<td>5.9</td>
<td>7.5</td>
</tr>
<tr>
<td>Building, Surveying and Architecture</td>
<td>5.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Commercial and Business Studies</td>
<td>31.6</td>
<td>10.9</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>13.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>10.2</td>
<td>12.7</td>
</tr>
<tr>
<td>Music</td>
<td>0.8</td>
<td>1.4</td>
</tr>
<tr>
<td>Para-medical</td>
<td>3.1</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>16.0</td>
<td>46.7</td>
</tr>
<tr>
<td><strong>Total (a)</strong></td>
<td>99.9</td>
<td>99.9</td>
</tr>
</tbody>
</table>

(a) less than 100% due to rounding.


- Teacher education accounts for 47% of all female enrolments but only 16% of male enrolments.
Introduction

First of all I would like to congratulate you on your attendance today. I think it is significant that TAFE holds its first Conference for Women in its 99th year of existence. No one could accuse the Department of venturing into the area of women's rights with undue haste. But I suppose we should be pleased that we are eventually getting somewhere.

I want to speak to you today about 3 areas:

- the current status of women in TAFE
- Anti-Discrimination Legislation
- The Equal Employment Opportunity Management Plan

The Current Status of Women in TAFE

Women constitute 38% of the staff of TAFE, they hold 31% of full time positions and 45% of part-time positions. However as you have probably noticed they are not represented in these proportions in all areas of the Department. An examination of the senior management of the Department reveals that women are considerably under represented in positions of power. I would like now to show you some salary based data - (show overheads). Recent monitoring of numbers of women in senior management reveals that while women in senior positions in the Public Service sector are increasing in number, the number of women in senior positions under the Education Commission Act are decreasing.

The EEO Unit also collects data on promotions list positions. This overhead compares the so-called "male dominated" and "female dominated" schools of TAFE in terms of the percentage of teachers on the Promotions List. Women are under-represented in positions of authority and tend to be found in positions that are less well paid and lack a career structure - for example stenographers and typists.

In August last year the EEO Unit distributed a questionnaire to find out the problems of working in TAFE. I thought you might find the following figures interesting:

- 30.4% of all women believe that TAFE discriminates on the basis of sex.
- 20% of women in TAFE say they have been sexually harassed.
- 28.8% of women in TAFE believe that sexual harassment is a problem in TAFE.
- Only 30% of women in the A.&C. division have been encouraged by their supervisor to apply for promotion.
- Only 50% of women in the A.&C. division have been encouraged by their supervisor to attend staff development courses.

Well, having now depressed you thoroughly I would like to move on to the good news and look at current Anti-discrimination legislation in N.S.W.

The Anti-Discrimination Act for New South Wales was passed in 1977. The Act makes it unlawful to discriminate against a person because of his or her sex, race, marital status or physical impairment. The legislation prohibits direct and indirect discrimination in employment, education and the provision of services.

The Anti-Discrimination (Amendment) Act of 1980 established the Equal
Employment Opportunity Policy for the state public sector. This act requires Government Departments and statutory authorities to draw up an Equal Employment Opportunity Management Plan. It also provided for the appointment of a Director of Equal Opportunity in Public Employment (DEOPE) who with a small staff advises and assists Government organizations to develop and implement their Management Plans. According to the legislation the purpose of the Management Plan is to:

(1) eliminate and ensure the absence of discrimination in employment on the grounds of race, sex, marital status and physical handicap.

(2) promote equal employment opportunity.

In accordance with the legislative requirements TAFE released in June 1981 its Equal Employment Opportunity Policy statement.

I would now like to read the statement to you -

"In TAFE equal access means that for every person or group, irrespective of race, sex, marital status or physical handicap, there shall be:

- equal consideration for selection to positions which have been designed and specified without recourse to traditional judgements about career expectations and life patterns. Proper consideration will be given to all aspects of a person's capability, including all relevant life experiences.

- equal encouragement to pursue careers within the Department and to participate in programmes of personal and professional development.

- conditions of employment which do not disadvantage anyone due to discriminatory practice." (TAFE Gazette No:10 of 1981).

TAFE's policy and its Management Plan seek to counteract the three levels of discrimination: direct, indirect and systemic. I would like to take a bit of time now to define each of these forms or levels of discrimination.

Direct discrimination refers to treating a person less favourably because of a personal characteristic, for example, sex or ethnic origin, or on the basis of presumed characteristics of that group.

Indirect discrimination consists of applying a requirement or condition which is seemingly neutral, but significantly reduces the opportunities of one group and is not reasonable in the circumstances.

Systemic discrimination is the result of a complex of neutral employment practices, sanctioned by familiarity which are frequently not recognized as, or intended to be, discriminatory. Their effect is not always identified by scrutiny of individual cases but is revealed by scrutiny of statistical data.

The department is beginning now to deal with equality of opportunity as a structural issue and to consider the implementation of a variety of compensatory procedures and policies. However it should be noted that while legislation is an essential precondition for change in the area of EEO it needs to be accompanied by policy commitment and public education if it is to be more than just the expression of a patronising attitude.

The Management Plan

TAFE's Management Plan is divided into 4 substantial sections. The first section is a detailed review and analysis of current personnel practices operating within the Department. This section examines both policy and procedures in the personnel area and includes material on advertising, recruitment, culling procedures, selection, promotion, conditions of service and staff development.
There are two principal sources of empirical data included in the Management Plan. The first of these is called the Analysis of Staff Profile data. This section presents a detailed analysis of the entire staff of TAFE on the basis of a number of variables and includes information of the TAFE teaching service A.&C. Division, and General Division. Variables examined include occupation, location, income, years of service and sex. Unfortunately we were not able to extract information regarding race or ethnicity since it does not appear on staff record cards. In addition there is material on Aboriginal employees under NESA and AATS, material on selection committee membership, appeals to GREAT and transfers.

The second source of empirical data was the EEO staff survey undertaken in August 1981. This was a state wide population survey and resulted in a return rate of approximately 70% across the board. The survey was in two parts. The first examined socio-demographic variables such as income, promotion opportunities, supervisor encouragement and location. These variables were analysed on the basis of sex, age, ethnicity or race and physical handicap. In the second questionnaire attention was paid to possible areas of discrimination and perceptions of discrimination within the Department. This questionnaire also examined the problems of sexual and racial harassment.

The final chapter of the Management Plan contains the 86 Objectives. The first sections of the plan seek to identify problems affecting staff employed by the Department, and the aim of the Objectives section is to overcome these specifically defined problems. The Objectives are classified under a number of headings: Recruitment, Selection, Induction, Staff Development, Promotion and Conditions of Service. For each objective a number of specific actions are delineated, target dates are set and personnel are defined as having specific responsibility for achieving the objective.
CONFERENCE PAPER 7

N.S.W. T.A.F.E. WOMEN'S CONFERENCE

8 - 9 JULY 1982

BASSER COLLEGE - UNIVERSITY OF N.S.W.

T.A.F.E. WOMEN IN THE 80'S

THE COMMITTEE

OF

T.A.F.E. SPOKESWOMEN

Background history

and

aims

Spokeswomen's "objectives" are

provided in the additional three

pages of circulated information

An address prepared by

Wilga Pruden

A Spokeswoman.

Metropolitan Education Division

July 1980 - June 1982
Good morning Colleagues in TAFE.

In 1977 Professor Peter Wilenski's research for his report on the Review of N.S.W. Government administration indicated that women employed in an administrative capacity in the Public Service were subject to a variety of discriminatory actions.

Allison Ziller, Director of Equal Opportunity in Public employment is in a position to publicly state "Government reports" ...have "documented the pervasiveness of discrimination in employment and condemned its presence in organisations funded by public money and providing a public service." (Ziller 1981).

Premier Wran has said his government "is determined to pursue equal employment opportunity in the interests of greater efficiency".

One of the initiatives to achieve this goal was for women to become involved in a self help program which has become known as Spokeswomen's. This concept was the 1977 brain child of an officer of the Public Service Board's Personnel Planning Division. Robyn Kemmis prepared the successful recommendation to create spokeswomen.

In the circulated data is a copy of the Public Service Board's letter of August 1977 to Heads of government departments giving approval for the election of Spokeswomen. Included is a copy of the original model guidelines for their activities. These guidelines are currently being reviewed.

A Spokeswoman's role is to facilitate liaison between women, who constitute the major proportion of employees in all Divisions of the Public Service, and their departmental levels of management.

Today women in all 52 government departments can elect Spokeswomen and in the MAJORITY of departments Spokeswomen have been elected. A Spokeswoman usually represents about 200 women. There are about 200 Spokeswomen and deputies. The election of Spokeswomen in Statutory Authorities is being encouraged by the Central Co-ordinating Committee of Spokeswomen.

In T.A.F.E.'s Regions, eight (8) Spokeswomen are elected to represent all Divisions.
In the metropolitan area seven representatives are elected from each of the four Divisions.

Altogether there should be 15 TAFE Spokeswomen on the completion of elections currently underway.

The TAFE Spokeswomen elect representatives to 3 TAFE Committees.

- The Equal Opportunity Advisory Committee
- The Women's Educational Advisory Committee
- The Estimate Consultative Committee.

On election a Spokeswoman attends a two day training workshop provided by the Public Service Board. The training is designed to assist Spokeswomen represent women in matters related to equal opportunity and career development. The handout identifies some specific area of activities of TAFE Spokeswomen. Increasingly hope to visit Colleges (Orana).

This year for the first time TAFE Spokeswomen are to receive further training and up to date information of TAFE's organisational structure, E.E.O. Workshop and C.D.W. Workshops. Tangible recognition of Spokeswomen's work has not been easily won. Representations and submissions to the Director-General over a long period resulted in a recent decision by Dr. Pattison to approve 3 h.p.w. and 4 h.p.w.

In 1978 an interim Central Co-ordinating Committee of Spokeswomen was established.

An annual seminar of all Spokeswomen from all Government Departments elects 8 Spokeswomen to the Committee.

6 Metropolitan 2 Country

and a resource person elected from and by the Outgoing Central Co-ordinating Committee.

The 9 member Central Co-ordinating Committee is concerned with Statewide issues. Doubtless you've seen some of the Forums held this year and organised by members with voluntary assistance from colleague spokeswomen. The dates of the forums have been published in the Public Service Notices and were on the topics of:
Cheap Housing          Child Care
Women and Education   Women and Technology (18th August)

other State wide issues dealt with by the Central Co-ordinating Committee including

  . Superannuation
  . Child Care
  . Permanent Part-Time Work

But why is a Spokeswomen's Network supported by the Government?

I believe that the Spokeswomen's Network is tangible evidence of the fact that today there is an increasing recognition of the way society has conditioned women and men to function in particular ways in their working relationships.

Because of these conditioning processes, occurring from the moment a child is born, frequently a woman is unable to quickly identify and suitably respond to acts or situations which

  . Make a woman unjustly feel inconsequential
  . put her down
  . trivialize her viewpoint
  . reflect a sexist approach to a job

There are many forms of subtle, pervasive attitudinal actions which are mainly unidentified in the societal environment and its educative processes and which especially affect women in the workforce.

Research has shown that generally speaking women lack confidence in their intellectual ability, personal capacities and feel that they've little power to control their lives.

  . They have feelings of inadequacy
  . They are uneasy dealing with persons in authority -
    . They lack faith in their abilities

whereas

  . Men have been conditioned to be tough, adventurous, confident and protective of women.

The conditioning educative processes have inhibited both men and women in different ways.

The demeaning attitudes many women hold about themselves are often unrecognised by them. This can be a problem in changing their attitudes and cause them disadvantages in either pursuing a career or enjoying the right to a fulfilling job.
Do not think that the committee discussions are a problem. It takes tie. It takes a series of such incidents. It requires an exchange of experiences between women for a woman the recognise that she is being disadvantaged by unacceptable procedures and attitudes. The Spokeswomen had a range of disadvantages incurred by women resulted in appropriate questions being included in the Management Plan survey and objectives.

Today's period of radical and rapid change influenced by

- Management attitudes
- Technological advances
  - affect a whole range of issues.
  - I am especially concerned for Women in the Regions of TAFE who endure disadvantages due to
    - isolation which prevents
    - an exchange of experiences
  - which would enable identification of subtle forms of discrimination and to perceive when they are being exploited. When your Spokeswoman visits the College don't be inhibited in confiding in her.

An opportunity for exchange of experiences occurs at Career Development Workshops. The first of TAFE's workshops were devised and organised by Wendy Wolfe, Judith Steanes, Kay Elliason, Meg Ross-Edwards, Shirley Marr and Penny Hutton.

In those days the Public Service Board provided training for Spokeswomen wanting to present a Career Development Workshop. These pioneers did all the donkey work and in fact M. RE took the first two Country Career Development Workshops to the New England Region there was very limited assistance - M. Gazzo was exeptional under assistance.

