

# Equity Analysis Guide

A tool for analysis of the impact of initiatives on gender equity

by the  
New Brunswick Advisory Council on the Status of Women

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This is a publication of the:

## **New Brunswick Advisory Council on the Status of Women**

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The *New Brunswick Advisory Council on the Status of Women* is a body created by provincial legislation to study and advise on issues of concern to women and to bring these before the public and the government. The Council is composed of 12 women appointed by government who meet at least four times per year to adopt recommendations for action on women's issues.

The *Advisory Council* is committed to the promotion of equity for women in all sectors of New Brunswick society. On matters of interest to women, the Council accomplishes its mission by:

- advising governments
- recommending legislation, policies, and practices to the government of N.B.
- facilitating networking amongst women's groups
- gathering, researching and disseminating information
- increasing the awareness of the population on issues, programs and services.

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***Equality in Employment - A Royal Commission Report***, Judge Rosalie Silberman Abella, Ottawa, 1984.

***The Gender Lens, Policy Analyst Version***, Ministry of Women's Equality, Government of British Columbia, 1993.

***Meeting Women's Training Needs: Case Studies in Women's Training - Phase 2 Report***, Prepared for the Federal/Provincial/Territorial Joint Working Group of Status of Women and Labour Market Officials on Education and Training, December 1994.

***Penser et agir famille***, Gouvernement du Quebec, Conseil de la famille, 1989.

***Policy Analysis: A Gender Perspective - Draft***, Status of Women Canada, 1995.

***Strategies for Change: From Women's Experience to a Plan for Action***, Debra J. Lewis with Jan Barnsley, Women's Research Centre, 1990.

***Women Matter: Gender, Development and Policy*** -The Provincial Advisory Council on the Status of Women, Newfoundland and Labrador, March 1995.

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## **A. SUMMARY - CHECKLIST OF KEY QUESTIONS**

1. What women and women's groups were consulted? At what stage were they consulted? How will representative women and men participate?
2. What concerns do women have relating to this issue, according to our consultations and research? How does this initiative address those concerns?
3. Are there significant gender differences in this issue at the outset? What is the relative condition / position of women at the outset (economic status, life experiences, health, social status, concern for safety, etc.)? What is the relative condition / position of men at the outset?
4. How have we ensured that the diverse values and circumstances of individuals (such as First Nations women, visible minority women, lesbian women, poor women, women with disabilities and young women) are reflected?
5. What is the anticipated effect of this initiative on gender equity and the relative position of women and men: will it have no effect, will it create a barrier to equity, or will it promote equity? What effect will it have on women's dependence / independence and on women's practical needs (income, meeting family responsibilities, freedom from violence, etc.)
6. What are our indicators of success? What indicators report on progress in equity?

## **B. DEFINITIONS**

**Equality** - equality is a continuum of concepts; it includes equality of opportunity, freedom from discrimination, equal treatment, equal benefit, equal status and equality of results.

**Equity** - a situation characterized by fairness to both sexes, respect of differences, and enjoyment of equality rights including equality in the results.

**Gender** - the relationship / role between women and men in a society.

**Sex** - the biological characteristics which distinguish women and men (ex.: women's ability to bear children).

**Systemic discrimination** - A general condition, practice or approach which applies equally to everyone but that negatively affects opportunities or results for specific groups of people.

## C. RATIONALE AND PURPOSE

*if you ask the right questions,  
you can change the world.*

Michelle Poirier  
Voices, Spring 1995

This Equity Analysis Guide was developed by the *New Brunswick Advisory Council on the Status of Women* in December 1995 for use in the analysis of the impact of policies, laws and services on gender equity. Gender equity means fairness to men and women in the intent and the outcomes of initiatives.

