

**A Guide
to Gender
Equality
Analysis**

**Un guide pour
faire l'analyse
de l'égalité
entre les sexes**



Indian and Northern
Affairs Canada

Affaires indiennes
et du Nord Canada

Canada

- 1. POLICY AND PROGRAM DEVELOPMENT
ÉLABORATION DES POLITIQUES ET DES PROGRAMMES**
- 2. NEGOTIATIONS
NÉGOCIATIONS**
- 3. SELF-GOVERNMENT NEGOTIATIONS
NÉGOCIATIONS SUR L'AUTONOMIE GOUVERNEMENTALE**
- 4. RESEARCH
RECHERCHE**
- 5. COMMUNICATIONS
COMMUNICATIONS**
- 6. LEGISLATION AND REGULATIONS
LOIS ET RÈGLEMENTS**
- 7. LITIGATION
LITIGES**
- 8. AUDIT, REVIEW AND EVALUATION
VÉRIFICATION, EXAMEN ET ÉVALUATION**
- 9. CONTRACTING
MARCHÉS DE SERVICES**

**APPENDIX A
ANNEXE A**

**APPENDIX B
ANNEXE B**

**APPENDIX C
ANNEXE C**

**APPENDIX D
ANNEXE D**

**APPENDIX E
ANNEXE E**

**APPENDIX F
ANNEXE F**



About this Manual

A LIVING DOCUMENT

This manual has been developed through numerous drafts, commented on and rewritten by subject matter experts and the Advisory Committee on Gender Equality at DIAND to make it reflect the reality of our everyday work and to help us be mindful of gender equality, what it is, how to identify potential gender-equality issues and what steps to follow to promote gender equality in all that we do. This essential criterion, that the guide correspond to our practical experience, means that it must evolve with it. For that reason, we have chosen a binder format to allow revisions to be inserted as needed.

HOW TO USE THIS MANUAL

This manual contains a general introduction on the fundamental principles of gender-equality analysis and chapters on the various business lines of the department. After reading the introduction, consult the chapter that is most appropriate to the work you are doing. At the end of each chapter, there is a checklist to help you review your gender-equality analysis. This should help ensure you have not missed anything.

The various appendices provide data to complete your gender-equality analysis. There are references throughout to other relevant parts of the manual or appendices. You can also consult the Office of the Senior Advisor on Women's Issues and Gender Equality or your counterparts in one of the other federal government departments that have a gender-equality policy in place.

INTRODUCTION

The *Canadian Charter of Rights and Freedoms* (the *Charter*) which forms part of the *Constitution Act, 1982*, guarantees fundamental equality rights to all Canadians. Section 15 of the *Charter* guarantees every individual the right to equality before and under the law and the right to equal protection and benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. Section 28 of the *Charter* confirms that the rights and freedoms of the *Charter* are guaranteed equally to male and female persons.

Internationally, Canada is committed to act on its endorsement of agreements such as the *Universal Declaration of Human Rights*, the *Convention on the Elimination of all Forms of Discrimination Against Women*, and the *United Nations Declaration on Violence Against Women*. At the Fourth United Nations World Conference on Women, held in Beijing in September 1995, member countries adopted the global *Platform for Action* with a view to accelerating progress toward equality between women and men. The *Platform* embodies 10 years of review by governments of the situation of women in their respective countries.

The gender-equality initiative reflects DIAND's dedication to these principles, and is the first step in the fulfilment of the department's obligations and commitments pursuant to the *Federal Plan for Gender Equality* adopted in 1995 by Cabinet as Canada's contribution toward the goals of the *Platform for Action*.



The *Federal Plan* documents some of the salient global and domestic issues to be addressed in the movement toward full equality for women and men of Canada, and highlights broad guidelines for future federal initiatives. The key objectives, as listed below, are identified in the plan.

THE GOVERNMENT OF CANADA'S COMMITMENTS ARE CENTRED ON THE FOLLOWING EIGHT OBJECTIVES:

- Objective 1:** *Implement Gender-based Analysis throughout Federal Departments and Agencies* puts forward a systematic process to inform and guide future legislation and policies at the federal level by assessing any potential differential impact on women and men. Hence, this objective underpins all subsequent objectives.
- Objective 2:** *Improve Women's Economic Autonomy and Well-Being* promotes the valuation of paid and unpaid work performed by women, women's equitable participation in the paid and unpaid labour force and the equitable sharing of work and family responsibilities between women and men; encourages women's entrepreneurship; and promotes the economic security and well-being of women.
- Objective 3:** *Improve Women's Physical and Psychological Well-Being* advances a women's health strategy that fully acknowledges and responds to the nature of women's lives, in research, policy development and practices in the health sector.
- Objective 4:** *Reduce Violence in Society, Particularly Violence against Women and Children* strengthens existing measures to reduce violence against women within the overall context of federal efforts to reduce violence in our society generally.
- Objective 5:** *Promote Gender Equality in All Aspects of Canada's Cultural Life* strengthens the commemoration of women's diverse contributions to Canada's history, improves their access to the means of cultural expression, promotes their participation in cultural life and supports the realistic and positive portrayal of women in the popular culture and the mass media.
- Objective 6:** *Incorporate Women's Perspectives in Governance* contributes to achieving the active participation of women from diverse experiences and fields and equal access to all levels of decision making.
- Objective 7:** *Promote and Support Global Gender Equality* reaffirms Canada's international leadership role in promoting gender equality globally.
- Objective 8:** *Advance Gender Equality for Employees of Federal Departments and Agencies* contributes to the equitable opportunities and outcomes for federal women employees.

WHAT IS GENDER-EQUALITY ANALYSIS?

Gender-equality analysis is part of the policy development process. It is an analytical tool that assesses the differential impact of proposed and existing policies, programs and legislation on women and men by considering the different life situations (different socio-economic realities) of women and men.

Gender-equality analysis should be a common thread woven from beginning to end throughout the entire policy process, and not merely an additional heading or section in briefing notes.

Gender-equality analysis recognizes that the realities of women's and men's lives are different and that equal opportunity does not necessarily mean equal results. The challenge is to anticipate the results of policies, programs and legislation and ensure they are as equitable as possible for all women and all men.



Gender-equality analysis leads to informed policy making and good governance. It should result in policies, programs and legislation that are inclusive and consistent with the spirit and content of the Charter.

OBJECTIVES OF DIAND'S POLICY ON GENDER-EQUALITY ANALYSIS

The *Policy of the Department of Indian Affairs and Northern Development on Gender-Equality Analysis* requires that:

- Gender-equality analysis be integrated in all of DIAND's work, including:
 - > the development and implementation of departmental policies, programs, communications plans, regulations and legislation;
 - > consultations and negotiations (including but not limited to self-government, claims, treaty land entitlement and devolution); and
 - > instructions and strategies on research, dispute-resolution and litigation.
- Where gender-equality issues arise, solutions be developed and implemented to prevent and remedy any inequality.
- Where gender-equality issues cannot be addressed or fully addressed, the Office of the Senior Advisor on Women's Issues and Gender Equality should be informed in a timely fashion and the issue should be raised by the program authorities with the Deputy Minister and, where appropriate, with the Minister.

DIAND'S MANUAL ON GENDER-EQUALITY ANALYSIS IS BASED ON THE FOLLOWING BASIC PRINCIPLES

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.



SUMMARY

Gender equality needs to be part of the mind set for all employees, contractors and partners for carrying out departmental work, and although the following chapters explain how it may be approached in a structured process, it is just as important to recognize gender aspects in such day-to-day work as drafting correspondence, briefing notes, reports, carrying out environmental reviews, making presentations, in negotiations and in meetings, and so on.

Gender-equality analysis is about understanding women's and men's distinct situations and experiences in Canadian society, and using this knowledge to uncover potential gender-equality problems and design solutions in your daily work. The goal of gender-equality analysis is to advance equality by identifying policy, program and legislative options that respect and support everyone's safety, autonomy, well-being and full participation in Canadian society. Policies, laws and programs that are based on a comprehensive and accurate assessment of the needs of all members of the Canadian public will be more effective, durable and fair.

Ultimately, gender-equality analysis is part of DIAND's way of doing business.

THE TERMS...

SEX identifies the biological differences between women and men.

GENDER is the culturally specific set of characteristics that identifies the social behaviours of women and men, and the relationship between them. Gender, therefore, refers not simply to women or men, but also to the relationship between them and the way it is socially constructed. It is a relational term that, by definition, includes women and men. Like the concepts of class, race and ethnicity, gender is an analytical tool for understanding social processes.

GENDER EQUITY is the process of achieving fairness among women and men. To ensure fairness, measures must often be made available to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. **Equity leads to equality.**

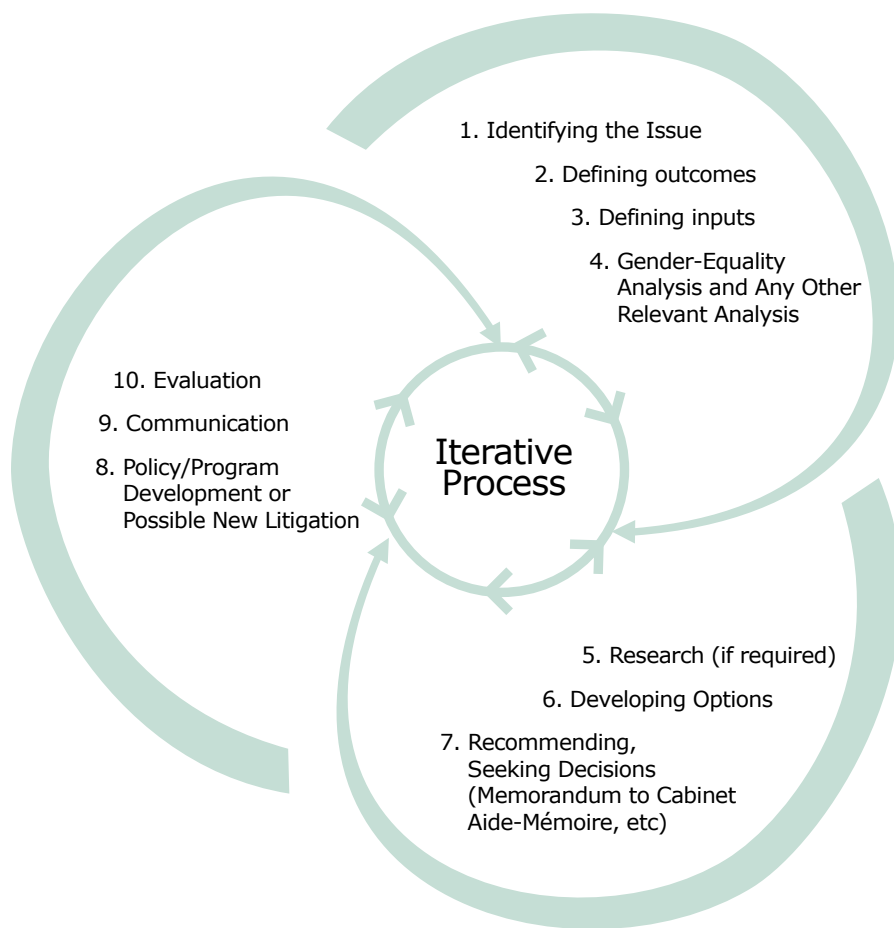
GENDER EQUALITY means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.



The Policy Development/Analysis Cycle: The Big Picture

This diagram highlights the main steps in the policy development/analysis cycle.



Section 1: Policy and Program Development
Élaboration des politiques et des programmes



Gender-Equality Analysis in Policy and Program Development

1. PRELIMINARY ASSESSMENT OF GENDER-EQUALITY ISSUES

Are there any gender-equality issues that need to be explored further?

NO Proceed with program development

YES Go to step 2

2. COMPREHENSIVE ANALYSIS OF GENDER-EQUALITY IMPACTS

Aims to uncover invalid assumptions, or unacknowledged dominant norms or standards, that may be embedded in policies or programs by:

- assessing impacts on communities
- analyzing policies and programs

3. IDENTIFYING AND ASSESSING OPTIONS

If existing or proposed policy or programs contribute to the inequality of some individuals or groups, it is necessary to generate new options.

4. ADVISING DECISION-MAKERS

Done through briefing notes, oral briefings, presentations, Memoranda to Cabinet, or submissions to Treasury Board.

5. FOLLOW-UP



Gender-Equality Analysis in Policy and Program Development

BACKGROUND

DIAND's policy and program development and review process is both proactive and responsive to many different and complex issues:

- an evident problem;
- a specific legal development;
- longer-term policy reform or program renewal initiatives (e.g. *Gathering Strength*);
- federal government-wide, and integrated federal-provincial-territorial initiatives; and
- evidence-based decision making

PURPOSE

This chapter sets out suggested questions and actions to ensure that decision making in policy and program development includes an analysis of gender-equality implications of different options. The analysis can be adapted to particular policy and program development contexts and time pressures.

PRINCIPLES

As you conduct your gender-equality (GE) analysis keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.

In consulting, make reasonable efforts to ensure that all views of affected parties are adequately canvassed and taken into account.

Ask yourself:

- Have you consulted with the relevant local, regional, provincial and national groups?
- Are you sure the groups with whom you consulted adequately represent men and women that may be affected by the issue and adequately represent the issue being discussed?
- Have you consulted with relevant third parties?



Gender Equality in Policy and Program Development Step by Step

STEP 1. PRELIMINARY ASSESSMENT OF GENDER-EQUALITY ISSUES

When working on the formulation of policy, often an iterative process, the completion of a policy project plan is an early opportunity to identify the gender dimensions of project objectives, work plans, related consultations, implementation and communications. It further provides an opportunity to assess what information you will need to analyse fully the gender-equality implications of policy and program options.

As you make your initial assessment of facts, issues and policy or program objectives, identify potential gender-equality issues that will need to be explored further and addressed as part of the project.

Sometimes a project has clear gender dimensions. In other cases, there is no obvious gender dimension. Even when gender implications are not apparent at the outset, they may become clear at a later stage, so it is important to keep your “radar screen” on.

EXAMPLE

DIAND’s Northern Air Stage Program (Food Mail subsidy) has an objective of improving nutrition, and consequently health, in isolated communities. The amount and kinds of food required for a healthy diet vary according to many factors, including age and sex. Fetuses are at increased risk of developing with neural tube defects such as spina bifida if they experience a shortage of folate. On average, men need more calories than women, from adolescence onward. Women of child-bearing age require more iron than any other group, and their requirements increase during pregnancy.

Resources do not permit tracking program effects on all segments of the client population. After careful review, managers concluded that focussing on the food consumption of women of child-bearing age, and distinguishing those who are pregnant or nursing, would encompass the groups most at risk, since maternal diet also affects the health of fetuses and nursing infants. This was taken into account in designing program monitoring and evaluation.

It is essential to:

- ask yourself the questions outlined in the Gender-Equality Analysis Policy, Section 6, pages 6-8;
- ask your colleagues’ views on whether they see gender implications; and
- refer to the Office of the Senior Advisor on Women’s Issues and Gender Equality if you are not certain whether there are gender implications.

Whether the effects of a policy or program contribute to gender inequality or, on the contrary, advance gender equality, depends on the nature of the interest involved and the circumstances of the individuals affected. Differences in treatment and impact create inequality when they:

- reflect and reinforce stereotypes; or
- create or reinforce disadvantage for (some) members of a group on the basis of characteristics shared by members of the group, either by imposing unequal burdens or denying equal benefits.

Remember that apparently “neutral” programs and policies can create or contribute to inequality if members of a group are, in effect, denied equal protection or benefit of the law on the basis of a characteristic shared by members of the group.



Gather all qualitative and quantitative information of your gender-equality assessment.

In light of your initial assessment, have you discovered potential gender-equality issues? If yes, proceed to Step 2.

If no, proceed with policy and program development while keeping gender-equality issues in mind.

STEP 2. COMPREHENSIVE ANALYSIS OF GENDER-EQUALITY IMPACTS

Step 2 aims to uncover invalid assumptions, or unacknowledged dominant norms or standards, that may be embedded in policies or programs. This involves an assessment of the strengths and weaknesses of current and proposed policies or programs. The questions in section 2A and 2B are intended to ensure that gender-equality implications are incorporated in that assessment. Your assessment will be based on the quantitative and qualitative information that you have gathered in Step 1.

Analysing the gender equality implications of a particular issue or position requires knowledge and appreciation of the larger social context in which the measure will operate. Increasing your awareness of the social context in which your work takes effect — described as a “process-enlargement” by the Supreme Court of Canada — is an ongoing responsibility of all staff involved in policy and program development and implementation.

What additional information will you need to do a full analysis of the gender impacts of the project? You will need:

- statistical data, gender disaggregated information;
- qualitative information (input from consultations with community-based organizations, for instance); and
- data that take into account the diversity among women and men. (The Research and Statistics chapter and the Evaluation chapter of this manual may offer some guidance as to the kinds of information you could collect; you may also want to refer to the sources of statistical data listed in Appendix A.)

How will you obtain this information?

You could contact:

- the Strategic Research Directorate;
- the Corporate Information Management Directorate;
- the Office of the Senior Advisor on Women’s Issues and Gender Equality;
- provincial governments;
- Aboriginal organizations;
- research institutions; or
- other federal government departments.



A. ASSESSING IMPACTS ON DIVERSE COMMUNITIES

Ask yourself:

What groups, constituencies or communities are affected by the underlying social problem or need, or the policy or program in question?

Ask yourself:

How are women and men affected by the social problem or need, or the policy or program? Are some recognized groups differently or more acutely affected according to their:

- gender;
- sexual orientation;
- Indian status;
- Aboriginal ancestry;
- physical and mental ability;
- marital status;
- family status and dependants;
- age;
- language;
- religion/culture/beliefs;
- education;
- geographical location;
- residency; or
- other factors

B. ANALYSING POLICY AND PROGRAMS

For developing program and policies, ask yourself:

- Why is the policy or program being developed? What's its present rationale? Does the rationale, interpretation and application of the policy or program reflect present social realities?
- How are women's and men's concerns, perspectives and social, economic, political or familial circumstances recognized and weighted in the policy or program?
- Does the reasoning, policy framework or program design rely on or reinforce prejudices, stereotypes or erroneous generalizations about women's or men's social roles, attributes or behaviour? How?

EXAMPLE

Reasoning that excludes consideration of men's or women's life situations and experiences, or that reflects stereotypes rather than actual circumstances and situations, contributes to inequality. In her decision in *Malott v. R.*, (1998) 1 S.C.R. 123, J. L'Heureux-Dubé quotes Lavalée as a decision where the Supreme Court of Canada stated that prejudices and stereotypes may hinder legal analysis. She gives the example of strong or socially established women, such as those in professions, who do not fit the stereotype of a victimized, battered woman and thus might not be treated fairly on allegations of self-defence.



STEP 3. IDENTIFYING AND ASSESSING OPTIONS

If you conclude that the existing policy or program, or new options under consideration, may contribute to the inequality of some individuals or groups (because of gender differences), then it is necessary to generate new options that avoid adverse impacts and accommodate specific needs for decision makers to consider.

How can the equality interests of different groups be reconciled?

More than one group may be affected by a policy or program, and in some cases, interests, needs and priorities will differ. The different impact of the issue on these groups must then be considered to arrive at an equitable solution.

Proper data has to be collected to substantiate the position of the different groups and justify your decision to balance their differing views **in case of future litigation.**

Consider the full range of options, including:

- administrative solutions — guidelines, policies, interpretative provisions to guide the exercise of discretion, introduction of new discretionary powers, etc.;
- program or project initiatives;
- public education and information strategies;
- partnerships with other departments, jurisdictions, non-governmental organizations (NGOs);
- regulatory reform; and
- law reform.

Examine options suggested:

- in academic writing;
- in non-governmental organizations;
- in other jurisdictions;
- other government departments;
- by colleagues; and
- during community consultations.

STEP 4. ADVISING DECISION MAKERS

Advice to decision makers is provided through various formal mechanisms — briefing notes, oral briefings, presentations, Memoranda to Cabinet or submissions to Treasury Board.

If you conclude that existing policies or programs, or new options under consideration, may contribute to the inequality of some individuals or groups (based on gender), then:

- Outline the gender-equality problems that you have identified;
- Explain why current responses are inadequate from an equality and diversity perspective;
- Point out that adverse impacts ought to be avoided and specific needs accommodated as a matter of sound policy and program design, to conform with the *Canadian Charter of Rights and Freedoms'* values and the spirit of Canada's human rights commitments, and to avoid future problems and litigation. (Appendix D provides a list of relevant Canadian and international instruments.);
- Seek an assessment of the "Charter risk" of a proposal from DIAND Legal Services;



- Outline the principles — including the government's commitment to gender equality — that guide the proposed response to the issue. The interpretation and application of laws and government policy must be inclusive and afford all persons equal concern, respect and consideration. (Appendix E provides a list of DIAND-specific undertakings on gender equality.);
- Suggest how existing policies or programs could be modified — for example, by altering the scope of existing categories or program criteria — to address the equality problem;
- Suggest ways that the objectives, means and mechanics of proposed policies or programs could be modified to avoid adverse impacts and accommodate specific needs. Other federal government departments, provinces, territories and United Nations agreements with partners may offer models for effective strategies and solutions that are more consistent with equality norms.

EXAMPLE

The Nunavut Human Resources' Strategy contributes to gender equality by ensuring that education, training programs and initiatives are delivered as close to the participants' home community as possible. Also, a provision permits the colleges and the schools to provide on-site daycare, thus helping parents or guardians while they attend class.

- Assemble evidence to:
 - > document the steps taken to convey the problem to decision makers;
 - > list the options proposed to reduce or remove the possible gender inequality;
 - > explain rationale for the recommended approach taken in case of future litigation; and
 - > ensure a copy of your analysis has been placed in appropriate files.

If you conclude that existing or proposed policies or programs advance or protect gender equality and should be maintained and defended, then:

- assemble evidence to document the social inequality that the policy or program is designed to redress which could be used to defend the provision or program in case of a legal challenge; and
- develop a statement of purpose within the program, statute or policy to make its equality-enhancing goal clear.

STEP 5. FOLLOW-UP

What mechanisms could be put in place to ensure that the impact of new policies or programs on all gender groups is adequately evaluated or monitored? Contact:

- Strategic Research Directorate;
- Corporate Information Management Directorate; and
- Audit and Evaluation Branch.

In communicating a policy or program, should gender implications be explained or highlighted?

Are the language and symbols used to communicate the policy or program gender sensitive and diversity appropriate?

