A Feminist Analysis of Educational Policies Related to Gender Equity: Policy Framing of Gender Equity in Manitoba Education from 1975 to 2012

By

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Abstract

This study's purpose was to examine the conceptualizations of gender equity within select Manitoba administrative policy documents related to education and the ways those conceptualizations shaped the framing of gender equity in those texts. I used feminist content analysis and critical frame analysis to examine how the discourses around gender equity change between 1975 and 2012.

I used purposive selection criteria for primary document selection. This study used a directed content analysis approach (Potter & Levine-Donnerstein, 1999) that allowed use of both *a priori* and open coding. The *a priori* codes originated from the concepts highlighted in the review of the literature. Using critical frame analysis, three main frames emerged from my analysis of the annual reports that related to how the gender and equity terms appeared. These frames included (a) whether the term specifically related to gender, but not equity; equity, but not gender; or gender equity, (b) the educational arena to which the term applied; and, (c) the context in which the term was included. Finer-grained analysis of those three frames revealed two eras. The first era took place from 1975 to 1990 and reflected a time when policy attention was directed towards gender equity generally framed around the equity concerns of women and girls. The second era took place from 1991 to 2012 and reflected a time when policy attention was directed towards equity, but generally not towards gender.

A feminist analysis of gender equity policy relevant texts was important to the Manitoba context because of the resurgence of gender equity as an important topic. While it is important that there is a resurgence, until policy takes aim at the socially constructed and embedded values presumed in any conceptualization of gender inequality, it is unlikely

that any policy changes, sweeping or not, will affect meaningful disruptions to the gendered nature of our educational systems.

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Dedication

Without the enduring support of my husband, David Anderson, it would have been impossible for me to complete this dissertation. He single parented our two children – the youngest of whom was an infant when I started – without complaint while I was on campus or simply unavailable to help out. I dedicate this degree to my love, David Anderson, and my two children, Tanner and Kian. The three of you sacrificed so much to allow me to show just how stupid I really am. For this, I am truly grateful.

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Chapter 1: Introduction

The purpose of this chapter is to provide an overview of the research study, *A Feminist Analysis of Administrative Educational Policies Related to Gender Equity: Policy Framing of Gender Equity in Manitoba Education from 1975 to 2012*. This study's purpose was to examine the conceptualizations of gender equity within select provincial administrative policy documents related to education and the ways those conceptualizations shape the framing of gender equity in those texts. This chapter includes discussion of key terminology (such as *gender*, *sex*, *equity*, *equality*), and outlines the delimitations and limitations of this study. The last section provides an overview of the organization of the dissertation. The discussion related to feminist perspectives are discussed more fully in Chapter 2.

Purpose

The purpose of this study was to interrogate conceptualizations of gender equity in select provincial administrative educational policies in Manitoba. I used feminist content analysis (Leavy, 2007; Reinharz, 1992) and critical frame analysis (Verloo, 2005, 2007) to examine how the discourses around gender equity (Bacchi, 1999; Ball, 2006) changed between 1975 and 2012. Critical feminist perspectives are useful for examining conceptualizations of gender and how those influence the framing of gender equity (Lombardo, Meier, & Verloo, 2010; Rein & Schon, 1993).

Research Questions

The following research questions guided the study:

- What were the conceptualizations of gender equity in select Manitoba administrative educational policies from 1975 to 2012?
- In what ways did the conceptualizations of gender shape the framing of gender equity in these policy documents?
- How have conceptualizations of gender equity changed over time in the Manitoba context?

Drawing first on examples of policy studies of gender equity in the European Union, these research questions are modeled from the large-scale research projects Mainstreaming Gender Equality (MAGEEQ) (Lombardo, 2008) and Quality in Gender+ Equality Policies (QUING) (Domboas, 2012). Different understandings of gender shape educational policy, resulting in certain gender equity policy mechanisms (Marshall, 2000b) being adopted and others ignored. This study aimed to investigate the ways in which gender equity was framed in specific policy texts from the Manitoba Ministry of Education and to examine the policy discourses that existed within those framings.

Significance of the Study

In educational policy, attention to gender equity came to prominence during the second wave of feminism (Stitt, 1994). Studying the conceptualizations of gender within policies is a more recent concern (Connell, 2012). Attention to conceptualizations of gender equity within policy is warranted because such conceptualizations underpin the framing of gender equity as a policy problem (Bacchi, 1999, 2009a; Loutzenheiser, 2015; Pillow, 2003; Walton, 2010). Gender equity is a long-standing topic of concern in Canada, although

interest in it waxes and wanes. While some attention to gender issues remains constant in Canadian education, conceptualizations of gender in education shift (Klein, 2007; Loutzenheiser, 2015).

Among other topics, researchers have focused on the efficacy of policies in promoting gender equity (Beaubier, 2004), the manner in which organizations enacted or denied gender equity (Brodie, Bakker, & Canadian Centre for Policy Alternatives, 2008; 1996; Wallace, 2002), and the theoretical orientations of gender equity policies in Canadian education (Wallin, 2001). It does not appear that many researchers have directly studied the conceptualizations of gender equity within provincial educational policies from a historical perspective beyond what Coulter (1996; 1998) had done, which was to examine the gender equity policy discourse in Canadian education into the 1990s. More recently, Walton's (2010) historical work on anti-bullying and Loutzenheiser's (2015) analysis of British Columbia (BC) policies on transphobia and homophobia explored conceptualizations of gender in a Canadian context. This study served to interrogate the conceptualizations of gender equity and the ways in which those conceptualizations shaped the framing of gender equity within provincial administrative policy documents over time.

Educational researchers continue to suggest that academic achievement levels, local experiences, and senses of inclusion and/or exclusion in education remain different for varied genders (Gaskell & Eyre, 2004; Lugg, 2003; Luke, Green, & Kelly, 2010; Rands, 2009; Rusch & Marshall, 2006; Sefa Dei, 2002). Research shows that transgender students are most at-risk for attempted suicide and that homophobia, biphobia, and transphobia in Canadian schools create unsafe places for LGBTQ-identifying students (Taylor & Peter,

2011). Despite the mounting research that urges educational leaders to enact policies that foster more inclusive experiences for students and educators, the extent to which educational policy makers prioritize gender-based concerns remains limited.

Some researchers suggest that gender equity policies have histories of framing gender within heteronormative understandings and assumptions about the inherent inferiority of women, thereby reproducing the very inequities they try to alleviate (Ailwood, 2003; Allan, 2008; Bacchi, 1999; Baxter, 2003; Petrovich, 2005; Weis, 1995). Young (2005) suggested that gender equity discourses have been ignored in the Canadian education policy arena since the 1990s. Others suggest that over the past few decades, more general discourses of equity, diversity and/or social justice have subsumed gender equity (Blackmore, 2006). Such differences over time suggest that a study of the conceptualizations of gender equity within one province's educational policies can contribute to the under-researched topic of how gender is conceptualized in policy texts and the ways those conceptualizations shape gender equity efforts.

Some have suggested that educational policy initiatives can be compared to a pendulum swing (Bascia, 2001). This swing begins with the establishment of a policy initiative based upon current conceptualizations of an issue. Later, policy direction swings in the opposite direction, in part because of resistance to the initial policy framing. Other theorists suggest that policy development follows the issue-attention cycle (Downs, 1972) wherein an issue emerges on the policy scene, attracts attention so that it moves through the policy window (Kingdon, 1995), and wanes as the issue loses attention. Both the analogy of the pendulum swing and the issue-attention cycle help to explain policy shifts (Blackmore, 2000). Tracking one province's framing of gender equity in educational

policies could be useful for understanding policy shifts within that province, which may be applied to policy arenas beyond education, and beyond that province. In the same way that sociological research informs education, so too might educational research inform political studies, health, social work, etc.

Another reason this study was significant was because gender is a concept that is used widely, yet its meaning is contested. Theorists and practitioners may use the term *gender* synonymously with concepts such as sex category, sexual orientations, social and personal identity categories, or as a social process that values masculine more than feminine traits. However, what is included or excluded from those frames has implications for what constitutes gender equity.

Research related to gender equity in education is becoming increasingly common within other countries that have been influenced by western thought, and whose education systems have some basic similarities such as Australia, the U.K., and South Africa (Arat-Koç, 2012; Beaubier, Gadbois, & Stick, 2011; Blackmore, 2011; Blackmore, Kenway, Willis, & Rennie, 1996; David, 2011; Dieltiens, Unterhalter, Letsatsi, & North, 2009; Farrell, 2016; Jones, 2011; Keddie, 2005; Morley, 2005, 2006; Mukhopadhyay, Sudarshan, & International Development Research Centre, 2003; Taylor, 2003). Blackmore et al. (1996) investigated the Australian whole-school reform approach to gender equity, and Keddie (2005) conducted an evaluation of three Australian initiatives for gender equity. Morley (2005) reported on the micro-politics of gender equity within Commonwealth universities, and Mukhopadyay, Sudarshan and International Development Research (2003) tracked gender equity in economic reforms in India and Canada. Dieltiens et al. (2009) study of the South African department of education concluded that two approaches to gender equity existed

across the department. These two approaches were referred to as *gender blind* and *gender lite*. The gender blind approach was one where equity meant parity between the sexes and the gender-lite approach was one where policies needed to account for certain conditions experienced by girls (Dieltiens et al., 2009). Blackmore's (2011) study examined the changing understanding of public and private with regard to gendered subjectivities in family and work. David's (2011) study questioned current practices in higher education across the U.K. with regard to equity policies, and she concluded that these policies have lost their feminist and critical edges. Beaubier's (2011) study that focused on the Manitoba case of the Pasternak twins and their hockey try out[1] claims concluded that educational governing bodies in athletics needed to study the decisions made by organizations regarding gender equity policies. Jones' (2011) study concluded that national policies intended to attain gender equity had little relevance or impact on girls' education in developing nations such as Uganda. Most recently, Farrell's (2016) study found that one particular gender work program had the capacity to provide boys with the resources to problematize and deconstruct the social construction of masculinity. In contrast with these other nations, research on gender equity in education in Canada appears to be limited. The findings from many of the studies described above show that the gendered assumptions that underpin policy reform remain unexamined.

In contrast to many of the studies noted above, few researchers have studied Canadian provinces' or territories' educational policy history to uncover how educational

[1] In 2006, twin female high school students wanted to try out for the boys' high school hockey team and were told they could not. The family took their case to the Manitoba Human Rights Commission. After a two year long legal battle, the girls won the case. The twins were allowed to try out for the boys' hockey team. Both girls were cut from the team during tryouts.

policies conceptualized and framed gender equity within provincial governments. Research by Coulter (1996; 1998; 2007), Eyre and Gaskell (2004), Gaskell and Taylor (2003), and Eyre, Lovell and Smith (2004) are exceptions. Coulter researched gender equity in Canadian educational policy contexts for several decades. While the volume of research being conducted on gender equity in countries such as South Africa, India, and Australia is notable, a comparable volume of research is not apparent here in Canada. Moreover, depending on the provincial/territorial context in Canada, gender equity in education may or may not be on the policy agenda. In 2008 in Ontario, for example, gender equity gained momentum in the Ministry of Education because of a decision to include a gender studies curriculum at the high school level (Coulter, 2009; Ghabrail, 2009; Miss G., n.d.; Wynn, 2009). A possible result of that initiative may have been Ontario Education's implementation of *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* (2009). Ontario's *Bill 13 Accepting Schools Act* (Ontario, 2012) was legislation related to safe and accepting schools and the specific protection of GSAs and LGBTQ youth. During the 1990s, some policy attention was cast onto gender equity as evidenced by Saskatchewan Education's (1991) creation of a specific gender equity policy, and BC Education's creation of *Appendix C: Gender Equity* (1999) as part of all its curricula. In other provinces and territories, gender equity policy did not appear to be a provincial/territorial educational priority. In the Manitoba context, there was an initiative related to education and sustainable development (n.d.) that called for gender equity as a component of education for sustainable development, as well as the anti-bullying *Bill 18 Safe and Inclusive Schools* legislation from 2013 that explicitly included gender equity as a policy aim. Manitoba's legislative changes in *Bill 18 Safe and Inclusive Schools* mirror

Ontario's *Bill 13 Accepting Schools Act*, which became effective in 2012. Those legal changes seemed to indicate a shift towards the re-emergence of gender equity as an educational policy topic. The present study added to the body of research on gender equity in/and education.

Understanding Conceptualizations of Gender

A study on gender equity should include discussion of the history of the terms *sex* and *gender*. These terms have had different meanings in the past, have been used in conflated manners, and have come to be considered synonymous by some, while others contest the conflation. The purpose of the next section is to provide some context related to the terms sex and gender so as to situate the landscape of possible meanings that might be encountered within this study.

A Brief History of the Terms Sex and Gender

The terms *sex* and *gender* have a contested history. Much of the sex/gender terminology debate originated in the field of psychology and expanded to other social sciences (Roman, 2012). Historically, the terms sex and gender referred to the distinction between biological categories of male and female and cultural and social categories of masculinity and femininity. Some theorists attribute this distinction to the nature/nurture dichotomy, suggesting that the sex distinction rests in nature and the gender distinction rests in nurture (Alsop, Fitzsimons, & Lennon, 2002). For example, Money and associates made this distinction in the 1950s during their research on the psychological orientations of sexual identity (Money, 1955). Money used the term sex to refer to individuals' physical characteristics and the term gender to refer to individuals' psychological characteristics and behavior (Muehlenhard & Peterson, 2011). By the 1970s, feminist scholars used the

term gender to highlight the social texture and origins of the distinctions between the sexes (Unger & Crawford, 1993).

Some binary definitions of sex that refer to its biological conception include definitions of sex as "the biological characteristics distinguishing male and female. This definition emphasizes male and female differences in chromosomes, anatomy, hormones, reproductive systems, and other physiological components" (Lindsey, 2005, p. 4). Thus, sex is "a category of analysis which relates to the identification of an individual by biological endowments and functions" (Browne, 2007, p. 1). Theorists suggest that "Gender is a system of social practices within society that constitutes people as different in socially significant ways and organizes relations of inequality on the basis of the difference" (Ridgeway & Smith-Lovin, 1999, p. 192), and that gender is a "socially produced difference between being masculine and feminine" (Holmes, 2007, p. 2). These definitions represent only a few of the many definitions of sex and gender.

Debate continues around the discrete meanings between the terms sex and gender; more recently, however, the debate seems to have shifted to be around whether there can be any distinction between sex and gender as analytical categories. Ferber, Holcolm, and Wenting (2009) made three claims in this regard: "1) there is not a strictly biological basis for the categories of identity, 2) each of these categories varies tremendously across cultures, and 3) each of these categories similarly varies historically" (p. 2). Theorists suggest that it is impossible to separate the body from the socially constructed context in which we understand it (Cealey Harrison, 2006). For example, Messerschmidt's (2009) study found that sex was socially read through visual and cultural interpretations of the body, leading to the conclusion that "recognition of both 'sex' and 'gender' is always already

a social act – part of everyday interaction – that occurs simultaneously. And consequently, during most interpersonal interactions, 'sex' and 'gender' are indistinguishable from one another because we unreflectively recognize their congruence" (p. 86). Unger and Crawford (1993) also questioned the sex/gender distinction, and noted "distinctions between sex and gender also assume that whereas gender is problematic, sex-related effects are consistent and stable. There is considerable evidence, however, that sex is neither simply dichotomous nor necessarily internally consistent in most species" (p. 124). Clearly, the distinctions between sex and gender are contested, partly because new sociological, psycho-social, and scientific theories and findings continue to problematize and question the notions previously taken as truths regarding the biological make up of sex and the cultural make up of gender (Rands, 2009). This helps to underscore the ways sex, sexuality, and gender are intertwined, or "why biology, gender and sexuality are cemented together" (Prentice, 1994, p. 2). Contemporary literature on gender stresses the ways in which sex, gender, and sexuality are intertwined (see part one "Rethinking foundations: Theorizing sex, gender, and sexuality" in Ferber, Holcolm & Wentling, 2009 for various perspectives). Theorizing sex/gender is a complicated and often contrary task, and sociological theorists explore the topic in significant volumes of work (see, for example Alsop, Fitzsimons & Lennon, 2002b; Chafetz, 2006; England, 1993; Holmes, 2007; Wharton, 2005). In Chapter 2 I discuss in greater detail the conceptualizations of gender inequality in the Canadian context and in education in particular.

Discussion of Terms

This section will discuss the terms used throughout the study.

Gender Equity/Equality

In the same way that the meaning of *sex/gender* changed over the past 40 years, so too has the meaning of *equity/equality*. Some theorists and organizations working toward gender equity draw distinctions between *gender equity* and *gender equality* (Aikman & Unterhalter, 2005; Canadian International Development Agency, 2012; United Nations Education Scientific Cultural Organization, 2000; United Nations Population Fund, n.d.). Specifically, Aikman and Unterhalter state:

> We interpret gender equality in terms of respect for human rights and a set of ethical demands for securing the conditions for all people, men and women, to live a full life. We use the term *gender equity* to characterize institutional and social processes that work for this interpretation of equality. But often *equality* and *equity* are used interchangeably. Some approaches to equality are based on a limited definition, requiring only that resources should be equal: for example, there should be equal numbers of places in school for boys and girls. Other approaches consider that equality entails the removal of deeply embedded obstacles and structures of power and exclusion, such as discriminatory laws, customs, practices, and institutional processes, all of which undermine opportunities and outcomes in education. (Aikman & Unterhalter, 2005, p. 3, original emphasis)

Some use gender equity to mean fairness, and reserve the term gender equality for the mechanisms or tools implemented to aid in achieving gender equity. In some instances, the term gender equality indicates the achievement of a state or outcome.

The distinction between equity and equality as concepts, however, is certainly not agreed upon, and the terms are frequently used interchangeably within educational discourses (Espinoza, 2007; Klein, 2007). Knowing that the terms can mean different things to different theorists sensitized me to the use of equity and equality in provincial educational policies. Espinoza's (2007) literature review of the use of equity and equality in social and public policies found widespread disagreement among scholars and researchers regarding what the concept of equity and equality meant. He concluded that "Most of the definitions of 'equity' and 'equality' are frequently used by many researchers, evaluators, policy-makers, policy analysts, scholars and educators as if they were interchangeable" (Espinoza, 2007, p. 343). Espinoza (2007) suggested that when related to distributive justice, policy makers, analysts, evaluators, and stakeholders tended to use equity and equality interchangeably. As an educational concept, equity is also associated with fairness or justice in terms of the provision of distributive justice (Espinoza, 2007). Equality as an educational concept has to do with sameness in treatment (Espinoza, 2007). Klein's (2007) findings on educator preferences on the use of the terms gender equity or gender equality showed that educators preferred the term *gender equity* to *gender equality*.

Interestingly, there are cross-national trends in the terms' use. Australia, South Africa, Kenya, and the U.K. tend to use the term *gender equity* (Beaubier et al., 2011; Keddie, 2009; Marshall, 2002; Morley, 2005; Onsongo, 2009; Unterhalter, Gold, & Morley, 2003; Walby, 2003) while other nations, particularly those in the EU, tend to use the term *gender*

equality (Bustelo, 2016; Hubert & Stratigaki, 2011; Lombardo & Forest, 2015; Lombardo & Meier, 2008; Meier & Lombardo, 2008; Sagaria & International Association of Universities, 2007; Verloo, 2007). While I do not draw sharp distinctions between the terms gender equity and gender equality, Status of Women Canada (2004) does. Status of Women Canada stated that "*Gender Equity* means being fair to women and men. To ensure fairness, measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise operating as equals. **Equity leads to equality"** (2004, p. np, original emphasis). Status of Women Canada has also made the distinction that:

> *Gender Equality* means that women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results… **Gender equality, therefore, is the equal valuing by society of both the similarities and the differences between women and men, and the varying roles they play**. (2004, p. np, original emphasis)

In light of Klein's (2007) findings regarding educators' preferences for the term *gender equity*, I have opted to use the term gender equity with a proviso that I do not adopt any particular stance within the equity/equality debate. *Gender equality*, and terms associated with it, was included in the data collection and analysis because the aim of this research was to uncover the framing surrounding any designation of equity/equality related to gender in educational policy. I will, however, consider the terms in the context of whether the use of those terms aligned with the distinctions outlined by Status of Women

Canada noted above. Analytically, this means I will note any distinctions in the use of the terms equity and equality to get a sense of the extent to which those terms align with the distinctions outlined by Status of Women Canada.

Policy

Policy, unsurprisingly, also has contested definitions and varied conceptualizations. This study used policy as text (Allan, 2003; Allen, Bonous-Hammarth, & Teranishi, 2005; Apple, 1994; Bacchi, 2005; Ball, 1997) as the most common understanding of policy, which focused on the physical texts that existed as policy documents that were products of agencies and institutions such as a Ministry of Education. Because this study examined conceptualizations of gender, the analysis also included an examination of policy as discourse (Ball, 2006). I make these conceptual distinctions clear in Chapter 2.

Delimitations

This section will present the ways in which I delimited the study.

Time Frame

The years 1975 to 2012 were the focus of this study. The significance of 1975 was that it represented a time of global awareness of the status of women in that the United Nations (UN) named 1975 as International Women's Year. To this end, the United Nations hosted the first world conference on women, and deemed 1975 to 1985 the decade for women. The socio-historical context of the year 1975 was also important. Following of the release of the *Report of the Royal Commission on the Status of Women in Canada* (Canada, 1970), the *Roe vs. Wade* ruling in the U.S. where anti-abortion laws were deemed unconstitutional (Dubois, 2004), and following the feminist social activity of the 1960s, particularly the social activity of the women's liberation movement, 1975 was a time when

women's issues received social attention. For example, Status of Women Canada became an official departmental agency of the Government of Canada in 1976 following the release of the *Report of the Royal Commission on the Status of Women in Canada* in 1970. The UN officially named March 8, 1975 as International Women's Day, which was previously celebrated, but without status as an official day within the UN. It is for these reasons that this study began in 1975.

The study ended in 2012 because, in 2012, the Manitoba Ministry of Education proposed legislation that would amend *The Public Schools Act*. The amendments, titled *Bill 18 Safe and Inclusive Schools* (Manitoba, 2013), included statements related explicitly to gender equity and sexual orientation that reaffirmed gender equity as a renewed educational policy goal. The Province of Manitoba passed *Bill 18 Safe and Inclusive Schools* into Law as of September 13, 2013.

Provincial Education Policies Related to Gender Equity

Before I characterize what I mean by provincial policy texts related to gender equity, I need first to address the organizational structure of the Ministry of Education. For the majority of years included for analysis, the Ministry of Education *Annual Report* reported on educational matters from Kindergarten through grade 12 as well as post-secondary institutions and training. This was the case for the annual reports from 1975 through to 2001. In 2001, this Ministry divided to become two ministries, with one having responsibility for K to 12 and the other having responsibility for post-secondary and training. Between 2001 and 2012, these two Ministries each released separate annual reports. This detail matters because my analysis of the annual reports followed the chronology of those reports, meaning I began the with 1975 and proceeded in sequence. In

effect, this meant that between 1975 and 2001 my analysis had included findings that were from the post-secondary arena because these appeared within that single Ministry annual report. When I began the analysis of the 2002 annual reports, I needed to decide how to handle the addition of a second annual report. To maintain consistency, I decided to include the advanced education and training annual reports so as to maintain the capacity to report on the same scope of educational arenas as I had done before the split into two Ministries. Analytically, I considered this to be one Ministry. Further, the specific name of this Ministry changed many times. The one consistent part of the name was *Ministry of Education*. As such, I have decided to refer to this as the Ministry of Education, with the proviso that I recognize that the name technically changed over time.

The policy texts included in this study were provincial administrative educational policies and policy relevant texts that related to gender equity. I selected printed policy texts that were produced or published by the Manitoba Ministry of Education, which related to the concept of gender equity or other terms.

I excluded non-print texts such as videos so as to delimit the study to printed texts. I did this in part for convenience and in part because I lacked experience with video analysis. All print texts included for my analysis had to be published by this ministry or be an office file from within this ministry. These texts were administrative in the sense that they were the annual reports produced by the Manitoba Ministry of Education and formal policy directives, research reports, briefs, and other policy relevant texts such as annual reports that related to the administration of education in Manitoba. These policy texts included terms related to gender equity in a variety of ways, including (but not limited to) gender equity, sex equity, gender equality, and equal opportunities for men and women, bias, etc.

This study was delimited to tracing the historical trajectory of the conceptualizations of gender and ways those conceptualizations shaped how gender equity was framed in educational policy texts. Educational policy texts in this study were delimited to print artifacts produced by this Ministry of Education that provided evidence of what this Ministry did. To this end, I relied on Weiss's (1998) definition of policy as "an officially accepted statement of objectives tied to a set of activities that are intended to realize objectives in a particular jurisdiction" (p. 7). Administrative policy texts defined here included the Ministry-sanctioned texts intended to influence the delivery of education across the province. I operationalized administrative educational policy from this Ministry by way of the documents produced by it.

The analysis of the texts does not consider the development, uptake, implementation, or efficacy of any of these policies. Nor does this study provide an account of historical intuitionalism, which would detail the social movements, feminist or otherwise, that were responsible for pressuring the governments for policy change (Smith, 2013). This study leaves open for future research areas concerned with the specific social contexts surrounding policy developments, government and partisan stake holds in these policy developments, and evaluations of these policies. A final way I delimited this study was that race, class, and ability were not selected for analysis. Those researchers who study intersectionality (Collins, 1990; Crenshaw, 1991) might argue that oppression does not happen on, or through, a single axis; instead, social inequality operates through the intersections or matrices of gender, race, class, and ability, among others. My rationale for not taking a more intersectional approach was to focus specifically on gender as one intersection. Further, given that the theory of intersectionality only emerged in 1989, I

wondered about the suitability of using such theory to analyze documents produced in the 1970s and 1980s. For these reasons, I decided to use feminist theory, which was well established by the 1970s and continued to develop throughout the 1980s, 1990s, 2000s and into the present.

Limitations of the Study

As with any research project, there are always limitations to the study. Recognizing this, I will focus on what I consider to be some of the main limitations of this study. One was the time frame. Many efforts towards gender equity had taken place prior to 1975, and continued after 2012. Because this study relied on a particular time frame, the findings represent only one section of the full policy discourse of this Ministry's efforts towards gender equity. These documents, except for the office files I was able to access, are representative of the public documents shaped by the government bureaucracy, and have already been sanctioned by the provincial government. The focus was on documents already created, and does not account for the many ways that government documents are shaped, which may include political interest, social movement advocacy and salient theories of the time. Another limitation was excluding curriculum documents from my analysis. By delimiting the study to focus only on administrative policy and policy-relevant texts, the analysis was less robust than it potentially could have been if I had included curriculum documents. This became clear in the analysis of the research given that I found that the Ministry relied heavily on curriculum as a primary policy mechanism for gender equity. This analysis could have also been more robust if I included a provincial comparator. Without such contrast data, I was unable to fully contextualize much of the importance of these findings in a social and political context. A provincial comparator would have, at

minimum, provided some basis for interpreting the uniqueness of these findings, or validated the patterns as evident in more than one context. That kind of comparison would have added strength to the conclusions and recommendations because findings would be comparative to another Canadian policy context.

The emergence of a separate Ministry (Ministry of Advanced Education and Training) highlighted another limitation. That limitation related to the isolation of the post-secondary education findings from the broader government contexts. This was particularly the case with regard to the financial assistance policy findings. The findings related to the post-secondary educational arena are without complete context given that I did not pursue follow-up documentation, such as an analysis of the *Manitoba Student Financial Aid Annual Reports* to elaborate on those findings.

A methodological limitation in the study was the use of a feminist policy analysis, which some may consider a divergent approach to policy analysis. Similar to Bensimon and Marshall (2003) who suggest that "like it or not, feminist critical policy analysis matters" (p. 337), I also suggest that feminist policy analysis is desperately needed in light of the findings. Such a feminist approach to policy analysis helped to bring to light the values embedded in policy discourses (Allan, 2003; Allan, 2008), and how those policy discourses worked to construct gendered subject positions within policy ensembles (Allan, Iverson, & Ropers-Huilman, 2010; Iverson, 2010). Another limitation was a methodological implication. The theoretical orientation of research tends to guide, and or blind, the researcher's findings (Akman et al., 2001; Hesse-Biber, 2007; Marshall & Rossman, 2011; Pillow, 2003). The choice of a feminist theoretical orientation of gender equity directed my attention findings towards gender equity related findings, and away from a host of other

possibilities including findings related to Aboriginal education, technology, discourse changes between equity and equality, among others. This was a limitation of the research as well as an invitation for future research. Another methodological limitation related to locating archival policy documents from the specified period. The Ministry of Education does not keep all documents therefore many texts could not be located. Therefore, the texts that were included present a snapshot, albeit a detailed one, of the available documentation of the policy ensemble of the time period under study.

Another limitation of this study was that it was specific to the province of Manitoba. Researchers and policy makers cannot generalize Manitoba findings to other Canadian jurisdictions. The choice to study policy as text and policy as discourse presented as another limitation. Some may argue that the power of policy, as well as the utility of policy analysis, is located in its implementation or consequences as is frequently evidenced through evaluations of policy (Sykes, Schneider, & Plank, 2009); however, this study did not explore the implementation of the gender equity policies.

Summary and Organization of the Dissertation

This dissertation has five chapters. In Chapter 1, I introduced the study's purpose, research questions, and significance. I also included some of the meanings of terms such as *gender equity* and *policy*. In Chapter 2, I review three feminist epistemological categories that provide the analytic framework for the study. In Chapter 2, I also introduce an understanding of policy as text and discourse. In Chapter 3, I discuss feminist policy analysis and the methodologies of feminist content analysis and critical frame analysis. I also detail the methods and approaches that I used to analyze Manitoba Ministry of Education policy texts and policy discourses. I also detail the challenges and opportunities I

encountered regarding accessing texts, and the data collection processes in Chapter 3. In Chapter 4, I outline the findings from the analyses of policy and policy relevant texts, while in Chapter 5 I offer a discussion of the study's findings, conclusions, and recommendations.

Chapter 2: Conceptual Framework & Review of the Literature

A primary purpose of Chapter 2 is to introduce the conceptual framework of the study. A conceptual framework is meant to articulate a system of concepts, assumptions, expectations, beliefs, and theories that supports and informs the research (Robson, 2011 as cited inMaxwell, 2013). This study is located at the intersection of feminist theory and policy analysis in the field of education. The conceptual framework I have chosen links feminist conceptualizations of gender inequality and gender equity with how they are framed in educational policy texts. Specifically, this conceptual framework includes the threading together of: (a) feminist theorizing on gender inequality through three feminist epistemological categories, and (b) the frames in which gender equity policy discourses appear and have appeared over time.

Understood broadly, the field of education in this study describes the systems that create and sustain teaching and learning as reported on by Manitoba's Ministry of Education. The portfolio of this Ministry during the study's time frame was primarily K to 12, but it also covered specific post-secondary institutions and career and training programs from 1975 to 2001. This field, then, is inclusive of governance, policy, instructional design and delivery, professional development, personnel matters, discipline concerns, and other systems that shaped teaching and learning. To delimit such a field, I focused my analysis on one aspect of that system, which was educational policy. To further delimit the field that is educational policy, I focused my analysis on select administrative policies related to gender equity within the province of Manitoba. Those policies were administrative in the sense that they were published by the Ministry of Education and intended to guide teaching and learning practice. While rarely explicitly directive, these

administrative policies were intended to shape the field of education by way of outcomes and frameworks for implementation. The report of these outcomes and frameworks takes many forms, including annual reports, research briefs, and policy implementation frameworks. This study was concerned with the ways gender equity was framed within specific policy texts related to the administration of education in Manitoba.

What is Policy?

Theorists suggest that policy can mean a variety of things, so much so that Ozga argued that with regard to educational policy "there is no fixed, single definition of policy" (2000, p. 2). So as to impose some kind of analytic structure on the elusiveness of answering *what is educational policy*?, Bascia (2009) suggested that there were two dichotomous ways to understand policy. The more common understanding of policy is as a formal statement or constitution enforced by law, organization, or government. This understanding of policy is of a product (Blackmore & Thorpe, 2003) or text (Ball, 2006), that one can hold and read. Bascia (2009) articulated this understanding of policy was one where "decisions were made by governments or their designated decisions makers and codified in legislation or contractual language" (p. 785). Similarly, Weiss (1998) defined policy as "an officially accepted statement of objectives tied to a set of activities that are intended to realize objectives in a particular jurisdiction" (p. 7). In these definitions, theorists define policy as complete, executable, and unproblematic. Some scholars characterize policy as a program of action, or guidelines for meeting an outcome (Bell & Stevenson, 2006). Others, however, consider these tidy conceptualizations of policy too limited, and support considerations of policy as a discourse that shape understandings of

policy issues (Ball, 2006; Ball, Maguire, & Braun, 2011; Bascia, 2001). The policy issue under scrutiny in this study was that of gender equity.

According to this second characterization, policy is messy (Lather, 2008); it is replete with forces acting on, through, and in defiance of policy understood exclusively as text. Bell and Stevenson (2006) noted that "policy is political: it is about the power to determine what is done. It shapes who benefits, for what purpose and who pays. It goes to the very heart of educational philosophy – what is education for? For whom? Who decides?" (p. 9). To this end, policy exists as an expression of values (Pillow, 2003; Rein & Schon, 1993). Values are embedded in the frames used within policy texts which appear stable, but which are seen differently when examined from a policy as discourse perspective. The next section will discuss policy as text and policy as discourse as the framework from which I understand what constitutes policy for this research.

Policy can be understood as a variety of things, but in very general terms it describes a plan of action. Public policy is classically defined as "what government choose (sic) to do or not to do" (Dye, 1972, p. 18). Because this study examined education policies that existed in the public realm and that were written to inform public education in the province of Manitoba, this study was a study of public policy. I will articulate here that the policies in this study were administrative in the sense that they were published by the Ministry of Education and intended to guide teaching and learning practice within the province. Implicit in this understanding was the notion that government created this kind of policy.

To further narrow the definition of policy for the purpose of this study, policy related to what a particular Ministry of government did. Evidence of what that Ministry did

existed in the sanctioned artifacts produced by each Ministry. To this end, I relied on Weiss's (1998) definition of policy as "an officially accepted statement of objectives tied to a set of activities that are intended to realize objectives in a particular jurisdiction" (p. 7). Further, this study initially examined policy content (Pal, 2006) evidenced within the texts that were deemed representative of this Ministry's officially accepted statement of objectives intended to realize those objectives. Administrative policy texts defined here included the Ministry-sanctioned texts intended to influence the delivery of education across the province. Specifically, this context covered four educational arenas defined in this study as (a) Kindergarten to grade 12, (b) career and training, (c) post-secondary, and (d) within the Ministry itself. Full descriptions of these educational arenas appear in Chapter 4. Administrative policy texts in this study also included texts written to report on that delivery such as annual reports. Administrative policy texts in this study were not curricula, although curricula can be considered a kind of policy text (Looney, 2001; Werner, 1991). This study, however, did not consider curricula.

Further, the policies selected for analysis represented administrative policies in the sense that they were formal policies intended to direct the administration of education within the province. These policies were administrative in the sense that they represented a formal directive, or evidence of that directive, from the government regarding the aims and objectives of education in the province. I operationalized administrative educational policy from this Ministry by way of the documents produced by this Ministry. These included the annual reports, research briefs, action plans, and other texts produced to direct and inform the implementation of education within this province. I will discuss more of these texts in Chapter 3.

This study was not concerned with how educational policies were created; it was, instead, concerned with how gender equity was framed within policy texts and policy discourses. This study focused exclusively on the education portfolio, which, as pointed out earlier, has changed names many times over the 37 years of history. For simplicity reasons, I refer to the Ministry and as the *Ministry of Education* because that phrasing has consistently been part of the portfolio title. While a focus on administrative policy texts was important for this study, a second definition of policy was necessary to move the analysis beyond the text and towards the level of the discourse. To achieve this analytic level, I used Ball's (2006) definition of policy as text and policy as discourse. The details of conceptualizing policy as text and policy as discourse appear in Chapter 3.

Before discussing the ways gender equity was framed in policy texts, I first need to discuss how certain feminists theorize gender inequality. As discussed in Chapter 1, my position on the distinctions between the terms *gender equity* and *gender equality* aligns with Espinoza (2007) who suggested that these terms were used synonymously within educational discourses. I do not view gender equity as a different aim or outcome than gender equality, although other theorists do draw such distinctions, including Unterhalter (2007), for example, who suggested that gender equality is the achieved state while gender equity accounts for the mechanisms and tools used to achieve that state. My reviews of the literature have not revealed theorizing about gender in*equity*; instead, I have encountered theorizing related to gender in*equality*. Yet, many publications discuss gender equity. For the purpose of this dissertation, then, I focus on analyzing the terms gender equity and gender equality as synonyms. This position is supported by research conducted by Espinoza (2007) and Klein (2007) that showed that within educational discourses, gender

equity and gender equality are used synonymously. The analysis attended to which of these terms appeared in what contexts so as to distinguish whether or not equity and equality were used synonymously, or whether terms were used to articulate distinct equity and equality concepts as defined by the Status of Women Canada (Government of Canada, 2004) and adopted by Status of Women Manitoba within Manitoba. Both of these terms are used synonymously in the review of feminist theory below.

Feminist Epistemologies and Feminist Theories

Theory is used to explain phenomenon. Understood broadly, feminist theory is theory that "attempts to describe, explain, and analyze the conditions of women's lives" (Kolmar & Bartkowski, 2013, p. 2). For this study, I relied on feminist theory to explain the phenomenon of gender inequality. Unfortunately, there is no unified feminist theory; there are, however, central tendencies that characterize various iterations of feminist theorizing. Each feminist theory included in this study reflected different perspectives on feminist knowledge. Further, those different perspectives needed to be operationalized so as to explicate exactly what this analysis examined within the educational policies. As Mazur (2002) pointed out, feminist policy scholars "take concepts, arguments, and theoretical constructs from feminist theory in designing their empirical studies; in other words, they operationalize feminist theory" (p. 7). In Mazur's own work (2002), she operationalized feminist theory by applying a typology of four feminisms, which Elman (2003) summarized as being liberal, radical, socialist/Marxist, and social feminisms. This study described feminist epistemologies and situated feminist theories within those epistemologies as a means to operationalize feminisms. Those feminist theories were further operationalized by characterizing the kinds of evidence that could be reflective of those theories within the

policy texts. This review focused on Harding's (1987) three feminist epistemological categories, which were: (a) feminist empiricism, (b) feminist standpoint, and (c) postmodern feminism as a way to structure and organize the various feminist theories that existed within those feminist epistemological categories. Each of these categories offered a different explanation of the phenomenon of gender inequality. Given the time frame that this study considered, from 1975 to 2012, the concept of gender was generally understood to reflect a socially constructed/socially located category of analysis. This is in line with other scholars who argue "The word *gender* was popularized by the second wave of feminism when it sought to distinguish sex or the physical attributes that defined people as males and females from the socio-cultural meanings assigned to the body, such as 'masculinity' and 'femininity'" (Agnew, 2000, p. 2 original emphasis). Further, feminist epistemological scholars such as Tanesini (1999) noted that "What characterizes feminist epistemology in the broadest sense is the belief that gender is a category which is relevant to the study of knowledge" (p. 38). In practical terms, this means that each group of feminist theorists *generally* and *broadly* accept that gender is socially constituted in social, cultural, and economic contexts, among others, instead of being biologically determined. The precise manner in which each group of feminists articulate the social constitution of gender differs, and the nuances of those precise articulations were beyond the scope of this study; however, feminist empiricists *generally* situate gender as the social and cultural interpretation of sex according to the undervaluing of women compared to men. Feminist standpoint theorists *generally* situate the social construction of gender as having some common or essential feature that is the result of women's experiences that is different from that of men's. Finally, postmodern feminists *generally* situate gender as not about women

as an essentialist category, but instead consider the positioning of females as gendered subjects. This postmodern feminist understanding of gender has evolved to expand gender as a category that is much broader than just the female subject to include any gendered subject. For each epistemological category, I will include a brief description of how theorists aligned with each category might situate their unique definitions of gender. Tanesini (1999) also noted that Harding's three feminist epistemological categories provide "a normative account of the justification of theories" (p. 95). In other words, these categories provided a foundation for specific feminist theories that emerged from within each epistemological category. By recognizing central tendencies within the three feminist epistemological categories, I attempted to situate the feminist theories associated with each category within a continuum of possible epistemological and ontological orientations, and I did this to acknowledge the various ways that feminists disagreed with one another. I focused on a variety of feminist theorizing in order to recognize that ideas change over time. The research for this dissertation takes account of a 37-year policy history; and as such, I wanted to cast a wide theoretical net so as to be able to capture fully the ways that various feminist theories might have been evidenced within those policy texts.

In 1981, Code posed the question "Is the sex of the knower epistemologically significant?" (Code, 1981). Feminists continue to debate this question, and their answers tend to characterize the boundaries that delineate the various epistemological categories at the centre of those debates. Harding (1987) synthesized those debates and established three feminist epistemologies, which she originally referred to as feminist methodologies. These epistemological categories were: (a) feminist empiricism, (b) feminist standpoint theory, and, (c) postmodern feminism. Over time, feminist theorists have adopted

Harding's categories as a framework for articulating the differences within feminist theorizing. Coulter (1996) noted that "the three categories provide an heuristic device for broadly differentiating theoretical understandings and approaches to equity issues in education" (p. 448). I used Harding's (1987) three categories as an analytic framework for situating various feminist theories that were aligned with those epistemological categories. I operationalized each feminist epistemological category by articulating the concepts associated with each. In the next section, I review some of the central tendencies that characterize each of the feminist epistemological categories.

