



National Executive News

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CONTENTS

Editorial

Conference

Hegg Hoffet

CIR IFUW
Discussions

PAC report on
proposed changes in
education

Website updates

A reminder

A celebration

See you at
Conference

EDITORIAL

Charlene Lutes, National President

WHEN WOMEN HOLD UP HALF THE SKY

The 23 August edition of *The New York Times Sunday* magazine contained several articles¹ about women in the world today. The main article, by husband and wife journalists Nicholas Kristof and Sheryl WuDunn, began with this statement: 'In the 19th century, the paramount moral challenge was slavery. In the 20th century, it was totalitarianism. In this century, it is the brutality inflicted on so many women and girls around the globe: sex trafficking, acid attacks, bride burnings and mass rape.'



Kristof and WuDunn go on to detail specific women's stories, providing a human face to these broad statements. They also give less dramatic, but still harrowing statistics. For example, they cite research that estimates 60 to 100 million 'missing women', that is, there is a deficit of women in countries where women are unequal compared with the number of women in countries where women have a reasonable degree of equality. These millions of women are missing because of the inadequate medical care and nutrition provided to girls compared with that given to boys. In most of the world there are more females than males, because in most of the world males have a higher death rate than females at all ages, but India has 108 boys for every 100 females.

¹ The article is available on the internet at http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?_r=1&emc=eta1# which also has links to other articles in the magazine. If you have difficulty in accessing it, email me and I will send you a simpler link by email.

In India, Kristof and WuDunn state that the death rate of girls one to five years of age is 50% higher than that of boys. Another cause of missing women is selective abortion, made possible by modern medical technology, which enables early identification of the sex of a fetus.

However, Kristof and WuDunn tell more stories of hope than of despair. They describe how a Pakistani woman living in extreme poverty, beaten by her shiftless husband and scorned by her mother-in-law because she had only daughters, transformed her life and that of other women through a small business made possible by a microfinance loan. The authors argue that the key to alleviating poverty is education and economic empowerment of women. 'With education, and with help starting businesses,' they say, 'impoverished women can earn money and support their countries as well as their families. They represent perhaps the best hope for fighting global poverty.'

The authors also argue that education and empowerment of women may reduce extremism and terrorism. Kristof and WuDunn cite many examples of political leaders and aid agencies who are beginning to recognize that the best way to alleviate poverty is to focus aid on education and economic opportunity for women and girls.

There is a Chinese proverb, "Women hold up half the sky". When women everywhere have the education and economic base to hold up their part of the sky, we can all live more securely.

This is my last editorial for the NE News. I am honoured to have been allowed to share my ideas with you. Thanks to everyone who has taken the trouble to read what I have written, especially to those who have responded, whether they agreed with me or not.

CONFERENCE IS COMING

It's not too late to register for Conference. Click on <http://www.nzfgw.org.nz/national-conference-2009.asp> for your registration form.

Hegg Hoffet table. Message from Joy Dunsheath, Wellington Branch, calling all members: *Now is the time for you to donate saleable items. Small items that you no longer use would be ideal. For example: scarves, necklaces, bangles, Christmas decorations, earrings, shawls, embroidery, small ornaments, packaged cards, silver items, coffee spoons, new packaged items, clutch bags, travel guides, boxed pens, linen, coffee/tea cups, mystery packages, small art, cushion covers, brooches, CDs, DVDs, rings, sun hats, gift vouchers and so on. Ask family, friends and neighbours to donate. Price the items reasonably, if you wish, or they will be priced by the organisers. If you can't attend Conference, please give your items for sale to an attendee from your Branch.*



We would like two or three more valuable items to raffle at the Conference. It would be superb if a Branch or someone was prepared to donate a gift basket for one of the raffle prizes. Please contact joy.dunsheath@xtra.co.nz if you are able to donate a prize for the raffle.

The Hegg Hoffet Fund helps graduate women who have been displaced as a result of war, political upheaval or other serious emergencies, and makes short-term grants for refresher courses for re-entry into the candidates' professional fields, and courses for integration into new countries.

Branch Presidents, please circulate these messages to your members and encourage them to donate items for the Hegg Hoffet table at Conference.

CIR Report

Stephanie Hutchinson, National Executive

IFUW On-line Discussion

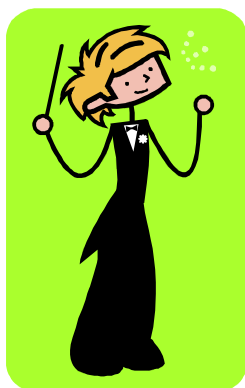
Challenges of Multigenerational Leadership - 'Where are we now?'