Will the communications strategy reach all affected members of the public? Refer to:

- DIAND's Communications Branch; and
- the Communications chapter of this manual for assistance.



CHECKLIST: INTEGRATING GENDER CONSIDERATIONS INTO POLICY AND PROGRAM DEVELOPMENT

In advising decision makers, did you outline the conclusions of your gender-equality analysis?

If you concluded that existing policies or programs, or new options under consideration, may contribute to the inequality of some groups based on gender differences, did you:

- explain why current responses are inadequate from an equality and diversity perspective?
- provide a summary of DIAND Legal Services opinions on “Charter risk”?
- outline the principles — including the Government’s commitment to gender equality—that guide the recommended response to the issue?
- emphasize that adverse impacts ought to be avoided, and specific needs accommodated, to conform with Charter values and the spirit of Canada’s human rights commitments, as a matter of sound policy and program design, and to avoid future problems and litigation?
- suggest how existing policies or programs could be modified to address the equality problem?
- refer to effective solutions from other federal government departments, provinces, territories or United Nations agreements ?
- document and file your analysis?

If you concluded that the existing or proposed policies or programs advance or protect gender equality and should be maintained and defended, did you:

- explain the social inequality that the policy or program is designed to redress that could be used to defend the policy or program in case of a legal challenge?
- outline the principles — including the Government’s commitment to gender equality — that guide the government response to this issue?
- emphasize that the policy or program conforms with *Charter* values and the spirit of Canada’s human rights commitments?
- document and file your analysis?

In Follow-up, did you:

- establish mechanisms to evaluate the impact of new policies or programs on both gender groups?
- check that the language, symbols and strategy used to communicate the government policy or program are gender sensitive and diversity appropriate?
- document and file your analysis?



WHEN TIME IS LIMITED:

- discuss the file with colleagues or consult the Office of the Senior Advisor on Women's Issues and Gender Equality to try to identify potential gender effects;
- when you see that there may be potential gender impacts, flag these to decision makers;
- recommend that these potential gender impacts be explored further to avoid future problems and litigation;
- if you do not have time to take the above-mentioned steps, explain that a gender equality analysis has not been done and will still need to be done before the program or policy is approved; and
- document and file your analysis.



Notes

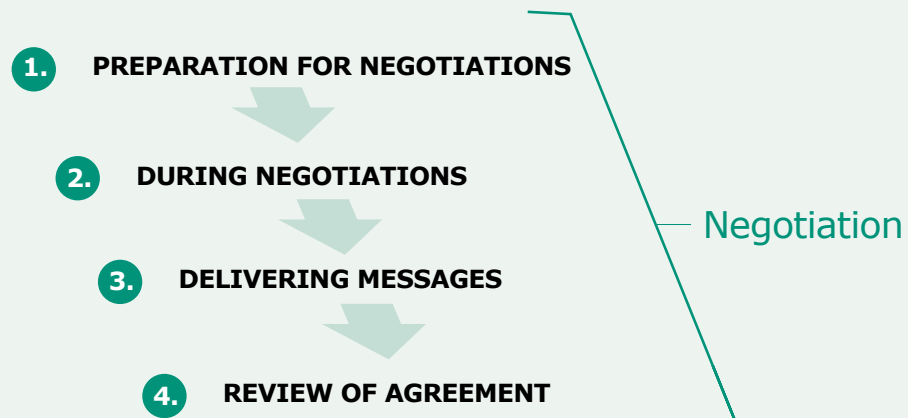


Section 2: Negotiations **Négociations**



Gender-Equality Analysis in Negotiations

Gender-equality analysis must be integrated into the following negotiation functions:



Gender-Equality Analysis in Negotiations

BACKGROUND

Several of DIAND's business lines include negotiations on such matters as land claims, treaty land entitlements, claims implementation, devolution, fiscal frameworks, policy development, etc. This chapter deals with all types of negotiations, except those dealing with self-government.

As you negotiate new arrangements, you must recognize that in some communities the role and responsibilities of men and women and particular groups can be contentious. It is in the interest of all parties to discuss these issues and address any possible gender inequality concerns during the process of negotiations and thereby assure achievement of stable arrangements. **Failure to address these issues may leave the agreements open to challenge, often resulting in litigation.**

PURPOSE

This chapter ensures the integration of gender-equality analysis as part of the negotiation process.

PRINCIPLES

As you conduct your gender-equality (GE) analysis, keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.

As a necessary part of consultations, make reasonable efforts to ensure that all views of affected parties are adequately canvassed and taken into account.

Ask yourself:

- Have you consulted with the relevant local, regional, provincial and or national groups?
- Are you sure the groups with whom you consulted adequately represent men and women that may be affected on the issue and adequately represent the issue being discussed?
- Have you consulted with relevant third parties?



Gender-Equality Analysis in Negotiations Step by Step

STEP 1 PREPARATION FOR NEGOTIATIONS

As you prepare to negotiate new arrangements, you should make every reasonable effort to ensure that the new arrangements will not be subject to challenge on gender-equality issues.

Ask yourself:

Have the issues and information concerning those issues been clearly articulated in an understandable format to all the potentially affected parties?

What kind of accountability mechanisms are included in the agreement you are negotiating:

- transparency of decision making?
- redress mechanisms?
- disclosure mechanisms?
- appeal mechanisms?

Will beneficiaries, citizens or claimant groups have equal access to:

- monies?
- lands?
- programs?
- resources?
- etc ...

Will both men and women be able to vote on the agreement and have a say in the decisions that affect their rights?

How are beneficiaries ratifying the agreement? How do you ensure that women's opinions are heard?

Are there any disparities in influence between the third-party lobbying groups? Is this disparity related to gender?

What dispute resolution mechanisms are being set up?

STEP 2 DURING NEGOTIATIONS

As you are negotiating, you should make every reasonable effort to include your gender-equality analysis preparatory work.

- Examine positions tabled by other parties for gender-equality issues;
- Identify potential issues and suggest alternative language to the other parties to address them.

STEP 3 DELIVERING MESSAGES

During the negotiations, how is the community being kept informed? In effective communication, there is an optimal time, place, person and way to deliver a message, and these factors may vary between women and men and among target audiences.

Gender-equality analysis will help to ensure you deliver your messages effectively.



Ask yourself:

- Are different formats being used to reach different audiences? Does sending an information package to the Chief ensure it reaches community members? Are there more effective methods to target individuals in the community, for example through a radio broadcast rather than printed material?

EXAMPLE

Focus groups have shown that we can reach Aboriginal audiences more effectively through broadcast rather than print media.

- What are the available formats? You could use speeches, news announcements, posters, flyers, information brochures, printed materials (stickers, bookmarks, bags), interviews, live consultations and briefings. You could also use Internet postings, correspondence, E-mail, advertisements, television spots, public service announcements or event sponsorships.
- Is there an array of delivery strategies? Is the message being spread? Relying on a one-hit news announcement may miss significant audiences, and different times may reach different audiences.

EXAMPLES

Women may be less available for news broadcasts at meal times.

Seasonal workers tend to be men and may be away from home for extended periods; therefore, specialized strategies may be needed to reach them.

- Are different media being used to reach different audiences? Research shows substantially more women read magazines than men, women listen to more radio as they age and women are catching up with men on the Internet.
- Is there an alternative or innovative delivery method available? As audiences fragment and communication channels expand, there is more choice in delivery methods.

EXAMPLE

Direct mail can be used to reach women in their homes and the Internet to reach office workers and on-line organizations.

- Is the spokesperson appropriate and credible? The spokesperson's gender may be a factor but not necessarily a determining one. Consider whether the Minister's involvement can add weight and achieve desired results.

EXAMPLE

Is it credible for the male Chief to speak for the women of that First Nation? Or for the non-Aboriginal executive of a women's organization to speak for Aboriginal women? The answer likely depends on the particular situation and circumstances.



- Is the message being delivered in an accessible place? There are many factors that determine whether a place is accessible to women. Is the event being held in daylight hours so safety is addressed? Is the place secure? Are children allowed or is child care available?

STEP 4 REVIEW OF AGREEMENT

If there is uncertainty as to whether gender-equality issues arise by the content or process of the new arrangement, ask legal counsel to review the document to ensure it is consistent with government policy.

Review each proposed agreement to identify, analyse and document potential gender-equality issues (refer to the policy chapter of this manual).

STEP 5 IF GENDER-EQUALITY ISSUES ARISE

It is imperative that all parties to negotiations be cognizant of gender-equality issues throughout the negotiations process.

If gender-equality issues arise:

- DIAND's policy on gender-equality analysis requires that DIAND negotiators develop proposed solutions and attempt to reach agreement with the other parties on the implementation of these proposals to prevent and remedy any inequality.

Where gender-equality issues cannot be addressed or fully addressed:

- inform the Office of the Senior Advisor on Women's Issues and Gender Equality;
- raise the issue with the program office and with the Deputy Minister and, where appropriate, the Minister.



CHECKLIST: INTEGRATING GENDER CONSIDERATIONS IN NEGOTIATIONS

As you prepare to negotiate:

- Have you made every reasonable effort to ensure that the new arrangements will not be subject to challenge on gender-equality issues?
- Have you documented and filed your initial gender-equality analysis?

During negotiations

- Have you made every reasonable effort to include your gender-equality analysis preparatory work?

Delivering messages

- Have you taken steps to ensure that your message reaches your target audience?

Review of agreement

- Have you reviewed each proposed agreement to identify, analyse and document potential gender-equality issues (refer to the policy chapter of this manual)?



Section 3: Self-Government Negotiations
Négociations sur l'autonomie gouvernementale



Gender-Equality Analysis in Self-Government Negotiations

BACKGROUND

Under the inherent right policy, the Government of Canada is committed to developing and strengthening modern government-to-government arrangements with First Nations. To achieve this, we are working with First Nations to develop modern governance regimes that have the capacity, size, resources and legitimacy to provide effective governance of their members and territories.

One of the goals of strengthening Aboriginal governance is to increase the accountability of Aboriginal governments to their own membership. “Accountability” in this context includes what a citizen of a First Nation community can expect with regard to consultation, representation, appeal and redress mechanisms.

To be truly self-governing, the people of First Nation communities must decide what new structures, governing laws, programs and services meet the needs of their communities.

To ensure stable arrangements, it is in the interests of all parties to a negotiation process to be cognizant of gender issues and to address concerns where necessary. Failure to do so may leave the agreements open to litigation by citizens of First Nations.

This chapter raises gender-equality analysis as a matter with which negotiators should concern themselves during self-government negotiations, and provides:

- information on the federal government’s policy position on gender equality;
- an overview of the issues and legal context; and
- general principles which guide the process of self-government negotiations.

CONSIDERATIONS

As we negotiate self-government agreements we must recognize that, in some communities, Aboriginal women are not sufficiently represented in the consultation and negotiation processes. It is in the interest of all parties to be responsive to the views of women and men throughout the process. This will contribute to a final agreement that is stable and embodies the principles of good governance. This concern is not merely theoretical, as the following example demonstrates.

EXAMPLE

In February 1999, the Senate Standing Committee on Aboriginal Peoples heard from the Aboriginal Women’s Council (a British Columbia affiliate of the Native Women’s Association of Canada). This organization is concerned by the lack of representation of Aboriginal women in self-government negotiations and, in particular, the lack of representation by women living off-reserve or reinstated under Bill C-31.

Good governance within a stable political regime is a key goal in all self-government negotiations. Agreements which reflect a gender equality bias, or, that are achieved through a process which demonstrates such a bias, are at risk for litigation and chronic instability, whereas agreements that foster equality are more apt to be stable and enjoy a higher degree of legitimacy. It is incumbent on all participants to self-government negotiations to be cognizant of gender-analysis principles.



Achieving an agreement which embodies values such as consensus, harmony and respect for the individual as well as the collective supports a strong and legitimate government.

RELEVANT FEDERAL POLICY

Underlining the inherent right policy is the view that the Aboriginal people of Canada have the right to govern themselves in relation to matters that are internal to their communities and integral to their own cultures, identities, traditions, languages and institutions.

The inherent right policy provides that the *Canadian Charter of Rights and Freedoms* will apply to Aboriginal governments. Self-government agreements will operate within the framework of the Canadian Constitution.

The *Federal Plan for Gender Equality* was approved by Cabinet in 1995 and presented to the United Nations Conference on Women in Beijing in September of that year. The first objective of the Plan requires all federal government departments to include, throughout their process of developing policy or legislation, an analysis that takes into account the differences in the socio-economic situations of women and men to the extent that these differences are relevant to legislation, policies or programs.

Gathering Strength — Canada's Aboriginal Action Plan states:

Capacity development also means ensuring that Aboriginal women are involved in consultations and in decision making surrounding self-government initiatives. The federal government recognizes that Aboriginal women have traditionally played a significant role in the history of Aboriginal people and will strengthen their participation in self-government processes.

Since the establishment of the Office of the Senior Advisor on Women's Issues and Gender Equality and the approval of the Gender Equality Policy at the Senior Policy Committee on November 30, 1998, achieving gender equality has been an official policy priority of the department. Within this manual, the policy chapter provides direction on the requirement of addressing and assessing gender-equality issues.

Gender-equality analysis identifies and addresses negative effects that laws, policies and programs may have on diverse groups of women or men — whether or not the effects may be defined as discrimination in law pursuant to the Charter or to human rights legislation. The goal of the analysis is to shape laws, programs and policies that are more effective, durable and fair.

LEGAL CONTEXT

The Charter assesses whether the effects on women of a law or proposed law might violate the equality guarantees of sections 15 and 28, as they are currently defined and applied by the courts. Gender-equality analysis determines whether the effects of a particular law meet the legal test of discrimination.

Currently, section 67 of the *Canadian Human Rights Act* exempts any provision of the *Indian Act* or any provision made under or pursuant to that act. Thus it does not apply to band councils.

Many First Nations feel that this exemption should continue to apply to governing bodies under self-government arrangements, asserting that in place of the *Canadian Human Rights Act* they would create their own equivalent law. At various self-government tables, the application of the act is being discussed.



Under the *International Covenant on Civil and Political Rights*, Canada is responsible for ensuring the democratic rights of Canadian citizens. Article 25 provides an independent basis for a complaint, before the United Nations Human Rights Committee, by a Canadian citizen who believes that his or her rights under the *Covenant* have been violated. Canada alone is responsible for responding to such a complaint. The federal government would have to explain why citizens were excluded from political participation, particularly with respect to laws that substantially affect them, in order to meet the goals of Aboriginal self-government.

RECOMMENDED GUIDING PRINCIPLES FOR NEGOTIATIONS

- It is advisable that all parties to negotiations recognize gender-equality issues throughout the negotiation process.
- As a necessary part of consultations, make reasonable efforts to ensure that all views within the community are adequately canvassed. The courts have made it clear that the federal government has a duty to respond concretely to the repercussions which ensue from such consultations.
- If there is uncertainty as to whether gender-equality issues are raised by the content or process of the self-government agreement, ask legal counsel to review the document to ensure it is consistent with DIAND's gender-equality policy.
- In instances where the rights and interests of Aboriginal women are irreconcilable with those of a third party, further policy work may be required to assist negotiators.
- Consider whether issues of gender equality form part of the federal or joint communications strategy.

As you conduct your gender-equality (GE) analysis, keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.



Gender-Equality Analysis in Consultations and Self-Government Negotiations

CONSULTATIONS

The development of the joint consultation plan should include reasonable efforts to ensure that the views of women are adequately canvassed and taken into account.

Have you suggested that:

- local, regional or national women's associations be formally included in the joint consultation plan?
- women be included in the communications plan as a target group for consultations?
- the joint communications plan include different formats tailored to specific audiences? For example, focus groups have shown that some Aboriginal audiences are better reached by broadcast than print media.
- the joint communications plan identifies particular spokespersons who are viewed as credible to facilitate sympathetic hearing?

NEGOTIATIONS

A shared goal among all the parties of self-government negotiations to establish stable, inclusive Aboriginal governments able to withstand challenges on the basis of gender-equality issues is a key consideration for the negotiations table.

Some components of stable inclusive Aboriginal governments which are able to withstand challenges on the basis of gender equality include the following:

- Accountability mechanisms such as
 - > transparency of decision-making,
 - > redress mechanisms,
 - > disclosure mechanisms, and
 - > appeal mechanisms.
- Governing structures that allow for effective participation of all citizens in the political process.
- Equitable access of all citizens to collective resources.
- Capacity to deliver programs over which authority is to be assumed by the Aboriginal government.
- A ratification process that ensures First Nation members have an opportunity to participate.
- Dispute resolution mechanisms, including alternative dispute resolution mechanisms.



LANGUAGE

The guiding goal of gender-sensitive language is to include and respect all target audiences. Bias-free language benefits everyone. It makes communication plain and accessible, and it also encourages creativity and new meanings. (Please refer to Appendix B for sources of gender-sensitive language.)

The “man” factor. Find inclusive synonyms for words which use “man” to mean person or people.

The pronoun problem. Get around the he/she dilemma: construct the sentence so that a pronoun is unnecessary or an article can be used. Use the plural “they-their” if appropriate.

Avoid stereotypes and loaded words. Particularly avoid using words in a way that diminishes or devalues a person’s status. For example, “just a housewife” or “deadbeat dads.”

Double standards. Do not treat women and men differently if it is not justified. For example, if you don’t mention marital status, physical appearance or other personal traits when describing a man, don’t use them for a woman. On the other hand, including women’s realities may mean revaluing things like homemaking; it may be relevant to refer to men’s family responsibilities as well as women’s.

REVIEW OF AGREEMENT

Review each proposed agreement to identify, analyse and document potential gender-equality issues (refer to the Policy chapter in this manual).

DEALING WITH GENDER-EQUALITY ISSUES

If gender-equality issues arise, DIAND’s policy on gender-equality analysis requires that solutions be developed and implemented to prevent or remedy any inequality.

- Refer to the Negotiations chapter for the step-by-step gender-equality analysis procedure.
- Where gender-equality issues cannot be addressed or fully addressed:
 - > inform the Office of the Senior Advisor on Women’s Issues and Gender Equality; and
 - > seek review and approval through vehicles of program office, National Negotiators Network Steering Committee, Caucus, Mandating Committee on Self-Government, Federal Steering Committee, the Deputy Minister and, where appropriate, the Minister.

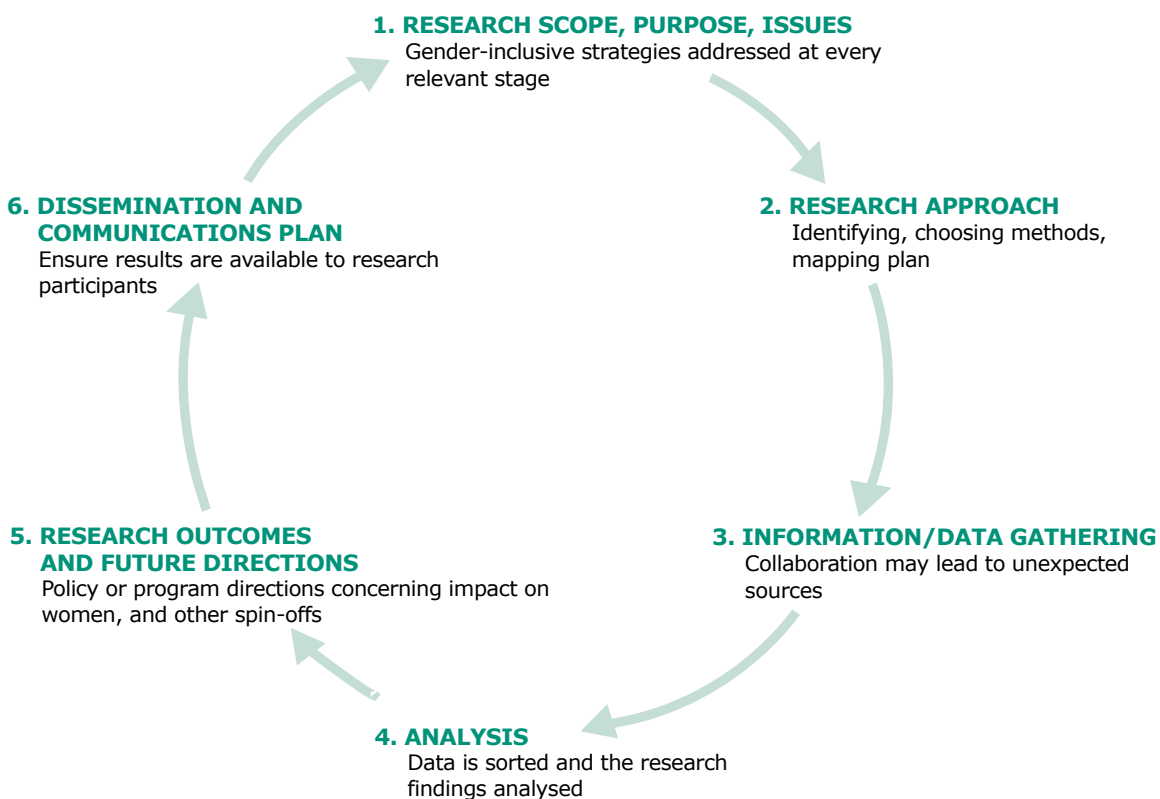


Section 4: Research
Recherche



Gender-Equality Analysis in Research: The Big Picture

This diagram highlights the main steps in a research project initiative, with a focus on gender-equality analysis. Research activities do not necessarily follow a linear process, as presented below.



Gender-Equality Analysis in Research and Statistics

BACKGROUND

All research undertaken by DIAND anticipates, reacts to, supports and influences DIAND's policy development process and the policy development processes of other federal government departments. In addition, the Corporate Information Management Directorate assesses the impact of policy and policy instruments under the standards and performance review protocols set by Treasury Board.

Where gender has not been identified as an issue at the inception of a policy or program, ways should be found to incorporate a gender-research objective into the implementation of the research steps. It is incumbent on you, and researchers that you contracted, to undertake gender-equality analysis.

The integration of gender-equality analysis into research implies a departure from traditional research methodology. It does not start with a premise of neutrality, nor limit its investigation to sex-disaggregated data. A gender-research approach begins with women's and men's experience as they have lived it. Both quantitative and qualitative information sources are required. (See Appendix A for sources of statistical information.)

It is your responsibility as well as the responsibility of contractors to undertake gender-equality analysis. One important matter for you to keep in mind is to be frank about any limitations of the data that you have been able to access in the course of your research project, and the time and resource constraints you have been under. For example, if there is insufficient disaggregated data, you will need to say so.

PURPOSE

This chapter helps ensure the integration of gender-equality analysis as part of the research and statistics process.

