



A GENDER BASED ANALYSIS  
ON POVERTY REDUCTION  
IN SAINT JOHN

*Moving On*



*EDUCATION, TRAINING  
& EMPLOYMENT PROGRAMS*

*A GENDER BASED ANALYSIS  
ON POVERTY REDUCTION  
IN SAINT JOHN*

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*Prepared for the  
Urban Core Support Network  
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# *Moving On*

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## *Foreword*

Saint John is one of six sites selected in Canada by Vibrant Communities<sup>1</sup> to learn more about the challenges and opportunities facing men and women living in poverty. The focus in Saint John is to better understand the differences and also the similarities for men and women who are involved in education, training and employment programs. The overall goal is to assist our community in identifying changes in the way we deliver our services, what resources are needed, and how policies can be more responsive to the differing needs of men and women living in poverty.

Leadership for this initiative is provided by the Urban Core Support Network in partnership with many other organizations. Ideas and support also came from sharing experiences with the other communities in Canada. Financial assistance was provided by the Women's Program, Status of Women Canada.\*

This paper, *Moving On*, reflects the input of many, most importantly the experiences of men and women living in poverty. We hope that it will be useful to community agencies, government departments and businesses in examining their programs and policies. This paper tells the story of what currently exists and the significant challenges facing individuals living in poverty, and how these challenges are different for men and women.

We are very appreciative of the many individuals and organizations in our community who shared their time, experiences and concerns.

Special thanks to the members of the Planning Committee - Fran Heans, Danny Jardine, Lyn King, Bonnie McGraw and Brenda Murphy; to the facilitator of our Think Tank, Toby Goldberg Leong and to Tom Gribbons, chair of the Vibrant Communities Roundtable in Saint John. And finally, thanks to Cathy Wright, project staff and author of this report.

<sup>1</sup> Vibrant Communities is a national community initiative, with 13 communities working together in a learning environment to share experiences in poverty reduction. Guidance and support as well as resources comes from a partnership based in Waterloo region between Tamarack Institute for Community Engagement and the Caledon Institute for Social Policy.

\* The opinions expressed in this document do not necessarily represent the official policy of Status of Women Canada.

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## *Executive Summary*

Saint John is one of six communities across the country selected by Vibrant Communities to participate in a project entitled Gender-based Analysis for Community-Based Poverty Reduction. The project in Saint John is to examine how poverty affects men and women differently. The focus is on the needs and challenges of men and women, particularly those with low levels of education and skills who are participating in education, training and employment services. These services are key links to employment opportunities or to other involvements in the community, including family and volunteer activities.

Two key factors contributed to better understanding the challenges facing men and women living in poverty: a gender-based analysis perspective and the input of many people. Gender-based analysis helped us examine the social and economic differences between men and women, the roles that they play and the different levels of power they hold. It helped to identify the different barriers, needs, and opportunities and the impact of these differences on the lives of men and women, and the implications for policies and programs.

Information to help us tell the story came from many sources: interviews with staff from 22 agencies, five focus groups with 41 individuals (men and women) who are participants in agency programs, federal and provincial sources of statistics, related reports, and a Think Tank of 32 participants representing individuals living in poverty, government, business, churches and community agencies.

Saint John has changed significantly over the last ten years, becoming more of an inclusive community. It is recognized for both its innovation in developing many new services that better meet the needs of men and women living in poverty, and the level of collaboration among agencies, businesses, government, and individuals living in poverty. However at the same time, the economic environment has also changed: there are more women in the workforce; there is an increased emphasis on information technology and jobs requiring a higher level of education; and entry level jobs have become more multi-task oriented.

There are a number of statistics that help to paint a picture of our community's challenges and in particular to understand the different barriers faced by men and women. It is important to recognize that men and women living in poverty face very significant barriers. However, women are even more challenged, not just because overall they earn substantially less than men, but because many more women than men have the added responsibility of raising children on their own and face the high cost of daycare, low paying jobs, and concerns with transportation costs and health coverage.

The following highlights some key statistics to consider:

- **Poverty is a major concern in Saint John, particularly for single parent families and single individuals.**
- **There are 11,884 adults and children receiving income assistance in the current caseload of 6651.**
- **There are more female single parents than male single parents receiving income assistance, 2,063 as compared to 173.**
- **There are more single men than single women on income assistance, 1253 as compared to 758.**
- **Just over 30% of the population in Saint John has less than a grade twelve education, with an almost equal number of men and women.**
- **In New Brunswick there were day care spaces for only 11% of the young children of mothers who were in the labour force in 2002.**
- **Overall, women participate in more hours of unpaid housework, unpaid child care and unpaid care to seniors than men.**
- **More women than men work part-time in Saint John, 72% of part-time workers are women as compared to 28% men.**
- **Most minimum wage workers in New Brunswick are women, 61%.**
- **Men have a much higher income than women in Saint John, 56% of women live on less than \$20,000 a year, compared to 35% of men.**

A range of education, training and employment services exist in our community to support men and women in their efforts towards self-sufficiency or to be able to contribute to their community in other ways. These programs include pre-employment which means building up one's confidence, self-esteem and knowledge and in the case of new Canadians their language skills to move into educational programs or directly into employment; literacy and upgrading programs; and support for finding employment, including loans and specific services for individuals challenged by disabilities. The range offers a potential for a continuum of services however there are a number of barriers that prevent the smooth transition from service to service.

These barriers can be categorized into 6 main areas:

- waiting lists to get into literacy and upgrading programs,
- stigma associated with many aspects of living in poverty,
- childcare services and policies are not supportive of low income parents,
- transportation costs are high, especially with after hours employment,
- level of income makes it extremely difficult to cover basic needs and
- lack of follow-up and support to assist individuals in their next steps.

Finding accessible, affordable and quality daycare was identified as the most challenging issue for women. A second major concern for both men and women was the lack of support for moving on to their next steps and the need for encouragement, support and mentoring.

An important and underlying issue for many individuals, whether they are on income assistance doing unpaid work<sup>2</sup> or going back to school, or working at low wage jobs, is not having enough money for basic necessities such as food, clothing and adequate and affordable shelter. In addition, individuals have to cope with the costs associated with transportation and health care and the policies and programs that are not responsive to their needs. These barriers are very stressful for individuals, particularly if one considers that most individuals experience more than one barrier.

A number of recommendations for action have been identified, some of which relate to supporting current initiatives under development, such as the Resource Centre for Youth with recreational, self-development, health and work-readiness services, all under one roof, and the province wide effort on pay equity. Other recommendations reinforced the need to revisit specific provincial government policies related to childcare, economic unit/household income policy and transitional supports. Other actions identified existing gaps in services and in particular the need for resources to support and follow individuals as they move along the continuum of education, training and employment services. Overall, there needs to be a continuing momentum to ensure that governments, businesses, and community organizations consider the gender lens in the development of initiatives.