The life experiences of men and women in New Brunswick differ significantly:

Average full-time full-year earnings of women, 1993	\$22,700
Average full-time full-year earnings of men, 1993	\$36,772
Average income of women, 1990	\$14,102
Average income of men, 1990	\$25,199
Average income of women with high school diploma	\$14,400
Average income of men with high school diploma	\$25,500
Average income of women with university degree	\$24,800
Average income of men with university degree	\$46,800
Poverty rate of two-parent families, 1991	9%
Poverty rate of female lone-parent families, 1991	62%
Hours/ day spent by full-time working women on child care	2.2 hours
Hours/ day spent by full-time working men on child care	1.2 hours
Population with a high school diploma, 1990	59% female
Population with a trades certificate	35% female
Population with a university degree	42% female
Labour force	44% female
Labour force working full-time all year	39% female
Population with no income	73% female
Population with over \$40,000 per year income, 1990	18% female
Average life expectancy of women	82 years
Average life expectancy of men	75 years

Population groups with such differences will be affected differently by policies, laws and services, especially when women are underrepresented among the decision-makers:

Members of Legislative Assembly, 1995	16% female
Municipal councilors, 1995	21%
Senior Civil Service, Gov. of N.B., 1995	16%
Government-appointed members of boards	28%
Provincially appointed judges, 1995	7%

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*Good decisions are based on good information*

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If gender is overlooked when it is indeed significant, it is a form of discrimination. When being fair is thought to be treating everyone like men, then women are not being treated equally. For example, to ignore the poverty or the child care needs of women is not neutrality but bias.

A United Nations report recently declared that Canada ranks first among industrialized countries on a human development scale which looked at data on standard of living, level of education, personal security, political security, etc. Canada is the best place to live in the world – that is, unless you are a woman. The UN *Human Development Report* also analyzed the same data to identify disparities between groups. When gender disparity is analyzed, Canada's rank falls from first to ninth. Canada is **not** the best place in the world for women to benefit from progress in human development.

A program to assist unemployed persons find work offering evening group sessions on job readiness and on job placements. About 30% of the participants were female, even though almost half of the unemployed and three-quarters of labour force entrants were female. An evaluation showed that the program had not taken into account women's greater child care needs, lack of self-esteem and employers' unwillingness to accept women in non-traditional job placements. The Governments of New Brunswick and Canada have repeatedly committed themselves to equality for women and men. The Charter of Rights and Freedoms holds governments to a standard of equality in all its laws and programs: the intent and the results of a policy or law must ensure the equality of women and men. Public opinion as well as international treaties and obligations also bind governments to the promotion of progress toward equity.

**Equity analysis produces initiatives that are less open to challenges**

The purpose of the Equity Guide is to help focus on opportunities to improve the status of women in New Brunswick. It aims to ensure that the results of initiatives for men and women are intended and equitable. It sharpens the predictive accuracy of policy analysis, improves the quality of information provided to decision makers.

It provides a guideline for the development of new legislation, policies, and practices that encourage gender equity.

It also provides a consistent analysis tool for the evaluation of the effect of existing legislation, policies, practices and services on gender equity. Finally it provides a tool to evaluate the potentially different impact of program cuts and budget reductions on gender equity. By providing a fixed method for the systematic analysis of the impact of initiatives on equity, it will also make possible fair comparisons with other initiatives.

**Equity analysis seizes opportunities to improve the status of women in all policies**

*Cardiovascular disease is the number one killer of both men and women. A 1988 Harvard University study showed that taking a tablet of acetylsalicylic acid (ASA) every day may reduce the risk of a heart attack. Women who have been taking ASA every day report different results and many side effects. The sample for the 1988 study was 22, 000 men and no women. Because access to the judicial system is a right in a democratic society, legal aid is provided. In Canada, the Constitution specifically mentions that criminal legal aid must be provided. Legal aid for civil matters, such as family law, has not been protected and has eroded to the point of of being almost unavailable in some provinces. 80% of of criminal legal aid clients are male and over 70% of civil legal aid clients are female. The impact of losing custody of children or of losing benefits is important – even compared to criminal charges.*



***Without equity analysis, initiatives may have the intended impact on only half the population***

When an asbestos mine closed in British Columbia in 1992, few people could understand why the Ministry of Women's Equality wanted to be at the table with the departments of mineral resources, finance and job protection to develop a provincial response to the crisis. Few women were employed at the mine, but women ran many of the social agencies and businesses in the town and women were concerned about increased violence and drug abuse. The issues of concern to women in the community were key to understanding the needs of all people affected by the closure. The Ministry of Women's Equality brought these issues to the table and the government strategy included counseling for the families and support for their children. Adapted from Voices, Spring 1995