PRINCIPLES

As you conduct your gender-equality (GE) analysis, keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.



As you consult, make reasonable efforts to ensure that all views of affected parties are adequately canvassed and taken into account.

Ask yourself:

- Have you consulted with the relevant local/regional/provincial and/or national groups?
- Are you sure the groups with whom you consulted adequately represent men and women that may be affected on the issue, and adequately represent the issue being discussed?
- Have you consulted with relevant third parties?

Gender-Equality Analysis in Research Step by Step

Research is driven by issues identified from within DIAND and by demands from outside. You have an important role in framing and reframing program or policy objectives to allow an assessment of potential impacts on women and men (i.e. environmental scanning). The task includes acknowledging that men and women have different realities, and that different women and men also have differing realities. You will need to consult with the policy officers, other researchers, academics, non-government organizations and literature. You can use the results/findings of their research to encourage policy development in a particular direction.

It is important to keep in mind that there is a difference between the outcomes of the research, which supports policy development, and the outcomes of the policy itself. In posing the question “How will the outcomes of this research positively benefit or negatively impact on women or men?” you can make sure the question is raised, but it is the formulation of the policy that will determine the impact.

Ask yourself:

- What factual information is provided to you?
- What is the issue being presented? Are there potential gender-equality issues that need to be addressed? (Has a needs assessment or environmental scan been undertaken?)
- Why has the issue arisen at this time?
- Considering the available information, how can the issues be framed?

Does the posing of the research questions:

- make or test assumptions (explicit or implicit) about the relevance of the inquiry to women’s or men’s lives?
- cause exclusion of women or a group of women (intentionally or unintentionally) or cause exclusion of men or a group of men from the process or the substance of the inquiry?

STEP 1. RESEARCH, SCOPE, PURPOSE, ISSUES

The purpose of research is normally to:

- support evidence-based decision making;
- identify policy or program needs;



- refine or improve legislation, policies or programs;
- test differential impact on all groups or sub-groups affected; or
- question or validate original objectives or premises and the context in which they were developed.

Ask yourself:

- What is the larger social, political, economic, familial and institutional context for any specific laws, policies or program initiatives? This approach will aid in clarifying the breadth and depth of the research and can help guide the research approach for dealing with complex and systemic social problems.
- Is the conceptualization of the policy or program research consistent with the gender-equality analysis policy? Could it be formulated to be more inclusive, specific and gender sensitive?
- Have you considered who is included or who is excluded from the research? In defining the scope of the research, take care that the historical exclusions are not repeated.

STEP 2. RESEARCH APPROACH

The research approach includes all the activities that go into designing the way you will go about the research.

Begin, whenever possible, with the lives of women and men, not existing program categories. Social inequalities may arise from the limitation of existing categories. It is important not to limit your research. Expand the analytic options by striving to understand the societal realities and dynamics of inequality. In this way, the partiality or limitations of particular legal rights may become apparent.

Recognize the importance of experiential knowledge which often provides unanticipated insights and ideas about the nature of the problem and potential solutions. Consult with affected groups to obtain experiential knowledge. Individual stories can provide important information.

Include the opinions of women and men who are likely to be most affected, but least heard.

Make a careful choice about which indicators are going to be applied, because you want the indicators to reflect the gendered approach you are developing. Quantitative performance indicators are useful. Indicators which capture women's and men's options, such as access to justice, participation in the processes which affect them, and satisfaction with the results of the process, policy, law or program, are desirable. Ask yourself if the same proposed indicators are relevant for both women and men.

Recognize the insights gained from interdisciplinary approaches which are essential to research aimed at understanding the larger social, economic, familial and political context within which law and social policy operate.

To develop gender-analysis capability, it is helpful to understand how different types of sexism cause bias in research.



Dr. Margrit Eichler developed a systematic approach to identifying, eliminating and preventing bias in research, and by corollary, in evaluation and related activity. These terms are less important than the types of research errors to which they can lead.

Androcentricity views the world from the male perspective, assuming that the male group represents the whole group of women or else that women are an inferior subgroup.

Overgeneralization/Overspecificity occurs when a study deals with only one sex, but assumes or presents as if it were applicable to both, or when single sex terms are used when both sexes are involved.

Gender insensitivity simply ignores sex as a socially important variable, fails to report on sex of respondents or subjects, and ignores differential impact of a policy or program.

Double standards involve treating, measuring or interpreting identical behaviours, traits or situations, in either gender group by different means.

Sex appropriateness assigns human traits or attributes to one sex only and treats these traits as more important for the sex to which they have been assigned.

Familism consists of treating the family as the smallest unit of analysis, when in fact, it is relevant in some instances that the same event or policy, program may have different effects on different members of the family.

Sexual dichotomism treats the two sexes as entirely discrete social, as well as biological, groups rather than as two groups with overlapping characteristics and influence on each other. This can lead to an exaggeration of both similarities and differences.

Eichler, Margrit, *Nonsexist Research Methods — A Practical Guide* (Routledge, NY: 1988, pp. 5-15)

In addition to Dr. Eichler's systematic approach, keep in mind the following.

Lack of differentiation among women/Lack of differentiation among men. Viewing women (or men) as an undifferentiated group, failing to take into consideration other diversity issues, socio-economic status, age, literacy, etc., can be dangerous. What is good for some women (or men) might not be good for others. Attention should be given to framing the research in such a way that the interests of one group of women (or men) are not pitted against the interests of another.

The research methods you choose can affect the nature of your findings. The more structured the method, the less flexible or amenable it will be to modification as you proceed. It is important to select several research methods that suit the nature of the overall research question. Engage colleagues, both within and outside DIAND, in a dialogue about the relative merits of a particular method in the context of the specific research question.



STEP 3. GATHERING INFORMATION/DATA

There are many issues surrounding data gathering. The outcome of research will be affected by what information you can access and use. Any limitations in the database and in what data have been collected should be pointed out. Extrapolations or case studies are an option where there is a lack of national data. Consult with colleagues when planning how best to gather data, since collaboration may lead to unexpected sources.

In your information and data-gathering process, ensure:

- that women and men are included in the data-collection process, even when numbers are small – excluding a group may lead to bias in the research outcomes or conclusions;
- that statistical information or data are disaggregated by sex;
- that assumptions that may be driving your approach and the research questions are repeatedly checked; and
- that you look deeper than the family unit or group itself – different members of the same family or group will experience the impact of a policy or program differently. Research tools that interpret the impact on the family as homogeneous are likely not sensitive enough.

STEP 4. ANALYSIS: IDENTIFYING AND ASSESSING OPTIONS, EXAMINING IMPLICATIONS

Data are sorted and the research findings are analysed. This is a crucial stage and is guided by the same gender-equality considerations identified above.

STEP 5. RESEARCH OUTCOMES AND FUTURE DIRECTIONS: POLICY OR PROGRAM DIRECTIONS REGARDING IMPACT ON WOMEN AND MEN

Ask yourself:

- Does the research indicate future research is required on potential impacts?
- Do unanswered questions remain (e.g., are there knowledge gaps that could affect the overall effectiveness of the policy or program)? Would these gaps pose a risk to implementation? Would these gaps risk exposing the most vulnerable groups of women or men to further inequality?
- How do the findings so far reflect the issues of diverse groups of women and diverse groups of men? Would one group of women be disadvantaged in order to resolve the equality issues of another? Do the findings indicate how the policy could be formulated to ensure this does not happen? What further information is required, and from which sources?
- What are the potential risks to DIAND if you develop and implement a policy based on incomplete/partial research?
- Are the views of women and men who have participated in the research reflected in the findings?
- Are the outcomes explained clearly, showing how they can or will have an impact by gender, and how these outcomes could promote or hinder gender equality?
- Are the limitations of the data you have been able to access (e.g., gaps, under-representation of groups), and the time and resource constraints you have been under described?



EXAMPLE

If there is insufficient disaggregated data, have you said so? If a sample population is too small to report, have those data been ignored or combined with that majority data?

- Do the findings easily translate into action and policy results?

STEP 6. DISSEMINATION AND COMMUNICATION PLAN

When the research results have been approved for release, ensure they are available to research participants and to other individuals and groups likely to have a stake or an interest in them.

Consult the chapter on gender-equality analysis in communications for further information in this regard.



Gender Equality Analysis in Statistics

BACKGROUND

You provide statistical support for:

- policy development;
- statistical and methodological advice and services;
- statistics and data; and
- notes for ministerial and Question Period briefings.

You provide analysis for:

- special projects on a cost-recovery basis; and
- evidence-based decision-making.

Statistical analysis is often requested on very short notice, and with limited resources.

PURPOSE

This section provides guidance in your work.

Ask yourself:

- Have you provided quantitative data, broken down by gender where possible, and by other diversity perspectives? You have a responsibility to raise the question of possible gender implications with the policy officer or other client.
- Have you worked with your client, policy officers and research staff to highlight gender issues?
- Have you ensured that the choice of indicators does not mask gender issues?

EXAMPLE

Voluntary work (carried out more often by women) is often excluded from a study of work.

CHECKLIST: GENDER-EQUALITY ANALYSIS IN RESEARCH AND STATISTICS

Before beginning a full gender-equality analysis, do a preliminary scan of the program, policy or issue to assess the extent to which gender-equality issues are relevant. Ask the following questions:

- What assumptions about women's and men's lives (explicit or implicit) are being made or tested?
- Are individuals or a group of individuals being, intentionally or unintentionally, excluded from the process or the substance of the research or statistics?
- What are the impacts (negative or positive) of a particular policy or program on individuals or a group of individuals ?
- Have you documented and filed your gender-equality analysis?



Section 5: Communications
Communications



Gender-Equality Analysis in Communications

You need to perform gender-equality analysis when:

1. **ANALYSING THE PUBLIC ENVIRONMENT**
 2. **IDENTIFYING THE TARGET AUDIENCES**
 3. **DEVELOPING MESSAGES**
 4. **DELIVERING MESSAGES**
 5. **FOLLOWING THROUGH AND EVALUATING**
- 



Gender-Equality Analysis in Communications

BACKGROUND

Effective communication is essential to all aspects of DIAND's work. To be effective, communication involves a two-way process that includes both becoming informed and informing others. Since the federal government is committed to advancing gender equality, effective communication, by definition, must be gender-sensitive communication: it speaks about, and to, both women and men.

The communications process essentially involves five steps:

- analysing the public environment;
- identifying target audiences;
- developing messages;
- delivering messages; and
- following through and evaluating.

Gender-equality analysis applies to each of these steps. Of course, the extent and relevance of gender perspective may vary according to the particular project.

PURPOSE

This chapter provides you with a series of questions that you should ask in each of the five basic steps of the communications process.

PRINCIPLES

As you conduct your gender-equality (GE) analysis keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy or program will be developed and applied.
- It highlights the impacts of the policy or program on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies and programs.
- Gender-equality analysis is enhanced by collaboration.



Gender-Equality Analysis in Communications Step by Step

STEP 1 ANALYSING THE PUBLIC ENVIRONMENT

Analysing the public environment related to a particular issue, initiative or situation means assessing how the public thinks, feels and acts in relation to the issue.

In carrying out this analysis, be aware that the public is actually an amalgam of publics, diverse and multi-faceted groups. To ensure the inclusion of individual and social groups in this analysis, *ask yourself:*

- Does the issue have an immediately apparent gender dimension in the public eye?
- If so, do you have the information you need to include different points of view with respect to this gender dimension?
- Is there a gender dimension that has been overlooked? How have the voices of women and men specifically been included?
- Is there an opportunity to expand the public environment by obtaining gender-specific information?

EXAMPLE

You could obtain perspectives from equality-seeking organizations; studies, research and opinion polls that include gendered perspectives; or facts, data and statistics disaggregated by gender.

- Are there new or alternative sources of information that remain untapped? Continuing to consult the same sources can limit rather than expand understanding.
- Are you relying on mainstream media coverage to describe the public environment? Remember that, like other institutions in society, the mainstream media do not always equitably represent the interests of women and men. News also tends to frame issues in a heightened and adversarial manner by positioning gender differences as a win-lose battle of the sexes when it may be possible to accommodate those differences in a complementary and beneficial manner.
- Are both the voices of women and men distinctly and equitably represented in public opinion? Is one group's opinion assigned more authority? Are women's perspectives subordinate to or subsumed by men's point of view?
- Are you relying on conventional measures of public concern, such as ministerial correspondence, that may not be accurate or equitable indicators?
- Does the expression of opinion in the public environment represent the influence of organized groups? If so, are women and men equitably (not necessarily similarly) represented?
- Is there an opportunity to work with other federal departments on the issue?



STEP 2 IDENTIFYING TARGET AUDIENCES

Once informed about the public environment on an issue, you should use that knowledge to select target audiences. This exercise allows development of messages or content that can satisfy a range of public interests. The goal is not necessarily to create custom content for each audience but to create content that includes all the target audiences.

Using gender-equality analysis creates opportunities to better define and communicate better with a wider range of audiences. *Ask yourself:*

- Are distinct audiences of women and men readily apparent? If not, take the time to explore whether a distinction should be made. In general, the lives of women and men are different, and there is almost always an opportunity to recognize their distinct interests.

EXAMPLE

Senior women, as a group, are poorer than men and much more likely to live alone.

- Do the target audiences identified recognize the diversity of women and men? Recognizing different audiences, such as Aboriginal women, encourages you to explore the particular meaning the issue has for specific communities and to develop and deliver messages accordingly.
- Do the target audiences identified recognize the multiple roles played by women and men in society?

EXAMPLE

There may be a tendency to view women as homemakers. Consider that they are also workers, professionals, public servants, politicians, business people, entrepreneurs, mothers, family managers, volunteers, activists, decision makers, artists, elders, scientists and caretakers.

- When you discover an obvious need in one target audience, consider how that need might also be present, if less apparent, in other audiences.

EXAMPLE

You may identify literacy as a major barrier to effective communication with Aboriginal women. By applying that knowledge to other audiences, you may discover significant literacy issues among senior Aboriginal women and men as well.

STEP 3 DEVELOPING MESSAGES

The words you use to communicate a policy or program to target audiences can make or break the success of a communications strategy. Gender considerations are important in formulating effective, inclusive messages.

First examine your communications objectives from a gender perspective. *Ask yourself:*

- Do the stated objectives support the government's goal of advancing gender equality? Every communications project is an opportunity to address gender equality.



- Do you need to set distinct communications objectives for women and men, and even for different groups of women or men?

EXAMPLE

You may develop two different information brochures on domestic violence: one relating to victims, usually women, and one relating to abusers, generally men.

- Are the objectives proactive as well as reactive? Given the relative invisibility of gendered perspectives in public discourse, one of your objectives may be to stimulate public discussion on the issue and draw out gendered perspectives.

Next, test your content for credibility. Effective communication relies on its believability. There is a golden maxim in journalism that can guide you through gender equality analysis in your communications as well. It is simple. Consider the source: who is saying what, with what authority and why? To represent women's and men's experiences and to reach female and male audiences, you need to employ sources of information that are credible for women and men.

Building credibility in terms of gender equality takes place throughout the communications process. *Ask yourself:*

- Who is providing the initiative for the action being taken?
- How have the voices of women and men been included? Does the position, policy or legislation subsequently developed have the “ring of truth” for both women and men?
- Do the research and input include sources knowledgeable of women's as well as men's experiences, circumstances and perspectives?
- Do these sources of input have genuine authority to speak for women or for men?
- Are there gender differences around credibility? Is the experience of women and men weighted differently around a given issue? Is that difference fair or does it promote inequality?

EXAMPLE

The perspectives of women and men may be significantly different on sexual harassment and, therefore, weighted for credibility.

- Does the language used, verbal or visual, have credibility? Is it meaningful for women and men?
- Is gender-sensitive language used? (Please refer to the section on gender-sensitive language at the end of this chapter).
- Is there a credibility issue around the style or format of the communications product?

EXAMPLE

A case study by itself is conventionally treated as unreliable, but research shows that women find qualitative information credible. A record of personal stories plays a strong complementary role to crime statistics on the issue of violence against women. This type of information has also been put forward as authoritative by men and men's groups around child custody and access laws.



STEP 4 DELIVERING MESSAGES

In effective communication, there is an optimal time, place, person and way to deliver a message, and those factors may vary between women and men and among target audiences.

Gender-equality analysis will help to ensure you deliver your messages effectively. Ask yourself:

- Are different formats being used to reach different audiences? Does sending an information package to the Chief ensure it reaches community members? Are there more effective methods to target individuals in the community, for example, through a radio broadcast rather than printed material?

EXAMPLE

Focus groups have shown that we can reach Aboriginal audiences more effectively through broadcast than print media.

- What are the available formats? You could use speeches, news announcements, posters, flyers, information brochures, printed materials (like stickers, bookmarks, bags), interviews, live consultations and briefings, Internet postings, correspondence, E-mail, advertisements, television spots, public service announcements or event sponsorship, etc....
- Is there an array of delivery strategies? Is the message being widely disseminated? Relying on a one-hit news announcement may miss significant audiences, and different times may reach different audiences.

EXAMPLES

Primary care providers, generally women, may be less available for news broadcasts at meal times. Seasonal workers tend to be men and may be away from home for extended periods; therefore, specialized strategies may be needed to reach them.

- Are different media being used to reach different audiences? Research shows substantially more women read magazines than men, women listen to more radio as they age and women are catching up with men on the Internet. (Please refer to the section on Gender and the Media at the end of this chapter.)
- Is there an alternative or innovative delivery method available? As audiences fragment and communication channels expand, there is more choice in delivery methods.

EXAMPLES

Direct mail can be used to reach people in their homes, and the Internet can be used to reach office workers and on-line organizations.

How about a sticker for workplaces that encapsulates your message?



- Is the spokesperson appropriate and credible for the event or message? Consider whether the spokesperson has credibility on the issue with the audience. The spokesperson's gender may be a factor but not necessarily a determining one. Consider whether the Minister's involvement can add weight and achieve desired results.

EXAMPLE

Is it credible for a male spokesperson to speak about an issue largely affecting women? Or for the non-Aboriginal executive of a women's organization to speak for Aboriginal women? The answer likely depends on the particular situation and circumstances.

- Is the message being delivered in an accessible place? There are many factors that determine whether a place is accessible to women. Is the event being held in daylight hours so safety is addressed? Is the place secure? Are children allowed or is child care available?

STEP 5 EVALUATION OF YOUR COMMUNICATION STRATEGIES

Evaluation of your communication strategies activities should be particularly sensitive to gender because women may lack the time, resources and access to respond effectively. *Ask yourself:*

- Are the evaluation criteria clear? It is a challenge to evaluate without an obvious measure.
- What is your goal? That the message:
 - > was seen?
 - > was heard?
 - > was remembered?
 - > was believed?
 - > stimulated public discussion?
 - > is responded to or acted upon by the target audience?
- What does the media coverage and public response indicate? Remember that mainstream news coverage and conventional expressions of public opinion may not accurately represent the scope and nature of different perspectives. If media and public response is low, an outreach strategy may be required.
- Is there a mechanism that actively solicits response from target audiences? Is there a follow-through with Aboriginal women's groups such as the Native Women's Association of Canada (NWAC), Pauktuutit, the Assembly of First Nations (AFN) Women's Secretariat, other provincial organizations and equality-seeking organizations?
- Are there alternative or innovative follow-through mechanisms available? Consider consultations and briefings with Aboriginal women's organizations; use of self-addressed, stamped questionnaires; direct-mail news releases; focus groups; 1-800 call-back numbers.
- Did the message fail to find its target audience? If you find your communication did not reach a target audience, was misunderstood or found offensive, take this opportunity to learn what it takes to reach that audience. Ask questions.



GENDER-SENSITIVE LANGUAGE

The guiding goal of gender-sensitive language is to include and respect all target audiences. Bias-free language benefits everyone. It makes communication plain and accessible, and it also encourages creativity and new meanings. (Please refer to Appendix B for sources of gender-sensitive language.)

The “man” factor. Find inclusive synonyms for words which use “man” to mean person or people, e.g. policeman becomes police officer.

The pronoun problem. Get around the he/she dilemma: construct the sentence so that a pronoun is unnecessary or an article can be used. Use the plural “they-their” if appropriate.

Avoid stereotypes and loaded words. Particularly avoid using words in a way that diminishes or devalues a person’s status. For example, “just a housewife” or “deadbeat dads”.

Double standards. Do not treat women and men differently if it is not justified. For example, if you don’t mention marital status, physical appearance or other personal traits when describing a man, don’t use them for a woman. On the other hand, including women’s realities may mean revaluing things like homemaking; it may be relevant to refer to men’s family responsibilities as well as women’s.

Use appropriate examples. When illustrating situations, use examples that are authentic for both women and men.

More inclusive metaphors. Metaphors and similes are vivid shortcuts to understanding. Use metaphors that have a resonance for both women and men. Consider the appropriateness in a context of using a sports metaphor.

Seeing is believing. Gender sensitivity also applies to visual languages. Ensure images represent and respect the diversity of people in society.

GENDER AND THE MEDIA

The mass media are a powerful force that shape our norms, expectations and beliefs, including gender equality. A 1994 United Nations symposium on women and the media, held in Toronto, concluded that:

- Women are seriously underrepresented in the media, and this is particularly true for women from minority groups.
- Women are seriously underrepresented as figures of authority or power in the media, and women are not fairly represented in positive, realistic roles.
- Women’s access to and use of media can be significantly different from that of men.

These may also be some useful facts on the media use in the 1990s.

News

Most women and men get their news from local or network television news (81%), followed by newspapers (73%), radio (63%), weekly news magazines (27%) and Internet (15%).

Television

Overall, women watch 26.8 hours of television a week compared to 21.5 for men. Women are more likely to be engaged in another activity while viewing television.

Seniors are the heaviest television viewers. Overall, Canadians, including children, watch less television than in the 1980s.



Radio

On average, radio is equally popular with men and women, about 21 hours a week. Women listen more as they get older.

Adult-oriented rock/oldies music is the top choice in radio listening. More Canadians listen to country music stations than to the CBC.

Magazines

Women spend substantially more time reading magazines than men.

Internet

An estimated 5 to 8 million people (17 to 30% of the Canadian population) use the Internet, in growing numbers. The primary use is searching for information on-line.

Gender use of the Internet is shifting as Canadian women quickly catch up: 45% of users in 1998 were women.

People least likely to be connected are over 55 years old, not familiar with English, living outside major urban centres, not enrolled in any educational institute, without post-secondary education, not employed or have household income under \$60,000. The convergence of these characteristics points to a majority of women, and especially Aboriginal women.