Following is a summary of the latest on-line discussion. NZFGW members are encouraged to log in to this very interesting discussion. We are not alone in the challenges we are facing in increasing membership numbers and encouraging people to take leading roles, it would seem.

Contributions were received from Australia, India, New Zealand, Malaysia, Nigeria, Singapore, South Africa, Tanzania, Turkey, and USA.

1. Is your national federation or association (NFA) or local group finding it difficult to find members willing to take on leadership roles, such as president, treasurer, secretary, treasurer, board member, etc.? If yes, what impact is this having on your NFA's or local group's ability to function effectively?

- The majority of participants indicated that there are problems in finding leaders (exceptions: India and Singapore).
- The solution is sometimes closing down of Branches. However, often older members continue their leadership work. USA has started their new organization with the help of long-time AAUW members.
- Younger members are willing to help on an ad hoc/ project basis rather than taking specific posts. (Singapore)
- In Africa often members join to apply for bursaries and leave when they aren't successful. (South Africa)
- Finding leaders for local groups can be easier than finding members for national committees – again because of time constraints. (Tanzania)
- Some branches that concentrate on their local issues flourish. (Australia)
- Finding leaders is a general problem for NGOs.



2. Are women from each generation equally represented in leadership positions within your NFA or local group? If not, what do you see as the main barriers?

- The majority of participants reported that the predominance of older leaders reflected the membership age distribution.
- Younger members seem to be especially reluctant to get elected to national boards due to work and family duties, which restrict their involvement.
- New branches have more younger people. (Nigeria)
- Young members may not stay in leadership positions for long as their jobs lead them to other cities and countries or they get too busy all together.
- To find a common denominator that interests all is difficult. Too much diversity in age and interests is seen as detrimental to implementing continuous, long-term activities. (Singapore)
- It was observed by New Zealand and Australia that newly retired women often prefer either to use their freedom to travel, take up hobbies, or to help with the care of grandchildren.

- Australia mentioned the substantial financial burden of travel expenses for women holding positions at national level.
- USA cited three barriers:
 - (a) ability to use the internet - we are all 'forced' to learn this tool.
 - (b) conducting meetings by voice only is not as effective as meeting face-to-face.
 - (c) with the new structures, the individual needs to take more responsibility for participating than was the case in more traditional organisational structures.
- Some women have left the organization because they perceive it as elitist and involved in policy issues that do not reflect the organization's original goals. (Australia)

3. *Do you see a difference in the style or approach of leadership between the various generations in your own NFA or local group?*

- India's response reflected the majority: Yesterday's leadership was based on an authoritative response (or on a more hierarchical structure) as opposed to today's more democratic approach.
- Nigeria felt it helpful to teach the younger generation the vision and mission of IFUW in order to achieve things before turning their immense energy and dynamism into action.
- Reassurance is believed to come through promotion to the Young Members Group and participation in IFUW conferences and other crucial activities. (Nigeria)



- Turkey: The older generation works hard and has more time and experience. In the end they try to do most of the work themselves and expect younger members to do what they are told.
- USA stated that members who received their education in the 50s, 60s and 70s did not often combine a career, family and volunteer life all at one time. The question arises how to involve younger generations at leadership levels knowing that they cannot contribute as much time as the older generation.

- Programmes should incorporate issues that reflect the interests of younger members.

4. *In what ways do advances in technology account for any differences in leadership?*

- All participants stressed that communication has improved tremendously.
- Less time is needed to distribute information and to make decisions.
- Greater participation in decision making can be achieved. (South Africa)
- Hierarchy can be bypassed. (New Zealand) (*Who said this?* Ed)
- Leaders at different levels are no longer the gatekeepers of information, which used to be part of their power. Participation, rather than the traditional leadership model, is needed. Consequently, effective use of time and the congruence of organizational goals with personal goals is a bigger issue. (USA).
- On the other hand, complaints about information overload are a regularly raised issue. (New Zealand)
- The use of new technology is conceived as a positive challenge for older members. (Singapore)
- Physical meetings are still regarded as important (South Africa).