***Like an environmental impact analysis, gender analysis is a tool to reveal possible outcomes***

Take three glasses of water, one containing cold water, one, lukewarm water and the third glass, hot water. Put one finger of one hand in the cold water and a finger of the other hand in the hot water. Hold for a few minutes. Now, put both fingers in the lukewarm water. The finger that was in the cold water feels the lukewarm water as hot, while the finger that was in the hot water feels the lukewarm water as cold.

From: "Women Matter: Gender, Development and Policy"

## D. PROCESS

### 1. The Framework

#### A. Establishing the Facts

##### 1. Defining the Issue

1. What are the history, principles for action, laws, regulations and programs related to this issue?
2. What is the problem or need that we are attempting to address?
3. Are there alternative interpretations of the problem and of our information / statistics? Who says it's an issue, who says it's not? *For example, if women have a higher use of sick leave, is it related to the absence of leave for family responsibilities, to the lack of support for men's involvement in family responsibilities?*
4. What is the desired outcome? Does it include improving gender equity?
5. What are some alternatives in meeting this need and reaching this outcome?

##### 2. Measuring Conditions at the Outset:

1. What is the relative condition / position of women at the outset? What is the relative condition / position of men at the outset? *Consider for example each group's economic status, life experiences, health, social status, concern for safety, etc.*
2. What are the similarities and differences between women and men pertaining to this issue?
3. Is this issue the same for women and for men? *For example, alcoholic women have different needs, support networks, and recovery patterns.*

##### 3. Values

1. What are the values reflected in the identification of this as an issue? *For example, are all lone-parent families seen as lacking even though some perform their functions better than some dual parent families?*
2. What are the values reflected in the initiative? *For example, if an injured back as a result of heavy lifting is considered a work-related health problem but an injured back as a result of lack of ergonomic computer work stations is not, what is the value placed on the various occupations?*

3. What personal and professional experiences, values and circumstances do we bring to this analysis?

4. What are other experiences, values and circumstances not represented here?

## **B. Auditing our Sources**

### **1. Data and Information Sources**

1. What are our sources for statistics/quantitative data?

2. Do the statistics used in this analysis include information from men and women? Are they based on both women's and men's experiences?

3. Have we considered qualitative data and information? (*Examples: focus group information, briefs from representative organizations, life experiences and other secondary information sources.*)

4. What data (quantitative and qualitative) is separated according to gender?

5. What data (quantitative and qualitative) is not separated according to gender?

6. Were women and men asked the same questions? *For example, were men also asked if they had conflicts between family and work responsibilities?*

7. What literature or research material have we considered that presents women's perspectives, experiences or voices?

8. What statistics are available according to other variables, such as for First Nations women, women of colour, handicapped women, immigrant women, lesbian women, poor women, etc.

### **2. Consultation**

1. Have users requested the change? Which groups?

2. Have women's advocates and women's research called for an initiative on this issue?

3. Which women and women's groups have we consulted at the research/planning stage?

4. Which women and women's groups have we consulted for feedback on the draft initiative?

### **3. Diversity**

1. What are our assumptions regarding women? Are they true for all women or just some groups of women? What data do we have to support our assumptions about specific groups of women?
2. What were the concerns of groups representing First Nations women, women of colour, immigrant women, lesbian women, poor women, women with disabilities and young women?
3. How have we ensured that the diverse experiences, values and circumstances of individuals and groups are reflected?
4. How does this policy approach respect cultural and/or other differences?
5. How does this policy approach consider the needs of women in different regions? Rural and urban?
6. Do we apply the same standards for all women, i.e. no matter their class, age, sexual orientation, racial/ethnic roots, ability, etc.? Is it appropriate?