This study operationalized feminist empiricism through the lens of liberal feminism, feminist standpoint through the lens of radical feminism, and postmodern feminism through the lens of queer theory. The reason I chose these three feminist theories (liberal, radical, and queer) to operationalize the feminist epistemologies was that these feminist theories, especially as related to liberal and radical, were evidenced in the Canadian literature on the feminist movement in Canada and in Manitoba. Further, I selected these three feminist theories because I saw evidence of their enactment in the Manitoba educational policy context, both in the literature and in my own experiences as an educator during some of the time frame under analysis. For example, Reinart's (1990) study on the women's movement in Manitoba found that that movement was organized around liberal feminist, socialist feminist, and radical feminist political camps. Liberal feminism has a feminist empiricist orientation, while radical feminism has a feminist standpoint orientation, so my own analysis framework paralleled, in part, Reinhart's (1990) study. My study did not account for socialist feminism because of the distinct labour and social class connections within socialist feminism. Educational policy is purportedly written for all

social classes, therefore, I did not include socialist feminism as one of the exemplars of a feminist standpoint epistemology. While I agree that all policies – educational or otherwise - can be analyzed in terms of the ways they reify social class inequalities, attention to social class was beyond the scope of this study. I also add that I am aware that gender inequality is one of the intersections of inequality faced by women, and that there are many other ways that women's inequalities intersect. Because one study cannot capture all things, I chose to focus on gender equity in administrative educational policies. This choice had consequences in terms of "what is revealed and what is concealed" (Briskin, 2000, p. 5). Further, as Grace (2005) pointed out, by focusing in on one more visible expression of feminism, many less visible expressions were not captured.

Another reason I selected these three feminist theories to operationalize the feminist epistemologies was related to the literature regarding the National Advisory Committee on the Status of Women (NAC). The NAC was a feminist pressure group created as a means to help implement the recommendations that emerged from the *Report of the Royal Commission on the Status of Women in Canada* (Canada, 1970). Newman (2004) described the NAC as the "major institutional site of feminism in Canada" (p. 117). As Newman and White (2012) pointed out, the creation of the NAC in 1971 brought together liberal and radical feminists in Canada into a single, albeit tenuous, group. As Moradi, Mezydlo Subich, and Phillips (2002) suggested "a historical review of the feminist movement suggests that these conceptualizations [liberal and radical feminism] fit developments in the movement during the 1970s and 1980s" (p. 10). The evolution of the NAC's priorities reflected the shift in feminist epistemologies given that by 2005 those priorities included anti-homophobia campaigns (Newman & White, 2012), which aligned

with a queer conceptualization of gender inequality. It was for these reasons that I adopted liberal feminism as a means to operationalize feminist empiricism, radical feminism as a means to operationalize a feminist standpoint, and queer theory as a means to operationalize postmodern feminism. I review each of those feminist epistemologies, followed by a review of the feminist theories that align with the epistemology. I further operationalized each feminist theory by reviewing the kinds of concepts that acted as evidence of each particular feminist epistemology and theory within the policy texts under analysis. In this way, then, the review of the literature provided many of the concepts that constituted the *a priori* components of my coding framework used in the data analysis.

Feminist Empiricism

For some, being considered a feminist and an empiricist is a challenge. The perspective of feminist empiricism presented here is different from the positivist, value-neutral, and objectivist historical perspectives of empiricism. Feminist empiricism from this perspective is a revised, updated, and feminized version of empiricism (Doucet & Mauthner, 2006; Hundleby, 2012; Intemann, 2010). Scholars approaching feminism through this category accept knowledge as value-laden and reject single truths (Doucet & Mauthner, 2006). Feminist empiricists locate their experiences in the natural world as sources for investigation (Hundleby, 2012). Harding (2013) referred to this refreshed understanding as philosophical feminist empiricism and she attributed the development of these philosophies to Longino and Hankinson Nelson (1990). Feminist empiricists tend to accept philosophical realism and the primacy of sensory knowing (Harding, 1989). In other words, feminist empiricists tend to support the idea that what we empirically know is filtered through a biased sense of what is real and therefore valued. This theorizing

emerges from fields related to science and a desire to reduce bias in scientific methods. More recent theorizing on feminist empiricism is evident beyond traditional hard sciences. Feminist empiricists tend to view all knowledge as being influenced through values, and therefore Doucet and Maunther (2006) linked it to postpositivism. This link to postpositivism matters because it underscores that feminist empiricism supports the view that value-free knowledge cannot exist, including within an empirical context. In other words, feminist empiricism does not hold to the traditional empiricist standards of neutrality, objectivity, and truth. Instead, feminist empiricism accepts multiple truths that emerge from value-laden and subjective methods and subjects.

Some of the ways feminist empiricists attempt to reduce bias is through disciplined application of methodologies and by controlling subjectivity through neutral procedures (Harding, 1989). Feminist empiricists tend to call attention to strategic changes to the social world that result in positive, equitable social changes for women. Hesse-Biber (2007) described the work of feminist empiricists in the 1960s to the 1980s as a time when feminist scholars and researchers drew attention to androcentric practices in the sciences and social sciences. Based on my interpretations of the literature, it appears that feminist empiricists generally support a definition of gender as one where gender differences are socially constructed, and these feminists focus attention on the ways that biological sex is accorded specific and varied value. By undervaluing women and the roles commonly associated with women, such as work in the home, men and men's values become more desirable and hold increased social currency. A concept used within feminist empiricism, therefore, is sex bias, which first emerged in relation to traditional practices of positivistic science (Doucet & Mauthner, 2006). Oversimplified, sex bias relates to inequitable

treatment based on biased ideas of what is valued/undervalued based on one's sex. It is often associated with sex-roles and socialized expectations around sex-role stereotypes, which link the connection of sex with the values socially constructed around gender. One approach to overcoming the sex bias within the sciences and social sciences was by adding women's perspectives and experiences into research. Feminist empiricists during this time brought to light sexism across a variety of disciplines. They also helped to bring the category of gender forward as a category of analysis within the social sciences.

Liberal feminist approaches tend to utilize such strategic changes with the aim of increasing equitable outcomes for women. Accordingly, liberal feminist approaches have a feminist empiricist orientation. As Doucet and Mauthner (2006) suggested, feminist empiricists work to have feminist values inform empirical inquiry, which include drawing attention to the undervaluing and underpayment of women's work. Many of the beliefs within feminist empiricism are operationalized through a liberal feminist perspective on gender inequality. I discuss liberal feminism as a means to articulate some of the ways evidence of feminist empiricism might be operationalized within the policy contexts of this study.

Liberal feminism. Liberal feminists believe that women and men are the same, should be afforded equal status and opportunity, and that women's participation in public and social life should be equal to men's in places such as the workplace, higher education, and government (Hackett & Haslanger, 2006). As Tong (1989) noted "we owe to liberal feminists many, if not most, of the educational and legal reforms that have improved the quality of life for women" (p. 38). Many of the successes of liberal feminists, including

wining the right to vote, happened throughout the first wave of feminism during the late 19th and early 20th centuries. The so-called first-wave (liberal) feminists secured voting rights for some women and rights to property. This liberal theory of gender inequality focuses on the public realms of law, health, and education as the primary arenas through which significant social change occurs. Many efforts towards gender equity from the education arena originate from a liberal feminist theory. Within the educational arena, Coulter (1996) noted that a theory generally supported by liberal feminists was that of sex-role socialization. Because of the epistemological position of feminist empiricists that women are excluded from research and science, which reflects a sex bias against women, liberal feminists tend to accept the idea of sex-role socialization. In brief, the concept of sex-role socialization indicates that understandings of sex-roles are socialized into the nature and fabric of society. Education then, as a common site of socialization experiences, plays a role in perpetuating sex-role socialization. Coulter's (1996; 2007) research into the Canadian context of schools and sex-role socialization revealed significant concern with sex-role stereotyping evidenced in Canadian textbooks. In Australia, this kind of liberal/equal rights feminism took hold and was the form of gender equity work in educational settings as evidenced by Gaskell and Taylor's (2003) research. Gaskell and Taylor (2003) conducted a comparative analysis of the effects of the women's movement in Canada and Australia on educational policy and practice between 1970 and 2000, which showed that predominantly liberal feminist approaches were used in both countries. Marshall's (2000b) research on the Australian context further showed that educators in Australia preferred liberal feminist approaches to gender equity because, as one example noted, it didn't frame men as evil.

Liberal feminists believe that by creating public opportunities for women, they will see a revised socialization that replaces women's unequal public and social participation with equal participation. Marshall (2002) suggested that one policy implication of government bodies that control education adopting liberal feminism was that it assumed that governments could eliminate sexism by increasing the opportunities afforded to women. Holmes (2007a) suggested that liberal feminists were criticized for their assumption that women gain equality by becoming more like men, and that this change could happen within the current system. Bryson (2007) also made this critique of liberal feminism when she stated that "the focus on individuals' right to compete equally abstracts people from their society and does not consider the gendered starting-point of the competitive marketplace" (p. 41). For Bryson, individual public and social participation, no matter how equitable, were insufficient at addressing many of the root causes of women's inequality, largely because this approach neglected the hegemonic system, which perpetuated gender inequality. Participation alone cannot take apart that system. On this point, McLaren, Gaskell, and Novogrodsky (1989) suggested that the idea of equality of opportunity was an example of a liberal slogan that could do no more than add women into existing social structures. This was because simply adding women and stirring (Harding, 1995; Noddings, 2001) was insufficient for ending gender inequalities. Such insufficiency is in part because liberal feminism, as one feminist empiricist theory, fails to address the structural inequalities embedded in the polity, economy, and society.

Liberal feminist approaches to gender inequality tend to adopt the add women and stir approach. Evidence of this approach in the educational arena exists in providing equal opportunities by way of increasing the representations of women in textbooks and in the

sciences. Marshall and Young (2013) characterized the work of liberal feminists in education this way:

> Liberal feminisms that focus on unequal access and representation and identify sexism's effects can frame questions about the paucity of illustrations and assignments showing competent women and girls in mathematics and science texts, the unequal representation of strong women in power in policy arenas and school leadership and teachers' differential attention to boys in classroom interactions. (Marshall & Young, 2013, p. 207)

Clearly, liberal feminist approaches to gender inequality take aim at the representations of women in textbooks, in curricula, in positions of power, as well as women's inclusion in the areas of science and technology. Acker (1987) put it succinctly: "Liberal feminists writing about education use concepts of equal opportunities, socialization, sex roles and discrimination. Their strategies involve altering socialization practices, changing attitudes, and making use of relevant legislation" (p. 419). Evidence of these trends existed in the Canadian, the U.K, and Australian educational policy contexts. These approaches tended to reflect sex-roles and sex-role stereotyping in schooling, as well as the add women and stir approach. Eyre and Gaskell's (2004) research showed evidence of liberal feminist approaches to gender equity in the three Canadian provinces of British Columbia, New Brunswick, and Ontario. These approaches included the promotion of women in leadership positions and provision of equal opportunities for women. Their study involved interviewing feminists and women activists within education in each province in order to track the gender equity discourse from 1970 to 2000. Eyre and Gaskell (2004) determined the existence of two time periods that related to gender equity work in Canada, which were

an early period from the 1970s to the mid-1980s and a later period during the 1990s. The early period was a time with lots of feminist activity, which focused on overcoming sex-role stereotyping and the equal participation of women and girls. The later period revealed a change in the discourse towards boys' literacy and multiculturalism.

During the late 1970s to mid-1980s, liberal feminists in Canada made significant headway in law, government, and national representation (Adamson, Briskin, & McPhail, 1988). These included the rights entrenched in the *Charter of Rights and Freedoms* and the inclusion of Section 28(b) of the *Canadian Constitution,* which stated "notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons" (Canada, 1982). By the 1980s, equality feminism, premised on liberal notions of women as free and equal in the state, gained traction on the Canadian political scene (Siltanen & Doucet, 2008). More of this policy history is discussed in later sections of this chapter.

Evidence of feminist empiricism in the policy texts. This section discusses what might be considered evidence of a feminist empiricist conceptualization in the policy texts. My intent in this section is to operationalize, to some extent, some of the potential ways that a feminist empiricist conceptualization of gender equity could have appeared in the policy texts. Two concepts that could be considered evidence of feminist empiricism include sex bias and sex-role socialization. Both of these concepts emerged from within the feminist empiricist literature as being salient to operationalizing feminist empiricism. These two concepts can be enacted through de-emphasizing sex bias to help women become more equal to men, which could happen through increasing women's participation, adding women, removing sex-role stereotyping from curriculum and textbooks, developing

policies aimed at sex-bias and sex-role stereotypes, and removing barriers to women's equal participation. Attempts to remove those barriers could include increasing funding for programs, supporting positive representations of women, and introducing employment quotas for women. At a conceptual level, evidence of feminist empiricism can exist in policy statements that reflect a belief that strategic changes can actually result in more positive outcomes for women. These examples show some of the ways that evidence of feminist empiricism might be operationalized in the policy texts. Next, I discuss the category of feminist standpoint and the ways it was operationalized in the policy texts.

Feminist Standpoint

While feminist empiricists believe that women are fundamentally the same as men in terms of their rights and treatment, standpoint feminists believe that women are fundamentally different from men. Feminist standpoint theorists, in contrast with feminist empiricists, suggest that the knower's position mediates knowing. Specifically, this means that women's position as being oppressed grants them unique claims to knowing (Doucet & Mauthner, 2006), which in turn effectively establishes a unique feminist standpoint epistemology. Standpoint feminists also generally support gender as a social construction, but these feminists focus their attention on the ways the lived experiences of women's lives are vastly different to men's lives. This feminist epistemological category has roots in Marxian notion of the standpoint of the proletariat, which provide dissimilar understandings of social relations (Tanesini, 1999). In plain terms, this means that in a similar way to how the standpoint of the proletariat is a unique position, so too, is the unique position of women as knowers. A critique of this feminist epistemological category is that it is premised on a common and undiversified position of women. It ignores the

specific matrices of oppression that exist with being a woman of colour, of varied ability, or of being a lesbian, to name a few. Hawkesworth (1989) suggested that feminist standpoint theorists believe that they know the world differently by virtue of their standpoint.

Knowledge begins in the everyday and everynight world of the knower (Smith, 1987, 1990) for feminist standpoint theorists. These theorists tend to resist the notion of equality as existing within the assumption of as equal to men, which is implicit in some of the feminist empiricist theorizing, such as with a liberal feminist theory. In contrast, standpoint feminists think of women's inequality as the result of the oppression and exploitation of women, which in turn creates an inequitable social order. For standpoint feminists, the approach to gender equality is not gender neutrality; instead, it is in exposing the insidiousness of patriarchy wherein men control women's lives (Lorber, 2001). Overall, standpoint feminists emphasize the unique standpoint of women and women's experiences. They see the social construction of women's differences from men as requiring specific attention. This stems from, in part, the notion that women's lived experiences have been socially constructed to be not only different from men, but of lesser value and from an oppressed standpoint. This perspective stands in stark contrast to liberal feminism, which emphasizes women's sameness to men, and is closely aligned with radical feminism.

Feminist standpoint theorists see the absence of women's perspectives and experiences in knowledge production as one of the primary sources of gender inequality, as well as women's exclusion from science and social sciences (Lorber, 2001). Standpoint feminists notice the partiality of knowledge, and note that what constitutes knowledge is primarily derived from white males (Lawson, 2007). Smith's (1987; 1990) work in this

area seems to support that suggestion. One of the main points of contention for standpoint feminists is how the knowledge produced in science and social sciences, which is purportedly universally applicable, reflects only the viewpoints and perspectives of (white) men.

Standpoint feminists strive to reorient research so that women and their everyday experiences become central categories. As Lorber (2001) pointed out, standpoint feminism arises from dissatisfaction with, and critique of, mainstream social science and the sciences, in general. Smith's (1987, 1990) work in sociology was influential for standpoint feminism to the extent that some think that what Smith has achieved "is a sociology that integrates neo-Marxian concerns with the structures of domination and phenomenological insights into the variety of subjective and microinteractional worlds" (Lengermann & Niebrugge-Brantley, 2004, p. 329). In other words, Smith's work helped to draw attention to the everyday experiences of women within the context of capitalism as it is experienced in daily and nightly interactions. Evidence of standpoint feminism in the Canadian context exists in the sciences and social sciences where women and women's ways of knowing began receiving recognition and validation. Accordingly, I discuss radical feminism now as a means to operationalize some of the additional ways a feminist standpoint might have been evidenced in this study.

Radical feminism. Radical feminists conceptualize the categories of women and men as distinctly different, and argue that it is these differences that require attention. The manifestation of these differences in equality is articulated in the micro, everyday experiences of women, such as date rape and sexual harassment in the workplace. It is also manifested in the overvaluing of men's traits such as aggressiveness, competitiveness, and

emotional distance (Lorber, 2001). Radical feminists have helped to draw attention to violence against women, sexual exploitation, the objectification of women, and is commonly associated with the second wave of feminism. Wallin (2013) noted that "women's experiences must be examined in light of the systemic oppression of patriarchy where masculinized norms privilege the masculine (or male) over the feminine (or female)" (p. 85) . For radical feminists, the personal is the political (Jagger, 1983) and therefore, they publicly advocate for such personal matters as abortion and sexual consent.

Radical feminists call for an overhaul of the appraisal of values so that so-called women's values, such as those of compassion, care, and intimacy become valued. Such essentialist conceptualizations of the categories of men and women have been helpful for drawing political and legal attention to women's inequalities. These feminists believe that all social institutions reflect sexism, and that because social institutions are so intertwined, sexism is insurmountable (Lindsay, 2005). As a result, some radical feminists suggest radical changes whereby women govern and lead; other radical feminists take on a less bold aim wherein they seek separate institutions that focus on the unique needs of women. In short, Calas and Smircich (1996) noted that what makes radical feminism *radical* was that it is women centered. Since an explicit focus on women's lives and women's issues could necessitate significant social upheaval, the proposed work of radical feminists was considered radical both because of the way it challenged androcentrism and because of the different social future these feminists imagined. Coulter (1996) suggested that the concerns of radical feminists centered around structural issues and the role of the school in reproducing power relations such as patriarchy. To overcome those structural issues and the reproduction of patriarchy, radical feminists tend to adopt strategies that put the

concerns of women and girls at the forefront of educational matters (Acker, 1987). An example of the unfolding of radical feminism in educational arenas was the development of The Women's Studies movement in higher education (Acker, 1987). In the Canadian context, this was often evidenced by the creation of women's centres and women's studies programs in the post-secondary educational arena.

Some of the contributions of radical feminism to the Canadian social context have been securing access to medical services such as abortions and overturning laws that previously made such medical services illegal, countering anti-abortion movements, creating women's studies programs at the post-secondary level, and establishing rape crisis centres and women shelters (Adamson et al., 1988). Part of the success of these programs and centres came from raising awareness of the often-private sexual struggles of women in violent relationships. These examples underscore the ways that the personal became the political. Radical feminists also insist on unique health care better suited to the unique character of female bodies. Adamson, Briskin, and McPhail (1988) noted that by the late 1970s, violence against women was the main issue of radical feminism. Evidence of this is suggested by the creation of radical feminist organizations called Women Against Violence Against Women that formed across Canada. It was also during this time that the Feminist Party of Canada, which existed from 1979 to 1982, appeared and died on the Canadian political scene (Adamson, Briskin & McPhail, 1988).

Evidence of a feminist standpoint perspective in the policy texts. This section discusses what might be considered evidence of a feminist standpoint conceptualization in the policy texts Evidence of a feminist standpoint might exist in the framings of gender equity that

relate to women's unique position as knower. This could be particularly so with regard to science and scientific research. One key idea that might help to operationalize a feminist standpoint is the idea of women being different from men, which is in contrast to the feminist empiricist idea that women are the same as men. Two concepts central to a feminist standpoint, and that might help to operationalize the theory, are attention to the sexual division of labour and women's bodies as sites for exploitation and oppression. These concepts might be evidenced in the expectation that males dominate females, and use violence as a way to exercise power over women. These concepts could be observed in the regulation of women's and girls' bodies such as during pregnancy, and limitations of certain jobs in the classroom for girls. Other ways to possibly operationalize a feminist standpoint includes the separation of work from home and the overvaluing of contributions to work environments versus home environments. Some of the ways radical feminist concepts might be operationalized include the development of policies for personnel regarding violence against women, sexual harassment, and the sexual exploitation of women. Creation of women's studies programs might also be considered as evidence of the unique standpoint of women. In summary, a feminist standpoint conceptualization of gender equity could be evidenced in the unique position of women as knowers and recognition of women's experiences and needs as different from men's. I now discuss the third feminist epistemological category of postmodern feminism and some of the ways it was operationalized within the policy texts under analysis.

Postmodern Feminism

Postmodern feminist theorists reject any claim to a truth by drawing attention to situated knowledge and knowing in all contexts (Hawkesworth, 1988). In other words, all

claims to knowledge are situated in particular and unique contexts making it impossible for there to be a common knowing, such as the kind supported by feminist standpoint theorists and feminist empiricists. Postmodern feminists reject a common feminist position and support a plurality of perspectives on knowing and truth. From these perspectives of plurality, postmodern feminist theorists critique notions of uniform subjects and categories. Specifically, this group of feminist theorists critique essentialized notions of women as a unified category and the grand narratives that emerge from such categories. Theorists that use these conceptualizations of gender inequality argue against what they see as feminist standpoint theorists' essentialized notions of women as a category of knowers. From that position, these theorists propose conceptualizations of gender intended to deconstruct other essentialized notions. While postmodern feminists would generally support the idea of gender as socially constituted, they also challenge many of the assumptions inherent in that vision of gender. One of these assumptions is the binary nature of gender generally supported by feminist empiricists and standpoint feminists. Another challenge postmodern feminists have is with the stability of the socially constructed category of gender. This explains why postmodern feminists, and in particular queer theorists, work to *de*-construct gender so as to illustrate the multiplicity within gender as a category of analysis.

One central tendency of postmodern feminism is the destabilization of what is considered normal or natural in relation to gender. Postmodern feminists view gender inequality as stemming from the division of gender into a dichotomy. Their call for gender inequality's end rests in challenging the gendered social order's basis of this division. Their foci tend to be on deconstructing symbols and processes, which build and maintain the unequal gender order (Lorber, 2001). These theorists deconstruct the gendered social

order by increasing the categories and obscuring the boundaries between previously taken-for-granted divisions such as men and women and homosexual and heterosexual as unified categories. Queer theory aligns with postmodern conceptualizations of gender inequality. I now discuss some of the central tendencies of queer theory as a means of operationalizing some of the ways evidence of postmodern feminism appeared within the policy texts within this study.

Queer Theory. For queer theorists, the binary divisions of sex and gender serve to divide the world into privileged and unprivileged categories. That binary also privileges heterosexuality as the natural or assumed premise in gendered interactions (Lorber, 2001). Queer theorists challenge the system of power that grants privilege to heterosexuals. Queer theorists see the end to gender inequality by intentionally blurring gender and sexual boundaries so that gender and sexuality are seen as spectra instead of binaries. They aim to explode the taken for granted binary categories of male and female, men and women, heterosexual and homosexual. Gender equity will be achieved from a queer perspective when recognition of dynamic categories of sexes, genders and sexualities is commonplace. These dynamic categories include, but are not limited to, gay, straight, bisexual, lesbian, transsexual, two-spirited, asexual, queer, questioning, male, female, masculine, feminine, female to male, female to neutral, male to female, and male to neutral. As Lorber (2001) pointed out "equality will come, they say, when there are so many recognized sexes, sexualities, and genders that one cannot be played against the other" (p. 196).

Queer theorists argue that all genders are performatively produced, and thereby fixed genders, as in binary conceptualizations, do not exist. Instead, queer theorists suggest

genders are shifting and fluid. Butler's (1990, 2004) work in the area of gender as performatively produced was instrumental for informing many of the foundational concepts in queer theory. Oversimplified, the idea of gender being a performance means that all productions of gender are the result of some kind of performance, which in turn suggests that gender does not exist in stable categories such as male and female. Instead, the actors perform gender. One of Butler's (1990) main contentions was with the feminist category of women as a unified category. Butler (2004) also presented arguments against gender theorists like West and Fenstermaker (2002) who saw the social construction of the binary categories of men and women based on a preconceived identity of these categories. For Butler, the subject identities of genders were performatively produced through discourse, without the existence of a pre-discursive subject (Moloney & Fenstermaker, 2002).

Valocchi (2005) offered a concise summary of the components of a queer analysis in relation to lessons of queer theory for the sociology of gender and sexuality. These were: rethinking sex, gender, and sexuality; rethinking gay identity; and, performing identity, and rethinking power. Valocchi (2005) argued that our binary ways of perceiving the world become so embedded in the binary division of things that we accept these binaries as normative. The danger, argued Valocchi (2005) "lies in their implicit recognition that the binaries of male/female, masculine/feminine, heterosexual/homosexual as well as the normative alignment across them are more than ideological constructs but are somehow naturally occurring phenomena" (p. 752). Queer theorists disenfranchise such binaries by underscoring the incompleteness of these categories. In order to achieve this, queer theorists focus on outliers or deviant cases (Valocchi, 2005) in order to illustrate the

insufficiency of the binaries at capturing the complexities and myriad lived identities that do not conform to binary identities.

Queer theorists also set out to disenfranchise the normalization and natural assumption of heterosexuality as normal and other as deviant through the concept of heteronormativity (Ingraham, 1994). Lorber's (2005; 2006) work on the degendering movement and feminist change relied on many of the same premises and concepts as queer theory without adopting the name. Queer conceptualizations of gender inequality sometimes take on the form of anti-homophobia and anti-bullying legislation and school-based anti-homophobia policy (Goldstein, Collins, & Halder, 2008). Lugg (2003) noted that "In much of the politics of education and educational leadership research, gender has tended to mean research focused on biological women and girls (e.g., Foster, 1999) who are all assumed to be non-queer" (p. 99). Such a distinction between queer and non-queer helps to situate a conceptualization of queer theory and gender inequality. Lugg (2003) defined queer and non-queer in the following:

> queer refer[s] to people with a homosexual or bisexual orientation as well as those individuals who are intersexed, transgendered, and transsexual. Non-queer refers to people with a primarily heterosexual orientation (Fajer, 1992; Rivera, 1999) and whose sex identity corresponds with their biology. (p. 101)

Those definitions were useful to frame a somewhat operationalized conceptualization of queer for this study, which I discuss below in the section on evidence of postmodern feminism in the policy texts.

Before I characterize what evidence of queer theory might look like in the policy texts, I need to address the uneasy fit that exists between feminism and queer theory. While some theorists consider queer theory as a feminist theory, such as Lorber (2001), others do not. I want to acknowledge those contentions so as to justify why I am using queer theory as an example of a postmodern feminist epistemology. Entire books have been dedicated to teasing out the intersections between feminist and queer theory (see Richardson, McLaughlin, & Casey, 2006). Central within this teasing out process are the ways feminist and queer theories have influenced, and been influenced by each other, albeit contentiously. Richardson et al. (2006) noted that feminist theorists were among the first to challenge the frameworks for understanding gender and sexuality, and that gender and sexuality generally had to be examined together. In these ways, then, queer theory can fit within the epistemological tradition of postmodern feminism given its expansion and deconstruction of gender and sexual categories. Hollinger (1999) noted that "Queer is the result of contemporary developments in postmodern theorizations and deconstructions of subjectivity and identity" (p. 25) and that "one of the fundamental characteristics of much queer theoretical work is its attention to the range of differences…such as sexual orientation and gender" (p. 25). Because queer theory keeps the focus on gender, it aligns with a central tenet of feminist theories. I am not suggesting in this analysis that queer theory is exclusively feminist; instead, what I am suggesting is that queer theory provides a way to conceptualize and operationalize a postmodern feminist epistemology within educational policy texts given the ways in which queer theory has expanded the categories of sex, sexual orientation, and gender. Further, the emergence of queer theory during the

1990s and 2000s provides a theoretical backdrop for the changes in gender analysis that is discussed in the literature.

One of the ways that queer theory emerged from and was influenced by feminist theory was articulated by Richter (1998) who suggested that despite feminism's effectiveness in changing what teachers taught and what the students read, these approaches left the old game in place. Richter (1998) suggested that an entirely new game was needed, and that queer theory provided a space for that game to emerge. An analogy used by Riley (1998) and then adopted by Halley (2006) to capture the contentious relationship between feminism and queer theory was a flicker (as cited in Jagose, 2009). The term *flicker* invokes a small flame that is sometimes alight and other times not; sometimes bright and other times dark. Riley (1998) used it to describe how a person flickered in and out of being a women or being a feminist. This flicker captures the popping in and out of the feminist theoretical and epistemological tradition that queer theory sometimes makes. In a critique of Riley's work, Jagose (2009) argued "that feminism is enabled rather than suspended by the epistemological incoherencies of the category of women" (p. 171). Jagose (2009) further argued the difficulty, and "even the impossibility, of distinguishing decisively between feminist and queer critical traditions" and that "feminist theory and queer theory together have a stake in both desiring and articulating the complexities of the traffic between gender and sexuality" (p. 172). In some respects, then, queer theory can be situated within a postmodern feminist epistemological tradition, and that this is true not only theoretically, but also pragmatically.

Two Canadian examples help to support the operationalization of queer theory as a postmodern feminist exemplar. One example is found within the Canadian Society for the Study of Education (CSSE) which is the largest organization of professors, students, researchers and practitioners in education in Canada and the major national voice for those who create educational knowledge, prepare teachers and educational leaders, and apply research in the schools, classrooms and institutions of Canada. Within CSSE, Queer Studies in Education and Culture is a special interest group of the Canadian Association for the Study of Women and Education. The second rationale comes from Grace's (2005) study on Manitoba women's organization and feminist activism wherein she included the Rainbow Resource Centre, Manitoba's leading LGBTQ resource centre, as a case study representative of "the dynamics of feminism in Manitoba as expressed by the…organizations studied" (p. 7). Clearly, while situating queer theory within the epistemological framework of feminist theory may be contentious, there are Canadian and Manitoba precedents for such an alignment.

Evidence of the application of a queer theoretical conceptualization of gender inequality in the Canadian context exists with the initiation of gay-straight alliances (GSAs) in schools. The issue of GSAs in schools in Altona, Manitoba (2012) and Mississauga, Ontario (2011) became the focus of much public attention. In both of these locations, LGBTQ-related topics came under heated debate, and in both locations, the governing educational bodies agreed to the creation of a GSA, albeit under some duress. Ontario passed legislation (Ontario, 2012) that afforded all students in the province the right to organize a GSA if so desired, and Manitoba passed similar legislation (Manitoba, 2013). GSAs and issues of sexuality, particularly those related to homosexuality, are not new to

many school boards across Canada. Campey, McCaskell, Miller, and Russell (1994) traced the Toronto Board of Education's challenge during the 1980s and 1990s with homophobia and securing the rights for gay and lesbian people wherein they noted the difficulties of *queering* education. The 1970s and 1980s were times when the Canadian gay liberation movement was growing (Nadjiwan, Zhu, Moffatt, & Dechert, n.d.). Mule (2006) reviewed three of the recent strategic movements within the Canadian queer movement and noted that the public consultations on *Bill C-2 An Act to amend the Criminal Code and to Make Consequential Amendments to Other Acts* and *Bill C-38 The Civil Marriage Act* (same sex marriage and sex laws) underscored the continued marginalization of queer people. Queer conceptualizations of gender in Canada were also evident in the 1990s when significant legal changes afforded queer people (lesbian and gay, in particular) the same rights as non-queer people regarding adoption and relationship recognition in many jurisdictions (EGALE, n.d., p. 13). One such example was the Ontario case of *Haig v Canada*, which resulted in sexual orientation being read into the *Canadian Human Rights Act* after 1992, and which therefore afforded the Human Rights Commission the power to review complaints on the basis of sexual orientations as of 1992 (Canada, 2007). Another significant legal win was the *Civil Marriage Act* (2005), which enshrined same-sex marriage into federal law. A critique suggested by Lugg (2003), though, of these policy and legislatively-based approaches to queer gender equity was that queer was still effectively rendered deviant because these groups required special protective services.

Evidence of postmodern feminism in the policy texts. This section discusses what might be considered evidence of a postmodern feminist conceptualization in the policy texts. Because postmodern feminism rejects common knowing and supports the

pluralization of perspectives and knowers, evidence of this conceptualization might appear within a rejection of essentialized framings of gender. A postmodern feminist conceptualization might also be operationalized through findings related to increases to the categories of gender and sex, and challenges to heterosexuality as the standard. These concepts could be further operationalized in the policy texts by way of anti-homophobia campaigns, policies, legislation, increasing the curricular content and awareness of sexual orientations beyond that of heterosexual, and the establishment of GSAs. Finally, evidence of a postmodern feminist conceptualization could also exist in a rejection of the assumption of subjects as non-queer, such as those reflected in the inclusion of LGBTQ youth in anti-bullying. These examples could reflect the postmodern feminist epistemology of rejecting common understandings that are assumed in essentialized notions of gender, that destabilize the gender dichotomy, and that challenge heterosexuality as the assumed norm. The next section summarizes the ideas discussed so far with regard to feminist theorizing on gender inequality.

Summary of Feminist Epistemological Categories

This review has shown that there is no unified feminist theory, so to speak, but there are central tendencies that characterize various iterations of feminist theorizing. I rely on Harding's (1987) three feminist epistemological categories as a way to structure and organize the various feminist theorizing on gender inequality. These three categories act as a useful framework for this study because each relates to specific conceptualizations of gender inequality that may be evident in educational policy. The central tendencies that characterize and help to operationalize each feminist category were used as the analytic framework for this study. In other words, by examining the policy texts for evidence of

concepts and epistemological assumptions associated with each of the three feminist categories, I was able to use those central tendencies and concepts as an *a priori* coding framework.

Those three feminist epistemological categories were: (a) feminist empiricism, (b) feminist standpoint, and (c) postmodern feminism. The first category, feminist empiricism, is concerned with increasing the opportunities for women to become equal to men. Two concepts salient to feminist empiricism are sex-bias and sex-role socialization. The second category, feminist standpoint theory, indicates that women have a unique claim to knowledge given their position as oppressed knowers. Supporters of this epistemological category believe that women are different from men, and that attention to those differences is required to achieve gender equity. Two concepts salient to a feminist standpoint are the sexual division of labour and body politics. These concepts can be operationalized by such themes as valuing men's work over women's, violence against women, sexual harassment in the workplace, and control of women's bodies through medical policies. The third category, postmodern feminism, rejects any identification of a common knower or grand narratives that stem from common positions of knowing. Instead, postmodern feminists support the pluralization of perspectives. They aim to increase the categories of sex, gender, and sexuality by obscuring the boundaries that shape dichotomous understandings of sex, gender, and sexualities. Figure 1 provides a summary of the distinctions between the three feminist epistemologies.

Feminist Empiricism	Feminist Standpoint	Postmodern Feminism
• Believes women and men are the same • Relies on ideas of gender fairness • Aims to increase the opportunities for women to become equal to men • Uses the concepts of sex-bias and sex-role socialization as explanations for gender inequality	• Believes that women are different from men • Relies on the notions of the unique position of women as knowers • Uses the concepts of the sexual division of labour and women's bodies as sites for exploitation and oppression as explanations for gender inequality	• Rejects a common feminist position and supports a plurality of perspectives on knowing and truth • Aims to destabilize what is considered normal or natural in relation to gender • Aims to destabilize the gender dichotomy by challenging heterosexuality as the assumed norm • Uses the concept heteronormativity

Figure 1. Summary of feminist epistemological categories

One reason that I have used the feminist theorizing above is because it offers an analytic framework from which I can distinguish various conceptualizations of gender inequality. These feminist epistemological categories also provide a historical account of the social movement of feminist ideas across the four decades under study. This is because feminist empiricism came under significant scrutiny in the 1970s, which led to theorizing around a feminist standpoint throughout the 1980s. That standpoint theorizing spurred on theorizing around postmodern feminist thinking, which took hold during the 1990s. Lastly, much of the theorizing captured within postmodern feminism helped to give way to queer theorizing, which is a key theory influencing educational policy work today. By using this analytic framework, I captured the policy discourses around gender equity over time. This analytic framework was suitable to capture both the discourse and to track the historicity

of those discourses. In other words, I selected this particular analytic framework because those three feminist epistemological categories aligned with the historical timeframe of my study and reflected concepts that served to operationalize those epistemological differences.

In terms of understanding feminisms' application to policy, Wallin (2001) claimed that "feminism allows the stakeholders of education to examine where gender inequities exist, critique current policy and practice, and offer hope for establishing gender equitable policy development and practice within education" (p. 40). Using three feminist epistemological categories as the analytic framework allowed me to attend to issues of gender in education policy in a way that was theoretically sound, practically significant, and historically sensitive. The overarching analytic framework was used to provide a lens through which I was able to think about and analyze the data. Another reason I selected feminist theorizing on gender inequality is expressed by Marshall and Young (2013). They stated that "Different feminist frameworks raise varying questions and point to varying implications for education policy" (p. 207). This study was concerned with the ways in which particular feminist conceptualizations of gender inequality were framed within gender equity policies. The next section situates my use of policy within the landscape of possible understandings of policy, and a discussion of gender equity discourses.

Policy and Gender Equity Discourses

In the next section, I discuss (a) the relevant chronology of gender equity policy in Canada, (b) my selected conceptualization of policy as text and policy as discourse, (c) provide an overview of the gender equity policy discourses evident in the time frame of

this study, and (d) discuss policy frames. I am focusing this discussion on Canada instead of exclusively on Manitoba because of the ways in which discourses tend to be evidenced more broadly (Eyre et al., 2004). This is in part because "very little literature explores provincial gender equality policy machinery. Instead, academic interest has tended to focus on the federal level" (Paterson, Marier, & Chu, 2013, p. 3). The discourses evidenced at the federal level, or even within other provinces and territories, however, are likely to be reflected to some extent in the Manitoba policy context under study. Further, as Hult's (2010) study on the analysis of language policy discourses across space and time concluded "it is quite clear that national policy discourses have a strong ripple effect in the local classroom context" (p. 19). While it is true that education in Canada is a provincial and territorial responsibility, those provinces and territories look continually towards each other for direction. Accordingly, discussion of the gender equity policy discourses in Canada can inform the discussion and analysis of the gender equity policy discourses in Manitoba.

A Brief Chronology of Canadian Gender Equity Policy

As discussed in Chapter 1, by 1975 global attention was directed towards women's equity issues. In Canada, this attention was solidified in 1967 when a collective of women's organizations from across the country, the Committee for Equality of Women in Canada, pressured the Canadian government to investigate the equality of women in Canada (Dobrowolsky, 2000). That pressure resulted in the creation of the Royal Commission on the Status of Women in Canada also in 1967. The report from this Commission, the *Report of the Royal Commission on the Status of Women in Canada* (1970), marks the first time gender equity issues were addressed so explicitly within a policy context (Agnew, 2000).

The *Report of the Royal Commission on the Status of Women in Canada* (1970) made 163 recommendations in nine areas, and one area related to education. Recommendation 17 acted as a kind of action plan, and it suggested that:

> … a federal Status of Women Council, directly responsible to Parliament, be established to (a) advise on matters pertaining to women and report annually to Parliament on the progress being made in improving the status of women in Canada, (b) undertake research on matters relevant to the status of women and suggest research topics that can be carried out by governments, private business, universities, and voluntary associations, (c) establish programmes to correct attitudes and prejudices adversely affecting the status of women, (d) propose legislation, policies and practices to improve the status of women, and (e) systematically consult with the women's bureau or similar provincial organizations, and with voluntary associations particularly concerned with the problems of women. (Royal Commission on the Status of Women, 1970, pp. 391-392)

Effectively, these recommendations directed the field of education towards research, policy development, revisions to the inaccurate representations of women, and development of educational programs aimed at ending the prejudices against women. This policy direction set the direction for gender equity efforts for the next two decades (Agnew, 2000). The language used in the report was the term *sex* because the term *gender* had not yet emerged in common usage to distinguish sex from gender. In part because of the impact of the *Report of the Royal Commission on the Status of Women in Canada* (Canada, 1970), the government of the time set up the Canadian Advisory Council on the Status of Women (CACSW) in 1973 which was established to “provide policy advice to the federal

government and to liaise with the organized women's movement. The CACSW, in turn, interacted with a network of provincial advisory councils" (Brodie, 2007, p. 169). Some common critiques of the *Report of the Royal Commission on the Status of Women in Canada* (1970) were how the language used in the report presented women as a unified category (Agnew, 2000), and that it failed to recognize the diversity within the lived experiences of women across Canada, particularly as it related to racialized women (Williams, 1990). Another critique was that it was silent on issues related to violence against women (Agnew, 2000).

It didn't take long, however, for the issue of violence against women to appear as a policy concern. The action plan from Status of Women Canada, *Towards Equality for Women* (1979), included discussion of violence against women as a public policy concern. In 1989, though, violence against women could no longer be ignored. The Montreal massacre took place at École Polytechnique, and during this event 14 women were killed and another 10 were shot. This became the pinnacle event for highlighting attention towards violence against women in Canada and in Canadian public policy. Women's groups who had been pressuring government to address violence against women banded together to insist on the creation of a separate commission on violence against women. While a separate commission was not created, the government did establish The Canadian Panel on Violence Against Women in 1991, which published the report *Changing the Landscape: Ending Violence - Achieving Equality* in 1993 (Agnew, 2000). Other concerns addressed by the women's movement in Canada included increased representation in government and decision making, equal pay for equal work, workplace equality, an end to workplace sexual harassment, and career advancement (Newman & White, 2012, p. 68). While the *Report of*

the Royal Commission on the Status of Women in Canada (1970) and *Changing the Landscape: Ending Violence - Achieving Equality* (Marshall & Vaillancourt, 1993) each served to direct public policy attention towards gender equity, it seems these were insufficient to maintain that attention. By the mid 1990s, the goal of gender equity began to be erased from Canadian educational policy processes (Brodie et al., 2008). It was replaced with educational policies perceived as being gender-neutral by way of not addressing gendered concerns. While gender mainstreaming and gender based analysis took hold in many facets of Canadian policy, it does not appear that either had traction in the educational arena as evidenced by the dearth of literature connecting the two. There is some literature that shows gender mainstreaming in the post-secondary arena, but that, too, is limited in a Canadian context. Indeed, there is ample literature connecting gender mainstreaming and gender based analysis to economic and development arenas in Canadian contexts. There does not seem to be, however, much to connect gender mainstreaming and gender based analysis to Canadian education.

