CURRICULUM IMPLICATIONS OF TAFE EQUAL OPPORTUNITY POLICIES:
AN EQUAL OPPORTUNITY OFFICER'S VIEWPOINT.

JEANNETTE FENELON
NOVEMBER, 1986
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Preamble

In July 1986, the Equal Opportunity Branch of the Office of the TAFE Board (OTB) convened a one day seminar to explore the curriculum implications of TAFE equal opportunity policies. Details of that day's program are in Attachment I.

The principal target audience for the seminar were TAFE curriculum development personnel, Equal Opportunity Officers (EOO) and teachers. It was one of the first occasions on which people from those backgrounds were called together to consider how the TAFE system might approach the real challenge - that of translating equal opportunity policy statements into curriculum development action.

Deirdre Mason, Acting Manager EO Branch set the tone of the seminar by stating that curriculum development can be a subversive activity - subversive in the sense of being an avenue through which change in the TAFE status quo can come about. The seminar certainly initiated essential dialogue between EOO's and those responsible for developing and teaching TAFE programs.

This paper is an outcome of that day. It is an attempt to raise some of the many ways in which equal opportunity policies intersect with TAFE curriculum development and course delivery.

Scope of the Paper

Whilst the scope of this paper is restricted mainly to a discussion of the curriculum implications of the TAFE Women's Policy, the issues raised, and the strategies posed, are applicable to all groups disadvantaged in terms of access to, and outcomes from, TAFE.
DEFINITION OF CURRICULUM:

Throughout this paper, the curriculum implications of TAFE Equal Opportunity policies are explored within the context of a broad definition of curriculum. That definition encompasses more than merely course content or outline, that is, what is taught. It also acknowledges the critical importance of how that content is delivered.

EQUAL OPPORTUNITY AND CURRICULUM

If the principles which underpin TAFE equal opportunity policies are translated into practice, the curriculum implications are profound. Indeed, any attempt to implement TAFE equal opportunity policies, requires curriculum interventions at the levels of:

Content: Both what is offered in individual courses and what comprises the total program profile in TAFE. How that content is decided upon, evaluated and validated.

Methodology: How the above content is delivered including student-teacher interaction; decision-making; student participation; use of educational technologies.

Assessment: Including examination of the current criteria for, and types of assessment, in line with equal opportunity principles.

Evaluation: Including fully negotiated evaluation frameworks and evaluation criteria which will challenge, rather than perpetuate, the curriculum status quo.
Classroom Climate:
The creation of a learning environment which meets the needs of currently under-represented or unrepresented groups in TAFE.

Resources:
Including the choice of text, teaching aids, as well as an analysis of the overall resource allocation to the TAFE sector.

Course Structure:
Time tabling, venue choice, pace of course presentation.

Support Services:
Access to personal, course and career counselling; child care; interpreters; integration aids; attendant care.

RECRUITMENT: AN AFFIRMATIVE STANCE:
The translation of TAFE equal opportunity policies into practice will also require a review of current recruitment strategies and a commitment to an affirmative action program aimed at increasing the participation and achievement of currently under-represented groups in TAFE. In exploring the intersection between recruitment and curriculum, the paper details some of the more effective affirmative action strategies from overseas.

ACCREDITATION AND LEGITIMATE CREDENTIALS:
The aim to create a more equitable TAFE sector is the key influence in framing the equal opportunity policies. The achievement of that aim requires an engagement with the interrelated issues of accreditation and credentialling. Any effort to create equality of educational opportunity must address the contentious issue of whether "access" courses are, indeed legitimate in so far as they offer a recognised credential in their own right, and a credit to mainstream TAFE programs.
1: BACKGROUND TO TAFE
EQUAL OPPORTUNITY (EO)
POLICIES

"Two thirds of the world's women work in clerical, sales and service jobs. A further 19% are in jobs classified as technical and professional, but these are mainly in teaching and nursing. Furthermore, males are moving into traditionally female jobs at a faster rate than females are moving into traditionally male jobs."

(Firkin, Samms and Spalding, 1986, p.5)
1.1 INTRODUCTION:

"As a microcosm of society at large, the education system incorporates all its discriminatory attitudes...Unless the education system begins to act to remove all discriminatory attitudes and practices from both its curriculum and its own internal workings, social reforms such as anti-discrimination legislation will continue to serve only as bandaid solutions..."
(Ronalds, 1979. Page 46.)

This paper will argue that any discriminatory practices relating to the provision of technical and further education (TAFE) can, and indeed must, be addressed at the curriculum level. In fact, the most fundamental implication of TAFE equal opportunity policies, is that without major curriculum interventions, those policies will remain at the level of rhetoric rather than become reality.

The explorations of some of the more significant implications of TAFE Equal Opportunity policies, will be conducted in relation to curriculum in a broad sense. Throughout this paper 'curriculum' denotes not merely course content or structure, but also such essential elements as how that content is delivered (methodology), assessment, evaluation, classroom climate, resources and support services. In regard to the TAFE Equal Opportunity policies, the paper's primary focus will be the TAFE Women's Policy.
WHY THE WOMEN'S POLICY?

Gender bias is by no means the only locus of discrimination within TAFE. The choice of gender as a category for organising comment on the curriculum implications of EO policies, was not made in order to deny the considerable disadvantage people of non anglo-celtic background, Aborigines and people with disabilities experience in relation to their access to, and outcomes from, TAFE. These groups are often absent from the TAFE student profile. When they do participate, they are generally found in non-credentialled, non-trade 'special' programs - of low status and low funding priority. The choice of the Women's Policy as the paper's main focus was made for a number of interrelated reasons:

1. A significant per cent (51%) of Australia's population is female.

2. The focus on gender as a source of disadvantage does not exclude other groups - after all, at least half of those groups are female.

3. A major characteristic of the TAFE sector is the gender bias in its participant profile (see Table I). In the trade and technical areas, female students are either absent or participating at a minimal level.

4. A corollary of that bias in technical and trade related course provision, is the gender segregation in the Australian Labour Market.

5. Any attempt to challenge, and redress, that gender bias will involve an engagement with facets of curriculum which have implications for all groups currently disadvantaged in terms of access to TAFE.
EDUCATIONAL OPPORTUNITY POLICIES: A BROAD INTERPRETATION

In the introduction to its Women's Policy, the OTB has acknowledged that TAFE "has a critical role to play in improving women's status and participation in the labour market because of its vocational education and training charter....Changing trade training so that it caters for women, including older women, is essential because apprenticeship is a major avenue to employment". (emphasis mine). "Since the OECD has assessed the Australian labour market as the most sex-segregated by occupation of the countries it studies" (Firkin, Samms and Spalding, pg.5), TAFE's 'critical role' will also be a challenging one.

The TAFE equal opportunity policies can be interpreted in a number of ways. Firstly, they can be read as the Board's public acknowledgement of its responsibility to provide education and training free from discrimination, particularly to those groups previously disadvantaged in terms of access to TAFE. The Women's Policy, can be read as a public acknowledgement of TAFE's aim to more fully serve the employment and training needs of 51% of the Australian population.