Four areas have been identified for further research that would also incorporate a gender based analysis:

- 1) Little information is available on the particular barriers facing visible minority groups, persons with disabilities and older men and women (aged 45 to 65).
- 2) While documents show that 7,000 households are in core housing need, we lack the specific information of how men and women are affected, as well as families and single individuals.
- 3) Concern has been expressed about the long road to receiving a GED<sup>3</sup>, and the expectations of employers that their employees have at least a GED. It is paramount to examine ways to more quickly link individuals into the workforce, particularly in recognition of the often multiple barriers that individuals are facing.
- 4) There is a need for more comprehensive supports and interventions for youth so that we are not trying to 'catch up' and meet their basic education and training needs as adults.

The participants in the Think Tank recommended sharing this report and its findings with government departments, community agencies, and businesses. It is hoped that the Saint John Vibrant Communities Leadership Roundtable will take the ideas and information generated through this project to inform their strategies towards poverty reduction. And finally it is only through collaborative efforts in poverty reduction that Saint John can truly become an **inclusive community**.

<sup>2</sup> Unpaid work could include volunteer work, parenting responsibilities, looking after a senior relative, or housework

<sup>3</sup> GED stands for General Education Development and is an international testing program for adults who have been unable to complete high school. Receiving a GED is considered receiving Adult High School Equivalency .

## *Introduction*

Saint John is one of five communities in Canada participating in the Gender-based Analysis for Community-Based Poverty Reduction project. The Urban Core Support Network (UCSN),<sup>4</sup> a member of the Vibrant Communities Leadership Roundtable in Saint John, is spearheading this initiative.

The goal of this project is to determine if gender based analysis can be an effective tool for furthering the work on poverty reduction in our community. There are three objectives:

- to gain a greater understanding of gender analysis as a tool in examining how poverty affects women and men differently
- to document the education, training and employment services and related barriers for women and men living in poverty.
- to identify priority actions that will increase an individual's connection to their community

*Moving On* presents a “story” through the experiences of many people.

The focus is on education, training and employment services because they are key links for individuals to employment opportunities or to other roles including family, recreational, and volunteer activities.

The background paper, *Moving On*, presents a “story” through the experiences of many people. In the five focus groups of agency participants, 41 individuals (men and women) talk about living in poverty and coping with the challenges of improving their education amidst many barriers. Individuals from 22 agencies describe the supports they provide individuals through self-esteem programs, literacy, upgrading, family education, employment and other services. Statistics from federal and provincial government departments and from agencies have been incorporated into this report. A Think Tank interwove an earlier version of this “story” with the experiences of 32 participants, an understanding of the gender-based analysis approach and the challenge of enhancing poverty reduction efforts in our community.

## *Gender Based Analysis*

*Gender-based analysis helps us look at the different situations facing men and women.*

Gender-based analysis is a tool for examining the social and economic differences between men and women, the roles that they play and the different levels of power they hold. It looks at the different barriers, needs, and opportunities and the impact of these differences on the lives of men and women. It examines the impact of a policy, program or project on these differences.

<sup>4</sup> Urban Core Support Network is a coalition of agencies, businesses, government, and individuals living in poverty. It promotes a community understanding of the issue of poverty and advocates for responsive public policies.

Gender-based analysis helps to:

- better understand our communities. Gender Based Analysis creates a “gender lens” through which we examine our community.
- guide decisions in our poverty reduction work that incorporate the different challenges facing men and women. Gender Based Analysis sets the stage for gender equality.
- expose the barriers to women and men's full participation in their community and in economic development and to find the best strategies and solutions to overcoming these barriers.



Gender Based Analysis can be done any time we are looking for ways in which to better understand our communities, to improve our work in communities, and to promote equality between men and women. There are situations that present more opportune moments to do gender based analysis including:

- initial design of a program or project
- evaluation of a project or policy.
- before the implementation of a policy,
- communicating the policy or program.

## *Trends and Priorities*

Saint John is changing and becoming more of an inclusive community where all citizens have the opportunity to find their place, contribute their talents and are players in mapping out their own future. Inclusive communities benefit us all, socially and economically.

### *INNOVATION AND COOPERATION IN RESPONSE TO ISSUES*

Saint John is recognized provincially and nationally for its innovation in social development, and its high level of community collaboration. There are coalitions and networks around many issues including poverty, youth, homelessness, family violence and employment; and partnerships between businesses, community agencies, government departments and individuals living in poverty.

*Saint John is recognized for its innovation and collaboration among agencies, business, government and people living in poverty.*

Saint John is the only community in the Maritime Provinces with a social planning council, the Human Development Council (HDC), (in existence for 24 years) with a reputation for the development of new initiatives and partnerships to address social issues and in the coordination of information on all human services and making this information accessible. It provided leadership in the development of the Community Loan Fund, which has been offering small business loans to individuals on low income since 1999.

Ten years ago, Saint John was the first site in the province for establishing a Community Health Centre, which is very responsive to community needs, offering a wide range of programs for youth and adults. It supports

the development of new initiatives, including First Steps, a residential setting established in 2001 to support teen mothers and their children. It also supports a strong partnership between youth, agencies, government and businesses to promote the development of a Resource Centre for youth with recreational, self-development, health, and work-readiness services, all under one roof.

The Saint John Business Community Anti-Poverty Initiative (BCAPI), unique to the country, has been in existence since 1997. It is a group of volunteers, primarily with business and professional backgrounds, who have a common interest in reducing the impacts of poverty in the community. They operate with working groups around key issues including Youth and Training and Employment Working Groups. In 1999, BICAPI sponsored a study by Deloitte and Touche which clearly identified the issues of single parent families as a key component in dealing with poverty. Following this study a new group was added, the "Single Parent Family Working Group" and a full time coordinator was hired.

*In the last ten years, many new initiatives have been established including:*

- Community Health Centre,*
- Urban Core Support Network*
- Business Community*
- Anti-Poverty*
- Community Loan Fund*
- First Steps*
- Dads Make a Difference*

*You can't share your living expenses, so having a man in your life can make a big difference financially.*

*Focus group participant*

The Urban Core Support Network, while operating since 1994, received funding in 1997 for staff and its work on women living in poverty. In 1998 it published a report, **Responding to the Voices of Poverty**, which for the first time documented a number of government policies identified by women living in poverty as barriers to improving their situation. The following policies are still barriers today, frequently mentioned by agencies and focus group participants<sup>5</sup>:

- Economic unit/household income policy. Despite exemptions, this policy restricts most individuals on income assistance, from living together or with others.
- Transitional supports of health card, child care and transportation.

**Health Card:** After a year of working, no medical coverage regardless of income level.

**Child Care:** The difference in the rate that government provides and the rate that most daycares charge; the low hourly rate for babysitting of \$2 per child (\$2.50 if more than one child); and disallowing grandparents to be paid for babysitting.

**Transportation:** Minimal start-up transportation costs for one month. Ongoing transportation supports not available, despite low wage job.

*The most common health services required for low income adults is the dispensing of prescription drugs.*

*Family & Community Services, Province of NB*

<sup>5</sup> The provincial government (in 1998-1999) also documented the same disincentives to self-sufficiency, but recommendations for change been the priority of government, except in the case of increased child care for teen mothers.