Of consequence in the gender policy history summary above is the evidence of the shifts in attention towards gender equity. In the 1970s there was significant attention towards women's equity, which continued, and peaked during the 1980s and during the 1990s that attention evolved. Employment positions once specifically targeting women's equity issues shifted into more general concerns for gender equity. Brodie (2007) further noted that:

> the structuring and restructuring of federal gender-based policy machinery occurred during two periods – first in the early 1970s and, again, in the mid-1990s.

> During both periods, Canadian institutional capacity-building corresponded to and interacted with key initiatives undertaken by the United Nations, especially those arising from the UN International Decade of Women (1975–1985) and the Beijing Platform for Action (1995). (p. 167)

By the 2000s, attention to gender equity had further evolved into an agenda for equality that eroded attention to gender equity concerns specifically as equity concerns were defined more broadly.

Policy as Text and Policy as Discourse

Some policy theorists such as Ball (2006) suggest that policy is both text and discourse. Policy as text is, in its simplest terms, the physical text. That text, however, encapsulates:

> representations which are encoded in complex ways (via struggles, compromises, authoritative public interpretations and reinterpretations) and decoded in complex ways (via actors' interpretations and meanings in relation to their history, experiences, skills, resources and context). A policy is both contested and changing, always in a state of 'becoming', of 'was' and 'never was' and 'not quite'. (Ball, 2006, p. 44)

Policy as discourse has no such oversimplified definition. My best attempt to oversimplify policy as discourse would be to suggest that it is the uptake, interpretation, and enactment of policy as text. Ball (2006) suggests that:

> We may only be able to conceive of the possibilities of response in and through the language, concepts and vocabulary which the discourse makes available to us…The essence of this is that there are real struggles over the interpretation and enactment of policies. But these are set within a moving discursive frame which articulates and constrains the possibilities and probabilities of interpretation and enactment…Thus, in these terms the effect of policy is primarily discursive; it changes the possibilities we have for thinking 'otherwise'. (p. 49)

Ball (2006) argued that the text itself is insufficient for capturing the power that policy can have and that it is the discourse of policy wherein the effect of policy lives. In this way, then, policy as text and policy as discourse collide to provide a more robust way of examining policy phenomenon. Ball (2006) argued that the policies themselves constitute policy as text, and that these appear to present policy issues in stable ways. This stability belies contestations over meanings that do not make it into the policy as text. Seeming stability of policy text also belies the fluid interpretations of policy text, which is encoded and decoded in complex ways (Ball, 2006). Policies exist in big picture contexts called policy ensembles (Ball, 2006). Policy ensembles "exercise power through a *production* of 'truth' and 'knowledge', as discourses" (Ball, 2006, p. 48, original emphasis). What this means is that policies construct a discourse or a way of framing an issue. Critical policy researchers adopt this understanding to interpret policy as creating and sanctioning some discourses over others. This is relevant to my study because how gender equity is conceptualized in policy texts creates - and surely also reflects - a discourse that defines particular views about gender equity. That discourse also limits how those conceptualizations of gender then shape the ways gender equity is framed in policy texts. For this study, a frame was the way

in which a concept (gender equity) appeared empirically within a policy text. As an example, consider a liberal feminist conceptualization of gender equity. If a policy discourse draws on a liberal feminist conceptualization of gender equity, then the kinds of approaches used within those policies will be limited to those that align with liberal feminist approaches. These might focus on increasing opportunities for women, as one example. Evidence of policy as discourse is likely to exist within those policy ensembles that pertain to gender equity because of the ways that the discourse can limit the language, concepts, and vocabulary used to frame the policy problem.

Policy as discourse highlights the ways in which policy as text makes some policy issues important while minimizing others. Consider, for example, that the literature on gender equity in educational policy suggests that at certain times gender equity appears as a policy concern and disappears at other times. The inclusion and exclusion of matters related to gender equity within policy texts can reveal the discourse around gender equity. This study was concerned with the ways gender equity was framed within those policy texts and discourses. As Ball (2006) clarified "discourses are about what can be said, and thought, but also about who can speak, when, where, and with what authority" (p. 48). Policy as text and as discourse provided a conceptual framework through which I attended to both the words in policy texts as well as the interpretation of the discourse evidenced by those words. I achieved this by focusing on the framings in which gender equity appeared. Van Hulst and Yanow (van Hulst & Yanow, 2014) suggest that framing helps to tell policy story. Framing here describes the ways in which we understand and use language to describe policy problems, or the ways in which we setup/describe/frame a policy problem. It is about the implicit and explicit story that gets told about a particular phenomenon, in

this case that of gender inequality. The relationship between policy as text and policy as discourse is symbiotic in the sense that discourse contributes to the creation of policy texts at the same time that policy texts affect emerging discourse. It is beyond the scope of this study to determine whether the policy or discourse came first. What matters more than precedent is the dynamic relationship between policy as text and policy as discourse. When considered together, these concepts offer a unique way to explore and interpret policies.

One point I hope to clarify is the distinction between an analysis of discourse and a discourse analysis. This study adopts the position of an analysis of discourse. Bacchi's (2009b) description of the distinctions between discourse analysis and analysis of discourse are useful to articulate this distinction:

> This understanding of discourse lines up with Vivian Burr's (1995) conception of «discourse analysis», a close examination of patterns of speech and linguistic devices. Burr contrasts this understanding of discourse with another tradition she labels «analysis of discourses», which she describes as a political theoretical focus on the ways in which issues are given a particular shape within a particular social setting. (p. 229)

Whereas researchers using discourse analysis tend to focus on communication events and de/reconstructed interpretations of those communication events following a linguistic tradition, researchers using analysis of discourse tend to focus on the frames used within/as discourse from within a political/theoretical tradition. This analysis of discourse focuses on the ways in which gender inequality is given a particular shape within specific policy texts.

I examined policy texts for evidence, or the absence of evidence, of gender equity. When I located evidence, I interpreted the framing of that evidence through the lenses of the three feminist epistemological categories. Descriptions of what I considered as evidence of each category appeared earlier in this chapter, but a hypothetical example will illustrate this process. A feminist empiricist approach might advocate for creating increased opportunities for women in business so as to assist women to become equal to men in the business arena. A feminist standpoint approach, conversely, might support business ventures for women, by women, and about women's needs, encouraging business models and platforms based in nurturing and feminine environments. Lastly, a postmodern feminist approach might increase the categories of gender or support sexual diversity. These hypothetical examples illustrate how gender equity regarding any particular topic may be framed differently. By examining the ways in which gender equity was framed over time, together with the changes within those framings, I interpreted the policy discourse evidenced in those frames. An assumption was that those policy texts have both contributed to, and have been influenced by, the policy discourses.

Framing Gender Equity and Gender Equity Discourses

Gender inequality is a phenomenon that persists in educational settings (Dillabough, 2006; Edgerton, Roberts, & Peter, 2013). Since the release of the *Report of the Royal Commission on the Status of Women in Canada* (Canada, 1970), policy makers in Canada have directed attention towards gender equity concerns. Over those many decades, discourses have emerged around the phenomenon of gender equity. These discourses emerge across all levels of government and social contexts, and often emerge in light of particularly salient social matters of the time. As Marshall (2000a) stated it:

> A 'policy window' opens because of a change in the political stream (a change in administration, a shift in Congress/Parliament or national mood); or it opens because a new problem captures the attention of policymakers (Kingdon, 1984). 'Value acceptability', or how a given idea fits with national culture or ideology, affects whether policy ideas are even acknowledged, much less considered viable options. (p. 127)

In other words, many factors affect the creation of policies and policy discourses. By examining how gender equity is framed in educational policy texts, analysts can interpret the discourses around gender equity and any changes that are evident within those discourses. In this way, then, the framing of gender equity within policy texts reveals the discourse. By examining the specific content that fills the particular framing of gender equity at specific points in time, researchers can piece together a meaningful story about gender equity. When researchers then thread together that landscape of framing, they trace the changes in framing, which in turn reveals changes in the discourse. Further, evidence of the conceptualization of gender inequality exists in how gender equity is framed in those policy texts. There is a dynamic relationship between framing and discourse. One way for me to clarify this relationship as it applies to this study is that the policy text content fills the frame, and the analysis of the frames reveals the discourse. In other words, the frames appear empirically while the discourses are interpreted. Take, for example, that during the 1990s, gender equity generally disappeared from educational policy texts in Canada (Young, 2005) and Australia (Ailwood, 2003); therefore, there was no framing of the concept. In this case, the absence of content in the frame affirms an analysis of the discourse from that time that indicated that gender equity concerns had been resolved, or

were unimportant, or were not solvable problem in public education. It was, therefore, not surprising to find that there was no attention to gender evidenced in the policy discourses. This pinpoints an important distinction regarding *frame* and *discourse* in this study. Frames exist empirically in the policy texts under analysis, while discourses are interpreted based on theorizing about what appears or disappears from those frames. The example above about gender equity disappearing from the policy texts is an example of this.

By engaging in a feminist content analysis of the framing of gender equity through a policy as text and policy as discourse framework, I analyzed both the content that filled a frame and the discourse that was reflected in that frame. A frame, then, was the way in which a concept (gender equity) appeared empirically within a policy text. It bound together a particular perspective on gender equity and effectively rejected other perspectives. In other words, the frame held together the particular understanding or articulation of gender equity each time the concept appeared. This explains how evidence of different epistemological categories existed in the data. Each framing of gender equity could have reflected specific concepts that reflect central tendencies of particular feminist epistemological categories. Over time, there were patterns when certain feminist categories appeared and disappeared. This also lends support to my approach of frequency counts of the manners in which gender equity was framed across time. There were, of course, limitations to this approach. One was that the frequency counts did not indicate the relative importance of the policies or the social contexts in which they appeared. When considered together, policy frames began to tell the story of gender equity in the Ministry of Education under study. The story might also have reflected some aspects of the gender

equity movement at the federal, provincial, and ministry levels. It is for these reasons that it is analytically important to consider the framing of gender equity over time.

Because the concept of gender equity appeared frequently across the policy texts under investigation, it was framed in many ways. The content of the policy filled the frame. Because that content was somehow related to gender equity, it was presupposed that it framed gender equity in a particular way. The analysis then focused on how gender equity appeared within that frame and the ways in which that framing varied over time. Next, the analysis focused on the discourses about gender equity that were revealed from the ways gender equity appeared within those policy texts. In this way, the content filled the frame and the frame revealed the discourse. The ways in which it appeared, whether framed around sex-role stereotyping of women or as anti-bullying campaigns for LGBTQ students, revealed particular conceptualizations of gender inequality. These also both contributed to the discourse and reflected it. Bacchi (2009) suggests that frames act as forms of explanation. In this study, those frames acted as forms of explanation for the phenomenon of gender inequality.

By tracing those frames over time, a particular story was told (van Hulst & Yanow, 2014). This storytelling (van Hulst & Yanow, 2014) works with the piecing together of incidental frames that, when considered together, add structure so that a meaningful problem emerges (Verloo, 2007). In the case of this study, that meaningful problem was how gender equity had been conceptualized within educational policy texts across a 37-year history. By piecing together these incidental frames, a meaningful story emerged as evidence to answer the question about how gender equity was conceptualized within the educational policy texts. The next section details what the literature indicates has been the

history of the discourses related to gender equity in educational texts.

Gender Equity Policy Discourses in Education

An assumption of this study was that ideas change over time. In part, this explains why I chose to examine the framings of gender equity and the discourses related to gender equity over 37 years. I articulated my rationale for analyzing this particular time period (1975 to 2012) in Chapter 1, but to summarize, I selected 1975 as the starting point because it represented a time when global attention was on concerns related to gender equity. I completed data collection in 2013, therefore only Ministry policy texts up to and including those published in 2012 were included for analysis.

There is evidence within the Canadian educational policy scene of shifts within the discourses surrounding gender equity. Certain reports of this policy discourse history are noteworthy because of their uniqueness in the field. Rebecca Coulter's article, *Gender equity and schooling: Linking research and policy* (1996) and Jane Gaskell and Linda Eyre's article, *Gender equity and education policy in Canada, 1970-2000* (2004) were of particular importance in this regard. Outside of these two texts, few publications detailed the educational policy discourse history of gender equity in Canada. Coulter's work (1996; 1998; 2007) was particularly salient to the socio-historical background of the gender equity policy discourse in the general Canadian context because she detailed the gender equity policy history from the 1970s to 1990s. The two works noted above were foundational for informing the policy discourse history of my own study. Other useful texts included works that illustrated the gender equity policy discourse history in Australia and the U.K., and works that related the changes in feminist social movements to the policy discourses. Although my study reports the year as the unit of analysis, much of the

theorizing and research conducted on the gender equity policy discourses tend to reflect the decade as the unit of analysis. The concepts and ideas evidenced in the gender equity discourses help to draw together the connections between the feminist epistemological categories and the gender equity discourses. By reviewing the gender equity discourses by the periods in which they were presented within the literature, I aim to provide support for my analysis of the policy texts in this research. By being aware of the historical context of the gender equity discourses in education I was attuned to the ways the gender equity discourses might also appear in my own study. I now discuss the gender equity policy discourses according to the decade in which they were reported.

Gender Equity Discourses in the 1970s

As Acker (1992) stated about the term *gender*, in its earlier use, a study of gender was a study of women, sex or both. She noted that the term expanded to signify a unique category of analysis beyond what had previously been a peripheral concern. Evidence of both understandings of gender exists within the gender equity discourse from the 1970s. Following the creation of the *Royal Commission on the Status of Women* in 1967, educational policy attention shifted to a focus on ways education disadvantaged girls and discriminated against women (Gaskell & Eyre, 2004). Specifically, some theorists suggest that focus moved to "equality in the curriculum, in hiring and in policy documents, increasingly paying attention to difference: to class, race, sexual identity, and disability, as well as to differences between women and men" (Gaskell & Eyre, 2004, p. 6). Gaskell and McLaren (1989) suggested that one prominent discourse from the 1960s and 1970s was the deficit model which framed the dilemma with equity as originating in the home. They suggested that this deficit model pointed to the influence of the socialization of sex-role

stereotyping as producing passivity of girls (Gaskell & McLaren, 1989, p. 12). This passivity, then, accounted for the phenomenon of gender inequality.

The predominant gender inequality frame to emerge in the 1970s was that of sex-role stereotyping. Bem's (1983) work on gender schema theory was considered a foundational text for feminist theorizing on sex-role socialization theories that explain gender inequality. Bem (1983) posited that gender schema theorizing included aspects of both cognitive development theory and social learning theory in its account of sex typing. Sex typing, according to Bem (1983), was a learned social phenomenon that was also mediated by individual cognitive development. Sex-role stereotypes then emerge from this phenomenon, such as those that frame women as helpless and men as capable. In educational settings, this has historically played itself out in terms of job assignments, enrollment patterns, behavioural and academic expectations, and in representations of men and women in textbooks. The mechanisms for addressing sex-role stereotypes include assessments of textbooks and the increasing positive images of women (Coulter, 1996). The *Report of the Royal Commission on the Status of Women in Canada* (Canada, 1970) included a chapter on education, which pointed out the underrepresentation of women at university, and in programs in science, mathematics and technology. After the release of this report, there is evidence of policy attention towards women in science, mathematics, and technology. This includes increasing the number of women enrolled, or at least encouraging them to enroll, in such programs. Some of the gender equity mechanisms promoted in the *Report of the Royal Commission on the Status of Women in Canada* (Canada, 1970) called for the elimination of sexism in textbooks and in career counselling (Briskin & Coulter, 1992). Coulter (1996) noted that "Across Canada, the dominant approach to

gender-equity policies in education, and even then implemented unevenly and inconsistently, remains the relatively shallow one of sex-role stereotyping first articulated in the 1970s" (p. 435). So, while the 1970s emerged as a time period when attention shifted towards gender equity, that attention was framed around the concerns of sex-role stereotyping as evidenced in textbooks and women's under-enrollment in science, mathematics, and technology.

Gender Equity Discourses in the 1980s

Gender equity policy efforts gained prominence in the 1980s. Bascia, Carr-Harris, Fine-Meyers, and Zurzulo (2014) noted that "Across Canada during the 1970s and 1980s there were active feminist communities, groups committed to making political, economic and social change that founded organizations, lobbied governments and engaged in a wide range of political activism" (p. 238). School districts and provinces/territories began paying significant attention to gender issues during the 1980s as evidenced by the increase in curriculum materials aimed at improving gender equity, as one example. That attention continued to be framed around the elimination of sex-role stereotyping in schools and in employment policies. In practical terms, this focus continued with more career counselling and opportunities in non-traditional jobs. An intent of such a focus was to convince girls to want more than to be homemakers (Gaskell et al., 1989) . However, it is clear that the gender equity issues that emerged in the 1970s remained unresolved into the 1980s.

Three themes that punctuated the gender equity discourse into the 1980s included (a) sex-role stereotyping, (b) the absence of strong female role models, and (c) inadequate career counselling for women (Coulter, 1996). These themes emerged from the *Report of*

the Royal Commission on the Status of Women in Canada (Canada, 1970). Educational policy attention then shifted to address those concerns by revising sex-role stereotypes evidenced in textbooks, by including strong female role models, and by providing better career counselling for women. Coulter (1996) suggested that such liberal feminist approaches to gender equity dominated the policy landscape from the 1970s to the 1990s. Parallel patterns exist in gender equity research during the 1980s from the U.K. (Arnot & Miles, 2005) and Australian (Blackmore, 1997; Yates, 1997) educational policy environments.

Gender Equity Discourses in the 1990s

In the 1990s, the discourse changed with the shift in attention from girls and women to boys, and to broader equity concerns. Eyre et al. (2004) noted that "concern in the 1980s and early 1990s was directed to girls' perceived lagging participation in math/science and engineering/technology courses, a shift to public concern about boys is evident in Canada's late 1990s" (as cited in Fenwick, 2004, p. 178). A concern expressed during this time was with the so-called *feminization* of boys (Skelton, 2002). During the 1990s, the discussion focused on boys' achievements in literacy as compared to girls (Foster, Kimmel, & Skelton, 2001; Gaskell & Eyre, 2004; Keddie, 2010). Some educational theorists refer to this era as *the boy turn* in education, and many researchers studied the consequences and origins of the sweeping interest in boys' education (Hodgetts & Lecouteur, 2010; Keddie, 2010; Mills & Keddie, 2010; Weaver-Hightower, 2003). Described as a backlash response, media reports claimed that the attention towards women and girls' educational outcomes came at the cost to boys' historically traditional success (Johnson, 2005). Feminist critiques of this backlash response, also referred to as *what about the boys?* highlight the hegemonic androcentrism embedded throughout educational practices and policies (Ailwood &

Lingard, 2001; Foster et al., 2001). Lingard (2003) noted a shift from naming the inequities of women and girls to gender more broadly, which effectively was "an indicator that boys were now included in the remit of gender equity policies" (p. 34). Some educators believed that by the 1990s, gender equity was no longer an issue because women's experiences were now included in separate sections in textbooks. Arnot and Miles' (2005) findings from the U.K. paralleled much of the gender equity policy discourse shifts seen in Canada and Australia. Arnot and Miles (2005) also found the move from equality understood as the equality of women and girls to performativity understood as boys' underperformance. Fenwick (2004) noted that during this time period, vocational education approaches aimed to encourage women's entry and training for non-traditional trades, and to promote women into careers in mathematics and science. Gaskell and Taylor (2003) concluded that gender equity issues were reformulated in the 1990s to be about violence, social justice, and boys.

Increasingly, other issues, such as ones related to ethnicity and the impact of sexuality on gender issues became prominent in the 1990s. Gender issues understood as related to women and girls, however, were increasingly marginalized in education (Gaskell & Taylor, 2003). Other policy discourse parallels with the U.K. were included in Arnot et al's (1996) work which suggested that by 1995, efforts towards gender equity had been sidelined (Arnot & Miles, 2005). In Alberta, Fenwick (2004) noted 1993 as the year in which all attention to gender equity faded in the Alberta educational policy discourse. Of this decline in attention to gender equity, Bascia, Carr-Harris, Fine-Meyers, and Zurzulo (2014) concluded that "Public school implementation of gender studies in general, and women's studies in particular, were on the wane"(p. 239). The 1990s were a time when

policy discourse shifted away from gender equity of women and girls towards equity more broadly, which included a turn towards intersectionality.

Gender Equity Discourses in the 2000s and Early 2010s

The absence of a gender equity discourse in the 2000s made it seem as though gender equity had been resolved, or that it was unresolvable. Fenwick (2004) confirmed the absence of a gender equity policy discourse, noting that it was hardly ever mentioned in Alberta policy contexts from that time frame. Sharp and Broomhill (2013) found in Australia that during the 1990s and 2000s, neo-liberal policy framing contributed to the downturn of the feminist agenda. Their research confirmed that within this downturn there was a shift away from the previously dominant equal opportunity discourse as evidenced in their case study of gender responsive budgeting in Australia. Butler and Ferrier (2006) also noted the disappearance of women from educational policy texts within the vocational arena which focused on training and careers.

Late in the 2000s, educational gender equity policy discourse shifted towards LGBTQ issues wherein the rights of minority sexual orientations gained attention, and sometimes these issues appeared within the discourse of gender equity (Endo, Reece-Miller, & Santavicca, 2010; Mule, 2006; Valocchi, 2005; Wickens, 2011). This illustrates the shift in the ways gender equity was being conceptualized, and shows evidence of a postmodern feminist conceptualization of gender inequality. This is theoretically important because it suggests that the previously popular feminist empiricist and in particular, a liberal feminist conceptualization, had been increasingly replaced by a postmodern feminist and queer conceptualization. In the Manitoba context of this study, as with Ontario

and other Canadian education jurisdictions, LGBTQ educational equity has become a very prominent policy issue. *Bill 13 Accepting Schools Act* in Ontario and *Bill 18 Safe and Inclusive Schools* in Manitoba are two of the specific education gender equity policy movements aimed at legislating the inclusion and rights of LGBTQ students in their educational environments. Scholarly writing and research in the area of LGBTQ gender equity and education is becoming increasingly widespread (Pearson & Wilkinson, 2009; Pinar, 2009; Vicars, 2006).

When gender equity appeared in policy discourses in the 2010s, it tended to be framed around gender identity and sexual orientation. As Loutzenheiser's (2015) research indicated, across numerous school boards in BC, the policy discourse as it related to gender equity was understood broadly as one centered in queer conceptualizations. In the case of BC, no fewer than 35 school boards were said to have passed policy that attended to sexual orientation, homophobia, sexual identity and/or gender identity (Loutzenheiser, 2015). Taylor and Blaise (2014) noted that increasingly, between 2004 and 2014, educators and educational scholars had been *queering* the binaries of gender and sexuality. Their study adopted Haraway's (2008) concept of "queer worlding" to "trouble" or disrupt the early childhood notion of the nature versus culture divide (as cited in Taylor & Blaise, 2014).

As the previous review of four decades of gender equity policy discourse reveals, educational policy texts have not framed gender equity with a stable or single discourse across those decades. Shifts are evident across that time period that include focus on sex-role stereotypes, attention to career planning and training of women in non-traditional occupations, encouraging women to enroll in the science and technology fields, concern

over failing boys, and increasing concern for the welfare and safety of LGBTQ people. These discourses tended to parallel one another across Canada, Australia, and the U.K.. I suspect additional research might reveal similar policy discourses across many western-influenced nations and beyond, particularly in light of increasing awareness of patterns in globalization (Blackmore, 2000; Eyre et al., 2004; Kim & Bose, 2009; Zajda, 2005). While this section focused more broadly on gender equity discourses from mainly western-influenced nations, the next section focuses on research that suggests two specific time periods evidenced in three Canadian provinces compared to an Australian context. I include this next section so as to offer a particularly Canadian context to the discourses around gender equity.

Two Periods of Gender Equity Discourses in Canadian Educational Policy

Gaskell and Eyre's (2004) study determined there were two time periods within their cross-Canada study of gender equity policy in education. To begin, Gaskell and Eyre (2004) did not define their criteria for what constituted a period within their research. What they offered instead was a discussion about their emergent analysis of findings that suggested that there were two historical periods related to gender equity in Canadian educational policy. I include a discussion of some of their key findings here so as to offer specific Canadian analysis from a similar time frame to my own study. Gaskell and Eyre (2004) found two historical periods in their analysis of gender equity policy histories of three Canadian provinces (British Columbia, New Brunswick, & Ontario). The first time period was from the 1970s to the mid-1980s, and the second was the later 1990s (Gaskell & Eyre, 2004). They call these *the earlier period* covering the 1970s and 1980s and *the later period* covering the 1990s. During the earlier period, ministries of education and teachers'

organizations were reported as establishing committees to address gender issues in education (Gaskell & Eyre, 2004). The focus tended to be on three topics: (a) equality in the curriculum, (b) hiring policies, and (c) differences between men and women. During the early period, New Brunswick provided specific support for girls in science, mathematics, technology, and women in leadership positions. New Brunswick also revised textbooks and curricula to address sex bias during this time. The notion of sex-role stereotyping existed in the Ontario policy context during the 1970s. The Ontario Ministry of Education held a conference on sex-role stereotyping and developed curriculum materials to address this (Gaskell & Eyre, 2004).

During the later period, or the 1990s, Gaskell and Eyre (2004) reported the same pattern across all three provinces, which was the decline of attention towards gender equity. One New Brunswick Teacher's Association member was quoted as saying "There was a time when gender equity was higher up the ladder... Now gender equity work is waning, and it is waning very quickly" (as cited in Gaskell & Eyre, 2004, p. 7). Gaskell and Eyre (2004) described the disbandment of the provincial advisory committees on gender equity in BC, New Brunswick, and Ontario during this later period, which underscored the move away from gender equity during the 1990s. In the BC example, the gender advisory responsibilities were dispersed among an umbrella program for social justice issues. Gaskell and Eyre (2004) described this shift this way: "What the women's movement framed as systemic issues of inequity are reframed as discourses of individual deficit or multiculturalism" (p. 8). As Gaskell and Taylor's (2003) comparative research in Australia and Canada confirmed, evidence of the women's movement in policy initiatives diminished by the 1990s. Clearly, something was happening across educational policy contexts that

spurred the dramatic shift away from gender equity across educational policy discourses during the 1990s. The early period showed sustained attention towards matters of gender equity generally framed around women's equity concerns, and the later period showed a turn away from those concerns towards equity more broadly and the concern with boys' literacy. Gaskell and Eyre's (2004) research did not report beyond these two periods. I argue that a third era took hold wherein gender equity, if it appeared at all, was framed within sexual orientation and gender identity concepts. I base this argument on the literature related to the gender equity policy discourse from the 2000s and 2010s. The reason I have included the previous section about the gender equity discourses by decade and by time period is to provide some additional context for the findings that emerged from my own study.

Earlier sections of this chapter showed that many components of this study involved some kind of periodization. This is the case with the feminist epistemological categories where the literature indicates changes in the development of these categories at different times, such as the popularity of feminist empiricism prior to the 1970s and the rise of the feminist standpoint perspective in the 1980s, which gave rise to postmodern feminism in the 1990s. It makes sense, then, that I should also discuss the periodization of the gender equity discourses evident in educational policy theorizing. Lastly, given all of the periodization that surrounds the conceptual framework established for this study, it also makes sense that my own analysis took account of the periodization of the ways gender equity was framed in the policy texts for this study. This supports my inclusion of research question three which asks how the conceptualization of gender equity has changed over time.

Defining an Era

Similar to Gaskell and Eyre's (2004) findings, this study also reported on eras evident in the analysis. An era in this research was emergent. What constituted an era was decided based on the shift points in the frames or discourse. An era was constituted by evidence of an enduring concept framed in the same or similar way over time. A shift in era, then, was constituted by a change, or end in the framing of that concept. An era was populated with findings that reflected elements of sameness while the border or end of an era was populated by elements of difference. A key concept used in defining an era in this study was the inclusion of enduring ideas or enduring concepts. I defined the notion of an enduring idea or concept as the emergence and sustained appearance of that idea or concept. One example was evidence of attention towards gender equity in educational policy texts. The years that included such evidence constituted an era where there was attention towards gender equity, while the absence of that enduring concept would mark the end of that era and the beginning of something else. For the purpose of this dissertation, the end of era was understood as a time when there was consistent evidence of a change or absence in the findings. What this meant was that when tracked over time, patterns that had existed previously ceased to exist, or at least showed notable decline. An era could not be exclusively defined by pre-determined time frames or years. The eras emerged from the analysis and were reported on in the years in which these patterns of sameness and difference mostly appeared. One reason I looked for changes or eras in the policy discourse was because the literature reviewed here suggested such changes may have existed. These could correspond to the gender equity policy discourses evidenced in other provinces and territories (Eyre et al., 2004; Gaskell & Eyre, 2004). Likewise, these changes could parallel

the pendulum swings evidenced in Australia where attention to gender equity was subsumed under the discourse of equity more broadly and social justice (Blackmore, 2006). I now summarize the key ideas discussed in this chapter so as to refresh readers' memories about those key concepts and how I adopted them in the study.

Summary

This chapter presented the conceptual framework that informed this research. That framework was comprised of the interplay between feminist epistemological categories that account for differing conceptualizations of gender inequality together with policy frames of gender equity. This chapter discussed my conceptualization of policy as Ball's (2006) policy as text and policy as discourse. Policy as text helped to focus on the ways that gender equity was framed in the policy texts, while policy as discourse helped to focus on the gender equity discourses reflected in those framings. By examining how gender equity was framed in educational policy texts, I aimed to interpret the discourses around gender equity and any changes that were evident within those discourses. I pieced together the incidental framings of policy content into a meaningful story about gender equity. Over time, certain policy discourses emerged that reflected the policy discourse of gender equity from 1975 to 2012.

In addition to acting as the conceptual backdrop for this study, many of the concepts discussed in this chapter also directed the analysis. Some of these concepts included the feminist epistemological categories and acted as *a priori* categories in the data analysis. Other concepts, such as the gender equity policy discourses across the four decades, informed the ways in which I analyzed data. Because I was attuned to the notions of sex-role stereotyping and boys' literacy, for example, I was mindful to watch for those framings

within the data. Finally, this chapter discussed briefly the notion of an era as it related to this study. Eras emerged with relation to evidence of the concepts detailed throughout this chapter, such as the feminist categories, various framings of gender equity, and the discourses of gender equity globally as well as those evidenced in the Canadian context. Chapter 3 details feminist content analysis and critical frame analysis as the selected methodologies for this study.

Chapter 3: Methodology

This chapter begins with a review of feminist policy analysis. It then includes a discussion of feminist content analysis and critical frame analysis as the methodologies for analyzing the policy texts included in the study. Because a component of this study related to gaining access to public educational documents, a portion of this chapter is dedicated to describing that process. The inclusion of the details of document analysis is intended to aid future researchers in two areas: (a) gaining access to files, and (b) possible replication studies. The chapter ends with a discussion of the methodological limitations.

Educational policy discourses are gaining significant attention as evidenced by the *Educational Policy Analysis Archives* July 2015 call for proposals regarding the third, discursive shift in policy analysis (Lester, Lochmiller, & Gabriel, 2015). This third discursive shift is premised on the work by McLaughlin (1987) who suggested that two generations of education policy research existed. The first generation focused on the analysis of educational policies and programs, while the second generation focused on the analysis of educational policies and practice. Lester, Lochmiller, and Gabriel (2015) "suggest that a *third generation* of research is needed to move us closer to an understanding of policy as demonstrated in education discourses" (Lester et al., 2015, p. n.p.). Evidence of this third generation exists with regard to gender policy analysis. Some examples include studies conducted by Bustelo (2016) who examined the gender policy discourses across three decades in Spain, and Dirks (2016) who conducted a policy discourse analysis of university policies at four "Big Ten" universities in the U.S. meant to support and include transgender people. Another study that illustrated this discursive shift was by Lombardo and Forest (2015) who used a discursive sociological approach to

examine the Europeanization of gender equality policies. Given the increased attention to gender policy discourses, I will take some time at the end of the section on critical frame analysis to describe some studies that also adopt feminist content analysis and/or critical frame analysis for gender policy studies so as to offer a supportive rationale for similar studies that might use these methodologies.

Feminist Research

Researchers using feminist research approaches ask questions about what constructs, discourses, or norms are included/excluded, central or marginal, and ignored or privileged in mainstream policy discourses (McLeod, 2005). They do this by asking questions that interrogate absences and presences (Lather, 1991). Attention to inclusions and exclusions help to demonstrate how gender shapes consciousness, defines institutions, and influences the distribution of power (Lather, 1991). McGinn and Patterson (2005) pointed out that regardless of the type of feminism researchers adopt, all feminist research calls for change to gender relations and the consequences of those relations. Although there are no agreed upon methodologies or methods that are exclusively feminist, there are characteristics that are suggestive of feminist method(s). One characteristic is that standard models of research design are called into question and revised so as to centre attention on gender as a category of significance (Marshall & Young, 2006). Other characteristics are that silences in mainstream research are challenged (Letherby, 2003). Finally, concerns regarding power, marginalization, and exclusion are taken up (Lather, 1991). In addition, feminist epistemology locates researchers within their contexts which negates any pretense of value-neutral research (Code, 1995). In adopting a feminist

research stance, I identify with a research position that presumes gender inequalities in education and in policy.

This study used a feminist methodology because feminist approaches to research address and aim to remove the imbalance of power among genders (Fine, 1992). Feminist methodologies are also politically motivated and concerned with social inequality (Lucas & Beresford, 2010), and aim to address the gendered experiences of the social world. In all of its varieties, feminism is both theory and practice since feminist researchers use research to produce useful knowledge and apply it to the world in order to make a difference in people's lives (Letherby, 2003). This notion of praxis (Freire, 2000; Lather, 1993), or the application of thought and action, permeates the literature on feminist research. Because one of the aims of my research was to capture the historicity of gender equity in education, I used feminist theory and feminist methods in order to capture those patterns.

Feminist Policy Analysis

Policy analysis can mean many things, including the analysis of policy creation, implementation, effectiveness, development, changes, and the texts themselves. Feminist policy analysis is a feminist approach to policy research. Feminist policy research places gender relations at the core of any inquiry (Marshall & Rossman, 2011). Many feminist policy scholars suggest that there are significant differences between traditional policy analysis approaches and feminist ones. Hawkesworth (1994) articulated the chasm between traditional and feminist policy scholars this way:

> Adopting gender as an analytical variable, feminist policy scholars have produced important critiques of the field of policy studies, demonstrating androcentrism in

> substantive policy studies, in models of the policy process, in analytical tools, and in dominant research paradigms. (p. 105)

Traditional policy studies tend to be blind to gender concerns which effectively helps to render those concerns as unimportant (Marshall, 1999). What feminist policy analysis aims to bring to policy studies is a particular and sustained focus on gender matters in policy studies. As Kanenberg (2013) stated "Feminist analysis then clearly is about explicitly putting women back in where they have always been but were never honored or identified" (p. 133). Such focused and sustained attention towards gender helps to ensure that gender concerns continue to matter in policy scholarship and within policy arenas. Two methodologies commonly used in feminist policy analysis include feminist content analysis and critical frame analysis. This study used these two methodologies because they attended to policy texts and policy text discourses from within the feminist post-positivist paradigm. The next sections of this chapter introduce both methodologies.

Feminist Content Analysis

The approach of using document and/or content analysis for studies of gender equity policy research is widespread (Taylor, 2003). Feminist content analysis involves the intentional application of a feminist lens to conventional content analysis. Neuman (1997) defined content analysis as "a technique for examining information, or content, in written or symbolic material" (p. 31). The procedure of content analysis described by Neuman (1997) involves the researcher identifying a body of material to analyze, creating a system for recording specific aspects of that material, and then recording what is found in that material. Neuman (1997) went on to say that counting the occurrence of aspects of that body of material (frequency counts) was often a component of content analysis. To be clear,

many qualitative studies rely on frequency counts as a means to present coded data (Hseih & Shannon, 2005).

While the process of feminist content analysis can seem fairly straightforward, researchers must be attuned to the ways in which their choices of what to include/exclude in the data generation process both delimits and limits their findings. Yin (1994) called this biased selectivity. My study was limited by biased selectivity in the sense that I limited my analysis to content related to gender equity. A consequence of that biased selectivity was that all other inequalities were effectively ignored in my data generation process and analysis.

Feminist content analysis originates in the tradition of content analaysis wherein texts and other non-living data forms are systematically examined. A feminist approach centres gender-related concerns and topics at the core of such systematic inquiries of content. Reinharz (1992) noted that feminist content analysis has two unique characteristics in that researchers using these inquiries access pre-existing data which makes this data naturalistic, and that because these data are non-interactive, they have a high level of authenticity and power over social relations. One epistemological assumption underpinning feminist content analysis is that the social world is expressed within these texts and that feminist researchers come to interpret, interrogate, and critique the ways in which gendered concerns appear, or are absent, within these texts. On this point, Reinharz (1992) stated:

> By discovering patterns between existing and missing documents, and with power/gender relations in the society of the time, and by bringing this material to the attention of people today, new ties are made that help explain the current

> relation between gender and power and give some groups a greater sense of their own history. (p. 163)

Because these texts are understood to represent the social times during which they were created, they are useful for representing values, norms, and the social world at those particular times. Weitz suggested that "The cultural products of any given society at any given time reverberate with the themes of that society and that era" (as cited by Reinharz, 1992, p. 145). Further, Leavy (2007) described feminist content analysis as a kind of nuanced, systematic analysis of particular cultural texts that helps to highlight the ways men and women are represented differently and to articulate the themes through which gender is revealed. For these reasons, then, the content reflected in policy texts and discourses is considered to be representative of the social concerns of the times they reflect. Feminist content analysis is a critical approach due to is its implicit agenda to create change/destabilize the dominant gender status wherein women and other gender status minorities are treated inequitably. Feminist content analysis frequently uses coding mechanisms (Collier, 2012; Leavy, 2007; Lombardo & Agustín, 2011; Macdonnell, 2011). I used both *a priori* codes and open coding in my analysis. These coding processes are described in more detail later in this chapter.

Critical Frame Analysis

Critical frame analysis is a methodology wherein texts are systematically analyzed for the ways in which gender issues are framed within and across those texts. First proposed by Verloo (2005) for the "comparative analysis of the framing of gender inequality as a policy problem" (p. 18), critical frame analysis is a methodology created specifically for studying gender equity frames in policy texts and policy discourses. The

process involves the identification of policy frames (Verloo, 2007). Those policy frames provide an analytical structure to organize the content being studied, which effectively become a unit of analysis. Verloo (2005) defined policy frames as "an organising principle that transforms fragmentary or incidental information into a structured and meaningful policy problem, in which a solution is implicitly or explicitly enclosed" (p. 20). She added that policy frames are constructions that give meaning to, and shape, reality (Verloo, 2005).

Policy Frames

In policy work, framing means the manner in which a policy constructs policy problems and solutions, and acts as a cognitive and moral map within the policy sphere (Bleich, 2002; Rein & Schön, 1993). Policy framing is influenced by Goffman's (1974) writings on frame analysis. Framing is important to policy analysis because, as Bleich (2011) states "frames help actors identify problems and specify and prioritize their interests and goals; they point actors toward causal and normative judgments about effective and appropriate policies in ways that tend to propel policy down a particular path and to reinforce it once on that path" (p. 60). In this study, a frame helped to isolate the ways in which gender equity appeared within or was absent from the policy texts and discourses. One analogy that I suggest for understanding a frame in this study is that of a picture frame. This picture frame provided an analytic structure to the content being studied. Each time gender equity appeared within the policy texts, it appeared within a particular frame, or was outlined/bound together/boxed in a particular way. By piecing together those incidental and fragmentary frames over time, a meanigful story about gender equity emerged. Those incidental and fragmentary "looks" at gender equity were trasformed into a meaningful story over time.

Critical frame analysis researchers suggest this approach is useful for capturing the constructions of reality and allowing for comparison of different positions evidenced within the frames. Verloo (2005) suggested that critical frame analysis should enable researchers to answer questions such as "what is similar, what is different, and what are (shifting) patterns in similarities and differences in the way gender inequality is understood to be a problem?" (p. 19). The process involved with critical frame analysis follows two steps. In the first step, researchers carefully select policy documents based on a previously decided conceptualization of what constitutes policy. Researchers then analyze and code the policy documents according to the research questions. I have selected critical frame analysis as a methodology because of the fit it has with my research questions. This fit is evidenced in the way critical frame analysis accounts for analysis of framing gender equity across time and across texts. By systematically analyzing the ways in which gender issues were framed within and across particular policy texts, I was able to identify the specific content that filled a particular framing of gender equity at particular points in time. I was then able to piece together that incidental information into a meaningful story about gender equity. Critical frame analysis allowed me to capture the ways in which a concept (gender equity) appeared empirically within a policy text, as well as provided a framework for analyzing changes in that framing over time.