### **4. Language**

1. Does the language used include both sexes?
2. When exclusive or gender-specific terms (he, his, Man) are used, is it appropriate, i.e. do we mean to speak of that gender only?
3. When general terms are used (respondents, the public, clients, they), is it appropriate: i.e. does the knowledge come from both women and men?
4. Have we avoided using language that perpetuates stereotypes?
5. What are some key concepts/terms that we use, and are they appropriate? Can our definitions be challenged? Ex.: *"productivity" defined as only waged work, "spousal abuse" when we mean male violence in relationships.*

### **5. Participation in the Development/Operation of the Initiative**

1. Who participated in the development/operation of the initiative?
2. How have users (women and men) been able to participate in the development of the initiative (incl. setting policies or determining program design, selection criteria and expectations regarding outcomes), the operation and the evaluation? Which users participated?
3. Who were the women who participated? How are women who are representative of the affected groups included?

4. Are participants' costs for daycare, transportation, meals, and salary compensation covered as part of the costs of developing / operating / evaluating the initiative?
5. Has the empowerment of representative women been ensured: do they have a voice that will be heard, are they provided resources and time to consult other women, is their endorsement a requirement or is their role to advise?
6. How is the diversity of women's experiences represented?
7. What would be alternative methods of ensuring women's participation, representation and empowerment?
8. Has an environment been created in which it is safe for women to speak about their reality? *For example, if social assistance recipients are expected to participate, what guarantees do they have that their benefits will not be threatened?*
9. Is there an explicit commitment to the participation of women? Is there an equity policy for women's participation?

## **2. Ensuring Equity**

1. Does the initiative affect either women or men predominantly?
2. If either women or men will be affected predominantly, is it appropriate? *For example, if a work-related health program will involve mostly men, is it because our definition of health does not include mental stress or repetitive action stress injuries common in female-dominated occupations?*
3. How will women be affected by the initiative? *For example, a mixed program for recovering alcoholics will not have the same effectiveness with women as it will with men because of gender relations and of women's self-esteem and participation problems, history of victimization and fear of violence.*
4. a. What are women's concerns with this issue, according to our research?  
b. How are these concerns reflected in the analysis and development?
5. How does the initiative address any significant gender differences present in this issue at the outset?
6. How will the practical needs of women and men be addressed? How does the initiative affect men's and women's practical needs for income, meeting family responsibilities, housing, daycare affordability, transportation, and freedom from harassment or violence.

7. How does the initiative contribute to increasing equity? How does this initiative fit into a broader strategy for achieving equity? Refer to the summary of Measures for Equity, if applicable. Does it reduce discrimination in the areas of law or application of law, life experiences, systemic discrimination, equality, economic status, violence against women, health, and social status? *For example, a government program that depends on care of elderly parents by adult children may have the effect of increasing inequity for women unless efforts are made to involve men, bridging programs are offered to reenter the labour force, pension credits are given for unpaid care giving, etc.*
8. What effect will this initiative have on women's independence? Does it maintain some women's dependence? Does it increase women's dependence? *For example, using family revenue to determine eligibility to pensions would increase women's dependence.*
9. Is the initiative compatible with other programs already in existence? Does it create new needs? *For example, increased need for day care services when lone parent women enter the labour force.*
10. What are other options in addressing the need and what are the positive and negative consequences of each option on equity?
11. How have decision-makers been made aware of gender differences in this issue and in the impact of various options?
12. Is gender equity a significant element in weighing and recommending options?
13. How will the initiative be communicated? Do gender differences require that communication strategies be different for women and for men? *For example, women in business have fewer business networks than men and are reached through media, women's groups etc.*

### **3. Evaluation**

#### **a. Pre-Implementation**

1. What will be the indicators of success and progress? *For example, if a similar number of women as of men are hired as a result of a program, but women earn 60% of what men earn will that be an indicator of success?*
2. What indicators will report on progress in equity? Will there be an indicator for all potentially significant impacts on the affected groups?
3. Is the impact on women and men monitorable?

4. How will a representative population of women affected by the initiative participate in the evaluation?

5. Are there comprehensive timelines for evaluation?

**b. Post-Implementation**

1. Have the expected impacts, both positive and negative, been realized?

2. What do those who participated have to say about the intended and unintended impacts of the initiative? How did they participate in the evaluation?