Finally, TAFE Equal Opportunity Policies must also be read as TAFE's stated commitment to changing a status quo which presently disadvantages many groups, particularly women, in terms of their access to a broad range of vocational, further education and, subsequently, employment options.
It is still occasionally argued that the gender segregation evident in educational participation and in the labour market, reflects the different interests, aspirations and abilities intrinsic to being male or female. TAFE EO policies are based on the proposition that the marked gender differential in educational participation and employment is the result of long standing direct and indirect discriminatory practices, rather than a reflection of an informed choice by both genders. The policies also reflect TAFE's acknowledgement that "Australia simply cannot afford the economic consequences of ignoring or under-utilising the potential of half its population". (Duhs, 1986, Women at Work)

The current course and participant profile within individual TAFE colleges, particularly the mono-purpose colleges, is hardly surprising when one remembers that TAFE had its beginnings in the technical college system which delivered trade and vocational training, principally to male students.

In proposing that the content of TAFE courses must be modified in order to implement TAFE equal educational opportunity policies, the term 'content' is used not only to refer to the current units in individual courses, but also to the overall TAFE program profile.
PARTICIPATION BY GENDER: ONE INDICATOR OF INEQUALITY

Within the age group of 15 to 19 year olds, more males than females participate in full-time or part-time education and training. This participation differential is particularly marked in the apprenticeship area where 21.3% of males, compared with 1.8% of females participate in this type of education. (Firkin, Samms & Spalding, p4).

TAFE EO policies had their genesis in the recognition that, for men and women, access to and outcomes from technical and further education were far from equitable. Whilst the total participation in TAFE, by gender, is approximately equal, a statistically based review of TAFE's total participant profile is skewed by the following factors. Women comprise the majority of participants in Stream 6, largely recreational, short courses. These courses are rarely oriented towards employment and nor do they offer a recognised credential. It would appear, therefore, that the outcomes from women's participation in TAFE is very different from that of males. Since such courses are funded by participants' fees, women as the main participant group, are paying for their involvement in the TAFE sector without reaping the full benefits of the trade, technical and further education sector.

In relation to womens' involvement in mainstream TAFE, it must be recognised that women predominate in secretarial studies and personal services such as welfare and childcare. Trade-related courses are overwhelmingly dominated by males. In fact, when one discounts floristry and hairdressing from the TAFE trade profile, women make up only four percent of the total apprenticeship population. See Table I below:
The proportion of female apprentices was 5.9% in 1981 compared with 8.6% in 1984. The most popular trade chosen by females in both 1981 and 1984 was hairdressing. Discounting floristry and hairdressing reduces that 8.6% figure significantly.

Trades which experience sizeable increases in the proportion of female apprentices from 1981 to 1984 were Cooking from 17.1 to 26.8%, Footwear from 16.5 to 24.3%, and Waiting from 14.9 to 28.9%.

The number of females also increased marginally in several of the trades traditionally dominated by males. These trades included Agriculture, Carpentry and joinery, Electrical, Engineering and Motor mechanics.

**APPRENTICES, VICTORIA**

(Source: Selections from Ministry of Employment and Industrial Affairs, now Department of Labour)

<table>
<thead>
<tr>
<th>Trade</th>
<th>Female</th>
<th>Males</th>
<th>Females % of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>37</td>
<td>1408</td>
<td>2.6</td>
</tr>
<tr>
<td>Aircraft mechanics</td>
<td>1</td>
<td>119</td>
<td>0.8</td>
</tr>
<tr>
<td>Apparel cutting</td>
<td>13</td>
<td>64</td>
<td>16.9</td>
</tr>
<tr>
<td>Automotive machining</td>
<td>--</td>
<td>117</td>
<td>--</td>
</tr>
<tr>
<td>Boiler making &amp; structural steel fabrication</td>
<td>3</td>
<td>1667</td>
<td>0.2</td>
</tr>
<tr>
<td>Breadmaking and baking</td>
<td>2</td>
<td>217</td>
<td>0.9</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>--</td>
<td>333</td>
<td>--</td>
</tr>
<tr>
<td>Carpentry and Joinery</td>
<td>17</td>
<td>2795</td>
<td>0.6</td>
</tr>
<tr>
<td>Cooking</td>
<td>495</td>
<td>1354</td>
<td>26.8</td>
</tr>
<tr>
<td>Electrical</td>
<td>27</td>
<td>3999</td>
<td>0.7</td>
</tr>
<tr>
<td>Engineering</td>
<td>19</td>
<td>4120</td>
<td>0.5</td>
</tr>
<tr>
<td>Flatglass working</td>
<td>1</td>
<td>117</td>
<td>0.8</td>
</tr>
<tr>
<td>*Floristry</td>
<td>53</td>
<td>19</td>
<td>73.6</td>
</tr>
<tr>
<td>*Hairdressing</td>
<td>1931</td>
<td>840</td>
<td>69.7</td>
</tr>
<tr>
<td>Horticulture</td>
<td>168</td>
<td>1005</td>
<td>15</td>
</tr>
<tr>
<td>Plumbing and Gasfitting</td>
<td>8</td>
<td>1807</td>
<td>0.4</td>
</tr>
<tr>
<td>Roof slating and Tiling</td>
<td>--</td>
<td>125</td>
<td>--</td>
</tr>
<tr>
<td>Waiting</td>
<td>22</td>
<td>54</td>
<td>28.9</td>
</tr>
</tbody>
</table>

For further details of female participation in TAFE by age and field of study, see Attachment II: Tables.
The analysis of TAFE's participant profile by gender is not to suggest that a plumbing apprenticeship is intrinsically superior to a Certificate of Welfare and/or Business Studies. What is important in any examination of the curriculum implications of TAFE equal opportunity policies, is the nature and extent of TAFE's role in perpetuating rather than challenging the gender based labour market status quo.

Efforts to attract women into a wider range of vocational areas than the traditional ones of clerical, secretarial, sales and service fields, reflect the "concern that a number of key female-dominated occupations will be eroded by technological change, particularly by the application of micro-electronics". (Firkin, Samms and Spalding, 1986, p.5)

Certainly the Women's policy, in seeking to broaden the TAFE options open to women, was not formulated and presented in an effort to devalue the areas of work and study which are labelled 'traditionally female'. Rather, the policy is part of an equal opportunity strategy to encourage people to think beyond traditional stereotypes of what is 'men's work' and what is 'womens work'.