CHECKLIST: INTEGRATING GENDER CONSIDERATIONS IN COMMUNICATIONS

Analysing the Public Environment

- Have the perspectives of both women and men been incorporated into your communications plan?
- Can you expand the public environment to include gender-specific information on the issue?
- Is there an alternative to mainstream media coverage that can help communicate your messages to the masses?
- Are there other government departments you may be able to work with to ensure the message is delivered effectively to men and women?

Identifying Target Audiences

- Should you distinguish between male and female audiences?
- Do the target audiences identified include adequate representation of both men and women?

Developing Messages

- Do the communications objectives advance gender equality? Should separate objectives be established for women and men?
- Is the source quoted credible for men and women?
- Do the sources of input have genuine authority to speak for women and men?
- Is the visual and verbal language used meaningful for women and men?

Delivering Messages

- Have you considered using different formats to reach different audiences?
- Does sending an information package to all First Nation Chiefs ensure the message reaches community members?
- Could a radio broadcast more effectively target your specified audience?
- Is there a direct-mail approach that may help you reach your targets more effectively?

Implementing and Evaluating

- Does your evaluation mechanism confirm your messages were heard? Believed? Acted on?
- Does the media coverage represent a broad range of perspectives?
- Is there an evaluation mechanism, such as a specific follow-through plan with Aboriginal women's groups, that you can implement that will actively solicit their response?

Gender-Sensitive Language

- Have you used inclusive synonyms for words which use “man” to mean person?
- Does your text contain stereotypes or “loaded” words?
- Are the metaphors inclusive? Will they resonate with men and women?

Have you documented and filed your gender-equality analysis?



Section 6: Legislation and Regulations
Lois et règlements



Gender-Equality Analysis in the Development of DIAND Legislation and Regulations

DRAFTING LEGISLATION

1. Verify if gender inclusions are in MC

if yes
continue

if no
refer to policy chapter of this guide

2. Elaboration of gender-equality issues

3. Use Gender-sensitive language

4. Drafting stage

if no gender issues arise
continue

if gender issues arise
develop solutions

*if gender-equality issues
cannot be addressed*
contact appropriate parties

5. Informing Cabinet

DRAFTING REGULATIONS

1. Review results of gender-equality analysis

if no gender issues arise
continue

2. If gender-equality implications were not previously considered

refer to policy chapter
reflect results in RIAS

3. Use gender-sensitive language

4. Drafting regulations
include analysis in RIAS



Gender-Equality Analysis on the Development of DIAND Legislation and Regulations

BACKGROUND

The Department of Justice drafters, editors, revisors and jurilinguists prepare and review government bills and regulations from client departments and agencies. Ensuring proposed regulations and bills are compatible or compliant with the federal government's gender-equality analysis policy is an integral part of a drafter's function. It is also part of the editor's, revisor's and jurilinguist's responsibility to examine, throughout the process, the substance, form and language of draft bills and regulations for consistency, clarity and conformity with drafting and grammar conventions and to refer potential problems to the instructing officers at DIAND for action.

When you are involved in the development of DIAND's legislation and regulations, as an instructing officer, your role includes ensuring bills and regulations are drafted in a gender-sensitive fashion. Your role is to seek solutions to potential problems identified by drafters, and ensure drafting is gender sensitive.

PURPOSE

This chapter helps ensure integration of gender-equality analysis as part of the development of DIAND legislation and regulations.

PRINCIPLES

As you conduct your gender-equality (GE) analysis keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.

As you consult, make reasonable efforts to ensure that all views of affected parties are adequately canvassed and taken into account.



Ask yourself:

- Have you consulted with the relevant local, regional, provincial and national groups?
- Are you sure the groups with whom you consulted adequately represent men and women that may be affected by the issue, and adequately represent the views on the issue being discussed?
- Have you consulted with relevant third parties?

Gender-Equality Analysis in Drafting Legislation Step by Step

STEP 1 – VERIFICATION OF INCLUSION IN MEMORANDUM TO CABINET (MC)

Ensure gender-equality implications identified during the policy or program development process have been included in the MC seeking authority to draft the legislation (particularly in the drafting instructions component of the document).

STEP 2 – ELABORATION OF GENDER-EQUALITY ISSUES IN PREPARATION FOR DRAFTING LEGISLATION

When warranted, undertake a more detailed gender-equality analysis of the policy in accordance with the policy chapter of this guide in order to be prepared to answer questions posed by the drafters.

Keep in mind that:

- Gender-equality issues may arise during the drafting process despite the fact that they may not have been apparent in the policy development approval stages.
- Gender-equality issues and preparation may also emerge during the drafting process as a result of selecting a particular legislative scheme or language and/or of interpreting the policy and the drafting instructions in a particular manner.

STEP 3 – LANGUAGE VERIFICATION

Ensure that the language used in the draft bill is gender neutral, where appropriate, or gender specific, when necessary.

STEP 4 – DRAFTING STAGE

- If gender-equality issues arise during the drafting of the bill, ensure solutions are developed and implemented to prevent or remedy any inequality.
- Where gender-equality issues cannot be addressed or fully addressed, the Office of the Senior Advisor on Women's Issues and Gender Equality should be informed in a timely fashion, and the issue should be raised by the program officer with the Deputy Minister and, where appropriate, with the Minister.



STEP 5 — INFORMING CABINET

If gender-equality issues arise and are dealt with during drafting, ensure that Cabinet is made aware that the issue has been addressed when seeking authority to introduce the bill.

Gender-Equality Analysis in Drafting Regulations Step by Step

STEP 1 — REVIEW RESULTS OF GENDER-EQUALITY ANALYSIS

Read the results of gender-equality implications addressed during the policy development process and the results included in the benefits and costs portion of the Regulatory Impact Analysis Statement (RIAS) which accompanies the proposed regulations.

STEP 2 — IF GENDER-EQUALITY IMPLICATIONS WERE NOT PREVIOUSLY CONSIDERED

Further gender-equality implication analysis may be required to address unforeseen issues raised by the regulations.

- You should perform a gender-equality analysis in accordance with the policy chapter of this guide and reflect the results in the benefits and costs portion of the RIAS before submitting the regulations for Governor in Council (GIC) approval.
- Be aware that gender-equality issues may arise during the legal examination by the Department of Justice which may not have been apparent during policy development or initial drafting of the regulations within the department.

STEP 3 — LANGUAGE VERIFICATION

Gender-equality issues may also be inadvertently created during the drafting process due to the choice of regulatory regime and language or the interpretation of the policy.

- Insofar as the enabling legislation will allow, ensure that the language used in the draft regulations is gender-neutral where appropriate, or gender-specific when necessary.

STEP 4 — DRAFTING OF REGULATIONS

If gender-equality issues arise during the drafting of the regulations, ensure that:

- The RIAS indicates the way in which these issues have been addressed so that this is clear to the Privy Council Office (PCO) and the Special Committee of Council Ministers when the regulations are submitted for approval.



CHECKLIST: INTEGRATING GENDER CONSIDERATIONS IN THE DRAFTING OF LEGISLATION AND REGULATIONS

- Was a gender-equality analysis done during the development of the policy?
- Were there any gender issues raised in the MC or in the RIAS?
- Did potential gender-equality problems arise during the drafting of the bill or the regulations? If yes, were they addressed? Has the RIAS statement been revised to reflect this?
- If further gender-equality analysis was carried out, have you provided the necessary information to the drafters?
- Have you ensured that PCO or Cabinet have been made aware of the gender-equality issues that have arisen during the drafting process before introduction of the bill or submission of the regulations for Governor in Council approval?
- Have you documented and filed your gender-equality analysis?



Section 7: Litigation Litiges



Gender-Equality Analysis in Litigation

Was a gender-equality analysis done previously?

- NO** → **1. PRELIMINARY ASSESSMENT OF GENDER-EQUALITY ISSUES**
Is there a gender-equality dimension that needs to be explored further?
- ↓
- YES** → **2. COMPREHENSIVE ANALYSIS OF GENDER-EQUALITY ISSUES**
Analyzing the social impacts and the law
- ↓
- 3. DEVISING LITIGATION STRATEGY AND ARGUMENTS**
Could the impacts of the issue or government position contribute to the inequality of some or all individuals.
- ↓
- 4. PROCEDURAL CONSIDERATIONS/LITIGATION PREVENTION**
You should identify potential gender-equality issues before litigation is commenced or bring such issues to the attention of Justice counsel at the earliest possible stage in the litigation process.
- ↓
- 5. FOLLOW-UP...**



Gender-Equality Analysis in Litigation and Dispute Resolution

BACKGROUND

You have files dealing with civil or criminal litigation or dispute resolution over a wide range of issues and through a variety of processes – negotiation, mediation, arbitration and litigation.

PURPOSE

This chapter of the manual sets out a series of questions and suggested actions to ensure that both substantive and procedural decisions in litigation or interventions, or other forms of dispute resolution are informed by an analysis of their gender-equality implication. The analysis can be adapted to different subject areas, tasks and time available.

PRINCIPLES

As you conduct your gender-equality (GE) analysis keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.



Gender-Equality Analysis in Litigation and Dispute Resolution Step by Step

Verify whether a gender-equality analysis was done previously. If not, go to step 1.

STEP 1. PRELIMINARY ASSESSMENT OF GENDER-EQUALITY ISSUES

When you review the statement of claims, consider whether there is a gender-equality dimension to the matter that needs further exploration.

Sometimes a case has clear gender dimensions, for example, when the plaintiff claims a difference in treatment between men and women in respect of a specific issue or when the plaintiff claims a breach of s.15 of the Canadian Charter of Rights and Freedoms on the grounds of sexual discrimination.

In other cases gender issues are not readily apparent. Remember that an apparently “neutral” provision or policy can have a differential impact on particular social groups because of differences in their needs, resources and social circumstances.

It is important to consider the gender dimensions of a case whether or not these have been raised in the plaintiff’s pleadings. Gender-equality issues could be important in shaping the government’s response. They could be raised by interveners or the Court, or there may be questions about gender impacts that ought to be addressed by the department regardless of how the litigation unfolds. For these reasons, gender-equality issues should be assessed and brought to the attention of departmental representatives at the earliest possible point.

Even if you conclude that there are no gender dimensions in the case, keep gender equality in mind in procedural aspects of litigation and dispute resolution.

EXAMPLE

In a mediation setting, consider how gender inequality might affect the parties’ bargaining power. If the parties’ bargaining power is unequal, is mediation an appropriate forum for dispute resolution?

If you conclude that there is **no need for a full gender-equality analysis**, proceed with your work, but continue to be aware of potential gender issues. Ensure a copy of your rationale is placed in appropriate files. Sometimes gender implications are not apparent at the outset, but become significant at a later stage.

If you conclude that **there is, or may be, a gender issue** that needs to be explored further:

- do a comprehensive analysis.



STEP 2. A MORE COMPREHENSIVE ANALYSIS OF GENDER-EQUALITY ISSUES

In step 2 you need to:

- analyse the policy, program, legislation raised in the litigation;
- request a legal opinion on whether there may be a breach of the Canadian Charter of Rights and Freedoms;
- develop your litigation strategy with minimal gender impact; and
- build a Section 1 justification.

In some cases, the program or sector involved will be able to provide an analysis of the gender-related impacts of the issue and the department's position, and you can simply review the analysis. There will also be cases in which the need for further analysis is clear, but you will not have adequate time to assess fully the gender-based effects of an issue or position.

A. ANALYSING SOCIAL IMPACTS

Ask yourself:

- What social groups, constituencies, or communities are affected by the issue or proposed position?
- How are women and men affected by the issue raised or proposed position? Are some women or men differently or more acutely affected according to their:
 - > gender?
 - > sexual orientation?
 - > Indian status?
 - > Aboriginal ancestry?
 - > physical and mental ability?
 - > marital status?
 - > family status and dependants?
 - > age?
 - > language?
 - > religion/culture/beliefs?
 - > education?
 - > geographical location?
 - > residency?
 - > or other factors?

The department's statistical data may help you identify gender-related impacts. Review any materials provided by the file experts about the effects of the issue or proposed position on women or men.

Ask yourself:

- Do these impacts contribute to inequality or advance equality?
- Have women's or men's needs been taken into account and accommodated?
- Are women or men as a whole — or all groups of women or men — treated with equal concern, respect and consideration as other groups in society?



Whether the effects of a law, policy or program contribute to gender inequality or, on the contrary, advance gender equality, depends on the nature of the interest involved and the circumstances of the women affected. Differences in treatment and impact create inequality when they:

- reflect and reinforce stereotypes; or
- create or reinforce disadvantages for (some) members of a group on the basis of characteristics shared by members of the group, either by imposing unequal burdens or denying equal benefits.

Remember that apparently “neutral” provisions and policies can create or contribute to inequality if members of a group are, in effect, denied equal protection or benefit of the law on the basis of a characteristic shared by members of the group.

EXAMPLE

In *Benner v. R* (SCC, 1998), the Supreme Court ruled that Mr. Benner was discriminated against since the Immigration Act employed different criteria for citizenship depending on whether a person’s mother or father had Canadian citizenship. The Citizenship Act provided that children born abroad before February 15, 1977, of Canadian fathers were granted citizenship on application but those of Canadian mothers were required to undergo security checks and to take the citizenship oath. Mr. Benner had to go through a security check and was denied citizenship because he had a criminal record.

How can the equality interests of different groups be reconciled?

- More than one group of women or men may be affected by an issue, and in some cases, their interests, needs and priorities will differ. The different impact on these groups will then have to be considered to ensure an equitable solution.

B. ANALYSING THE LAW

In analysing the law, *ask yourself*:

- What is the historical origin of the law in question? What is its present rationale? Does the rationale of the law (or legal reasoning) reflect present social realities?
- Are women’s and men’s concerns, perspectives and social experiences recognized and given appropriate weight in the law or legal reasoning?
- Does the law or reasoning rely on or reinforce prejudices, stereotypes or erroneous generalizations about women’s or men’s social roles, attributes or behaviour?
- Request advice from the Department of Justice on the legal standards and reasoning that exclude consideration of women’s life situations and experiences, or that reflect stereotypes about women rather than women’s actual circumstances and situations, which can contribute to inequality.



EXAMPLES

In *Falkiner et al. v. Ontario* (1996), 94 O.A.C. 109 (Ont. C.A.), J. Rosenberg, in a dissenting opinion on the constitutionality of certain provisions of the Ontario regime for eligibility to social assistance benefits, raises the prejudices and sexual stereotypes that underpin it. Judge Rosenberg points out that inadmissibility to benefits on the ground of cohabitation with a person of the opposite sex is based on old stereotypes that the man is the financial support for the woman (p. 138).

In her decision in *Malott v. R.*, (1998) 1 S.C.R. 123, J. L'Heureux-Dubé quotes Lavalée as a decision where the Supreme Court of Canada stated that prejudices and stereotypes may hinder legal analysis. Judge L'Heureux-Dubé gives the example of strong or socially established women, such as those in professions, who do not fit the stereotype of a victimized battered woman and thus might not be treated fairly on allegations of self-defence.

STEP 3. DEVISING LITIGATION STRATEGY AND ARGUMENTS

The conclusions of your gender-equality analysis will be part of your general analysis of the file.

If you conclude that the impacts of the issue or government position could contribute to the inequality of some or all individuals, then:

- Outline the gender equality problems that you have identified. Point out that adverse impacts ought to be avoided, and specific needs accommodated as a matter of sound policy and program design, to conform with Charter values and the spirit and intent of Canada's human rights commitments, and to avoid future problems and litigation.
- Outline the principles, including the importance of gender equality, that should guide the government's response to this issue.
- Suggest ways that the department's objective could be modified to avoid adverse impacts and accommodate specific need, and request Justice Department assistance on assessing new policies or the legislation under consideration.
- If DIAND still chooses a course of action which contributes to the inequality of some or all women or some or all men, raise the matter with your manager as you would in any other case of a discrepancy between Justice advice and the department's decision.

If you conclude that the law or legal reasoning is not inclusive of women's or men's experiences and perspectives, or relies on stereotypes about women or men, suggest the preferred legal position the government should take. Ask the Department of Justice to suggest ways to:

- Expand the scope or meaning of existing categories or definitions to incorporate women's and men's experiences. You could argue that the interpretation and application of laws and government policy must be inclusive and afford all persons equal concern, respect and consideration.



EXAMPLE

Eldridge v. British Columbia (Attorney-General), (1997) 3 S.C.R.624, at 667 states: this Court has stressed that it serves two distinct but related purposes. First, it expresses a commitment — deeply ingrained in our social, political and legal culture — to the equal worth and human dignity of all persons. As J. McIntyre remarked in *Andrews*, at p. 171s. 15 (1) “entails the promotion of a society in which all are secure in the knowledge that they are recognized at law as human beings equally deserving of concern, respect and consideration.” “Secondly, it instantiates a desire to rectify and prevent discrimination against particular groups suffering social, political and legal disadvantage in our society.”

- Distinguish or overcome legal precedents that undermine gender equality; it can be difficult to reform and redress inequality in a system that tends to look to the past for direction for the future.
- Use human rights guarantees (including international law, Charter provisions and other statutory protections) to inform the interpretation and application of the law.
- Apply legal principles and reasoning from other areas of law or other contexts to this matter to bring it in line with equality.
- Use viable gender-sensitive solutions from other jurisdictions as models.

If you conclude that the law or position in question advances or protects gender equality and should be maintained and defended, then:

- Highlight the importance of gender equality as a fundamental value in Canadian society.

EXAMPLE

In *R. v. Oakes*, (1986) 1 S.C.R. 103, the Supreme Court of Canada recognized equality as an essential value in Canadian society that must be taken into account in determining limits that can be placed on charter-guaranteed rights and freedoms. This principle was most recently affirmed by the Court in *Vriend v. Alberta*, (1998) 156 DLR (4th) 385.

- Work with departmental representatives to assemble social context evidence to document the inequality that the law, policy or program is designed to redress in order to justify the position or provision. Is there a statement of purpose in the statute or policy to make its equality-enhancing goal clear?
- If possible, support your argument by referring to similar gender-sensitive approaches from other areas and programs.
- In some cases gender-equality concerns will not be primary, but can be argued as additional support for the government’s position.



STEP 4. PROCEDURAL CONSIDERATIONS/LITIGATION PREVENTION

Time periods for conducting litigation in provincial and federal courts are becoming increasingly short. Once litigation has commenced, there may be very little time to analyse and advise the department on gender-equality issues, and for the department to consider and settle on an option for dealing with the issues.

As a preventive measure, you should identify potential gender-equality issues to your supervisors in the department to try to prevent litigation or to Justice counsel at the earliest possible stage in the litigation process.

In a dispute, the government's interest in advancing its legal position and resolving a dispute in its favour must be balanced against the government's role and responsibility to protect the larger public and national interest. Sometimes the issues are best resolved through a negotiated settlement and law reform; sometimes different processes, for example, policy development and litigation, can proceed in parallel.

Through the re-engineering project, the department has adopted a policy on dispute resolution to make every effort to prevent disputes from arising. Where they do arise, deal with them as effectively and efficiently as possible in order to prevent the courts from becoming the only avenue of recourse.

- Emphasize to the program or sector that once a matter proceeds to litigation, there are much greater procedural, and sometimes substantive, constraints on the manner in which we can respond to issues in dispute, including gender-related issues.
- Bring to the department's attention policies which do not conform to gender equality considerations so that they can be reviewed to avoid creating litigation.
- Suggest preferred procedural options for resolving the dispute, which would not contribute further to the inequality, such as consultation, policy development and law reform, negotiation, mediation or arbitration.
- Consider gender-equality issues in the choice of process for resolving a dispute.

STEP 5. FOLLOW-UP

In communicating the government's position, should gender implications be explained or highlighted? Are the language and symbols used to communicate the government's position gender-aware and diversity-appropriate? Will the Communications strategy reach all affected members of the public? (Refer to the communications chapter on this matter.)

If your work on this dispute has revealed a need for further action on policy issues by the department or by the Department of Justice, follow up with the appropriate officials.

If your work has revealed a need for education on gender-equality issues, consider how those needs can be met.



CHECKLIST: INTEGRATING GENDER CONSIDERATIONS INTO LITIGATION AND DISPUTE RESOLUTION

Did you:

- Verify whether a gender-equality analysis was done previously?
- Outline the important conclusions of your gender-equality analysis?
- Support your conclusions with reference to DIAND's policies on gender-equality issues (where these are in place)?
- Document and file your analysis?

If you concluded that the impacts of the issue or position could contribute to the inequality of some or all individuals, did you:

- Outline the principles — including the importance of gender-equality — that should guide the Government's response to this issue?
- Emphasize that adverse impacts ought to be avoided, and specific needs accommodated, as a matter of sound policy and program design, and to avoid future problems and litigation?
- Suggest ways that the objectives, or the legislative scheme under consideration, could be modified to avoid adverse impacts, accommodate specific needs and reconcile equality interests of different groups?
- Refer to more effective solutions from other programs or areas?

If the Department of Justice concluded that the law or legal reasoning is not inclusive of women's life situations and experiences, or relies on stereotypes about women, did you request that they suggest ways to:

- Modify or expand the scope or meaning of existing categories and definitions to reflect women's experiences?
- Distinguish or overcome precedents that undermine equality?
- Use human rights guarantees to inform the interpretation and application of the law?
- Apply legal principles and reasoning from other areas of law, or other factual contexts, to this case to bring it into line with equality?
- Use more gender-sensitive approaches from other jurisdictions as models?

If you concluded that the measure or law you are considering protects or advances gender equality and should be maintained and defended, have you:

- Highlighted the importance of gender equality as a fundamental value in Canadian society?
- Assembled evidence, or reminded the program or sector of the importance of assembling evidence, to justify the proposal or measure in question?
- Identified similar gender-sensitive approaches in other areas or programs?
- Outlined gender-equality concerns as additional support for the government's position?
- Considered or emphasized to the program or sector that its scope for action will be constrained by procedural and substantive considerations once litigation commences?
- Suggested preferred options for resolving the dispute?
- Checked that the language and symbols used to communicate the government position are gender-aware and diversity-appropriate with officials in the department or in the Department of Justice?
- Taken steps to address apparent needs for education on gender-equality issues?



WHEN TIME IS LIMITED:

Given the practical realities of litigation and dispute resolution in government today, you will sometimes have very little time to analyse gender issues in a file. When time is limited, you can:

- Try to identify potential gendered effects by yourself and other colleagues or consult the Office of the Senior Advisor on Women's Issues and Gender Equality. When you see that there may be potential gender impacts, flag them.
- Suggest that the potential gender impacts be examined further to avoid future problems and litigation.
- Ensure that a copy of your gender-equality analysis is placed in appropriate files.