- Wage exemption policy. Individuals on income assistance can earn up to \$200/month (for a family) and \$150/month (for a single person) before their income is clawed back dollar for dollar. This amount has changed only minimally since established over twenty years ago.
- Limited subsidized housing for single individuals under 55. Funding was drastically reduced by both provincial and federal levels of government in the early 1990's, and is only now beginning to increase.

Eight years ago, the Saint John Legal Centre was established to provide legal counsel and advocate for individuals in dire need of legal services including the area of family law. Legal issues impact significantly on families; the stress can provoke spousal abuse, child abuse and as well makes it difficult to move on in one's life.

*Unresolved legal issues make it difficult to move on with one's life.*

*Focus group participant*

Another new service, established in 2002, is Dads Make a Difference which provides parenting and support services to fathers with or without full custody of their children.

Approximately eighteen months ago, the Human Development Council, the Urban Core Support Network, and the Business Community Anti-Poverty Initiative provided the leadership in partnering with others to establish the Vibrant Communities project - strengthening community initiatives to promote poverty reduction. Vibrant Communities Saint John is focusing on people who are living in poverty or who are at high risk of entering poverty, including single parents, seniors, and issues related to employability/low education levels, depth and nature of working poor and affordable housing<sup>6</sup>.

#### MAKING INFORMATION A PRIORITY

Saint John is much more conscious of making information on human services more accessible to the public.

**Solving the Puzzle, a Guide to Income Assistance** was developed by the Urban Core Support Network in partnership with the NB Department of Family and Community Services and individuals living in poverty.

For the first time, we have a simplified guide to income assistance, a resource welcomed by individuals living in poverty, community agencies and government staff. **Reaching Out, a Guide to Community Services**,

*Solving the Puzzle, a Guide to Income Assistance provides a simplified guide to income assistance. It is welcomed by all.*

published by the Human Development Council in a user friendly format, free of charge is distributed widely through the cooperation of many in the community. A final example is a recent initiative of Training and Employment Development (TED) to establish training centres in other locations, Quispamsis and East Saint John, to link people to existing resources. However the Think Tank presented another angle to promoting services - the fear from agencies that they will not be able to meet the real demands once their services becomes better known.

<sup>6</sup> Community and Business Plan, September 2003, Prepared for the Saint John Vibrant Communities Leadership Roundtable by Jamie Gamble

## GOVERNMENT SERVICES

Many agencies have commented on the increased emphasis from the federal and provincial government departments to provide more programming to help individuals develop and implement long term employment goals. Provincial departments have changed mandates as seen with Training and Employment Development assuming responsibility for related services, previously provided by Family & Community Services. TED is now able to provide financial assistance to individuals wanting to go back to school who qualify for employment insurance (EI).



provincial government departments have initiated a new focus on social policy challenges that involve communities in strategies related to homelessness and early childhood development. But basic income assistance rates have increased minimally over the years; in actual fact the rates have decreased relative to inflation and the cost of living.

*Employers are more open to being inclusive, but also more pressured to be competitive.*

*Community Agency*

The Province of New Brunswick established a comprehensive strategy for providing literacy programs in 1991. CASP (Community Academic Services Program) is funded through a partnership of government (the largest share) and community. Many community agencies in Saint John have taken advantage of this opportunity. Long waiting lists and a recognition of this employment barrier prompted BCAPI to currently support two CASP programs in the community. Funding is very precarious; government funding has been at risk of diminishing, and agencies are struggling to raise the additional money needed for each program.

There are changing attitudes among agencies and government in developing more meaningful programs for individuals with physical, mental, and intellectual disabilities. Individuals with mental health issues are better able to cope through new medications and individuals with intellectual disabilities are working towards more integration into the workforce, building on the emphasis on inclusivity in the school system.

## ECONOMICALLY

Our local community and the provincial and federal governments are in unison in their planning efforts to promote economic development and have a trained workforce for the future. Saint John has just completed a Growth Strategy, encouraged by the Province of New Brunswick's Prosperity Plan.

Saint John is changing from predominately blue collar workforce to a more customer service centered workforce with an emphasis on information technology. On the down side, it means that entry level positions require more technical know how, and are multi-task in nature, which creates an additional disadvantage for individuals with low skills, and/or a disability. Focus group participants were very emphatic about needing to get their GED or high school equivalency, although they recognize that it "takes longer than a year".

*If you tell your employer that you don't have a high school education or are working on your GED, you are at risk of losing your job.*

*Focus group participant*

Call Centres or Customer Service Centres have provided more employment opportunities for individuals with little post secondary education, although there is growing concern that this kind of work is difficult, and not everyone stays. In addition, it frequently means an increase in shift work, which leads to more concerns about child care, transportation costs, and safety issues around night shift work, particularly for women.

## *Linking Statistics to Issues*

Information has been drawn from a number of sources to provide a picture of our population, poverty and income levels, education and training, family responsibilities, housing and health, and participation in the labour force<sup>7</sup>. Unless otherwise specified, all information is for the Greater Saint John area which is also known as the Saint John Census Metropolitan Area (CMA)<sup>8</sup>.

*Income distribution within a society is one of the most reliable indicators of poor health.*

*Family & Community Services,  
Province of New Brunswick*

### *POPULATION*

#### ***There are slightly more women than men, and a significantly higher number of female single parents***

- The population for Saint John Census Metropolitan Area (CMA) is 122,680, with 63,740 women and 58,935 men. The largest grouping is between the ages of 25 to 44, with 19,040 women and 17,325 men.
- There are 5,435 female single parents, which is significantly higher than the 945 male single parents.

### *POVERTY AND INCOME LEVELS*

#### ***Poverty is a major concern in Saint John, particularly for single parent families and single individuals***

- There are almost 25,000 people living in poverty in the CMA, 19,000 of whom live in the City of Saint John<sup>9</sup>. One in three children (0-14) and youth (15 – 24) live in poverty<sup>10</sup> ;
- The City of Saint John has the second highest percentage of single parents living in poverty in Canada at 73.3%, of whom the majority are women (88%). The national average is 59%.
- In 1996 in the City, 46% (5,200) of 11,300 single individuals were living in poverty and just under 40% (4,400) of 11,100 persons with disabilities were living in poverty.

#### ***There are more female single parents than male on income assistance***<sup>11</sup>

- There are 1,858 female single parents, and 161 male single parents on income assistance.

<sup>7</sup> Sources include Statistics Canada, Family & Community Services, Training and Employment Development, Human Resources Development Canada and community agencies.

<sup>8</sup> Saint John CMA includes the City of Saint John, Rothesay, Quispamsis, and Grand-Bay-Westfield.

<sup>9</sup> Community and Business Plan, September 2003, Prepared for the Saint John Vibrant Communities Leadership Roundtable by Jamie Gamble

<sup>10</sup> Urban Poverty in Canada, Canadian Council on Social Development, 1999

***There are more female single parents than male on income assistance<sup>11</sup>***

- There are 1,858 female single parents, and 161 male single parents on income assistance.
- 205 female single parents are receiving partial assistance compared to 12 male single parents.
- *There are 11,884 adults and children receiving income assistance in the current caseload of 6651.*

***There are more single men on income assistance than women***

- There are more single employable males on income assistance than women – 281 compared to 75; and 972 single low employable men compared to 683 low employable women.