ARE HER MARKS GOOD ENOUGH FOR HER TO BE A HOUSEWIFE?
Quite simply, given that women's employment options lie in a narrow range, and in areas that are under threat, it is imperative that women gain access to the full range of vocational programs in TAFE. It is also important to develop a full range of accredited courses, with legitimate credentials in areas designated as 'traditionally female'. For instance, the Social and Community Services (SACS) arena is one in which women predominate as employees. Their employment profile, however, is often that of part-time, low status, employee. TAFE has fulfilled its crucial role by developing and offering appropriate courses which, in turn, serve to widen the career options of the SACS workforce.
2: THE CURRENT CONTEXT:
TAFE PRIORITY REVIEW:

Concurrent with the development of TAFE equal opportunity policy statements, which question TAFE's role and priorities, the Premier of Victoria, John Cain, has initiated a review of TAFE to:

1.1 Identify factors which may limit TAFE's capacity to respond quickly to Government policy priorities and changing environmental conditions; and

1.2 Explore and recommend upon what measures can be adopted to improve the implementation of key Government policies.

(See Attachment II for Terms of Reference and Membership of the Priority Review Group)

The implementation of any TAFE policies, in particular equal opportunities policies, will be determined by the priorities decided upon by that Review. It is therefore important to outline the key matters to be examined within that Review.

The TAFE Priority Review Group is expected to explore the "current and likely future external demands on TAFE, arising from Victorian Government economic, social and budgetary policies." (TAFE Priority Review, Terms of Reference 2.2, 2.2.1.). Such an examination would include the Government Economic Strategy and Social Justice policies.
A recent TAFE Priority Review discussion paper was distributed throughout TAFE. That paper highlighted key issues facing the TAFE Priority Review Group. The background to the Review was placed in the context of the TAFE sector's "significant responsibilities for... ensuring that TAFE's contribution to the skills of the labour force meet the changing requirements of industry and economic growth, but also for ensuring wider access to continuing education and employment opportunities in accordance with Government equity objectives." Thus, the Priority Review was placed in the specific context of the key policy and environmental influences likely to shape TAFE provision in the future.

In a climate of budgetary restraint, the TAFE sector must respond quickly and effectively to such government initiatives as the Youth Guarantee or Traineeships. The TAFE system must also respond to the needs of a changing labour market and the need to produce TAFE graduates with the flexibility needed to adapt to changing technologies.

The Victorian Government's Technology Statement is also posed as an external factor which will challenge the status quo in TAFE in terms of TAFE's industry training profile. The Government's developing Social Justice Strategy, highlighting as it does, the role of TAFE in promoting more equitable access to education, training and labour market opportunities, is a particularly supportive backdrop for the implementation of TAFE equal opportunity policies.

**VOCATIONAL EDUCATION: EFFICIENCY OR EQUITY**

In summarising the key issues confronting the TAFE system dominance is clearly accorded to vocational programs. "These are followed in significance by preparatory programs, with enrichment accounting for only a small percentage of total expenditure." As cited earlier, it is most often in enrichment and preparatory programs that one finds the greatest numbers of female students.
The authors of the Discussion Paper do acknowledge that:

"Some concern has been expressed that TAFE be given clearer directions as to the respective priorities to be accorded economic policy (efficiency) objectives vis-a-vis social policy (equity) objectives, (e.g. in providing access to vocational education programs for previously unrepresented groups)."

(Discussion Paper, 1986, p.5) The issue of equity is not further discussed as a priority, either for TAFE or for the authors of the Discussion Paper. In fact, the Discussion Paper presents the following solution to the disadvantage facing previously unrepresented (and under-represented) groups in terms of their access to TAFE:

"To the extent that TAFE's 'access' and 'preparatory' programs can be clearly linked to TAFE's primary vocational training role, there need be no conflict of interest in the simultaneous pursuit of equity and efficiency objectives.

When one asks to what extent do current 'access' and 'preparatory' programs actually link with TAFE mainstream courses, the answer is - 'to a negligible extent'. In fact, the forging of links between TAFE's primary vocational training and preparatory courses has not been a priority. TAFE's lack of interest in the orientation, legitimacy, or even the content of many preparatory courses reflects one simple fact overlooked by the author(s) of the Discussion Paper - TAFE's primary technical and trade training was targeted at young men. That group did not need the preparatory courses developed as part of a strategy to allow such under-represented groups as women, access to technical and trade training. The preparatory courses, usually non-accredited and always non-credentialed, sought to develop in participants the confidence and competence to even consider an employment option not traditionally open to them. As one example, the current trade and technical preparatory course operating in ten TAFE Colleges, has been funded by the Commonwealth Department of Employment and Industrial Relations (DEIR) in order to encourage more young women into trade and technical areas. The course facilitates the development of those technical skills which boys have an opportunity to acquire during their normal schooling or as part of their socialisation."
In addition to such preparatory courses, the creation of a viable link between the plethora of preparatory courses and "TAFE's primary vocational training role" will require the development of a coherent strategy designed to specifically meet the education and training needs of groups currently under-represented in TAFE. Neither within the Terms of Reference for the Priority Review, nor within the TAFE Discussion Paper, was any mention made of actions planned to redress the gender-based participation inequity in trade areas, as tabled on page 7.

EFFICIENCY AND EQUITY: THE PRO-ACTIVE STANCE

TAFE is not, of itself, totally responsible for Australia's abysmal record of labour market segregation by gender. The challenge posed by the TAFE equal opportunities policies will be in the extent to which TAFE is willing to intervene, as an agent of social change, to reverse the current gender-based inequity of participation and outcome.

It is true that male dominance in apprenticeship areas is not directly within TAFE's sphere of influence since it is the employer who selects the apprentice/student. The TAFE system can exert an influence over its student profile by joining forces with major employer groups, unions and other agencies to increase the participation of currently under-represented groups by establishing targets for such groups in vocational courses, by designing pre-vocational courses similar to the course currently funded by the Commonwealth DEIR. Those targets can be communicated to major employer groups as an indicator that TAFE is moving ahead of, rather than behind, the general population in terms of its commitment to equal opportunity.
In relation to taking such a pro-active role, it would appear that the OTB is willing to accept responsibility for implementing the principles of equal educational opportunity by investigating and implementing "strategies aimed at increasing the participation and achievement of women in TAFE". (TAFE Women's Policy Practices: B).

The TAFE Women's Policy stresses the fact that "Bridging courses should have defined outcomes relating to employment of further education, and where possible, credit towards mainstream courses" (emphasis mine) (TAFE Women's Policy 1986, K[iii]). In the past, this link with mainstream courses was not a priority. In order to translate this principle into practice, the TAFE system must commit funding at realistic levels for course development. Parallel, however, to any allocation of funding, there must be a policy and procedural framework which would provide the context and rationale to preparatory course development. Certainly the OTB is working towards developing that essential pre-conditions to creating a viable link between preparatory courses and mainstream vocational training by developing such a policy. This policy may counter the proliferation of unaccredited programs which do not facilitate access to TAFE.
CURRICULUM MODELS: THE INSTRUCTIONAL SYSTEMS MODEL (ISM)

Any investigation of the content of TAFE courses must involve an examination of the Instructional Systems Model (ISM), the main model used in trade and technical course development and documentation. A full discussion of the ISM has been undertaken by many people over the last few years, Blachford and Gillespie being but two such analysts.