Section 8: Audit, Review and Evaluation
Vérification, examen et évaluation



The Audit, Review and Evaluation Function

Some points to consider in planning an evaluation, audit or review of a departmental policy, program, activity:

- Are there potential unintended impacts on women or men or on particular groups of women or men?
- What are the indicators that help determine whether the program may have unintended impacts?
- What data sources exist and what methods will obtain valid and reliable information on impacts on different groups of people (on women and men, or particular groups of women or men)?

REMEMBER: KEEP IN MIND THE PRINCIPLES FOR GENDER-EQUALITY ANALYSIS WHEN DEVELOPING REVIEW METHODOLOGIES



Gender-Equality Analysis in Audit, Review and Evaluation

BACKGROUND

Audit, evaluation, and review functions are key components of the department's management accountability framework. Treasury Board requires that departments conduct audits, evaluations and other reviews. The Departmental Audit and Evaluation Branch (DAEB)'s objectives are to assist managers in assessing continued relevance, performance and impacts of policies, programs and operations, and in identifying opportunities for improvement and policy development.

PURPOSE

This chapter provides guidance on integrating gender-equality analysis into DAEB's audit, evaluation and review work. It is intended for departmental evaluators and individuals or firms providing evaluation services pursuant to contracts awarded by DIAND.

PRINCIPLES

As you conduct your gender-equality (GE) analysis keep in mind the **basic principles of gender-equality analysis**:

- It is an integral part of your work.
- It recognizes the importance of understanding the social context in which the policy, program or legislation will be developed and applied.
- It highlights the impacts of the policy, program or legislation on diverse groups.
- It is based on sound data, research and information which may require looking beyond conventional sources.
- It recognizes the ways in which personal values, experiences and education may often affect research and evaluation frameworks and approaches.
- It requires you to examine and question the assumptions that underlie our policies, programs and legislation.
- Gender-equality analysis is enhanced by collaboration.



Integrating Gender-Equality Analysis into the Evaluation Process Step by Step

EVALUATION FRAMEWORK

Gender-equality issues must be considered during the developmental stages of a policy initiative or program. At this early stage, you can assist policy officers and program officials by reminding them of the need to consider potential differential impacts on various social groups.

DAEB is responsible for ensuring that the gender-equality analysis policy and its principles are integrated into the audit, evaluation and review function. Ideally, gender-equality analysis is part of a more comprehensive analysis of the impacts of policy, law or programs on diverse groups (diversity analysis). Viewing women (or men) as an undifferentiated group, failing to take into consideration other diversity issues, socio-economic status, age, literacy, etc., must be avoided. The danger of this “lumping together” is that what is good for some women (or men) might not be good for others.

STEP 1 – ANALYSING THE POTENTIAL UNINTENDED IMPACTS

The gender-equality analysis policy requires that consideration be given to whether there are potential unintended impacts on women or men or on particular groups of women or men.

Ask yourself:

- Who is the target group? Is the target group predominantly male or female? Does this have any potential implications for women or men?
- Do the objectives of the program or initiative make assumptions about the social roles of women and men? If so, could this result in unintended impacts on either women or men?
- Could this program or initiative have unequal effects on diverse groups of women or men, such as those who are disadvantaged due to poverty, disability or inability to speak either official language?
- If there is an element of discretion involved in the policy or program, could this affect individuals or particular groups in an unintended way?
- Do previous evaluations of similar programs in the literature suggest that gender could be an issue?

Sometimes it may appear that gender is not a relevant issue. However, before deciding, you need to challenge your assumptions and talk to your colleagues or the Office of the Senior Advisor on Women’s Issues and Gender Equality.



STEP 2 IDENTIFYING THE EVALUATION QUESTIONS AND INDICATORS

Even if you do not identify any potential impacts, you may still want to include evaluation questions and indicators so you can determine whether the program is having impacts that you did not anticipate. Ask yourself:

Regarding program development and implementation:

- Were the appropriate individuals or groups consulted in the development of this policy or program? If not, should they have been? If they were consulted, did they express concerns and, if so, were these addressed? If not, why?
- What are the participation rates of men and women, such as those who are disadvantaged due to poverty, disability, inability to speak either official language, etc? If there are differences in participation rates, what are the implications for individuals or groups of women? Are there elements of the program or its implementation that pose particular barriers to participation?

Regarding program impact:

- What impacts has the program or policy had on particular individuals and groups?

Regarding program relevance:

- Is the problem this program or policy addresses equally relevant to all groups? If not, are there any significant implications for them?

STEP 3 IDENTIFYING THE DATA SOURCES AND METHODS

You need to make sure the data sources and methods will enable you to get valid and reliable information regarding impacts on different groups of people.

You need to include women and men who have been affected by the program, and representatives from equality-seeking groups, where this is appropriate.

You need to pay particular attention to your methodology if there is reason to believe that some groups or individuals will be differently affected by the program. Mainstream equality-seeking organizations may only be able to give you anecdotal information on the program's impact.

When you require information from groups of women or men, you need to seek out organizations which are more narrowly focussed than mainstream organizations or find ways to obtain the views of the women and men themselves.

There are certain methods which are considered more appropriate for women's groups.

EXAMPLE

You may want to avoid a mail survey for individuals with limited literacy and you should avoid Lickert scales questions for people with limited numeracy. Open-ended interviews, focus groups, case studies and more participatory processes, such as empowerment evaluation, are considered more gender sensitive and more appropriate for evaluations involving Aboriginal groups. In selecting qualitative methods, you need to be sensitive to communication issues affecting some communities or groups of women or men. Focus groups may not be appropriate if there are potential self-confidence or privacy concerns. They are often dominated by the loudest and most articulate participants whose interests may be different from those who do not speak. In addition, you need to consider whether there may be negative impacts on certain groups of women or men if they participate in your evaluation (e.g., women who are victims of, or vulnerable to, spousal abuse). You might instead organize "in-camera" sessions.



When conducting interviews, you need to make sure your choice of interviewer is appropriate. It may also be important, both for the comfort of the respondent and for the reliability of the data, that the interviewer be of a similar background to the respondent.

EXAMPLE

In First Nation communities both on reserve and in urban settings, a First Nation person animates Dialogue Circles (a type of focus testing or opinion gathering in Aboriginal communities), and an Inuk animates those conducted in Inuit hamlets and communities. Dialogue Circles include equal numbers of youth, men, women and elders so that the communities' views are truly represented.

STEP 4 EVALUATION APPROACH

This section presents general principles for gender-equality analysis which you need to keep in mind when developing evaluation methodologies.

This approach should be considered in all your work:

- **Begin, whenever possible, with the lives of women and men**, not existing program categories. Social inequalities may arise from the limitation of existing categories. It is important not to limit your research. Expand the analytic options by striving to understand the societal realities and dynamics of inequality. In this way, the partiality or limitations of particular legal rights may become apparent.
- **Recognize the importance of experiential knowledge** which often provides unanticipated insights and ideas about the nature of the problem and potential solutions. Consult with affected groups to obtain experiential knowledge. Individual stories can provide important information.
- **Include the opinions of women and men** who are likely to be most affected, but least heard.
- **Make a careful choice about which indicators are going to be applied**, because you want the indicators to reflect the gendered approach you are developing. Quantitative performance indicators are useful. Indicators which capture women's and men's options, including access to justice, participation in the processes which affect them and satisfaction with the results of the process, policy, law or program, etc., are desirable. Ask yourself if the same proposed indicators are relevant for both women and men.
- **Recognize the insights gained from interdisciplinary approaches** which are essential to research aimed at understanding the larger social, economic, familial and political context within which law and social policy operate.



CHECKLIST: INTEGRATING GENDER CONSIDERATIONS INTO EVALUATION

When analysing the potential unintended impacts, did you verify:

- the target group?
- the objectives of the program?
- whether the objectives of the program make assumptions about the social roles of women and men?
- whether the program could have unequal effects on diverse groups?
- whether there was an element of discretion involved in the policy or program?
- previous evaluations or similar programs in literature?

When identifying the evaluation questions and indicators did you include evaluation questions and indicators to determine whether the program is having impacts that you did not anticipate regarding:

- development and implementation?
- program effects?
- program relevance?

When identifying the data sources and methods:

- Where appropriate, did you include women and men who have been affected by the program and or representatives in equality seeking groups?
- Did you ensure that the choice of interviewer was appropriate, of similar background to the respondent?

Evaluation approach

When developing evaluation methodologies, did you:

- begin, whenever possible, with the lives of women and men?
- recognize the importance of experiential knowledge?
- include the opinions of women and men?

Have you documented and filed your gender-equality analysis?



Section 9: Contracting
Marchés de services



Gender-Equality in Contracting

1. GENDER-EQUALITY ANALYSIS REQUIREMENT

- to be included in sole sourced as well as competitive contracts

2. TERMS OF REFERENCE

- what could the contractor do in regard to gender-equality?
- what are the desired gender-equality requirements from a contractor?
- what are the desired contractor qualifications?



Gender-Equality Analysis in Contracting Procedures

BACKGROUND

When engaging the services of a contractor, you determine the qualifications, attributes, knowledge and experience (past and present) required for the contractor to perform the services in question. In a competitive process, these desired qualifications are set out under the criteria that will form part of the evaluation against which bidders will be assessed.

PURPOSE

The gender equality initiative aims to have all professional service contracts contain gender-specific language and service requirements.

STEP 1. GENDER-EQUALITY ANALYSIS REQUIREMENT

Build into each step of the contracting process a gender-equality analysis requirement, in addition to other factors normally considered in the selection process. This requirement should be part of sole-sourced, as well as competitive, contracts.

STEP 2. TERMS OF REFERENCE

As part of the terms of reference, you might want the contractor to perform the following with regard to gender equality:

- Assess potential or actual impacts of the contract on diverse communities of women and men.
- Establish what objectives can be rebuilt to take gender into account if gender issues were not part of the policy or policy instrument.
- Indicate what performance indicators will be used to measure impact.
- Search for gender issues in literature when doing a literature review.

There are three categories of technical requirements (understanding, approach and methodology) desired from a contractor:

- Understanding of the scope and nature of the work to be undertaken and of the objectives of the project: does the contractor demonstrate an understanding of gender and diversity issues in the context of the policy or policy instrument?
- Approach: outline of the approach creativity proposed framework of model; and specific deliverables.
- Methodology: are the proposed methods likely to uncover differential outcomes and impacts for diverse groups of women and men? Is there a blend of qualitative and quantitative methods? Are the qualitative methods varied and flexible enough to allow maximum participation of stakeholders, within the resources available?



CONTRACTOR QUALIFICATIONS

Not all contractors providing policy-related services will have developed expertise, or have experience in gender-equality analysis. A contractor should, however, understand the importance of the analysis, and be prepared to use this guide and other gender-sensitive research methods.

The successful contractor should have knowledge, experience and expertise in:

- working with diversity issues (for example, addressing the needs of women and men);
- working with members of women's groups;
- using qualitative research methods that are compatible with the principles of gender equality, including empowerment evaluation methods;
- analysing research outcomes in terms of the larger discourse on gender-equality issues; and
- using information and data sources relevant to gender-sensitive research (quantitative data bases, and secondary research sources).



Notes



Appendix A
Annexe A



Appendix A

LIST OF EQUALITY-SEEKING INSTITUTIONS, ORGANIZATIONS AND ASSOCIATIONS WORKING WITH WOMEN AT THE NATIONAL, PROVINCIAL, AND TERRITORIAL LEVEL

This is a list of institutions, organizations, and associations working with women or on women's issues at a provincial, territorial, or national level. These groups can provide useful information to persons doing gender-equality analysis. Although it is not exhaustive, it provides a good starting point.

MARITIMES

Association des Acadiennes
de la Nouvelle-Écosse
1106 South Park St.
Halifax, NS B3H 2W7
Tel: 902/433-0065 Fax: 902/422-3942

Bay of Islands Native Women
General Delivery, Benois Cove
Bay of Islands, NF A0L 1A0
Tel: 709/789-2710 Fax: 709/789-2207

Canadian Farm Women's Network
111 Red Bridge Rd.
New Brunswick, NB E7M 5L1
Tel: 506/328-3723 Fax: 506/328-3738

Fredericton Sexual Assault Crisis
Centre
PO Box 174
Fredericton, NB E3B 4Y9
Tel: 506/454-0460 Fax: 506/457-2780

Institute for the Study of Women
Mount Saint Vincent University
166 Bedford Highway
Halifax, NS B3M 2J6
Tel: 902/457-6568 Fax: 902/443-1352

Labrador Native Women's
Association
PO Box 542, Stn B
Happy Valley, NF A0P 1E0
Tel: 709/896-9420 Fax: 709/989-0736

Maritime Centre of Excellence for
Women's Health
IWK — Grace Health Centre
PO Box 3070
Halifax, NS, B3J 3G9
Tel: 902/420-6725 Fax: 902/420-6752

Nancy Powell Jackman Chair in
Women's Studies
Women's Studies Program
Memorial University
St. John's, NF A1C 5S7
Fax: 709/737-4000

New Brunswick Advisory Council on
the Status of Women
770 Main St.
Moncton, NB E1C 1E7
Tel: 506/856-3252 Fax: 506/856-3258
E-mail: acswcccf@nbnet.nb.ca

New Brunswick Native Indian
Women's Council Inc.
120 Paul St.
Fredericton, NB E3A 2V8
Tel: 506/458-1114 Fax: 506/451-9386

New Brunswick Women's Institute
Victoria Health Centre
65 Brunswick St., Room 251
Fredericton, NB E3B 1G5
Tel: 506/454-0798 Fax: 506/453-1723

New Brunswick Women's
Intercultural Network
364 York St.
Fredericton, NB E3B 3P7
Tel: 506/458-5708 Fax: 506/459-1756



Newfoundland & Labrador Women's Institutes (NLWI)

Arts & Culture Centre
PO Box 1854
St. John's, NF A1C 5P9
Tel: 709/753-8780 Fax: 709/753-8780

Nova Scotia Advisory Council on the Status of Women

PO Box 745
Halifax, NS B3J 2T3
Tel: 902/424-8662 Fax: 902/424-0573

Prince Edward Island Advisory Council on the Status of Women

PO Box 2000
Charlottetown, PEI C1A 7N8
Tel: 902/368-4510 Fax: 902/368-4516
E-mail: peiacsw@ifn.net

Prince Edward Island Women's Institute

Dept. of Agriculture, PO Box 2000
Charlottetown, PEI C1A 7N8
Tel: 902/368-4860 Fax: 902/368-4439

Prince Edward Island Women's Network

3 Queen St.
Charlottetown, PEI C1A 7K4
P.O. Box 233
Tel: 902/368-5040 Fax: 902/368-5039

NAOMI Centre for Women

4 Patrick St.
St. John's, NF A1E 2S6
Tel: 709/579-8432 Fax: 709/579-7096

Provincial Advisory Council on the Status of Women (Newfoundland and Labrador)

131 Lemarchant Rd.
St. John's, NF A1C 2H3
Tel: 709/753-7270 Fax: 709/753-2606
E-mail: pacsw@nf.a

St. John's Women Centre

83 Military Rd.
St. John's, NF A1C 2C8
Tel: 709/753-0220 Fax: 709/753-3817

Women's Institutes of Nova Scotia

NSCA, PO Box 550
Truro, NS B2N 5E3
Tel: 902/893-6520 Fax: 902/893-6393

QUEBEC

Alliance des Femmes

108-A Main St., PO Box 538
Sacré-Coeur Branch
Québec, QC G0T 1Y0
Tel: 418/236-9132

Association Féminine d'Éducation et d'Action Sociale (AFÉAS)

5999 de Marseille St.
Montréal, QC H1N 1K6
Tel: 514/251-1636 Fax: 514/251-9023

Association Canadienne des Femmes Arabes

2435 Lucerne Rd., Room 2
Montréal, QC H3R 2K5
Tel: 514/733-0481 Fax: 514/733-0481

Association des Femmes Autochtones de Québec

460 St. Catherine St. West, Room 503
Montréal, QC H3B 1A7
Tel: 514/954-9991 Fax: 514/954-1899

Canadian Council for Refugees

6839 Drolet St., Room 302
Montréal, QC H2S 2T1
Tel: 514/277-7223 Fax: 514/277-1447
E-mail: ccr@web.net

Centre d'Excellence pour la Santé des Femmes

University of Montréal Consortium
PO Box 6128, Centre-ville Branch
Montréal, QC H3C 3J7
Fax: 514/343-7078



**Collectif des Femmes Immigrantes
au Québec**

7124 Boyer St.
Montréal, QC H2S 2J8
Tel: 514/279-4246 Fax: 514/279-8536

**Department d'étude sur la
Condition des Femmes**

Laval University
Charles de Koninck Pavilion
Sainte-Foy, QC, G1K 7P4
Tel: 418/656-2922 Fax: 418/656-3266

**Fédération des Femmes
du Québec (FFQ)**

110 Ste-Thérèse St., Room 309
Montréal, QC H2Y 1E6
Tel: 514/876-0166 Fax: 514/876-0162

**Groupe d'Aide et d'Information
sur le Harcèlement Sexuel au
Travail de la Province de Québec**

4229 de Lorimier Ave.
Montréal, QC H2H 2A9
Tel: 514/526-0789 Fax: 514/526-8891
E-mail: gaihst@generation.net

**Groupe de Recherche
Multidisciplinaire Féministe
(GREMF)**

Laval University
Jean-Durand Building, 3rd floor
Sainte-Foy, QC G1K 7P4
Tel: 418/656-2131 Fax: 418/656-3266

**Institut de recherche et d'étude
féministes (IREF)**

Université du Québec in Montréal
PO Box 8888
Centre-ville Branch
Montréal, QC H3C 3P8
Tel: 514/987-6587 Fax: 514/987-6742

**Mouvement Contre le Viol et
l'Inceste**

PO Box 364, NDG Station
Montréal, QC H4A 3P7
Tel: 514/278-9383 Fax: 514/278-9385

Québec Women's Institutes

21111 Lakeshore Rd., PO Box 58
Ste-Anne-de-Bellevue, PQ H9X 3V9
Tel: 514/457-2010 Fax: 514/398-7972

**Regroupement Provincial des
Maisons d'Hébergement et de
Transition pour Femmes Victimes
de Violence Conjugale**

110 Ste-Thérèse St., Room 401
Montréal, QC H2Y 1E6
Tel: 514/878-9134 Fax: 514/878-9136

**Regroupement Québécois
des Calacs**

PO Box 267, Delorimier Branch
Montréal, QC H2H 2N6
Tel: 514/529-2252 Fax: 514/529-5255

**Réseau d'Action et d'Information
pour les Femmes**

PO Box 360, 88 Place Sainte-Foy
Sainte-Foy, QC G1Z 1C0
Tel: 418/658-1973

Women's Bureau

Human Resources Development Canada
Place du Portage, Phase IV, 3rd Floor
Hull, QC K1A 0J9
Tel: 819/997-1551 Fax: 819/953-4962

ONTARIO

**2 Spirited People of the 1st Nation
Aboriginal Women's Network**

14 College St., 4th Floor
Toronto, ON M5G 1K2
Tel: 416/944-9300 Fax: 416/944-8381

**Aboriginal Legal Services
of Toronto**

197 Spadina Ave. Suite 600
Toronto, ON M5T 2C8
Tel: 416/408-3967 Fax: 416/408-4268



Aboriginal Nurses Association of Canada

12 Stirling Ave. 3rd floor
Ottawa, ON K1V 1P8
Tel: 613/724-4677 Fax: 613/724-4718

Aboriginal Rights Coalition

153 Laurier Ave. East 2nd floor
Ottawa, ON K1N 6N8
Tel: 613/235-9956 Fax: 613/235-1302

Action Ontarienne Contre la Violence Faite aux Femmes

288 Dalhousie St. Room E
Ottawa, ON K1N 7E6
Tel: 613/241-8433 Fax: 613/241-8435

Advocates for Community-Based Training and Education for Women (ACTEW)

401 Richmond St. West, Ste. 355
Toronto, ON M5N 1E3
Tel: 416/599-3590 Fax: 416/599-2043

African Women Resource and Information Centre

602 Whiteside Place, Room 712
Toronto, ON M5A 1Y8
Tel: 416/214-4823

Association of Ontario Midwiving

562 Eglinton Ave. East, Room 102
Toronto, ON M4P 1P1
Tel: 416/481-2811 Fax: 416/481-7547

Canadian Abortion Rights Action League (CARAL)

344 Bloor St. West, Ste. 306
Toronto, ON M5S 3A7
Tel: 416/961-1507 Fax: 416/961-5771

Canadian Association for the Advancement of Women & Sport and Physical Activity (ACCWS)

1600 James Naismith Dr., Room 308A
Gloucester, ON K1B 5N4
Tel: 613/748-5793 Fax: 613/748-5775

Canadian Association of Elizabeth Fry Societies

151 Slater St., Ste. 701
Ottawa, ON K1P 5H3
Tel: 613/238-2422 Fax: 613/232-7130
Web site: <http://web.apc.org/~kate>

Canadian Civil Liberties Association

229 Young St., Ste. 403
Toronto, ON M5B 1M9
Tel: 416/363-0321 Fax: 416/861-1291

Canadian Congress for Learning Opportunities for Women (CLOW)

47 Main St.
Toronto, ON M4E 2V6
Tel: 416/699-1909 Fax: 416/699-2145
E-mail: cclow@web.apc.org

Canadian Council for Multicultural and Intercultural Education

124 O'Connor St., Room 200
Ottawa, ON K1P 5M9
Tel: 613/233-4916 Fax: 613/233-4735
E-mail: ccmai@videotron.net

Canadian Council on Social Development

441 MacLaren St., 4th Floor
Ottawa, ON K2P 2H3
Tel: 613/236-8977 Fax: 613/236-2750
E-mail: council@achilles.net

Canadian Federation of Business and Professional Women's Clubs

56 Sparks St., Room 308
Ottawa, ON K1P 5A9
Tel: 613/234-7619 Fax: 705-524-2060

Canadian Federation of Nurses Unions

377 Bank St.
Ottawa, ON K2P 1Y3
Tel: 613/567-4465 Fax: 613/233-3892

Canadian Federation of University Women

251 Bank St., Ste. 600
Ottawa, ON K2P 1X3
Tel: 613/234-8252 Fax: 613/234-8221



Canadian Teachers Federation

110 Argyle Ave.
Ottawa, ON K2P 1B4
Tel: 613/232-1505 Fax: 613/232-1886

Canadian Women's Foundation

133 Richmond St. West, Ste. 504
Toronto, ON M5H 2L3
Tel: 416/365-1444 Fax: 416/365-1745

**Centre for Equality Rights
in Accommodation**

517 College St., Room 408
Toronto, ON M6G 4A2
Tel: 416/944-0087 Fax: 416/944-1803
E-mail: cera@web.net

**Centre for Research on Violence
Against Women and Children**

University of Western Ontario, Room 101
London, ON N6A 3K7
Tel: 519/661-4040 Fax: 519/661-3491