3. What are the outcomes for women and for men? What is the current condition and position of women and men as compared to the data at the outset? Has it delivered a significant gain for one gender? What impact has it had on the practical needs of women and men?

4. Is there systemic discrimination? Were the policies applied equally but the results are different for each gender?

5. Did the initiative affect women predominantly? Include specific numbers.

6. Did the initiative promote equity?

7. Did it create a barrier to equity?

8. Did it have no effect on equity?

9. What changes would have to be made to promote equity?

10. Was the impact on women and men monitorable?

11. Was the initiative efficient? How costly was the strategy compared to the benefits?

12. When should it be evaluated again?

## Appendix A

# **Status of Women in New Brunswick – Measures for Equity**

Statistics are for New Brunswick, unless otherwise indicated

December 1995

Situation	Goal	Actions
<p>Labour force</p> <ul style="list-style-type: none"> <li>- 46% of N.B. women have jobs; men: 58%. (Cda: women: 52%, men: 65%) (1994)</li> <li>- about one-quarter of women in the l.f.* work part-time; over one-third of these want to work full-time.</li> <li>- Full-time female workers earn 64% of men's wages; female univ. grads earn about the same as male high school grads;</li> <li>- In all occupational categories, including traditionally female-dominated, women earn less than men</li> <li>- Over 50% of women in the l.f. are in the clerical and service occupations (1991). Only 10% of women but 39% of men are in the goods-producing industry.</li> <li>- N.B. has legislation re equal pay for equal work but no legislation re equal pay for work of equal value.</li> </ul>	<ul style="list-style-type: none"> <li>- Full employment as economic goal (reduction of unemployment to lowest possible level)</li> <li>- increased protection of part-time workers: prorated salaries and benefits</li> <li>- equality in average earnings</li> <li>- equality in representation of sexes in occupations;</li> <li>- elimination of sexual harassment</li> <li>- recognition of work in the home as a valuable economic contribution.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay equity law for the private sector</li> <li>• Employment law changes re prorated salaries and benefits for part-time work;</li> <li>• Increased unionization of part-time workers</li> <li>• Increased gov. support of affordable, flexible and of quality child care services;</li> <li>• Employment equity law for the private sector, including programs to improve the rate of employment of women who have non traditional training;</li> <li>• Measures aimed at employers and families to promote a fairer division of family responsibilities;</li> <li>• Measures to combat sexism, bring equality in the results in public schools/colleges;</li> <li>• Employment / training programs that reduce the labour force sexual inequality and improve women's representation in better-paying jobs;</li> <li>• Enhanced powers and resources for N.B. Human Rights Commission.</li> <li>• Include dependant care and domestic work in the Census definition of work.</li> </ul>

\*l.f. : labour force



## Situation

## Goal

## Actions

### Family responsibilities

- | Situation   | Goal  | Actions  |
|---|---|--|
| <ul style="list-style-type: none"><li>- 67% of women with children at home are in the labour force (1991);</li><li>- 69% of lone parents are in the labour force;</li><li>- Child care workers are lowest paid of all occupation groups (Cda 1991);</li><li>- Stay-at-home parents / caregivers do not receive pension credits for years at home;</li><li>- Women spend 4 hours per day on child care and domestic work; men: 3 hrs (N.B. 1992);</li><li>- Women's tasks are predominantly those that must be done daily or weekly (N.B. 1992)</li><li>- 52% of women in the labour force retain all domestic tasks (Cda);</li><li>- women lose 6 days of paid work per year due to family / personal responsibilities; men: 1 day (Cda 1990)</li><li>- no legislated right to leave to care for a child;</li><li>- legislated right to parental leave for 12 weeks for newborn or newly adopted child;</li><li>- 69,000 NB children require some type of child care while parents work/study. 6,500 NB children are registered in an approved child care facility; (total pop. aged 0 to 12: 130,000)</li><li>- poverty in NB families would rise to 16% (from 9%) if wives in two-earner families left the labour force (1993).</li></ul> | <ul style="list-style-type: none"><li>- Increased support for families who work and have children;</li><li>- fairer sharing of family responsibilities between women and men;</li><li>- legislated right to child care leave for parents;</li><li>- universal access to flexible quality licensed child care services;</li><li>- recognition of work in the home as a valuable economic contribution.</li></ul> | <ul style="list-style-type: none"><li>• Gov. promotion of a fairer division of family resp.: public awareness campaign; promotion of private sector programs aimed at balancing work and family; inclusion in all equity laws/programs requirement for adoption of policies promoting balance of work and family;</li><li>• Increased gov. support for affordable quality licensed child care services;</li><li>• Gov. incentives for employer supported child care services;</li><li>• Inclusion of information on balancing work and family responsibilities, in school and training program curriculum;</li><li>• CPP pension credits given for years at home caring for dependant;</li><li>• Increase minimum wage to poverty level</li><li>• Include dependant care and domestic work in the Census definition of work;</li><li>• Include dependant care in the gross Domestic Product.</li></ul> |