Today the Spokeswomen have consultative and promotional functions for the Career Development Workshop organised this year by C.D.W. are the source of TAFE equal

self awareness development
information regarding e.g.
working conditions
applying for positions
lodging an appeal
and TAFE's Management Plan to mention but a few of the topics.
The Career Development Workshops and the Spokeswomen are related in
their aims to give assistance to women in all divisions of the
Public Service to overcome historical conditioning processes occurring
at work.

Spokeswomen do not replace or undertake the work of management,
personnel officers or elected trade union representatives. Simply
put, Spokeswomen aim to give support and assistance to women in the
Public Service who have work related problems.

It is vital link in the goal of assisting women to overcome the
subtle and overt acts of discrimination which occur daily.

Spokeswomen's work is facilitated by the Women's Liaison Officer.
In TAFE, Helen Bauer is an outstanding and exceptionally supportive
and positive Women's Liaison Officer. In most other Departments the
Women's Liaison Officer is a male - many of whom are having considerable
difficulty coming to grips with their role.

Given this elected representation and a Committee of TAFE
Spokeswomen working to assist all TAFE women and given this marvellous
conference I would urge all women in ALL Divisions of TAFE, to UNIFY.

You know, and I know that between the Division at times there are
areas of disenchantment. Look to the larger goal and work together to
overcome difficulties and to recognise that all of TAFE's Divisions
need each other to make TAFE function. Forget the "them" and "us".

We are women of TAFE

Spokeswomen are working for you. They can assist you if you suspect

. Unequal treatment in the way a selection interview has been
  conducted. There should at all times and for all positions be a
  female on a selection interview panel. A cull of applicants should have
  occurred prior to the interview and agreed to by the selection committee.
The cull does not occur just before the interview as I know it did in a
very recent case each applicants form being copies as required immediately
prior to the interview.

. Extra ordinary unjust actions by supervisory officers in making
  staffing arrangements to accommodate short-term needs or other reasons not
  revealed.
That your just entitlement to regulation working conditions is being thwarted by poor advice or deliberate advice designed to cut costs.

Inadequate induction procedures.

Study time is being denied women, it is applicable to clerical assistants and typists who are entitled to study time to become Stenographers.

A denial of regulation 10 allowances to staff who are acting in relieving positions at a higher grade for 5 continuous days or longer subject to certain conditions and provisions.

Unjust practices in appraisal and assessment procedures. This area is by far the longest for women and men to justly complain.

Iniquities in the provision of resources - that means B4C (the money that buy stop watches, irons etc. materials for lesson preparation).

Spokeswomen are part of an interlocking network which has, I believe, international links, in my information I've provided part of article 3 of the I.L.O. convention and quotations to illustrate my belief.

Spokeswomen form a State wide Interdepartmental network to challenge commonly held false assumptions about women's roles and their effectiveness.

Today, biases and prejudices are being challenged.

Challenge means change - hostility - from both males and females. There are the Queen Bees in the system who fail to recognise the conditioning processes affecting the majority of women. Queen Bees tend to regard Spokeswomen and the other elements of Equal Employment Opportunity as unnecessary. They can cause just as much trial and tribulation with their trivializations of women as can the men who do so unconsciously or deliberately.
Today extra ordinary steps such as Spokeswomen are being taken to improve the career prospects of women and to overcome and eliminate the generally unidentified demeaning value which they hold of themselves.

If you would like to become a Spokeswoman, and are prepared to work your and beyond the call of duty, the personal development is very diverse and most beneficial. I can thoroughly recommend the experience.

In TAFE the Director-General is most supportive of Spokeswomen. Recently TAFE responded to the United Nations Convention on the Elimination of all forms of Discrimination against Women. That TAFE response acknowledged Spokeswomen's capacity to assist women to overcome "small but significant day - to - day problems encountered by staff and to assist staff find ways of expressing their grievances" - formally.

Such declarations don't change attitudes. If you are concerned it would be unrealistic not to be prepared to accept the opportunities afforded by EEO Workshops Career Development Workshops and the contacts which Spokeswomen can provide. Such associations will assist you to counter examples of the fundings of a recent study that in Australia historical conservative attitudes are alive and well in male middle management.

I would like to conclude with a paraphrase of a quotation from Dale Spencer and Elizabeth Sarahs recent excellent book "Learning to Lose".

In spite of the increased participation of women in all walks of life. Men are still in control of the policy making and decision making apparatus of organisations.

The recent decision to disband the A.D.B. and sudden reversal were decisions of men.

Spokeswomen represent a small but significant avenue through which any of you can be given support and assistance as needed when you believe there is need to take steps to control your working life.
EDUCATIONAL NEEDS OF ABORIGINAL WOMEN

Paper delivered by Pat O'Shane to the T.A.F.E. Womens Conference.
UNIVERSITY OF N.S.W. - 8 JULY, 1982

It is necessary when presenting a paper such as this to give some historical background in my view. The background to this topic goes back to the very earliest days of non-Aboriginal society in this country. The first attempts to educate Aboriginal children were made on the advice of an English missionary to Governor Lachlan Macquarie. The submission was in the following terms -

"Let them be taught reading, writing or religious education; the boys, manual labour, agriculture, mechanic arts etc.; the girls, sewing, knitting, spinning, or such useful employment as are suitable for them. Let them be married at a suitable age and settled with steady religious persons over them from the very beginning to see that they continue their employment so as to be able to support their families and who had skill sufficient to encourage and stimulate them but proper motives to exertion."

It is true to say, in my view, that such rationale underlined all attempts at Aboriginal education until very recent years. The first school for Aborigines was opened in January 1815 at what became known as Blacktown. At that time there were twelve Aboriginal children at the school - equal numbers of boys and girls. Macquarie expressed some concern that some of the parents were enticing or decoying their children away from the school until only six were left. However, he had no doubt "of the ultimate success of the institution" because he believed that "when the elder natives shall see and be convinced that the few children who now remain in it benefit essentially from the change in regard to their health, cleanliness and personal appearance" then they would want to send their children to school in large numbers. However, the school failed, and it was abandoned in 1828.

From 1848 to 1866 public education in N.S.W. was run by the Board of National Education which believed it was impracticable to provide education for Aboriginal children. From 1867 to 1880 there was a Council of Education which did not have a stated policy regarding Aboriginal children but made no deliberate attempts to educate them. However, by the time the Department of Public Instruction was formed in 1880 there were about 200 Aboriginal
children in N.S.W. public schools.

In 1883 the Aborigines Protection Board was established and in that year also the Department of Public Instruction established schools especially for Aboriginal children at Maloga and Warangesta. The Aborigines Protection Board was of the view that Aboriginal education should continue to be the responsibility of the State. By 1900 there were estimated 600 Aboriginal children in public schools in N.S.W. By that time also a number of Aboriginal schools had been established to cater for Aboriginal children who had been excluded from the public school. By that time also the campaign from various non-Aboriginal communities to exclude Aboriginal children was gaining impetus. For example in February 1899 eleven Aboriginal children "full and properly clothed" were sent to the public school at Gulargambone at the insistence of the Aborigines Protection Board. Two weeks later they were told by the teacher not to attend school again because objection had been made by the residents who declined to send their children to school so long as Aboriginal children attended. When a question was raised in Parliament in relation to the issue, the Minister for Public Instruction gave an assurance that he would issue instructions that in all cases and in all public schools when Aboriginal and half-caste children properly clothed and clean in their persons desire to attend, they shall be admitted. He went on to indicate that "if no objection is made by the residents, no action is taken by the Department." He stated special schools are provided for the Aboriginal children in the various Reserves. However, he went on to indicate that where an offer was made by the Department of Public Instruction to appoint a teacher to an Aboriginal school, there was no guarantee that a trained teacher would be appointed. Rather, that arrangements would be made for an officer or the wife of an officer of the Aborigines Protection Board would be paid an allowance by the Department of Public Instruction to carry out a teacher's function. In many cases such officers or wives of such officers were quite untrained to progress children beyond very early primary education.

At the same time as Aboriginal children were being excluded from public schools it was estimated that between one third and one half of all Aboriginal children in N.S.W. were being removed by the State into institutional care. Children disappeared
into the State Welfare Service but large numbers of them were taken by the Aborigines Protection Board to be trained as cheap labour for white employers under an apprentice scheme. Indeed the Aborigines Protection Board campaigned for some considerable years to have the Government extend its powers so as to enable the Board to take children in for the purposes just indicated. That situation was to prevail until 1941 when the Education Department, as it was by that time, once again instructed Headmasters to enrol Aboriginal children. However, at Collarenebri where Aboriginal children did so enrol, over 60 white children were kept at home. The Headmaster was ordered to adhere to his instructions, but to enforce the existing regulations for exclusion of children on health and cleanliness grounds. All the children were found to be clean and healthy, but the effect of five years lack of education was obvious and it was decided that a special class for Aboriginal children was necessary. Therefore an annex was established, a teacher appointed, and the white children returned to the main building. In that same year, 1941, the Department of Education took up a suggestion that Aboriginal children should be admitted to ordinary schools on production of a medical certificate. Notwithstanding that in 1947 several Aboriginal children were able to obtain such a certificate in order to attend school, non-Aboriginal residents continued their campaign to exclude children from the normal classes. During the 1950's and 1960's the Department of Education gradually closed a number of special Aboriginal schools and the pupils were enrolled in the nearest public school. In some cases local resentment by the non-Aboriginal community continued but the worst feature of that particular policy was that having instituted such a system and imposed it on Aboriginal communities the reversal of policy was effected without consultation of the Aboriginal community. Although Aboriginal children were being admitted into public schools in the 1950's and 1960's the possibility of their being excluded on racial grounds existed until 1972. At that time the provisions of the Teachers Handbook which required Principles to defer or refuse enrolment of Aboriginal children on the grounds of home conditions or substantial community opposition were removed.

It is obvious that the legacies of these policies are being experienced today.

Educational achievement of course is one (only one) of the factors which contribute to the high unemployment levels and low economic status of Aborigines in today's Australia. According to the 1976 Commonwealth Census, the overwhelming
majority of Aboriginal children had left school in the agegroup 14 to 16 years - by the age of 16 years, 79.5% of Aboriginal children attending school had left. This figure compares with 59% of the general population.

By 1976 only 0.52% of adult Aborigines in N.S.W. had acquired tertiary qualifications whilst only 5.8% of adult Aborigines in N.S.W. had acquired trade certificates. Those figures of course will have changed substantially by now, although we still have a long way to go.

Since 1972 a great deal of attention has been focussed on the under-education of Aborigines as has attention been focussed on Aboriginal conditions generally. Since 1972 Aborigines themselves have stated vehemently time after time, that vital aspects of Aboriginal education must be determined by Aboriginal initiatives and must be expressive of Aboriginal culture. It is only recently that non-Aboriginal teachers, educationalists, politicians, and others, have accepted that view. However, we are still in the very very early stages of making any impact in line with that kind of policy.

Mr Kim Beazeley, Minister for Education in the Federal Labor Government, 1972-75, stated "I do not need to stress that Aboriginal children face distinctive and often serious problems in their schooling and it falls mainly on the teachers to deal with their problems if the quality of opportunity is to be realized. Responsibility does not rest wholly on the teachers of course, for it is the job of administrators and research people to provide the support that teachers require." I want you to consider that statement by Mr Beazeley in conjunction with the following statement made by Bertrand Russell -

"Certain mental habits are commonly instilled by those who are engaged in educating: obedience and discipline, worthlessness in the struggle for worldly success, contempt towards opposing groups and unquestioning creduality, a passive acceptance of the teachers' wisdom...Instead of worthlessness, education should try to develop justice in thought, instead of contempt it ought to instill reverence and an attempt at understanding."

It seems to me quite clear from the above that the Department of Education would seek to have large numbers of trained Aboriginal teachers in the schools, particularly where there are substantial Aboriginal school populations. But no, in the whole State there are only 29 trained Aboriginal teachers. In February this year the N.S.W. Government adopted the policy that preferential
employment would be given to Aboriginal teachers. In view of
the very small numbers of Aboriginal teachers in N.S.W. schools,
that policy is not highly meaningful at this time and it is my
hope that we shall see a substantial change in that situation in
the next five years. On the other hand, however, there are
approximately 69 Aboriginal teacher aides in N.S.W. schools, the
majority of whom are trained and employed entirely on Federal government
funding. The State government takes no responsibility whatsoever
for the training or employment of them. Until recent years they
were not entitled to holiday pay. They are employed on a very
small salary. They do not receive sickness benefits. They do not
enjoy long-service leave. Indeed, there is no security of
employment.