In the context of a discussion on the intersection between curriculum and TAFE equal opportunity policies, a number of observations must be made regarding the ISM before examing some of the general benefits in challenging the primacy of the model.

The ISM is used in the design and documentation of vocational, trade and technical programs. Those programs, in turn, currently serve the skills-related needs of specific industries. In most cases the skills-development content of these courses is directly related to the skills identified as essential in the needs analysis and occupational analysis phases of the ISM orientation to curriculum. As a curriculum model, the ISM is open to varied interpretations of the phases within it. The approach to generating the course content of TAFE's trade and technical courses cannot be said to be ISM-dictated. It is true to say that many personnel in the TAFE curriculum development arena have applied, for instance, the needs analysis phase of the ISM in an unimaginative way which fails to take account of the students' needs.

The problems with the ISM arise when personnel try to use its framework to design and document courses not oriented to specific industries. Courses which seek to meet other needs than those of the skills based imperatives of industry are also not readily accommodated with the ISM.
Finally, there is the anxiety caused by challenges to a way of designing curriculum with which many curriculum development personnel have become comfortable. The ISM is presented in TAFE as being "based on a logical decision-making process which incorporates phases of needs identification, analysis, design, implementation and review" (Rudolph, 1986. p.2). That process, although logical, can result in programs which emphasize skills needed by industry rather than imaginative approaches to course delivery.

As a model, it is so widely used in the development and documentation of trade and technical (vocational) courses, that one could be forgiven for thinking it is the only model suited to that task. The fact that the major portion of TAFE funding is allocated to courses developed via the ISM, only strengthens the myth that the ISM has the exclusive endorsement of the OTB.
THE BENEFITS OF CHANGE

Given the speed of technological change, trade and technical skills-based courses need constant review and modification. As is clearly recognised by the TAFE Priority Review Group, people undertaking these courses also need the personal skills of flexibility and an ability to respond to new challenges posed by that technological change. Since the world of employment and further education is infinitely varied, a vocationally oriented program, one that facilitates entry into employment, need not, indeed must not, be narrow in focus. Certainly there must be congruence between the skills developed on course, and those needed by industry, but TAFE cannot continue to passively maintain an industry-led status quo. In order, therefore, to implement the TAFE equal educational opportunity policies, a total review must be undertaken of the current paradigm, the ISM, used for the development and re-accreditation of courses.

Nor will the implementation of equal opportunity policies be the only cause served when, and if, the TAFE system complements the ISM with other approaches to curriculum development and program delivery. The needs of industry will be better served when programs are not based exclusively on job task inventories, given that such tasks are in a state of flux. When the 'education' brief of TAFE is valued as being as important as its technical 'skills training' charter, the TAFE system, and society, will be better served by vocational education rather than skills training. TAFE equal educational opportunity policies challenge the primacy of the ISM and the legitimacy of the focus of some past and current curricula. As such, they are part of a wider movement, both TAFE-based and external, which has pointed to the need for change in the skills base of the Australian workforce and more equitable access to education.
From the point of view of equal opportunity, it is encouraging that the Victorian TAFE Board has commissioned two projects - "The Validation of TAFE programs" and "Methodologies for the Evaluation and Validation of TAFE Programs". Both projects will explore the congruence between TAFE program provision and the needs of clients from a much broader perspective.

It would be naive to assume that the TAFE sector will rush enthusiastically to implement the initiatives articulated in the equal opportunity policies. The reality is, however, that TAFE must meet the challenges posed by external factors such as the Social Justice Strategy and initiatives designed to meet the education and training needs of young people.

NEEDS ANALYSIS: WHOSE NEEDS?

TAFE equal educational opportunity policies, based as they are on the needs of the individual learner, rather than the current task-oriented needs of industry, are very much in line with the growing body of evidence that all education and training packages must incorporate an engagement with the needs, interests and abilities of the learner as well as an analysis of what s/he needs to learn. It is also imperative to develop, within the TAFE graduate an adaptability to the everchanging nature of many industries and society as a whole. To quote Blachford:

"With reference to vocational education, it is a mark of planned obsolescence to base syllabus construction solely on an analysis of existing job practices and to neglect the teaching of learning how to learn, how to plan or deal with changes, and speculation about possible or probable futures of the job and of society generally. A worker who better understands change is more likely to accept change and may contribute constructively to planning sound improvements"  Blachford, p.83.
MEETING THE CHALLENGE

TAFE's capacity to adapt to changing needs and its willingness to meet the education needs of young people is illustrated in its response to Government initiatives such as the Youth Guarantee and Australian Traineeship Scheme. The response to those government-directed challenges, compelled the TAFE system to review and evaluate the usefulness of the ISM for the development of the Certificate of Vocational Studies - the off-the-job training component of the Youth Guarantee and Traineeship.

The development, accreditation and delivery of the Certificate of Vocational Studies was predicated on the recognition of the need to negotiate all facets of the curriculum with the trainees themselves, their employers and their teachers. In many cases, the curriculum development concerns of the new certificate course, centred as much on how (methodology) as what (content).

TRAINING OR EDUCATION?

There are obviously many voices raised in TAFE in support of finding complementary curriculum development models. This paper argues that, without such models, the achievement of equal educational opportunity will remain only a fine ideal. One of the real dangers of seeing the ISM as a total answer to curriculum development is, as Blachford and Gillespie suggest, that it establishes and strengthens a possible dichotomy between industrially oriented (training courses) and general (education) courses. The acronym T.A.F.E. still signifies that, in addition to its trade and technical charter, the sector has a 'further education' role. One must remember that "education is not charged with shaping a person to fit the pre-existing division of labour." (Gillespie, 1986. p.32). It is when one explores how courses are delivered that the principles articulated in TAFE equal educational opportunity policies, emerge as particularly crucial.
Indeed, the needs of industry will be better served only when curriculum development personnel, in collaboration with those who deliver technical and trade courses, work to ensure that such courses reflect an educational policy which unites, rather than dichotomises, the TAFE sector. The principles articulated in TAFE equal educational opportunity policies provide a focus for a TAFE-wide educational policy which recognises the crucial importance of methodology, that is how skills are taught. The Women's Policy addresses that issue of how by suggesting that the TAFE system:

Investigate the development of a curriculum model that reflects the needs of women to learn in a co-operative non-competitive environment in which the learner has responsibility and decision making about the learning content and process.

Such a model would also more easily facilitate the implementation of TAFE's open learning policy and would better reflect the needs of the mainly adult TAFE client group.
EQUAL OPPORTUNITY POLICIES: INITIATIVES FOR CHANGE

Exploring the curriculum implications of TAFE equal opportunity policy in terms of content, the TAFE Women's policy has posed some initiatives for system wide modification to the TAFE profile and to individual units within that profile. Under the heading of Practices, the policy states that TAFE shall:

J. Establish strategies and structures to ensure that TAFE programs in their development, delivery and evaluation, reflect the experiences and needs of women, that is, they are gender inclusive.