***On average, men make much more than women***

- The average earnings for individuals working full time, for the full year, are \$47,322 for men and \$30,610 for women.
- In 2002 in New Brunswick, female graduates of the previous year working full time earned on average 84% of what male graduates earned.

***Among the population as a whole, both working and non-working, women earn significantly less***

- 56.3% of women live on less than \$20,000 a year compared to 35.3% of men.

**EDUCATION**

***Just over 30% of the population has less than a grade twelve education, with an almost equal number of men and women***

- In New Brunswick, 60% of the population have either very low literacy skills or can only deal with material that is simple and clearly laid out, but could not cope with a workplace manual<sup>12</sup>.

and training programs appear to be valued equally by both men and women as participation rates from Stats Canada show an almost even split out of 14,005 individuals who are over the age of 15 and attending school full or part-time. Community agencies also showed an even split in their numbers of men and women.

*Over 30% of the population in the Census Metropolitan Area have less than a grade twelve education.*



***More men have a trades certificate than women and more women have a college diploma than men***

as compared to 7.6% of women. 17.4% of women have a college diploma compared to 11.9% of men.

<sup>11</sup> There is currently an income assistance caseload of 6651 and while the number of households on income assistance has been low for a of years, there has been a slight increase over the past year.

<sup>12</sup> International Adult Literacy Survey, Organization for Economic Co-operation and Development, 1994

***In New Brunswick, the number of women attending community college is dropping***

- 38% of all full time students were women in 2001-2002, down from 46% in 1988-89.

***Participation rates of women in male-dominated fields of study, (i.e. trades, math, science, and engineering), in New Brunswick are, in most cases, very low<sup>13</sup>***

- For example, in Saint John, in the past year, 528 men compared to 10 women participated in apprenticeship programs sponsored by NB Department of TED.

***FAMILY RESPONSIBILITIES***

***Overall, women participate in more hours of unpaid housework, unpaid child care and unpaid care to seniors than men***

- 24% of women do 15 – 30 hours of unpaid housework per week compared with 17.6% of men. 15.9% of women do 30 – 59 hours compared to 6.6% of men.
- There is a small difference between men and women in unpaid childcare, until 60 plus hours per week, with 3.7% men and 11.8% women.
- With unpaid care to seniors, women provide slightly more care, until 20 plus hours per week, where it is 9% of men as compared to 2.4% of women.

***It is very difficult to access affordable and quality daycare***

- In New Brunswick there are day care spaces for only 11% of the young children of mothers who were in the labour force in 2002.
- Full-time daycare staff earn on average \$7.04/hour in New Brunswick. Wages, working conditions and practices in New Brunswick's child care centres compare unfavorably with other provinces<sup>14</sup>.

***HOUSING AND HEALTH***

***Many are in need of subsidized housing***

- There are 7,000 households<sup>15</sup> in the CMA in core housing need which is based on their level of income, what they are currently paying for housing and the adequacy and suitability of their housing.
- There are 32,550 owned dwellings and a half as many, 15,715 households renting.

*20.4% of the population from Sussex to St. Stephen spend more than 30% of their income on housing ... there may not be sufficient funds for other necessities such as food and transportation.*

*Atlantic Health Sciences Corporation, 2001*

<sup>13</sup> Gender Analysis Guide, Province of New Brunswick, April 1999

<sup>14</sup> 2003 Report Card on the Status of Women in New Brunswick, New Brunswick Advisory Council on the Status of Women.

<sup>15</sup> Special Studies on the 1996 Census Data: Housing Conditions in Metropolitan Areas, Research Highlights, Canada Mortgage and Housing Corporation, 1999, Issue 55 –2

### ***More women than men use mental health services***

- Statistics show that 57% women and 43% men between the ages of 14 to 64 are seen in community mental health centres<sup>16</sup>.

### ***Increase in number of reported incidents of women being abused***

- In 2001 in New Brunswick, 994 woman abuse incidents were reported to police, up from 807 in 1995. However the % of abusers sent to jail decreased significantly from 1995 (43%) to 2001 (25%).

### ***PARTICIPATION IN THE LABOUR FORCE***

#### ***More men are in the labour force than women***

- Most recent stats show that there are more men than women in the labour force, 32,030 of which 28,550 are working and 3475 are looking for work
- There are 29,515 women in the labour force, of which 27,305 are working and 2210 are looking for work.<sup>17</sup>

#### ***More women than men are working at low income jobs:***

- 54.2% of women earn less than \$20,000, compared to 34.6% of men.
- Close to 51% of men earn \$30,000 and over, compared to 26% of women.
- According to the Greater Saint John Labour Market Survey, a higher percentage of women were under-employed, 42.7%, compared to 33.4% of men.<sup>18</sup>

#### ***More women than men work part-time and most minimum wage workers are women:***

- 72.2% of part-time workers are women compared to 27.8% men. According to the GSI Labour Market Study, 64% of men were interested in working full time compared to 45% of women.
- In New Brunswick, 61% of minimum wage workers are women over the age of 24.

#### ***There are significant differences between men and women in their types of occupations and positions.***

- In looking at our work force by occupation, 82% of women work in the health field, compared to 18% men.
- 82% of men work in process, manufacturing and utilities field compared to 18% women.
- More women than men work in social sciences, government services and education, 65% compared to 35%.
- There are more men in management than women, 65% versus 35%.

<sup>16</sup> Health Status Report, 2001, Atlantic Health Sciences Corporation

<sup>17</sup> Labour Force Activity for 2001 Census, Saint John CMA, Human Resources Development Canada

<sup>18</sup> Greater Saint John Labour Market Survey Supplement, Gender Analysis, NB Department of Training and Employment Development, 2003. This report examines the gender differences for 1603 respondents.

## *Education, Training and Employment Programs*

Staff from 22 agencies<sup>19</sup> were interviewed to provide a sense of the range or continuum of education, training, and employment services in our community, particularly for individuals on low income and with low education and skill levels. While the interviewees identified barriers for their participants, which are described in more detail in the next section, they also identified structural barriers such as waiting lists primarily for individuals working towards high school education, inability to do follow-up, and lack of resources for keeping useful statistics, especially as they relate to men and women, where applicable.

*We have 80 individuals attend our literacy/upgrading programs daily, but always have a waiting list of 30 – 40 people.*

*Community Agency*

*Many individuals are high risk because of low income and limited security and anything can knock them off course.*

*Community Agency*

**Potential for a continuum of services:** Individuals are able to access a broad range of services from pre-employment which means building up their confidence, self-esteem and knowledge and in the case of new Canadians their language skills to move into educational programs<sup>20</sup> or directly into employment; literacy and upgrading programs; and support for finding employment, including loans and specific services for individuals challenged by disabilities. The range offers a continuum of services however, there are a number of barriers described below, that prevent the smooth transition from service to service.

upgrading programs through a number of different settings, Learning Exchange, New Brunswick Community College, John Howard Society and Coverdale. However a significant number of individuals are on waiting lists for these programs – between 30 and 40 for the Learning Exchange, or waiting for the next intake – between 70 and 80 for NB Community College upgrading. There is a concern that basic education programs have suffered with the emphasis shifting to training for higher skill levels.