Meier (2008) suggested that critical frame analysis was useful to concretely explore substantive representations of women in three ways. In Meier's (2008) study on the substantive representation of women in EU gender equality policies she used critical frame analysis as the methodology. Of this approach, Meier (2008) stated: "Critical Frame Analysis identifies the ways in which gender equality policies are framed, and, in particular,

grasps the nuances of a policy frame through an in-depth, detailed, analysis of the different dimensions of a specific frame" (p. 156). This in-depth, detailed analysis of specific frames appeared in my own data analysis. The first way Meier (2008) suggested that critical frame analysis was useful for exploring the representations of women was that it:

> can look for explicit constructions of a substantive representation of women in the diagnosis and prognosis of a policy frame, analysing what is understood by it. Such an approach might be meager, since explicit references to the concept of substantive representation are likely to be occasional, especially in policy documents not dealing with the representation of women. (p. 157)

It was very likely that such meagerness would emerge in my analysis given that few of the policy texts I identified for analysis were explicitly related to gender equity. The second feature of critical frame analysis that made it suitable to concretely explore representations of women, said Meier (2008), was that it involved predetermined issues. These predetermined issues were reflected in the debates and theorizing about gender equity. Meier (2008) here noted that "Gender equality in this context refers to whether and how the issue of gender inequality is tackled. Is there a focus on women, on men, and/or on the relation between them and in what respect?" (p. 157). The third feature of critical frame analysis that made it suitable to concretely explore representations of women was that it left the content open and invited analysis of the construction of these policy problems in terms of what was constructed and by whom (Meier, 2008). My study focused on the first two features of this presentation of critical frame analysis. The third feature was not included in my study because I did not include data or analysis of the development of any of the policies reported on in this study. A future researcher could, however, examine the

development of the documents reported on in this particular study.

Methodological Inspiration

Below is a review of studies that use critical frame analysis to demonstrate the fit between this methodology and my own study. I present a review of these studies to further detail some of the processes involved in critical frame analysis. Two points about critical frame analysis that I want to highlight are that (a) other studies have used this methodology with adaptations, and that (b) many studies that use critical frame analysis include frequency counts as a means to communicate data. I review some of those studies in order to lend support to my own adaptations of critical frame analysis and my use of frequency counts as a means to report data.

Collier's (2012) study included a policy frame and content analysis of Ontario and BC's debates on child-care and anti-violence. Collier (2012) began coding by using key terms, which she then tallied using frequency counts. She also analyzed those findings for the frames that were evidenced in those policy debates, and further coded those frames according to the manner in which they represented broader themes such as feminist, gender mainstreaming, or gender neutral (Collier, 2012).

Lombardo and Meier (2008) also used critical frame analysis. Their study investigated the meaning of gender equality expressed in EU policy discourses from 1995 to 2004 and targeted three policy arenas, which were (a) family policies, (b) domestic violence policies, and, (c) gender inequality in politics. Their findings indicated that how gender equality was framed in different arenas affected successful implementation of policies with various levels of efficacy (Lombardo & Meier, 2008). In my own study, I looked for patterns in how gender equity was framed in the policy texts and generated

contexts of inclusion. This body of research acted as exemplars from which I drew inspiration about operationalizing critical frame analysis in this study.

Debusscher and Hulse (2014) used critical frame analysis in their study of differences and similarities between EU, Southern African Development Community, and civil society framing of gender (in)equality in southern Africa. Debusscher and Hulse (2014) described critical frame analysis as an in-depth content analysis. Part of their analysis involved reporting on the frequency of the frames that emerged from their analysis. Similarly, my study reported on the frequency of frames that emerged through analysis.

Letizia (2016) used an array of qualitative methodologies, one of which was content analysis and another was critical policy discourse analysis (Allan, 2008), which shared many features with critical frame analysis. Letizia described her approach to content analysis using Allan's (2008) phrasing of *hegemonic term detection*, which effectively meant creating a list of *a priori* terms to determine the presence and the manner in which those key hegemonic terms appeared. Letizia (2016) also included the frequency in which those terms appeared, which she stated was "following the method of content analysis" (p. 5). Letizia's study also drew on Ball's (2006) theorizing of policy as text and policy as discourse. Another study that used critical frame analysis to analyze gender equality frames came from Kreissl, Striedingerb, Sauerb, and Hofbauera (2015). They analyzed the gender equality frames used in political debate for university reform in Australia.

van der Haar (2013) used critical frame analysis for the study of gender equity policies. In that study, van der Haar (2013) analyzed a variety of policy documents

retrieved from the Dutch government archives which included policy plans, letters from the Minister announcing policies, and internal dialogue memos between government officials. This range of documentation had many parallels with my own study. By piecing together the chronology of this body of documentation, van der Haar (2013) was able to take note of significant shifts in the frame analysis, which she called periods, as well as trace the changes within the discursive frames that emerged from within those periods. My own study shared many parallels with van der Haar's (2013) given that my study also included archival government documents, which were pieced together chronologically in order to trace the frames that emerged across periods.

The feminist content analysis by Orser, Elliott, and Leck (2011) examined how feminist attributes were expressed within entrepreneurial identity. Orser et al. (2011) reported their findings using frequency counts as one means. They also coded their content through *a priori* codes as well as open coding. The specific description of their process follows:

> First, content analysis was conducted whereby quantitative data were generated through a keyword search… For each set of keyword searches, the results were reviewed to determine whether the words were an actual match. For example, the research team examined each statement to determine if the keyword used by participants was in reference to the entrepreneur herself, and whether it captured the spirit of an attribute identified in the literature. If so, it was considered a 'match'. These data were then recorded as frequency counts. (Orser et al., 2011, p. 569)

My own analysis followed a similar pattern wherein I conducted key term searches and

then analyzed the content from those key term searches for their fit with regard to reflecting gender equity. I also reported on those findings using frequency counts as one means to report my analysis.

As this review of similar studies indicates, feminist content analysis and critical frame analysis are methodologies that are well suited to studying the framing of gender and gender discourses in policy texts. Further, this review also shows that frequency counts are one common means of reporting the findings from those content and frame analyses. This type of work, however, is also embedded with limitations that are addressed later in this chapter. I also describe in detail the coding processes I used in the section titled *Data Generation* below.

Documents: Selection and Access

Policy-Relevant Texts

Because this study relied on the chronology of findings from my analysis of annual reports as one kind of policy text included for analyses, it is beneficial to discuss annual reports as policy-relevant texts. Many policy analyses rely on annual reports as policy texts (Allan, 2003; Roggenband & Verloo, 2007; Stratigaki, 2005; Yanow, 1993, 2000, 2007; Yanow, Ybema & van Hulst, 2011). For example, Stratigaki (2005) considered annual reports to be central policy documents in her study on gender mainstreaming. The inclusion of annual reports in my own study was in keeping with policy as text and discourse (Ball, 2006) because annual reports were a kind of policy text that both reflected policy as discourse, and contributed to it. It also must be noted, however, that as general public documents, they also may hide marginalized discourses by virtue of what was avoided or omitted in their contents. One benefit of using annual reports as policy texts or

policy-relevant texts was that they report on initiatives and outputs that have actually happened. This adds validity to the findings because the analysis is based on reports of initiatives and outputs that the Ministry of Education reports as having happened. This builds in an element of authenticity and verifiability to the findings. A historical analysis of annual reports assists with capturing trends and indicators (Bruner, 2012) across the period of reports under analysis. The process of studying annual reports as sources of data over time acts as a monitoring process because researchers are able to identify changes in content and structure of the reports on an annual basis. Finally, annual reports exist as organizational artifacts that embody the culture, values and beliefs of the organization at that time (Fischer, 2003).

Document Selection

I used purposive selection criteria for primary document selection. This originated with administrative policies related to gender equity in education from the Manitoba Ministry of Education and Ministry of Advanced Education and Training. These included the annual reports for each year between 1975 and 2012 as well as the Manitoba Ministry of Education created or published policy-relevant texts that related to gender equity that were mentioned in the annual reports or locatable through other search means. I considered these secondary texts because of the way in which they emerged in the study. The annual reports were the first texts that I analyzed, and I became aware of most of the secondary texts by way of their mention in the annual reports. Most of the documents included for the analysis were identified through their mention in the annual reports. Others were located through broader library catalogue searches. These texts were administrative in the sense that they were formal policy directives, research reports, briefs,

and other policy texts that related to the administration of education in Manitoba. Lack of sufficient administrative policy texts as set out in my proposal, however, necessitated expanding this universe of documentation to include some gender-related curriculum resource texts and Ministry of Education office files related to both administrative policy texts and curriculum. Curriculum resource texts are different from curriculum texts in that these are support documents and not the curricula. While the distinction is subtle, analytically this subtlety mattered because I delimited document selection to only include the resource texts while I excluded the actual curricula. The resource or support texts are meant to advise educators on the implementation or conceptual background of curricula. In this way, then, they act as additional policy-relevant texts given the manner in which these texts serve to direct education. This change kept in place the framework for understanding policy as both text and discourse. It also worked to broaden the universe of documentation. I strengthened the analysis by tracing the chronology of gender equity discourse across the annual reports from 1975 to 2012. This chronology then acted as a landscape from which I situated the secondary texts. Lastly, to broaden the universe of documentation I included the analysis of Ministry of Education office files accessed through two research agreements with the Government of Manitoba.

The criterion that I used to verify documents as representative of administrative educational policies was to ensure that the Ministry or a sub-department within the Ministry had formally published or released each document. This was verifiable by way of the bibliographic information included in the document, and included official government icons, publisher information that identified the Ministry of Education or Government of Manitoba, and identification of Ministry departments as having prepared the texts. These

documents were available from within the Manitoba Education Library, university libraries, and from files deposited at Manitoba Archives. In this way, then, I knew that I had delimited my analysis to Ministry-created texts, which could then be analyzed for evidence of policy as text/discourse from this Ministry of Education.

Access to Government of Manitoba Archives

In Manitoba, all Government office files are eventually stored in the Manitoba Archives. The Ministry of Education has a deposit schedule every two years, and this is usually running about six years in arrears (telephone conversation with Manitoba Archives personnel, 2013). At the time that I conducted data analysis, the deposits dated back to 2006.

Deposit protocol is that every file, inclusive of sticky notes, memos, and any written interaction between personnel, must be included in the deposit to Manitoba Archives (telephone conversation with Manitoba Archives personnel, 2013). No redaction is to take place prior to deposit. This description is important to this study because it helps to frame an understanding of my struggles to gain access to requested files. Potentially, at least, my request for access to Minister and Deputy Minister office files could uncover sensitive information within those office files. While this was not my experience, I feel it important to note that I was aware that this possibility existed given the deposit protocol that mandated that every file, or piece of communication, from within those offices be deposited unedited and without redaction. I now provide a brief description of the process to access these public archival files.

In June, 2013 I visited Manitoba Archives and met informally with an archivist who explained the process of gaining access to files housed with Manitoba Archives.

Researchers must get an access card, which is available on site and requires photo ID. Manitoba Ministry of Education files, which appear within Schedule *E* for Education, are catalogued according to whether file access is covered under FIPPA and therefore requires Government of Manitoba pre-approval for access, and those files that do not require such access and pre-approval. In order to determine which office files I needed to access, I began with a key word search using the Manitoba Archives Keystone Archives Descriptive Database search feature. I used the advanced search feature titled "Listings" that searches listings of files and items. The Listings search feature allowed me to delimit my search results to: (a) my key terms, (b) textual records (files and volumes) format, (c) a start date of 1975 and end date of 2012, and (d) Government Records archival unit. I then narrowed my search to only include Government Records from within the Education Schedule. The Schedule Number *E* demarcated these files as Ministry of Education office files. The Schedule Numbers that were included given these delimitations were (a) E 0124 Office files of the director of the Program and Student Services Branch, (b) E 003 Deputy Minster of Education Office Files, (c) E 002 Minister of Education Office Files, (d) E 0856 Operational and administrative files of the Program and Student Services Branch. All of the files that I requested for this study were covered under FIPPA and therefore required Government of Manitoba pre-approval.

I completed a FIPPA application requesting access to the files identified through my search means. I then sent this application to the Access and Privacy Coordinator. Because of the volume of files I requested, the Access and Privacy Coordinator counseled me to withdraw my FIPPA application and enter into a research agreement with the Government of Manitoba.

In July, 2013, I formally withdrew my FIPPA application and sought a research agreement with the Government of Manitoba. By mid-December, 2013, I had engaged in a pre-research agreement with the Government of Manitoba that allowed me to have access to preview the files and indicate which ones I hoped to include in this study. The Access and Privacy Coordinator would then vet these files for acceptable inclusion or exclusion in the study. After the Access and Privacy Coordinator previewed these files, I was informed we would need a full research agreement (a new one) in order to be afforded full access to the files. This full research agreement arrived in September 2014. In summary, it took 15 months, numerous communications, and two different research agreements to obtain access to the *public* files housed at Manitoba Archives. Even with the two research agreements in place, there were several files that the Access and Privacy Coordinator labelled with "Researcher does not have permission to copy this file". Those files were *Pay Equity – School Divisions* Q532 (Manitoba Minister of Education Office Files, 1990), *Gender Equity* Q33136 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1995), *Gender Stereotyping – Earl Grey* S-27-4-10 (Manitoba Operational and Administrative Files of the Program and Student Services Branch, 1996), *Sexual Orientation* Q13225 (Minister of Education Office Files, 1998), and *Diversity and Equity* P-12-7-6 (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). I was able to report on and take notes about those files, but not copy them. Only the Office files of the Director of the Program and Student Services Branch had findings for this study. Findings from those relevant Ministry office files appear in Chapter 4.

Access to Ministry of Education Annual Reports

The Manitoba Education Library offers library, resource, and archive services to Manitoba educators. Certified teachers in Manitoba can access these collections without special permission. Document selection and my analysis began with the annual reports for each year in the study. The years from 1983 to 2012 were available through the Manitoba Education Library lending services, and the years from 1975 to 1982 were available through the Special Collections Archives in the Manitoba Education Library. I gained permission to access and copy these reports and any other materials I found in the Special Collections Archives. Through my analysis of these annual reports, other potential secondary texts emerged.

Access to Secondary Texts

Secondary texts were those documents either mentioned within annual reports or those located through other search methods. There were 35 titles of secondary texts potentially useful for the study. Further investigation indicated that 13 of those titles were either (a) in non-print form (video and posters), (b), unpublished, or (c), not locatable within the Ministry or other sources. The non-print title was excluded by nature that it was non-print as well that it reflected curriculum content. Table 1 shows all of the titles and the outcome for each organized chronologically. I excluded three other titles because these did not relate to either gender or equity. In the end, the study reports on the 17 secondary texts that had findings for this study. These are also identified in Table 1.

Table 1

Secondary Texts

Title of Document	Outcome of Search	Source
Education and the Children of One-Parent Families: A Background Paper (1981)	Included	Annual report
Middle Years Program Review for 1980-1982 (1982)	Located, but did not pertain to gender or equity so it was excluded from the study	Annual report
Are You Planning for Children? (1983)	Could not locate	Annual report
Manitoba Women in Politics Series (1983)	Could not locate (poster series)	Annual report
Materials Selection Committee Revisions Report (1984)	Located, but did not pertain to gender or equity so it was excluded from the study	Annual report
Affirmative Action Program (1985)	Could not locate	Annual report
Posters and pamphlets about stereotyping girls and women (1985)	Could not locate	Annual report
What Every Girl Should Know About Math and Science (1985)	Could not locate (poster series)	Annual report
Confronting the Stereotypes Volume I: Kindergarten to Grade 4 (1985)	Included	Annual Report
Confronting the Stereotypes Volume II: Grades 5-8 (1985)	Included	Annual Report
Native Women at Work (part 2) (1985)	Located and excluded because curriculum resource and non-print	Annual report
Bias in Learning Materials (1987)	Could not locate	Annual report
Positive Images of Women (1989)	Included	Annual report
Answering the Challenge: Strategies for Success in Manitoba High Schools (1990)	Included	Annual report
Big Boys Don't Cry: Combatting Sexual	Included	Annual report

Title of Document	Outcome of Search	Source
Stereotyping (1990)		
Violence Against Women: Learning Activities to Prevent Violence Against Women (1991)	Included	Annual report
Rethinking Training: Meeting Women's Needs (1994)	Could not locate	Annual report
Renewing Education: New Directions: A Foundation for Excellence (1995)	Included	Annual report
Towards Inclusion: Programming for ESL (1996)	Located, but did not pertain to this study because no mention of gender or equity	Annual report
A Consultation Paper on Adult Learning Centres (2000)	Could not locate	Annual report
K-S4 Discussion Paper (2000)	Could not locate	Annual report
The Manitoba Training Strategy (2000)	Could not locate	Annual report
Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour (2001)	Included	Annual Report
Manitoba K-S4 Education Agenda for Student Success, 2002-2006 (2002)	Included	Education library catalogue
Me read? No way!: A Practical Guide to Improving Boys' Literacy (2004)	Included	Annual report
Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education (2005)	Included	Education library catalogue
Human Sexuality: A Resource for Senior 1 and 2 Physical Education/Health Education (2005)	Included	Education library catalogue
Strategic Direction: 2002-2005 (2005)	Included	Annual Report
Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008 (2006)	Included	Annual report
Belonging, Learning, and Growing: Kindergarten to	Included	Annual report

Title of Document	Outcome of Search	Source
Grade 12 Action Plan for Ethnocultural Equity (2006)		
Focus on Bias: A Teacher's Resource for Selecting Materials (unpublished)	Located at Manitoba Archives, but remains unpublished by the Ministry therefore it was excluded	Annual report
Research initiative launched concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity. (unpublished)	Located, but unpublished although this was a document prepared for internal use only	Annual report

I made inquiries to Education Administration Services personnel for assistance in locating the documents that were unavailable through the Manitoba Education Library or other search means. When the report on my enquiry arrived, it came from the Access and Privacy Coordinator instead of from the Education Administration Services personnel to whom I had directed my inquiry. Presumably, my efforts to access the Manitoba Archives information had been made known across the Ministry, and my requests for any information were being directed to the Access and Privacy Coordinator. In brief, Ministry personnel informed me that the Ministry generally does not keep copies of all publications, particularly so with regards to posters or other media texts.

Data Generation

This section details the processes I used for data generation, along with the challenges and opportunities encountered with each data generation phase. I have chosen the term *data generation* instead of *data collection* in keeping with critical research approaches (Carspecken & Apple, 1992). Whereas the idea of collecting data implies passivity in that the data is awaiting retrieval, data generation implies that a relationship

exists between the researcher and the data. This perspective suggests that the researcher works towards generating data, which is different from passively collecting the data.

This study used a directed content analysis approach (Potter & Levine-Donnerstein, 1999) that allowed use of both *a priori* and open coding. The *a priori* codes originated from the concepts highlighted in the review of the literature. This process began by gathering references within the policy texts by searching the content for key terms that related to gender and/or equity (see Table 2).

Table 2

Key Terms

Initial Key Terms	Additional Terms Added Through the Search Process
Boy* (included boy's, boys, boys')	Affirmative
Equal* (included equality)	Bias or derivative (included unbiased, biased)
Equity	Diversity or derivative (included diverse)
Female* (included females, female's, females')	Fair or derivative (included fairness, unfair)
Gay	Prejudice
Gender	
Girl* (included girls, girl's, girls')	
Homophobia	
Lesbian	
Male* (included male's, males')	
Men* (included men's, man)	
Sex* (captured sexual, sexuality, homosexual etc.)	
Stereotype or derivative (included stereotypes, stereotyping)	
Women* (included women's, woman)	

Asterisks indicate the possibility of any derivative of that word, such as plural, adjectives, or derivatives that included the root term.

The first section below describes the process for analyzing the 47* Ministry of Education annual reports (1975 to 2012). The second section describes the process for analyzing the 17 secondary texts that had findings for this study and the Ministry office files from Manitoba Archives. I decided to analyze the data based on its source because I wanted to capture the policy as discourse patterns within each area of documentation. Annual reports, for example, reflect specific policy as discourse that may or may not be reflected in the secondary texts. This, too, can be true of the Ministry files from Manitoba Archives. I also wanted to explore what I refer to as a *landscape and location* analysis of these policy texts. By establishing the landscape of gender equity policies in the Manitoba educational context, I could then examine the close up location of policy as text and policy as discourse within the landscape of those policies as texts and policies as discourse. This approach provided me with a situated and contextualized perspective on the data. In this way, then, the chronology of the analysis of annual reports acted as a landscape of the policy as text and policy as discourse for this study, while the analysis of specific secondary texts and ministry office files acted as the location of specific policy texts and policy discourses within that landscape. For these reasons, I analyzed data both from the source type and across source types so as to offer depth and breadth of analysis, or location and landscape.

Annual Reports From the Ministry of Education

Manitoba has 703 public schools and 39 school divisions with 185 389 students in the province. Manitoba has both public and independent schools. The Ministry of Education

*Between 2001 and 2012, the Ministry of Education separated into two ministries – the Ministry of Education and the Ministry of Advanced Education, which meant that during those 10 years, there were two *Annual Reports* included for my analysis each year creating a total of 47 annual reports.

governs all schools. The Ministry of Education determines curriculum and graduation requirements. School divisions are organized geographically for the most part. Divisions have much autonomy over the delivery of education within their schools. Budgets are set both provincially and influenced through local taxes. School divisions report to the Ministry of Education. The Manitoba Ministry of Education is organized into branches that have unique portfolios. Those branches each contribute to the annual report. Those branches often have sub-branches within them.

The Ministry of Education annual reports from 1975 to 2012 were available through either the Manitoba Education Library or online. The annual reports from 1975 to 2001 were available in print form at the Manitoba Education Library, and the annual reports from 2002 to 2012 were available in optical character reader searchable PDFs online via the Ministry of Education website. Each annual report was a softcover bound book that followed a nearly identical formula. These begin with a letter from the Minister of Education offering the report to the Lieutenant Governor of Manitoba, followed by a letter from the Deputy Ministry of Education offering the report to the Minister of Education. The Deputy Minister's letter acted as a kind of executive summary of the report. The annual reports began with a preface that outlined the organization of the report; Ministry mandate and responsibilities; programming and services overview; as well as an organizational chart that illustrated the flow of responsibilities for each department within the Ministry. Each annual report was divided into *Part A* and *Part B*. Part A used the heading "Operating expenses" and included the following subheadings: Administration and finance; School programs; Bureau de l'éducation française; Education and school tax credits; Support to schools; Capital funding; and, Costs related to capital assets. Part B was entitled "Capital

investment" and included the subheadings, Financial information, and Appendices. In some years additional subheadings appeared as they might have related to a specific initiative or financial reporting protocol. All of the data emerged from the analysis of Part A of the reports.

The analysis followed the chronology of the annual reports in the initial data generation process. Each annual report was thoroughly examined for key terms and other words, expressions, or notions that related to gender and/or equity. In this way, then, I was able to cast a wide net at first, which was meant to capture all references to either gender or equity. Table 2 shows a list with the initial key terms and those added through the search process. Evidence of key terms was scanned to PDF using IrisScan Book 3 Executive wand scanner, and other pertinent information (such as the key term, year, page number, section of the report where the key term appeared) was entered into a spreadsheet program so as to capture patterns across the data. These processes generated 293 instances of data. Data were not recorded by word alone. Instead, the phrasing that corresponded with the key term was included in the datum. This meant that each datum included not only a key term, but also the words that contextualized that key term within the annual report. An example of an instance with only one key term was the datum "College staff have developed a pre-trades career orientation course for women" (Manitoba Department of Education, 1977-1978, p. 30), while an example of a datum with multiple key words was "women's programs sponsored 25 women into trades" (Manitoba Education and Training, 1991, p. 51). In this way, then, individual key term frequency was not included for analysis; therefore there is no report of the number of times each key term appeared. What were analyzed for frequency were the *instances* in which terms appeared.

For example, analysis did not focus on how many times the word *women* appeared in the annual reports. The examples above are again helpful to illustrate this point. Those two examples represent two instances of data, which happen to include the key term women three times. Analysis focused on the two instances where key terms appeared, and not on the frequency of the appearance of key terms. I did not analyze the frequency of key terms because it was outside the scope of framing, and because the appearance of key terms across the data did not account for the relatedness of those terms to this study.

Instead, analysis focused on the instances and the contexts in which key terms appeared. Those instances and contexts were then analyzed according to term specificity, which emerged as an analytic category. Term specificity determined whether the instance had key terms that were: (a) related to gender, but not equity, (b) related to equity, but not gender, or (c) related to gender equity. Specific examples of each of these appear later in this chapter. Analytically, it was more important to consider the framing of how the term women appeared than it was to count how often the term women appeared in the data. What was reported on by using frequency counts was the frequency of findings within specific framing contexts. Analysis focused on the framing of those key terms and not their frequency.

I determined which category of term specificity a datum fell into by interpreting the contexts in which the key terms appeared. This included consideration of the unit reporting the datum, the context of the term inclusion, and the relation of the key terms to the context in which they were situated. For example, a finding from 1983 was in the report from the Deputy Minister to the Minister and included key terms in the following context: “dedicated women and men” (Manitoba Department of Education, 1983, p. 8). While this

instance of data included two key terms (women and men), there was limited evidence that connected this datum to gender equity. Neither the unit reporting the datum (the Deputy Minister in this case), nor the context of inclusion (it appeared in his report to the Minister), nor the situational context of the terms indicated a relation to gender equity. As a result, I interpreted this instance of data as related to gender, but not equity. Conversely, the following example did show connections to gender equity. The Women's studies/Bias and Prejudice area of the Curriculum Development and Implementation branch reported the following: "a number of workshops on bias and prejudice, sex-role stereotyping and career planning for young women were held" (Manitoba Department of Education, 1983, p. 15). I considered this instance of data related to gender equity in a variety of ways. First, the unit that reported the data was an indicator of gender equity relatedness because it came from the Women's Studies area. Secondly, the context indicated relatedness to gender equity given that it was about sex-role stereotyping and career planning for women, which were popular themes that emerged through the literature review on gender equity efforts. Finally, the key terms that appeared in this instance related specifically to gender equity given the way career planning was framed implicitly around improving the life circumstances of young women. This one instance was considered as related to gender equity given the combined consideration of the unit reporting the datum and the context of the datum in relation to the key terms. Table 2 shows these key terms. Given that my key terms included terms related to both gender and equity, the data generation process involved generating instances of data related to both gender and equity. Part of the later analysis involved determining into which term specificity frame that datum belonged. This

process allowed me to use the equity-related data as contrast data to the gender equity-related data, which proved helpful for establishing eras in the analysis.

In 2001, the Ministry of Education became two separate Ministries – the Manitoba Ministry of Education and Youth and the Manitoba Ministry of Advanced Education and Training. Because the study included data previously reported by the single Ministry that included post-secondary education and training, I decided to incorporate the Ministry of Advanced Education and Training annual reports for analysis. I made this methodological choice for one reason. Because I approached analysis of the annual reports chronologically, I had already generated data and had seen emerging patterns related to the post-secondary educational arena. By the time I began analysis of the 2002 annual reports, which was when the Ministry annual reports were first separated into two reports. I was already somewhat aware of the emerging patterns and wanted to continue to examine those emerging patterns from both the K-12 and post-secondary perspectives. An analysis of the Ministry of Advanced Education and Training annual reports resulted in 36 additional instances of data. In total, this study included a total of 332 instances of data from the combined annual reports.

Using critical frame analysis, three main frames emerged from analysis of the annual reports that related to how the gender and equity terms appeared in the annual reports. These frames included (a) whether the term specifically related to gender, but not equity; equity, but not gender; or gender equity, (b) the educational arena to which the term applied; and, (c) the context in which the term was included. An explanation of each frame follows.

Term specificity. This frame analysis related to the manner in which gender and equity terms appeared in the annual reports. Three sub-frames emerged, which were: (a) gender specific terms, but not related to equity; (b) equity specific terms, but not related to gender; and, (c) gender equity specific related terms. An example of a gender specific, but not related to equity instance would be the description of students who access the student financial assistance program that included the key terms "his or her" (Manitoba Education and Training, 1990, p. 54). Because the instance of data included the gendered key terms *his* and *her* it potentially had implications for gender equity. In the end, this instance was considered as related to gender by inclusion of those key terms, but unrelated to gender equity because no other contextual information provided evidence of this datum being related to gender equity. It was considered, therefore, as an instance of data reflective of term specificity related to gender, but not equity. An example of an equity specific, but not gender specific instance would be "In additional, project personnel worked with other agencies to identify and develop unbiased curriculum materials" (Manitoba Department of Education, 1976-1977, p. 9) because the phrase in context related to notions of equity, but did not specify gender. Further, the contextual information did not provide evidence of a connection to gender given that within the Special Projects Programs area under the sub-department area Bias and Prejudice. While it is possible that this datum could have been related to gender, the documentation provided no evidence of such a connection. It was, therefore, considered as reflective of an equity related finding, but unrelated to gender. Finally, a gender equity specific instance would be "the preparation of materials for grades 4-6 relating to the status of women" (Manitoba Department of Education, 1976-1977, p. 8) because in context the key term connected to both equity and gender issues.

Educational arena. This frame identified the educational arena to which the datum or instance most related. In plain terms, it indicated whether the term was framed in relation to:

- K-12 education
- post-secondary education
- continuing education and training
- department-wide application.

The K-12 education arena included any datum associated with K-12 schooling and connected in some way to K-12 school programs. The post-secondary education arena included post-secondary institutions to which applicants must apply for admission and this arena included data related to Red River College, Assiniboine Community College, Keewatin Community College and the Manitoba Technical Training Centre. The continuing education and training arena included those adult education and training programs that were not part of a post-secondary institution and potentially did not require application for admission. Examples of such programs would be the Winnipeg Core Area Initiative Employment and Training Program, the New Careers Program, and the Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training. Training in this frame would refer to skill acquisition and would generally be related to employment preparation. Finally, the department-wide arena related to statements in the annual reports that had application across the department regardless of level of education. To qualify for department-wide application, the datum had to be used in a context to which all educational arenas within the Manitoba Ministry must have adhered. An example of a

department-wide instance would be a description of the work of branch staff working within the Ministry, but not aligned to any one particular education level.

Context of term inclusion. The context of term inclusion refers to the frame in which the datum was mentioned. In other words, this frame helped to focus the analysis on the contexts in which gender and equity related data appeared. Analysis showed the emergence of seven contexts of term inclusion, which were as follows:

- targeted support
- curricula
- athletics/clubs
- enrollment
- department/branch description
- professional development
- career opportunity and training.

These seven contexts described the contexts in which gender and equity related terms appeared within the annual reports. For example, when an annual report included the enrollment numbers of women or females in certain programs, those data were analyzed within the enrollment . Targeted support related to initiatives, policies, financial support, or other kinds of supports that were directed towards specific groups or issues such as women or sex-role stereotyping. Curricula frames identified contexts around curricular efforts, such as revisions to curricula or curricula materials. Data in the contexts of athletics/clubs were those related to descriptions of athletic teams and clubs, such as the women's basketball team and the robotics club. For department or branch description, this context indicated the data were framed in relation to the description within the annual

report of a particular department or branch. Professional development described contexts where the gender and equity related data were associated with professional development of either educators or ministry personnel. Career opportunity and training described contexts wherein the data were associated with either career opportunities such as entrepreneurship and unemployment initiatives or training. This context included career and training courses for women.

An additional analysis of those seven framing contexts resulted in the creation of sub-frames. I used the same approach for each context of term inclusion, which allowed fine-grained levels of analysis. Each sub-frame within the contexts of term inclusion is detailed later in this chapter.

Secondary Texts

The 17 secondary texts for this study emerged through their mention in annual reports, or through other search methods such as library catalogue searches. *Appendix A* includes a brief summary of those 17 secondary texts presented chronologically. To be included, secondary texts needed to include at least one instance of a key term related to gender or equity. Data generated from these secondary texts paralleled data from the annual reports. This allowed for comparison of the data according to elements such as year and key term. It also allowed for patterns to emerge across the chronology of the data. The instances of data in the secondary texts were more detailed, and to accommodate this, I transcribed the entire instance in its context by including full sentences, and sometimes the complete paragraph. While somewhat different from the data generated from the annual reports, this data generation variation made sense for this particular data source because

these secondary texts were specifically targeted around aspects of equity. In comparison, annual reports summarize a year's worth of activities, and were therefore brief.

Ministry Files from Manitoba Archives Accessed Through Research Agreements

Ministry office files are those files that exist at the Ministry level and are created by and between various Ministry branches. These include the inter-office memorandums, documents created, etc. that pertained to the work of the Ministry. Analysis of the Ministry files accessed through permission granted via two research agreements with the Government of Manitoba followed a unique process. These office files tended to include the interoffice memorandums between personnel within that office, communications with external agencies, meeting minutes, correspondence from the public to the Ministry, Ministry replies to correspondence, proposals and draft initiatives, Ministry speaking notes, and proposals for staff development opportunities. Of the 27 files requested for analysis, five came with additional provisos that indicated I could not copy these files despite the two research agreements with the Government of Manitoba. Those file names were *Pay Equity – School Divisions* (Manitoba Minister of Education Office Files, 1990), *Gender Equity* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1995), *Gender Stereotyping – Earl Grey* (Manitoba Operational and Administrative Files of the Program and Student Services Branch, 1996), *Sexual Orientation* (Minister of Education Office Files, 1998), and *Diversity and Equity* (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). The 22 other files had no additional provisos.

Unlike the annual reports and secondary texts, I did not examine key terms in the Ministry office files. Instead, I examined these documents for evidence of gender equity initiatives at the Ministry and for the manner in which gender equity policy discourses were reflected in these Ministry files. This process followed feminist content analysis in that I generated data from conducting thematic content analysis. This was in part because these were unpublished office files, in part because these files had already been identified as related to gender or equity, and in part because by the time I could access these files I had already conducted analysis of all other documentation. It made sense, then, to use these office files as another type of location text within the landscape of patterns previously encountered. I used thematic content analysis as I went through these office files looking for documentation to support the gender equity policy discourse evidenced in the annual reports and secondary texts. I also looked for other stories that might relate to that policy discourse. Three such stories emerged. One was related to the dissolution of a gender equity consultant position, another was related to the Ministry's response to the *Manitoba Action Plan on the Status of Women*, and the last one was related to the divergent discourse evidenced within Ministry office files compared to the annual reports as they related to attention to gender equity. Findings from these files acted as examples of policy discourse locations within the landscape because the contents of these files situated and reflected certain discourses. In other words, these memos between high-level Ministry personnel such as the Minister of Education, the Deputy Minister of Education, and the Branch Directors reflected the policy attention and reactions of the Ministry concerning gender equity at particular times. These existed as policy-relevant texts and therefore were representative of policy as text and policy as discourse. Chapter 4 details this analysis.

Confidentiality and Ethical Issues

Because the documents under study can be found within the public domain, University of Manitoba ethics review approval was not required. Despite the fact that these documents are public, the archives that house them fall under FIPPA legislation, and the Government of Manitoba deemed that two research agreements were necessary for access.

Methodological Limitations

This study had several limitations related to its methodology. The first of these was related to the use of critical frame analysis. As Meier (2008) noted, a limitation of this methodology was that it required extensive knowledge about gender equity before coding. That limitation resulted in another, which was that such extensive knowledge could blur the researcher's analysis. There was the potential for the researcher to see certain gender policy discourses within analysis and be blind to others. As a means to guard against such practices, I applied both *a priori* and open coding. The *a priori* coding used the key ideas from the literature to guide analysis, while the open coding provided a mechanism for new/unrelated terms and discourses to emerge. In this way, then, I remained open to new key terms to emerge from that data, which they did, and remained open to new discourses to emerge from the data. Another methodological limitation related to the ways in which feminist content analysis and critical frame analysis focused on discourses within these policy texts. Left out of such a study was any consideration of the policy creation, implementation, or social contexts that allowed for these policy windows to open or close. Without analysis of these missing factors, the findings of this study were limited to only the discourses and the content included for analysis. I cannot make any claims regarding why these policy windows opened or closed, to the effectiveness of these policies, their impact

on future discourses, or about the actors involved in these processes. This limitation did, however, leave such aspects open for future research.

The time frame of this study presented another methodological limitation given that gender equity work in Manitoba did not begin in 1975, nor did it end in 2012. This meant that the findings could only be representative of this particular timeframe. Another limitation related to my use of frequency counts as a means to present data. Frequency counts are, by their very nature, summary accounts of particular foci. These counts alone did not provide any indication of the importance, historicity, or relative significance of my findings. Despite the limitations of frequency counts, there were, of course, benefits. It was an unobtrusive and nonreactive way of studying phenomena (Babbie, 1992 as cited in Hseih, 2005). Frequency counts also allow researchers to make inferences about important topics (Stemler, 2001). In this study, my use of frequency counts of both gender equity related terms and equity related terms provided some historicity to the use and evidence of those terms over time. In a sense, then, these frequency counts began to tell a story about the inclusion of and attention towards, or exclusion of and attention away from, gender equity efforts. Further, given that so many other studies of gender equity included frequency counts, I followed in same research vein. As Yin (1994) noted, biased selectivity is at play with regard to what a researcher includes/excludes in a study. Because I accounted for gender equity in my analysis and not other inequalities, I engaged in biased selectivity. Access to documentation was another limitation given that I noted that I could not access texts that were missing or unavailable from within the Ministry. Access at Manitoba Archives also provided limitations given how the Ministry office files were deposited. This meant that I could not gain access to files that could have been included in

my time frame. This was the case for Ministry office files beyond 2006. A final limitation related to the exclusion of Ministry office files related to the pay equity movement happening during the study's time frame. Because I had delimited the study in such a way as to exclude labour policies, additional texts that potentially could have been included for analysis were excluded.

Despite these limitations, this research contributes significantly to the study of gender equity policy discourses. One of these existed in the application of an important methodology in the Canadian context. Critical frame analysis has been widely used in the European context, and is being adopted in the African and Australian contexts, yet very few studies in Canada have adopted critical frame analysis. In the Canadian context, there appeared to be only one other study that explicitly used critical frame analysis to examine the construction of midwife and pregnant women across the midwifery policy ensembles (Paterson, 2011). While Collier's (2012) study adopted a frame analysis loosely based on the MAGEEQ project framework to examine contemporary child-care and anti-violence policy debates in Canada, it did not explicitly adopt critical frame analysis. It is for this reason that this particular study offered a contribution to the Canadian context related to the use and promotion of critical frame analysis as a viable and important methodology.

Another significant contribution this study offered was Manitoba specific validation of findings from other studies about the Canadian gender policy discourses, such as those conducted by Gaskell and Eyre (2004), and Gaskell and Taylor (2003). Findings from my study also confirm many of the findings from similar studies in other nations, including Australia, the U.K., and U.S. Such verification or parallel of findings suggests patterns of

globalization within the gender equity discourses. One final significance of this study is that it helps to keep attention directed on matters related to gender equity and to highlight the ways that concerns around women's equity, in particular, have been rendered moot in current policy discourses.

Summary

This chapter began with a review of feminist research and feminist policy analysis as a methodology. Feminist research attends to dominant status distinctions such as gender and feminist policy analysis interrogates the discursive environments of policy as text and policy as discourse. By using feminist content analysis and critical frame analysis, I interrogated the framings of gender equity within Ministry of Education policy texts. This chapter then provided detailed descriptions of the processes for accessing policy texts and the processes for analyzing the policy texts. The chapter ended by detailing the methodological limitations. Chapter 4 shows the results of this analysis.

Chapter 4: Findings

This chapter presents the findings from the analysis of the data. It begins with the findings from the analysis of the annual reports and then proceeds to discuss findings from secondary texts and Ministry of Education office files. The chapter ends with the synthesis of the findings across data sources. I have chosen to present the findings this way so as to follow the landscape and location theme. By using this approach I am able to discuss distinct interpretations regarding sources of data (as in annual reports, secondary texts, and Ministry office files) as well as interpretations that emerged from a synthesis across those sources. Readers will note that I use the term *references* to identify specific references located within the data sources and use the term *findings* to refer to gender equity related references that held findings for this study.

Analysis of the Annual Reports

In total, there were 332 gender or equity related references from the annual reports. A reference included the phrasing that corresponded with the key terms in the annual reports. Using critical frame analysis, three main frames emerged from the data. These frames included (a) whether the term specifically related to gender, but not equity; equity, but not gender; or gender equity, (b) the educational arena to which the term applied; and, (c) the context in which the term was included. I selected these frames because they emerged from the data as relevant ways to compare and contrast the data. Further, by initially analyzing the data for whether or not the term specifically related to gender equity, I was able to create some distinct analytic categories. I then used those categories to focus the analysis based on the additional frames of educational arena and context of term inclusion. These emerged as frames in the sense that each frame acted as an organizing

principle for piecing together fragmentray and incidental information into a structured and meanngful story regarding gender equity. It mattered, then, into which educational arena the problem of gender equity fell. The context of the solution to the problem of gender equity also mattered, which is why these three frames were helpful for bringing together the incidental and fragmentary information related to gender equity across these annual reports, and pieced that information into a meaningful story. By closely examining what content appeared in these three frames, I was able to trace the traction and pivots of the policy problem of gender equity across this 37 year history. I then interpreted these references according to these three frames. I selected these frames because they emerged from the data as relevant ways to compare and contrast the data. Further, by initially analyzing the data for whether or not the term specifically related to gender equity, I was able to create some distinct analytic categories. I then used those categories to focus the analysis based on the additional frames of educational arena and context of term inclusion. Table 3 details the total number of references from the annual reports by key term specificity related to (a) gender specific terms (87, or 26% of the references) which appear in *Appendix B*, (b) equity specific terms unrelated to gender (111, or 33% of the references) which appear in *Appendix C,* and (c) gender equity specific terms (134, or 40% of the references) which appear in *Appendix D*. I also analyzed these references according to the frame of educational arena. This frame identified the educational arena to which the datum or reference most related. The four possible educational arenas were (a) K-12 education, (b) post-secondary education, (c) continuing education and training, and (d) department-wide application. Table 3 also organizes the data according to the educational arenas of (a) K-12 (134, or 40% of the references) which appear in *Appendix E*, (b) post-secondary (102,

or 31% of the references) which appear in *Appendix F*, (c) department-wide (57, or 17% of the references) which appear in *Appendix G*, or (d) continuing education and training (39, or 12% of the references) which appear in *Appendix H*. Table 3 shows a summary of the total references by educational arena while Table 4 shows a summary of the combined references within the term specificity and educational arena. I include a table with the references analyzed according to the third frame of context of term inclusion later in this chapter. The analysis that follows will focus on the gender equity related findings.