(i) Programs developed specifically for women should be based on their expressed needs and desired outcomes, and efforts be made to have these programs conducted by women.

(ii) The accreditation and re-accreditation process should incorporate gender inclusive guidelines.

(iii) Greater flexibility should be incorporated into the conduct of courses.

(iv) Where possible, the evaluation of curriculum should use a variety of qualitative methods to ascertain whether the personal needs of the students as well as the aims of the course are being met.

(v) Bridging courses should have defined outcomes relating to employment or further education, and where possible, credits towards mainstream courses.

Given the history of Australia-wide educational initiatives, aimed at enhancing the achievement of girls and women, the most significant implication in the above proposed initiatives, is that access and bridging courses provide a recognised credential.
3: THE WAY AHEAD
INCLUSIVE CURRICULUM: AN OVERVIEW

The equal educational opportunity policies from the office of the TAFE Board stress the need for an inclusive curriculum, one which includes, rather than excludes groups currently under-represented in terms of their participation in, and outcomes from TAFE mainstream programs.

An emphasis is placed on inclusive curriculum as an issue, because those who formulated the equal educational opportunity policies recognised the myriad ways in which current TAFE programs exclude many groups.

It is worth exploring some of the factors which have served to exclude under-represented groups, for example, women, from TAFE. In doing so, the implications of 'inclusive curricula' will be explored under the broad frameworks of:

* Texts and resources.
* Creating a supportive learning environment.
* Learning theories as indicators for action.

TEXTS AND COURSE OUTLINES: FIND THE MISSING GROUPS

Any exploration of the curriculum implications of TAFE EO policies must involve an analysis of indirect discriminatory practices. By 'indirect discrimination' is meant anything from a hostile learning environment, through to text books which perpetuate the notion that a person's ability is related to their gender, race or creed. Indirect discrimination also refers to the still prevalent practice in some TAFE colleges of advertising their Business Studies courses as if males cannot, or should not, undertake them, and their Building Studies courses in a way which discourages females from thinking that they could participate. In fact, the TAFE Women's Policy is grounded in an acknowledgement of the power of indirect discriminatory practices such as those stereotyped gender-based assumptions about a person's capacity to perform specified work. The policy, in calling for a recognition of the capabilities of each individual, automatically challenges such assumptions.
EXCLUSION: A SUBTLE PRACTICE

A 'gender exclusive' curriculum assumes, and communicates that assumption through its texts and language, that the world is populated only, or mainly, by one gender.

In a recent survey of the five most commonly used mathematics text books in Victoria, women and girls appear about once in five mentions or illustrations. Where money was central to a mathematical problem, males spent $3000 per capita, with females being left in charge of a mere $50 (Equal Opportunity Forum No. 7 Melbourne 7 p.11-14). The illustrations of people featured in the Plumbing Course 32CDA totally exclude females.

One might protest that the absence, or under-representation, of females in course outlines or text books, does not prevent women acquiring the skills contained therein. Since women have learned mathematics and plumbing, textbooks alone do not constitute an insurmountable barrier to female participation and achievement. The gender imbalance in many texts and course outlines in TAFE does, however, give a biased view of the world.

It also serves to subtly convey to people that mathematics and plumbing are somehow 'masculine'. This practice of exclusion is often unintended. In fact many TAFE teachers and curriculum development personnel are unaware of the powerful impact that course advertising and curriculum materials can have on potential and/or enrolled students. One solution to this is being developed through a Designated Grant equal opportunity initiative, jointly managed by Newport and Footscray TAFE. That project will produce for all TAFE Curriculum Development Officers and interested others, a checklist of questions aimed at helping curriculum developers ensure that their programs include, rather than exclude, currently under-represented groups in TAFE. It will also help curriculum writers devise programs in line with the needs of previously under-represented groups.
TEACHER STUDENT INTERACTION: WHO GETS THE ATTENTION?

Studies over the past decade have indicated that teacher attitudes and expectations are extremely influential in both what and how students achieve. Of relevance, particularly, to the education of girls and women, is the issue of the classroom climate or dynamic - a fundamental facet of methodology. The Commonwealth Schools Commission report, Girls and Tomorrow, refers to research in the United Kingdom and South Australia, on classroom interaction which showed that, in a learning environment which is predominantly verbal, the pattern of verbal communication favours males over females. In classes with approximately equal numbers of males and females, teachers spend at least two thirds of their time talking to the males. (Australian Education Council, 1985, p.66).

Michelle Stanworth in Gender and Schooling, highlighted the different awareness some teachers have of their students. Stanworth refers to the corresponding negative impact on the self esteem of the female students by the teachers' apparent greater interest in, and a knowledge of, the male students in the classroom. Stanworth cites studies which show that "both males and female teachers are more attached to and concerned for boys and the trend is more pronounced among male teachers. The chance that a boy will be the recipient of his teacher's concern is twice that of a girl if the teacher is a woman, but ten times greater if the teacher is a man." (Stanworth, 1983, p.27)

Given the earlier referred to absence of women in many TAFE courses, a discussion of how TAFE trade and technical teachers interact in a sex-biased way, might appear premature. If strategies to increase the participation of women in TAFE trade and technical courses are successful, the issues of the quality and quantity of teachers' interaction with female students will be key curriculum issue. It is important, therefore, that TAFE "implements strategies in mixed gender classes to establish classroom dynamics that are supportive to all students". (Practices: O). Further, TAFE must "deliver an education free from discrimination by making the following priorities for staff development:
Allocation of resources for staff training at both initial and post initial stages to raise awareness and acceptance of the needs of women students and their right to full participation in TAFE and in society. (Practices: Ri)

LEARNING THEORIES: THE INDICATORS FOR ACTION:

Concurrent with studies focussing on the quality and quantity of teachers interaction with male and female students, studies have been conducted to investigate factors which enhance or inhibit the participation of women in, for example, maths and science. Dr. Jan Harding, visiting consultant to the Schools Commission, under the sponsorship of the British Council, maintains that females "approach science through its social implications". (Women at Work, 1986, p.8). It would seem that, generally, social interaction, in the form of discussions and a problem solving orientation is crucial to maintaining optimum participation and achievement of female students in maths and science-related subjects.

It is essential to help staff in TAFE Colleges become aware of the research findings related to how women best achieve in educational settings. It is also important that we do not approach the issue of making courses equally accessible to men and women from the point of some presumed deficiency in women.