## Situation

## Goal

## Actions

### Violence

- | Situation   | Goal  | Actions  |
|---|---|--|
| <ul style="list-style-type: none"><li>- <i>Prevalent</i>: 1,000 calls per year to police re women abuse; 10% of women living with a partner are battered (NB); over half of women have been sexually assaulted (Cda);</li><li>- <i>Few reports</i>: only 1 out of 10 wife assaults and sexual assaults are reported;</li><li>- <i>Few charges</i>: charges laid in 65% of reported case of woman abuse; some communities have fewer charges than most. Charges laid in 36% of reported cases of sexual assault (Cda: 44%).</li><li>- <i>Few significant sentences</i>: 45% of the wife assaulters get jail terms; indictable sexual assault sentences vary from probation to 2 ½ yrs in prison. (1990-91)</li></ul> | <ul style="list-style-type: none"><li>- reduction of the incidence of women abuse and sexual assault;</li><li>- increase in the certainty of conviction rate of crimes of violence against women: ie. more reports, charges and convictions</li></ul> | <ul style="list-style-type: none"><li>• Provide programs in schools / colleges / communities to eliminate male violence in relationships</li><li>• Uniform policy of police intervention and charges when evidence present;</li><li>• Improved data gathering on the incidence of woman abuse and sexual assault and on complaint outcome.</li><li>• Increased gov. support of victim support services to help abused women cooperate with the police /courts</li><li>• Increased gov. support of transition houses and batterer help groups to ensure quality and availability throughout the province;</li><li>• Increased support to Family Court and legal aid services.</li></ul> |

## Situation

## Goal

## Actions

### Poverty

- | Situation  | Goal   | Actions  |
|--|--|--|
| <ul style="list-style-type: none"><li>- 75% of NB women with income (from any source) have less than \$20,000 per year; men: 45% (1990);</li><li>- 77% of children of lone-parent women in NB are poor (Canada: 64%);</li><li>- 22% of women 65 and older are poor; men: 8% (NB 1993);</li><li>- poverty of NB families would rise to 16% (from 9%) if wives in two-earner families left the labour force (1193);</li><li>- almost half of female lone parents receive some social assistance;</li></ul> | <ul style="list-style-type: none"><li>- reduction in the number of persons living below poverty level;</li><li>- reduction in the number of children of lone-parent families living below the poverty level.</li></ul> | <ul style="list-style-type: none"><li>• Support quality affordable, flexible licensed child care services</li><li>• Increase the minimum wage to reflect the poverty level;</li><li>• Adopt employment equity law to reduce the pay gap generally;</li><li>• Adopt family-friendly employment standards and other measures aimed at the private sector</li><li>• Legislate increased child support amounts, mandatory registering of separation agreements, improved collection;</li><li>• Implement child supplement for all families with children on social assistance.</li></ul> |