Table 3

Total References From the Annual Reports by Education Arenas

Educational Arena	**Number of References**	**Percentage**
K-12	**134**	**40%**
Post-secondary	**102**	**31%**
Department-wide	**57**	**17%**
Continuing Education and Training	**39**	**12%**
Total	**332**	**100%**

Table 4

References From the Annual Reports by Term Specificity and Education Arenas

Term Specificity	**Educational Arena**	**Number of References**	**Percentage**
Equity Specific (111)	K-12	49	15%
	Post-Secondary	7	2%
	Department-Wide	47	15%
	Continuing Education and Training	8	2%
Gender Equity Specific (134)	K-12	65	20%
	Post-Secondary	47	15%
	Department-Wide	8	2%
	Continuing Education and Training	14	4%
Gender	K-12	20	6%

Specific (87)	Post-Secondary	48	15%
	Department-Wide	2	1%
	Continuing Education and Training	17	5%
Total 332		**Total 332**	**100%**

Analysis of Annual Reports According to Term Specificity

I begin with a review of the definitions for each of these categories. Term specificity related to the manner in which gender and equity related terms appeared in the annual reports. The three categories were (a) gender specific, but not related to equity terms; (b) equity specific, but not related to gender terms; and, (c) gender equity specific terms. Examples of data coded as gender equity specific terms included "sexual stereotypes" (Manitoba Department of Education, 1975-1976, p. 14), materials relating to the status of women (Manitoba Department of Education, 1976-1977), positive images of women, needs of female students (Manitoba Education, 1984), advisory committees on programming for women (Manitoba Department of Education, 1981), and women in non-traditional occupations (Manitoba Education, 1984). As Figure 2 shows, gender equity related terms were prominent between 1975 and 1990 with their peak in 1989. This time frame represents what I am calling the attention to gender equity era, or the time in which data indicated particular policy attention on matters of gender equity. After 1990, however, the appearance of gender equity related findings decreased significantly in the annual reports. Simultaneous to this decline was the increase in equity related terms, but unrelated to gender. Examples of equity related terms included "affirmative action" (Manitoba Education and Training, 1990, p. 62), "employment equity" (Manitoba Education and Training, 1992-1993, p. 42), "diversity" (Manitoba Education and Youth, 2002-2003, p. 37),

and "the department continues to be guided by the principles of equity" (Manitoba Education Citizenship & Youth, 2003-2004, p. 2). I am calling this the attention to equity era. This equity era that seemingly subsumed the gender equity era began in 1991 and peaked throughout the mid-2000s. This era seemed to have been sustained throughout the early 2010s. Figure 2 shows this rise, fall, and eventual subsummation of gender equity terms within an equity discourse. This pattern is in keeping with Blackmore's (2006) theorizing on gender equity being subsumed by a discourse of equity.

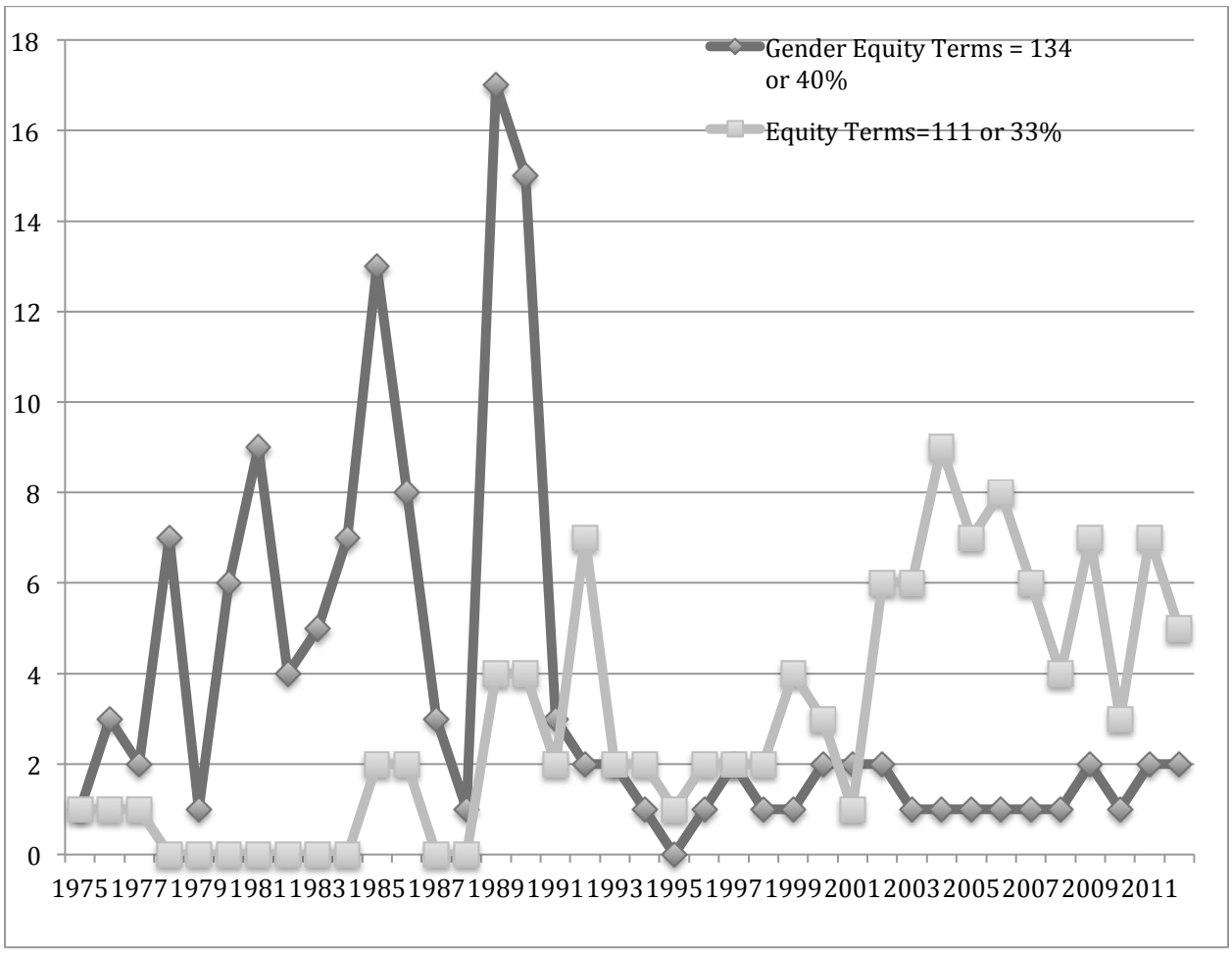

Figure 2. Gender equity and equity specific terms by year.

Analysis of Annual Reports According to Educational Arenas

The K-12 education arena included any datum associated with K-12 schooling and was usually connected to school programs. Examples from this arena included the career symposium aimed at grade 11 students, which was organized by the Curriculum Development and Implementation Branch (Manitoba Education, 1985-1986) and the Program Development Branch's document *Me read? No way! A practical guide to improving boys' literacy skills* (Manitoba Education Citizenship & Youth, 2006-2007). The post-secondary education arena included post-secondary institutions to which applicants apply for admission, such as Red River College, Assiniboine Community College, Keewatin Community College and the Manitoba Technical Training Centre. Examples from this arena included Keewatin Community College's report of having developed "a pre-trades career orientation course for women" (Manitoba Department of Education, 1977-1978, p. 30) and The Manitoba Student Aid Branch report of having provided up to $3000 for women in PhD. studies (Manitoba Advanced Education and Training, 2003-2004). The continuing education and training arena included those adult education and training programs that were not part of a post-secondary institution, such as the Winnipeg Core Area Initiative Employment and Training Program and the Special Skills Training Branch's New Careers Program (Manitoba Education and Training, 1990). Finally, the department-wide arena related to statements in the annual reports that had application across the department regardless of level of education. To qualify for department-wide application, the datum had to be used in a context that would have influence or affect across all educational arenas within the Manitoba Ministry. An example of a department-wide finding would be a description of the work of Branch staff working within the Ministry, but not aligned to any

one particular education level such as the one that follows: "The Branch also co-ordinates all of the renewal initiatives and activities for the sector. These include the Leadership Development Initiative, Learning Policy, Women's Leadership Program, New Professionals Network and Internship Programs" (Manitoba Education, 2009-2010, p. 8). The notion of renewal activities for the educational sector would have impact across all areas of the department, and therefore this was considered an example of a department-wide arena. Table 5 shows a summary of the educational arenas combined with the findings related to gender equity. The presentation of this analysis begins with the arena with the fewest findings and proceeds to the arena with the most findings.

Table 5

Summary of Findings According to Educational Arena and Gender Equity Specific Terms

Educational Arena	**Number of Gender Equity Related Findings**	**Expressed as percentage of total references**	**Expressed as percentage of findings related to gender equity**
Kindergarten to Grade 12	65	20%	49%
Post-secondary	47	14%	35%
Department-wide	8	2%	6%
Continuing Education and Training	14	4%	10%
Total	**134**	**40%**	**100%**

Analysis of annual reports according to continuing education and training arena. The first appearance of gender equity related terms framed within the continuing education and training arena related to special training programs for women in non-traditional jobs and programs for women such as the Hard Hatted Women program as reported by the Winnipeg Core Area Initiative Employment and Training Program

(Manitoba Education and Training, 1989-1990). In total, there were 39 references from the continuing education and training educational arena and 14 of these 39 (or 36% of the findings from this arena) related to gender equity, which appear in *Appendix I*. These 14 findings appeared in 1989 (3), 1990 (2), 1991 (1), 1992 (2), 1993 (2), 1994 (1), 1991 (1), 2000 (1) and 2001 (1). The first continuing education and training findings appeared in 1989 where three findings were located. All three findings related to women as a priority group who were targeted within the Winnipeg Core Area Initiative Employment and Training Program (Manitoba Education and Training, 1989-1990). Women remained a priority group within this arena throughout 1990 and 1991 as evidenced by women again being named a priority group for the Winnipeg Core Area Initiative Employment and Training Program again in 1990, as well as the mention by the Special Skills and Training Branch of the "demand on New Careers to graduate well-trained women and Manitobans of Aboriginal descent" (Manitoba Education and Training, 1990, p. 62). In 1992 the focus was on women who graduated from two specific programs as evidenced by the two findings from that year. Those findings related to "twenty Aboriginal women completed the Academic Upgrading Program" (Manitoba Education and Training, 1992-1993, p. 71) and "fifteen women graduated from the Cashier Training Program" (Manitoba Education and Training, 1992-1993, p. 71). Characterizations of these 14 gender equity related findings included the Labour Market Support Services department of the Ministry which prepared briefing books for the Minister and Deputy Minister related to an initiative titled *Rethinking Training: Meeting Women's Needs* (Manitoba Education and Training, 1994, p. 52) and the Employment and Enhancability Programs statement regarding their employment projects for women and original women's network (Manitoba Education and Training, 1990, 1994).

Other examples included the Special Skills and Training branch's description of affirmative action initiatives aimed at graduating well-trained women (Manitoba Education and Training, 1990). The details of all of the references framed within this arena appear in *Appendix H* while the details of the findings related specifically to gender equity appear in *Appendix I*. Table 6 shows a summary of these findings.

Table 6

Summary of Findings According to Continuing Education and Training Arena and Gender Equity Specific Terms

Gender Equity Specific Findings Related to Educational Arena	**Sub-themes**
Continuing Education and Training Arena(14)	Hard hatted women program (2) Employment for core area women/females as priority group (5) Graduate well trained women (1) Program completion/graduation (3) Training women managers (1) Meeting women's training needs (1) Gender equity (1)

Analysis of annual reports according to department-wide educational arena.

In total, there were 57 references from the department-wide educational arena and eight of these (or 14% of the findings from this arena) related specifically to gender equity. *Appendix G* shows the 57 references within this arena while the details of the eight gender equity related findings appear in *Appendix J*. The first two findings from this arena appeared in 1982 and both of them emerged from the Research Branch that reported on women and the impact of microtechnology and women in management (Manitoba Department of Education, 1982). The next finding appeared in 1985 and indicated the

existence of a Ministry-wide policy that supported equal opportunities for both female and male students within the school system (Manitoba Education, 1985-1986). Both the findings from 1986 and 1987 related to projects by the Winnipeg Women's Directory, which would have had application throughout the branch. The final three findings appeared in 1993, 2009, and 2010. One department-wide finding related to policy developments around women's issues (Manitoba Education and Training, 1993), while the 2009 finding related to the Human Resource Services Branch's renewal initiative of the Women's Leadership Program (Manitoba Education, 2009-2010). The final finding to appear from within the department-wide arena related to a Manitoba Education Research Network monograph about the effects of gender on career paths of senior administration (Manitoba Education, 2010-2011). This final finding was considered as having application department–wide given that it showed evidence of the Ministry monitoring and reporting on the effects that gender had on educational administration. The details of the eight gender equity related findings from within the department-wide educational arena appear in *Appendix J*.

Analysis of annual reports according to Post-Secondary educational arena. In total, there were 102 references from the post-secondary educational arena, and 47 of these (or 46% of the findings from this arena) were findings specifically related to gender equity. All of the references from within the post-secondary arena appear in *Appendix F*, while the 47 gender equity specific findings appear in *Appendix K*. The analysis here will focus on those 47 gender equity findings. Findings within the post-secondary educational arena first appeared in 1978 and stopped appearing in 2007. Two of the findings from 1978 related to the development of career orientation and career opportunity courses at

Keewatin Community College and Red River Community College respectively (Manitoba Department of Education, 1977-1978). The other two findings from 1978 related to Red River Community College and its "establishment of a women's studies centre at the college" (Manitoba Department of Education, 1977-1978, p. 33), which provided "support and tutorial services to mature women enrolled in college courses (Manitoba Department of Education, 1977-1978, p. 33). One year later, in 1979, the services previously offered by the Women's Centre were assumed by the Tutorial Centre (Manitoba Department of Education, 1979). Red River Community College re-established the Women's Services Department in 1988 (Manitoba Education, 1988-1989). The annual reports provided no additional evidence of that Women's Centre's success or end. Between 1980 and 1988 the findings from this arena tended to be related to training women for the trades, monitoring and establishing special programming for women, and on women's graduation for college programs. The years 1989 and 1990 represented the pinnacle time for findings from within this arena given that 18 findings emerged between these two years, with nine of those findings appearing in 1989 and the remaining nine in 1990. Of these 18 findings, 10 came from Keewatin Community College. Those 10 findings related to new programs for women (1); courses and supports for Northern women (2); programming and support for Aboriginal women (1); women in the trades, in employment, and in non-traditional careers (3); and staff wide development related to sexual harassment and women's issues (3) (Manitoba Education and Training, 1990). Four additional findings that appeared in 1989 and 1990 were related to the Manitoba Technical Training Centre. These four findings related to management training for Native women (Manitoba Education and Training, 1989-1990); training for women in microcomputing (Manitoba Education and Training,

1990); the graduation and anticipated graduation of women from the Microcomputer Technician Repair Curriculum (Manitoba Education and Training, 1990); and the Administrative and Management Program for Aboriginal Women program (Manitoba Education and Training, 1990) respectively. Findings within this arena declined after 1990 with only two findings from 1991, and one finding per year appearing in 1992, 1996, 1997, and 1998. This pattern of a single finding continued between 2000 and 2007 when the final gender equity specific finding emerged from within the post-secondary educational arena. Interestingly, the findings from 1996 to 2007 were identical. Each of those appeared as financial assistance "For women in PhD studies, up to $3000, if enrolled in non-traditional programs" (Manitoba Education and Training, 1997, p. 55). No additional information was provided in the annual reports to clarify what the Ministry meant by non-traditional programs. The details of these gender equity specific findings appear in *Appendix K.* Table 7 shows a summary of this analysis.

Table 7

Summary of Gender Equity Specific Terms and Post-Secondary Educational Arena

Gender Equity Specific Findings and Educational Arena	**Sub-themes of Term Inclusion**
Post-secondary (47)	Career orientation/course (5) Supports/services for women (7) Creation/closure of women's studies center/women's services department (3) Support for women in the trades (3) Programming for women (5) Women's graduation (4) Training for Aboriginal women (3) Non-traditional careers (3) Staff workshops on sexual harassment/women's issues (3) PhD funding for women (11)

Analysis of annual reports according to K-12 educational arena. Finally, the K-12 educational arena had 135 references, 65 of which (or 48% of the findings from this arena) had findings related specifically to gender equity. All of the references from this arena appear in *Appendix E* and the gender equity specific findings from this arena appear in *Appendix L*.

Findings from this arena span the study's time frame (1975 to 2012), which is unique given that no other arena showed this pattern. The years without findings from within this arena were 1979, 1991 to 1996, 1998 to 2001, 2003 to 2005, 2007, and 2010. What was of particular consequence from that list of years was that the first sequence of years without findings from this arena aligned with the start of the attention to equity era. While there were years within the attention to equity era that had findings related to gender equity, such as 1997, 2002, 2006, 2008, and 2009, the majority of years within the attention to equity era did not have gender equity related findings. It is also important to note after 1990, there was a seven-year dearth where no gender equity related findings existed within the K-12 arena. This was particularly important given that this K-12 arena held the greatest number of findings for this study and had the broadest reach province-wide.

During the gender equity era, attention towards gender equity was evidenced through the mention of the development of a number of support materials and in-services. These included the development and release of a second volume of *Confronting the Stereotypes* (Manitoba Department of Education, 1980), in-services on sex-role stereotyping in classroom materials (Manitoba Education, 1984), and career planning for girls (Manitoba Education, 1987-1988). In the years leading up to the peak in 1985, the

gender equity initiatives tended to focus on reducing sex-bias by creating materials with positive female images. In 1984, the discourse shifted to be more of a concern for female students in targeted subject areas, and in particular, science and mathematics. Between 1984 to 1987 my analysis showed 23 findings from within the K-12 educational arena that were related to gender equity, and 14 of these specifically related to concerns regarding women and girls in mathematics or science. The peak year, 1985, included 10 findings from the K-12 arena that related to gender equity. These 10 findings included the development of posters and pamphlets by the Curriculum Development and Implementation branch area of mathematics related to encouraging girls and women to pursue mathematics in the higher grades (Manitoba Education, 1985-1986), as well as the delivery of specific teacher in service programs aimed at encouraging your women to maintain studies in mathematics and sciences throughout high school (Manitoba Education, 1985-1986). Another example included the finding from the Curriculum Development and Implementation Branch area of Guidance and Counselling regarding the development of posters meant to encourage young women to plan for their future. These posters included the captions "Cinderella had a fairy godmother and a prince charming to transform her life. You'll probably have to do it yourself" and "Science and mathematics...a base for the future" (Manitoba Education, 1985-1986, p. 15).

Also developed in 1985 was the support document *Confronting the Stereotypes: Volume 1: Kindergarten to Grade 4* (Manitoba, 1985b) and *Confronting the Stereotypes: Volume 2: Grades 5 to 8* (Manitoba, 1985a) aimed at combatting sex, race, and class bias in learning materials. As discussed previously, between 1984 and 1987, my analysis showed a concern for women in mathematics and sciences. This concern continued into 1986 as

evidenced by the finding related to an in-service titled "Mathematics: Who needs it?" which "dealt with the effect of stereotyping, student and societal attitudes, and inequality of opportunity on females' learning of mathematics" (Manitoba Education, 1986-1987, p. 13). The idea of positive images of women also continued throughout this time frame. In 1989, for example, the analysis showed evidence of the Curriculum Development and Implementation branch, Women's Studies area, having developed a resource book, *Positive Images of Women* (Manitoba Education and Training, 1989-1990), as well as a women in science video (Manitoba Education and Training, 1989-1990). There was also a reference to the existence of a Women's Studies area within the Ministry in the section on documentation from Manitoba Archives. The analysis showed that there existed, briefly at least, an area within the Ministry that reported on matters relating to women's studies from within the Curriculum Development and Implementation Branch.

The second time frame in which the K-12 arena appeared prominently was from 2004 to 2012. This time frame included 58 references, but only three of these (or 5% of the findings from this arena) were findings related to gender equity. After 1990 gender equity related findings disappeared from this educational arena until 1997 where there was one finding related to the creation of a bibliography for gender equity (Manitoba Education and Training, 1997). Findings related to gender equity disappeared again until 2008 when the term *gender issues* surfaced (Manitoba Education, 2008-2009). Gender issues reappeared again in 2009 framed only as *gender* (Manitoba Education, 2009-2010), and lastly, these issues reappeared in 2011 and 2012 framed as *gender identity* (Manitoba Education, 2011-2012, 2012-2013). I will discuss more about the changes within this gender policy discourse in the section related to Research Question #2. The remaining references from

within the K-12 educational arena related to equity and diversity, while a much smaller number related to human sexuality. Clearly, there was evidence of the rise and fall pattern regarding the policy attention towards gender equity. The K-12 arena showed attention to gender equity between 1980 and 1990, while there was a dearth of that attention between 2004 and 2012. When there was evidence of attention to gender equity during that second time frame, it tended to originate from a sexual orientation discourse. The details of these findings appear in *Appendix L*. Table 8 shows the summary of this analysis.

Table 8

Summary of Gender Equity Specific Terms and K-12 Educational Arena in Annual Report

Gender Equity Specific Findings Related to Educational Arenas	**Sub-themes of Term Inclusion**	**Year First Appeared**
Kindergarten to Grade 12 (65)	Home economics (3)	1975
	Bias (4)	1976
	Career (2)	1976
	Sexual Stereotypes (1)	1976
	Status of Women (1)	1977
	Positive Images of Women (6)	1978
	Women at work/trades (4)	1978
	Arts/Politics (3)	1980
	Sex -role Stereotypes (6)	1980
	Non-traditional occupations (3)	1984
	In science/math/subject areas (16)	1984
	Confronting the stereotypes (2)	1985
	Sexist (1)	1986
	Violence against women (1)	1990
	Gender Equity (1)	1997
	Sexual Orientation (1)	2002
	Boys' Literacy (1)	2006
	Gender Issues (1)	2008
	Gender (1)	2009
	Females (1)	2011
	Gender Identity (1)	2011

Analysis of Contexts of Term Inclusion in Annual Reports

During the data generation process, patterns emerged that related to different framing contexts. The analysis indicated seven framing contexts of term inclusion. Table 9 shows the analysis of these framing contexts of term inclusion in total and as they related to gender equity. The context of enrollment described data related specifically to program enrollment, and this was nearly always reported in post-secondary programs or courses. Targeted support data related to initiatives, policies, financial support, or other kinds of supports that were directed towards specific groups, such as women, or issues such as sex-role stereotyping. Curricula frames identified contexts around curricular efforts, such as revisions to curricula or curricula materials. Data in the contexts of athletics/clubs were those related to descriptions of athletic teams and clubs, such as the women's basketball team and the robotics club. For department or branch description, this context indicated that the data were framed in relation to the description within the annual report of a particular department or branch. Professional development described contexts where the gender related data were associated with professional development of either educators or Ministry personnel. Career opportunity and training described contexts wherein the data were associated with either career opportunities or training. Most often, these data related specifically to women. Table 9 shows the frequency of these references and as each related to gender equity specific findings.

Table 9

Analysis of the Annual Reports Related to Context of Term Inclusion

No. of References to Framing Context	**Framing Contexts of Term Inclusion**	**No. of Findings Specifically Related to Gender Equity**
16 (4%)	Career opportunity and training	16 (12%)
24 (7%)	Professional development	16 (12%)
15 (4%)	Athletics or clubs	0 (0%)
58 (16%)	Branch or area description	1 (1%)
62 (17%)	Enrollment	0 (0%)
65 (18%)	Curriculum	38 (28%)
118 (33%)	Targeted support	63 (47%)
Total 358 [2] (100%)		**134** (100%)

The analysis showed there were 58 references framed around branch or area description, and only one of which (or 1% of the findings) was a finding related to gender equity. That single finding appears in *Appendix M*. The analysis showed 16 references framed around career opportunity and training, all of which (or 12% of the findings) were findings related to gender equity. Those findings appear in *Appendix* N. There were 24 references framed around professional development for educators and staff, of which 16 (or 12% of the findings) were findings related to gender equity. Those 16 findings appear in *Appendix* O. There were 15 references framed around athletics/clubs, and none of which (or 0% of the findings) were findings related to gender equity. There were 62 references framed around enrollment, and none of which (or 0% of the findings) were findings related

[2] Some instances of data were coded in more than one context of term inclusion, which is why the total of this category is greater than 332. None of the gender equity related findings, however, were coded in more than one context of term inclusion.

to gender equity. There were 65 references framed around curriculum, 38 of which (or 28% of the findings) were findings related to gender equity. Those 38 findings appear in *Appendix P*[3]*.* Finally, there were 118 references framed around the context of targeted supports, of which 63 (or 47% of the findings) were findings related to gender equity. Those findings appear in *Appendix T.* Figure 3 shows a graphic representation of this analysis framework.

Finer-grained analysis helped to focus the analysis on the framing of gender equity within the policy discourses. Because the findings emerged within five of these contexts of term inclusion (targeted support, curriculum, professional development, career opportunity and training, and branch description), I will focus my analysis on these contexts. Because the contexts athletics/clubs and enrollment had no gender equity related findings, I will not discuss these contexts. I will also focus this analysis on those findings specifically related to gender equity. This section is organized with the contexts of term inclusion with the fewest gender equity related findings appearing first, and those with the greatest number of findings appearing last.

[3] Appendices Q, R, and S relate to the fine-grained analysis of the curriculum context of term inclusion. Accordingly, those appendices appear sequentially in relation to that sub frame.

Figure 3. Framing categories for gender equity related findings according to contexts of term inclusion.

Analysis of branch description as the context of term inclusion. This context indicated the data that were framed in relation to the description within the annual report of a particular department or branch. The analysis showed 58 references within the context of branch description, and only one (or 1%) was a finding related to gender equity, which appears in *Appendix M*. That single finding appeared in 2009 and came from the Human Resource Services department within the Administration and Finance Branch. The finding appeared within the attention to equity era and described renewal initiatives and activities in the sector with one of those being a women's leadership program (Manitoba Education, 2009-2010).

Analysis of career opportunity and training as the context of term inclusion. Career opportunity and training described contexts wherein the data were associated with either career opportunities or training related specifically to women. There were 16 gender equity related findings (or 12%) framed within this context, which appear in *Appendix N*. These findings appeared between 1978 and 1993; however, nearly half of those findings (7) were from 1989. My analysis showed that 1989 was a year when gender equity policy attention seemed directed towards women's employment. In particular, my analysis showed evidence of Ministry of Education efforts towards assisting women who were under-employed or unemployed, creating jobs for women in non–traditional occupations including the areas of micro-computing and repair, and around creating new courses for women in entrepreneurship and carpentry (Manitoba Education and Training, 1989-1990). After 1993, there were no findings related to gender equity specific terms framed around

career opportunity and training. What the findings between 1978 and 1993 suggested was a pattern of attending to matters of women's inequality through developing career opportunities and training for women. Table 10 shows the summary of the career and training analysis.

Table 10

Summary of Career and Training Analysis

Gender Equity Specific Coding Related to Context of Term Inclusion	**Sub-themes of Term Inclusion**
Career Opportunity and Training for Women (16)	Career orientation course (3) In non-traditional careers (2) Training for Aboriginal women (3) Entrepreneurship, cashier, or carpentry (3) Winnipeg Core Area Initiative Employment and Training Program (3) Employability Enhancement Programs (2)

Analysis of professional development as the context of term inclusion.

Professional development described contexts where the findings were associated with the professional development of either educators or Ministry personnel. The analysis indicated 16 findings (or 12%) related to gender equity from this context of term inclusion, which appear in *Appendix O*. These findings spanned from 1976 to 1992. Twelve of the 16 findings were related to professional development opportunities for educators in K-12, while the remaining four findings were for Keewatin Community College staff. These professional development opportunities tended to focus on sex-role stereotyping and career planning for female students (Manitoba Department of Education, 1980) and encouragement of females for studying mathematics at the higher grades (Manitoba Education, 1985-1986). The analysis of the data from Keewatin Community College indicated evidence of

professional development for staff related to sexual harassment (Manitoba Education and Training, 1990), the UN Decade of Women (Manitoba Education and Training, 1990), women's issues (Manitoba Education and Training, 1990), and challenges facing women (Manitoba Education and Training, 1992-1993). The policy discourse across those texts seemed to suggest that women and girls needed the professional assistance of educators and policy makers in order to plan their work lives or be able to work in environments free from sex-role stereotypes and sexual harassment. Table 11 shows a summary of this analysis.

Table 11

Summary of Professional Development Analysis

Gender Equity Specific Coding Related to Context of Term Inclusion	**Sub-themes of Term Inclusion**
Professional Development (16)	For K-12 educators (12) On bias (2) On career and guidance for women (1) On sex-role stereotypes (4) On females in mathematics/science (4) On non-traditional careers (1) For Keewatin staff (4) On women's issues (1) On sexual harassment (1) On challenges facing women (1) On UN Decade for Women (1)

Analysis of curriculum as the context of term inclusion. As explained in Chapter 3, this study did not include an analysis of curricula. It did, however, include the analysis of curriculum support and resource documents because these existed as types of administrative policy texts. Because curriculum is also understood as a gender equity policy mechanism (Marshall, 2000b), curricular issues appeared in the analysis of the

annual reports. There were 38 findings from the annual reports that were framed around gender equity efforts related to curriculum (or 28%). Curriculum frames identified contexts around curricular efforts, such as revisions to curricula or the development of curricula materials. Three sub-frames emerged which were: (a) revisions to curriculum (2, or 5% of this sub-frame), (b) revisions to curriculum materials (3, or 8% of this sub-frame), and (c) new development of curriculum and curriculum support materials (33, or 87% of this sub-frame). *Appendix P* shows all the findings from the curriculum context of term inclusion.

Analysis of the curriculum context sub-frame revisions to curriculum. When the curriculum context of term inclusion was framed around revisions to curriculum (2, or 5% of this sub-frame), the two findings related to revising curricula to de-emphasize sex bias in home economics (Manitoba Department of Education, 1982) and to encourage more participation of girls in science through the inclusion of a science-technology-society component (Manitoba Education, 1988-1989). Both findings appeared within the attention to gender equity era and appear in *Appendix Q*.

Analysis of the curriculum context sub-frame revisions to curriculum materials. When the curriculum context of term inclusion was framed around revisions to curriculum materials (3, or 8% of this sub-frame), the three findings related to notions of women's educational equality. All of these findings appeared within the attention to gender equity era. The first appeared in 1983 and it related to the revisions to a bibliography titled, *Resource Materials Presenting Positive Images of Women* which was revised and distributed to all schools in the province (Manitoba Department of Education, 1983). The second finding appeared in 1984 and related to the needs of female students by way of revisions to

an audio-visual kit titled, *How Women Won the Vote in Manitoba* meant for use in social studies (Manitoba Education, 1984). The last finding appeared in 1986 and related to the Education Resource Library that conducted "a review of older Social studies and Language Arts films in the library … to identify those with sexist, prejudicial, or out-of-date content" (Manitoba Education, 1986-1987, p. 22). These findings appear in *Appendix R*.

Analysis of the curriculum context sub-frame development of materials. The greatest number of curriculum related findings came from the curriculum sub-frame of development of materials (33, or 87% of this sub-frame). These findings appear in *Appendix S*. This was different from a previous category (revisions to curriculum materials) in that development of materials related to the initiation or creation of materials, whereas the revisions category dealt with changes or alterations to materials already in existence. When gender equity related materials were developed, these tended to be framed around overcoming sex-role stereotypes (5), women in mathematics and science (7), and positive images of women (11). Development of curriculum materials gained prominence in the time period 1976 to 1989, which falls within the attention to gender equity era. Twenty-eight out of 33 findings (85%) came from within this era. The findings from 1976 to 1984 tended to be framed around sex-role stereotypes and positive images of women. Examples of these included the 1976 finding related to the "production of materials that which do not implicitly or explicitly categorize activities according to sexual stereotypes" (Manitoba Department of Education, 1975-1976, p. 14), and the 1983 finding that identified the creation and province-wide distribution of a bibliography titled, *Resource Materials Presenting Positive Female Images* (Manitoba Department of Education, 1983). Also developed during this time frame was the sequel resource, *Confronting the Stereotypes* for

grades 5-8 (Manitoba Department of Education, 1977-1978). Beginning in 1984, the discourse around gender equity, and in particular women's equity, shifted to focus on achievements and involvement in mathematics and science. Evidence of this existed in the 1988 annual report which indicated the design of a new science curriculum aimed at encouraging more active participation of girls (Manitoba Education, 1988-1989). This shift was seemingly short lived as evidenced by the last mention of achievements in science and math in 1989. The findings from 1984 and 1985 related to analyzing textbooks for bias and classroom strategies for confronting the stereotypes, as well as a review by the Instructional Resource Branch of social studies and language arts films to identify textbooks with out of date or sexist content (Manitoba Education, 1984, 1985-1986). By 1990, the discourse shifted briefly to be about preventing violence against women (Manitoba Education and Training, 1990), which was the last mention of gender equity efforts through curriculum materials development until 1997 when the Instructional Resources Unit created a bibliography about gender equity (Manitoba Education and Training, 1997). Table 12 shows a summary of curriculum frames together with the sub-frames.

Table 12

Curriculum as Context of Term Inclusion and its Sub-frames

Gender Equity Specific Coding Related to Context of Term Inclusion	**Sub-themes of Term Inclusion**	**Sub-themes Related To:**
Curriculum (38)	Development of materials (33)	Positive images of women/females (11) females (9) Women in mathematics or science (7)

Gender Equity Specific Coding Related to Context of Term Inclusion	Sub-themes of Term Inclusion	Sub-themes Related To:
		Sex-role stereotypes (5) Women at work (2) Status of women (1) Violence against women (1) Sexual orientation (1) Women in the arts (1) Women in politics (1) Non traditional careers (1) Gender equity (1) Boys' literacy (1)
	Revisions to curriculum materials (3)	Sex-role stereotyping (1) Sexist content (1) How women won the vote (1)
	Revisions to curriculum (2)	De-emphasize sex bias (1) Encourage girls in science (1)

Analysis of Targeted Support as the Context of Term Inclusion

The context of targeted support related to initiatives, policies, financial support, or other kinds of supports that were directed towards specific groups or issues such as women or sex-role stereotyping. There were 63 gender equity specific findings (or 47% of this context of term inclusion) framed around targeted supports that appear in *Appendix T*. My analysis of targeted supports led to the emergence of four sub-frames, which were (a) targeted supports as policy (4, or 6% of this sub-frame); (b) financial support (11, or 17% of this sub-frame); (c) monitoring and development (15, or 24% of this sub-frame); and (d) programs or services (33, or 52% of this sub-frame). I will provide finer-grained analysis of those sub-frames below. All of the findings related to targeted support as the context of term inclusion (63) appear in *Appendix T*.

Analysis of the targeted support context sub-frame policy. My analysis showed four targeted support findings (or 6%) related to policy and gender equity. These findings appear in *Appendix U*. These were related to: (a) equal opportunities for female students (1), (b) sexual harassment (1), (c) policy matters related to women's issues (1), and (d) *Bill 18 Safe and Inclusive Schools* (1). The 1985 Guidance and Counselling area of the Curriculum Development and Implementation Branch reported that "in order to support the policy of equal opportunities for both female and male students within the school system, two new products were developed" (Manitoba Education, 1985-1986, p. 15). Those products were *Big Boys Don't Cry: Combatting Sexual Stereotypes* and a series of posters meant to assist young women with planning their futures (Manitoba Education, 1985-1986). The sexual harassment-related finding came from the Executive Administration within Post-Secondary, Adult, and Continuing Education and related to the implementation of a sexual harassment policy (Manitoba Education and Training, 1989-1990). In 1993 the Administration and Finance division noted that it assisted with policy matters related to women's issues (Manitoba Education and Training, 1993). There was no additional evidence provided to suggest what those women's issues were. The final targeted support as policy reference related to the Bureau de l'éducation Française's (BEF) involvement in department initiatives to support the adoption of *Bill 18 Safe and Inclusive Schools* (Manitoba Education, 2011-2012).

Analysis of the targeted support context sub-frame financial aid. There were 11 findings (or 17% of the targeted support findings) related to the sub-frame of financial aid. All of the gender equity specific findings from the sub-framing context of financial aid as a targeted support related to women in PhD programs. These findings appear in *Appendix V*.

These appeared annually from 1996 to 2007 except for 1999 when this datum was curiously absent. It was not clear whether that absence was related to the withdrawal of funding, or whether it was missed in the reporting for that department. During this era, the value of the support remained unchanged at $3000. A proviso for this financial support was that it was only for women in PhD programs, and only if those women were enrolled in non-traditional programs (Manitoba Education and Training, 1996). None of the sources included for the analysis helped to clarify what constituted a non-traditional PhD program for women. A description of the Canada Study Grants for Full Time Students within the *Manitoba Student Aid Program Annual Report* only reiterated that the grant "provides up to $3,000 annually for a maximum of three years to eligible female students with assessed needs taking studies at the doctoral (PhD) level in selected non-traditional fields or in fields where women are under-represented" (Manitoba Student Aid Program Manitoba Advanced Education and Training, 2003-2004, p. 15).

Analysis of the targeted support context sub-frame monitoring and development. There were 15 findings related to monitoring and development (or 24%). Ten of those findings appeared during the attention to gender equity era and related to committees and monitoring about, and for, women's programs. Some examples of these findings were: "The women in the trades project was monitored and the branch participated in further development of programs and services for women at the community colleges" (Manitoba Department of Education, 1981, p. 68), and "affirmative action strategies implemented - committee for Focus on Women for Education was organized" (Manitoba Education, 1986-1987, p. 30). These 10 findings from the attention to gender equity era appeared in 1980 (2), 1981 (2), 1982 (2), 1985 (1), 1986 (1), 1989 (2). Also

interesting was that nine of those findings were housed in the post-secondary educational arena, which suggested that committee work and monitoring of services for and about women was reported on at the post-secondary level. The absence of the report of committee work and monitoring in the other educational arenas could suggest that such work might not have happened in other arenas. The two findings that were not from the post-secondary arena came from the Research and Curriculum Development and Implementation Branches. The Research Branch finding related to the Branch monitoring and reporting on women and impact of microtechnology (Manitoba Department of Education, 1982), while the Curriculum Development and Implementation Branch finding related to the Branch setting up a committee to examine stereotyping in mathematics in grade 7-12 (Manitoba Education, 1985-1986). The five findings that appeared in the attention to equity era appeared in 1990 (1), 1994 (1), 2008 (1), 2009 (1), and 2010 (1). The finding from 1990 related to Keewatin Community College's programming for women in non-traditional trades in hydro projects (Manitoba Education and Training, 1990). The finding from 1994 came from the Labour Market Support Services, which reported on the preparation of briefing books in support of the Minister and Deputy Minister for meetings. Some of the issues examined in these meetings included "Rethinking Training: Meeting Women's Needs" (Manitoba Education and Training, 1994). The three findings from the 2000s and 2010s related to monitoring *gender*. These three findings showed a change in the policy discourse, and one where the shift was away from women onto gender more broadly. Two of these findings were from Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity. The 2008 finding indicated "Action research began to develop a set of educational equity indicators for monitoring the educational pathways and

success of learners in Manitoba, with a focus on Aboriginal, EAL, Low-Socio Economic and Gender issues" (Manitoba Education, 2008-2009, p. 23), while the 2009 finding was nearly identical except that it only stated "gender" instead of "gender issues" (Manitoba Education, 2009-2010, p. 23). By 2011, the discourse morphed again to be "gender identity" (Manitoba Education, 2011-2012, p. 27). More of this subtle change in policy discourse will be discussed in Chapter 5 in the section related to Research Question #2. The findings described above appear in *Appendix W*.

Analysis of the targeted support context sub-frame programs or services*.*

Thirty-three findings (or 52%) connected to programs or services as targeted supports that appear in *Appendix X*. Further, the analysis showed the majority of these targeted supports were framed specifically around programs or services for women. Implicit within such framing, given the absence of any inclusion of men's needs, was that it was women, and not men, who required help. These programs and services tended to be about the establishment (Manitoba Department of Education, 1977-1978) and dissolution of (Manitoba Department of Education, 1979) a women's studies centre at Red River Community College, as well as Assiniboine Community College's seminars and workshops related to Focus on Women (Manitoba Department of Education, 1981). The findings from 1984, 1986, and 1987 related to women, girls, and females in specific subject areas, in particular mathematics and science. Red River Community College re-established a women's services department in 1988 (Manitoba Education, 1988-1989). There were two findings from 1990, both of which related to unemployed or under employed women (Manitoba Education and Training, 1990). Another targeted support as a program or service finding emerged in 1993 framed as "Employment Projects for Women and Original

Women's Network" (Manitoba Education and Training, 1993, p. 61). ,My analysis showed evidence in 1994 of the Minister and Deputy Minister's attention towards gender equity through the inclusion of the statement from Labour Market Support Services regarding their preparation of briefing books in support of the Minister and Deputy Minister for meetings about the initiative Rethinking Training: Meeting Women's Needs (Manitoba Education and Training, 1994). The findings from 1999 and 2000 both related to Access programs within the department of Training and Continuing Education and that department's aim to serve under-represented groups, which included groups of Northern, Aboriginal, female, single parent, and immigrant students (Manitoba Education and Training, 1999; Manitoba Education Training and Youth & Advanced Education, 2000-2001).

The next time targeted support framed around programs or services emerged in relation to gender equity was in 2009, nine years later, when Human Resource Services of Administration and Finance reported on activities related to a women's leadership program (Manitoba Education, 2009-2010). In 2010, the Document Production Services Unit: Document Production Activities: Newsletter and Monographs area of Program Development branch reported on its publication of Wallin's (2010) *Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender* (*MERN Monograph 2*) (Manitoba Education, 2010-2011). The final program or service finding related specifically to women appeared in 2011 and related to the Transition, Education and Resources for Females (TERF) program which was reported on from Special Initiatives: Low Socio-Economic Communities Strategy (SES) (Manitoba Education, 2011-2012).