**Follow-up of participants:** The majority of agencies lack the resources to follow-up to individuals to see how and what they are doing, and most importantly provide the follow-up support that they need. Exceptions include programs such as New Lease, Options Outreach or Association for Community Living where it is part of their mandate to support individuals finding employment. New Brunswick Community College does a follow-up of its graduates, except for the upgrading/GED program, partly because of the ongoing nature of intake and completion. Follow-up support was identified by agencies as being needed because many individuals lack both the confidence to succeed and the support through family and friends to improve their situation.

**Tracking numbers:** There is little time or resources to keep accurate and accessible statistics. Many agencies had not thought of looking at their statistics from the perspective of men and women, and were interested in considering this change to better reflect an understanding of their participants.

*You can't get work because you have no experience and you can't get experience because you have no work.*

*Focus group participant*

<sup>19</sup> See Appendix B for a brief description of each agency and the number of individuals served.

<sup>20</sup> Department of Training and Employment Development are encouraging individuals to consider other destinations besides university – such as college, private schools, military, directly to work and apprenticeship programs.

## *Barriers For Individuals*

Individuals in the focus groups and staff from agencies described some very serious barriers to continuing an individual's education and moving to employment or to more involvement in their community.

The barriers can be categorized into five main areas: stigma, childcare, transportation, level of income, and follow-up support. It is important to recognize that these barriers are very stressful for individuals, particularly as most experience more than one barrier. These concerns are not new, nor easy to resolve. But when they are contrasted with the renewed emphasis on the economy and prosperity, these barriers also require a renewed emphasis and creative approach.

*It is almost a miracle that anyone moves to self-sufficiency.*

*Community Agency*

*Often individuals have limited success with past employment and training and a poor credit history.*

*Community Agency*

**STIGMA:** It can be overwhelming to understand the impact of the stigmas individuals face. They include stigma associated with 1) being on income assistance: for example, focus group participants mentioned that often bus drivers want more information than the bus passes; 2) being a single parent: many parents did not plan to be on their own; 3) having a criminal record: trying to avoid having to disclose this information; 4) lacking GED: some businesses ask people to leave once they find out that they are working on their GED; 5) dealing with a disability: understanding one's capabilities and the obstacles; and 6) New Canadians challenged by speaking or looking different.

**CHILDCARE:** Childcare is frequently the most challenging issue and mainly for women. Finding accessible, affordable and adequate childcare is difficult. Women often lack confidence in non-family caregivers. If they live in the outlying areas it is difficult to find caregivers. Often they can not afford the difference in what Family & Community Services covers and what a daycare charges and there are very limited daycare spaces for children under two. There is no after hours childcare for shift workers.

For women working in low wage jobs, covering the cost of daycare doesn't make it worthwhile to go to work. Women talked about finding a job that doesn't require overtime and can be daytime work rather than at night so they can better balance their family responsibilities. Other women wanted to stay at home with their children but felt stigmatized for doing so.

**TRANSPORTATION:** If an individual is on income assistance, then their transportation costs to participate in a program are usually covered, although this can be more difficult for individuals in outlying areas or for those accessing transportation after 6 PM. Otherwise, the agency or individual covers the transportation costs, oftentimes a financial burden to both.

Transportation is even more difficult for individuals with disabilities, whether they are trying to access City transit or Transit II, which has a limited capacity and needs to be booked ahead of time.

**LEVEL OF INCOME:** Not having enough money to live on was heard repeatedly from focus group participants and agencies. They discussed the barriers already mentioned related to the economic unit, and the costs of childcare, transportation, and housing. They also raised concern with the low level of income assistance and how it has not kept up with the real cost of living. Many talked about trying to find other alternatives to make ends meet, often with negative effects, such as abusive living arrangements, turning back to drugs, dropping out and hopelessness.

If an individual receives Employment Insurance (EI) or qualifies for it, they can usually receive financial assistance for returning to school, in the form of extended employment insurance benefits, assistance with tuition costs, childcare and transportation. Often for women who have been working at lower wage jobs (as statistics have shown) it means that their income on EI is also low. These benefits do not apply to literacy, academic upgrading or apprenticeship programs and in fact if you are not on income assistance you must pay for upgrading and GED courses.

Short-term government employment programs, such as Workability, which often are for three months, are difficult for individuals. For example, individuals with disabilities move from \$485 a month to double that amount for 12 weeks, and then back again to \$485.

**FOLLOW-UP SUPPORT:** Both agencies and individuals expressed concerns about the lack of support for moving on to next steps and the need for this encouragement, support, and mentoring. Often friends and family are not supportive, fearing the changes in an individual as they become more independent and confident. It is also important to recognize that, as an example, the road from a basic education program to Community College can be very long and frustrating. Another factor is that individuals usually do not have an alternative plan, and when something goes wrong with childcare, income or housing situations they need support.

*Changing workers is a real barrier, even to know who to write letters to. In starting all over again, will the new worker trust you.*

*Focus Group Participant*

Concern was expressed with their relationship with income assistance case managers. While there are examples of positive and encouraging relationships with the department, there are negative connotations with being involved with the department, with trust between worker and client, and with the changing of workers and starting all over again.

*Single parent & one child on income assistance:*

**Receives**

*\$731/month plus child benefit.*

**Monthly Expenses:**

*One Bedroom Apt: \$424*

*Food (98 figures): \$300*

*NEXUS, September 2003*

*Human Development Council,*

**DIFFERENCES BETWEEN MEN AND WOMEN:**

There were a number of realities that can shed additional light on the different challenges facing men and women.

- Often men have been in a job for a long time, but because of changes to the economy they move from being very self-sufficient to not being self-sufficient, and find it very difficult to cope, whereas often for women they have not had the experience of high paying jobs over an extended period of time.
- Often men from two parent families were working and going to school at the same time. Single parent women were on their own, going to school and receiving income assistance. In both situations individuals felt that they did not have enough money to live on.
- Both men in focus groups and agencies expressed concern about the lack of programs to assist men with anger management, coping skills, self-esteem, parenting and self-help support. Oftentimes men have trouble asking for help, but when they do, there are few programs to assist them.
- Parents are asked to help out more in the schools and it is women who are carrying the volunteer workload for school related programs and events including breakfast and lunch programs.
- Women needed to be reminded more often of their transferable skills because they have less work experience, and frequently return to school or work after their children are grown. It is important to put a value on more than just employment, but also for being a parent or a volunteer.

## *Next Steps*

A number of recommendations for action have been identified, some of which relate to supporting current initiatives under development, such as the Resource Centre for Youth (described earlier) and the province wide effort on pay equity. Others reinforced the need to revisit specific provincial government policies related to childcare, household income policy and transitional supports while others identified existing gaps in services, and in particular the need for resources to support and follow individuals as they move along the continuum of services. Overall, there needs to be a continuing momentum to ensure that both governments and community organizations consider the gender lens in the development of initiatives.