**Canadian Labour Congress-
Women's Human Rights
Department**

2841 Riverside Dr.
Ottawa, ON K1V 8X7
Tel: 613/521-3400 Fax: 613/521-4665

Education Wife Assault

427 Bloor St. West, Box 7
Toronto, ON M5S 1X7
Tel: 416/968-3422 Fax: 416-968-2026

**Equality for Gays
and Lesbians Everywhere**

177 Nepean St., Ste. 306
Ottawa, ON K2P 0B4
Tel: 613/230-1043 Fax: 613/230-9395

**Federated Women's
Institutes of Canada**

251 Bank St., Room 606
Ottawa, ON K2P 1X3
Tel: 613/234-1090 Fax: 613/234-1090

**Fédération des femmes
canadienne-française de l'Ontario**

69 Cedar St., Room 203, PO Box 308
Sudbury, ON P3E 4P2
Tel: 705/671-1409 Fax: 705/671-1409

**Fédération Nationale des
Femmes Canadiennes-Françaises**

Place de la Francophonie
450 Rideau St., Room 302
Ottawa, ON K1N 5Z4
Tel: 613/241-3500 Fax: 613/241-6679

**Feminist Alliance on New
Reproductive and Genetic
Technologies (FANRGT)**

716 College St., Apartment 2
Toronto, ON M6G 1C3
Tel: 416/537-4991 Fax: 416/537-4991

Genesis Research Foundation

92 College St.
Toronto, ON M5G 1L4
Tel: 416/978-2667 Fax: 416/978-8350

**Immigrant and Visible Minority
Women Against Abuse (IVMAA)**

PO Box 67041
Ottawa, ON K2A 0E0
Tel: 613/729-3145 Fax: 613/729-9308

Intercede

234 Eglinton Ave. East, Ste. 205
Toronto, ON M4P 1K5
Tel: 416/483-4554 Fax: 416/483-9781

**Jewish Women International
of Canada**

638-A Sheppard Ave. West, Room 210
Downsview, ON M3H 2S1
Tel: 416/630-9313 Fax: 416/630-9319

MATCH International Centre

200 Elgin St., Room 1102
Ottawa, ON K2P 1L5
Tel: 613/238-1312 Fax: 613/238-6867
E-mail: matchint@web.net



Media Watch

517 Wellington St. West, Room 204
 Toronto, ON, M5V 1G1
 Tel: 416/408-2065 Fax: 416/408-2069
 E-mail: mediawatch@myna.com

Métis National Council of Women

201 McLeod St.
 Ottawa, ON, K2P 0Z9
 Tel: 613/567-4287 Fax: 613/567-9644

Métis Women of Ontario

409 Manly St.
 Midland, ON L4R 3E4
 Tel: 705/526-3961 Fax: 705/526-6625

METRAC/OWJNET

158 Spadina Rd.
 Toronto, ON M5R 2T8
 Tel: 416/392-3138 Fax: 416/393-3136

Mothers on Trial, Family Law Report Committee

707 Dundas St. West
 Toronto, ON M5T 2W6
 Tel: 416/761-7734
 E-mail: wgacj24@web.net

National Action Committee on the Status of Women

234 Eglinton Ave. East, Room 203
 Toronto, ON M4P 1K5
 Tel: 416/932-1718 Fax: 416/932-0646

National Anti-Poverty Organization (NAPO)

325 Dalhousie St., Ste. 440
 Ottawa, ON K1N 7G2
 Tel: 613/789-0096 Fax: 613/789-0141

National Association of Friendship Centres

275 MacLaren St.
 Ottawa, ON K2P 0L9
 Tel: 613/563-4844 Fax: 613/594-3498

National Association of Women and the Law

1 Nicholas St., Ste. 604
 Ottawa, ON K1N 7B7
 Tel: 613/241-7570 Fax: 613/241-4657

National Council of Women of Canada

151 Slater St., Ste. #1002
 Ottawa, ON K1P 5H3
 Tel: 613/232-5025 Fax: 613/232-8419

National Network on Environment and Women's Health

York University
 Ste. 214 York Lanes
 4700 Keele St.
 North York, ON M3J 1P3
 Tel: 416/736-5941 Fax: 416/736-5986

National Organisation of Immigrant and Visible Minority Women of Canada

219 Argyle Ave., Ste. 225
 Ottawa, ON K2P 2H4
 Tel: 613/232-0689 Fax: 613/232-0988

Native Women's Association of Canada

9 Melrose Ave.
 Ottawa, ON K1Y 1T8
 Tel: 613/722-3033 Fax: 613/722-7687

Older Women's Network (OWN)

115 The Esplanade
 Toronto, ON M5E 1Y7
 Tel: 416/214-1518 Fax: 416/214-1541

Ontario Association of Interval and Transition Houses

2 Carlton St., Ste. 1404
 Toronto, ON M5B 1J3
 Tel: 416/977-6619 Fax: 416/977-1227

Ontario Coalition for Rape Crisis Centres

8 Essa Rd.
 Barrie, ON L4N 3K3
 Tel: 705/737-0464 Fax: 705/739-7268



**Ontario Coalition of Visible
Minority Women**
21B Daughan Rd., Ste. 122
Toronto, ON M6G 2N2
Tel: 416/651-5071 Fax: 416/651-5076
E-mail: cvmw@total.net

**Ontario Council of Agencies
Serving Immigrants**
110 Eglinton Ave West, 2nd Floor
Toronto, ON M4R 1A3
Tel: 416/322-4950 Fax: 416/322-8084

**Ontario Native Women's
Association**
977 Alloy Dr., Unit 7
Thunder Bay, ON P7B 5Z8
Tel: 807/623-3442 Fax: 807/623-1104

**Pauktuutit Inuit Women's
Association**
192 Bank St.
Ottawa, ON K2P 1W8
Tel: 613/238-3977 Fax: 613/238-1787

**Planned Parenthood Federation
of Canada (PPFC)**
1 Nicholas St., Ste. 430
Ottawa, ON K1N 7B7
Tel: 613/241-4474 Fax: 613/241-7550

Recovered Memory Task Force
c/o Women's Place
755 Somerset St. West
Ottawa, ON K1R 6R1
Tel: 613/231-5144 Fax: 613/231-5270

**Réseau des Femmes du
Sud de l'Ontario**
Glendon College, 2275 Bayview St.
Toronto, ON, M4N 3M6
Tel: 416/487-6794

**Réseau National d'Action
Éducation des Femmes**
1173 Cyrville Rd., Ste. 306
Gloucester, ON K1J 7S6
Tel: 613/741-9978 Fax: 613/741-3805

Resources for Feminist Research
Ontario Institute for Studies in Education
252 Bloor St. West
Toronto, ON M5S 1V6
Tel: 416-923-6641, ext.2277
Fax: 416/926-4725

Sexual Assault Support Centre
PO Box 4441, Station E
Ottawa, ON K1S 5B4
Tel: 613/725-2160 Fax: 613/725-9259

South House Exchange
858 Bank St., Ste. 102
Ottawa, ON K1S 3W3
Tel: 613/234-7003 Fax: 613/234-3149

South Asian Women's Group
1332 Bloor St. West
Toronto, ON M6H 1P2
Tel: 416/537-2276 Fax: 416/537-9472

Status of Women Canada
360 Albert St., Ste. 700
Ottawa, ON K1A 1C3
Tel: 613/995-7835 Fax: 613/957-3949
E-mail: sec-cfc@vli.ca

Status of Women Canada-Library
350 Albert St., Ste. 500
Ottawa, ON K1A 1C3
Tel: 613/995-4008 Fax: 613/995-3359

Ukrainian Self-Reliance Association
851 Barton St. East
Hamilton, ON L8L 3B4
Tel: 905/549-6162

**Union Culturelle
des Franco-Ontariennes**
435 St.-Laurent Blvd., Room 212
Ottawa, ON K1K 2Z8
Tel: 613/741-1334 Fax: 613/741-8577

Voice of Positive Women
66 Isabella St., Ste. 105
Toronto, ON M4Y 1N3
Tel: 416/324-8703 Fax: 416/324-9701



Voice of Women (VOW)

736 Bathurst St., Room 215
 Toronto, ON M5J 2R4
 Tel: 416/537-9343 Fax: 416/531-6214

Women's Economic Forum

PO Box 7473, Sandwich Postal Station
 Windsor, ON N9C 4G1
 Tel: 519/977-1432

**Women's International League
for Peace and Freedom (WILPF)**

PO Box 4781, Station E
 Ottawa, ON K1S 5H9
 Tel: 613/567-2384

**Women's Legal Education
and Action Fund (LEAF)**

415 Young St., Room 1800
 Toronto, ON M5B 2E7
 Tel: 416/595-7170 Fax: 416/595-7191

**Women and Environment
Education and Development
Foundation (WEED)**

517 College St.
 Toronto, ON M6G 4A2
 Tel: 416/928-0880 Fax: 416/928-9640
 E-mail: weed@web.net

**Workers' Information and Action
Centre of Toronto**

277 Victoria St., Room 102
 Toronto, ON M5B 1W2
 Tel: 416/392-1203 Fax: 416/392-1083

York Centre for Feminist Research

York University, 4700 Keele St.
 Toronto, ON M3J 1P3
 Tel: 416/736-5700

YWCA of Canada

80 Gerrard St. East
 Toronto, ON M5B 1G6
 Tel: 416/962-8881 Fax: 416/962-8084

MANITOBA**Ikwe-Widdjiitiwin, Inc.**

P.O. Box 1056
 Winnipeg, MB R3C 2X4
 Tel: 204/987-2780 Fax: 204/774-5784

**Indigenous Women's Collective
of Manitoba, Inc.**

350 Keewatin St., Room 4
 Winnipeg, MB R2X 2R9
 Fax: 204/697-0582

**Manitoba Action Committee
on the Status of Women**

91 Albert St., Room 2A
 Winnipeg, MB R3B 1G5
 Tel: 204/946-5049 Fax: 204/989-2309

Manitoba Métis Federation

150 Henry Ave., 3rd Floor
 Winnipeg, MB R3B 0J7
 Tel: 204/586-8474 Fax: 204/947-1816

**Manitoba Métis Federation
Women's Alliance**

PO Box 2467
 The Pas, MB R9A 1M2
 Tel: 204/623-5701 Fax: 204/623-2825

Manitoba Women Advisory Council

175 Carlton St., Room 107
 Winnipeg, MB R3C 3H9
 Tel: 204/945-6542 Fax: 204/945-6511

**Margaret Laurence Chair
in Women's Studies**

University of Winnipeg
 515 Portage Ave.
 Winnipeg, MB R3B 2E9
 Tel: 204/786-9421 Fax: 204/774-4134

**Original Women's Network-
Resource Centre for Aboriginal
Women (OWN)**

181 Higgins Ave., Room 316
 Winnipeg, MB R3B 3G1
 Tel: 204/942-2711 Fax: 204/942-3445



Prairie Women's Health Centre of Excellence

Room 2C11A, University of Winnipeg
515 Portage Ave.
Winnipeg, MB R3B 2E9
Fax: 204/884-4134

Research Centre on Family Violence and Violence Against Women

University of Manitoba
108 Ibister Building
Winnipeg, MB R3T 2N2
Tel: 204/474-7686

Sexual Assault Crisis Program

Clinic Community Health Centre
870 Portage Ave.
Winnipeg, MB R3G 0P1
Tel: 204/784-4049 Fax: 204/772-7998

Street Connections

50 Argyle St.
Winnipeg, MB R3B 0H6
Tel: 204/943-6379 Fax: 204/582-1341

Women's Health Research Foundation of Canada

419 Graham Ave.
Winnipeg, MB R3C 0M3
Tel: 204/885-0444

SASKATCHEWAN

Aboriginal Women's Council of Saskatchewan

118-12th St. East, Ste. 101
Prince Albert, SK S6V 1B6
Tel: 306/763-6005 Fax: 306/922-6034

Saskatchewan Women's Institutes

University of Saskatchewan
117 Science Place, Room 10.2
Saskatoon, SK S7N 5C8
Tel: 306/966-5566 Fax: 306/966-5567

ALBERTA

Alberta Civil Liberties

Research Centre
Faculty of Law, University of Calgary
2500 University Dr. NorthWest
Calgary, AB T2N 1N4
Tel: 403/220-2505 Fax: 403/284-0945

Alberta Native Friendship Centre Association

Baker Centre, 10025 106 St.
Edmonton, AB T5J 1G4
Tel: 780/423-3138 Fax: 780/425-6277

Alberta Women's Institutes (AWI)

10403-112 St., Ste. 220
Edmonton, AB T5S 1K9
Tel: 403/488-5282

Alliance Féminine de l'Alberta

PO Box 1163
St. Isidore, AB T0H 3B0
Tel: 780/624-8377 Fax: 780/624-5988

National Métis Women of Canada

PO Box 2057
Stony Plain, AB T7Z 1X6
Tel: 403/963-7333 Fax: 403/963-2101

Soroptimist Foundation of Canada

185 Woodridge Dr. SouthWest, Ste. 22
Calgary, AB T2W 3X7
Tel: 403/249-9191 Fax: 403/249-9199

Women of UNIFARM

10403 172nd St., Station 220
Edmonton, AB T5S 1K9
Tel: 403/452-7605 Fax: 403/419-3596

BRITISH COLUMBIA

Aboriginal Women's Access Network

c/o Vancouver Status of Women
309, 877 East Hastings St.
Vancouver, BC V6A 3Y1
Tel: 604/255-5511 Fax: 604/255-7508



**BC Centre of Excellence for
Women's Health**

4500 Oak St., Room E311
Vancouver, BC V6H 3N1
Tel: 604/858-5034

**Canadian Association Against
Sexual Harassment in Higher
Education (CAASHHE)**

University of Victoria, School of Social Work
P.O.700
Victoria, BC V8W 2Y2
Tel: 250/721-7007 Fax: 250/472-4114

**Canadian Association of Sexual
Assault Centres**

77 East 20th Ave.
Vancouver, BC V5V 1L7
Tel: 604/872-8212 Fax: 604/876-8450

**DisAbled Women's Network
Canada (DAWN)**

3637 Cambie St., Room 408
Vancouver, BC V5Z 2X3
Tel: 604/873-1564 Fax: 604/873-1564

**Feminist Institute for Studies
on Law & Society**

Simon Fraser University
Burnaby, BC V5A 1S6
Tel: 604/291-4035 Fax: 604/291-4140

**Feminist Research, Education,
Development and Action Centre**

Simon Fraser University, Harbour Centre
Vancouver, BC V6B 5K3
Tel: 604/291-5197 Fax: 604/291-5189

First Nations Women's Group

734-2nd Ave. West, PO Box 921
Prince Rupert, BC V8J 4B7
Tel: 250/624-3200 Fax: 250/624-3322

**Immigrant and Visible Minority
Women of BC**

4716 Hazel St., Room 102
Burnaby, BC V5H 1S6
Tel: 604/294-5993 Fax: 604/438-5993

**Indo-Canadian Women's
Organization**

2420 Montros Ave.
Abbotsford, BC V2S 3S9
Tel: 604/859-7681 Fax: 604/859-6334

**Ruth Wynn Woodward Chair in
Women's Studies**

Simon Fraser University
Burnaby, BC V5A 1S6

**Society for Canadian Women in
Science and Technology (SCWIST)**

417-535 Hornby St., No. 2423
Vancouver, BC V6B 5K3
Tel: 604/895-5814 Fax: 604/291-5112
E-mail: scwist@sfu.ca

**Victoria Status of Women
Action Group**

P.O. Box 8484
Victoria, BC V8W 3S1
Tel: 250/383-7322 Fax: 250/388-0100

Women's Research Centre

2245 West Broadway, Room 101
Vancouver, BC V6K 2E4
Tel: 604/734-0485 Fax: 604/734-0484

NORTHWEST TERRITORIES

**Native Women's Association
of the Northwest Territories**

PO Box 2321
Yellowknife, NWT X1A 2P7
Tel: 403/873-5509 Fax: 403/873-3152

**Northwest Territories Status
of Women Council**

P.O. Box 1320
Yellowknife, NWT X1A 2L9
Tel: 403/920-6177 Fax: 867/873-0285



YUKON

Yukon Aboriginal Women's Council

307 Jarvis St., Room 102

Whitehorse, YK Y1A 2H3

Tel: 867/667-6162 Fax: 867/668-7539

Yukon Women Transition Home

P.O. Box 4961

Whitehorse, YK Y1A 4S2

Tel: 867/633-7720 Fax: 867/668-2374



Notes



Appendix B
Annexe B



Appendix B

KEY SOURCES

The following is a list of key sources which can provide useful information to persons performing gender-equality analysis. Under each section, there are number of important studies and reports that describe and analyse current problems and issues that affect women's lives in Canada. It is essential to note that not all areas are touched on and that this is not an exhaustive list of sources. It is, however, a good starting point.

GENERAL

The Canadian Journal of Women and the Law has, on a regular basis, interesting and relevant articles on different aspects of women and the law.

The Canadian Research Institute for the Advancement of Women (CRIAW) Bank of Researchers CRIAW has put together a computerized data base of researchers committed to the advancement of women either by their research on women from a feminist perspective, or by their commitment as feminists in research fields in the arts, humanities, social sciences and sciences and engineering. The profiles include the researcher's address, phone and fax numbers, language skills, education, research themes and highlights and publications. The costs are \$25.00 for the initial search fee which includes the first 10 profiles. Each subsequent profile costs \$1.00. *CRIAW is located at 151 Slater, Suite 408, Ottawa, ON, K1P 5H3 Tel: (613)563-0681 Fax: (613)563-0682.*

Making a World of Difference is a computerized data base profiling women with experience and expertise in global issues: peace, environment, development and related economic and social justice issues. This data base, put together by Canadian Research Institute for the Advancement of Women (CRIAW), highlights skills, areas of specialization, experience as well as recent or representative publications. The data base represents a cross section of Canadian society: academia, government and non-government organizations, the media, labour, the private sector and grassroot groups. The costs are \$25.00 for the initial search fee which includes the first 10 profiles. Each subsequent profile costs \$1.00. *CRIAW is located at 151 Slater, Suite 408, Ottawa, ON, K1P 5H3, Tel: (613) 563-0681, Fax: (613)563-0682.*

The National Association of Women and the Law (NAWL) can also be contacted for information on various topics relating to women. In particular, briefs that NAWL has produced are very informative. *NAWL can be contacted at (613)241-7570.*

Royal Commission on Aboriginal Peoples. *Report of Royal Commission on Aboriginal Peoples Vol. 1-5* (Canada: Ministry of Supply and Services, 1996). *Justice Library Call #E92.C16 C164.*

Royal Commission on New Reproductive Technologies. *Proceed with Care. Final Report of the Royal Commission on New Reproductive Technologies, Vol. 1, 2* (Canada: Ministry of Supply and Services, 1993). *Justice Library Call # RG 133.5.C16.*

Statistics Canada. *Language, Tradition, Health, Lifestyle and Social Issues. 1991 Aboriginal Peoples Survey*, (Ottawa: Statistics Canada, 1993). *Justice Library Call # E 78.C2 L269.*

Statistics Canada. *Women in Canada: A Statistical Report*, 3rd edition. Statistics Canada catalogue # 89-503E, 1995. *Available at Statistics Canada.*

United Nations Development Program. *Human Development Report 1995. Measuring the Gender Gap* (New York: United Nations Development Program, 1995). *Available at the libraries of the Canadian International Development Agency or the International Development Research Centre.*



United Nations Development Program. *Women's Participation in Development* (New York: United Nations Development Program, 1985). Available at the libraries of the Canadian International Development Agency or the International Development Research Centre.

United Nations. *World Survey on Women in Development* (New York: United Nations, 1989). Available at the libraries of the Canadian International Development Agency or the International Development Research Centre.

POVERTY

Canadian Advisory Council on the Status of Women. *Women and Labour Market Poverty* (Canada, 1990). Available at the library of Status of Women Canada.

Economic Council of Canada. *The New Face of Poverty: Income Security Needs of Canadian Families* (Ottawa: Ministry of Supply and Services, 1992). Justice Library Call # HC 120 .P6 N42.

National Council of Welfare. *Poverty Profile 1995* (Ottawa: Ministry of Supply and Services, 1997). Available from the National Council of Welfare at (613) 957-2963.

National Council of Welfare. *Women and Poverty Revisited* (Ottawa: Ministry of Supply and Services, summer 1990). Available at the library of Status of Women Canada .

Roberge, Roger; Berthelot, Jean-Marie; and Wolfson, Micheal. "Health and Socio-economic Inequalities" in *Canadian Social Trends*, summer 1995.

VIOLENCE AGAINST WOMEN

Canadian Panel on Violence Against Women. *Changing the Landscape: Ending Violence — Achieving Equality* (Ottawa: Supply and Services Canada, 1993). Justice Library Call #HV 6626.C165.

Federal, Provincial, Territorial Working Group of Attorneys General Officials on Gender Equality in the Canadian Justice System. *Violence Against Women* (Ottawa: Department of Justice, 1992). Justice Library Call # HQ 12365.5 .C16f3173.

Roboubi, Nahid and Bowles, Sharon. *Barriers to Justice: Ethnocultural Minority Women and Domestic Violence — A Preliminary Discussion Paper* (Ottawa: Department of Justice, 1995). Available from the Justice Research and Statistics Division (TR1995- 3e/3f).

Reports on Recommendations to the Minister of Justice Canada at the Annual Consultations on Violence Against Women. Available from the Diversity, Equality and Access to Justice Division.

Statistics Canada. "Violence Against Women Survey," *The Daily*, November 18, 1993. Available at Statistics Canada.

FAMILY

Statistics Canada. *Characteristics of Dual-Earner Families*, Statistics Canada # 13- 215E, 1994. Available at the library of Status of Women Canada and Statistics Canada.

Statistics Canada. *Family & Friends*, Statistics Canada #11-6120MPE. Available at the library of Status of Women Canada and Statistics Canada.