The general objectives of the A.T.A. programme were outlined
by the Director-General of Education in N.S.W. in 1974 in the
following terms:

1. To increase the teachers’ understanding of the Aboriginal
child’s kinship ties and value systems.
2. To provide motivation for pupils in creating additional
vocational opportunities for responsible Aborigines of
post-school age.
3. To allow Aboriginal communities to identify more closely
with schools.
4. To provide direct assistance to the teacher in group and
individual activities.
5. To provide a meaningful channel of communication between
home and school."

Yet the experience of many Aboriginal Teacher Aides is that
there is enormous lack of understanding (if not lack of goodwill)
of many teachers about the role of Aboriginal Teacher Aides. One
A.T.A. has been quoted as saying "they just do not seem to want
to know what we are doing in the school and do not realise that
we are there to help the Aboriginal kiddies". Others have spoken
of the discrimination between non-Aboriginal teachers and
Aboriginal Teacher Aides in terms of A.T.A.s not being allowed
to organize functions which involve handling money. One Aboriginal
Teacher Aide who really wanted to help a young child with a reading
problem was told that she was really there as a clerk and had no
right to be trying to teach a child.

There are numerous problems which confront Aborigines in the
education system in this country, not least of those is the
problem of racism which is so pervasive. It is manifested in a
number of ways: obviously in the classroom with teachers who are simply not ignorant but out-and-out hostile. It is of course manifested in the school curricula which portray Aborigines as primitive or as noble savages, ignoring the problems of contemporary Aborigines in today's Australia. And not least of all, it is manifested in the policies of Governments, including our Government which, until recent months, has operated on the basis of assimilation - seeing no necessity to implement specific programmes for Aboriginal people.

Education of course must be seen in a socio-economic context. It cannot be isolated from other aspects of our living, such as housing, health, employment. I have already indicated the difficulties which lack of education present for Aboriginal people trying to get employment. It should be noted that Aboriginal unemployment rates are approximately 7 - 9 times greater than those of non-Aborigines in Australia and those average rates are presently running at 6.6%. (As was publicised in the Australian Financial Review last month, the unemployment levels in this country rose a dramatic 19.1% in twelve months.) Most of you probably know that Aboriginal housing needs are critical in many parts of the State. The Select Committee of the Legislative Assembly upon Aborigines estimated that the housing needs of Aborigines in N.S.W. would require in the order of $90,000,000, whilst the health needs are in the order of those of Third World countries.

Well then, against this background, what are the educational needs of Aboriginal women? First and foremost we need to get rid of racism in our education system, and that cannot be achieved until we get rid of racism in the community at large. That, obviously, is an ongoing battle and probably one of our most difficult. Apart from that, Aboriginal women feel the need very greatly to have their own people in the classrooms teaching children. Whilst the demands are being raised for more and more Aboriginal Teacher Aides, there is a very important need for fully trained Aboriginal teachers, and many of those people who have undertaken A.T.A. training programmes are going on to do bridging courses which will enable them to obtain entrance to C.A.E.s and to undertake teacher training. There is a need for us to gain the skills which will enable us to conduct the business of housing associations, medical services, legal services, cooperatives, etc. Aboriginals are particularly involved in these sorts of community programmes and also to gain the skills which will enable our people to obtain
employment where it is available.

Most important of all, we need a Government - a community - committed to truly effective change.
EDUCATIONAL PRIORITIES FOR WOMEN AND GIRLS OF NON-ENGLISH SPEAKING BACKGROUND


1. General background on immigration history and ongoing programs. Paucity of English teaching facilities etc.

2. Basic need: - for T.A.F.E. planners and decision makers to get to understand the characteristics of this section of their clientele.

   - This understanding needs to be communicated widely within the system - in the planning of all courses some thought should be given to the special needs of people of non-English speaking background.

3. Difference between the needs of Immigrant Women and those of Immigrant Girls

   - centred around their life prospects and the restrictions imposed upon them by family/culture/responsibilities to others/level of English spoken/previous training (from Australia or overseas).

4. Needs of Immigrant Women for those with overseas obtained skills/professions

   - for appropriate bridging courses to enable them to utilize those skills

   - migrants need to establish themselves (economic pressures to work)

   - the demoralizing effect of not being able to work at your trade/profession

   - Need for bilingual instructions to be considered, especially for newly arrived migrants.

   - Need to build into such courses information about unions; how to get qualifications recognised; information referral points; working conditions; rights: how the system works (survival skills).

   - Need to advertise the availability of such courses in a way that will reach the client group...ethnic media, English classes, on arrival information.
5. Needs of Women with no skills/little English

- importance of devising courses that are seen as practical/marketable (because of economic pressures on the migrant family unit)
- need for the course to include an English language component
- survival skills
- to be offered in accessible hours and not to be seen as threatening
- 'theoretical courses' just not seen as necessary - practical needs too pressing
- Child care

6. Isolated migrant women returning to the workforce

- whose families have grown up and who have never learned English
- also important to keep in mind family/peer groups' expectations (older people more rigid)
- Need to arrange a smooth and client oriented flow from flexible Outreach classes to T.A.F.E. mainstream classes. Not enough to explain the 2 systems and the time limits of Outreach. Reorganize T.A.F.E. (for all older people ?)
- Need for teachers to be assisted to acquire counselling skills to deal with the isolated/depressed
- Look at the possibility of starting/building into the system a sharing of skills so as to build up confidence which helps learning
- Need to consider availability of public transport and time of day when such women could attend
- Getting information out to potential clients about these classes - new booklet about to be released to Government departments on how to do this.
7. Needs of Immigrant Girls
   - to get message to the girls while still at school about the range of options open to them
   - need to educate families as to range of options; accepting apprenticeships as a viable alternative
   - Survival skills courses - need for realistic appreciation of choices of success in job seeking; general effects of unemployment.

Transition Courses
   - Need for research as to which groups are the most disadvantaged - why, where are they, relevant factors affecting their high unemployment.
   - Written English - importance for such courses for young immigrants.

8. Counselling skills for teachers - critical.

9. Career advisers - to be better informed on where bilingualism could be an advantage.

10. Placement Centre - good, but train it to deal more effectively with immigrants and particularly women.

11. After Aborigines Migrant Women and Girls are most affected by unemployment and economic downturn.
### APPENDIX I

**TALE WOMEN'S CONFERENCE 1982**

<table>
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<td>Nindya Simon</td>
<td>Typist, Personnel Resources Branch</td>
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<tr>
<td>Olga Theodore</td>
<td>Clerk, Staff Branch</td>
<td></td>
</tr>
<tr>
<td>Maria Trevaskis</td>
<td>Clerical Assistant, Women's Co-ord. Unit</td>
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<tr>
<td>Cathy Vechio</td>
<td>Steno. Executive Support Group</td>
<td></td>
</tr>
<tr>
<td>Wendy Ward</td>
<td>Prof. Assist. Educational Planning</td>
<td></td>
</tr>
<tr>
<td>Bev. Williamson</td>
<td>Education Officer, Information Services</td>
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</tr>
<tr>
<td>Anna Zarkos</td>
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</tr>
<tr>
<td>NAME</td>
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<tr>
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</tr>
<tr>
<td>Brown, Sharyn</td>
<td>Teacher, Home Science</td>
<td>Albury College of TAFE, Poole St. 2646 Ph:(060)21 3033</td>
</tr>
<tr>
<td>Belford, Julianne</td>
<td>Teacher, Sec. Studies</td>
<td>Argyle College of TAFE, Verner St. Goulburn 2580 Ph:(048)21 3255</td>
</tr>
<tr>
<td>Brashaw, Sandy</td>
<td>&quot;</td>
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</tr>
<tr>
<td>Gay, Barbara</td>
<td>Head Teacher, Sec. Studies</td>
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<tr>
<td>Webb, Nita</td>
<td>Teacher, Sec. Studies</td>
<td>&quot;</td>
</tr>
<tr>
<td>Van Leuven, Margaret</td>
<td>Acting H.T. Fashion</td>
<td>Broken Hill, P.O. Box 659, Argent Street 2880</td>
</tr>
<tr>
<td>Eliasson, Kay</td>
<td>Registrar</td>
<td>Casino College of TAFE, Barker St., Casino 2470 Ph: (066) 62 1411</td>
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<tr>
<td>Pharaoh, Norma</td>
<td>Teacher, Sec. Studies</td>
<td>&quot;</td>
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<tr>
<td>Collier, Pam</td>
<td>Head Teacher, Sec. Studies</td>
<td>Dubbo Campus, Orana Community College, Talbragar St., Dubbo 2830. Ph: (068) 82 2700</td>
</tr>
<tr>
<td>Bucleman, Jillian</td>
<td>Teacher, Home Science</td>
<td>Glendale College of TAFE, Fredrick St. Glendale 2285 Ph: (049) 54 1600</td>
</tr>
<tr>
<td>Cross, Jeanette</td>
<td>Teacher, Sec. Studies</td>
<td>Glen Innes College of TAFE, Grey St., Glen Innes 2370 Ph: (067) 32 1600</td>
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<tr>
<td>Nichterlien, Dorothy</td>
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<tr>
<td>Southgate, Julie</td>
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<tr>
<td>Rahmate, Barbara</td>
<td>Clerical Assist. Admin.</td>
<td>Grafton College of TAFE, Clarence St. Grafton 2460 Ph: (066) 42 2433</td>
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<td>Walters, Heather</td>
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<td>Dacey, Adele</td>
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<td>Hogan, Michel</td>
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</tr>
<tr>
<td>Gilligan, Amanda</td>
<td>C.A. Administration</td>
<td>Lismore Tech. College, Conway St. 2480 Ph: (066) 217 241</td>
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<tr>
<td>Hiscox, Cheryl</td>
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<td>Stephanie Hancock</td>
<td>Teacher, Hairdressing</td>
<td>Meadowbank Technical College, See Street, 2114.</td>
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<tr>
<td>Jocelyn Maughan</td>
<td>Senior H.T. Art</td>
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<tr>
<td>Pamela Powell</td>
<td>Senior H.T. Sec. Studies</td>
<td>Mt. Druitt Technical College, Cnr. Mount St. &amp; North Pde., P.O. Box 42, 2770.</td>
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<tr>
<td>Marylin Tearle</td>
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<tr>
<td>Lynne Hale</td>
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<td>Jennifer Hill</td>
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<td>Sandra Hughes</td>
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<tr>
<td>Joyce Allan</td>
<td>Librarian-in-Charge</td>
<td>Randwick Technical College, Cnr. Darley Rd. &amp; King St., 2031.</td>
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<tr>
<td>Gae Bylds</td>
<td>Teacher, Gen. Studies</td>
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<tr>
<td>June Lord</td>
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<tr>
<td>Elizabeth Mackenzie</td>
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<td>Glenda Rowsell</td>
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<td>Esther Scholem</td>
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<tr>
<td>Virginia Vonwiller</td>
<td>S.H.T. Gen. Studies</td>
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<tr>
<td>Anne Roxburgh</td>
<td>Student Counsellor</td>
<td>Seaforth Tech. College, Cnr. Sydney &amp; Frenchs Forest Rds., 2092.</td>
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<tr>
<td>Anne Doherty</td>
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<tr>
<td>Jana Stone</td>
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<td>Kerrie Walshaw</td>
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<td>Kathy Wood</td>
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## APPENDIX II

### COLLEGE REPRESENTATION

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### APPENDIX III

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<thead>
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<th>Schools and Divisions Represented</th>
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<td>Art</td>
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<td>Business and Administrative Studies</td>
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<td>Fashion</td>
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<td>Food School</td>
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<td>Other Professional</td>
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<td>Deputy Principal &amp; Principal</td>
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<td>Women's Co-ordination Unit</td>
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<td>E.E.O. Unit</td>
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</table>

These figures are not completely accurate as there were a number of participants who came for 1 day only or were guests of the TAFE Women's Co-ordination Unit.

All figures have been derived from SD2 forms received by the TAFE Women's Co-ordination Unit as of 8th July, 1982.
ADMINISTRATIVE CIRCULAR (EDUCATIONAL) NO. 2295

Supersedes Administrative Circular (Educational) No. 2286

2nd February, 1982.

SUBJECT: EDUCATIONAL PRIORITIES FOR TAFE IN 1982

Despite the N.S.W. Government's recognition of the significance of TAFE in education and training, I expect that it will still not be possible for the Department to accommodate all eligible persons seeking enrolment this year. Impediments to the offering of student places in vocational courses with TAFE are the imposition of maximum staff numbers, the availability of persons offering for recruitment as full-time and part-time teachers and appropriate specialised accommodation.

As the resources available to TAFE in 1982 are unlikely to be sufficient to cater for all demands placed on the Department the following procedures should be observed:

1. College Principals, in collaboration with Regional Directors and Heads of Schools, must ensure that student enrolments are made only to the extent of available staff and finance resources.