"We should be better advised to examine the...syllabus and teaching itself...The Cockcroft report in the United Kingdom advocates moving away from the practice of routine skills...towards more exposition, discussion, problem solving, practical work and investigations... what one would see as being important for girls becomes an expression of general educational philosophy and of good practice." (Blackburn, 1982, p.20)
To quote Gillespie's appraisal of TAFE's approach to curriculum - "Many criticisms can be levelled at a system which champions exclusively a behavioural objectives approach and which ignores, by design or default, learning theory..." (Gillespie 1986, p.33). The curriculum development changes necessary to achieve equity of participation in TAFE, and by implication, the labour market, will benefit a system in need of change, because what is good educational practice for women is good educational practice. Any amendment to the TAFE profile, undertaken to implement the Women's Policies, can only enhance the opportunities of the current majority participant group, males, by offering courses more in line with their needs and the changing needs of industry.
4. STRATEGIES FOR CHANGE:
AN ENGINEERING MODEL
INCREASING PARTICIPATION: OVERSEAS MODELS

Although outside the parameters of TAFE provision, outlined below are recent initiatives developed and implemented in the USA and the UK, to successfully increase the participation of women in an area in which they had traditionally been either under-represented or unrepresented - professional engineering.

This particular area was chosen because - the successful strategies have been well documented - the learnings from, and the principles of, the recruitment initiatives are widely transferable.

A BRIEF OVERVIEW: WHY AFFIRMATIVE ACTION?

In Australia, the participation rate of women in undergraduate Engineering courses is approximately 1%. It goes without saying, therefore, that the engineering profession is perceived to be, and indeed is, a male domain. The idea of engineering as a career is not such as to attract women "educated in a schooling system which systematically reinforces rather than counteracts the traditional sex roles." (Byrne, 1985, p.71). The sex bias and out-of-date careers and vocational guidance in Australia is another factor, external to educational institutions, which partially explains the low participation of women in engineering.

Over the past twenty years, the participation rate of women in engineering in the USA and in the UK, though better than in Australia, was sufficiently low to inspire attempts to attract more women into engineering. Well planned and well resourced affirmative action programs were judged the most effective mechanism through which to redress the low female participation rate.
ACCESS: A DUAL BENEFIT:

Significantly, the programs outlined below were not instigated merely to extend a helping hand to women. The move to attract women to engineering was based on the pragmatic recognition that the profession could not afford to miss out on half the best brains in the country. Any similar moves in Australia, to attract under-represented groups into new areas should not be based on a patronising notion of helping the incompetent gain access. Affirmative action programs must recognise and value the greater benefits to all by attracting women into a greater diversity of education and employment areas.

For more detail of initiatives to increase women's participation in engineering see the Bureau of Labour Market Researchs' recent publication on this topic. Edited by Professor Eileen Byrne the monograph, "Women and Engineering - A Comparative Overview of New Initiatives.", highlights the fact that Australia's record in initiatives for Affirmative Action "is one of low profile, poorly resourced pragmatism rather than any coherent, planned policies." (Byrne, p.116).

AFFIRMATIVE ACTION: A BRITISH APPROACH

Britain's Engineering Industry Training Board sponsors special programmes to encourage women into engineering at the professional and technician levels.

The Board had always recognised the increasing need for more high quality engineers and technicians and took the view the "the need for high quality meant that the talents and abilities of girls could no longer by ignored...the long term aim was to change attitudes in education, industry and society generally to the empoyment of girls in engineering" (EITB 1983). Byrne, 1985, p.97).
As well as moves to attract women into engineering as undergraduates, the Open University has established a course for qualified women engineers wishing to return to work, and aimed at counteracting the marriage gap. The 'Women in Technology' programme is jointly sponsored by the Manpower Services Commission and the Open University and is a study programme for qualified women engineers wishing to return to work after a gap. It is designed 'to broaden' and update their engineering knowledge and promote confidence, knowledge and skills in career planning through a continuing education programme while they are still at home. The programme involves: (Byrne, p.96).

a specially designed residential return-to-study course at Loughborough (Technological) University.

an Open University technology correspondence course studied as an Associate student,

a related Open University summer school, and

educational counselling and vocational guidance.

AFFIRMATIVE ACTION: AN AMERICAN EXAMPLE

Purdue University in Indiana, USA, has been working since 1969 on opening up engineering for women and is possibly one of the most experienced schools in America in designing programmes and conducting research in this area. The school's ten-year work on increasing female participation has been worked into a 'Model Program for Women Entering Engineering'. The first project ran from 1976 to 1978 with a grant to provide an educational model for women entering engineering, to provide better information about engineering and careers, practical experience, an evaluation of methods and results, dissemination of transferable advice and the collection of relevant material on factors influencing the entry of women in engineering (Lebold 1982). The three core elements are:
lecture discussions of career engineering and contemporary problems in the field by role model lecturers;

career planning and counselling sessions and introduction to the reality of engineering; and

hands-on laboratory engineering experience.

In essence, Purdue adopted a planned, integrated approach, working through summer seminars, careers information, mass mailings, careers days and seminars for teachers. In 1974 Purdue set itself the goal to enrol 1000 women by 1978 and to achieve equal male and female retention rates. At the undergraduate level Purdue's female enrolments have increased from 47 in 1969 to 817 in 1976 and over 1000 in 1979. (Byrne, p.80-84).

Project staff involved in Purdue's Affirmative Action campaign carefully reviewed known educational equity programmes, analysed the relevant women's studies literature and built in strategies to deal with perceived problems experienced elsewhere.

AFFIRMATIVE ACTION: ESSENTIAL ELEMENTS:

An American study of affirmative action programmes in vocational education conclude that there were three over-riding qualities which teaching staff needed for sex equity programmes to be successful - a genuine commitment to sex equity and to advancing girls and women in 'male' areas, an up-to-date knowledge of the relevant labour force trends and opportunities, and an ability to serve as a role model for female participants (Wheeler et al 1979, quoted in Byrne, 1985, p.64).
"There's no use trying", she said, "one can't believe impossible things."

"I daresay you haven't had much practice", said the queen. "When I was your age, I always did it for half an hour a day. Why, sometimes I've believed as many as six impossible things before breakfast."

EDUCATIONAL INSTITUTIONS: AGENTS FOR CHANGE

It would be preferable to redress the effect of sex-role stereotyping on career choice at the earliest possible phase of schooling. Indeed it would be preferable to eliminate the wasteful practice of educating girls towards some narrow, antiquated notion of femininity. The examples quoted above clearly indicate, however, that it is never too late. They indicate too, that post-secondary institutions cannot passively accept the results of socialization - that such institutions can, and should, initiate campaigns to challenge the status quo.

"By no means all institutions in Australia even recognize the issue (of gender inequality) as one yet to be addressed at all" (Byrne, p.115). The TAFE equal opportunity policies raise recruitment as a problem, with Affirmative Action as the solution.

PUBLICITY: FINANCIAL SUPPORT SOURCES

Any attempt to attract women into courses in the TAFE and/or tertiary sector in which they are currently under-represented will require curriculum interventions as detailed earlier. Changes to course content and mode of delivery must be supplemented by a planned, integrated programme to attract women to these courses and to offer support to them whilst they are undertaking 'non-traditional' courses. At even the most minimal level, this requires additional funding to be made available to publicity and/or course support projects. Designated Grants, the Department of Employment and Industrial Relations (DEIR), and the Department of Labour (DOL) are all potential sources of such financial support.