Statistics Canada. *A Portrait of Families in Canada*, Statistics Canada # 89-523E, 1993. Available at the library of Status of Women Canada and Statistics Canada.

Vanier Institute of the Family. *Profiling Canada's Families* (Ottawa: Vanier Institute of the Family, 1994). Available at the library of Status of Women Canada.



JUSTICE SYSTEM

The Canadian Centre for Justice Statistics (CCJS) produces a bulletin entitled *Juristat* which provides statistical information on various topics such as street prostitution in Canada (vol. 17, no. 4), criminal harassment (vol. 16, no. 12), victim's use of police and social services (vol. 15, no. 6), etc. *These can be obtained by calling CCJS at (613) 951-9023.*

Federal, Provincial, Territorial Working Group of Attorneys General Officials on Gender Equality in the Canadian Justice System. *Gender Equality in the Canadian Justice System: Summary Document and Proposals for Action* (Ottawa: Department of Justice, 1992). *Justice Library Call #HQ 1236.5 .C16F317.*

Federal, Provincial, Territorial Working Group of Attorneys General Officials on Gender Equality in the Canadian Justice System. *Access to Justice for Women* (Ottawa: Department of Justice, 1992). *Justice Library Call # HQ 1236.5 .C16f3172.*

Federal, Provincial, Territorial Working Group of Attorneys General Officials on Gender Equality in the Canadian Justice System. *Gender Bias in the Courts* (Ottawa: Department of Justice, 1992). *Justice Library Call # HQ 1236.5 .C16F3174*

Federal, Provincial, Territorial Working Group of Attorneys General Officials on Gender Equality in the Canadian Justice System. *Women in Conflict With the Law* (Ottawa: Department of Justice, 1992). *Justice Library Call # HQ 1236.5 .C16F3176*

Proceedings of the National Symposium on Women, Law and the Administration of Justice: Vol. 1- Proceedings; Vol. 2- Recommendations; Vol. 3- Departmental Response. *Justice Library Call # HQ 1236. 5 .C16 N213*

EMPLOYMENT

Abella, Judge Rosalie Silberman. *Equality in Employment — A Royal Commission Report* (Ottawa, 1984). *Justice Library Call # HD 6060.5 .C16 R311.*

Report of the Task Force on Gender Equality in the Legal Profession. *Touchstones for Change: Equality, Diversity and Accountability* (Ottawa: Canadian Bar Association, 1993). *Justice Library Call # KB 270 .G4 C16.*

Task Force on Barriers to Women in the Public Service. *Beneath the Veneer: The Report of the Task Force on Barriers to Women in the Public Service* (Ottawa: The Task Force, 1990). *Justice Library Call # JL 111.W6 C16.*



RESOURCES ON GENDER AND COMMUNICATIONS

Print

Status of Women Canada. *Finding Data on Women: A Guide to the Major Data Sources at Statistics Canada* (Ottawa, 1998).

Ontario Women's Directorate. *Words That Count Women In: Guide to Gender-Sensitive Language* (Government of Ontario). Second edition on line at www.gov.on.ca/owd

Miler, Casey and Kate Swift. *The Handbook of Nonsexist Writing: For Writers, Editors and Speakers* (Harper & Row, 1988).

Tannen, Deborah. *Talking from 9 to 5: How Women's and Men's Conversation Styles Affect Who Gets Heard, Who Gets Credit and What Work Gets Done* (William Morrow & Co., 1994).

Internet

www.mediawatch.ca

MediaWatch is a national volunteer feminist organization in Canada dedicated to eliminating sexism in the media.

www.screen.com/mnet

Media Awareness Network is a Canadian non-profit organization dedicated to media education and media issues affecting children and youth.

www.iwmf.org

The International Women's Media Foundation.

www.herplace.org

Canadian Women's Internet Association.

www.criaw-icref.ca

Canadian Research Institute for the Advancement of Women (CRIAOW) Bank of Researchers.

www.iabc.com

International Association of Business Communicators.

ANNOTATED BIBLIOGRAPHIES

DeCoste, F.C., D.M. Munro and Lilian Macpherson. *Feminist Legal Literature: A Selective Annotated Bibliography* (New York: Garland Publishing Inc., 1991).

Feminist Institute for Studies on the Law and Society. *Selected Annotated Bibliography on Gender Bias in the Law* (British Columbia: Simon Fraser University, 1992).

Morris, Marika. *Resources for Gender-based Analysis: Annotated Bibliography and Internet Resources* (Ottawa: Women's Bureau, Human Resources Development Canada, January 1996).

Sheehy, Elizabeth A. and Susan B. Boyd. *Canadian Feminist Perspectives on the Law: An Annotated Bibliography of Interdisciplinary Writings* (Toronto: Ontario Institute for Studies in Education: Resources for Feminist Research, 1989).



Appendix C
Annexe C



Appendix C

SELECTIVE INTERNET RESOURCES

Many resources on the Internet provide information on, and a feminist analysis of, issues affecting women. As well, there is information on human rights issues at a national or international level, and on organizations working on women's issues and other human rights issues.

Below is a selective list of useful Web sites. The nature of the Internet is such that one can obtain different information depending on what search engine is being used. As well, information is perpetually being added. For this reason, this list is not exhaustive but can be a starting point for those wanting to research information on women's issues.

A. SEARCH ENGINES

WWWomen Search Engine

Location: <http://www.wwwomen.com>

Description: this is an on-line search directory for women. Searches can be made by using search terms in categories such as arts and entertainment; women in business; community and government including advocacy, government, law and service; women and computers; diversity among women; the education of women; feminism; health and safety issues; lesbian visibility; personal time for women; publications; women's resources; science and technology; women go shopping; women's sports; and women throughout history.

B. CANADIAN INTERNET RESOURCES

Canadian Women's Health Network

Location: <http://www.cwhn.ca>

Description: This network is for women of all ages, of varied backgrounds and with countless skills and dreams who share a common goal—to improve women's health and health services. It provides a comprehensive listing of Internet resources pertaining to women's health.

Canadian Women's Internet Association (CWIA)

Location: <http://www.herplace.org>

Description: This Web site serves as a resource centre and a meeting place for Canadian women. The Information Resource Centre contains hundreds of links to sites relevant to women, with a special focus on Canadian content.

Feminism and Women's Resources

Location: <http://www.ibd.nrc.ca/~mansfield/feminism>

Description: This site lists many of the feminist or women-related resources on the Internet including women's organizations and women's resources as well as links to other sites.

Gender, Science and Development Programme

Location: <http://www.ifias.ca/gsd/GSDinfo.html>

Description: This is an international policy research network of scientists and technicians who work on issues concerning women in international science and technology. Publications include *Safe Womanhood* (on gender-specific health risks), *Timing and Presence: Getting Women's Issues on the Trade Agenda and Engendering Trade*. The network is housed at the International Federated Institutes for Advanced Study in Toronto.



Human Rights Internet

Location: <http://www.hri.ca>

Description: This site provides access to information on children's rights, education resources, a job board, on-line data bases, an Internet directory, a rights talk forum, UN information, urgent alerts and a world calendar. Within the Internet directory, users can access information on human rights organizations working on a particular issue or within a particular country or continent.

Human Rights Research and Education Centre University of Ottawa

Location: <http://www.uottawa.ca/hrrec>

Description: Users can access the Centre's extensive documentation as well as extensive links to Canadian and international human rights sites. The Canadian human rights Internet sites include Aboriginal peoples, children, foreign policy, government, human rights commissions, human rights decisions, human rights organizations, indexes, justice, legal issues, news, ombudsman, police and military accountability, social justice, university related sites and women's rights.

Judith Bowers' Legal and Non-legal WWW Resources for Canadian Lawyers

Location: <http://www.geocities.com/~jab/law/bowers.html>

Description: This site contains a list of legal and non-legal resources on the World Wide Web for Canada and the United States and at the international level. It also provides access to newspapers and journals, reference materials and other general information.

Ministry of Women's Equality, Government of British Columbia

Location: <http://www.weq.gov.bc.ca>

Description: The site discusses the mandate of the Ministry of Women's Equality, grants, library resources, news releases, calendar of events, video reviews and information on child care, educational training, violence, justice and legislation, health and other gender issues in British Columbia. The Ministry's newsletter "Equal Times" is also on-line here.

NetFemme

Location: <http://netfemmes.cdeacf.ca>

Description: The pages of NetFemme are a starting point for Francophone women surfing the Web. It gives access to an index and directories of cyberstations and to links between women, a directory of community groups, government departments and NGO sites, a distribution list, resources for activists, feminist studies, historical sites, a calendar with a cultural directory and resources for gays and lesbians.

Online Feminist Resources-UNB Women's Studies

Location: <http://www.unb.ca/web/ws/netres.htm>

Description: Provides access to feminist resources on-line in the following areas: Canadian government, Canadian women's NGO's, Canadian women's research centres, Canadian Women's Studies programs. There is also access to research documents (at UNB, provincial, national and international); international on-line resources and women's on-line discussion groups.

PAR-L

Location: <http://www.unb.ca/web/PAR-L>

Description: PAR-L is a bilingual Internet discussion group of individuals and organizations interested in women-centred policy issues in Canada.

Resources for Feminist Research (RFR)

Location: <http://www.oise.on.ca/rfr>

Description: Provides access to Resources for Feminist Research which is a bilingual Canadian scholarly journal at the Ontario Institute for Studies in Education. It also gives access to related Internet resources.



*Social Development Network (SDN)*Location: <http://www.web.net/sdn>

Description: The SDN provides services on the Internet including private, secure work areas on-line; public conferences on current issues; access to information and resources; linking communities to each other; networking across sectors and training and support for users.

*Statistics Canada*Location: <http://www.statcan.ca>

Description: This is a very useful site for up-to-date Canadian statistical information containing sources of social statistics, search tools, abstracts of research documents published by StatsCan.

*Status of Women Canada*Location: <http://www.swc-cfc.gc.ca/direct.html>

Description: This Web site is designed to give users access to the tools necessary to learn about and promote women's equality. Users can access various resources, including consultations, gender-based analysis, media inquiries, news releases, research directorate-Policy Research fund, statistics on women in Canada, Women's Program, International Women's Day, the Governor General's Awards in commemoration of the Person's Case, key dates and publications. This Web site also provides a list of women's organizations on the web, E-mail addresses of Canadian women's groups and Status of Women Canada's mailing list.

*Virtual Sisterhood*Location: <http://www.igc.apc.org/vsister/index.html>

Description: Virtual Sisterhood is a global women's electronic support network dedicated to strengthening and magnifying the impact of feminist organizing through promotion of electronic communications use within the global women's movement. It provides access to a global directory of women's organizations & electronic communication; a sampler of women's online resources including feminist print resources; and information on electronic conferences and a mailing list for women activists. Information can also be accessed in a number of languages including Chinese, English, French, German, Japanese, Russian, and Spanish.

*Women and Environments*Location: <http://www.web.net/~weed>

Description: Users gain access to the *Women & Environments* international magazine which examines women's multiple relations to their many environments — natural, physical, built and social — from a feminist perspective.

*Women's Web*Location: <http://crc.web.apc.org/womensweb>

Description: A list of women's organizations in Canada, as well as their mailing and E-mail addresses, is provided.

C. INTERNATIONAL INTERNET RESOURCES*Mannheim Centre for European Social Research*Location: <http://www.mzes.uni-mannheim.de>

Description: Socio-economic and political data about European countries, including access to the EURODATA research archive, is found on this site.



Organisation for Economic Co-operation and Development (OECD)

Location: <http://www.oecd.org>

Description: The Organisation for Economic Cooperation and Development monitors trends in 26 member countries, including Canada. This site, still under construction, lists OECD publications and selected aspects of OECD activities.

United Nations Economic Commission for Europe

Location: <http://www.unece.org/Welcome.html>

Description: Statistics for comparative research, including the UNECE Yearbook and links to statistical agencies worldwide, are provided.

United Nations Development Fund for Women (UNIFEM)

Location: <http://www.undp.org/unifem>

Description: This site provides information on UNIFEM, the economic empowerment of women, governance and leadership, women's human rights and resources. Links can also be made to the Women Watch Web site.

Women Watch

Location: <http://www.un.org/womenwatch>

Description: A UN Internet gateway on the advancement and empowerment of women. The site provides information on the UN's work on behalf of women of the world, the global agenda for improving the status of women and on women worldwide. News and views, as well as a global forum, can also be accessed through this site. Links can be made to the division for the advancement of women (DAW), the United Nations Development Fund for Women (UNIFEM), and the International Research and Training Institute for the Advancement of Women (INSTRAW).

World Bank

Location: <http://www.worldbank.org>

Description: This extensive Web page outlines the World Bank's activities and publications. The latter include recent publications on gender issues such as *Advancing Gender Equality — From Concept to Action* (1995) and *Enhancing Women's Participation in Economic Development* (1994).

D. RESOURCES FROM OTHER JURISDICTIONS*American Association for the Advancement of Science (AAAS) Database of Human Rights Resources on the Internet*

Location: <http://shr.aaas.org/dhr.htm>

Description: This database provides links to clearinghouses of human rights and general human rights including women, children, refugees, scientists and human rights organizations of national or regional focus. It allows users to cross-sort entries by topical or geographical focus and name.

Australian Institute for Women's Research and Policy

Location: <http://www.gu.edu.au/centre/aiwrap>

Description: Based at Griffith University, Brisbane, Australia, the Institute hosts this Web page, which, among other resources, contains the "Violet Pages," a national database of women's research expertise. E-mail addresses for Australian women's issues researchers are available by area of expertise.



Democracy Resource Centre (U.S.)

Location: gopher://www.ned.org/page_4/resource.html

Description: Democracy Resource Center (DRC) collects, organizes and disseminates information and analysis produced by and about a wide range of groups and organizations working to strengthen democracy around the world. The DRC site provides access to the library catalogue, two data bases, a listing of periodical holdings and Internet tools.

DIANA International Human Rights Database (U.S.)

Location: <http://www.law.uc.edu>

Description: International human rights treaties and conventions, Charter documents and procedures of regional regimes, jurisprudence of human rights decision-making bodies, legal briefs submitted before both municipal and international human rights courts, human rights treaties and other secondary materials, and human rights bibliographies are brought together on this site. Information can also be accessed on the status of each document, such as which countries have ratified which treaties (including texts of any reservations), and whether a case has been appealed or overturned.

Electronic Access to Research on Women: a Short Guide (U.S.)

Location: gopher://cscgoph2.ALBANY.EDU:70/00/.DEPTS/.ws/ws_Network_Resources/**Guide-By_Hudson_and_Turek**

Description: This provides a very good introduction to various aspects of the Internet for women.

Elsevier Science Catalogue — Social/Behavioral Sciences and Humanities Section (U.S.)

Location: <http://www.elsevier.nl>

Description: You can search this extensive library by clicking on the magnifying glass icon. Choose "Social/Behavioral Sciences and Humanities." There are sections on women's studies, economics, sociology, education and many others. Compiled by the Ms. Foundation for Women, the site contains American statistics, particularly about women in non-traditional occupations and mothers (including lone parents) in the paid labour force.

Feminist.COM (U.S.)

Location: <http://Feminist.com/home1.htm>

Description: This site contains information on health issues, resources and links, articles and speeches, and women's news resources on-line.

Feminist Internet Gateway (U.S.)

Location: <http://www.feminist.org/gateway/master2.html>

Description: The site provides a list of women's Internet sites by subject, including general women's issues, global feminism, violence against women and sexual harassment, violence against women — clinic violence, women and work, women and work — affirmative action, women's and girl's sports, women in politics, women's health — abortion centres, and women's studies and centres.

Feminist University Network (U.S.)

Location: <http://www.feminist.org/campus/funstud.html>

Description: The site provides a list of women's centres in the United States as well as of women's studies programs in the United States, Canada and certain European countries.



Gender Sensitive Research Methods Bibliography (U.S.)

Location: <http://www.ids.ac.uk/eldis>

Description: Based at the British Library for Development Studies, the focus of this bibliography is women and development.

Humanities HUB Resources — Women’s Resources (Australia)

Location: <http://www.gu.edu.au/gwis/hub/hub.women.htm#women>

Description: From this site, very useful as a starting point, you can link to the Australian Institute for Women’s Research and Policy, as well as search the Women’s Studies data base at the University of Maryland. You can also link to international census and social survey data.

Human Rights Organizations and Resources (U.S.)

Location: <http://www.hrweb.org/resource.html>

Description: This site provides names of human rights organizations, UN human rights sites, regional and national human rights organizations and resources, other organizations doing substantial human rights work, and resources (such as libraries and Internet-based information) of use to human rights activists and researchers.

Human Rights Web (U.S.)

Location: <http://www.hrweb.org>

Description: The site contains information on what human rights are, as well as access to human rights, legal and political documents, and human rights organizations and resources, including human rights organizations that work at an international level, UN and government human rights sites, other human rights resources, and regional and national human rights organizations and resources.

IdeaList (U.S.)

Location: <http://www.idealists.org>

Description: IdeaLIST is a global directory of non-profit Web sites with links to over 10,000 sites in 110 countries including Canada. A search for an organization can be made by name, city, state, country, mission or area of focus. The areas of focus include art; children and youth; civil liberties and human rights; community building and renewal; community service (volunteering); computers and technology; consumer protection; crime; disability information; disaster relief; economic development; education; energy conservation; environment; family and parenting; farming and rural issues; foundations and fund-raising coalitions; gay, lesbian, bisexual and transgender issues; health; homelessness and housing; hunger and poverty; immigration; job training and workplaces; legal assistance; men’s issues; mental health; peace and conflict resolution; race and ethnicity; recovery, addiction and abuse; religion; safety; seniors; wildlife and animal rights; and women’s issues.

Institute for Research on Women and Gender (U.S.)

Location: <http://www.stanford.edu/group/IRWG>

Description: The site provides access to newsletters and scholarly publications on women and gender.

International Law and Human Rights Through the DODDEL (U.S.)

Location: http://unimaas.nl/index_uk.htm?index_uk.htm

Description: This contains a list of resources in international law, human rights, prohibition of torture, international criminal law, law (miscellaneous), international organizations and non-governmental organizations.



NativeWeb (U.S.)

Location: <http://www.nativeweb.org>

Description: This Web site provides information on native issues by subject category, geographic region (including Canada) and nations/peoples. Users can also access the following resources: law and legal issues; languages, literature, newsletters and journals, organizations, bibliographies, historical material, information on women, information sites, dictionaries and a mailing list.

PRAXIS Resources for Social and Economic Development (U.S.)

Location: <http://caster.ssw.upenn.edu/res.html>

Description: This is a list of resources put together by a University of Pennsylvania social work professor, and includes a section on historically disadvantaged populations, including women.

Social Politics: Gender, State and Society (U.S.)

Location: <http://send an e-mail message to listserv@vmd.cso.uiuc.edu> that says: sub SOCPOL-L Your Name

Description: This is an unmoderated discussion group to complement the journal *Social Politics*, published by the University of Illinois and the Swedish Council for Social Research. You receive postings to this discussion group by E-mail, and you can reply and post messages to the discussion group by E-mail. Be warned that unmoderated lists tend to be very high-traffic ones.

Social Sciences Information Gateway's Collection of Resources on Feminism (U.K.)

Location: <http://sosig.esrc.bris.ac.uk/welcome.html>

Description: Based at the Economic and Social Research Council, University of Bristol, England, the site provides good pointers to resources for research on women.

University of Minnesota Human Rights Library (U.S.)

Location: <http://www1.umn.edu/humanrts>

Description: This site has a collection of international information on the work of human rights treaty bodies, the ratification of human rights treaties and bibliographies as well as information from the inter-American human rights system, the Organization of African Unity, the OSCE and human rights education.

Women in the Work Forces (U.S.)

Location: gopher://inform.umd.edu:70/11EdRes/Topic/WomensStudies/GenderIssues/womenInWorkforce

Description: This site contains American information only on earning differentials, 70 years of women's labour history, U.S. Department of Labor Women's Bureau publications, facts on American women in the work force, legislation such as the *Family Leave Act*, data on Black, Hispanic, Aboriginal and Asian-American women business owners.

Women on the Web (U.S.)

Location: <http://www.stanford.edu/group/womenscntr>

Description: The site provides a list of women's resources on the Internet including general women's organizations on-line; gender issues; techie chicks (women and technology); cyberfems (women and computers); lesbian and bisexual women; women's health, including reproduction and birth control; abortion; women and the law; sexual and domestic violence; the muses (women and arts and entertainment); women's sports (female athletes); and other miscellaneous Internet resources.



Women's Net (U.S.)

Location: <http://www.igc.org/igc/gateway/wnindex.html>

Description: Frequently updated, this site contains links for feminist activists, lists of gender-related electronic forums, publication lists, links to (American) stats and resources about violence, women in technology, women's studies, health, and numerous American and international women's organizations such as the Global Fund for Women, National Organizations for Women, Women's International Centre.

Women's Resources on the Internet (U.S.)

Location: <http://metalab.unc.edu/cheryb/women/wresources.html>

Description: Information on a variety of topics on this site includes art, biographies, bisexual and lesbian resources, calendars/conferences/announcements, electronic discussion forums, film, gender issues, health, history, legal issues, literature, music, organizations, parenting, pregnancy, reproductive rights, science and technology, sexuality, sports, support, women's colleges and women's studies programs.

Women's Studies Database (U.S.)

Location: <http://www.inform.umd.edu/EdRes/Topic/WomensStudies>

Description: This is a useful site where you can find conference announcements, bibliographies, calls for papers, conferences, information about a variety of gender issues, U.S. Government documents, information about American legislative issues, links to other women's issues, gophers and Web sites, and a reference room. It also has a search function if you are looking for particular information on women.

Women's Studies Reference Works (U.S.)

Location: <http://www.inform.umd.edu/EdRes/topic/WomensStudies>

Description: This very American site lists a number of useful documents such as *Feminist Periodicals: A Current Listing of Contents*, *United States Government Documents on Women, 1800-1990: A Comprehensive Bibliography*, *New Books on Women and Feminism*, *Women's Studies Abstracts*, *The Dictionary of Feminist Theory*, etc.

Women'sWeb (U.S.)

Location: <http://crc.web.apc.org/womensweb>

Description: The site provides an international listing of women's organizations as well as their mailing and E-mail addresses.

Women's Wire (U.S.)

Location: <http://www.women.com>

Description: The site contains a wealth of links to information about women in the international news, mainly American women's organizations, women's businesses, women's health issues, women artists, archives, etc. It also features a daily feminist comic strip, "Like Sylvia," and is more fun than research-oriented.