2. In determining the number of classes that can be conducted in each course and subject, Principals have regard to:
   (a) The type and size of classroom, workshop and laboratory accommodation available;
   (b) Usage of facilities to give a spread over each week day, with maximum possible usage of daylight hours.

3. The financial allocations already conveyed to colleges are not to be exceeded; supplementation of these funds will not be possible.

4. Staff numbers already conveyed to colleges for teaching and support personnel must not be exceeded.
EDUCATIONAL PRIORITIES FOR TAFE IN 1982

(5) In determining intakes into educational programmes priority should be given to vocationally oriented courses, especially those linked directly to the State's resource development projects and those for on-going students enrolling in the second or later stages of their vocational courses.

(6) Due recognition should be given to the importance of:
   - Aboriginal education programmes
   - Re-entry programmes for women
   - Remedial and preparatory programmes

(7) Metropolitan Principals should liaise with Principals of nearby colleges and with Heads of Schools to achieve full enrolment in classes so that the most effective use of total resources can be achieved. Regional Directors should effect similar liaison in respect of country colleges and Districts.

Please ensure that this advice is brought to the attention of all staff within your areas of responsibility.

ALLAN PATTISON,
Director-General.

Distribution: as per Administrative Circular (General) No. 393.
Equal Opportunity in TAFE

Policy Statement

The Department of Technical and Further Education is committed to the development of equality of opportunity in its educational programmes and employment practices.

Equal Opportunity in Educational Programmes

TAFE has a special responsibility to provide technical and further education for all people in the community but TAFE, Government and independent reports indicate that TAFE programmes have not always fulfilled this role. In the past, some groups have not had equal access to TAFE programmes because of:

- stereotyped assumptions about the educational and work roles of men and women in the provision of courses, organisation, and services;
- the absence of programmes encouraging people to explore non-traditional educational and work roles;
- a failure to perceive, and to provide for, the special needs of disadvantaged groups.

The Department must work with the community in overcoming these barriers. TAFE educational programmes will be:

- designed so that they meet the needs of members of disadvantaged groups to enable them to maximise their vocational opportunities;
- presented in a supportive environment so that all students fully benefit from the programme;
- promoted so that they are known to, and attract, members of all groups within the community.

Equal Opportunity in Employment

It is unlawful under the NSW Anti-Discrimination Act, 1977, to discriminate in employment on the grounds of race, sex, marital status or physical impairment. The Act also provides for equal employment opportunity management programmes to be devised and implemented in all NSW Government Departments and statutory authorities. These will be designed to eliminate discrimination in public employment and to ensure that everyone has equal access to all positions and career development opportunities in the administration.

In TAFE equal access means that for every person or group, irrespective of race, sex or marital status there shall be:

- equal consideration for selection to positions which have been designed and specified without reference to traditional judgements about career expectations and life patterns. Proper consideration will be given to all aspects of a person's capability, including all relevant life experiences;
- equal encouragement to pursue careers within the Department and to participate in programmes of personal and professional development;
- conditions of employment which do not disadvantage anyone due to discriminatory practice.
Equal Opportunity in TAFE, cont'd

Plans for Implementation

Equal opportunity programmes depend, for their success, on the interaction of attitudinal and structural changes. The following structural changes are being taken to implement the principles of the attached Policy Statement:

Educational Programmes

TAFE has established a position of Co-ordinator of Women's Programmes with State-wide responsibilities, under the supervision of the Deputy Director-General (Educational Developments). This officer will be concerned initially with the introduction of Women's Vocational Re-entry Programmes, which will be conducted on a pilot basis in 1981. This officer will liaise with schools, departments and the community to promote equal access to TAFE courses and will also assist other staff members in developing programmes to compensate for women's past disadvantage.

TAFE is examining the problem of sexism in the classroom. The main areas to be considered will be the curriculum development process and classroom management, with the aim of eliminating any conscious or unconscious sexist practices.

TAFE has established an Aboriginal Education Unit which has special responsibility for research and development of educational opportunities for Aboriginal people. The Unit aims to provide courses which the Aboriginal people themselves want and to develop students' confidence in their abilities as well as vocational skills.

TAFE's Outreach project will continue to cater for people, who, for various reasons, find participating in further education difficult or intimidating. Every effort will continue to be made, through close links with the community, to establish the real needs of people in the area and to provide educational programmes to compensate for their particular needs.

TAFE has recently appointed Consultants for the Deaf at several metropolitan colleges. They will be responsible for co-ordinating access courses offered by TAFE to hearing impaired secondary school students. They will also assist hearing impaired persons to enrol in TAFE courses and advise hearing impaired persons in country areas. In 1981 a Consultant to the Visually Impaired was appointed to provide a similar service to visually impaired students.

The Educational Methods Unit has been conducting a survey of the physically handicapped in TAFE at both country and metropolitan colleges. The survey will focus on the actual incidence in TAFE of various categories of physically handicapped students, and the existing provision for and needs of these students. The results of this survey are available and will provide an information base for further investigation and/or decision making.

Employment

The 1980 Amendment to the Anti-Discrimination Act requires all departments and statutory authorities to devise an equal employment opportunity management plan by September 1981 for subsequent implementation. For this purpose the Director (Personnel and Industrial Relations) will assume the additional role of Director, Equal Employment Opportunity. This position will carry the responsibility for the development of policy, establishment of goals and timetables, and the supervision of the management plan.

A position of Equal Employment Opportunity Co-ordinator has been created and the occupant will establish a data base which is essential for the formulation of the equal opportunity management plan. The occupant of this position will also arrange for workshops and seminars to acquaint officers at all levels with the principles of equal employment opportunity. For the time being, the position will also carry the duties of the Officer-in-Charge, Grievances and Liaison Unit, the investigation of complaints of discrimination and the role of Women's Liaison Officer and Ethnic Liaison Officer. Staff may be assured that all grievances and investigations will be handled confidentially.

Both positions will establish liaison with bodies such as the Anti-Discrimination Board, the Ethnic Affairs Commission, the New South Wales Public Service Board, the Director of Equal Opportunity in Public Employment, and the Social Development Unit of the Office of the Minister for Education. All these bodies have a role in developing public policy and practice in the area of equal employment opportunity.

The Committee of TAFE Spokeswomen will continue to provide an important link between women in TAFE and the management of the Department. Through their contact with women throughout the Department, Spokeswomen are able to overcome the small but significant day to day problems encountered by staff in their immediate area and to assist staff to find ways of expressing their grievances in a formal manner to the Equal Employment Opportunity Co-ordinator.

It is clear that because of past systemic discrimination, certain groups have been effectively excluded from training and career development opportunities. These groups will be identified and special programmes will be developed to redress this past disadvantage.

The Review of NSW Government Administration has published an Affirmative Action Handbook, which is commended to all staff, and copies have been distributed to all College and Head Office branches. It contains descriptions of various types of discriminatory practices and of the methods available to assist in overcoming or redressing them. The Handbook also contains recommendations for action which have been used as a model for the Department's policy and programme.

The Equal Opportunity Advisory Committee, formerly the Equality of the Sexes in TAFE Committee, has been restructured. It will deal with issues relating both to education and employment. The Committee will advise and assist in the design of the management plan and provide a central forum for discussion of Equal Opportunity issues.

All members of staff should recognise their own responsibilities in ensuring equal opportunity in education and employment in TAFE. They should bring to the attention of the Director Equal Employment Opportunity (TAFE), the Co-Ordinator of Women's Programmes, or the Equal Opportunity Advisory Committee any discrimination which they encounter or observe in the Department's regulations, practices or activities.

M. A. Watson
Director-General
Department of Technical and Further Education

WOMEN'S CO-ORDINATION UNIT

Statement of Functions

The functions of the TAFE's Women's Co-ordination Unit, in keeping with Government and Departmental policy and Education Commission philosophy, are in the provision of advice on, and monitoring of, the implementation of equal opportunity for women in TAFE educational programmes.

In particular, the Unit is concerned with:-

* monitoring policy, planning and resource allocation in the Department to ensure that the impact of women is taken into account;

* co-ordinating activities within the Department to ensure that women are enabled to maximise their vocational opportunities in educational programmes;

* development and establishment of programmes encouraging women to enter/re-enter non-traditional training and employment;

* identifying the needs of women from disadvantaged minorities and designing appropriate entry/re-entry programmes;

* organisation of staff development programmes on the implementation of equal opportunity in educational programmes for women in TAFE;

* providing educational resources on women's changing role in society to TAFE teachers and administrators;

* providing executive support for the Women's Educational Programmes Advisory Committee;

* introducing and evaluating women's re-entry programmes;

* liaison with officers at all levels of the Department, other Government Departments, employers, unions and community groups;

* co-ordination of child care policy, planning and research and the establishment of child care facilities in TAFE Colleges.
ATTACHMENT IV

WOMEN’S LIAISON OFFICER

In April 1977, the Government decided that it would be very helpful in promoting equality of opportunity for women in the Public Service if each Department were to nominate an officer at a senior level to be the Department's Women's Liaison Officer. What the Government had in mind was that in each Department there would be a person who could be easily contacted by the Women's Co-ordination Unit in the Premier's Department in respect of a wide range of issues affecting women—and, at the same time, within the Department the Women's Liaison Officer would be a link between senior management and the Spokeswomen elected within Departments.

Not surprisingly, a formal statement of duties for the Women's Liaison Officer never eventuated. Obviously, it is virtually impossible to define in officialese precisely what a Women's Liaison Officer should be doing. Over the years since 1977, in TAFE the role of the Women's Liaison Officer has taken on a number of special characteristics which have been described as follows:-

* Having sufficient authority to effect changes, where necessary.
* Being a person sympathetic to the needs of women in the workplace.
* Commanding sufficient credibility to influence the discriminatory views of others.
* Providing assistance and support to Spokeswomen in the conduct of their duties.
* Dealing with grievances from women in TAFE.

In carrying out these duties the Women's Liaison Officer needs to have a good understanding of how the systems in TAFE operate and on how to use both the informal and formal networks so that issues can be channelled to appropriate officers for consideration and speedy action.

If you are a woman working in TAFE and are concerned about matters affecting you in the workplace— or matters affecting some other woman in the workplace—then you should feel perfectly free to contact the Women's Liaison Officer. While this sounds fine in theory, in practice it may be difficult because of the need for privacy in making telephone calls. It is often difficult to be certain of confidentiality when dealing with a personal issue. So, while a phone call might seem easier, in practice you might prefer to write.

Of course the system of dealing with problems which women face in TAFE does not rely solely on the Women's Liaison Officer who already has a full-time job to perform. There are numbers of other concerned officers who can help. For example, you might approach your Supervisor or the Personnel Officer. You might prefer to approach the Equal Employment Opportunity Co-ordinator or a person working in TAFE who you know will be sympathetic to your problem.

The Department recognises that with such a large workforce there must be some hiccups in the system. Officers in the Personnel Division and in the Industrial Relations Division are also available to deal with difficulties which cut across various parts of the Department. Principals and Registrars have similar duties in their own colleges.
It is very important for women working in TAFE to feel that they are working in a happy, if busy, atmosphere. Of course, a large number of women working in TAFE enjoy a congenial working environment, but there are some whose circumstances are not as satisfactory.

If you are unhappy at work, then you owe it to yourself (and to your fellow workers) to improve what seem to be difficulties associated with your employment.

There are a number of TAFE women who also provide assistance in addition to their usual duties. These officers are called Spokeswomen. You will see the names and addresses of Spokeswomen in TAFE shown elsewhere in this Quarterly. Your local Spokeswoman can be a good point of contact for you, especially if you are feeling isolated in a country area or one of a huge number of people working throughout the TAFE system in the metropolitan colleges.

It cannot be over-emphasised just how important it is for women working in TAFE to know that we have a right to enjoy good working conditions and that changes won't be made unless we bring them to attention.

The Services of the Women's Liaison Officer are available to all female members of TAFE and you are encouraged to make use of the systems which have been described.

Spokeswomen are elected representatives of women employed in Government Departments and Statutory Authorities. Their aim is to improve the working conditions of women and to assist them "to combat the overt and subtle" forms of discrimination which can affect their status and careers.

ANTI-DISCRIMINATION ACT, 1979 and ANTI-DISCRIMINATION AMENDMENT ACT, 1980
In 1980 ALL TAFE COLLEGES WERE ISSUED WITH THE AFFIRMATION ACTION HANDBOOK.
For further information pp.23, 32,33, 58, 59, 60, 61, 62, 63 and the Bibliography are recommended.

The merit principle

There is a significant harmony and consistency between the principle of open competition on merit and the principle of equal employment opportunity. Measures to remove discriminatory legislation and practices in employment can simultaneously promote equal employment opportunity and the merit principle.

Public Service Board Memorandum No. 18 to the Royal Commission on Australian Government Administration, Canberra, April 1975.