## Situation

## Goal

## Actions

### Education and Training

- girls in NB participate and succeed in school math courses at a level equal to boys; girls have higher reading and writing skills (Cda 1994). 15% of undergrad students in engineering and applied sciences and 29% of those in math and physical sciences in Maritime Universities are women;
  - 18% of NB women (men: 20%) have less than a grade 9 education and are considered functionally illiterate (1991)
  - 39% of anglophone women and 53% of francophone women on social assistance are functionally illiterate (men: 56% and 72%)
  - 29% of school department heads and 33% of school board superintendants are women; 70% of teachers are women;
  - 11% of full-time enrolments in Community Colleges are women;
  - female grads of Community Colleges earn about 77% of what male graduates earn; 76% of female C.C. grads (58% of male grads) were employed in a 1993 survey.
  - 5% of apprentices in NB are women.
  - Prior learning assessment is available through Community Colleges;
  - Training funds spent by public or private sector include no requirement to address underrepresentation of women in occupations
- increase in representation of women in non-traditional fields of study;
  - increase in number of women in education administration and university teaching;
  - increase in the number of women training for occupations with better salary and more opportunities;
  - training programs that contribute to reducing women's labour force inequality.
  - Equality in the results in public schools.
- Collect and publish data on performance and participation by sex in school curriculum;
  - Provide supplementary materials and ongoing training to combat sexism in schools;
  - Ensure that education and training programs available to social assistance recipients allow for long-term upgrading;
  - Provide quality counselling and bridging programs for disadvantaged women seeking to earn a living wage;
  - Include alternative methods of learning, (distance education etc.) and child care and transportation subsidies in training programs for disadvantaged women;
  - Provide child care services in community colleges;
  - Provide child care subsidies to all eligible trainees;
  - Include in all economic development the goal of reducing the labour force inequality of women;
  - Adopt employment equity programs with training components;
  - Adopt pay equity law for private sector;
  - Commit to a training strategy that addresses women's economic inequality and provides measurable goals and results;

## Situation

## Goal

## Actions

### Female Representation

- | Situation   | Goal  | Actions   |
|---|---|---|
| <ul style="list-style-type: none"><li>- 17% of provincial deputy ministers, 28% of provincially appointed members of boards and 8% of provincially appointed judges are women. These figures reflect little changes from 10 years ago.</li><li>- 16% of elected members of the Legislative Assembly are women (1195).</li></ul> | <ul style="list-style-type: none"><li>- fairer representation of women in government policy development through compensatory measures where needed;</li><li>- equal representation of women at all levels and in all occupations;</li><li>- equal representation of women in elected positions.</li></ul> | <ul style="list-style-type: none"><li>• Audit of practices which exclude women from qualification/recruitment/appointment</li><li>• Systematic consultation and inclusion of women and of the ACSW in public policy development</li><li>• Commitment to appoint women to fill 50% of all vacancies</li><li>• Adoption of strategies to recruit female candidates for appointments;</li><li>• Commitment from political parties to recruitment of female political candidates and to attaining equal representation.</li></ul> |

Guide d'analyse de l'équité / *Equity Analysis Guide*  
**L'impact sur l'équité / *Impact on Equity***  
 Formule de rapport sommaire / *Summary Report Form*

Date:

Centre de responsabilité / *Responsibility Centre*:

Décrivez l'initiative sous évaluation - *Describe initiative being evaluated*:

1. Statistiques | *Statistics*:

	Toutes / <i>All</i>	La majorité / <i>Most</i>	Certaines / <i>Some*</i>	Aucune / <i>None</i>
Est-ce que les statistiques étaient disponibles selon le sexe? / <i>Were statistics available by gender?</i>				

\*Fournir une liste des statistiques / *Attach list of statistics.*

2. Consultation: a. Est-ce qu'il y a eu consultation? / *Was consultation conducted?* \_ Oui / *Yes* \_ Non / *No*  
 b. Si oui, énumérez les femmes/groupes de femmes consultés et la phase de consultation. / *If so, list which women/women's groups were consulted and at what phase:*

	Planification / <i>Planning</i>	Développement / <i>Development</i>	Ébauche / <i>Draft</i>

3. Situation au départ / *Conditions at outset*:

Résumez les conditions pertinentes au départ relativement à cette initiative, soulignant les différences selon le sexe. / *Summarize relevant conditions at outset as they relate to the initiative, outlining any gender differences:*