Policies supporting individuals on low income should be revisited with the greatest emphasis on the following specific government policies:

- **Level of Childcare subsidies and the option of babysitting by grandparents**

A number of barriers have been identified in the report which relate to the availability of quality, affordable and accessible childcare. In promoting attention to this issue, it was suggested that accurate statistics should be obtained on the need for increased subsidies and the impact of affordable and adequate childcare resources on the economy. This issue should also be discussed in meetings with the provincial departments of Family and Community Services and Training and Employment Development.

- **Household income policy/economic unit:**

The level of income is a barrier for many participants, not having enough money for basic necessities such as food, clothing and housing. Changes to the household income policy could be one avenue to assist individuals through sharing expenses. Next steps could include developing a business case to promote a review of this policy and considering the idea of a pilot proposal approach.

- **Transitional supports**

Supports such as the health card, transportation assistance and even costs associated with attending upgrading classes need to be re-examined to better determine how they are barriers to individuals striving to improve their situations.

A major concern expressed by many is the lack of resources for **follow-up support** as individuals move from one program to another. The level of commitment of individuals in the different education, training and employment programs is very significant, especially considering the long road to achieving their goals of either employment or being better able to participate in their community. In recognition of these challenges and in the absence of family and other kinds of support, there needs to be mechanisms that can better support individuals in their path towards self-sufficiency.

*These issues are not new .....but the community as a whole is recognizing the need to make changes.*

*Think Tank Participant*

Four areas have been identified for further research that would also incorporate a gender based analysis:

- 1) Little information is available on the particular barriers facing visible minority groups, persons with disabilities and older men and women (aged 45 to 65).
- 2) While documents show that 7,000 households are in core housing need, we lack the specific information of how men and women are affected, as well as families and single individuals.
- 3) Concern has been expressed about the long road to receiving a GED, and the expectations of employers that their employees have at least a GED. It is paramount to examine ways to more quickly link individuals into the workforce, particularly in recognition of the often multiple barriers that individuals are facing.
- 4) There is a need for more comprehensive supports and interventions for youth so that we are not trying to 'catch up' and meet their basic education and training needs as adults.

The participants in the Think Tank recommended sharing this report and its findings with government departments, community agencies, and businesses. It is hoped that the Saint John Vibrant Communities Leadership Roundtable will take the ideas and information generated through this project to inform their strategies towards poverty reduction. And finally it is only through collaborative efforts in poverty reduction that our community can truly become an **inclusive community**.



## *Appendix A: List of Participants*

Corinne Bevhbechtioui, Community  
Linda Boyle, NB Community College, linda.boyle@gnb.ca  
Silvia Borsic, Family Resource Centre, frcsj@nbnet.nb.ca  
Rebecca Bourdage, Recorder  
Sister Roma De Robertis, Sisters of Charity, romamystic@yahoo.ca  
Bill Gale, Co-Chair, Business Community Anti-Poverty Initiative, galewill@nbnet.nb.ca  
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Darryl Goyetche, Saint John Board of Trade, dgoyetche@sjboardoftrade.com  
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Jane Hanley, Senior Program Officer, Human Resources Development Canada,  
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Randy Hatfield, Human Development Council., rahhdc@nb.aibn.com  
Fran Heans, Urban Core Support Network  
Danny Jardine, St. Joseph's Community Health Centre Computer Access Centre, jarda@reg2.health.nb.ca  
Wendy Johnston, NB Advisory Council on Status of Women, wendyjohnston@gnb.ca  
Derek Jones, Dads Make a Difference, dgjones@nbnet.nb.ca  
Barbara Kierstead Shanks, NB Department of Training and Employment Development, Barbara.Kierstead@gnb.ca  
Lyn King, Urban Core Support Network, lynking@nb.sympatico.ca  
Dale Knox, President and CEO, Tabufile Inc., dknox@tabufile.ca  
Betty MacDonald, Coverdale Women's Centre, covrcasp@nbnet.nb.ca  
Roxie Marr, NB Department of Family & Community Services, roxy.marr@gnb.ca  
Paul Martin, Community  
Karen MacFarlane, Options Outreach, options@nb.aibn.com  
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Christine Patterson, John Howard Society, Christine\_patterson\_7@hotmail.com  
Narinder Singh, Saint John Non-Profit Housing, narinder@nbnet.nb.ca  
Donnie Snook, South End Street Ministry, icym@rogers.com  
Brenda Wright, Saint John Learning Exchange, learnex@nb.aibn.com  
Cathy Wright, Project staff, cwright@nb.aibn.com

## *Appendix B: Agencies*

**Note:** The following information lists the name of the agency, the individual who provided the information, and contact number. It also includes a brief description of their service and the number of men and women they served in the past year only in relation to their education, training and employment services.

**Association for Community Living:** Ann Quigley – 652-1544

Focuses on helping individuals with intellectual disabilities discover what employment opportunities are best suited to their abilities, preparing them for employment and supporting them when employed. Served approximately 60 men and 60 women.

**Canadian Institute for the Blind:** Blair Young – 634-7277

Provides information technology support for visually impaired individuals entering the workforce or returning to work. Served 20 individuals; potentially 300 in region.

**Community Loan Fund:** Seth Asimakos – 636-8542

Provides small business and employment creation loans to individuals unable to obtain credit elsewhere due to limited income and security.

Provides approximately one loan per month, currently 22 loans of which 8 are women.

**Community Mental Health Services, Open Door Club:** Patricia Allan Clark – 658-3196

Works with individuals with mental health issues in a “clubhouse” environment where individuals have a work ordered day, with responsibilities for different work units such as newsletter, maintenance, canteen, kitchen, all of which assist them in learning skills.

Served 85 individuals, about an equal number of men and women.

**Coverdale Women’s Centre:** Jo Lang and Betty MacDonald – 634-1647

Provides educational upgrading, personal development and volunteer opportunities for all women, including women in conflict with the law. Served 45 women in their CASP program, 345 attended other programs (some may have attended more than one program).

**Dads Make a Difference:** Derek Jones – 658-9340

Provides programs that help dads improve or enhance their parenting skills, and learn more about employment strategies and issues. Served 109 men through their programs.

**Family & Community Services, Financial Services:** Roxie Marr – 658-2450

Provides a comprehensive approach to family services removing barriers to work, and in particular provides income support programs. Total caseload of 6651 on income assistance.

**Family Resource Centre:** Silvia Borsic – 633-2182

Provides information, education and resources to caregivers of children between ages of 0 -6 and expectant parents. Served 361 adults (and 305 children) in past year, 95% of adults are females.

**John Howard Society:** Margo Savoy – 643-2000

Provides Community Academic Services Programs (CASP) and also provides employment counselling. Provided employment services to 87 males and 21 females and CASP programs for 23 men and 3 women.

**Key Industries:** Christine Evans - 634-6888

Provides work related training, life skills and daily valued activities to individuals with intellectual disabilities. Currently serves 58 individuals, equal number of men and women.

**New Brunswick Community College:** Linda Boyle - 658-6600

Provides academic studies for individuals to get or improve their high school subjects and provides GED prep program. Served 112 males and 120 females.

**New Lease and Job Finding Club:** Bonnie Harley - 634-1663

Helps individuals find jobs through personal evaluation, individual counselling and different employment strategies. Served 182 men and 185 women.