THE MERIT PRINCIPLE

The convenient social virtue is widely important for inducing people to perform unpleasant services [it has] helped obtain the charitable and Compassionate services of nurses, custodial personnel, and other hospital staff ... the resulting merit in the eyes of the community served as a partial substitute for compensation. (Such merit was never deemed a wholly satisfactory substitute for remuneration in the case of physicians.) But the ultimate success of the convenient social virtue has been in converting women to menial personal service.

Germaine Greer. The Female Eunuch (London: Paladin, 1971) p. 135

On May 22, 1973 the Australian Government ratified Convention No. 111 of the International Labour Organisation (ILO) which endorses a policy of opposition to discrimination in employment and occupation. Article 3 of the Convention requires that:

Each Member for which this Convention is in force undertakes, by methods appropriate to national conditions and practice -

(a) to seek the co-operation of employers and workers' organisations and other appropriate bodies in promoting the acceptance and observance of this policy;

(b) to enact such legislation and to promote such educational programmes as may be calculated to secure the acceptance and observance of the policy;

(c) to repeal any statutory provisions and modify any administrative instructions or practices which are inconsistent with the policy;

(d) to pursue the policy in respect of employment under the direct control of a national authority:

(e) to ensure observance of the policy in the activities of vocational guidance, vocational training and placement services under the direction of a national authority;

(f) to indicate in its annual reports on the application of the Convention the action taken in pursuance of the policy and the results secured by such action.

From all that has been said, it is apparent that we cannot speak of inferiority and superiority, but only of specific differences in aptitude and personality between the sexes. These differences are largely the result of cultural and other experiential factors ... the overlapping in all psychological characteristics is such that we need to consider men and women as individuals, rather than in terms of group stereotypes.


Canadian Royal Commission on the Status of Women, 1970


Imaginative programs can help to eradicate inequality of opportunity and to foster women's advancement in the Public Service. But we are convinced that adverse attitudes to women's advancement are so ingrained that only deliberate policies can correct the longstanding imbalance of men and women at senior levels. We believe that this can be done within the merit principle.

THE COMMITTEE OF TAFE SPOKESWOMEN

The work of the Committee is broad, but its emphasis is on providing assistance to the individual woman at her workplace. Consequently the breadth of a problem is able to be identified and appropriate action taken.

Areas of Activity

Presented a proposal for collecting limited statistical data.

Clerical officers entitlements to allowances previously denied.

Seeking the grading of clerical assistants who have been re-classified from typists positions.

Technical Teacher Education. Seeking the integration of male and female students in their training.

The provision of showers for female staff and all students.

The provision of child care facilities.

The compilation of an induction package for all staff.

Discriminatory sexist wording in exam papers.

The placement of some eligible teachers on the Promotions List was denied.

The conduct of elections for the T.A.F.E. TA representatives on College Committees.

Outcomes - Ongoing or Completed

Favourably received by the Director. Limited action on this. The forerunner of TAFE's 1981 Management Plan Survey.

Allowed retrospectively.

Ongoing since 1978

Ongoing

Ongoing interest based on a limited survey and information from the Controllers' Unit.

Granville College's C.C. facility to open shortly.

Currently being reviewed.

Test rescored. Reference Books progressively replaced.

Several cases documented. All unsuccessful in being placed on appropriate lists.

Referred to the union.
THE COMMITTEE OF TAFE SPOKESWOMEN

Areas of Concern/Activity

Equal Opportunity Workshops for senior staff.

Career Development Workshops for Women - After the P.S.B's initiative TAFE probably the first to conduct C.D.W.

Female representation on selection committees.

Selection technique workshops for Committee members and applicants.

Academic Prescriptions for the so called women's schools.

Anomalies arising from discriminatory rules regarding eligibility for placement on the Promotions List and affected by the 1979 Public Service Act.

Travelling compensation award for transferred officers where exist differentials applied.

Assessment of teachers - by far the major case for concern for men and women.

Negotiations with Staff Development Division to amend the residential nature of programmes and provide Child Care facilities.

Outcomes - Ongoing or Completed

Several held in 1979/80. To continue under the Management Plan.

Ongoing for the metropolitan and regional areas.

A comprehensive list currently being compiled. Alpha listing of salary listing of non teaching/teaching staff in next available Gazette. Pam Newsome, Senior Recruitment Officer 219 9219.

Priority is for workshops for committee members under the Management Plan.

Review Committee established. Its terms of reference include the obligations of promotions positions in teaching.

Rectification proposed by gazettal action.

Spokeswomen's submission acknowledged by P.S.B. Anomalies rectified in Crown Employees Transferred Officers Award.

A working party is currently reviewing assessment procedures for teachers.

Non-residential & regional S.D. activities available and Child Care facilities at the Summer School.
(These guidelines are suggested for adoption or adoption within your department, in consultation with liaison officers and/or senior departmental management, according to the particular needs of individual departments).  

1. To actively encourage women to reach optimum potential in the workforce.

2. To act as an informal communications network through which the aspirations and needs of women can be identified and developed within the work environment.

3. To encourage women to seek job advancement, particularly in areas of work in which they have been reluctant to take part.

4. To encourage the development of career opportunities for women.

5. To initiate, with the appropriate organization, the establishment of affirmative action programs for the career development of women.

6. To act as a reference point in matters of equal opportunity and career development by referring them to organizations and agents most appropriate to their needs, and by advising and supporting them where necessary.

7. To promote general awareness of the problems relating to women's employment, in order to break down attitudinal barriers to the development of equal opportunity for women in the workforce.

8. To collect and disseminate information relevant to women. Suggested methods of dissemination include the existing departmental information channels; special bulletin/circular/newsletters; staff development programs; group meetings etc.

9. To promote participation of women in the decision and policy making process at all levels.

10. To influence Departmental policy relating to women in the Service.

11. ELECTIONS

(a) That Spokeswomen should be elected by a secret ballot of all female employees in each Department.

(b) Nominations should be in writing with a signed acceptance from the nominee to be included. Women may nominate themselves. A standard nomination form should be used (sample attached).

(c) There should be an annual election for Spokeswomen completed by 30th June.

(d) Spokeswomen will be elected for a period of one year and may serve a maximum of two consecutive terms. They should stand down for at least 12 months before nominating again.

ROLE OF THE CENTRAL CO-ORDINATING COMMITTEE OF SPOKESWOMEN

The establishment of a Central Co-ordinating Committee of Spokeswomen was proposed by the Seminar for Spokeswomen held in 1978 and subsequently approved by the Public Service Board.

An Interim Central Co-ordinating Committee of Spokeswomen was elected at the 1978 Seminar, comprising 12 Spokeswomen, including two from the country. The Interim Committee has met subsequently to formulate the structure of guidelines, to draw up a proposed agenda for the 1979 Annual General Meeting of Spokeswomen and to discuss matters of interest to Spokeswomen. The Interim Committee has been assisted by officers of the Women's Co-ordination Unit of the Premier's Department and of the Job Opportunity Division of the Public Service Board in a consultative capacity.

The proposed structure and functions of the Central Co-ordinating Committee of Spokeswomen are as follows:

Structure

The Committee should be composed of nine Spokeswomen (at least two of whom are country based) who would serve on the Committee for a duration of twelve months (no Department should have more than one representative on the Committee). One member of the Committee would be re-elected by other members for a further twelve months, i.e. after the first twelve months eight members only would be elected by all Spokeswomen.

A rotating executive member would act as a contact point and secretariat for the Committee during and between meetings.
A representative from the Job Opportunity Division should be asked to attend on a consultative basis with no voting rights to each Committee meeting.

**Elections**

Nominations will be called from all newly elected spokeswomen and the election will be held by all spokeswomen present at the AGM in September. The outgoing Committee will arrange a returning officer to be appointed from the Public Service Board or the Women's Co-ordination Unit.

Details of newly elected spokeswomen from each department should be forwarded urgently to the Job Opportunity Division and the Central Committee by 30 June, by departmental liaison officers.

Each year a list of newly-elected members of the Committee should be published in the Board's Notices.

**Functions**

1. Collection and coordination of information to all spokeswomen.
2. Forum for discussion.
3. Ensure access to resources by spokeswomen.
5. Participation in and arrangement of Annual General Meeting.

**Meetings**

To be held on a regular quarterly basis with notice being given of meeting dates at the Annual General Meeting. Provision to be made for special meetings as required.

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Mr M A Watson
Director of Technical and Further Education
SYDNEY

Dear Mr Watson,

Recently the Board informed departments of the establishment of the Job Opportunity Division and of its role in ensuring that the policy of providing equality of employment opportunity and freedom from discrimination and bias within the Service continues. This will call for the identification of the various groups of individuals who may be disadvantaged in relation to their career prospects and development, before any remedial measures are designed or attempted.

Concern has been expressed by a number of people that women, who comprise approximately one-half of the Public Service population, have suffered disadvantage in employment opportunities in the Service. As a means of facilitating liaison between this large group of staff and management, the Board has approved of a spokesperson being chosen by the women of each department to act as the women's representative in matters concerning equal opportunity and career development.

For some of the very large departments the extent of representation will need to be discussed with the Head of the department and the Board's Inspectors. Similarly, the question of representation of country women might also be a matter for discussion.

The Board sees the spokesperson of each department acting in a voluntary capacity but with the recognition by management of the need for concessions in time i.e., reasonable time to arrange discussions with women in the department and management on matters related to equality of opportunity and career development.

(Signed)

17 August 1977
ATTACHMENT VI

EQUAL EMPLOYMENT OPPORTUNITY PLAN OBJECTIVES

1. Distribution of bias free career literature which encourages applications from all suitable people.

2. Ensure that Essential Qualifications/Experience required in advertisement are realistic.

3. Evaluate the need for identified multilingual positions.

4. To provide opportunities for physically impaired persons to gain employment in T.A.F.E.

5. Determine ways in which Department can ensure recruitment of females into male dominated teaching areas.

6. Reduce sex segregation in male/female dominated groups.

7. Remove wherever possible any age related barriers to entry into any occupation.

8. Remove bias from statements of duty.

9. Provide EEO awareness training for all personnel involved in the recruitment process.

10. Eliminate bias or stereotyped phrases from job advertisements.

11. Wherever appropriate, place job advertisements in the major metropolitan press plus ethnic and local press, professional, women a journals and ethnic TV and radio.

12. Ensure that all eligibility lists are used only for jobs for which they are created.

13. Eliminate unnecessary/offensive questions and language from all job application forms and ensure only relevant information is sought.

14. Contact officers to provide adequate/consistent pre-interview information to prospective applicants for jobs.

15. To achieve a balance of female minority group members which reflects their representation in the workforce.
16. To ensure adequate guidelines are provided and disseminated to all staff involved in recruitment and selection.

17. Ensure the composition of selection committees reflect EEO principles.

18. Ensure all relevant experience outside the workplace is recognised in the recruitment process.

19. Provide Selection techniques workshops with EEO components for all selection committee members.

20. To ensure fair and objective selection procedures and decisions for all positions.

21. Ensure established criteria for culling applicants are applied to all positions and conform with EEO principles.

22. Review and implement criteria for recording of selection interviews.

23. Provide written information package to all new employees detailing their employment rights and entitlements.

24. Ensure supervisors of Public Service Board staff at all levels are aware of their induction responsibilities in explaining expectations and duties to new staff members.

25. Improve career opportunities for teachers currently employed in areas of limited career structure.

26. Improve career opportunities for Public Service non-educational staff currently employed in areas of limited career structure.

27. Improve career opportunities for non-teaching staff in the TAFE Teaching Service.

28. Remove inappropriate formal qualifications which create barriers to promotion.
29. Provide job rotation programmes for both Public Service and TAFE Teaching Service Staff.

30. To ensure equitable access to all positions and locations for Education Commission Staff.

31. To review existing staff appraisal schemes for Public Service staff, incorporating EEO principles.

32. To provide for unbiased and objective appraisals of teaching staff incorporating EEO principles for:
   (a) confirmation of permanency
   (b) promotions listing.

33. To establish a staff appraisal scheme for non-teaching staff in the TAFE Teaching Service.

34. That the relevance of child rearing and other family caring experience be examined in relation to promotion interviews and accreditation for years of service.

35. Ensure Acting positions are filled in accordance with EEO principles.

36. Ensure that the selection for secondments be conducted according to EEO principles.

37. To ensure that School/College based committee positions be filled in accordance with EEO principles.

38. To achieve a balance of female/minority group members which reflects their representation in the workforce.

39. To ensure that the principle and practice of accelerated progression does not disadvantage target groups.

40. That the method and criteria by which Schools, Colleges, Regions and Head Office Divisions currently account for their expenditure of staff development funds be reviewed.

41. That the criteria used in the allocation of funds to schools, regions, colleges and Head Office divisions be examined to ensure absence of bias.
42. To ensure effective use of staff development funds at the local level.