As but two examples, Commonwealth Tertiary Education Commission (CTEC) funding in 1985 has allowed RMIT to pilot special publicity measures to attract women into engineering. The Queensland Institute of Technology (QIT) has also received CTEC funding for a special support programme for women engineering and science students.
AFFIRMATIVE ACTION: SOME RECENT TAFE INITIATIVES

The DEIR, in collaboration with the DOL, (then Department of Employment and Industrial Affairs) financed a major initiative aimed at increasing the participation and achievement of women in trade and technical education. The Preparatory program, piloted in 1985 at five TAFE Colleges offered nearly one hundred women the opportunity to develop confidence and competence in such diverse areas as bricklaying, plumbing and welding. An emphasis was also placed on increasing participants' skills in mathematics and English.

Those efforts to attract women into non-traditional occupations "have a significance which goes beyond improved immediate prospects. They challenge...the notion that only a limited number of occupations are suitable for women. They can promote major shifts in the male orientation of TAFE" (Blackburn Ibid, p.22). This government funded preparatory program was an important step forward in opening up trade and technical career options to young women.

In 1986 the initiatives advanced further in that the program concept will be documented and submitted to the TAFE Accreditation Board (TAB) for state-wide accreditation. That move to seek accreditation is essential if the learnings and benefits from the pilot phase are to be harnessed. The related and more contentious issue of credentialling is a matter needing further investigation and action. In Queensland, for instance, similar programs lead young women into places in pre-apprenticeships - a path worth aiming for throughout Australia.

EQUAL EDUCATIONAL OPPORTUNITY: MARGIN VERSUS MAINSTREAM

In order for TAFE to fulfill its responsibility to provide education and training which enhances the employment prospects of women, many system-wide initiatives will need to be implemented. Isolated efforts by dedicated pressure groups, are, in many ways counter-productive. Such marginalized efforts are interpreted as the responsibility of such groups rather than being accepted the responsibility of society as a whole.
It is essential that Equal Opportunity Officers work closely with curriculum development personnel, in order to ensure that the issues raised in this paper are incorporated into the curriculum development process. Failure to encourage other staff to accept responsibility for equal educational opportunity will result in the perpetuation of equal opportunity as marginalised issue. The counter-productive results of that marginalization are:

1. The social justice issue of inequality of participation in education and training becomes a 'specialist' issue taken up by groups on the margin.

2. An infrastructure of specialists is established to support and perpetuate those marginalised activities. For example, equal opportunity units, equal opportunity officers are given total responsibility for EO.

3. By virtue of its non-involvement, the mainstream abrogates responsibility for change to these pressure groups and remains unaffected.

4. The status quo is maintained with slight concessions to those disadvantaged by its perpetuation - for example, one-off, non-credentialled, 'special' courses are developed for immigrants, women, Aborigines or people with disabilities.
CONCLUSION

TAFE equal opportunity policies are not prescriptive. They can remain at the level of eloquently stated ideals about social justice. With good will and a genuine commitment to creating a more equitable TAFE sector, the policies can be used as blueprints for the achievement of what some would assume to be impossible - equality of access to, and achievement from, technical and further education. The achievement of equal educational opportunity must become the primary goal of all TAFE personnel. Certainly equal educational opportunity cannot remain the goal of equal opportunity officers exclusively.

The implementation of equal educational opportunity policies will benefit not only groups who currently do not gain access to the full benefits of trade, technical and further education. That implementation will greatly enrich the development and delivery of TAFE courses. Making TAFE more accessible and relevant to women does not mean offering more macramé classes to those women who can afford the fees for such courses. It means offering 51% of the Australian population equal rights to the fullest range of education and employment options possible.
ATTACHMENTS

ATTACHMENT I
Details of Equal Opportunity Branch Staff Development Activity.
"Curriculum Implications of TAFE Equal Opportunity Policies"

ATTACHMENT II
Tables relating to participation in TAFE, by gender.

ATTACHMENT III
Details of membership and Terms of Reference of the TAFE Priority Review Group.
Attachment I

EQUAL OPPORTUNITY BRANCH

STAFF DEVELOPMENT ACTIVITY TFI 1200

"CURRICULUM IMPLICATIONS OF TAFE EQUAL OPPORTUNITY POLICIES"

10.00 Introduction
       Deirdre Mason
       Equal Opportunity Branch

10.15 CURRICULUM IMPLICATIONS
       A TAFE OVERVIEW
       John Rudolph
       Curriculum Services

10.45 MORNING TEA

11.00 CURRICULUM IMPLICATIONS
       A COLLEGE OVERVIEW
       Gaye Storey
       Flagstaff C.O.T.

11.30 A CURRICULUM MODEL
       Ross Gillespie
       Collingwood C.O.T.

12.30 LUNCH

1.30 TEACHING STRATEGIES
       AND ACCREDITATION
       PROCESSES
       Sonnie Hopkins
       Accreditation Board

2.15 DISCUSSION GROUPS

- Teaching Strategies and
  Accreditation Processes

- Inclusive Curriculum and
  TAFE

- Traineeships

- Women in Separate Trade
  Classes - the Merits
  of the Enclave System

3.30 AFTERNOON TEA

3.45 PLENARY
ATTACHMENT II

Table II: TAFE students: Gender by Age, Victoria

Table III: TAFE students: Gender by stream of study, Victoria

Table IV: TAFE students: Gender by Major Disciplinary Orientation, Victoria
SECTION II TECHNICAL AND FURTHER EDUCATION (TAFE)

Change in student numbers

The number of female students enrolled in TAFE courses steadily increased by 32.8 per cent from 1981 to 1984 (Table 2.6). By comparison, the number of male TAFE students increased from 1981 to 1983 and then decreased in 1984, resulting in an overall increase of 5.7 per cent for the period. In 1984, 38.1 per cent of total students enrolled in TAFE courses were female compared with 32.8 per cent in 1981.

For all ages, females as a proportion of total students enrolled in TAFE courses generally increased from 1981 to 1984. In 1984, females as a proportion of total students enrolled ranged from 28.3 per cent at age 20 years to almost 50.0 per cent at age 40 years and over, compared with 23.5 per cent at age 19 years and 43.8 per cent at age 40 years and over in 1981.

TABLE II TAFE STUDENTS (a): GENDER BY AGE, VICTORIA
(Source: TAFE Board, Victoria)

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<td>16.3</td>
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</table>
Course level

Approximately half of all female students at TAFE were undertaking a course in the Preparatory stream between 1981 and 1984. By comparison, male students over the same period were fairly evenly distributed among Para-professional, Basic trade, Other skilled, and Preparatory streams. In comparing 1981 with 1984, the streams which had the greatest increase in both female and male students were Preparatory and Other skilled; while the streams which showed the greatest increase in females as a proportion of total students enrolled were Basic trade and Post-trade (Table 2.7).