Appendix D
Annexe D



Appendix D

CANADIAN AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

There exist at the national and international level various legal sources of protection of human rights. The following is a list of selected and international human rights instruments which can be used in a gender-equality analysis of policy, programs, litigations, legal opinions, alternative dispute resolution and research.

NATIONAL HUMAN RIGHTS INSTRUMENTS

Constitutional Provisions

Canadian Charter of Rights and Freedoms, R.S.C. 1985

Federal

Canadian Human Rights Act, R.S.C. 1985, H-6

Canadian Labour Code, R.S.C. 1985, C-2

Canadian Multiculturalism Act, R.S. 1985, C-24

Employment Equity Act, S.C. 1995, C-44

Note: Numerous federal laws, such as the Immigration Act, R.S.C. 1985, I-2, have specific equality provisions. As well, support for a gender-equality legal argument can be obtained from administrative sources such as guidelines, policies, or other interpretive provisions for exercising discretion.

INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

The following list of international declarations, conventions and programs for action serves as a useful guide to international human rights norms. The international instruments which have been ratified by Canada are in bold with the year of ratification appearing in brackets.

- 1948 *Universal Declaration on Human Rights*
- 1949 *Convention for the Suppression of the Traffic of Persons and of the Exploitation of the Prostitution of Others*
- 1966 **International Covenant on Economic, Social and Cultural Rights (1976)**
- 1966 **International Covenant on Civil and Political Rights (1976)**
- 1966 **Optional Protocol to the International Covenant on Civil and Political Rights (1976)**
- 1966 *Declaration on the Principles of International Cultural Cooperation*
- 1969 *Declaration on Social Progress and Development*
- 1981 *Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief*
- 1984 **Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1987)**
- 1985 *Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power*
- 1985 *Declaration on the Human Rights of Individuals Who Are Not Nationals of the Country in Which They Live*
- 1986 *Declaration on the Right to Development*



- 1991 *Harare Declaration adopted by the Commonwealth Heads of Government*
- 1992 *Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities*
- 1992 *Rio Declaration on Environment and Development*
- 1992 *Agenda 21: Programme of Action for Sustainable Development*
- 1993 *Vienna Declaration and Programme of Action (World Conference on Human Rights)*
- 1994 *Program of Action of the United Nations International Conference on Population and Development*
- 1995 *Copenhagen Declaration on Social Development*
- 1995 *Programme of Action of the World Summit for Social Development*
- 1996 *Istanbul Declaration*
- 1996 *Habitat Agenda and Global Plan of Action*

WOMEN

- 1952 **Convention on the Political Rights of Women (1957)**
- 1957 **Convention on the Nationality of Married Women (1959)**
- 1962 *Convention on the Consent to Marriage*
- 1964 *Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages*
- 1967 *Declaration on the Elimination of Discrimination against Women*
- 1974 *Declaration on the Protection of Women and Children in Emergency and Armed Conflict*
- 1975 *Mexico World Plan of Action Opening of the Decade for Women*
- 1979 **Convention on the Elimination of all Forms of Discrimination against Women (1981)**
- 1985 *Nairobi Forward-Looking Strategy (FLS) for the Advancement of Women*
- 1991 *Ottawa Declaration Women and Structural Adjustment* adopted by the Commonwealth Heads of Government
- 1991 *Miami Women's Action Agenda 21*
- 1991 **Inter-American Convention on the Nationality of Women (1991)**
- 1991 **Inter-American Convention on the Granting of Political Rights to Women (1991)**
- 1991 **Inter-American Convention on the Granting of Civil Rights to Women (1991)**
- 1991 *Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women*
- 1993 *United Nations Declaration on the Elimination of Violence Against Women*
- 1995 *Commonwealth Plan on Gender and Development*
- 1995 *Beijing Platform for Action*

RACE

- 1963 *United Nations Declaration on the Elimination of All Forms of Racial Discrimination*
- 1965 **International Convention on the Elimination of All Forms of Racial Discrimination (1970)**
- 1978 *Declaration on Race and Racial Prejudice*



CHILDREN/YOUTH

- 1959 *Declaration of the Rights of the Child*
- 1965 *Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples*
- 1974 *Declaration on the Protection of Women and Children in Emergency and Armed Conflict*
- 1986 *Declaration on Social and Legal Principles for the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally*
- 1990 Convention on the Rights of the Child (1991)**
- 1990 *World Declaration on the Survival, Protection and Development of Children*
- 1990 *Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children in the 1990s*
- 1996 *Stockholm World Congress against the Commercial Exploitation of Children: Declaration and Agenda for Action*
- 1996 *European Convention on the Exercise of Children's Rights*

PERSONS WITH DISABILITIES

- 1971 *Declaration on the Rights of Mentally Retarded Persons*
- 1975 *Declaration on the Rights of Disabled Persons*
- 1991 *Principles for the Protection of Persons with Mental Illness and the Improvement of Mental Care*

EMPLOYMENT AND EDUCATION

- 1951 **Convention (No 100) Concerning Equal Remuneration for Men and Women Workers for Work of Equal Value (1972)**
- 1958 **Convention (No 111) concerning discrimination in Respect of Employment and Occupation (1964)**
- 1960 *Convention against Discrimination in Education*
- 1964 **Convention (No 122) Concerning Employment Policy (1966)**

These documents are available at the following places:

- Library of the Department of Justice
- Some of the international instruments can be found in a book entitled *Human Rights: A Compilation of International Instruments. Volume 1 (First Part) & (Second Part) Universal Instruments* (New York and Geneva: United Nations Center for Human Rights, 1994). This book can be found in the reference section of the Justice Library.
- Human Rights Law Section.
- Library of the Department of Foreign Affairs and International Trade.



Notes



Appendix E
Annexe E



Appendix E

DIAND — SPECIFIC UNDERTAKINGS ON GENDER EQUALITY

(N.B. This is taken from the Federal Plan for Gender Equality, Status of Women, 1995. It contains the numbers of the sections of the Plan which are applicable to all departments or specifically to DIAND.)

OBJECTIVE 1 — IMPLEMENT GENDER-BASED ANALYSIS THROUGHOUT FEDERAL DEPARTMENTS AND AGENCIES

Priorities for Action

25. The federal government is committed to:
29. the collection and use of gender-disaggregated data as appropriate;
30. the use of gender-sensitive language throughout the federal government; and
31. the evaluation of the effectiveness of the gender-based analysis process.
32. Costs for implementing the gender-based approach will remain within departmental allocations. They include customary operational costs such as training employees and conducting the analysis, both of which are part of ongoing business costs.
33. Status of Women Canada will collaborate with other governments and federal departments and agencies in the staged implementation of a gender-based analysis process, including the development of tools, training materials and procedures, and the monitoring of the process itself. In so doing, SWC will draw on CIDA's 10 years of experience in using a gender-based approach in its Women in Development Program (WID), the experiences of other governments already using this approach, and extensive resource materials developed worldwide.
34. Individual departments and agencies will assume responsibility for undertaking gender-based analysis as appropriate within their operational spheres of activity. Implementation of this approach is anticipated to be phased in over the next five years as departments and agencies develop the expertise and capacity to carry out the analysis.

OBJECTIVE 2 — IMPROVE WOMEN'S ECONOMIC AUTONOMY AND WELL-BEING

Priorities for Action

47. Federal legislation, policies and programs that are sensitive to the reality of women's lives will contribute to an improvement in the economic well-being of Canadian women. The federal government is committed to:
48. a gender-based analysis, where appropriate, of all economic and socio-economic legislation and policy development, as a means of addressing gender inequalities (see Objective 1).
52. Specific federal actions to promote women's economic autonomy and well-being will occur as appropriate within both sectoral and inter-ministerial policy levels — including those departments and agencies whose focus is not essentially economic.
54. The federal government will continue to build and foster linkages and partnerships where appropriate with women's organizations, labour organizations, employer groups, industry associations, labour-management bodies, NGO's, and provincial and territorial governments to explore and initiate ways to advance women's economic autonomy and well-being (see Objective 1).



Broadening Women's Representation and Distribution in Education and Training Fields

71. To enhance the representation and distribution of women in all education (see also Objective 5) and training, the federal government is committed to:

74. promoting and facilitating opportunities for women to develop managerial, entrepreneurial, technical and leadership skills in all spheres (see also Objective 6);

80. continuing to provide funding to assist eligible status Indians and Inuit in gaining a post-secondary education (64 percent of the students assisted through these programs in 1992-1993 were Aboriginal women).

Improving Women's Access to, and Progress in, the Paid Labour Market

86. The federal government will continue to improve women's access to, and progress in, the paid labour market through integrated and targeted measures. The federal government's employability initiatives and supports will encompass programs and services such as employment counselling and assessment, labour-market information, job finding assistance, training, work experience, income support, child-care and employment supports, wage subsidies and earning supplements. In addition, the federal government is committed to:

100. continuing to fund initiatives dealing with labour-market adjustment issues affecting Aboriginal women by providing employment and training opportunities which may also include Aboriginal child-care initiatives.

Creating Conditions Necessary to Support Women Entrepreneurs in Starting and Expanding Business

113. The Economic Development for Canadian Aboriginal Women Initiative (EDCAW) is providing Aboriginal women with support in economic and business development. EDCAW includes activities such as networking, training, advocacy and the development of pilot projects to improve access to capital and business resources.

Broadening Our Understanding of Canadian Women's Relation to the Economy

115. The federal government, through consultation with women's organizations where appropriate, will continue to improve its development, collection and analysis of data (including gender-disaggregated data) to enhance the understanding of issues of concern to women and to provide better information for socio-economic legislation, policy and program development and innovation.

OBJECTIVE 3 — IMPROVE WOMEN'S PHYSICAL AND PSYCHOLOGICAL WELL-BEING

(There are no specific DIAND commitments under this Objective).



OBJECTIVE 4 — REDUCE VIOLENCE IN SOCIETY, PARTICULARLY VIOLENCE AGAINST WOMEN AND CHILDREN

Reducing Violence Against Women and Children: Priorities for Action

188. In June of 1995, the Minister of Justice, in collaboration with the Secretary of State (Status of Women) and other Ministers, held a second consultation with 67 women's organizations from across the country, to discuss priority issues concerning violence against women in Canada. During the final day of the consultation with ministers and ministerial representatives, various activities to be undertaken by the federal government were identified. Recommended courses of action will guide departments and agencies in promoting the safety and equality of Canadian women and in developing policies and programs to address violence against women.

Contributing to Community-Based Action

190. Community-based action is an important strategy to reduce violence. The federal government is committed to:

193. assisting Aboriginal women's organizations to develop community resources, and to examine and institute culturally appropriate and holistic approaches to the healing of their communities.

Supporting Shelters for Battered Women and Children

219. The federal government, through the Canada Mortgage and Housing Corporation, is committed to:

223. reviewing the availability of operational-funding support for on-reserve shelters.

Addressing Violence in First Nations' On-reserve and Inuit Communities

238. The federal government continues to support initiatives in First Nations' on-reserve and Inuit communities that address violence against women in the family, specifically:

239. community-based services to help in the prevention, intervention and treatment of violence against women,

240. research, evaluation and professional training activities that address violence against women in the family, that increase recognition of abuse and that explore healing models.

OBJECTIVE 5 — PROMOTE GENDER EQUALITY IN ALL ASPECTS OF CANADA'S CULTURAL LIFE

Aboriginal Citizens

315. The federal government will continue to help Aboriginal women to maintain their cultural distinctiveness and to address their cultural identity and other issues by:

317. supporting Aboriginal broadcasters to explore the role that Aboriginal women play in the cultural lives of their communities and to explore Aboriginal women's, children's and family issues.



OBJECTIVE 6 — INCORPORATE WOMEN'S PERSPECTIVES IN GOVERNANCE

Priorities for Action

338. The federal government believes that the active participation of women from diverse experiences and fields, at all levels of decision making, is central to equality, human advancement and progress. It is, therefore, necessary to sustain and advance efforts to accord women an equitable share of power and leadership in decision-making processes affecting Canada's social and economic development.

339. Strategies to eliminate both structural and attitudinal barriers are needed to achieve equality in all aspects of women's lives. The federal government will continue to ensure that all federal appointments are based on the principle of merit, in accordance with the *Public Service Employment Act*. The federal government is committed to:

340. ensuring that all departments and agencies seek to improve employment and career opportunities for women;

342. increasing the participation and representation of women on management boards of federal institutions in all sectors;

343. promoting gender-sensitivity training for individuals currently in public decision-making positions;

344. reinforcing, where appropriate, through media and other forms of popular culture, realistic and positive portrayals of women as decision makers and leaders within the public and private sectors (see also Objective 5); and

345. ensuring, where appropriate, that there is no gender discrimination inherent in the structures, policies and processes of public institutions. It will also ensure that this principle is built into the tendering process for private-sector initiatives receiving federal funding, and will encourage all funding recipients to include women in project planning and implementation, thus promoting gender equalization (see also Objective 5).

Women's Equality and Role in Governance in the Public Service

346. Achieving a fair and representative work force in the federal public service is a priority, as is the need to remedy any demonstrated inequality in the workplace resulting from systemic discrimination. In accordance with this priority, the federal government is committed to ensuring that women have their fair share of recruitment, development and promotional opportunities, and that their representation in non-traditional occupations and throughout all hierarchical levels in the public service is improved (see also Objective 8). The federal government has adopted various measures to provide women public servants, among other designated groups, with development opportunities for senior-level positions. These include, for example:

347. the Special Measures Initiative Program (SMIP) to assist the federal government to reach employment equity objectives through financial, technical and other forms of support;

348. the Career Assignment Program (CAP) that enables increasingly more women to acquire senior public service positions. Currently, 128 (63 percent) of the total 204 CAP participants are women; 2,018 employment equity designated group members, of which 1,698 (84 percent) are women, have received positive support and career advice through the Executive Programs Employment Equity Directorate;

349. an international program to present Canadians as candidates for positions in international organizations. Over the last five years, one third of Canadians winning positions in international organizations have been women;



350. training programs on leadership and managerial values, including the management of diversity, targeted to middle-management and executive levels, where respect and understanding of cross-cultural and cross-gender issues are both implicitly and explicitly encouraged;
351. promoting gender equality in all situations where training is undertaken; and
352. mentoring and shadowing programs that improve the ability of participants to be marketable and be promoted into senior management. This program is important for increasing the number of women in senior management positions, where role models are scarce.

OBJECTIVE 7 – PROMOTE AND SUPPORT GLOBAL GENDER EQUALITY

Priorities for Action

361. Consistent with priorities identified in The Federal Plan, the federal government will continue to integrate gender-based analysis and issues related to the promotion of gender equality, where appropriate, within all of its international activities.

Promote Gender Equality in International Fora

362. Through participation in many international and multilateral activities, the federal government will continue to focus attention on women's issues. Federal government policies and programming will take into account the diversity of women and their situations, recognizing that, in addition to gender-based discrimination, women face particular barriers worldwide because of such factors as race, language, ethnicity, culture, age, disabilities, socio-economic status, or because they are indigenous people or migrants, displaced people or refugees. The federal government is committed to:

363. pursuing gender equality objectives in various multilateral fora such as the United Nations, especially the Commission on the Status of Women (CSW), the Commission on Human Rights (CHR) and the Commission on Crime Prevention and Criminal Justice (UNCCPCJ), as well as the Inter-American Commission of Women (CIM), the OECD, the Commonwealth, La Francophonie, the Organization for Security and Cooperation (OSCE) and the International Labour Organization (ILO);
364. promoting the reform of international and multilateral institutions and mechanisms in order that their policies and programs better reflect and meet the needs of women. Emphasis will be on strengthening the U.N. machinery for the advancement of women, the promotion, protection and mainstreaming of women's human rights and improving the effective co-ordination and functioning of system-wide U.N. activities and programming.

Implementation of International Commitments

405. The federal government is committed to implementing its promises to women through collaborative co-ordination with all relevant departments. Of particular importance are commitments made in conferences on children (1990), the environment (UNCED, Rio de Janeiro, 1992), human rights (Vienna, 1993), population and development (ICPD, Cairo, 1994), sport (the Brighton Declaration, December 1994) and social development (WSSD Copenhagen, 1995).
406. The federal government is also committed to ensuring compliance within Canada with its international obligations under the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Nairobi Forward-looking Strategies for the Advancement of Women (FLS) and the Declaration on the Elimination of Violence Against Women.



The Fourth United Nations World Conference on Women

407. Canada's key objective for the Conference is to seek agreement for a global platform for action that sets out practical measures to accelerate progress toward gender equality. Canada will work to consolidate the important gains for women made at recent U.N. world conferences and summits and to offer and support constructive amendments aimed at furthering equality.

409. The federal government is committed to implementing the Platform for Action to be adopted at the Fourth United Nations World Conference on Women in Beijing to further advance gender equality in Canada and around the world.

OBJECTIVE 8 — ADVANCE GENDER EQUALITY FOR EMPLOYEES OF FEDERAL DEPARTMENTS AND AGENCIES

Priorities for Action

416. The participation of women and other designated group members in the public service will continue to be a priority from 1997 to 2000. In particular, federal departments and agencies will monitor the impact of fiscal restraint and budget cuts over the next three years to ensure that they do not disproportionately or adversely affect women and members of other designated groups.

Improving the Representation of Women in Non-traditional Public Service Occupations

417. The federal government will improve the representation of women in non-traditional public service occupations. Specifically it is committed to:

419. modifying recruitment campaigns to attract women to non-traditional occupations.

The Federal Framework for Creating Supportive and Flexible Workplace Environments

426. The federal government is creating a workplace culture built on egalitarian gender relations. Specifically, it is committed to building a more supportive and flexible workplace environment, offering professional training and development and career opportunities and recognition to all employees, and providing options for balancing work and family life by:

427. promoting the values and strengths of work force diversity in culture and gender and inclusive of persons with disabilities;

428. ensuring that women are included and depicted in non-traditional work situations in all public service training; that appropriate language is used to promote gender equality; that training development activity addresses the attitudes, assumptions and values that prevent gender equality in the workplace and that targeted sensitivity/awareness training of gender differences is provided where appropriate;

429. ensuring that all federal workplaces are free of harassment and conducive to self-esteem and dignity, that federal departments and agencies develop and implement harassment prevention policies and that all complaints of harassment and abuse of authority are dealt with appropriately (see also Objective 4);

430. ensuring that fairness, equity and transparency apply to all staffing practices, and that any demonstrated inequalities are remedied; and

431. assisting federal employees to balance work and family life through flexible work-time arrangements including telework, on-site day care where feasible, and assistance with personal problems through the employee assistance and other family support programs (see also Objectives 2 and 3). The Department of National Defence, for example, has recently established a series of family resource centres on its bases.



Enhancing the Personal Safety of the Workplace for Federal Women Employees

432. As an employer, the federal government is sensitive to the violence that women employees may experience, and has taken steps to prevent it and to support victims of violence in their workplace, in their homes and outside. For example, policies and departmental committees dealing with sexual harassment have been established. Personal counselling for victims is available through employee assistance programs.

438. The federal government will continue to provide workshops, where appropriate, to increase employee awareness of issues surrounding violence against women in an effort to prevent violence and to assist victims to seek help when needed.

439. In co-operation with employee representatives, violence prevention committees will be established where appropriate to implement initiatives to reduce violence. Committee members will be sensitized to gender issues and to differences in culture, ability and sexual orientation. Public awareness programs and codes of conduct for non-violent and respectful behaviour toward employees will be developed, and a mechanism will be set up to provide employees with the opportunity to report anonymously problems of workplace violence. As appropriate, a model for safety auditing, including sexual harassment, will be developed for adoption by all departments and agencies.



Appendix F
Annexe F



Appendix F

THE STARTING POINT — WOMEN'S INEQUALITY

From childhood to old age, women's and men's life experiences and circumstances differ. As the data below illustrate, while women experience some benefits over men associated with their sex or gender (for example, longevity), the general pattern of benefits and burdens encountered by women and men is one of relative social, economic and political disadvantage for women. The general disadvantages experienced by women may be compounded by other kinds of social inequality associated with characteristics such as race, ethnocultural heritage, poverty, disability and sexual orientation.

ECONOMIC DISADVANTAGE

- In 1995, 57% of all adults with incomes below Statistics Canada's Low Income Cut-offs (LICOs) were women. Low income is a more acute problem for some groups of women. For example, 72% of low-income Canadians age 65 and over are women; 33% of Aboriginal women of all ages have low incomes; and women with disabilities at all ages have lower incomes than men with disabilities.
- Four out of five lone-parent families are headed by women. In 1993, 60% of female-headed lone-parent families were classified as having low incomes. In comparison, 33% of lone-parent families are headed by men, and 13% of two-parent families had incomes below the LICOs.
- In 1996, women's labour force participation rate was 57.6% compared to 72.4% for men; women were 69.1% or part-time workers, and 49% of multiple job holders. The main reason women cited for part-time employment was lack of full-time jobs.
- The average earnings of employed women are substantially lower than those of men. In 1993, women employed on a full-time, full-year basis earned 72% of their male counterparts.

VIOLENCE AGAINST WOMEN

- One half of all Canadian women have experienced at least one incident of physical or sexual violence since the age of 16; 29% of women have experienced physical or sexual violence by a current or past marital partner.
- Only 6% of the women who stated that they had been sexually assaulted had reported the incident to the police; 26% of those who had been physically assaulted by a partner had reported the assault to the police; and 22% of the women who reported violence had never told anyone else.
- Almost 75% of the violent attacks against women are by acquaintances or relatives, compared with 37% of violent attacks against men.

FAMILY ROLES AND RESPONSIBILITIES

- Women continue to have primary responsibility for household management and the care of family members. In 1992, employed women with a spouse and children spent, on average, two hours more per day on domestic work activities than their spouse.
- The amount of time employed mothers devote to child care is roughly double that of employed fathers.



UNDERREPRESENTATION IN DECISION MAKING

- Even though the educational attainment of women has increased substantially over the last decade, women are still underrepresented in many areas of decision making. For example, women occupy only 20% of the highest-paid occupations in the corporate sector in Canada, and are underrepresented at senior management levels; in 1991, women made up only 20% of all judges and magistrates in Canada; and, in 1997, only slightly more than one fifth of Members of Parliament were women.

Sources

Statistics Canada, *Women in Canada*, Catalogue 89-503, 1995.

Statistics Canada, "The Violence Against Women Survey," *the Daily*, p. 2.

"Women bump heads on the glass ceiling," *Canadian Press*, June 16, 1994.