Evidence of targeted supports also emerged in 2011 and 2012; however, these were services unrelated explicitly to women. These two findings focused squarely on matters related to LGBTQ issues. Evidence of this shift emerged in 2011 and 2012 from a Special Initiatives: Diversity and Equity Education research initiative from the Instruction, Curriculum and Assessment branch "concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity" (Manitoba Education, 2011-2012, p. 27). An analysis of these frames indicated shifts in the policy discourse of gender equity from attention towards women's equity to concern with sexual orientation. More of this will be discussed in the section on Research Question #2 which appears later in this chapter. Table 13 shows a summary of this analysis while the details of these targeted support as programs or services findings appear in *Appendix X*.

Table 13

Targeted Support as Context of Term Inclusion and its Sub-frames

Gender Equity Specific Coding Related to Context of Term Inclusion	**Sub-themes of Term Inclusion**	**Sub-themes Related To:**
Targeted Support (63)	Program/service (33)	Women (30) Gender (3)
	Monitoring & development (15)	Committees for women (5) Surveys for women (2) Monitor success –gender (2) Management information regarding women (2) Other (4)
	Financial support (11)	For women in PhD (11)
	Policy (4)	Equal opportunities for females (1)

Gender Equity Specific Coding Related to Context of Term Inclusion	Sub-themes of Term Inclusion	Sub-themes Related To:
		Sexual harassment (1) Women's issues (1) *Bill 18* (1)

Analysis of the Secondary Texts

This section reports on the data generated from the secondary texts, which were identified through their mention in the annual reports or other research means. I analyzed these secondary texts with consideration of each being a kind of location text within the landscape of the annual reports analysis. In other words, after having analyzed the annual reports, I then turned to analyzing the secondary texts. This meant that I had already considered the kinds of themes for which I would look. Additionally, given the evidence that indicated two distinct eras from my analysis of the annual reports, I wanted to analyze these secondary texts in terms of how gender equity was framed within those texts and how those conceptualizations may have changed within those two eras. In this way, then, these secondary texts acted like a pinpoint within the landscape of the findings from the annual reports. In other words, the secondary texts highlighted the discourses that occurred during the relevant period, while the annual reports provided a picture over time. These pinpoints helped to reveal the policy discourses that were reflected within these policy texts. Given that this Ministry of Education referenced several publications that supported gender equity efforts, I was interested in investigating how gender equity was conceptualized within those published initiatives and resources. As detailed in Chapter 3, there were 35 secondary texts for potential inclusion in the study. Of these, I located 22 and

included 17 for my analysis. Table 1 indicates the rationales for inclusion and exclusion of those texts. I have characterized each of these 17 documents in *Appendix A*. I will present the findings from the secondary texts by the era established though my analysis of the annual reports in which they appear. Part of this presentation will include the gender equity policy discourses evidenced within each of these policy texts.

Analysis of Secondary Texts from the Attention to Gender Equity Era

The first era to emerge through my analysis of the annual reports was the attention to gender equity era, which spanned from 1975 to 1990. Of the 17 secondary texts included for the analysis, seven texts (or 41% of the secondary texts) were published during this era. The analysis suggests that the policy discourse in this era was one of rectifying the sex-roles and stereotypes that existed across educational arenas and contexts. This finding was in keeping with the policy discourses detailed in Chapter 2, which suggested sex-role stereotyping was a key discourse from the 1970s and 1980s.

Analysis of *Education and the Children of One-Parent Families: A Background Paper*. The text, *Education and the Children of One-Parent Families: A Background Paper* (Manitoba, 1981), positioned single parent families (single mothers) within a deficit model, suggesting that women had deficiencies not typically experienced by men. One example of such a deficit was the inability to earn equal income for equal work. Specifically, this text framed women as needing the support and positive influence of males in order to raise balanced children with positive self-concepts and optimum self-esteem. It included a statement in recognition that single parent families headed by women had incomes 50 percent lower than those headed by males (Manitoba, 1981). A predominant suggestion across this text was that children from single parent families headed by women should

have a strong male role model in their lives. Evidence of that suggestion included the statement "Professionals with expertise in this field of study agree that children of this age bracket who do not live with their father should be exposed to a male role model" (Manitoba, 1981, p. 7). Without this male role model in their lives, particularly so with girl children, these children tended to have "inappropriate sexual behaviours and fears of losing love" (Manitoba, 1981, p. 9). The policy discourse around gender equity in this text was one that implicitly framed single mothers as less than men and in perpetual need of men's roles for a child's optimal development. One example of this was:

> When studying the self-esteem of boys in father-absent homes, Lowenstein (1978) found that boys who saw their father at least once a month had more positive self-concepts than did boys who saw their fathers less than once a month. However, if the father was not available, some researchers recommended that the child have extended contact with a male role model. (Manitoba, 1981, p. 7)

The idea that is embedded in such a framing is that women alone cannot raise sufficiently developed children, especially boys, but that with extended contact with a male – any male – that optimal development can be reached. It is the influence of the male that overcomes the deficit of the woman. The overall conceptualization of gender equity within this text was one from a feminist empiricist perspective because of the ways in which women's equity meant overcoming their own deficits as mothers through the introduction of male influences over their children.

Analysis of *Confronting the Stereotypes I & II*. Both volumes of the *Confronting the Stereotypes* (Manitoba, 1985a, 1985b) included targeted attention to matters of gender equity conceptualized primarily as women's equity. The "Introduction" of the first volume

stated that biases, stereotypes, and negative images remained prevalent in materials previously approved in the 1977 and 1982 editions of this text (Manitoba, 1985b). The "Do's and Don'ts for Teachers and Schools" section included statements regarding expectations and corrections to students' behaviours based on the sex of the students, as well as the directive for teachers and schools to recognize girls by placing them in leadership (Manitoba, 1985b). Other items related to gender equity included avoiding sexist language, checking textbooks for offensive content such as stereotypical portrayals of women, and avoiding job assignments based on sex-role stereotypes (Manitoba, 1985b). The section titled "Student Interaction" included seven points, all of which related specifically to gender equity. These included statements such as asking both boys and girls to assist with younger children, not assuming only girls were interested in crafts and yoga, and disallowing one sex to make demeaning comments such as a book being a "dumb girl's book" (Manitoba, 1985b, p. 5). The section titled "Teacher Interaction" had six recommendations, all of which related specifically related to gender equity. These included recommendations related to avoiding assigning housekeeping tasks to be completed by women, only allowing women to buy coffee or cookies, disallowing men to assume positions of authority, and encouraging women to apply for administrative positions (Manitoba, 1985b).

The second volume of *Confronting the Stereotypes* indicated three types of biases related to sexism, race, and class bias or elitism (Manitoba, 1985a). Sexism was defined as "prejudice or discrimination based on the assumption that one sex is inherently superior to the other. Of particular concern is the incidence of bias against women within the texts" (Manitoba, 1985a, p. vii). The "Introduction" noted that many textbooks continued to

represent men as breadwinners and women in the home, represent women as possessions of men, and to characterize men and boys as more active than women and girls (Manitoba, 1985a). Implicit recommendations included presenting a more balanced representation of women wherein females were more active and presented in non-traditional roles (Manitoba, 1985a). This volume also included a section titled "Do's and Don'ts for Teachers and Schools". The majority of recommendations appeared within the section, "Teacher-Student Interactions". Of these, 12 of the 26 recommendations (or 46%) specifically related to gender equity. The others related to matters of equity related to race and/or social class. The gender equity specific recommendations included excusing behaviours for one sex but not for the other, teaching behaviours and manners based on sex, disallowing sexist language and the use of *man* to refer to all humans, among others (Manitoba, 1985a, p. vii). All of these examples served as further evidence that this time period (1975 to 1990) was an era when policy attention was firmly on gender equity generally framed around the concerns for women and girls.

As with the analyses of the annual reports, the analysis of both volumes of *Confronting the Stereotypes* provided evidence of heightened policy attention to gender equity between 1984 and 1986. Gender equity was framed in this text around sex-role stereotypes and efforts to overcome them. The 'dos' and 'don'ts' in both texts reflected feminist empiricist approaches to gender equity given that they called for equal treatment and opportunities between women and girls and men and boys in an attempt to overcome sex-role stereotypes. Evidence of this conceptualization existed in the example of the suggestion that educators presented a more balanced representation of women wherein females were more active and presented in non-traditional roles as compared to males.

Analysis of *A Commentary on Gender Differences.* The 1986 publication of *A Commentary on Gender Differences* prepared for the Ministry by staff members Dallas Morrow and Sandi Goertzen (Morrow & Goertzen, 1986) was unique in a number of ways. First, it was the only secondary text that included the term *gender* in its title. Second, it was the only secondary text included in my analysis that was published with a proviso-type statement that indicated "This report is intended for information only, and does not necessarily represent the policy or opinion of Manitoba Education" (Morrow & Goertzen, 1986, p. ii). Despite being published by Planning and Research within the Ministry, this text was not mentioned in the annual reports. Nor was it listed in the Manitoba Education Library catalogue, either in main circulation or special collections. I located it from the University of Manitoba library catalogue. It is curious that this text existed as a publication and policy-relevant text, yet there was no evidence of it within the Ministry.

The policy discourse within *A Commentary on Gender Differences* targeted the attitudes towards the achievement differences of boys and girls in the areas of computers, mathematics, and science. The text presented statistics that seemingly proved that gender differences between achievement scores in these areas were nil, and therefore a biological or hormonal explanation could not account for such gender differences (Morrow & Goertzen, 1986). What, then, could? *A Commentary on Gender Differences* indicated that social factors such as sex-role stereotyping explained the differences in enrollment numbers for boys and girls in computers, mathematics, and science. The commentary ended with six policy-relevant suggestions. These were: (a) educate teachers, (b) improve career counselling, (c) encourage female participation, (d) broaden the use of computers, (e) continually revise course content, and (f) demand equal standards (Morrow & Goertzen,

1986, pp. 10-11). These suggestions exemplified a feminist empiricist conceptualization of approaches to gender equity given that they were based on the premise that by providing equal opportunities for women, that the gender gap would cease to exist.

Analysis of *Positive Images of Women*. The next text to appear within the landscape was located in 1989 and furthered some of the implicit ideas suggested in *A Commentary on Gender Differences* (1986). Where *A Commentary* implicitly suggested having increased positive images of women appear more often, *Positive Images of Women* (Manitoba, 1989) did so explicitly. This text presented a third edition of a bibliography of non-print titles that illustrated positive images of women. The policy-relevant section "Introduction" included the statement about these resources being readily available so educators could explore the roles of women in society. Additionally, the "Introduction" stated that:

> Many items can be integrated into curriculum areas to provide a more balanced portrayal of women's contributions and concerns. Some are appropriate for professional development in-service programs for educators or for presentation to parents and the community. (Manitoba, 1989, p. ii)

Beyond that statement, little else in the introduction showed evidence of policy-relevant statements regarding gender equity. The remainder of the document was a description of non-print resources by grade level fit. The publication of this text provided additional evidence of the attention to the gender equity era. Implicit in the title of this text was the idea that previous non-print resources presented neutral, non-existent, or negative images of women. Also, implicit in the introductory statements were the ideas that classroom practices and professional development efforts needed to improve and include more

positive portrayals of women. Similar to my analysis of the annual reports was the identification of curriculum resources and professional development as the preferred gender equity policy mechanisms. This text included a feminist empiricist perspective because of the way it indicated that portrayals of women needed to become equally as positive as that of men by way of addressing stereotypical images of women.

Analysis of *Answering the Challenge: Strategies for Success in Manitoba High Schools*. The next location text within the landscape of attention towards gender equity was *Answering the Challenge: Strategies for Success in Manitoba High Schools* (Manitoba, 1990a), which included Strategy 8: Sex-role stereotyping. Specifically, this text stated: "Sex-role stereotyping is the phenomenon whereby the talents, abilities, and interests of an individual may be ignored due to gender. All students must have similar broad educational experiences in order to make informed career choices" (Manitoba, 1990a, p. 3). Strategy 8 stated "The Department will facilitate, in conjunction with school boards, administrators, and high school personnel, the removal of sex-role stereotyping through the following means: teacher education, career counselling, the provision of equal opportunities, the provision of appropriate role models and the evaluation of content in curricula and textbooks"(Manitoba, 1990a, p. 3). Within this strategy there was the acknowledgement that sex-role stereotyping existed within this Ministry of Education and its associated school boards, administrators, and high school personnel. The analysis of this text showed a feminist empiricist conceptualization of gender equity framed specifically around sex-role stereotyping as evidenced by the focus on sex-role stereotyping within Strategy 8. As with previous secondary texts, my analysis indicated that the gender equity policy

mechanisms invoked through Strategy 8 were those of professional development and revisions to curriculum materials and content.

Analysis of *Big Boys Don't Cry: Combatting Sexual Stereotyping*. Also published in 1990 was *Big Boys Don't Cry: Combatting Sexual Stereotyping* (Manitoba, 1990b), which continued to pinpoint the location of this Ministry's gender equity policy discourse around sex-role stereotyping. One shift within this discourse, however, was the implicit shift away from sex-role stereotypes of women and girls seen throughout *A Commentary, Positive Images,* and *Answering the Challenge* towards explicit attention to boys. The policy discourse embedded in this text was one of overcoming sex-role stereotyping through having boys learn to do for themselves the things that girls did. One example came from an activity wherein boys tried to make a frozen pizza. Although they had never done this before, one boy said "I've seen my sister do it a million times" (Manitoba, 1990b, p. 20), followed by the boy attempting to figure out how to turn on the stove. In the end, the boy figured out how to turn on the stove and started to cook the pizza with the uncertainty around whether he needed to remove the plastic or not. In all of the examples in this text, boys learn to do "girls' work", and girls learn to do "boys' work". Generally framed within a feminist empiricist discourse of gender equity, the policy discourse throughout this text was framed around providing opportunities for boys and girls to have equal opportunities to learn each other's "roles". What remained untouched were the notions that sexual stereotypes, sex-roles, and gender roles needed to be overcome. By learning the roles of the "opposite" sex/gender, the roles themselves and the ways in which they constructed meaning, dichotomous understandings of gender, and defined inequality remained firmly in place. An analysis of this text indicated a feminist empiricist conceptualization of gender

equity framed around sexual stereotyping of boys in particular, and girls secondarily. Based on the evidence, this marked the beginning of a shift away from attention towards women and girls within the gender policy discourse towards boys.

Analysis of *Violence Against Women: Learning Activities to Prevent Violence Against Women*

Violence Against Women: Learning Activities to Prevent Violence Against Women (Manitoba, 1991) was clearly about gender equity, and was published in in a bridge year between the gender equity and equity eras. Evidence of the feminist standpoint conceptualization of gender that underpinned this text existed in the manners in which it presented information about the systemic oppressions of women by men. More specifically, this text included statements such as the expectation that males dominate females, treat females with contempt, hit them, and use violence as a way to exercise power over women (Manitoba, 1991). These are ideas that tend to align more with feminist standpoint theorizing on women's inequality. This is largely because of the way the text makes explicit the ways women are oppressed by men and male dominance, which led to targeted violence against women. While these statements about male domination of women underpin many, and perhaps all, feminist conceptualizations of gender inequality, the focus here on violence against women and the demand for its end were what positioned it as an example of a feminist standpoint conceptualization. This was because of feminist standpoint theorists' particular attention to violence against women emerged from the literature review as a key discourse in relation to standpoint feminism in Canada, especially following the violent events at École Polytechnique in Montreal[4].

[4] The targeted shooting deaths of women in faculty of engineering at the school.

Violence Against Women: Learning Activities To Prevent Violence Against Women (Manitoba, 1991) presented a policy discourse that showed that because society was sexist, men had power over women and they exercised that power as violence against women. Women were framed in this text as the eventual, and even logical, targets of men's violence. Another framing within this text was the culpability of the school as a site for the reproduction of sexist behaviours and, implicitly, the sanctioning of violence against women. A significant critique of this text is that it left firmly in place the social structures and foundations that afforded power to men and diminished the value of, and power available to, women. It mostly called for the recognition of violence against women and its effect with little sustained attention to the embedded social frameworks that not only supported, but also encouraged gender inequalities. Examples of those gender inequalities included those evidenced in the violence enacted against women. Because of the specific attention to violence against women, which was a popular theme promoted by radical feminists, this text reflected a conceptualization of gender equity from a feminist standpoint. The mechanisms suggested to redress violence against women, however, reflected feminist empiricist and liberal feminist approaches. Examples of those liberal feminist approaches included questions schools should consider to identify ways in which it they might be "promoting sexism and/or violence" (Manitoba, 1991, p. 1). Some of those questions included "are classes openly encouraged to challenge examples of sexism in the school and community?" and "is the staff willing to assume responsibility for offering students positive male and female role models, non-sexist patterns of behaviour and positive models of conflict resolution?" (Manitoba, 1991, p. 2). In light of the theme of this text reflecting a standpoint feminist conceptualization, but the content and mechanisms for

redress reflecting a feminist empiricist conceptualization, I consider this text as mostly reflective of a feminist empiricist conceptualization.

These analyses showed that during the attention to gender equity era, the gender equity policy concerns were primarily focused on women and girls. More specifically, the notions of overcoming sex-role stereotypes permeated many of the secondary texts located within the attention to gender equity era. This notion of overcoming sex-role stereotypes was framed around addressing biased portrayals of women in textbooks and addressing violence against women as some examples. The overarching feminist conceptualization of the discourse represented in the secondary texts within the attention to gender equity era was a feminist empiricist one. Evidence of this overarching conceptualization is scattered across nearly every text through inclusion of key feminist empiricist concepts such as overcoming inequality through increasing the opportunities for women and girls to become equal to men and boys. The main frame through which gender equity was understood throughout the attention to gender equity era as evidenced within the secondary texts from that era was through sex roles and sex-role stereotypes. That main frame aligned with an overarching feminist empiricist conceptualization during this era.

Analysis of Secondary Texts from the Attention to Equity Era

The second significant era evident from my analysis of the annual reports was the attention to equity era, which spanned from 1991 to 2012. During this era, my analysis indicated a new direction that included a shift away from gender equity framed as women and girls towards equity understood more broadly, and generally unrelated to gender. Ten texts (or 59% of the secondary texts) were located within this era. An analysis of each is

presented below.

Analysis of *Renewing Education: New Directions: A Foundation for Excellence*.

Renewing Education: New Directions: A Foundation for Excellence (1995a) included a section that continued to draw attention to gender equity. Some policy analysis theories accounts for sediments and layers of past policies that continue to appear in renewed or revised policy to varying degrees or vestiges (Bascia, 2001). *Renewing Education: New Directions: A Foundation for Excellence (Manitoba, 1995a)* included vestiges of previous policy efforts towards gender equity as evidenced by the inclusion of aspects such as cultural and gender bias in assessment (Manitoba, 1995a). The curriculum development process included the mandate that development teams be created with recognition of "geographical, gender, and Aboriginal representation" (Manitoba, 1995a, p. 12). The sub-section titled "Gender Fairness" stated that to address gender fairness, teaching, learning, and assessing needed to "be equally accessible, relevant, interesting, appropriate, and challenging to male and female students" (Manitoba, 1995a, p. 19). One interesting change in the policy discourse in this particular text was the shift from framing gender equity as sex-role stereotyping to gender fairness. This text generally reflected a feminist empiricist conceptualization of gender equity given the way it equated equity as being equal to men. Further feminist empiricist reflections existed in the ideas related to adding women to development teams and in ensuring that learning was appropriate and accessible to female students.

A companion document to go with *Renewing Education: New Directions: A Foundation for Excellence* also appeared in 1995. This text, *Renewing Education: New Directions: The Action Plan* (Manitoba, 1995b) did not include any mention of gender fairness. One

interpretation of this could be that gender fairness belonged in the foundation document; another could be that there was no need (or desire) for an action plan that accounted for gender fairness. The term *gender* did appear in *The Action Plan* document in reference to the selection considerations for teachers piloting new curricula. Specifically, the text stated "These teachers, called pilot teachers, are selected in terms of criteria such as subject area knowledge and expertise, gender, geography, and semestered and non-semestered schools to ensure balanced representation" (Manitoba, 1995b, p. 12). The action plan included no other reference to either gender or gender equity. It did, however, include many other references to equity related terms including diversity, fairness, and bias, although none of those had any explicit connection to gender equity. These two policy texts, *New Directions: A Foundation for Excellence* (Manitoba, 1995a) and *Renewing Education: New Directions: The Action Plan* (Manitoba, 1995b), were the only texts located within the 1990s and considered part of the attention to equity era As such, they became representative of a transition period of the policy discourse. These findings align with the policy discourses of the 1990s wherein gender disappeared from the policy discourse. My analysis of these two policy texts underscored the policy shift away from gender equity onto the more general discourse of equity, which was also in keeping with the notable shift in the 1990s within western-influenced nations wherein gender became subsumed under a more general discourse of equity (Blackmore, 2006).

Analysis of *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*. In 2001, the Ministry published *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba, 2001). This document provided educators with a framework for understanding challenging student behaviour. Despite falling within

the attention to equity era, this document included a section regarding gender issues, which advised teachers to "be aware of gender issues" (Manitoba, 2001, p. 2.16). More specifically, the document indicated that internalizing and externalizing emotions was congruent with the split within the gender divide, and that teachers needed to recognize "these gender issues" (Manitoba, 2001, p. 2.16). Elaboration of what those gender issues might have been was not identified in the document. Another gender related finding was the repeated statement regarding the respectful treatment and behaviour towards all "regardless of race, religion, gender, age, or sexual orientation"(Manitoba, 2001, p. 2.23). Across the Ministry published sources, this was the first appearance of the term *sexual orientation*. It appeared in the annual reports for the first time the following year in 2002.

Three gender equity related findings from *Towards Inclusion* reflected a postmodern feminist conceptualization of gender given the specific attention to sexual orientation. The expansion of gender issues related to sexual orientation was evidence of a queer conceptualization of gender given the way the category of gender was expanded to encompass LGBTQ people. The evidence of this existed in the text's statement that people should "behave respectfully to all regardless of race, religion, gender, age, or sexual orientation" (Manitoba, 2001, p. 2.23). This inclusion was notable because it was the first time this term *sexual orientation* appeared within a policy-relevant text, which indicated the explicit inclusion of LGBTQ people within the equity fold.

Analysis of *Me Read? No Way!: A Practical Guide To Improving Boys' Literacy*. In 2004, this Ministry published *Me Read? No Way!: A Practical Guide To Improving Boys' Literacy* (Manitoba, 2004), which represented a more articulated version of gender equity than had been observed in previous texts. This policy text directed attention to gender

equity concerns of boys and their literacy. Many theorists have interpreted this as *the boy turn* in the gender equity discourse (Foster et al., 2001; Mills & Keddie, 2010; O'Donovan, 2006; Titus, 2004; Weaver-Hightower, 2003). This text included a statement that reflected evidence of this boy turn with "Providing equitable opportunities for girls is a familiar topic; providing them for boys is a relatively recent issue, but one that is appearing with increasing urgency on education agendas around the world" (Manitoba, 2004, p. 4). One interesting finding from my analysis of *Me Read? No Way!* was the return of positive role models for boys as a means to increase their literacy. This was reminiscent of the policy discourse and mechanisms located in the late 1970s and throughout the 1980s regarding women in mathematics, science, and computers. Because of the ways that improvements in literacy were linked to positive role models for both boys and girls, and in light of the section about girls benefitting from these strategies as much as boys, I considered this text as reflective of a feminist empiricist conceptualization of gender equity.

Analysis of *Strategic Direction: 2002-2005*. My analysis of *Strategic Direction: 2002-2005* (Manitoba, 2002b) showed no findings for this study, and only one reference to equity. The only datum from *Strategic Direction: 2002-2005* (Manitoba, 2002b) that related to equity, but not gender was the statement that "Ensure that policies and programs recognize the importance of both equity and diversity" (Manitoba, 2002b, p. 3). This was important given the landscape of the analysis because it marked the first time that a secondary text held no findings related to gender equity. As such, it marks an important location pinpoint in within the landscape of both eras. My analysis of this text showed no evidence of a feminist conceptualization.

Analysis of *Manitoba K-S4 Education Agenda for Student Success, 2002-2006.* My analysis of the *Manitoba K-S4 Education Agenda for Student Success, 2002-2006* (Manitoba, 2002a) text showed only one reference to gender that did not specifically reflect gender equity. That statement appeared in the preamble section titled "The Importance of an Agenda For Student Success". It read as follows: "Parents and families are critical to students' educational success. Increasing population diversity, a better educated—and therefore more demanding— population and significant changes in factors such as gender roles and family structures all create challenges for schools" (Manitoba, 2002a, p. 2). This text showed evidence of a change in the policy discourse from sex roles to gender roles, yet the framing of those gender roles did not explicitly link to gender equity. One plausible interpretation for this is the idea that this Ministry achieved some modicum of gender equity through its policy efforts given that there was now talk of "significant changes in gender roles" (Manitoba, 2002a, p. 2). Another plausible interpretation could be that the terminology was changing. The remaining data from, *The Manitoba K-S4 Education Agenda* (Manitoba, 2002a) related to the development of an action plan for equity and diversity. Unlike some of the other secondary texts from this era, this text did not have any specific findings related to gender equity. There was insufficient evidence of any particular feminist conceptualization within this text.

Analysis of *the Action Plan for Ethnocultural Equity.* The Ministry's action plan for ethnocultural equity was comprised of three documents: (a) *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity: For Consultation* (Manitoba, 2003); (b) *Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008* (Manitoba, 2006b); and (c) *Belonging, Learning and Growing: Kindergarten to Grade 12 Action Plan for*

Ethnocultural Equity (Manitoba, 2006a). My analysis of this area will begin with the 2003 document and proceed in chronological order.

In 2003, the Ministry published *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity: For Consultation* (Manitoba, 2003), which was the public consultation version of the finalized version later published in 2006, *Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008* (Manitoba, 2006b). There were three findings in the *For Consultation* text that related to gender equity, which showed that gender equity remained a limited concern in these texts despite it being situated within the attention to equity era. The first of these appeared as a goal in the text and stated "All students, regardless of origin or gender, complete their secondary education and access post-secondary education and training that will enable them to flourish and participate fully in the community and in the workplace" (Manitoba, 2003, p. 4). The remaining findings related to what was described in these policy texts as a Ministry initiative called *Gender Equity*. Mention of this initiative appeared twice in this text. Both appearances were described as "Some related initiatives include…Gender Equity" (Manitoba, 2003, p. 5). Further investigation, however, revealed limited supporting documentation for this initiative. A document from 1991 located in Manitoba Archives had the subject title "Gender Equity Initiative"; it is unclear, however, whether the gender equity initiative reported on in *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity: For Consultation* (Manitoba, 2003) was the same initiative. Despite efforts to locate documentation that elaborated on the Gender Equity Initiative identified in *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity: For Consultation* (Manitoba, 2003), no additional documentation from within the Ministry was found. The Diversity

Consultant noted through personal email that the "initiatives that include Gender Equity do not necessarily mean that a specific document is available" (personal email, March 9, 2015).

The final version of this policy appeared in 2006 and was titled *Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008* (Manitoba, 2006b). This final version did not include any mention of gender or policy vestiges of gender equity. It did, however, include 13 references to equity-related terms. The policy discourse within those 13 references reflected patterns similar to those found in my analysis of annual reports. Both professional development and the development of materials appeared in this text as mechanisms useful for moving forward efforts towards ethnocultural equity and diversity. Interestingly, the Ministry reported on the plan to develop departmental indicators for this equity initiative aimed at "data collection strategies that will enable the charting of our progress in reducing educational disparities and meeting the needs of diverse learners" (Manitoba, 2006b).

Also published in 2006 as part of *The Action Plan* was *Belonging, Learning and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity* (Manitoba, 2006a). It was described as a detailed report in connection to *Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008* (2006) that "provides a summary of the consultations, background information on diversity in Manitoba, and related initiatives in support of diversity and equity in education" (Manitoba, 2006a, p. n.p.) This text existed as part of the policy ensemble (Ball, Hoskins, Maguire, & Braun, 2011) of the Ministry's action plan for ethnocultural equity. *Belonging, Learning and Growing* (Manitoba, 2006a) included the identical findings related to all students completing school regardless of gender and the

gender equity initiatives that were first identified in the *For Consultation* document. Two additional gender equity related findings existed in *Belonging, Learning and Growing*. These were the suggestions that the department should seek to diversify its inclusion of women on committees to assure representation from across diverse cultural backgrounds (Manitoba, 2006a), and that when it came to human rights in the classrooms, student perceptions reflected that teachers shied away from topics such as gay rights (Manitoba, 2006a). This was the first inclusion of the term *gay*, but not the first time sexual orientation appeared as a concept. All remaining data from this text reflected equity related references. The single inclusion of ensuring women were represented on committees reflected a feminist empiricist conceptualization of gender, while the mention of gay rights showed emerging evidence towards a postmodern feminist conceptualization.

Analysis of *Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education* & *Human Sexuality: A Resource for Senior 1 and 2 Physical Education/Health Education*. The last policy texts included for the analysis related to human sexuality. These were *Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education* (Manitoba, 2005a) and *Human Sexuality: A Resource for Senior 1 and 2 Physical Education/Health Education* (Manitoba, 2005b). The analysis focused on the administrative components of these resources and not the curriculum implementation examples. The analysis of *Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education* indicated that this document was based on four additional curricula texts for physical education and health (Manitoba, 2005a). The main frame within this text was about encouraging responsible sexual behaviours. As with previous texts located within the attention to equity era, these texts

also included specific mention of topics related to gender equity. These did so from both a binary and postmodern feminist perspective on gender. For example, the introductions to both texts included statements about how educators needed to be sensitive to the diverse needs of Canadians irrespective of gender and sexual orientation (Manitoba, 2005a). Both texts also included a statement about sensitivity towards gender classification issues (Manitoba, 2005a), and that if necessary, educators were to remind students that it was illegal to discriminate on the basis of gender or sexual orientation (Manitoba, 2005a). One area where the Senior 1 and 2 text was notably different from the K-8 document related to an appendix found only in the Senior 1 and 2 document. "Appendix C" included the headings "Sexual Orientation" and "Sexual Orientation Terms and Definitions" (Manitoba, 2005b). This appendix included definitions of the terms gender identity, LGBT, and queer (Manitoba, 2005b). The manner in which these terms were framed tended to be from positions of equity and protection. In other words, there were many statements that took a protectionary stance towards LGBTQ people, such as the statements that invoked Canadian laws and other statements that stated that being LGBTQ was not a mental illness (Manitoba, 2005b). Inclusion of an LGBTQ policy discourse reflected evidence of a postmodern feminist conceptualization of gender equity because of the attention towards more diverse interpretations of gender and the inclusion of sexual orientation into the framing of gender equity. Figure 4 shows a timeline of the 17 secondary texts according to the era in which they appeared.

My analysis of the secondary texts seemed to indicate a finding contrary to my analysis of the annual reports. Despite being located in the attention to equity era, many of the secondary texts continued to include a policy discourse that attended to gender equity,

which was in contrast to the references from the annual reports. There seemed to be some contrast between the policy discourses evidenced in the annual reports as compared to the evidence of policy discourses from the secondary texts. Across the Ministry (understood broadly) as reported in the annual reports and inclusive of all departments, the policy discourse during this era had shifted away from matters of gender equity onto equity understood more broadly. Yet, within the secondary texts that appeared within the attention the equity era there remained a divergent policy discourse, and one that continued to pay attention to matters of gender equity. Evidence of that continued attention, albeit sparse, existed in most texts from the attention to equity era. Some could argue that this was an example of residual policy attention from the sediment of previous policy directions (Bascia, 2001); however, it was clear that the gender equity policy discourses across these policy texts were not reflective of a unified voice. This was also the case regarding the policy discourses reflected in my analysis of Ministry office files, which I address next.

Analysis of the Ministry of Education Archives Files

As described in Chapter 3 in the section titled *Access to Government of Manitoba Archives*, I requested access to Minister of Education office files, Deputy Minister of Education office files, Operational and Administrative files of the Program and Student Services Branch, and the Office files of the Director for Program and Student Services. The content of these files were varied, but tended to include the interoffice memoranda between personnel within that office, communications with external agencies, meeting minutes, correspondence from the public to the Ministry, Ministry replies to correspondence, proposals and draft initiatives, Ministry speaking notes, and proposals for

staff development opportunities. This section of the dissertation provides a window into the story of the gender equity discourse from within these Ministry of Education office files. In brief, my analysis focused on a limited number of Ministry office files that had findings for this study. Those files appeared between 1991 and 2006. My search parameters identified other files that were filed with a key term. Closer examination of the content of those files, however, revealed that many of those files did not have findings for this study. This was because although many office files emerged through the Keystone Archives Descriptive Database keyword search, many of those files were unrelated to gender equity or educational administrative policies as framed for this study. There were six files that included particular findings for this study, and these were from: (a) 1991 Q332161 *Gender Equity*, (b) 1991-1992 Q33122 *Gender Equity*, (c) 1992 Q33168 *Gender Equity*, (d) 1994 Q33129 *Gender Equity*, (e) 1994-1999 P-11-2-10 *Gender Equity,* and (f) 2005-2006 P-12-7-6 *Diversity and Equity*.

Analysis of Ministry Office Files Filed Under *Gender Equity*

Five of the six files included for my analysis were filed under the title *Gender Equity*. These included Q33161 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991), Q33168 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992), Q33122 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992), Q33129 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994), and P-11-2-10 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995). The sixth file, P-12-7-6, had the title “Equity and Diversity” (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). The analysis of the

documents within these office files revealed continued, but diminishing, attention towards gender equity within the Ministry over time. Two interesting stories emerged from my analysis of these files. One story related to the Gender Equity/Women's Liaison position within the Curriculum Services branch, and the other related to continued ministry efforts throughout the 1990s related to matters of gender equity. I discuss the evidence of those stories as part of the my analysis of the Ministry office files. Because the contents of those office files did not have specific page numbers, I cite that evidence by office file. Also, because the contents of these office files did not necessarily accurately reflect the year on the file title, I present the analysis of the office files not by year of file title, but instead by the chronology of discourse reflected within the content of those files.

The Gender Equity/Women's Liaison position within the Curriculum Services Branch. The first story was about a Ministry personnel member, Rae Harris, who was a consultant within the Curriculum Services branch. Harris had a full-time consultant position that was divided into 80 percent arts consultant and 20 percent gender equity consultant/women's studies liaison. In March of 1990, Harris wrote to Alan Janzen, then Assistant Director in the Curriculum Branch, expressing her concerns with the Women's Liaison position being only a 20 percent position. In the letter she stated "The limited allocation and budget does not allow us to take a proactive position in the area of addressing imbalances in curriculum or methodology" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). Her letter continued to outline the ways that the 20 percent allotment was insufficient for addressing the demands of this position. She closed with:

A recent conference entitled 'Manitoba Women Education for Change' came up with a

> recommendation that Manitoba Education and Training review, and, if necessary, revise existing curricula for sexual bias and gender imbalance. While agreeing that this needs to be done, I have some real concerns as to who might be asked to coordinate such a major review! (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991)

In November of 1990, Harris resigned from the Women's Studies Liaison/Gender Equity Consultant position. She did so rather pointedly when she highlighted her objections to the lack of time allotted to the position. She stated:

> I have decided to resign from the position of Women's Studies Liaison. As you know, I feel that the issue of gender equity in education is a crucial one, but I feel that we will not be able to begin to address it with the limited resources allocated to it at present. (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991)

It appeared, however, that the Ministry continued to consult with Harris on matters related to gender equity as evidenced by contents in files from Q33129, which suggested that Harris would be a suitable person to vet a list of all Ministry efforts towards increasing women's education (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994).

In February 1991, Harris prepared the content for a response to a request for information about what the Ministry was doing with regard to the Manitoba Committee for the UN End of Decade for Women resolutions. In her internal memo that preceded her prepared response, Harris indicated the following objection:

> I really find this kind of response most difficult, as I agree that we should be allocating staff and funds to this area – but can't do anything about it! It bothers me to try to write a response which sounds like we're doing more than we're doing! (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994)

Harris took the opportunity to further highlight her objections to the insufficiency of the former 20 percent position and the Ministry's lack of effort towards gender equity in her prepared responses. She noted with regard to Workshop #1, Resolution #4, that the Curriculum Services Branch had recently created a Gender Equity Committee to promote awareness amongst department staff, and that a department editor previewed all new publications to ensure the elimination of sexist language and overt gender stereotyping (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994). Her objection, so to speak, appeared when she noted that these efforts would not be possible at current staffing and funding levels, and that it required "a much more proactive stance than a 20% position in Gender Equity is able to assume and there is no immediate indication that increased staffing or funding will be made available for that purpose" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994). As it turned out, this would not be the final word on the Gender Equity Consultant position.

Following Harris' resignation in November 1990, the Ministry dissolved the Gender Equity Consultant position as evidenced in the June 1991 memo that announced how the gender equity initiative would be distributed once the consultant position was dissolved (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). This file with the subject "Gender Equity Initiative" noted that "At the present time, the Curriculum Services Branch, Manitoba Education and Training, employs a consultant who

has part-time responsibility for gender equity activities" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). It went on to note that effective August 30, 1991, the Curriculum Services Branch would no longer have a consultant responsible for that position, and outlined the current status and recommendations. The seven points articulated under "current status" served to point out the alternative ways the Ministry planned to attend to gender equity. These included the first point that "The Curriculum Services Branch has implemented an integrated delivery approach, in the area of gender equity, giving each curriculum consultant responsibility for ensuring gender equity in their respective subject area" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). The file also identified the implementation of a Gender Equity Team responsible for the coordination of all gender equity initiatives in the Curriculum Services Branch and two initiatives related to Strategy 8: Sex-role stereotyping from *Answering the Challenge* and a course on Skills for Independent Living (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). The two recommendations were that the Gender Equity Team would continue to ensure that curriculum reflected the experiences of girls and women and that the department would continue to identify and develop resources and provide assistance to schools in the area of gender equity (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991).

Shortly after the announcement of the dissolution of the Gender Equity Consultant position in July 1991, the Coalition for Education and Training of Women (comprised of the Canadian Congress of Learning Opportunities for Women, Manitoba Association of Adult and Continuing Education Core Area Initiative, Manitoba Advisory Council on the Status of

Women, Manitoba Women's Directorate, and the University Women's Club) wrote to the Minister of Education expressing concern with the "cutting of the Women's Issues Consultant in the Curriculum Branch of Manitoba Education" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). The Coalition noted that the 20 percent position was already inadequate, that they hoped to see the position increased to full-time, and that this move jeopardized the initiatives taking place around gender equity (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). The Minister responded in August 1991 by stating that "the educational issues surrounding gender equity have to be addressed on all fronts, not only through one contact person. Every unit within the branch is being given responsibility to see that gender equity issues are addressed through the curriculum" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). He closed by assuring the Coalition that "educational issues related to gender are being addressed in all curriculum revisions" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). The Coalition wrote to the Minister again with concerns over what was being done to implement Strategy 8 of *Answering the Challenge* as well as with continued concerns over the erosion of the gender equity position as evidenced in office file Q33168 (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992).

There was a three-page response by the Ministry to this coalition request. The response was a detailed list of initiatives taken by the Ministry to address gender equity. These included: rigorous screening of textbooks and learning materials for sex-role bias and stereotyping; new science and math curricula that addressed gender equity; the release of learning materials to address violence against women; release of career

counseling resources for females including *Big Boys Don't Cry*; a poster series designed to encourage women to plan for their future; release of the resource book *Confronting the Stereotypes*; distribution of brochures titled *Mathematics, Who Needs it?*; holding conferences for women in science and non-traditional careers; and working cooperatively with the University of Manitoba's "Access Program for Women in Science and Engineering" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992). The Ministry response regarding the erosion of the gender equity consultant position within the Curriculum Services Branch was framed around distribution of that role. Specifically, the Ministry response stated "All Curriculum Services Branch members are committed as professionals to the promotion of gender equity. The concept and value of equality of the sexes is integrated or embedded in all aspects of the consultants' services" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992). Further, the Ministry file indicated that "The Branch also maintains a specific gender equity liaison position in the person of the consultant for guidance and counseling" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992), whose roles included the facilitation of networking and communication, information dissemination, consultation, and implementation of specific branch projects. One interesting finding from this particular file was the conflicting evidence around the Ministry's position on the Gender Equity/Women's Studies Liaison position. A previous file dated June 1991 indicated that the position would be dissolved as of August 1991, yet this file indicated that the position was still active. This conflicting evidence suggested that either the Ministry invoked the Gender Equity/Women's Studies Liaison position when it was convenient, perhaps through the disbursement of the role to all consultants, or that the position was

never really dissolved. There was no additional evidence in the Ministry office files to verify which of those plausibilities might have been more accurate, or if there was some other explanation. This particular discourse was framed around all of the efforts and initiatives taken towards gender equity which primarily reflected liberal feminist approaches including textbook revisions, development of materials that portrayed positive images of women, and providing educational opportunities for women.

Ministry Response Regarding the Manitoba Action Plan on the Status of Women. The office file *Gender Equity* Q33122 included documents in response to an inquiry from the Manitoba Women's Directorate asking the Department to review the Manitoba Action Plan on the Status of Women (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). After preparing an initial response for the Manitoba Women's Directorate in March 1991, the Ministry decided to build upon those responses as a useful framework for the Ministry to present its actions and plans (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). In planning for this department-wide document, the Minister of Education asked each division to report on two questions related to (a) what the division was currently doing to address the needs of women and girls, and (b) what each division could be doing differently to build on previous capacities (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). The Ministry response was a report from four branches. These were (a) Administration and Finance; (b) Bureau de l'éducation française; (c) Program Development and Student Services; and (d) PACE and Training.