• Situation des femmes au départ | *Conditions at outset for women:*

• Situation des hommes au départ | *Conditions at outset for men:*

4. Préoccupations | *Concerns*: Quelles sont les préoccupations que soulèvent les statistiques, études ou consultations en ce qui a trait à l'impact sur les femmes et les hommes? /

*What concerns were raised by statistics, studies or consultations as to the impact on women and men:*

5. Évaluation | *Evaluation*:

a. Quels sont les indicateurs de succès de cette initiative et quels indicateurs mesurent l'impact en matière d'équité? / *What are the indicators of success of this Initiative and what indicators tell us of the impact on equity?*

b. Décrivez l'impact de l'initiative sur les femmes et sur certains groupes de femmes (âgée, rurale, autochtone, handicapée) / *Describe how the initiative would affect women and certain groups of women (senior, rural, aboriginal, disabled, etc.):*

c. Décrivez l'impact de l'initiative sur les hommes. / *Describe how the Initiative would affect men:*

## 6. Tableau sommaire de l'impact / Summary Table

Quel sera l'impact de l'initiative sur l'équité entre les hommes et les femmes? L'impact d'une initiative est négative si elle augmente l'écart entre les hommes et les femmes. /

*What will be the impact of the Initiative on equity between men and women? The impact of an initiative is negative if it will increase the gap between men and women.*

	Aucun None	Positif <sup>1</sup> Positive <sup>1</sup>	Négative <sup>2</sup> Negative <sup>2</sup>	Atténuable <sup>3</sup> Mitigatable <sup>3</sup>	Inconnu <sup>4</sup> Unknown <sup>4</sup>
Emploi / <i>Employment</i>					
Gains d'emploi/ <i>Earnings</i>					
Autonomie financière / <b>Economic independence</b>					
Harmonisation travail- famille/ <i>Harmonization</i> <i>of family-work</i>					
Accès aux serv. de garde <i>/Access to child care</i>					
Santé / <i>Health</i>					
Bien-être personnel / <i>Individual well-being</i>					
Incidence de violence <i>/ Incidence of violence</i>					
Représ. postes d'influence <i>/ Representation/decision</i> <i>-making positions</i>					

1. Ajoutez une analyse de l'impact positif anticipé / *Attach analysis of the anticipated positive Impact.*

2. Ajoutez un sommaire de l'impact négatif potentiel / *Provide summary of potential negative impact.*

3. Décrivez des stratégies qui pourraient atténuer l'impact négatif potentiel / *Describe strategies to counter potential negative Impact.*

4. Décrivez l'information ou l'étude nécessaire afin d'évaluer l'impact sur l'équité / *Describe what further Information or study is required to assess the Impact on gender equity.*

## 7. Résultat de l'évaluation générale / Overall Assessment

### A. L'initiative se poursuit / *Initiative proceeds:*

Donnez une raison: / *Give reason:*

Aucun effet néfaste important sur l'équité entre les sexes / *No significant adverse effects on equity.*

Les effets néfastes possible peuvent être atténués par les effets positifs; ré-évaluation après \_\_ mois /  
*Potential adverse effects may be mitigated by positive impacts: review impact alter \_\_ months.*

L'impact sur l'équité entre les sexes est positif / *Impact on gender equity is positive.*

### B. L'initiative peut se poursuivre si les conditions sont remplies / *Initiative proceeds if conditions are met:*

Afin d'atténuer l'impact négatif, les aspects suivants doivent être modifiés /

*To mitigate negative impact on gender equity, the following should be addressed:*

Afin d'augmenter l'impact positif, les aspects suivants doivent être modifiés /

*To improve positive impact on gender equity, the following should be addressed:*

### C. L'initiative ne se poursuit pas: Abandonnez ou modifiez et réexaminez le projet / *Initiative does not proceed: Abandon or modify and reevaluate*

Donnez une raison / *Give reason:*

L'impact est inacceptable / *Impact on gender equity is unacceptable.*

Les effets néfastes sont inconnus / *The adverse effects are unknown.*

Il existe d'importantes préoccupations de la part de la population / *Significant public concern.*

Préparé par / *Prepared by:*

date

Révisé par / *Reviewed by:*

date