**Options Outreach:** Karen McFarlane – 652-3977

Provides employment counselling to individuals with disabilities, except for developmentally delayed. Served 137 women and 126 men.

**Prude:** Sylvia Sparks - 634-3088

Provides a community access centre (courses are reasonably priced) and provides employment counselling. Access centre served 300 individuals, more men than women. Approximately 2 – 3 individuals per week in counseling.

**Read Saint John:** David Leadley - 653-887

Provides one on one tutoring through volunteers with individuals who have very little literacy skills. Currently reorganizing their statistics.

**Saint John Deaf and Hard of Hearing:** Lynn LeBlanc - 633-0599

Advocates on the needs of the deaf community particularly in the areas of education and training, and increases awareness of their issues.

150 adults and adolescents have hearing problems and may benefit from their service.

**Saint John Learning Exchange:** Brenda Wright - 648-0202

Assists adults to upgrade their literacy skills, work towards their GED, develop employment maintenance skills and build and enhance self-development skills.

Served 212 individuals in their programs, 55% men and 45% women.

**Saint John Legal Centre:** Mary Ellen Rose - 672-7552

Provides free legal service to individuals who are unable to afford to retain a private solicitor.

Took on 101 new matters in addition to ongoing matters.

**St. Joseph's Community Health Centre Computer Access Centre:** Danny Jardine - 632-5538. Provides free access to health information via the Internet and Health reference centre. Helps individuals use the Internet for research, develop their computer skills and prepare for employment. Served 4000 individuals, 1900 males and 2100 females.

**Self-esteem for Women:** Susan McKeon – 672-7451

Provides personal growth and training and goal setting addressing self-esteem, family relationships and overall wellness. Served 60 women.

**Training and Employment Development:** Barbara Kierstead Shanks – 643-7258

Provides employment programs and services, and guides individuals in their choices of training and assisting with the costs.

**YMCA-YWCA for Newcomers:** Angela Odei - 634-7720

Provides language training for newcomers, anyone who has landed in Canada, but is not a Canadian. Served 100 females and 71 males.

## *Focus Groups*

- Coverdale Women's Centre
- Dads Make a Difference
- John Howard Society
- Family Resource Centre
- Saint John Learning Exchange

Focus group participants were asked two key questions:

What would you like to be doing a year from now? and What are the barriers?

## *Questions For Agencies*

1. Could you provide a brief description of your agency, particularly as it relates to education and training services for individuals on low income?
2. What statistical information do you have available on the # of men and # of women attending your program (s) in past year? Another time frame is fine.
3. Are most participants on low income? If so, how do you know that?
4. How many men and how many women are on a waiting list for your programs?
5. What are the barriers for men and for women in completing your program?
6. What are the barriers for men and for women in moving on to their next step?
7. Is your agency able to do any follow-up of participants?

**If yes:** What information do you have on what past participants – men and women - are doing now?

**If no,** is there a reason why you do not do follow-up?

8. Are there any changes in the challenges or opportunities facing men and women living in poverty from five or ten years ago, that you would like to mention?

Any other comments?

## *Appendix C: Building the Wall*

**BUILDING THE WALL:** During the Think Tank, participants relayed their working group reports on a “wall” that figuratively presented the challenges and opportunities facing men and women living in poverty.

### *IMPACT OF CHANGES TO JOBS AND SOCIAL PROGRAMS ON THE HOME*

*[Light Blue Circles]*

1. Decrease in parental supervision – double bind – need two incomes – less time with children.
2. Increased role for fathers. Change from bread winner to finding/establishing a new role.
3. Violence and abuse.
4. Homelessness and inadequate housing.
5. Poor health., physically and mentally
6. Stress and anxiety.
7. Race/Culture – Stigma still there. Assigned roles based on colour, size, poverty, level of ability, gender.

### *IMPACT OF CHANGES TO JOBS AND SOCIAL PROGRAMS ON THE COMMUNITY*

*[Light Green Circles (& pink ones with green ink)]*

1. Less time for volunteer activities.
2. Young people feel alienated. No engagement in community.
3. High stress and high debt load.
4. No long term vision.
5. More mobilized community to fill gaps.
6. Frequent job turn over.
7. Social programs too rigid. Assumption of abuse (of programs).
8. Income assistance does not increase with cost of living.
9. Economic Unit Policy.
10. Single parent women can't take shift work.

### *IMPACT OF CHANGES TO JOBS AND SOCIAL PROGRAMS ON THE WORKPLACE*

*[Other pink circles/black ink]*

1. Fear of employer finding out about lack of education.
2. Loss of job security.
3. Up and down feeling with regard to career.
4. Stress due to changes in workplace.

*CENTER-MIDWALL - Work: Unpaid, Underpaid, Under-valued*

*HOW CHANGES IN SOCIAL PROGRAMS IMPACT BOTH MEN AND WOMEN  
[Blue Circles around Social Programs]*

1. Limited day care funding.
2. Cuts to community organizations and womens' programs.
3. User Fees.
4. Increased pressure on publicly-funded health care.
5. Less affordable housing
6. Increased focus on education and training programs.
7. Moving from charity-based to empowerment-based.
8. Fewer employment insurance (EI) benefits.
9. Intro to household economic unit policy.
10. Increased cost of liability insurance.
11. More involvement from communities.
12. Cuts to education and higher tuition fees.
13. Minimal increase in income assistance benefits.
14. New services: Community Health Centre, First Steps, Loan Fund

*HOW CHANGES IN JOBS IMPACT MEN AND WOMEN  
[Blue Circles around Jobs]*

1. Increased work load.
2. Jobs requiring higher level of education.
3. More part-time and contract work.
4. More lower-paid jobs.
5. Change to more customer service centre jobs.
6. Less job security.
7. Increase in self-employment and home-working.
8. Loss of unionized jobs.
9. High skilled jobs.
10. Advent of Call Centres.
11. No Employment Equity.
12. Move to shift work.
13. Increased debt load.
14. Weakened Health and Safety Legislation.
15. More women in certain fields (e.g. lawyers, engineers)

*HOW EDUCATION, TRAINING AND EMPLOYMENT PROGRAMS IMPACT MEN AND WOMEN  
[Yellow Circles]*

1. Increased need for upgrading, training, retraining for jobs.
2. Individuals who can't find their "place" in labour force/training/education.
3. Increased need for flexible, affordable childcare and particularly for infants.
4. Higher level of skill and education needed for entry-level jobs.
5. Need for better transportation services (bus schedules, etc.)
6. Fewer training and employment programs.
7. Life long learning required to keep current in employment.
8. Entrepreneurship (positive and negative aspects).
9. Quick-fix training.
10. Increased high school drop out due to changes in curriculum (i.e. less vocational)
11. Disempowered – resigned to situation.
12. More emphasis on skilled education as opposed to literacy training.
13. Job creation programs are "short-sighted" (not leading to long term employment).
14. Community resources that are available are not communicated.
15. Increased poverty.
16. Lack of support for moving into the work place (day care, health care, etc.)
17. Access to education programs because of financial burden (debt load).
18. High unemployment rate. More pressure on education and training.
19. Perpetuation of Poverty Cycle.
20. Stigma.
21. Frustration with inconsistent information on policies. Poverty. Anger.
22. Increased demand for quality child care/shift work.
23. Training hasn't met the needs.
24. Education – very specialized, specific, even entry level jobs require significant training. Call centres may discourage further education, the \$10 per hour salary offer looks attractive at first.