The Administration and Finance branch reported on pay equity initiatives as well as criminal record checks that assured the safety of both male and female students (Manitoba

Office Files of the Director of the Program and Student Services Branch, 1991-1992). This branch also reported that "Finance branch has made special efforts to foster the development of female staff" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). The Bureau de l'éducation française reported on a curriculum guide in development, *Vie Autonome*, which supported many of the goals of the Women's Directorate Action Plan. These included the goals related to interpersonal relationships, personal development, and career education (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). This branch also reported on the Française version of *What Girls Should Know About Math and Science*.

The Program Development and Student Services Branch reported on a variety of initiatives across its many sub-departments. These included reduction of sex-role stereotyping and funding for vocational programs for women to take individual credits in traditionally non-female vocations (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). This branch also reported on the unit "Understanding Yourself" within the *Skills for Independent Living* course, which helped students to deal with stress and crises in their lives (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). There was no mention of how such skills applied specifically to women's issues despite this course being provided as evidence of what this branch was doing to address the needs of women and girls. Implicit in such framing, however, was the possible interpretation of women's vulnerability, whether that was in handling stress, personal development, or remaining safe from potential predators with criminal records. Lastly, the Pace and Training Branch reported on its efforts to address the needs of women and girls through reporting on enrollment figures for day and

extension/evening courses (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). This branch also included as evidence of gender equity the statistics that women made up 54 percent of the participants in the PACE program compared to women's participation in the labour market force which was only 45 percent (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). There was no evidence of attention to the persistent underemployment of women despite women having equal training in programs such as the PACE one reported on in this file.

One divergent finding from the report provided by PACE and Training was evidence of an evaluation having been done related to *The Manitoba Action Plan on the Status of Women in Manitoba*. In response to the question "what are we now doing to address the needs of women and girls", PACE and Training included in its "Initial Response on the Area of Women's Issues" a section that provided evidence of a content analysis. That content analysis came from an analysis of the PACE and Training's Operational Plan in terms of the extent to which it had "adopted The Action Plan as a policy, planning and program review tool" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). This analysis indicated that PACE and Training was lacking in six of the guidelines which were: (a) issues of abuse and family violence; (b) women and services; (c) women and family responsibilities; (d) equal access to career options; (e) women and decision making; and (f) women and government (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). This report continued by suggesting that "distinct issues surrounding the education and training of female learners are rarely identified and addressed. Mostly, it can only be assumed that their issues will be

addressed through new initiatives" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). The four new initiatives reported on were: (a) accessibility; (b) student retention; (c) training models and approaches; and (d) partnerships. Based on the documents available and included for my analysis, it seemed that none of those new initiatives were explicitly connected to female learners. Precisely how the Ministry's assumption that the issues of female learners would be addressed through these new initiatives was unclear. Also included in office file *Gender Equity* Q33122 was a memo dated 1991 from the Deputy Minister to the Assistant Deputy Minister. In this memo, the Deputy Minister claimed "Women's issues will remain a priority in the Department…Manitoba Education and Training needs to continue planning for addressing the educational needs and concerns of women and girls" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992), Finally, this report stated "the operational plan assumed that within the broader category (Aboriginal people, rural learner) women's unique needs are being addressed" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992), which implied that gender equity was being subsumed within a broader discourse of equity.

Continued Ministry efforts throughout the 1990s related to matters of gender equity. My analysis of the remaining file Q33129 titled *Gender Equity* revealed varied discourses. Despite the shift away from gender equity revealed in the analysis of the annual reports and underscored by the dissolution of the Gender Equity Liaison position within the Ministry, there was evidence that internally, at least, there remained a push towards gender equity efforts. The files from within Q33129 *Gender Equity* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994) related to a Curriculum

Services file on the subject of domestic violence. This file detailed all of the initiatives from this branch that related to domestic violence and mostly centered around curriculum documents from Home Economics and Family Studies as well as the *Violence Against Women: Learning Strategies to Prevent Violence Against Women* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994). Other content within Q33129 included the Ministry responses regarding the "Resolutions of the Manitoba Committee for UN. End of Decade for Women" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994). Those responses indicated the creation of a Gender Equity Committee within the Curriculum Services Branch, and how present staffing did not allow for a thorough review of sexist and stereotypical content, although the editing process did eliminate sexist language in new publications (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994).

The 1994-1995 file P-11-2-10 *Gender Equity* included the major speaking points regarding gender stereotyping in educational materials (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995). The five points included: (a) the Curriculum Services branch developing curricula free from gender bias and sex-role stereotyping; (b) the Ministry having a focus on equality of access and opportunity for women; (c) the strategic plan's call for the removal of barriers so that all Manitobans have equal access to education; (d) that the compulsory health K-9 curriculum explored issues of power and stereotypes; and lastly (e) that the Curriculum Branch developed materials to promote equal opportunities for males and females including *Big Boys Don't Cry, Positive Images of Women,* and *Confronting the Stereotypes* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995). The section

titled “Background” made reference to the Ministry recognizing the importance of gender equity and having addressed this issue through *Renewing Education: New Directions* in the section on gender fairness intended to be implemented into all curricula (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995). This file also included the statement that “major initiatives have been undertaken…to encourage female students to pursue career paths that include science, mathematics and technology” (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995). The appendix attached to these major speaking points on gender stereotyping was titled *Initiatives Undertaken by Manitoba Education and Training to Address* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995), which is in keeping with the discourse shift away from specific attention on gender equity towards equity understood more broadly. This peculiarity is noted also in the analysis of the annual reports wherein there was evidence of the move away from gender equity to a more general discourse of equity.

Analysis of the Ministry office file from the 2000s. The final office file included for my analysis was the 2005-2006 file P-12-7-6 *Diversity and Equity* (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). Included in this file were two documents that the Access and Privacy Coordinator labeled with sticky notes that stated “researcher does not have permission to copy this file”. As such, I will report only on the general contents of these documents based on the detailed notes I took about them without explicitly mentioning any of the possibly sensitive content so as to honour the terms of the research agreements between myself and the Government of Manitoba.

This file contained three documents that related to gender equity from a postmodern feminist and queer perspective. The first was a copy of an internal email where Ministry personnel made an initial pitch for professional development regarding education about LGBTQ youth and concerns. The email indicated that increasingly, Ministry staff were fielding requests from educators for support in this area, and that this particular department wanted to be pro-active in proposing professional development in this area (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). Another document was the proposal from various branches within the Ministry for a workshop for branch staff on sexuality and diversity, and in particular the perspectives of gay, lesbian, bisexual and transgender people. This file included a budget and proposed agenda for a full day workshop (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). The last file was the Ministry's response to an email inquiry from a researcher investigating the welfare and work issues for LGBTQ youth (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). In its response, the Ministry noted school counselling and other referral systems were in place to address sexual orientation and gender identity issues (Manitoba Office Files of the Director of the Program and Student Services Branch, 2005-2006). It also noted a number of programs and partnerships related to the safety of students, in particular those at risk for sexual exploitation and as related to the *Safe Schools Act*. An analysis of this office file revealed evidence of a shift in the policy discourse towards a queer conceptualization of gender equity. It also revealed that queer conceptualizations were still somehow in need of high-level scrutiny and rendered dangerous as evidenced by the Access and Privacy officer's notations about my copying this file. The Access and Privacy

officer did not provide any rationale regarding why these files could not be copied. I suspect, though, that because my request for access came at the same time that the then NDP government was working towards having *Bill 18 Safe and Inclusive Schools* passed that the political sensitivity around LGBTQ matters was heightened.

The collective policy discourses expressed across these Ministry office files, secondary texts, and annual reports will be discussed in the next section and in Chapter 5. My analysis of these Ministry office files indicated heightened awareness at the Ministry regarding concerns and efforts related to attention to gender equity, which was later contrasted with evidence of the erosion of that attention, although five of the files appeared within the first four years of the attention to equity era. In practical terms, what this meant for my analysis was that data from these Ministry office files told a different story about gender equity than was evidenced in the annual reports, and a story more in keeping with findings from the secondary texts. This was because these office files detailed, to some extent, continued Ministry attention to gender equity despite file dates that exceed the attention to gender equity era. One way to interpret this finding was that although the official Ministry documents approved for public release (annual reports, secondary policy texts) indicated a dramatic move away from gender equity, my analysis of the Ministry office files indicated internal conflict regarding that move. That internal conflict was evidenced in the ways that Ministry personnel (Rae Harris, in particular) protested he erosion of gender equity across the Ministry. First by way of her letter to the Assistant Director of Curriculum Branch regarding her concerns with her staffing allotment of the position, then again with her pointed resignation, and finally through her memo that told of her concerns about having it seem like the Ministry was doing more than they actually

were, Harris' protests underscored this internal conflict. All of the Ministry office files from the 1990s were filed under the title "Gender Equity" while the file from the 2000s was filed under the title "Diversity and Equity", which was in keeping with previous my analysis that showed the subsummation of the gender equity discourse under the equity and diversity discourse. Further, the discourse regarding gender equity within the Ministry office files certainly seemed to focus on women's equity issues, yet the discourse in the annual reports belied such interest while my analysis of the secondary texts showed waning interest. The overarching discourse regarding gender equity across all data sources indicated a move away from gender equity and the concerns of women towards equity understood more broadly.

Framing Gender

One of the ways evidence of gender equity efforts exists in policy texts is through the appearance of gender-based terms. Over time, my analysis of the appearance, disappearance, and re-appearance of those gender-based terms can indicate the policy attention being directed towards gender equity, and for whom that policy attention is directed. In this way, then, the appearance of gender-based terms within policy texts can act as a way to capture the various ways that gender is framed within policy. In this section, I will discuss the appearance, disappearance, and re-appearance of specific gender-based terms within the data sources.

Across all sources, gender-based terms such as *boys, girls, female,* and *women* appeared. Further examination of the appearance of those gender-based terms helped to indicate the various ways that the policy texts framed gender and how that framing then shaped gender equity. This section will report on the analysis of the framing of gender-

based terms within the policy discourse. I will discuss the framing of each gender-based term in relation to the eras in which each appeared.

Gender Framing in Relation to Boys/Men/Males

When the terms *males*, *boys*, or *men* appeared in the policy discourse during the attention to gender equity era (1975 to 1990), it appeared in one of three contexts. The first context where the term boys appeared was to balance out representation as in the example from the 1975 finding that stated "Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls" (Manitoba Department of Education, 1974-1975, p. 29). The second context that the terms males, boys, or men were invoked during the attention to gender equity era was to highlight the importance of their role in a child's life as evidenced throughout the 1981 secondary text, *Education of Children from One-Parent Families: A Background Paper* (Manitoba, 1981). This text indicated that when children live with only their mother, that those children "should be exposed to a male role model" (p. 7). The final context in which the terms males, men, or boys appeared in the attention to gender equity era was related to combatting sexual stereotypes in connection with the text *Big Boys Don't Cry: Combatting Sexual Stereotypes* (Manitoba, 1990b). In this text, a stereotypical boy was presented (i.e.: a boy who felt ashamed because he cried, who couldn't cook, who was dependent on women and girls to feed him) and offered lessons meant to help illustrate ways to overcome sex-role stereotypes. Other than these few findings, all other findings except one from the attention to gender equity era related explicitly to girls, females, or women. The single exclusion was the secondary text *A Commentary on Gender Differences* (Morrow & Goertzen, 1986), which used the term *gender* in its title, but generally adopted the term *females*

throughout the text with the occasional inclusions of the terms *women* and *girls* (Morrow & Goertzen, 1986). What this revealed was that while some attention was directed towards boys, the majority of the gender equity policy attention was framed around girls, females, and women. Nearly all of these findings appeared within the attention the gender equity era, which indicates that boys, too, received some of the policy attention within that era.

Gender Framing in Relation to Girls

During the attention to gender equity era, gender was occasionally conceptualized as girls' equity. The term *girls* first appeared in my analysis in 1975 with the statement "Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls" (Manitoba Department of Education, 1974-1975, p. 29). The term girls disappeared until 1985, during which time it was replaced occasionally with *female* and the term *women* more often. When the term girls re-appeared within the attention to gender equity era, it did so in 1985 in relation to "poster and pamphlets [that were] developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades" (Manitoba Education, 1985-1986, p. 8). Throughout the mid to late 1980s, when gender was conceptualized in relation to girls it tended to be centered on girls in math and science. Examples of this existed with regard to math in the findings from 1985 cited above with regard to the development of posters and pamphlets to encourage girls to study mathematics in the higher grades, the 1985 production of a video tape *What Every Girl Should Know Math And Science* (Manitoba Education, 1985-1986), and the 1989 Library and Materials Production Branch's re-mention of "what girls should know about science and mathematics [sic] – video" (Manitoba Education and Training, 1989-1990, p. 82).

Evidence of gender conceptualized as girls in science existed in the 1986 and 1987 identical findings that described seminars that "were organized to promote opportunities for high school girls in scientific and technical careers" (Manitoba Education, 1986-1987, p. 14; 1987-1988, p. 15). Another example was the 1988 finding that described the design of the new science curriculum with the aim of "encouraging more active participation of girls" (Manitoba Education, 1988-1989, p. 14). After 1989 there was no further evidence of gender conceptualized in relation to girls. Interestingly, when gender was conceptualized in relation to girls, this always meant girls in high and high school, and girls who would seemingly have careers in the near future. All of the findings related to gender framed in relation to girls appeared within the attention to gender equity era.

Few secondary texts adopted the term *girls*. Of those texts that did, one of those was the 1981 *Education and the children of one-parent families: A background paper,* which stated "The dating patterns of adolescent girls whose fathers were absent have received considerable attention from researchers" (Manitoba, 1981, p. 9). Another secondary text from the attention to gender equity era to use the term girls was *Big boys don't cry: Combatting sexual stereotypes* (Manitoba, 1990b), although the term girl did not appear in the front matter of the text. It only appeared in the lessons. One text from the attention to equity era that used the term girls was *Me read? No way! A practical guide to improving boys' literacy skills* (Manitoba, 2004) which included as one example the statement that "Providing equitable opportunities for girls is a familiar topic; providing them for boys is a relatively recent issue, but one that is appearing with increasing urgency on education agendas around the world" (Manitoba, 2004, p. 4).

The analysis of Ministry office files revealed the inclusion of the term *girls*. One memo from the Deputy Minister dated September 26, 1991 reported on a meeting wherein the Yukon and BC initiatives "Girls do Math" and "Girls and Women do Science and Engineering" came to light (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). As a result of becoming aware of those initiatives, the Deputy Minister then asked "Perhaps as you develop your divisional operational plans, you can give serious thought to the issue of how we, as a department, can take a leadership role in encouraging young girls and young women to enter 'non-traditional' fields of study or occupation" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). In another Ministry memo the term girls appeared, but only in title and not in use. What I mean by this is that there were memos that were related to educating girls and women, yet the content of those memos adopted the term female instead of girls. One example existed in a memo dated October 3, 1991 "RE: Educating girls and women" which continued with "Ed: I agree with J.D.C that the Dep't should take a leadership role in the encouragement of female students into careers in scientific technology…" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). These limited inclusions of gender conceptualized in relation to girls helped to show that when this Ministry conceptualized gender in relation to girls, they framed concerns for those girls within the K-12 educational system. In particular, those concerns reflected feminist empiricist approaches to gender equity by increasing the opportunities for girls in math, science, and technology.

Gender Framed in Relation to Female

The term *female* appeared more often than the term *girl*, but less often than the term *women*. When gender was conceptualized as female instead of girl or women, it tended to be related to positive female images, career planning for female students, and addressing the needs of female students. The term female first appeared in the analysis in 1978 related to an annotated bibliography *Resource Materials Presenting Positive Female Images* (Manitoba Department of Education, 1977-1978). Between 1978 when the term female first appeared and 1986 when it stopped appearing for more than a decade, the analysis showed that the terms female and women were used interchangeably. The idea of positive female images appeared three times in 1978, 1981, and 1983, and all of these related to the development of and revisions to an annotated bibliography titled *Resource Materials Presenting Positive Female Images* (Manitoba Department of Education, 1977-1978, 1981, 1983). The trend of both female and women appearing interchangeably continued until 1984 when the K-12 educational arena exclusively reported on females in the annual reports (Manitoba Education, 1984), which showed a marked shift from previous documentation wherein women and females appeared interchangeably. Until 1984, the analysis showed that females, girls, and women all appeared as terms used within the K-12 educational arena within the annual reports. This shift was short lived as evidenced by the re-adoption of the terms girls and women in 1985 within the K-12 arena, and only a single finding that used the term female (Manitoba Education, 1985-1986).

The analysis indicated that the terms *women* and *girls* were used somewhat interchangeably throughout the rest of the attention to gender equity era within the K-12 arena. Evidence of this interchangeability is available in *Appendix* L. Some exemplars of that

interchangeability included the use of the term *female* until 1986 when the finding showed "inequality of opportunity on females' learning of mathematics" (Manitoba Education, 1986-1987, p. 13); the use of the term girls until 1989 when the finding showed opportunities for high school girls in scientific and technical careers the term girls (Manitoba Education and Training, 1989-1990, p. 11); and the term women which appeared throughout the majority of years of the study. Only one secondary text from the attention to gender equity era used the term females, and that was *Education of Children from One-Parent Families: A Background Paper* (Manitoba, 1981), which also used females and women interchangeably in Section II: Incidence as evidenced in the following:

> Changes in family structure from 1971 to 1976 in Manitoba and Canada are presented in Table 4. In 1976, in both Manitoba and Canada, females, respectively, of one-parent families headed 84% and 83%. Thus, in 1976, in both Manitoba and Canada, there were approximately five times as many one-parent families headed by females as there were one-parent families headed by males. Since recent Canadian research 'has revealed that **women** who head families earn 50% less income than men who head families (CSSE Newsletter, November, 1979}, many one-parent families may experience financial difficulties. (Manitoba, 1981, p. 4 emphasis added).

The term female continued to appear within the attention to equity era, albeit infrequently with only three appearances. In 1999 and 2000 the Training and Continuing Education Branch, Access programs reported that its "programs served the target groups of Northern, Aboriginal, female, single parent and immigrant students" (Manitoba Education and Training, 1999, p. 55; Manitoba Education Training and Youth & Advanced Education,

2000-2001, p. 55). The final appearance of gender conceptualized as female was in 2011 when the Instruction, Curriculum and Assessment Branch reported on Special Initiatives: Low Socio-Economic Communities Strategy (SES) which was a "Transition, Education and Resources for Females (TERF) program" (Manitoba Education, 2011-2012, p. 26).

Very few Ministry office files included evidence of the discourse around females. Those that did, however, appeared within the attention to equity era. The few exceptions included a memo dated November 22, 1992 in response for information on what the Ministry was doing related to Strategy 8 of *Answering the Challenge* from the Coalition of Education and Training of Women (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992). The memo reported on "The curriculum services branch provides a number of resources focusing on career counselling of female students" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992) and "The Curriculum Services Branch supports the establishment and implementation of programs intended to provide services and skill development for 'at-risk' female populations" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1992). Other examples of the term female in the Ministry office files included the 1994-1995 example related to the issue of gender stereotyping in educational materials (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995). In *Appendix I: Initiatives Undertaken by Manitoba Education and Training to Address Equality Issues,* which corresponded with the major speaking points on gender stereotyping in education, it included the term females with "The objective of the project is to increase the awareness of female students about careers in science and to support females in the

university science careers" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995).

What is revealed through this analysis was that the term *female* primarily appeared in the attention to gender equity era and appeared very limitedly in the attention to equity era. Exceptions to those limited appearances existed in the Ministry office files where the term female continued to appear. Further, when the term female appeared, she was framed as someone who was in need of some kind of targeted help. That help was mostly framed around promoting positive images of females or as identifying females as a targeted group in need of education and training within this policy discourse. Females tended to be conceptualized around an ageless figure except when related to math and science. In the math and science examples, the term female implied a female still within in K-12 educational arena.

Gender Framed in Relation to Women

The analysis showed that the term *women* appeared the most frequently across all data sources. The term women first appeared in 1976 and continued to appear in the annual reports until this study's end in 2012, with a few exceptions, which included 1995, 2008, 2010, 2011, 2012. When the term women appeared, it tended to be related to sex-role stereotyping and career training. This effectively meant that gender was primarily conceptualized as women within the policy texts within this analysis. Importantly, after 1990, the term women stopped appearing in the K-12 educational arena (girls stopped appearing in 1989 and female in 1986 until its re-appearance in 1999). This mattered because it underscored the dramatic shift away from gender, which had previously been

conceptualized as women and girls, and which had largely defined the preceding era. This also indicated a shift in how gender equity would be conceptualized. The term women continued to appear within the post-secondary arena, albeit in rapid decline and nearly exclusively from the report of the Manitoba Student Aid Branch's report of up to $3000 for women in non-traditional PhD studies.

After 1990, the terms *women* and *girls* stopped appearing within the K-12 educational arena with a few occasional exceptions. One reason this disappearance from the K-12 arena was alarming was because up until 1990, much of the evidence of gender equity efforts from within this Ministry had appeared framed within the K-12 arena. To suddenly have no evidence from within that arena, and the one arena with the broadest province-wide application, suggested a change in the attention towards girls, females, and women in K-12 public education. One interpretation of this change could be that girls, females, and women no longer mattered. Other interpretations could be that the gender equity concerns of girls, females, and women had been resolved. Perhaps the policy window simply closed and the issue-attention cycle focused on this particular issue had moved on. Regardless of the reasoning, what was clear was that after 1990, it was primarily the post-secondary educational arena that held any evidence of gender equity framed around women and females.

Within the secondary texts, the term *women* did appear, however not often. The term women appeared in the 1981 *Education and the children of one-parent families: A background paper* with the single reference "Since recent Canadian research 'has revealed that women who head families earn 50% less income than men who head families (CSSE Newsletter, November, 1979}, many one-parent families may experience financial

difficulties" (Manitoba, 1981, p. 4). The secondary text *Violence against women: Learning activities to prevent violence against women* (Manitoba, 1991) adopted both the terms females and women. Evidence of those terms existed in the example "Violence against women is generally seen as behaviour that is learned in the context of family relations and passed down from generation to generation" (Manitoba, 1991, p. 1) and that "males are expected to treat females with contempt" (Manitoba, 1991, p. 1). The 2004 text *Me read? No way! A practical guide to improving boys' literacy skills* (Manitoba, 2004) also included the term women. For example, "Bruce Pirie (2002, p. 53) points out that 'boys don't like to feel stupid . . . but they sometimes do, especially around girls, women, and English teachers. Women, it seems to them, often leave things unspoken, expecting men to read between the lines and make intuitive leaps. This makes boys nervous'" (Manitoba, 2004, p. 17). The final appearance of the term women appeared in 2006 in the text, *Belonging, learning, and growing: K-12 action plan for ethnocultural equity* (Manitoba, 2006a). The single inclusion of the term women appeared as "Some called for increased attention to ensure 'cross-representation' within target groups, for example, the Department should seek to ensure that women on our committees reflect diverse cultural origins" (Manitoba, 2006a, p. 16). No additional secondary texts adopted the term women.

Across the Ministry office files, the term *women* was used widely. One example was from the 1992 memo related to activities and planning in the area of women's issues, which answered the question of what the Ministry "could **reasonably** do to continue and build on what we are already doing?" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992 original emphasis). The answer included "Assist the Deputy Minister's office establish [sic] the Committee as a valued resource to the design

and development of an effective women's policy and program review framework and to the establishment of ongoing partnerships with individual women and women's groups throughout Manitoba" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991-1992). Another example existed in the Ministry response to the Women's Directorate – A Manitoba Action Plan, which asked "What goals can Manitoba Education and Training do and in what time frame? Goal Two endorses the philosophy that abuse is a crime and ensure that all Manitobans understand it" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). Part of the Ministry response to that goal came from Bureau de l'éducation Française which indicated "In order to prevent the abuse and victimization of women, we recommend a program of study for K-12 that would cover interpersonal relationships, personal development and career education" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991). The program description included the statements "to promote the role of women in post-secondary education" and "to prepare women for non-traditional occupations" (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991).

Over time, the terms *girls*, *women*, and *females* were neutralized through the use of the term *gender*. While the term women continued to appear in most years of this study, there was a notable decline in its appearance. The finding from 1994 signaled the rapid decline in the use of the term women in the annual reports, and that finding appeared in relation to preparation for the Minister and Deputy Minister meetings where they would examine issues related to "Rethinking Training: Meeting Women's Needs" (Manitoba Education and Training, 1994, p. 52). Between 1994 and its final appearance in 2009, the only time the term women appeared in the annual reports was in relation to financial

support for women in PhD. programs. The final appearance of the term women in 2009 was related to the renewal activities that included a Women's Leadership Program (Manitoba Education, 2009-2010). That final appearance of the term women in the annual reports corresponded with the adoption of the term gender within the annual reports.

Further evidence of decline of the term *women* existed in the Ministry office files, which also showed evidence of adopting the term *gender* instead of *girls*, *females*, or *women*. The majority of the Ministry office files included within my analysis included the term gender in their file title. It is unclear at what time these files were collected and titled meaning that I cannot determine whether those file titles were reflective of the year which they were dated, or whether those file titles were reflective of the archival deposit year, which tended to be six years later. In either case, the titles of these files confirmed the shift away from gender equity conceptualized as girls, females, and women towards a gender-neutral conceptualization. The content within these Ministry office files, however, seemingly used women and gender interchangeably. Evidence of this existed in the position title within the Ministry, which was sometimes referred to as the Gender Equity Consultant and sometimes referred to as the Women's Liaison Consultant (Manitoba Office Files of the Director of the Program and Student Services Branch, 1991).

Gender Framed in Relation to Gender and Sexual Orientation

While the term *gender* first appeared in 1986 with the title of *A Commentary on Gender Differences* (Morrow & Goertzen, 1986) and appeared again in 1997 with the release of a bibliography on the topic of gender equity (Manitoba Education and Training, 1997), the Ministry appeared to have begun to adopt this specific term for use in the annual reports beginning in 2008. Evidence of this existed with the finding that stated "Action

research began to develop a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, English as an Additional Language, Low-Socio Economic and Gender issues (Manitoba Education, 2008-2009, p. 23). Evidence of the adoption of that term continued in 2009 with the finding that similarly stated that the Ministry would "Initiate a demonstration project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, low socioeconomic and gender" (Manitoba Education, 2009-2010, p. 23).

This move in the annual report to using the term *gender* was seemingly a precursor to the next move, which was toward conceptualizing gender around sexual orientation. Evidence of this move existed in the 2011 and 2012 annual reports. After 1990, *women* and *girls* were never mentioned within the annual reports within the K-12 arena. Instead, the occasional findings from the K-12 arena use the terms *gender equity*, *gender*, *gender issues*, and *gender identity*. Mixed within those findings were also occasional findings related to *sexual orientation*, *boys' literacy,* and *females*. What was of consequence in this analysis was that it indicated shifts within the ways gender and gender equity were framed within the policy texts and policy discourses. The findings that revealed this discourse shift mostly reflected a feminist empiricist conceptualization as evidenced by the use of such liberal feminist approaches of creating bibliographies related to gender equity and producing books to assist with improving boys' literacy. In 2008 and 2009 the discourse shifted slightly to be about the development of "a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on…gender issues" (Manitoba Education, 2008-2009, p. 23), and later "a demonstration

project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on…gender" (Manitoba Education, 2009-2010, p. 23). Because of the continued attention onto matters related to gender evidenced within these findings, and the manners in which monitoring and gender as an equity indicator implied the idea of equality among men and women/boys and girls, I concluded that both reflected a feminist empiricist conceptualization of gender equity. This was in contrast to the findings from 2011 and 2012, which indicated another shift in the policy discourse, and one that reflected a postmodern feminist conceptualization.

The 2011 and 2012 findings both used the term *gender identity*, which showed closer alignment with a queer conceptualization of gender than previous findings. Further, the appearance of the term gender identity emerged in the context of a research initiative "concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity" (Manitoba Education, 2011-2012, p. 27). The contextual backdrop to the shift from gender issues to concerns over gender identity reflected a shift in the conceptualization of gender equity, albeit subtle, to one reflective of a postmodern feminist and in particular, a queer one. Whereas the 2008 and 2009 findings did not offer specific contextual details to help define gender in those findings, the 2011 and 2012 findings did indicate such contexts. The additional inclusion of sexual orientation and homophobia helped to indicate the shift towards a postmodern feminist and queer conceptualization. Whereas the rapid decline of attention to gender equity, and particularly framed around women and girls, within the K-12 arena between 1990 and 2012 indicated one kind of policy attention shift, the discursive shift away from gender towards gender identity and sexual orientation indicated another kind of shift. That

shift was one where when gender equity continued to appear within the annual reports, and it did so from a postmodern feminist perspective.

My analysis of policy texts started with texts from 1975. At that time, there was no evidence of contemporary fluid notions of gender within these policy texts; instead, there was evidence of females and males, women and girls, and boys and men. During the attention the gender equity era, most of the policy attention was directed towards women and girls with the occasional mention of females. During the attention to equity era, my analysis showed the negation and eventual neutralization of women, girls, and females into the broader category of gender. At the end of the study, that broader category extended to also be about sexual orientation. The shifting conceptualization of gender tended to parallel the shifting conceptualizations of gender equity. The predominant conceptualization of gender equity found within this analysis was a feminist empiricist one. The analysis indicated that as attention towards girls, females, and women waned, increased attention emerged onto gender identity and sexual orientation. Such evidence suggested a shift from a feminist empiricist conceptualization of gender equity towards more of a postmodern feminist conceptualization. More specifically, over time the analysis showed the steady increase, peak, and rapid decline of feminist empiricist conceptualizations of gender and primarily liberal feminist enactments of gender equity. That rise and decline was particularly noted with the beginning of the attention to equity era when gender equity was rarely a concern compared to the equity concerns.

Summary

This chapter showed the analysis of the annual reports, secondary texts, and ministry office files. My analysis indicated three key frames which were (a) term specificity,

(b) context of term inclusion, and (c) educational arena. Finer-grained analysis of those three frames revealed two eras. The first era took place from 1975 to 1990 and reflected a time when policy attention was directed towards gender equity generally framed around the equity concerns of women and girls. The second era took place from 1991 to 2012 and reflected a time when policy attention was directed towards equity, but generally not towards gender. The equity concern during this era was primarily directed towards ethnocultural equity. Within the attention to gender equity era, the policy discourse changed from being about sex-role stereotyping and positive images of women to being about concerns over women and girls in mathematics, science, and computers. That discourse shifted again to be briefly about boys' literacy. Eventually, my analysis indicated a shift in the discourse away from the articulated concerns of women and girls to be about the more general concerns related to gender. Finally, towards the end of the study's time frame, the discourse shifted to be about equity more generally and then towards sexual orientation. The analysis of the secondary texts reaffirmed the term specificity findings from the analysis of the annual reports. This was seen in the ways the secondary texts framed gender through specific gendered term use. The shifts within the use of those terms helped to reveal the policy discourses around gender equity. Further, the majority of those gendered terms appeared within the K-12 educational arena, which underscored that arena as the one through which most gender equity efforts occurred. One interesting contradiction to appear from my analysis across the three data sources (annual reports, secondary texts and ministry office files) was the apparent persistence of gender equity efforts. Despite the analysis of the annual reports showing a rapid decline of gender equity efforts after 1990, my analysis of the Ministry office files and secondary texts both showed

residual, sedimentary policy attention towards gender equity. The analysis of the Ministry office files, in particular, showed extended concern for efforts towards gender equity within the Ministry. One thing that was clear from all of the analyses conducted, though, was that gender equity was eventually subsumed under a more general discourse related to equity. Overall, the two contexts of term inclusion of curriculum and targeted supports emerged across all data sources as the primary contexts in which gender equity efforts emerged. One conclusion to emerge from this analysis was that the K-12 educational arena held the most evidence of efforts towards gender equity. This was especially true when it came to producing secondary texts meant to elaborate on or be instructive towards achieving gender equity. My analysis suggests that the more articulated gender equity work occurred primarily within the K-12 educational arena. While there was evidence of gender equity efforts at the department-wide level through the Gender Equity Consultant, that role was short lived and minimally staffed at 0.2 or twenty percent of full time. My analysis further indicated that what was unfolding publically as evidenced through published annual reports and secondary texts was divergent from what was unfolding privately as evidenced through the analysis of the Ministry office files. While the public discourse showed a turn away from gender equity efforts, the evidence suggested from within the Ministry showed some dissent regarding that turn. Whereas the evidence from the annual reports showed a significant drop in gender equity related findings after 1990, the analysis of the secondary texts and Ministry office files showed continued efforts. Those efforts were, however, diminishing.

Chapter 5: Discussion, Future Research, and Recommendations

Gender equity is a topic that has waxed and waned in educational policy agendas. Conceptualizations of gender and gender equity have changed over time, and those changes are worth paying attention to as we continue to craft policy aimed at achieving gender equity. Few researchers have studied the conceptualizations of gender equity in Canadian educational policy, and none had researched those conceptualizations in Manitoba educational policies. A feminist analysis of that context, then, was useful to provide a critical examination of the historical background to the landscape of gender equity policy in the Manitoba context.

This study explored the landscape of gender equity policy attention in Manitoba educational administrative policies from 1975 to 2012 by analyzing annual reports, secondary texts, and select Ministry office files. Through that analysis, three frames emerged within two eras. Those three frames were: (a) term specificity, (b) context of term inclusion, and (c) educational arena. The first era spanned from 1975 to 1990, while the second era spanned from 1991 to 2012. In this chapter, I provide answers to the research questions using the findings presented in Chapter 4. Those research questions were: (a) what were the conceptualizations of gender equity in select Manitoba administrative educational policies from 1975 to 2012?, (b) in what ways did the conceptualizations of gender shape the framing of gender equity in these policy documents?, and (c) how have conceptualizations of gender equity changed over time in the Manitoba context?

The overall finding in response to Research Question #1 was that the predominant conceptualization of gender equity within Manitoba education administrative policy texts was feminist empiricist. The overarching findings from Research Question #2 indicated the

changes in the ways gender was framed over time. This analysis showed the shift from policy texts framing gender in relation to female, girls, and women to later addressing sexual orientation and gender identity. Finally, the overall finding from Research Question #3 was that over time, feminist empiricist conceptualizations peaked and waned with postmodern feminist conceptualizations showing early and emerging evidence as the primary conceptualization. Following the discussion of the research questions, I then discuss the implications for future policy and recommendations.

Discussion of Findings Related to Research Questions #1 & #2

Research Question #1 asked about how gender equity was conceptualized in select Manitoba administrative educational policies from 1975 to 2012. Research Question #2 asked about the ways the conceptualization of gender shaped the framing of gender equity in these policy texts. Because of the interconnectedness of the findings for these research questions, I discuss them together.

Feminist Empiricist Conceptualizations

My analysis indicated that the predominant feminist conceptualization of gender equity was feminist empiricist. The appearance of feminist empiricist conceptualizations of gender equity far exceeded any other conceptualization, which paralleled the dominant trends in thinking during this time frame. Examples of feminist empiricist conceptualizations existed across all data sources. While the majority of those examples appeared within the annual reports, most of the secondary texts and nearly all of the Ministry office files also showed evidence of feminist empiricist conceptualizations of gender equity. Some examples of these feminist empiricist conceptualizations included evidence from the annual reports related to initiatives towards sex-role stereotyping,

professional development opportunities for teachers to identify sex bias, development of materials that portrayed positive female images, and the inclusion of affirmative action strategies related to a Focus on Women committee.

Feminist Empiricist Approaches

My analysis indicated between 1975 and 2012 that this Ministry of Education adopted primarily feminist empiricist and liberal feminist strategies for achieving gender equity. Mazur's (2002) findings paralleled my own given that Mazur's (2002) research suggested that liberal feminist approaches were more palatable to educational stakeholders, who might include parents, educators, government and policy makers. It is unsurprising, then, that my analysis indicated similar findings. My findings also align with Marshall's (2002) research that suggested that liberal feminist approaches to gender equity were preferred by educators. The literature on liberal feminism suggested that sex-role stereotyping was a common theme associated with liberal feminist work in Canadian educational contexts (Coulter, 1996; Gaskell & Eyre, 2004). Findings from my study support Marshall's assertion that educators prefer liberal feminist approaches given that the significant majority of my findings showed evidence of a feminist empiricist conceptualization and liberal feminist mechanisms. Some of the reasons that liberal feminism and liberal feminist approaches were perceived as preferable related to their being more palatable than radical feminist approaches. My analysis further revealed a reliance on liberal feminist approaches to gender equity such as initiatives towards overcoming sex-role stereotyping and materials showing positive images of women.

Further, my analysis of the Manitoba context showed concern with sex-role stereotyping in textbooks, which parallels Coulter's (1996; 2007) findings from other

Canadian contexts. This parallel was particularly salient in the recommendations from *Confronting the Stereotypes* (1985a) as well as in *Strategy 8: Sex-role stereotypes* from *Answering the Challenge: Strategies for Success in Manitoba High Schools* (Manitoba, 1990a). The recommendations from *Confronting the Stereotypes* suggested avoiding sexist language, checking textbooks for offensive content such as stereotypical portrayals of women, and avoiding job assignments based on sex-role stereotypes (Manitoba, 1985c). Strategy 8 targeted sex-role stereotyping through such liberal feminist means such as "the provision of equal opportunities, the provision of appropriate role models and the evaluation of content in curricula and textbooks" (Manitoba, 1990a, p. 4). As Coulter's (1996; 2007) research showed, liberal feminist approaches to gender equity dominated the Canadian policy landscape in the 1980s. My study suggested similar findings given the evidence of primarily feminist empiricist approaches, and particularly those that are characterized as liberal feminist ones, peaked during the 1980s.

Key Issues and Concerns

My analysis showed that when gender was conceptualized from a feminist empiricist perspective, gender equity was framed around key issues and concerns, which included (a) overcoming sex-role stereotypes, (b) portraying positive images of women, and (c) increasing the achievements of women and girls in math, science, and computers. These findings emerged primarily from within the K-12 educational arena, and secondarily from the post-secondary educational arena. The majority of the feminist empiricist findings appeared within the attention to gender equity era, while the appearance of feminist empiricist findings in the attention to equity era diminished rapidly. When gender equity was conceptualized along feminist empiricist lines, those conceptualizations primarily

framed gender in relation to women and girls. What this revealed was that for a time, there was a policy direction where the equity concerns of women and girls were the focus within many educational administrative policy texts. These findings suggest that this Ministry implicitly supported the feminist empiricist belief that by providing more equal opportunities for women and girls, that gender equity could be achieved.

Several gender policy scholars have argued that how gender is conceptualized in policy texts creates a discourse that defines particular views about gender (Allan, 2003; Bacchi, 1999, 2009b; Marshall, 2000a; Mills & Keddie, 2010). Those conceptualizations of gender then shape how gender equity is framed in policy texts. The findings from this study indicated that a reliance on feminist empiricist conceptualizations of gender equity restricted the approaches, initiatives, and thinking to targeted supports and curriculum. The most common mechanism for achieving gender equity evidenced in the policy texts under analysis was the targeted support of developing of programs for women and girls. A second popular mechanism to achieving gender equity was the development of curriculum materials related to gender equity framed as the educational concerns of women and girls. Both of these framings suggested the perceived inferiority and vulnerability of women and girls (Ailwood & Lingard, 2001; Baxter, 2003). A concern with both of these approaches is that that without any evaluation, these policies could be reinforcing the very inequities they tried to alleviate (Ailwood, 2003; Allan, 2008; Bacchi, 1999; Baxter, 2003; Petrovich, 2005). These approaches to gender equity connected to feminist empiricist notions of increasing opportunities for women as a way to overcome gender inequality.

Overall, my analysis indicated that when feminist empiricist conceptualizations of gender were adopted, gender equity was framed around notions of aiding women to

become equal to men through increasing opportunities and changing textbooks or curricula with little evidence of attention to *why* women would not be equal, or *why* men would be valued more than women. There was no evidence of evaluations regarding the effectiveness of those increases in opportunities for women and girls, or any evidence of assessments of whether changes to curricula or textbooks made any difference towards the outcome of gender equity. Also not evident was whether any of the initiatives included the standpoints of women, or whether the Ministry had engaged in any consultation or collaboration with women effected by these policy changes. It was unclear whether women were involved in these policy initiatives as stakeholders and policy drivers, meaning that they were integral to the creation and direction of these policies, or whether these changes originated in top-down, patriarchal bureaucracies (Lombardo, 2008).

Also absent from the policy discourse were policy efforts specifically directed towards boys and men, save for the one secondary text *Me read? No way!* (Manitoba, 2004). This finding suggested that the concerns of boys and men required very little directed policy efforts from this Ministry. By itself, this could be considered by some feminists to be evidence of pervasive androcentrism given the absence of attention to men's needs because implicitly, it suggested that their needs were already being met. Additionally, when women and girls appeared within the policy discourse they were implicitly framed as less than men (Allan, 2008; Bacchi, 1999; Jensen, 2008; Meier & Lombardo, 2008). There was very limited evidence of discourse related to the ways men and boys experienced gender inequality. One interpretation of this was an implicit assumption that men did not experience gender inequality, or if they did, it was insufficient to warrant policy attention.

Feminist Standpoint Conceptualizations

The analysis showed significantly less evidence of the remaining feminist conceptualizations. My analysis showed few feminist standpoint conceptualizations and even fewer postmodern feminist ones. Some of the feminist standpoint conceptualizations related to the creation of a women's studies centre, the implementation of a sexual harassment policy, and the development of curriculum materials to prevent violence against women. These findings were reflective of a feminist standpoint conceptualization because of the way they framed the issues of women as ones that required unique approaches, and ones that highlighted the exclusive needs of women Further, these approaches tended to reflect a feminist standpoint because of the ways they put the unique and distinct concerns of women and girls at the forefront of educational matters (Acker, 1987).