43. To provide staff who have a key role in the development of equal employment opportunity with a theoretical and practical understanding of it.

44. To extend and improve career development workshops for women.

45. Develop career development workshops for groups with special needs - for example, aboriginal, migrant, and handicapped groups.

46. Provide all staff in all schools with a theoretical and practical understanding of equal employment opportunity policy and practice.

47. Provide all staff with a theoretical and practical understanding of EEO policy and practice.

48. To provide childcare facilities at internal residential programmes.

49. Improve the representation of groups with special needs on internal and external staff development programmes.

50. To continually monitor all staff development activity to ensure that it is bias free.

51. To examine and review the project fellowship scheme for possible areas of discrimination.

52. To ensure that the prerequisites for programmes and the criteria used to select applicants are bias free.

53. To develop wider publicity of all staff development activities and procedures.

54. To assess the need for and if necessary to develop a voluntary appraisal system which ensures job satisfaction and opportunities for the personal and professional development of all staff.
55. To examine the policy/practice of regional recruitment/ regional training to ensure compliance with EEO principles.

56. To ensure that staff are aware of their study time entitlements.

57. Extend information re part-time work opportunities for women on maternity leave.

58. Investigate the need for providing work-based childcare in liaison with investigations on student child-care needs.

59. Establish a grievance counselling service and advise all staff of its availability.

60. Institute procedures for investigating complaints of sexual and racial harassment.

61. To initiate review on whether study time provisions have discriminatory effects.

62. Utilise interpreting skills of staff.

63. That all decision making committees include significant representation of women and members of ethnic minority groups.

64. Request removal of discriminatory provisions in State Superannuation Scheme.

65. To extend current short leave provisions for parents and close relatives of sick dependants.

66. To monitor and improve the effectiveness of the appeals system for all staff.

67. That adequate paid paternity leave be implemented as a condition of service for males after the birth of a child.

68. To examine the feasibility of a phased introduction of permanent part-time employment in TAFE.

69. To ensure that salary level of entry does not discriminate against target groups.
70. Representations be made to appropriate bodies to achieve equal pay and remove sex specific job titles in awards and agreements.

71. To ensure that all applicants for positions in TAFE are informed of their rights in the selection process.

72. To move towards broadening the maternity leave provisions so that the unpaid proportion of maternity leave may be taken by either or both parents.

73. To determine reasons for staff members resigning from TAFE.

74. To facilitate administrative procedures for taking maternity leave.

75. To ensure that any staff member has a right to inspect any written record on any file concerning his or her employment in TAFE.

76. To eliminate discrimination in the grading of schools.

77. To ensure that the dissemination of information regarding working conditions and entitlements within the Department is effective and efficient.

78. Inform Education Commission staff of their rights regarding gaining a position on the promotions list.

79. Prepare a report regarding evaluation of equivalence of overseas qualifications.

80. Examine factors relating to the uneven distribution of ethnic/racial minority groups across TAFE teaching schools.

81. To improve the representation of Women and ethnic/racial minority groups in the senior management of the department.

82. Undertake research into specific problems indicated in the data base with respect to TAFE Teaching Service including: representation of women on teacher assessment panels; the need to develop the supervisory skills of women and ethnic/racial minority group members; the under representation of women and ethnic/racial minority group members on the promotions list etc.
83. To investigate and report on problems raised in the data base with respect to women and members of ethnic/racial minority groups (P.S.B. Staff) for example: incidence of "relief in higher positions", supervisor encouragement; supervisory experience and staff development attendance.

84. To recognise that an essential attribute for promotions to a supervisory position is an awareness of Equal Employment Opportunity principles and practices and therefore include questions on this area in interviews.

85. To improve working conditions of staff employed in the General Division.

86. To improve working conditions of key-board-personnel in the Department.
NEW OPPORTUNITIES FOR WOMEN COURSE:

- Background
- Objectives
- Entry
- Target Groups
- Length
- Content
- Rationale for Design of the course

WOMEN'S PROGRAMS
N.S.W. DEPARTMENT OF TECHNICAL
AND FURTHER EDUCATION

March 1982
BACKGROUND

Since the early 70's a number of special courses specifically for women have been developed and conducted by various educational bodies throughout Australia, many of these courses have greatly contributed to women's personal and social development, however, they have tackled only in a peripheral way the area of vocational training for women. It is in this respect that the course presently being developed in N.S.W. is different from many of the earlier courses which fall broadly under the category of women's programs.

The New Opportunities for Women (NOW) Program, specifically concentrates on introducing women to training and work in technical and scientific areas where skills shortages are predicted.

The course designers have been mindful of a number of facts related to women's employment, mainly the high level of unemployment amongst unskilled and semi-skilled female workers, the predicted effects of technological change in clerical, service and retailing sectors on women's future employment prospects, and the effects of past educational discrimination which has barred mature-age women from entry into the technical and scientific fields.

All these factors have suggested that a re-entry course which develops women's skills and confidence in the technical areas and informs and introduces women to work and training in the non-traditional areas of work, in which employment prospects are good, is a timely educational initiative for this Department and falls broadly under both State and Commonwealth policies of equal employment opportunities for women.

The NOW Program is being piloted at Newcastle and Granville Colleges during 1st semester 1982 and will be offered in a number of other colleges in second semester.

OBJECTIVES OF THE NOW PROGRAM

The specific objectives of the course are intended to enable the students:

1. To be introduced into training in non-traditional areas of work, where shortages in the labour market are predicted.

2. To inform about and give experience in selected areas of work and training together with adequate student evaluation, guidance and counselling to ensure progress to specific vocational training for future employment advancement, security and personal satisfaction.

3. To develop the basic cognitive and theoretical skills, technical knowledge and understanding, that constitute a pre-requisite for subsequent industrial training across a range of trade and technical occupations.

4. To develop personality traits, self-confidence, attitudes and work habits which will be beneficial in the workplace and in society generally.

ENTRY REQUIREMENTS

The course is open entry, in the sense that no academic pre-requisites will be needed. However, pre-testing for basic numeracy and literacy skills may take place, and a minimal standard for numeracy and literacy is being set.
In the event that applicants for the course are in excess of available places, an economic needs and assessed motivation based criteria is used to select participants.

TARGET GROUPS

The target groups of women which the course is aiming to attract include -

1. Unemployed women;
2. Women with children who need to enter or re-enter the workforce; and
3. Widowed, deserted and divorced women, and single mothers, who need to become economically independent.

LENGTH OF COURSE

The course will initially run for one semester, with the probable extension in specific skills areas, to a second semester.

In order to take account of women's daily household and child care responsibilities the courses will be offered during school hours, that is between 10:00 a.m. and 2:30 p.m. for four days a week totalling sixteen hours per week.

COURSE CONTENT

The course aims to offer an integrated approach through the following three strands:

1. Career Development - Work Strand
   a) on-the-job experience - "hands-on" industrial visits and experience
   b) workforce and training information
   c) women at work in non-traditional areas
   d) career planning - self-directed search
   e) women's changing role in society
   f) study skills; time management.

2. Technical Strand
   is being divided into 3 subject areas -
   a) Mathematics and Computing
   b) Science and Laboratory Methods
   c) Technics and Mechanical Construction

3. Communication Skills
   a) language skills - writing/reading skills
   b) assertiveness training
   c) communication skills - technical communication - communication in the workplace
   d) women in society - women at work.
RATIONALE AND DESIGN OF THE COURSE

Career Developments & Work Strand

The starting point for the design of the NOW Program has been the impact of structural changes in the labour market, the introduction of new E.D.P. technology especially in office work and retailing, and the low level of female participation in sectors of the labour market where shortages or minor shortages exist or are likely to occur (Refer: Employment Prospects by Industry and Occupation, Manpower Forecasting Section, DEYA).

To ensure appropriate local content for the Program, research on labour market trends is being carried out by Women's Programs staff, the Co-ordinator of Equal Employment Opportunity (Training) in the Hunter for the Newcastle area and Project Officer (Women's Programs) at Granville Technical College for the Western Sydney area. Two additional Project Officers will be appointed at Wollongong College and one in Blacktown College in the very near future, and similar research will be undertaken there. It is the aim of these projects to produce accurate, up-to-date detailed information on work and training options for women in these locations.

As part of this project employers and employer organisations have been approached for information on traineeships and invited to comment on appropriateness of the course.

The course design has further been influenced by statistics on the lack of post-school qualifications amongst women. According to A.B.S. (1980) 67.3% of women have no post-school qualifications. This clearly indicates past discriminatory practices in both the education and training of women. To remedy this situation, it is important that women be encouraged to undertake training in a range of occupations for which employment prospects are anticipated to be good but which have traditionally been perceived as "men's work", and for this to be done in the context of women's changing role in society.

Thus the course not only discusses the economic advantages of embarking on a non-traditional career but also provides information on the types of training, traineeships and work available, as well as offering participants hands-on experience in selected occupation.

These include:

- computer operations
- electronics
- drafting
- electrical engineering
- civil engineering
- metallurgy

It is anticipated that when students complete the re-entry program, they will be equipped to make informed choices about their employment and associated training in occupations for which there is a significant demand in this State.

Technical Strand

To ensure success in technical/scientific areas of training, the course provides cognitive skills development and training in mathematics, computing, science, laboratory methods and technical drawing which are generally pre-requisite skills to further specific technical training, and generally the very skills that women have not been offered or have not pursued in their earlier school education.
Communication Skills

It is well documented that women generally have low levels of self-esteem and it is anticipated that women who are seen as the target group for this course, i.e. unemployed, under-employed, separated, deserted, divorced, single-mothers, women from ethnic backgrounds, or women who, for a variety of reasons need to become economically independent, will certainly exhibit low levels of self-confidence and self-esteem.

The communication strand and assertion training attempts to come to grips with this phenomena. The section is designed to enable the development of a range of communication skills, both personal and work-related and a more positive concept of self. The design of the course creates a supportive group atmosphere, in which problems of transition can be discussed openly. It is also anticipated that special problems of working and training in predominantly male environments will be discussed. Individual and group counselling will also be available to students through TAFE counselling services.

As the course is being piloted at present, it is envisaged that the draft syllabi will undergo major revision and review at the end of the program.

The final syllabi will be resource based and to this end a resource appraisal panel has been initiated which will be recommending the purchase of audio-visual materials suitable for the program. Other teaching material is also being trialled during the pilot program.

The final syllabi together with a full evaluation report of the course should be available in late July.
ATTACHMENT VIII

TRANSITION EDUCATION AND THE NEEDS OF
WOMEN AND GIRLS

Paper delivered to the National Transition Education Conference
Sydney 15 – 16 December, 1981

Jenni Neary
Co-ordinator of Women's Programs
N.S.W. Department of Technical
and Further Education
Sydney
In this paper I have worked from the principle that unemployed and underemployed women and girls are numerically the largest potential client group for transition education programs and as such should be the primary focus for transition education policy at both the National and the State level. Despite some efforts by transition education at all levels of the education process there has been no significant change in the proportionally higher unemployment rate amongst young women, and in the areas where women are seeking employment. With this in mind I intend to talk about the special problems of this large client group and examine ways in which transition programs can be more effective in meeting the needs of unemployed women and girls.
TRANSITION EDUCATION

The Transition Education Programme, as we all know, has been developed as Government's response to the growing youth unemployment rate in Australia. The special needs of girls have been recognised to some extent by the Commonwealth Department of Education in its transition guidelines, specifically in guideline 19 which states that:

Having regard to their special difficulties in the transition process, the needs of girls and young women should be adequately provided for in proposals. 1

However, the fact that youth unemployment is disproportionately high amongst women and that the major client group of transition education is therefore unemployed young women has not always received the recognition warranted at a policy level and in resource allocation.

Women and Work

What are the characteristics then of this major client group? The Australia-wide unemployment rate amongst 15-19 year old females in July 1981 was 18.7% compared with 12% for males. 2

The teenage labour market has actually been shrinking over the last fifteen years and in the period from 1971 to 1976 the number of employed teenage girls decreased by 4.8% while the number of teenage boys in employment grew by 1.4%. 3 This is despite the fact that unemployed young women, on the whole, have more educational qualifications than young men. In addition, one out of every four teenage girls is in part-time work compared to one in six boys. 4

Growth in part-time work amongst teenage girls was a staggering 279% in the period 1970-79, compared with 164% for boys. 5 Richard Sweet is quite correct in concluding in his paper on teenage unemployment that "the labour market for teenage girls is not in a state of crisis - it has become a fully fledged disaster".

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1. Reference number
2. Source
3. Source
4. Source
5. Source
The figures not only show that unemployment and underemployment amongst young women is inordinately high but also that the school and post-school qualifications they are obtaining are inappropriate to the requirements of the labour market and are at best equipping them for short-term, part-time jobs.