**TABLE III TAFE STUDENTS (a): GENDER BY STREAM OF STUDY, VICTORIA**
(Source: TAFE Board, Victoria)

<table>
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<td>4.2</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>Stream 3b</td>
<td>1.1</td>
<td>1.2</td>
<td>1.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Stream 4</td>
<td>24.5</td>
<td>23.8</td>
<td>22.3</td>
<td>25.5</td>
</tr>
<tr>
<td>Stream 5</td>
<td>48.6</td>
<td>50.9</td>
<td>51.4</td>
<td>49.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| **MALES**       |      |      |      |      |
| Stream 1        | 0.6  | 0.8  | 1.0  | 0.7  |
| Stream 2        | 20.0 | 20.1 | 20.5 | 21.0 |
| Stream 3a       | 29.1 | 27.7 | 24.7 | 23.2 |
| Stream 3b       | 8.9  | 8.3  | 8.4  | 7.4  |
| Stream 4        | 22.5 | 23.0 | 23.1 | 26.0 |
| Stream 5        | 18.9 | 20.1 | 22.3 | 21.6 |
| Total           | 100.0| 100.0| 100.0| 100.0|

**FEMALES AS A PROPORTION OF TOTAL STUDENTS ENROLLED**

| Stream 1        | 36.4 | 30.7 | 28.5 | 29.8 |
| Stream 2        | 33.2 | 34.5 | 36.4 | 35.0 |
| Stream 3a       | 7.4  | 7.7  | 9.2  | 10.4 |
| Stream 3b       | 5.6  | 7.6  | 8.8  | 11.5 |
| Stream 4        | 34.7 | 36.3 | 36.2 | 37.6 |
| Stream 5        | 55.7 | 58.2 | 57.6 | 58.6 |
| Total           | 32.8 | 35.5 | 37.0 | 38.1 |

| Females         | 54.5 | 64.5 | 70.2 | 72.4 |
| Males           | 111.4| 117.0| 119.4| 117.8|

(a) Streams 1 to 5; see Technical notes.
TABLE IV TAFE STUDENTS (a): GENDER BY MAJOR DISCIPLINARY ORIENTATION, VICTORIA - continued  
(Source: TAFE Board, Victoria)

<table>
<thead>
<tr>
<th>Major discipline</th>
<th>1981</th>
<th>1982 (a)</th>
<th>1983 (a)</th>
<th>1984</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females as a proportion of total students enrolled</td>
<td>Per cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Applied science</td>
<td>30.1</td>
<td>33.2</td>
<td>36.2</td>
<td>40.7</td>
</tr>
<tr>
<td>2. Art and design</td>
<td>64.3</td>
<td>66.6</td>
<td>69.5</td>
<td>69.9</td>
</tr>
<tr>
<td>3. Building</td>
<td>4.6</td>
<td>4.9</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>4. Business studies</td>
<td>55.9</td>
<td>55.4</td>
<td>55.1</td>
<td>55.2</td>
</tr>
<tr>
<td>5. Engineering</td>
<td>2.0</td>
<td>2.3</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td>6. Rural and horticultural</td>
<td>14.2</td>
<td>20.1</td>
<td>19.5</td>
<td>20.1</td>
</tr>
<tr>
<td>7. Music</td>
<td>33.6</td>
<td>42.9</td>
<td>48.1</td>
<td>44.1</td>
</tr>
<tr>
<td>8. Para-medical</td>
<td>31.5</td>
<td>27.9</td>
<td>32.1</td>
<td>37.4</td>
</tr>
<tr>
<td>9a. Industrial services</td>
<td>34.5</td>
<td>38.1</td>
<td>38.4</td>
<td>37.8</td>
</tr>
<tr>
<td>9b. Personal services</td>
<td>58.1</td>
<td>63.2</td>
<td>64.7</td>
<td>65.7</td>
</tr>
<tr>
<td>10. General studies</td>
<td>60.3</td>
<td>61.9</td>
<td>60.4</td>
<td>61.2</td>
</tr>
<tr>
<td>Total</td>
<td>32.8</td>
<td>35.6</td>
<td>37.1</td>
<td>38.1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>54.5</td>
</tr>
<tr>
<td>Males</td>
<td>111.4</td>
</tr>
</tbody>
</table>

(a) Streams 1 to 5; see Technical notes.
ATTACHMENT 3

TAFE Priority Review Group

1. Membership
2. Terms of Reference
TAFE PRIORITY REVIEW GROUP

STEERING GROUP

Mr. Barry Nicholls
Assistant Director-General
Budget Resources Management and Budget

Mr. Ian Kennedy
Manager
Economic Strategy Implementation
Policy and Planning Division
Department of Management and Budget

Mr. Ian Predl
Chairman
TAFE Board

Dr. Graham Allen
Chairman
Victorian Post-Secondary
Education Commission (representing the Ministry for Education)

Mr. John Nathan
President
Industrial Training Commission (representing the Department of Labour)

The Hon Mal Sandon, M.P.
Member for Chelsea

Ann Morrow
Director
Social Development Division
Department of the Premier and Cabinet (Chairperson of the Review)

SUPPORTING OFFICERS

Ms. Kaye Perkins and Ms Claire Thomas, Department of Management and Budget, Mr. Mike Smith, TAFE Board and Ms Chris Giles and Mr Jeff Herd (Secretary of the Review), Department of the Premier and Cabinet.
TAFE PRIORITY REVIEW

TERMS OF REFERENCE

1.1 Identify factors which may limit TAFE's capacity to respond quickly to Government policy priorities and changing environmental conditions; and

1.2 Explore and recommend upon what measures can be adopted to improve the implementation of key Government policies.

2. In particular the following matters require investigation:

2.1 The role of TAFE in the education and training system. (The examination of perceptions of this role to include those of the role of TAFE vis a vis the private sector in the provision of education and training.)

2.2 The nature and extent of current and likely future external demands on TAFE, arising from:

2.2.1 Victorian Government economic social and budgetary policies. (This examination to include the Government's Economic Strategy, the Youth Guarantee and Social Justice policies, the effect of administrative and regulatory change and limitations on the total resources available to Government).

2.2.2 The Commonwealth Government's national goals for TAFE. (This examination to include Commonwealth policies on the export of educational courses and facilities and limitations on the total resources available to Government).

2.3 The nature and extent of internal factors affecting TAFE's capacity to respond to the above demands, including mechanisms for setting and changing priorities and for achieving co-ordination.

3. Following such investigations, the Review Group shall make recommendations on:

3.1 suggested priorities for the TAFE system; and

3.2 measures which could be taken to improve the implementation of suggested priorities in TAFE, including appropriate funding arrangements.


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LAURIE, Dymphna "Integration, not Segregation", in Equal Opportunity Forum, No. 18, Melbourne, December, 1984.


SAMPSON, Dr. Shirley "Women and Men in the Teaching Service", in Equal Opportunity Forum, No. 12, Melbourne, March 1983.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUGGETT, Dahle</td>
<td>&quot;The Inequalities Debate and Notions of Equity&quot; Paper delivered at Curriculum Victoria LaTrobe University 1986.</td>
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</table>