*HOW CHANGES IN SOCIAL PROGRAMS IMPACT MEN AND WOMEN DIFFERENTLY  
[Dark Purple Hearts]*

1. Women don't earn as much on income assistance.
2. Greater stigma attached to men on income assistance.
3. Low income housing is perceived as being more available to female single parents.
4. Women accessing education/training will have heavier debt load.
5. Education cut backs.
6. Day Care.
7. Women more likely to be impacted by health care.
8. Crisis intervention.

## *HOW CHANGES IN JOBS IMPACT MEN AND WOMEN DIFFERENTLY*

*[Orchid (light purple) Hearts]*

1. More barriers for single mothers – women have more casual replacement work, leading to disruptive life; and issues with benefits, transportation and child care.
2. Pay Equity. Employers send employees home after 2 hours.
3. Over qualifications vs. lack of jobs.

## *WHY ARE THESE CHANGES HAPPENING*

*[Gold Circles]*

1. Non-participatory decision-making.
2. Globalized economy.
3. Too many needs and Not Enough resources.
4. Government programs don't keep up to present reality-don't reflect the needs.
5. Government cuts – downloading costs to individuals.
6. No communication between government departments.
7. Violence.
8. Higher levels of Education and Training.
9. Gender Socialization.
10. Pay Equity.
11. Financial need – wages/working poor.
12. More women in the work force.
13. Stereotypes.
14. Employers – older. Not as accepting/inclusive of gays, etc.
15. Employer base not local. Global – “mom and pop” gone.
16. The type of work that is available – flexible hours, transportation.
17. Year long leave for maternity has + and – aspects.
18. Expectations. (salary/two cars, etc.)

## *GAINS THAT HAVE BEEN MADE IN THE COMMUNITY*

*[Text printed over Male figure, limited time to add to Female Figure]*

- Maternity benefits
- More women in professions
- More awareness of human rights issues
- Fathering program
- Loan Fund
- Community Health Centre
- First Steps
- **Here Magazine**

### *INITIATIVES IN THE WORKS*

*[Text at bottom printed over the "plants"]*

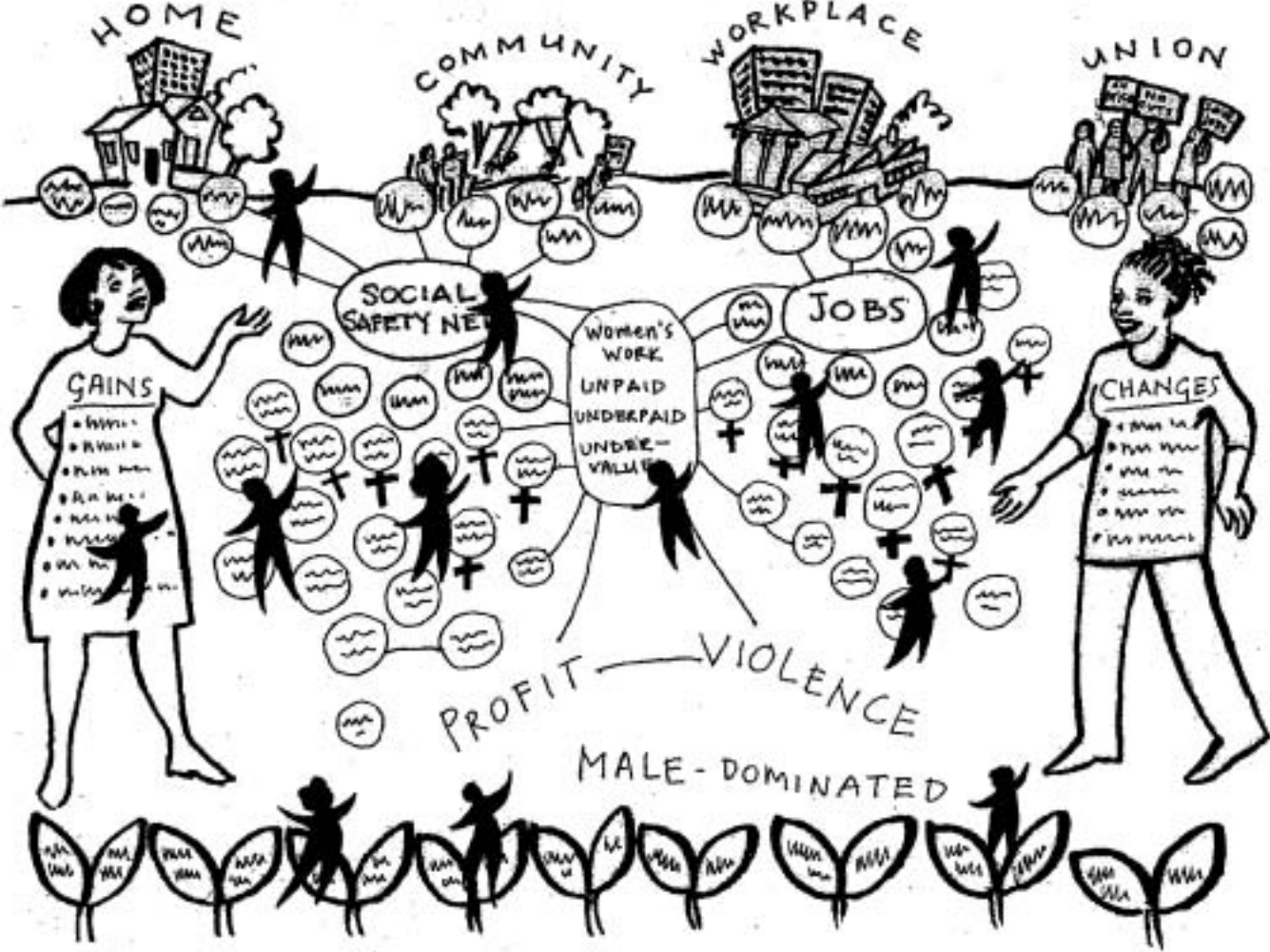
1. Men taking more of a role in parenting.
2. Provincial move for private sector looking at child care
3. Early Childhood Coalition
4. Increased diversity among students
5. Outreach coordinator for Violence Prevention
6. Health Net
7. The Resource Centre for Youth

### *WHERE DO YOU FIND SUPPORT*

*[Multi-coloured figures throughout the wall]*

1. Family x5
2. Friends x5
3. Self/Spirituality x2
4. Workplace
5. Family Resource Centre
6. Community (Church)
7. Social Groups/Centres
8. Men's Growth Groups
9. Public libraries
10. Credit Unions
11. Sports Groups

The drawing below provides the format for a completed Wall.




The finished product from the Think Tank.





# *Moving On*

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 [Click here to visit the Tamarack website for more engaging content! www.tamarackcommunity.ca](http://www.tamarackcommunity.ca)