Public Affairs

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Critical investment for the future

Education has always been a critical investment 'for the future, for individuals, for economies and for societies at large...in today's economic environment the incentives to invest time and money in education are higher than ever.....' (Angel Gurria OECD Secretary-General, *The New Zealand Herald*, September 7 2009)

'The tradition of Adult and Community Education is warm, welcoming and supportive, as well as a catalyst for more learning. It is vital that changes in ACE policy do not change this learning tradition.' (Dr Paul Hutchison, Opposition Education spokesperson *Adult Learners Week* October 2008)

Most schools likely to dump ACE

Three quarters of the schools offering adult and community education classes are likely to abandon their programmes once government funding cuts hit, despite an increase in enrolments in 2009. Even amongst those schools that planned to continue their programmes, most expected to cut back their courses.



Poor areas where people cannot afford to attend unsubsidised courses are set to be the biggest losers. It is likely that only people in high decile areas will be able to afford to pay the increased fees that would result from any withdrawal of government funding. (*New Zealand Education Review*, August 14, 2009).

Branches protest at the cuts

Canterbury contacted local MPs deploring the announcement in the 2009 Budget of significant funding cuts. North Shore sent a letter to the Prime Minister, the Minister of Finance and the Minister of Education

pointing out the economic and educational benefits of ACE and requesting that the drastic funding cuts to night school classes be re-considered.

The Minister's response

In response, Anne Tolley stated that organisations with a strong focus on the Government's priority areas will continue to receive current funding for ACE courses in 2010 (i.e. literacy, numeracy and foundation courses.)

The Minister has also stated that 'she was delighted that so far 180 of the 212 schools that deliver ACE have expressed an interest in offering courses, either funded by the commission, or as a user-pays service'.....'Through the correspondence I've received I know many people are happy to pay a bit extra to attend courses.' 'New Zealand just doesn't have the money to fund recreation and hobby courses.' 'We've reprioritised \$67 million over four years into increased spending in other parts of education, such as the Youth Guarantee and skills training for the young unemployed. Is it reasonable to deny them funding in favour of cookery, Pilates or belly dancing courses?' (*The New Zealand Herald*, September 11 2009)

A letter to the Minister

NZFGW President Charlene Lutes sent a letter to the Minister of Women's Affairs Pansy Wong expressing concern that the Government has discontinued the pay equity investigation in the public service.

The suggestion was made that the information gathered during the previous Government's pay equity investigation should be included in the round table discussion so that the issue was not politicised.

Reference was also made to the research undertaken by Harvard University's Kennedy School of Government. Some information on the findings was outlined in the Public Affairs section of the August 2008 National Executive newsletter. For example that men and women received very different responses when they initiated pay negotiations with employers

and that both men and women were more likely to subtly penalise women who asked for more.

The Minister's response

In her response the Minister pointed out that the Ministry of Women's Affairs has received additional funding over the next four years to further explore the gender pay gap, including the causes of the difference in pay for male and female graduates, and the reason for growth in the income gap five years after graduation.



She also said that improving the number of women in leadership was one of her priorities e.g. improving participation of women on private sector boards.

The Minister indicated that she would welcome members' thoughts on the specific barriers that

limit women achieving leadership positions in tertiary education.

Taking action on pay and employment equity

Recently a round table, hosted by the Human Rights Commission, was attended by 34 union leaders, business representatives, government and policy agencies and women's organisations. This followed concern that progress in closing the gender pay gap had slowed because of the economic recession, the cancellation of state sector pay equity investigations, and changed government priorities.

Findings included:

- women and men are often on unequal starting salaries for the same job;
- gender inequalities are evident in pay progression and performance pay;
- women are under-represented in senior management;

- female staff have less access to training and development; and
- fewer career steps are available for women.

The gender pay gap identified in the 67 health, education and public service reviews undertaken to date shows that almost every organisation has a gender pay gap of some sort that disadvantages women. These vary from 3 per cent to 35 per cent in median equivalent full-time earnings. The reviews covered 214,470 employees, or around 13.5 per cent of the New Zealand workforce.

A legal opinion prepared for the Human Rights Commission states that public sector chief executives must address pay inequities in their organisations as part of their good employer obligations.

A monitoring framework will be developed by the Human Rights Commission to ensure the health, education and public sectors take action on delivering pay and employment equity for all workers.

The following will be measured annually:

- overall pay gap between men and women in each organisation,
- number of women in senior management ,
- starting rate pay gaps between men and women,
- progress on pay and employment equity response plans, and
- other employment equity initiatives.

The review process will enable public service departments, district health boards, schools and the kindergarten sector to benchmark themselves against others. (Human Rights Commission August 19 2009)

Also refer to Radio New Zealand's Insight programme on "Pay Equity" 13 September.