Figures for the 20-24 year age group reinforce these conclusions. Whilst the unemployment rate for those seeking full-time employment is only slightly higher for females it is considerably higher amongst women in the part-time workforce.

Transition programmes then must address themselves primarily to the special needs of young women who are already substantially disadvantaged in their employment opportunities to a far greater degree than young men. Transition must focus its policies and programmes on the special needs of unemployed women and girls in order to ensure that programme developers recognise the requirements of this seriously disadvantaged group and design courses which will effectively intervene in the female youth poverty cycle.
WOMEN AND THE CHANGING WORLD OF WORK

In planning transition education programs which adequately meet the needs of women and girls it is necessary to understand the nature of women's work patterns and the changes in the labour market as a result of the introduction of new technology and the resources boom.

In the thirteen years from 1966 to 1979, the female labour force has increased by 54.5% compared with a male labour force increase of 20.4% 7. 44.6% of all adult women are in paid employment making up 36.4% of the total labour force. Nearly two-thirds of these women are married 8.

Women's increasing participation in the paid workforce must finally put to rest the view that education is wasted on women and girls, that "they only need a job until they get married and have children". In fact, 42.6% of married women are in paid work 9 and women with children under 12 make up nearly one-third of the female labour force 10.

Educators have a responsibility to develop educational programs relevant to changing social and economic conditions, and able to provide women and girls with skills and training for employment in the full range of occupational and industry groups. Despite the increasing numbers of women in the paid workforce, their concentration in traditionally female occupations has continued. Nearly two thirds of all women workers are in the clerical, sales and service industries compared with only one-fifth of males11.

The majority of jobs already being affected by the introduction of new technology are in these same three industries.

If women hold any expectations of new jobs being created as a result of the much publicised resources boom they will be sadly disappointed. Margaret Power, in a paper delivered to the National Women and Welfare Conference in Adelaide earlier this year, 12 predicted that the resources boom would create somewhere between 22,000 and 35,000 jobs in the Hunter region over the next five years, but if traditional sex-biased employment patterns continue, men will have 78% of these jobs and women only 22%.

It is in the trades where many of the future jobs will be found. Employers have been reporting shortages of skilled
tradespersons for some time. A report in one of the Sydney papers quoted Manufacturers Monthly as saying that there could be a shortfall of 4,000 metal tradespersons and 2,000 electrical tradespersons within the next couple of years. In addition "the shortage of engineers could reach as high as 8,000 by the end of the decade". Predictions in the Hunter indicate that over the next five years, almost half of the new jobs created in the region as a direct result of resource development will be in the skilled trades.

EFFECTS OF PREVIOUS CONDITIONING

As well as dealing with the severe unemployment and underemployment of young women transition educators are also faced with the problem of young women who have been in most cases, severely limited in their life choices by an accumulation of overt and hidden messages from family, peers, the media, teachers and textbooks which prescribe their position in society along the narrow stereotypical lines of weakness, subserviance and inferiority.

The message is that boys do all the interesting things while girls, when they are not doing household chores, just fill in the background. They are the foil for male endeavour. And once this message has been learnt, the children reproduce sexual inequality. Boys begin to extend their horizons, to grow in self-esteem. Girls, however, learn to reduce their expectations, to lower their self-esteem. They have been persuaded to distort their own being in order to be consistent with the distortions which surround them. There has been little choice in the matter. Having been subjected to this constant barrage, they are lucky if they can visualise any alternatives to the advantaged male and the disadvantaged female.
Some alarming consequences of lower self esteem amongst young women were revealed at a Conference on Adolescent Health held in Sydney last weekend, by Professor Beverly Raphael, Professor of Psychiatry at Newcastle University. She told the conference that a study on teenage pregnancy had shown that 40% of girls in Australia between the ages fourteen and nineteen would be pregnant by the age of twenty. She claimed that psychological factors such as low self esteem, being an under-achiever, conflict in the family and stress factors such as loss in the family, or potential loss of a boyfriend contributed to early pregnancy.

It was further pointed out by U.S. Professor Betty Jerome that teenagers have a 60% higher risk of dying during childbirth than older women.

STRATEGIES FOR EFFECTIVE PROGRAMS

I have now spend some time outlining the special circumstances associated with women and girls as clients of transition education programs. The question we must now consider is "what kind of strategies should be employed by transition education to have an effective impact on the education and employment of women and girls?".

1. Policy

In order to effectively indicate the priority placed on this major client group Federal and State Departments must emphasise the particular needs of women and girls in policy statements and guidelines for implementation.

Comprehensive transition policy should include in its introductory remarks a statement on the relative unemployment rate of women and girls and the effects on women's jobs of structural changes to the workforce, as well as the role of transition education as an effective intervention program. The high priority placed on this major client group must be
emphasised.

Policy statements should also include a section on the special needs of women and girls providing a brief analysis of the changing role of women in society and the workforce as well as a general guide to the directions which transition education programs should take in order to counter limited life choices which women have been conditioned to consider. A possible inclusion in a policy statement could read something like this:

Transition programs must take into account the special needs of women and girls: they must address themselves to raising the level of girls self esteem and making girls aware of their future as women, their job capabilities, and of the new trends in technology which are affecting employment options. They need to be able to reconcile their perceptions of male-female relationships with emerging social realities. They need to learn to assert themselves in personal and work situations.

Girls must be exposed to the full range of technology based occupations. Since the education and training of girls generally fails to motivate them to consider science and technology, group reorientation programs should be designed to provide girls with the chance to handle tools, experience real working situations, and observe other women working in non-traditional jobs.

Special programs for girls must go beyond career advice and be designed as a form of life planning, with information and discussion provided on women's roles, peer pressure, the emerging pattern of women's lives in marriage, child bearing and employment, employers' and union responsibility to women workers, women's legal rights and societal pressures on women.
It is important that organisers of such programs accept that organisers see themselves as facilitators and suppliers of information.

2. Resources

Effective implementation of policy which places a priority on women and girls as a major client group must be accompanied by the allocation of resources to programs which are specifically directed at increasing training and job opportunities for women and girls. Not only should the allocation of resources be dependent on all programs satisfying the criteria of equality of opportunity and outcomes for women and girls, but special resources should be earmarked for projects which attempt to provide a co-ordinated approach to

- **The evaluation of present strategies** which advance the educational training and employment opportunities for women and girls.

- **The identification of the major problems and barriers** existing for women and girls in gaining training and employment in traditionally male identified occupations.

- **Increasing the understanding and acceptance** among parents, community, unions and employers of the need for girls to diversify their training and employment; the problems faced by girls on entry to training and employment in male preserves; the nature and extent of support necessary to advance girls through to job satisfaction.

- **Development and implementation of programs in stages** for widening girls' and women's views of education, training and employment especially focusing on regions where there is high unemployment.

- **Development of programs** which address themselves to the
special needs of disadvantaged groups of women, i.e. Aboriginal women, women from ethnic minorities, country women and single parents.

It should be recognised that the development of such programs requires special expertise which is not always available in transition units. Liaison with officers in Women's Programs Units and Equal Opportunity Units within departments is therefore essential.

3. Programs

The tendency for girls in transition education programs, has been to concentrate in the traditional retail and office skills courses. As these areas of employment have been identified as being most severely affected by the introduction of new office technology it is inappropriate and indeed irresponsible for an intervention program such as transition to attempt to attract girls into the courses which will only equip them for under-employment or unemployment in a declining job market. Girls will go into these traditional areas of training in technical colleges anyway without the additional encouragement of transition education.

What we must do as responsible educators is attract girls into programs which will equip them with a range of marketable skills, particularly in the skilled trades and the para-professional scientific and technical occupations. I would like to outline two programs funded under transition education, one in N.S.W. and one in Victoria, which I believe have the potential to make significant inroads into traditional female employment patterns.

a. New South Wales: Introduction to Trades

In N.S.W., there has been some initial success with Introduction to the Trades courses for girls. Introduction to the Trades, which was funded by the transition program and offered at Newcastle Technical College earlier this year, ran full-time for twelve weeks. Fifteen girls enrolled in the course which
covered basic training and experience in the electrical, welding, automotive, boilermaking and fitting and machining trades, as well as courses in communications, life skills, mathematics and trade drawing.

Of the fifteen girls who enrolled in the course, eleven were later employed as apprentices, nine in the electrical trades and two in fitting and machining. However, with the introduction of accelerated training some of these girls may well drop out because of lack of support at their training institution.

Development of this transition program had a number of key ingredients which ensured its success:17

- labour market projections for the regions were researched in order to identify the trades where employment opportunities are likely to arise;
- community involvement from the outset ensured that the program had the full support of a number of Government departments and community groups;
- publicity campaigns in the form of TV and radio ads, newspaper stories, bumper stickers and addresses to employer groups, were used extensively throughout the region;
- the course was for girls only enabling the students to develop skills and confidence in an environment free of harassment; and
- the course was co-ordinated by a female teacher who provided constant support and encouragement.

The program was not without its problems. The initial attitudes of a few trade teachers were less than supportive and indeed one teacher was overheard saying "...girls in my class. What will I tell my wife?" However, many of these same teachers by the
end of the course were singing the praises of their female students over the length and breadth of Newcastle, "they're so much better than the boys - they actually have some respect and listen to what I sat." Of course, there are always the remaining few with entrenched attitudes and they will probably never change.18

Cynics may well argue that the only reason such programs became a reality in Newcastle was one of economic expedience. With development in the Hunter proceeding at such a rapid rate, employers became concerned that they were unable to fill their present and projected labour shortages from the male workforce. Be that as it may, the program to recruit women into non-traditional kobs in the Hunter is well underway. Its long term success will depend on the provision of continuing support services to these pioneering young women who after their initial training may find themselves living and working in small towns amongst large numbers of male workers and a long way from home. If the community groups and government agencies which supported the scheme in its initial stages fail to maintain that support, then it is possible that many of these young women will suffer isolation and neglect, which could result in them leaving their jobs. These young women in the Hunter are being encouraged to break down generations of social conditioning. And it is therefore essential that the particular problems they are likely to encounter are understood by community agencies as well as the girls themselves.19

b. Victoria - Girls Apprenticeship Program

This program has been funded by the Victorian Transition Education Advisory Council Committee to develop in adolescent girls an understanding of the employment potential of the "traditional male" skilled trades.
The program is centred at Box Hill Technical College and is state-wide in its brief. It involves work with adolescent girls, schools, career teachers, parents, employers, unions and government departments.

At Box Hill College of Technical and Further Education there are nine girls under the program. These girls are doing post year 10 "Vocational Orientation courses". These courses include eight hours of practical work in a trade area of that choice as well as, English, Maths, Science, Graphics and other selected subjects. The classes are predominantly male and most of the girls are in the situation of being the only girl in their class. The courses are arranged so that students coming in at differing standards can be given specific help in their areas of need.

The Co-ordinator of the program acts as a support person for the girls in these classes. She holds regular 'support group' meetings to talk through any of the difficulties they are encountering as well as helping to build up their self esteem and increasing their chances of gaining an apprenticeship.

The most recent activity for this program was a highly published 'Try a Trade' day for girls. Over one hundred girls from feeder high schools attended a day at Box Hill Technical College where they were addressed by a number of women including the Department's Women's Advisor, a female research officer from one of the major unions in Victoria, and several tradeswomen.

The highlight of the day was the two hour workshop in a trade of their choice selected from motor mechanics, carpentry, horticulture, fitting and machining, electrical radio and plumbing.
The workshops were followed by discussion groups, where the girls had an opportunity to talk about what they had done and how they felt about it.

I understand from the Co-ordinator that about one-third of the girls who attended have already put their names down for further information on seeking apprenticeships.

It is clear from the success of the two programs outlined that a concentration of resources on a particular College or a number of selected Colleges is a key to successful transition education programs, aimed at providing girls with opportunities in non-traditional training and work.

At the National level those involved with transition education may wish to consider seeking advice on policy and program development from the National Working Party of Women's Advisors in TAFE which has recently been set under the auspices of the Conference of Directors of TAFE, and the National meeting of Women's Advisors in Education.

You are all working in a very exciting and challenging area of education. Transition education offers the potential to intervene in a lifetime of conditioning to limited life choices in both education and employment for women and girls. Unemployment and underemployment of females is high all over Australia and transition education could go at least some of the way to redressing this imbalance. I wish you every success in a difficult task, but one which can be achieved with foresight and responsible planning.
References


2. Unemployment, Australia, July 1981 Preliminary Estimates ABS Canberra


5. Ibid

6. The Labour Force, Australia, October 1981 (Preliminary) ABS Canberra


8. The Labour Force Australia, July 1981 (Preliminary) ABS Canberra


11. Ibid


18. Ibid

TAPE WOMEN IN THE 80's CONFERENCE
Presented on 7 p.m. ABC NEWS on July 9, 1982.