Workplace: Age and Gender Trends

A recent report from The Equal Employment Opportunities Trust (EEO Trust) shows that professions currently

dominated by older men and younger women, such as law, medicine, veterinary medicine, and planning, may experience a double blow over the next decade. As large numbers of older workers approach the traditional retirement years, some younger women may leave to have children.

The report also shows that most occupational groups are ageing, including all levels of the education sector. Refer report, "Workplace Age and Gender: Trends and Implications"
http://www.eeotrust.org.nz/content/docs/reports/2644%20EEO%20Age%20Gender%20Report_WEB_V2.pdf

OECD Report A Wake Up Call for Children's Futures

The report *Doing better for Children* is the first time the Organisation for Economic Cooperation and Development has reported on the wellbeing of children in its 30 member countries.

New Zealand children scored well when it comes to educational achievement -the fourth best in the OECD - but there is a large gap between good and poor performers. New Zealand did not do well on a number of health indicators like youth suicide, immunization rates, and child mortality.

The OECD report identified New Zealand's biggest shortfall as limited spending on children under five, less than half the average among OECD countries. The report said that the Government should be spending much more than it does on younger disadvantaged children. It should make sure higher rates of spending on older children meet the needs of the disadvantaged in order to reduce social inequity.

NZEI President Frances Nelson says that children who are not well fed or well housed may live in an environment of abuse or have health needs that are not being met, and will clearly find it harder to learn.

'In times of economic constraint, the money the government is spending introducing National Standards could

arguably be better directed to addressing the social and economic factors that affect student learning.' (New Zealand Educational Institute, September 3, 2009)

Highlights from the New Zealand section of the OECD report can be found at: <http://www.oecd.org/dataoecd/20/42/43589854.pdf>

Providing High Quality Initial Teacher Education

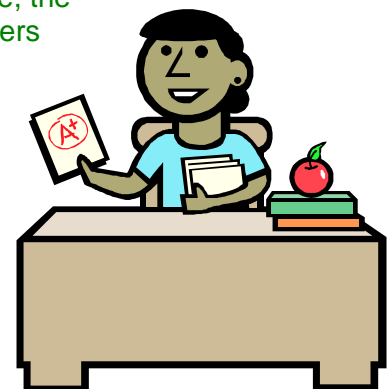
The quality of graduates of initial teacher education programmes has a strong impact on the future quality of the teaching profession. Anecdotal reports suggest that the quality of graduates is variable and there is concern about the ability of some graduates to be employed as beginning teachers.

To address this issue, the New Zealand Teachers Council has drawn together teachers, professional leaders of schools and early childhood services, employers, teacher unions and teacher educators to revise the current requirements for the approval and the on-going monitoring of initial teacher education programmes.

A consultation document is being released to gather feedback from the profession and those employing teachers on the requirements they identify as critical in the process of approving and monitoring initial teacher education programmes.

This consultation will take into account the significant shift of teacher education from stand alone institutions to universities. Over 96% of secondary school student teachers and 93% of primary school student teachers are now trained in universities. This means that their training needs to be done in conjunction with the New Zealand Vice Chancellor's Committee.

Over 50% of early childhood student teachers are being trained in wananga,



private training establishments and polytechnics, so this means that NZQA and the Institutes of Technology and Polytechnics Quality Board will need to be involved in the consultation process.

In establishing the new requirements for approving initial teacher education

programmes, careful costing of these requirements and appropriate funding will need to be made if the best quality initial teacher education possible is to be provided. (Dr Peter Lind New Zealand Teachers' Council September 11 2009)

Website changes

Newsletters: Auckland, Canterbury, Southland, National Executive.

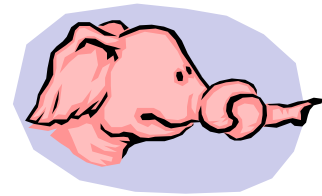
Policies: updated

Submissions: updated

Fellows' Reports: Cath Sleeman reports on her successful year at Christ's College, Cambridge, UK.

A Reminder

Please send the names, addresses, email addresses, and phone numbers of **new Branch Presidents and Secretaries** to Jill Ellis at cjellis@xtra.co.nz and their email addresses to Helen Sturm at helensturm@xtra.co.nz so that we can update our records.



A Celebration

As members have shown so much interest in President Charlene Lutes' writing, which has provided insightful comment on women and education in New Zealand and around the globe, bound copies of her editorials for the triennium will be available for Conference attendees. Ed.

See you at Conference!