The Director-General of Technical and Further Education in New South Wales, Dr. Allan Pattison, yesterday opened a two-day Conference called "TAPE Women in the 80's" held at the Basser College, University of New South Wales.

In opening the Conference, he made mention of the first convention focussing on the significant issues which affect women as educators, employees and as students.

He congratulated the TAFE Women's Co-ordination Unit in bringing together over 150 women working in the TAFE system throughout its network of 87 Colleges and associated centres in the State.

Ms. Wendy McCarthy, Member of the Education Commission, gave the keynote address in which she reminded the participants of the importance of maximising resource allocation for the education and training of women, particularly when the economic climate was further reducing women's access to employment and reducing women's economic independence.

Ms. Patricia O'Shane (Head of the Ministry of Aboriginal Affairs) during this National Aborigines Week, spoke to the Conference on the efforts being made to redress the history of discrimination against Aborigines in Australia and the need to more closely relate education and training to job opportunities especially for Aboriginal women.

Ms. Nadia Lozzi-Cuthbertson from the Ethnic Affairs Commission spoke on the special needs of migrant women.

Other speakers included Ms. Joan Bielski and Ms. Josefa Sobski from the Office of the Minister for Education.

The Conference voted overwhelmingly for the immediate implementation in the TAFE system of the Premier's undertaking given at the State Reception for International Women's Day, that child care centres would be established in TAFE Colleges.
NSW funding cutbacks endanger tech course that interest women

By ROD WISE

The cutbacks in funds for education could mean the end of several courses of special interest to women.

A conference of 130 women from the NSW Department of Technical and Further Education was told last week that continuing cutbacks in funding could lead to the dropping of "Stream 6" courses (crafts, hobbies and personal interests) from technical college curricula.

"This was revealed by Miss Helen Neary, a member of the TAFE Women's Co-ordination Unit, one of only two such organisations in the entire NSW governmental apparatus."

The other is in the Premier's Department, therefore the unit is the only body concerned with more than just the needs of its own departmental staff.

"Stream 6 courses are in particular danger," Miss Neary said.

They are likely to be seen as 'soft, non-essential' areas in any competition for depleted education funding.

Miss Neary also often was overlooked that apart from their intrinsic worth, Stream 6 courses often were the first point of contact for many women with the wide range of resources made available by TAFE.

"There are courses and colleges everywhere for women to go to as an outlet or to develop a particular personal interest," Miss Neary said.

After the initial contact in a hobbies class, many realise that TAFE also provides a means whereby they can develop themselves further and perhaps open up new career opportunities.

..."Early streams were dropped or severely cut back as a soft option, the potential of many women may been stunted by never making this important first contact with the resources we can offer them.

"It would be a very shortsighted decision." Miss Neary said, the conference had two broad objectives - to improve the education component of TAFE by making its curriculums and courses more relevant to the needs of women and to increase the proportion of women themselves in all levels of the sector's bureaucracy.

Although women constitute 42 per cent of the entire TAFE workforce, they are predominantly found in non-teaching areas.

Miss Neary said females within TAFE taught mainly in the "traditional" women's areas of hairdressing, fashion and home economics. There is only one woman in the senior levels of the TAFE bureaucracy - Miss Helen Bauer, entrusted with the duties of Women's Liaison Officer, a sort of women's ombudsman in the style of the old Roman Republic.

The point of the conference, according to Miss Neary, was to make women employees who were often working in isolation from each other aware of the common experiences of all and to realise that common solutions and approaches were necessary to overcome latent sexist attitudes.

"It is important that the TAFE Affirmative Action Management Plan, which is a good one, be made to work," she said.

"The Director-General, Dr Alan Pattison, is very supportive.

"He expects a report from this conference making positive recommendations."

To guide the conference towards these recommendations, papers were delivered on education priorities for Aboriginal and migrant women, TAFE re-entry programs for mature women, staff development within the sector and apprenticeships for girls.

Miss Neary said for TAFE to truly and effectively meet the needs of women, both staff members and citizens in the wider community, there needed to be a massive financial commitment to child-care facilities, something a little difficult to envisage in the present climate.

"A pilot child-care centre is shortly to open at Granville Tech," she said.

"We will be lobbying for further Commonwealth funding."

Under no illusions about the difficulty of the task, Miss Neary conceded the pilot project remained exactly that.

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FINANCIAL REVIEW, Monday, July 12, 1982
### Women's conference

It is planned to hold a conference on Women in TAFE in Sydney on 8-9 July, 1982. This would be a two-day staff development activity to canvas issues that concern women in this department. More information will be published closer to the date.

Enquiries to Jenni Neary, Co-ordinator of Women’s Programmes, (02) 219 9454.

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### Education Diary

**July**

- **6 Tuesday**
  - 9:30 am Executive and Planning Committee Meeting, Conference Room 1, Head Office
- **8 Thursday**
  - 9-10 Women's conference, Basser College, University of NSW

**August**

- **16 Monday**
  - 9-10 Kuring-gai CAE and Computer Sciences of Australia continuing education programme “Accessing Australian Census Data”. Enquiries to Sue Nielsen, School of Library and Information Studies, Kuring-gai CAE (02) 467 9336

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### TAFE New South Wales, 19 April 1982

**To all women in TAFE: an invitation**

The Women in TAFE conference, organised by the Women’s Co-ordination Unit, aims to bring women from teaching and administrative areas together for the first time to discuss issues of concern to all working women.

The conference will be held on 8 and 9 July at Basser College, University of New South Wales.

Speakers will be drawn from TAFE and other organisations.

Topics on the programme are:
- implementation of women’s programmes in TAFE
- women in industrial relations
- women in minority groups – career development and education programmes
- transition and re-entry programmes for women
- EEO management plan and women in TAFE
- child care policy and access

Applications for the conference are invited from women in TAFE throughout NSW. Applications close on 18 June, the conference co-ordinator Michelle Miran says late applications will be considered so long as there are places available.

For more information contact Michelle on (02) 219 9454.

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### Speakers named for women's conference

The Women’s Co-ordination Unit has named the speakers for the first TAFE Women’s Conference, to be held on 8 and 9 July. The theme for the 1982 conference is TAFE Women in the 80s.

Speakers from other organisations include the Director of the Family Planning Association, Wendy McCarthy, Secretary of the Ministry of Aboriginal Affairs and Council of TAFE member, Pat O’Shane, and the Officer-in-charge of the Social Development Unit, Office of the Minister for Education, Joan Bielski.

TAFE speakers include the Director (Personnel and Industrial Relations) Doug Corbett, Equal Employment Opportunity Co-ordinator Jane Shimmel, Head of the Women’s Co-ordination Unit Jenni Neary, and Women’s Liaison Officer and Head, Executive Support Group Helen Bauer.

Apart from the scheduled addresses, a variety of workshops have been planned so that all aspects of career and education can be discussed.

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Applications for the conference are invited from women in TAFE throughout NSW. Applications close on 18 June, the conference co-ordinator Michelle Miran says late applications will be considered so long as there are places available.

For more information contact Michelle on (02) 219 9454.
Pilot Link courses assist disabled students at Brookvale college

Two special career awareness Link courses - Home science, and Typewriting and other office skills - are being conducted for physically handicapped students at Brookvale Technical College.

The courses are part of the Transition Education programme, and are being piloted at Brookvale. The courses will be evaluated by TAFE and the Department of Education to ascertain their effectiveness, and their potential for development in other colleges.

The students undertaking the courses are all about 18 years old, and attend a special school for the handicapped at Allambie Heights, Sydney.

One of the aims of both courses is to introduce students to a mature college environment. It is hoped that this experience will prepare many of the students to attend a regular TAFE course at some time in the future.

At present many of the students attending the course are living in an institution, and therefore have little opportunity to practise preparing meals or snacks for themselves. But some of the students are hoping to live in small cottages on completing their last year of school and will need certain skills then.

The home science course gives the informal group of six students an opportunity to learn cooking techniques, as well as becoming familiar with operating modern kitchen appliances such as microwave ovens, electric woks, food mixers and other labour-saving items.

Jeanne Stratford, teacher of the physically handicapped and the only careers adviser for the handicapped in NSW, was one of the instigators of the course at Brookvale. As the teacher of the students who are participating in the Link course, she is keenly monitoring their progress.

Although the courses have not yet been completed, Jeanne is enthusiastic about the potential for similar courses. "If enquiries are already being received on behalf of physically handicapped people in other areas of Sydney, who would like to participate in such a course," she said.

And, as a result of these pilot courses, there is a proposal to equip one of Brookvale college's kitchens to the needs of disabled students, to allow them easier access to regular TAFE home science courses.

Home Science teacher, Doug Marsland, demonstrates cooking techniques during one of the career awareness Link courses for physically disabled students.

TAFE Women in the 80s

Director-General, Dr Allan Pattison, with NSW Teachers' Federation Secretary Jennie George (left) and Head of the Women's Co-ordination Unit Jenni Neary (right) at the TAFE women's conference.

"I believe that technical and further education is the education system of greatest importance to women in their entry to non-traditional sectors of the workforce," she said.

Joan Biekski, from the Office of the Minister for Education, said that Equal Opportunity was a two-way street. It tries to promote the view, and acceptance of it, that women must be looked on as lifelong earners, and must take earning seriously," she said.

According to Ms McCarthy, affirmative action is also concerned with developing new educational curricula. Such curricula could be the "soft options" of the present, such as human relationships.

"Women's studies may be a very good thing for an institution like TAFE to become involved in," she said.

The General Secretary of the NSW Teachers' Federation, Jennie George, spoke on educational and employment issues for women in TAFE. She said the gross imbalance of women in employment is a critical issue, and presented much statistical data to support this line.

The outcomes will be measured in the male-female rates in courses, women's incomes and their economic viability, and the statistics of males and females in the workforce," Ms Biekski said.

Other speakers to the conference included TAFE Council Member Lesley Hodson, Head of the Ministry of Aboriginal Affairs Pat O'Shane, Head of the TAFE Women's Co-ordination Unit Jenni Neary, Nadia Lozzi-Cuthbertson, from the Ethnic Affairs Commission, the TAFE Women's Liaison Officer Helen Bauer and Acting Director (Curriculum and Assessment) Dr Sandra Humphrey, and Josefa Sobski from the Office of the Minister for Education.

At the end of the two-day conference, delegates passed a number of resolutions dealing with such matters as the provision of child care facilities, staff development, staffing of the EEO and Women's Co-ordination Units, and ideas for future TAFE women's conferences.

A report on the conference, including all the resolutions, is at present being prepared by the conference organisers.

TAFE New South Wales, 2 August 1982
TAFE women consider priorities for 1980s

The first TAFE women’s conference was held last month. The conference attracted more applications than there were places available, and brought together 150 delegates from colleges and head office.

The stated aims of the conference, which was organised by the TAFE Women’s Co-ordination Unit, were to:

- bring together women from all sections of TAFE to examine and discuss educational and career strategies, their implementation and implications for women in the Department
- make provision for interaction between women in the teaching, professional, clerical and administrative sections of TAFE to exchange views about issues of concern in the workforce with particular reference to TAFE
- disseminate information on policy and practice related to the implementation of equal opportunity for women in TAFE
- raise the level of awareness of women to EEO and to inform them of the paths of access to equal opportunity for employees and students in TAFE
- encourage women to take an active role in the development of TAFE in order to promote women as valued members of the Department at all levels.

The conference, titled TAFE Women, was opened by Director-General, Dr Allan Pattison. Dr Pattison said the conference was to be addressed by some of the most prominent women in education and government in this State. He urged participants to listen to the speakers and, after an appropriate time for reflection, try to incorporate their ideas into policies and practices in TAFE.

Dr Ralph Rawlinson, says the proposed council and would establish contact with the District Councils in the State would be a reasonable approach for the Department, such accretions or other community groups.

The proposal applies to schools administered by the Department of Education and not to TAFE colleges, although some links with the TAFE system are suggested.

The Commission’s discussion paper which proposes the establishment of area councils for schools, The Chairman of the Commission, Dr Ralph Rawlinson, says the proposed area councils are intended to bring together teachers, administrators, parents, senior students and community representatives in a local consultative framework to discuss matters of educational policy and practice.

The proposal applies to schools which the Commission considers that 30 to 50 area councils in the State would be a reasonable number.

The Commission’s discussion paper is to be distributed to interested groups. Those interested in contributing to the Commission’s discussion paper are invited to submit their comments by 29 October, 1982.

Education Commission proposes network of area councils

The Education Commission of New South Wales has released a discussion paper which proposes the establishment of area councils for schools.

The Commission considers that 30 to 50 area councils in the State would be a reasonable number.

The Commission’s discussion paper and accompanying questionnaire are being distributed to interested groups. Those interested in contributing to the Commission’s discussion paper are invited to submit their comments by 29 October, 1982.

TAFE New South Wales, 2 August 1982