Feminist Standpoint Approaches

The literature on feminist standpoint theory indicated that during the second wave of feminism, feminist standpoint advocates were responsible for helping to establish women's centres and calling attention to women's sexual exploitation (Adamson et al., 1988). Feminist standpoint activists in Canada during this wave of feminism directed particular attention to matters of sexual violence against women and established groups such as Women Against Violence Against Women (Adamson et al., 1988). In light of those contexts, I considered the women's studies centre, the sexual harassment policy, and the resource for preventing violence against women described in the annual reports as evidence of feminist standpoint conceptualizations of gender equity. Although the secondary text *Violence Against Women: Learning Activities to Prevent Violence Against*

Women (Manitoba, 1991) was thematically related to a feminist standpoint conceptualization, the mechanisms used within those learning activities more closely reflected feminist empiricist approaches. As a result, there were no secondary texts from a feminist standpoint conceptualization. Further, none of the Ministry office files had evidence of feminist standpoint conceptualizations.

Key Issues and Concerns

My analysis showed that when gender equity was conceptualized from a feminist standpoint perspective, it was framed around a few limited issues and concerns. Those issues and concerns included providing unique programs for women, establishing a women's studies center, creating a sexual harassment policy, and preventing violence against women. Nearly all of these concerns emerged from the post-secondary educational arena, except for two. One finding emerged from the K-12 arena in relation to production of a curriculum support document *Learning Activities to Prevent Violence Against Women* and one emerged from the department-wide arena with regard to a branch within the Ministry assisting in policy matters in area of women's issues. What this revealed was that evidence of a feminist standpoint existed primarily in the post-secondary educational arena. This is unsurprising given the academic nature and origins of standpoint feminism (Lorber, 2001). Further, parental concerns and desires in the K-12 arena may have also been at play in discouraging such "radical" ideas to encouraged within that arena. What this analysis revealed was that a feminist standpoint held little traction in the K-12 arena, which effectively limited the kinds of approaches to gender equity that were adopted by this Ministry of Education. Within the post-secondary arena, however, a feminist standpoint held more traction. This could be in part because there were possibly more active feminists

in those post-secondary environments. It could also have been because of the nature of the students and their gendered awareness in those post-secondary environments. Students in K-12 might be less likely to advocate for gender equity concerns than adults. In either case, the analysis showed that few of the approaches to gender equity adopted by this Ministry reflected a feminist standpoint, which suggested that this particular conceptualization of gender equity was not a popular one.

Postmodern Feminist Conceptualizations

The analysis showed that postmodern feminist conceptualizations were reflected the least in the data. When postmodern feminist conceptualizations appeared, these were related to challenging homophobia, sexual orientations, and gender identities. All of these findings appeared within the attention to equity era, although I also considered the emergence of these postmodern feminist findings the cusp of a third era given that the evidence began to show renewed attention towards gender equity framed around LGBTQ issues. The emergence of those findings seemed to foreshadow a new era.

Postmodern Feminist Approaches

Despite the postmodern feminist findings being reflected the least in the data, when they did appear, they tended to reflect queer conceptualizations of gender. As Goldstein et al. (2008) noted, queer conceptualizations of gender inequality sometimes take on the forms of anti-homophobia campaigns, anti-bullying legislation, and school-based anti-homophobia policy. Accordingly, I considered similar findings as evidence of postmodern feminist conceptualizations because they showed evidence of expanding the categories of genders and sexualities beyond binary ones, and because of the particular attention to issues related to LGBTQ needs. These very limited findings reflected a queer

conceptualization of gender equity given that they destabilized the gender dichotomy by expanding the categories and by bringing attention to the "complexities of the traffic between gender and sexuality" (Jagose, 2009, p. 172).

Key Issues and Concerns

My analysis showed that when gender was conceptualized from a postmodern feminist perspective, gender equity was framed around sexual orientation and gender identity. Of the very limited number of postmodern feminist findings, half of those related to a research initiative with the intent of developing "resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity" (Manitoba Education, 2012-2013, p. 27). When I completed data generation, this resource had not yet been released. A quick search of both the Manitoba Education Library catalogue and the Manitoba Education and Training website as of May 2017 also suggests that this resource has not yet been released. What was interesting about the emergence of these postmodern feminist findings was that they showed emerging evidence of a shift in how gender equity had been conceptualized within this Ministry. This handful of postmodern feminist conceptualizations of gender equity tended to frame gender equity around the concerns of LGBTQ people. What was noteworthy about this emerging shift was it showed the re-emergence of gender equity concerns, but from a different conceptualization than during the attention to gender equity era.

Framing Gender Equity

During the attention to gender equity era, the predominant feminist conceptualization was a feminist empiricist one and tended to be framed around concerns

related specifically to women, girls, and females. Until 1990, gender-based terms such as *women*, *females*, and *girls* dominated the gender equity policy landscape. After 1991, however, the appearances of those terms diminished and eventually disappeared. These were replaced with less gender-specific, and more general-neutral terms such as *gender*. This turning point in the discourse aligned with the change in eras. One difference, however, was that while the attention to gender equity era was densely populated with gender equity related findings, the gender equity related findings within the attention to equity era were much more sparse. What were densely populated within the attention to equity era instead were findings specifically related to equity, but unrelated to gender. Figure 2 shows this analysis in relation to the annual reports.

Changes in the Policy Discourse: Decrease in Gender-Based Terms

Over time, the analysis showed that gender-based terms dropped off in frequency. Whereas during the attention to gender equity era the analysis showed the frequent appearance of gender-based terms such as *girls*, *women*, and *female*, after 1990 the frequency of those gender-based terms declined. This decline was especially noted in the analysis of the annual reports with regard to the K-12 arena. Within those reports and in relation to the K-12 arena, gender-based terms stopped appearing after 1990. A single gender-based term reappeared in 1997, after which no there were no additional appearances of gender-based terms until 2006. What this effectively showed was that between 1990 and 2006, policy attention within the K-12 educational arena stopped being directed towards gendered concerns. Whereas the evidence showed that the policy attention during the 1980s was clearly focused on the gender equity concerns of women and girls, after 1990 there was a dramatic decrease in any evidence of gender equity

concerns within the K-12 educational arena. This finding paralleled Young's (2005) research that suggested that during the 1990s, gender equity stopped being a policy concern at the K-12 school level. It became clear, then, that the decrease in gender-based terms within the annual reports paralleled the two eras given that gender based terms appeared frequently within the attention to gender equity era and mostly disappeared within the attention to equity era. .

Changes in the Policy Discourse: Subsummation of Gender Into Equity

Another way that the policy discourse changed was related to the subsummation of gender equity concerns under the more general discourse of equity. This change took hold between 1990 and 1991, and was especially evident through the analysis of the annual reports and secondary texts. The analysis of the annual exports showed clear demarcations of when gender equity concerns were subsumed by more general equity concerns. My analysis of the annual reports showed 1989 as the peak year for gender equity related findings. That peak began to decline in 1990, and continued to decline rapidly in 1991. Likewise, the analysis of the secondary texts also showed a dramatic shift away from gender equity concerns towards equity, and specifically ethnocultural equity concerns. Between 1985 and 1991 the Ministry published *Confronting the Stereotypes: Kindergarten to Grade 4, Confronting the Stereotypes: Grades 5-8, A Commentary on Gender Differences*, *Positive Images of Women, Answering the Challenge: Strategies for School Success, Big Boys Don't Cry: Combatting Sexual Stereotypes,* and *Violence Against Women: Learning Activities to Prevent Violence Against Women*. All of those secondary texts targeted gender equity topics. After 1991, the Ministry published *Renewing education: New directions: A foundation for excellence* and *Renewing education: New directions: The action plan*. The first of these

included a section on gender fairness and gender bias; the other rendered those concerns moot by excluding all references to gender. What appeared instead, were references to equity, diversity, and fairness. It was clear that during the 1990s, gender equity concerns either disappeared completely, or were subsumed under the more general equity discourse. While the analysis of the secondary texts showed residual evidence of continued attention to gender equity within the attention to equity era, that evidence was minimal compared to the volume of equity-related findings during that era.

One interesting observation regarding the minimal inclusion of gender equity related findings from secondary texts within the attention to equity era was that on two occasions, a consultation or foundation version of a policy text included sections dedicated to gender equity. Those appeared in *Renewing education: New directions: A foundation for excellence* (1995a) and *Diversity and equity in education: Action plan for Ethnocultural: For consultation* (2003). *Renewing education: New directions: A foundation for excellence* (1995a) included a section on gender fairness and a statement related to gender bias. Both of these were removed from the action plan version of the policy text. Likewise, the *For consultation* version of *Diversity and equity in education: Action plan for ethnocultural equity* similarly excluded the section related to a Gender Equity Initiative that the *For consultation* version had included. What is important about these findings is that they underscore the ways that gender equity concerns disappeared from the action components of policy. While these findings indicated that some policy attention was still being directed towards gender equity concerns in the consultation and foundation stages, without the follow through of gender equity concerns continuing to be actionable policy items, little stood to change. Gender equity cannot be achieved without its inclusion in the action components.

Changes in the Policy Discourse: Reappearance of Gender Based Terms

The reappearance of gender-related terms such as *sexual orientation* and *gender identities* suggested emerging evidence of a third era, and one where the renewed gender equity focus was on LGBTQ-related matters. My analysis showed emerging evidence that supported this idea of third era wherein renewed attention to gender equity appeared, and was directed towards LGBTQ concerns. This emerging third era became especially prominent towards the end years included for analysis. While the first appearance of a queer conceptualization of gender equity appeared in the annual reports in 2001 and the next appeared in the secondary texts *Human Sexuality: A resource for Kindergarten to grade 8* and *Human Sexuality: A resource for senior 1 and 2 physical education* in 2005, the repeat inclusions of *sexual orientation* and *gender identity* in 2011 and 2012 in the annual reports suggested the emerging evidence of this possible third era.

Contested Discourses in the Framing of Gender Equity

My analysis of the secondary texts and Ministry office files seemed to indicate a finding that conflicted with the analysis of the annual reports. This was especially the case in relation to the K-12 educational arena. All of the secondary texts emerged from the K-12 educational arena, which is why I am focusing this discussion on the analysis of the K-12 arena evidenced in the annual reports. Despite many of the secondary texts being located in the attention to equity era, many of those secondary texts continued to include a policy discourse, albeit minimally, that attended to gender equity. This was in sharp contrast to the references from the annual reports. After 1990, gender equity related concerns appeared minimally within the K-12 arena within the annual reports. Of the handful of those findings, only one used a gender-based term that was predominant in the attention to

gender equity era. Also interesting was that after 1990, specific gender-based terms such as *boys, women*, and *females* only appeared twice. In their stead were the terms *gender* and *sexual orientation*, which served to neutralize gender. This was also in keeping with the appearance of those same terms within the secondary texts. Also within the secondary texts, specific gender-based terms such as *boys* and *women* stopped appearing, and were replaced with *gender, gender issues, gender roles*, and *sexual orientation*.

There seemed to be some contrast between the policy discourses evidenced in the annual reports as compared to the evidence of policy discourses from the secondary texts. Across the Ministry (understood broadly) as reported in the annual reports and inclusive of all departments, the policy discourse during the attention to equity era had shifted away from matters of gender equity onto equity understood more broadly. Yet, within the secondary texts that appeared within the attention the equity era, there remained a divergent policy discourse, and one that continued to pay attention to matters of gender equity. Evidence of that continued attention existed, albeit sparsely, in most secondary texts from the attention to equity era. Some could argue that this was an example of residual policy attention from the sediment of previous policy directions (Bascia, 2001); however, it was clear that the gender equity policy discourses across these policy texts were not reflective of a unified voice. This was also the case regarding the policy discourses reflected in the analysis of Ministry office files.

My analysis of the selected Ministry office files indicated heightened awareness at the Ministry regarding concerns and efforts related to attention to gender equity, which was later contrasted with evidence of the erosion of that attention, although five of the files appeared within the first four years of the attention to equity era. In practical terms, what

this meant for my analysis was that data from these Ministry office files told a different story about gender equity than was evidenced in the annual reports, and a story more in keeping with findings from the secondary texts. This was because these office files all detailed, to some extent, continued Ministry attention to gender equity despite file dates that exceed the attention to gender equity era. One way to interpret this finding was that although the official Ministry documents approved for public release (annual reports, secondary policy texts) indicated a dramatic move away from gender equity, my analysis of the Ministry office files indicated internal conflict regarding that move.

Research Question #3

Research Question #3 asked about how the conceptualization of gender equity changed over time. Figure 5 shows the findings by year and across all conceptualizations. Findings represented instances in the data that showed evidence of particular feminist conceptualizations of gender equity. Because this study is concerned with both the landscape and the location of gender equity situated along that landscape, it is important that the analysis also included the chronology of those location texts. I will address this important analysis in the section that follows a more general discussion of these conceptualizations. One proviso I need to offer for Figure 5 is that the significant majority of the data included in Figure 5 came from an analysis of annual reports, while fewer findings came from the analysis of the secondary texts and Ministry office files. Given this proviso, the analysis revealed an overall pattern wherein the predominant feminist conceptualization of gender equity was a feminist empiricist one. Over time, however, my analysis also showed that while feminist empiricist conceptualizations were the majority, the appearance of any feminist conceptualizations decreased significantly after 1990.

Another change in the conceptualizations over time was the emergence of postmodern feminist conceptualizations towards the study's end time frame.

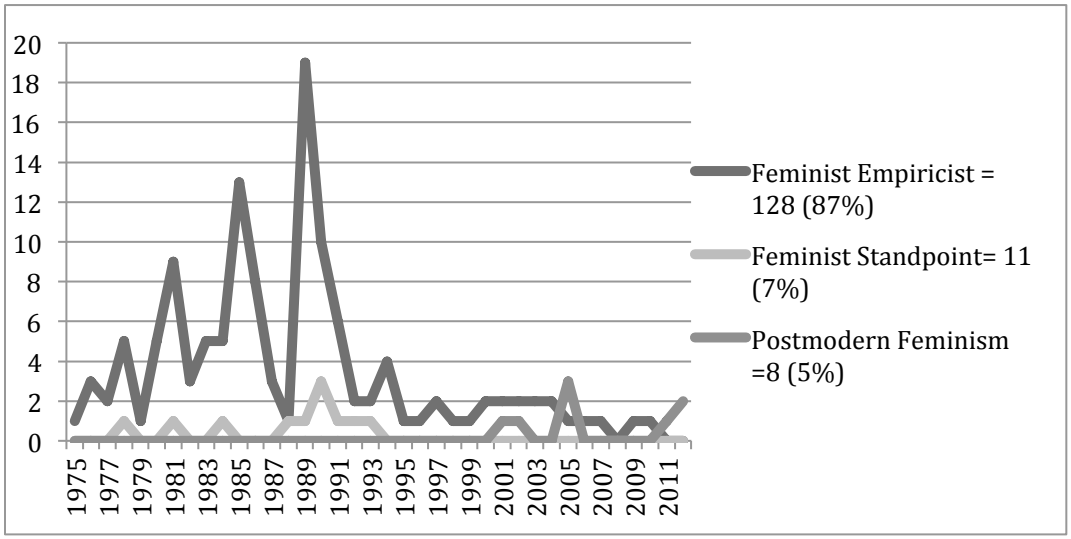

Figure 4. Findings according to feminist conceptualization by year.

Peak and Decline of Feminist Empiricist Conceptualizations

One pattern to emerge from the analysis was an increase, peak, steady decline, and then nearly total absence of feminist empiricist conceptualizations of gender equity between 1975 and 2012. Three themes punctuated the landscape of feminist empiricist conceptualizations, which were (a) addressing and overcoming sex-role stereotypes; (b) promoting positive images of women; and, (c) providing equal opportunities for women. Many of the findings considered to be feminist empiricist were related to the sexual and sex-role stereotyping. Examples of these included the finding from 1976 from the Women's Studies area of the Curriculum Services Branch which described their "activities [that] centered on identification, acquisition and/or production of materials which do not implicitly or explicitly categorize activities according to sexual stereotypes" (Manitoba Department of Education, 1976-1977, p. 14). Other feminist empiricist findings were

related to positive images of women. Some examples included the release of the secondary text *Positive Images of* Women (Manitoba, 1989), which aimed to show a "balanced portrayal of women's contributions and concerns" (Manitoba, 1989, p. ii). Of the feminist empiricist findings, most of them existed between 1980 and 1990, which indicated this specific time period was one with significant emphasis on increasing equal educational access and opportunity for women and girls. During the 1980s, there existed a rapid increase of feminist empiricist conceptualizations that peaked in 1989. Some examples included the release of the secondary text *Positive Images of Women*, which aimed to show a "balanced portrayal of women's contributions and concerns" (Manitoba, 1989, p. ii). The Ministry office file P-11-2-10 *Gender Equity* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995) included evidence of all of these feminist empiricist themes within its contents. It was related to the major speaking points regarding gender stereotyping in educational materials. Those speaking points included discussion of developing curricula free from gender bias and sex-role stereotyping, having a focus on equality of access and opportunity for women, and developing materials to promote equal opportunities for males and females including *Big Boys Don't Cry, Positive Images of Women,* and *Confronting the Stereotypes* (Manitoba Office Files of the Director of the Program and Student Services Branch, 1994-1995).

Very few feminist empiricist conceptualizations appeared between 2002 and 2007 within the Ministry of Education annual reports, and only a single annual report finding related to PhD funding for women appeared from the Ministry of Advanced Education annual reports in the same time frame. My analysis of the secondary texts also showed predominantly feminist empiricist conceptualizations together with emerging evidence of

postmodern feminist conceptualizations. Between 1975 and 1990, the appearance of feminist empiricist conceptualizations of gender equity increased and peaked. Between 1991 and 2011 feminist empiricist conceptualizations of gender equity continued to appear, albeit infrequently. After 2011, there was no evidence of feminist empiricist conceptualizations of gender equity. Instead, my analysis showed only postmodern feminist conceptualizations.

Exceptional Appearances: Standpoint and Postmodern Conceptualizations

Patterns of exceptionality across the study's time period also occurred. Because all conceptualizations other than the feminist empiricist conceptualization had so few findings, I considered the appearance of these other conceptualizations exceptional. One of these exceptionalities related to the appearance of feminist standpoint conceptualizations. Those appeared exclusively within the attention to gender equity era, with one exception in 1993. The themes that appeared within the feminist standpoint conceptualizations included special programing for women, sexual harassment, and violence against women. Some examples of these feminist standpoint conceptualizations included Red River Community College's creation of a women's studies centre (Manitoba Department of Education, 1977-1978) and women's services department (Manitoba Education, 1988-1989), as well as the implementation of a sexual harassment policy within the Post-Secondary, Adult, and Continuing Education Branch of the Ministry (Manitoba Education and Training, 1989-1990). The only secondary text to show some evidence of a feminist standpoint conceptualization was *Violence against women: Learning activities to prevent violence against women* (Manitoba, 1991) and no Ministry office files had evidence of feminist standpoint conceptualizations. One of the reasons that might help to explain the absence of

feminist standpoint conceptualizations could be that with other equity and diversity categories on the rise, and in particular the issue of ethnocultural equity evidenced in this study, policies that might have specfically targetet women's issues began to wane in favour of a more general discourse, or one related to ethnocultural diversity. In the more recent years, issues of sexual orientation and sexual identity from a more poststructural framework began to rise, and these issues trouble binary categorizations of sex and gender. In that way, the issues are not situated with "women" as a category; rather, these gendered terms (including those such as "men") are open for deconstruction.

Finally, the feminist conceptualization with the fewest findings was the postmodern feminist one. These findings appeared only within the attention to equity era, and they appeared mainly near the end of the time frame under analysis. By 2012 when I stopped generating data, the appearance of feminist empiricist conceptualizations ceased while the appearance of postmodern feminist conceptualizations was growing. One emerging interpretation could be that feminist empiricist conceptualizations of gender equity are being replaced with postmodern feminist and queer ones. While my analysis suggested that this could be where the pattern was headed, I cannot definitively say that this was the case because my analysis ended in 2012. I do feel confident, however, in suggesting that my analysis indicated the emerging trend of increased conceptualizations around postmodern feminist and queer conceptualizations of gender equity. One of the benefits of this shift is that LGBTQ issues have moved to the forefront of educational gender policy matters. A concern, though, is that it can seem like that shift came at the cost of attention to women's and girl's equity. As Jefferys (2003) noted, some feminists were concerned that with gay men's issues in the spotlight, women's issues ceased to receive attention.

The findings beyond feminist empiricist ones were so limited that my analysis suggested that more nuanced understandings of feminism beyond feminist empiricist conceptualizations were not represented in Manitoba's administrative education policies. More recently, there was almost no mention of gender equity, except in terms of what may have been a developing pattern of increased inclusions of postmodern feminist conceptualizations that has begun to challenge sexuality categories. Whereas the findings from the 1970s and 1980s focused specifically on issues of women's and girls' equity, the discourse in the 2000s and 2010s shifted to be about sexual orientation and gender identity. This pattern paralleled the references related to the emerging trend of a shift away from feminist empiricist conceptualizations of gender to postmodern feminist ones.

Changes in Conceptualizations Across the Arenas and Time

All of the findings from the secondary texts came from the K-12 educational arena. My analysis indicated that the gender equity policy mechanisms used within those 17 texts included policy, teaching, and curriculum. My analysis of this finding paralleled the analysis of the annual reports where the most common contexts were targeted support, professional development, and curriculum. Given the volume of research available related to gender equity policies at post-secondary institutions (Allan et al., 2010; de Wet, 2010; Kreissl et al., 2015; Marshall, 1997), it was surprising that the annual reports from the Ministry of Advanced Education did not/rarely addressed initiatives or specific institution policy development related to gender equity. There was evidence that existed prior to the split into two Ministries; yet after 2001 when they separated, the analysis revealed only a single gender-equity related finding for PhD funding for women per year within the annual reports from the Ministry of Advanced Education. By comparison, there were many more

equity-related findings in those Ministry of Advanced Education annual reports, which suggested further evidence of the subsummation of gender equity within the more general equity discourse (Blackmore, 2006). After 1990, in the combined annual reports, my analysis showed significant decline of any specific findings related to gender equity within the post-secondary arena, with a notable exception of the repeated finding related to women in non-traditional PhD programs. This decline was in keeping with Young's (2005) suggestion that gender and women's issues stopped being a policy concern in education during the 1990s. It was striking that despite the predominance of feminist empiricist conceptualizations, that between 2001 and 2008 my analysis showed a complete absence of feminist empiricist conceptualizations in the Ministry of Education responsible for K-12 education. This corresponds with the times during which queer conceptualizations began to appear (2001) and increased in the data (2005). This finding seemed to support Klein's (2007) research that suggested that gender remained a topic of concern in Canadian education settings, but that the conceptualizations of gender changed. In the 1970s and 1980s, my analysis showed multiple examples of gender equity related inclusions in the post-secondary arena, and showed rapid decline of these inclusions in the 1990s and 2000s. Once the division into two Ministries took place in 2001, my analysis indicated very few findings related to gender equity, which were those that stated financial support for women in non-traditional PhD programs. This suggested that the K-12 educational arena was the only educational arena through which even the most minimal of efforts towards gender equity were being directed as of 2012. A concern with this was that it revealed additional limitations to how, and where, any efforts towards gender equity were taking place.

The literature review indicated that characterizations of gender during the 1970s, 1980s, and 1990s generally came from binary positions that consisted of boys/ girls, and men/women (Boydston, 2008; Unger & Crawford, 1993). Beginning in 2001, then again in 2005, add finally in 2011, and 2012 gender equity framed around LGBTQ people began to be included the policy discourse. At the minimum, this suggests an increase in the conceptualizations of gender equity, and at a maximum it suggests very early evidence of a change in how gender equity was conceptualized in this educational policy context. These findings were in keeping with previous research done by Endo, Reece-Miller, and Santavicca (2010), Mule (2006), Valocchi (2005), and Wickens (2011) who suggested that late in the 2000s that LGBTQ issues appeared within the discourse of gender equity. These findings also suggested evidence of Down's (1972) Issue-Attention Cycle given that once LGBTQ issues became an educational issue of concern, these issues began receiving policy attention. This also showed emerging evidence of a policy pendulum swing (Bascia, 2001) given the burgeoning evidence of a move away from feminist empiricist conceptualizations towards postmodern feminist ones. It is likely, though, that in time the policy attention cycle will shift again and we will see a move away from LGBTQ issues towards something else.

Evidence of emerging queer perspectives aligned with the policy work being proposed in many parts of Canada in relation to legislations similar to *Bill 18 Safe and Inclusive Schools* (Manitoba, 2013). These findings also paralleled much of the LGBTQ-related professional development work produced by the Canadian Teachers' Federation (Canadian Teachers' Federation, 2012), Ontario Elementary Teachers' Federation (Canadian Teachers' Federation & Elementary Teachers' Federation of Ontario, 2002), and

the Manitoba Teachers' Society (Taylor & The Manitoba Teachers' Society, nd). In 2015, the American Educational Research Association published a text *LGBTQ Issues in Education: Advancing a Research Agenda* (Wimberly, 2015), which underscores the traction LGBTQ issues are having in educational settings. Collectively, this reaffirms gender equity as a renewed educational policy concern, although the framing of gender equity within this policy shift is specifically related to sexual orientation and gender identity. A concern of some feminists is that this shift in attention to queer issues is evidence of men's issues being back on the policy agenda table. In particular, some of that theorizing suggests that gay men's issues are primarily driving this change, and some feminists are concerned that with gay men's issues in the spotlight that women's issues will cease to receive attention (Jefferys, 2003). It is concerning that there has not been renewed attention towards women and girls and that the focus is nearly exclusively on LGBTQ issues and concerns. The study showed very emerging evidence of this trend, but with insufficient longevity to support a conclusion in this regard. Future researchers could attend to this emerging trend as an area for future study.

It was clear that by piecing together incidental framings of gender equity across this time frame that particular frames emerged (Kreissl et al., 2015; Verloo, 2005) that reflected both policy as text and policy as discourse (Ball, 2006; Pillow, 2003; Taylor, 2003). These frames tended to reflect gender equity in the attention to gender equity era (1975 to 1990) as synonymous with women and girls' equity. Specifically, equity of women and girls was framed predominantly around overcoming sex-role stereotyping. Within that particular policy discourse, the concern was with girls in mathematics, science, and computers and in providing more equitable career opportunities for women and girls. During the attention to

equity era (1991 to 2012), the gender equity policy discourse turned briefly towards a concern with boys' literacy and then onto LGBTQ concerns. The policy discourses within these two eras showed evidence of shifts in attention and in the conceptualizations of gender equity. Also noted within the attention to equity era was the rapid decline of evidence of gender equity efforts paralleled with the rapid increase in equity efforts within the K-12 educational arena. Those equity efforts were framed around affirmative action, diversity, and equity. Lastly, findings from this study support Jensen's (2008) research that compared policy treatment of women and gender in the EU before and after 2005. Her research suggested that the social policy discourses during those times showed evidence of writing women out of policy as an explicit category and folding gender in as a broader, catch-all category. Findings from this study support Jensen's (2008) findings given that across the 37-year time frame of this study, my analysis showed the disappearance of women and girls as explicit categories into the more general categories of "gender equity", "gender issues", and "gender identities". This idea of writing women out (Jensen, 2008) was paralleled by the rapid decline of feminist empiricist conceptualizations found in the data, and suggest a trend that was wider than just in Manitoba.

Repeatedly, the notion of a peak and decline related to gender equity emerged in this study. This was seen in terms of the appearance of gender equity specific terms, feminist empiricist conceptualizations, arenas attending to gender equity matters, and general evidence of gender equity across the data. It seemed that no matter which way I analyzed the data, a similar pattern emerged which was an increase and peak in the 1970s and 1980s followed by a rapid decline of any gender equity findings into the 1990s and 2000s.

A Discussion of Eras

I have used the notion of eras to present my analysis of the data. That analysis suggested two eras within this Ministry of Education's policy landscape as it related to gender equity. The first era, which spanned from 1975 to 1990 showed evidence of significant attention towards gender equity. Accordingly, I called it the attention to gender equity era. The second era emerged as a result of evidence of a shift in the data. For this second era, that shift demarcated the drop off, disappearance, and reappearance of gender equity related findings. This second era spanned from 1991 to 2012 and I called the second era the attention to equity era because of the shift in attention away from gender equity towards equity more broadly. My findings were mostly aligned with the research conducted by Eyre and Gaskell (2004), which determined the existence of two time periods that related to gender equity work in Canada. Eyre and Gaskell's (2004) research suggested an early period from the 1970s to the mid-1980s with evidence of significant feminist activity, and a later period during the 1990s, which revealed a change in the discourse towards boys' literacy and multiculturalism. Undoubtedly, my findings suggest a similar pattern where there was significant feminist activity throughout the 1980s, which came to an end in the 1990s and was replaced with a discourse about boys' literacy to some extent, and multiculturalism framed as ethnocultural equity to a greater extent. This was also in keeping with the findings from Brodie et al. (2008) that suggested that by the mid 1990s, the goal of gender equity began to be erased from Canadian policy processes. What appeared in in the 1990s were policies framed as being gender-neutral by way of not addressing gendered concerns.

My findings suggest parallel patterns, albeit with slightly different borders of time. As I discussed in Chapter 2, the borders of these eras are not definitive. What I mean by this is that policy ideas tend to have residual appearances, or sedimentary evidence over time (Bascia, 2001). As a result of this residual nature of policy ideas, it is not unexpected that there continued to be evidence of gender equity efforts in the attention to equity era. This is especially the case at the borders to an era, or the years in which evidence of change exists, where these is likely to be emerging evidence of the new era. This helps to explain why the analysis of the annual reports continued to show evidence of gender equity efforts into the 1990s and beyond. The key component of how I have defined an era was related to the inclusion of enduring ideas or enduring concepts. My analysis showed a significant and dramatic shift in the attention toward gender equity from 1990 to 1991. Sedimentary evidence of attention to gender equity continued to appear in the annual reports throughout the attention to equity era. That limited evidence paled by comparison to the volume of evidence of attention to equity understood broadly. As such, I considered that shift as demarcating the end and beginning of an era.

Some of the ways that gender equity continued to appear in the attention to equity era were worth noting. One of those ways was in regard to the discourse around gender equity positions at the Ministry level as evidenced through the analysis of the Ministry office files. The analysis of these files showed continued, but diminishing attention towards gender equity. What was of particular interest, however, was that the ways that gender equity was framed mirrored the shift in attention towards gender equity and its being subsumed under a more general discourse of equity suggested by Blackmore (2006). The Ministry ended the Gender Equity/Women's Liaison position following Harris' resignation

in November 1990. In August 1991, the Ministry distributed those responsibilities across all curriculum consultants. Whereas in 1990 there was an identified consultant with responsibility and time allotted to gender equity, in 1991 that responsibility and time was dissolved. In the same way that the equity discourse was purported to include gender equity, so too was the responsibility for gender equity expected to be taken up by general consultants. For me, this move marked another indicator of the dramatic shift in the attention away from gender equity.

Another noteworthy aspect of the analysis of the 1994 and 1995 Ministry office files titled *Gender Equity* was how they also revealed sedimentary evidence of attention to gender equity, which was somewhat in contrast with what the analysis of the annual reports suggested. While the analysis of the annual reports continued to show some, albeit very limited by comparison, evidence of attention to gender equity throughout the attention to equity era, that evidence was minimal. The analysis of the Ministry office files, however, showed continued support of gender equity efforts. The content of those files also suggested the continued efforts within the Ministry towards gender equity, such as the creation of a gender equity committee in 1994 and evidence of major speaking points regarding gender stereotyping in educational materials. So, while the analysis of the annual reports suggested a move away from gender equity attention, the analysis of the Ministry office files showed some internal conflict regarding that move.

My examination of the landscape of the gender equity policy history of the Manitoba Ministry of Education revealed that for a time, significant attention was directed towards gender equity framed primarily in relation to women and girls, which changed after 1990.

During the 1990s, the gender equity concerns of women and girls were written out of the policy discourse and were folded into the discourse of gender, when that discourse appeared, which was infrequently. What appeared instead of gender equity concerns after 1991 were ethnocultural equity concerns and equity concerns understood more broadly.

Significance of This Study

A feminist analysis of gender equity policy relevant texts was important in a number of ways. To begin with, this analysis was important to the Manitoba context under analysis because of the resurgence of gender equity as an important topic. In 2013, when *Bill 18: Safe and Inclusive Schools Act* (Manitoba, 2013) was passed into law, it marked a resurgence of educational policy attention directed explicitly onto gender equity. Section 41(1.8) of the amendment stated that "A respect from [sic] human diversity policy must accommodate pupils who want to establish and lead activities and organizations that (a) promote (i) gender equity…" (Manitoba, 2013). Further, while researchers studied the educational gender policy discourses in other provinces, such a study had not been conducted in Manitoba. This dissertation served to add the Manitoba findings to the broader Canadian gender equity policy discourses so as to strengthen that body of literature and research. The more provincial analyses we have, the stronger the overall picture of the histories of gender equity discourse will be across Canadian educational settings. Such a national picture further contributes to the gender equity policy discourses emerging from globalization. While it is beyond the scope of this study to determine causality, it is clear that there existed a global movement of ideas and patterns within western-influenced nations and educational gender equity policies. With additional Canadian provincial data, we see a fuller and more accurate Canadian picture. That picture,

then, helps to contribute to the broader global context of gender equity discourses worldwide.

Another reason this research was important was because it confirmed the findings from research conducted in other Canadian provinces. The findings from Coulter (1996), Fenwick (2004), and Eyre et al. (2004) paralleled my own analysis. More specifically, Coulter's study (Coulter, 1996) examined the gender equity policy discourse in Canadian education into the 1990s and noted shifts in the gender policy discourse, which were paralleled in my own findings. Fenwick's study (Fenwick, 2004) showed how the gender discourse was hardly mentioned in the Alberta educational context of The New Economy of the 1990s and 2000s. Eyre et al.'s (2004) study showed how concern for women and girls' participation in math and science lagged that of boys in the Nova Scotia context, which spurred on various gender equity initiatives. These other provincial comparators mattered because, while Canada does not have a federal educational system, it appeared that the policy boundaries between provinces and territories were porous. As Hult's (2010) study concluded, national policy discourses travel across time and space and have a strong ripple effect on local contexts. My findings suggested a similar outcome given that my analysis showed evidence of the policy discourse in the Manitoba context that paralleled much of the policy discourses in other Canadian sites. The policy direction that a particular province or territory adopted was regularly adopted in other provinces and territories. This suggested that there was influence between those provinces and territories.

Another reason this research was important was because it kept targeted attention onto the equity concerns of women and girls. While gender equity is intended to be an umbrella concept, it was clear from this research that attention to the equity concerns of

women and girls decreased dramatically during this study's time period. My hope is that through my research, provincial policy drivers (such as feminist activists and women's groups) will see this diminished attention and renew policy attention back onto the concerns of women and girls.

Finally, Manitoba was the second province or territory to adopt LGBTQ-related changes to its public school act, and it did so as of 2013. Ontario led this charge in 2012, and Alberta has since followed suit as of 2016. While BC did not amend its education act, the BC Ministry of Education has established the requirement that by January 2017, all BC schools have to include specific protections for gay, lesbian, and transgender students in their anti-bullying policies. This policy change came as a result of BC's July 2016 "amendments to its Human Rights Code that included gender identity and expression as prohibited grounds of discrimination" (Government of British Columbia, 2016 , para. 3). It was clear that the Manitoba Ministry of Education was an early adopter of such important gender equity policy changes. As such, it was important to add some specific Manitoba findings to the changing conceptualizations of gender equity being witnessed increasingly across Canada.

Under the auspices of FIPPA, nominally public Ministry of Education office file archives are effectively rendered private since they require high level Ministerial approval for access. Regardless of the theoretical orientation of any research project, all researchers wanting access to the Manitoba Archives files will need FIPPA approval or a research agreement. Some of the obstacles that I encountered, however, might be as a result of the feminist orientation of this research (the Access and Privacy Coordinator required a copy of my proposal prior to drafting the first research agreement). Further, given the ways in

which some of my enquiries to the Ministry of Education received an exceptionally high level of scrutiny, I came to understand that gender remains a very politically sensitive topic. Perhaps because the requests for access to files came near the same time as the adoption of *Bill 18 Safe and Inclusive Schools,* which included a hotly contested focus on gender from a queer perspective, my requests for files were seen as more potentially dangerous than they may have been at other times.

In terms of the literature related to the distinctions between the terms equity and equality (Espinoza, 2007; Klein, 2007; Unterhalter, 2007), the analysis suggested the preference of the use of gender equity instead of gender equality. Both terms *equity* and *equality* appeared in the dataset; however, the analysis suggested that these select Manitoba educational administrative policy texts relied almost exclusively on the term *equity* instead of *equality* which aligned with Espinoza's (2007) findings. Given some of the feminist debate around education and whether gender equity or gender equality is the aim, it appeared this province aligned with the gender equity camp given that the terms *gender equity* appeared in the data while *gender equality* never appeared. It is beyond the scope of this study to interpret whether the adoption of the term gender equity was theoretically intentional, whether it was attributed to the influence of the other provincial or territorial policy discourses, or something else. It might be important, though, to consider whether it matters whether government makes this distinction or not. This is because many theorists suggest that equality is the goal, while equity is a path to achieving equaity. In this context, then, the absence of the term *gender equality* from the policy texts within my analysis could suggest that this Ministry supports fairness of genders, but not equality. Such a lack of distinction also suggests that those who are working on these issues have not been

sensitized to the differences that exist, or that they are not given much credibility. If such is the case, it begs the question of whether those who create or implement policy have a strong enough understanding of the issues in focus to be efficacious at fostering the change that is ostensibly warranted.

Potential for Future Research

Ministry of Education annual reports are rich sources of data. During the data collection processes, I noticed some trends or patterns in the annual reports that are worthy of future research. One of these was related to Aboriginal education. The manners in which Aboriginal education, and the policies and inclusions of Aboriginal peoples, appeared in the annual reports was notable, and outside this research framework. Another researcher could replicate this study with the focus on Aboriginal education and consider how that topic was framed in policy texts. Another trend was the minor mention of technology through to the appearance of entire departments dedicated to technology within the Ministry. Future researchers could explore the dramatic rise around technology's introduction through to its complete inclusion within the Ministry of Education.

Future research related to this study could extend into an examination of the social contexts taking place during the time frame of this study. This could help to contextualize why those two eras existed, why the discourses changed, and inform an overarching understanding of the social contexts that were taking place during the time frame examined in this study. Another area for future research would be to explore any overlay between the periods of note or absence in the findings related to the political landscape of those times. In other words, was there a connection between changes in leadership,

changes in Ministry personnel, or changes in the political landscape that accounted for some of the periods of note in the findings? Given that these documents are representative of the bureaucracy of government, it is unclear from this analysis what role the Minister or other elected officials had on the policy discourses. As a result, it might be interesting to examine the role of the Minister of Education and elected officials in policy development, and their influence on the discourses that become embedded in policy. A final area for future research is related to evaluations of some or all of the initiatives concerning gender equity and whether these had any impact on the outcomes of gender equity.

Recommendations

This final section includes my recommendations based on the findings and analysis.

Recommendations for the Manitoba Ministry of Education

Recommendation # 1: The Government of Manitoba needs to significantly reduce the barriers to access the public Ministry office files. Current practice effectively precludes researchers and the public from gaining access to these *public* files. While I had the time and inclination to pursue multiple research agreements with the Government of Manitoba, few others have such time and inclinations. It behooves the Government of Manitoba to call these files public when they are effectively rendered private through the government imposed systems that are in place.

Recommendation #2: The Manitoba Ministry of Education needs to conduct an analysis of the ways it conceptualizes gender in policy and become aware of the ways that those conceptualizations lead to particular approaches as a means to achieve gender equity. Such an analysis would help the Ministry to be aware of how it frames gender policy. As my analysis showed, over time, the framing of gender equity changed from being related to

women and girls, to being gender-neutral, to being about LGBTQ people. If the Ministry was more aware of the ways it conceptualized gender within its policies, then the Ministry would be in a better position to assess which policy mechanisms may be best suited to achieving the gender policy aims. With the movement towards queer conceptualizations of gender, this Ministry is especially well situated to benefit from a deeper consideration of the consequences embedded in various conceptualizations of gender.

Recommendation #3: The Manitoba Ministry of Education needs to evaluate the current state of gender equity for women and girls in all educational arenas as a means to establish whether or not the move away from the gender equity concerns of women and girls during the 1990s was warranted, or whether their gender equity concerns remain unanswered. To this end, the Manitoba Ministry of Education needs to attend to gender equity as an explicit and continuous policy concern. My analysis of the policy texts revealed no evidence of any evaluations of policy initiatives, which suggested that none had been conducted.

Recommendation #4: The Manitoba Ministry of Education should publicly report on evaluations of its policy actions related to gender equity. Without some kind of public evaluation of policy initiatives, the public has no way of knowing what efficacy, if any, the policy initiatives may have had. Policy evaluation of gender equity efforts may serve to reveal that some mechanisms are more effective than others, and therefore, are better suited to the aim of achieving gender equity in education.

Recommendation #5: Finally, the Manitoba Ministry of Education needs to pay closer attention to the ways that their policy ensembles shape and promote certain frames around important educational issues including gender equity. The collective policy

discourse matters as much as the individual policy texts. In other words, by paying careful attention to the overarching ways in which policy issues are framed across policy ensembles, this Ministry will be in a better position to address the gaps that are likely to exist between the policy spaces and within policy pendulum swings.

Recommendations for Researchers, Teacher Unions, and Educators

Recommendation #6: More researchers need to conduct feminist policy analysis so as to provide policy stakeholders who might consult such research with a more robust body of literature from which they can draw recent data to inform policies and practices across educational settings. This especially needs to be the case in the Canadian context where there remains a dearth of feminist policy analysis related to educational research. Without this important voice, it is likely that educational policy discourses related to women's equity and gender equity will continue to erode.

Recommendation #7: Educators and teacher advocacy groups including teacher unions need to insist on evaluation of the initiatives described within Ministry reports. This is in part because this study revealed that mentioning an initiative in an annual report made it seem as if that initiative was a fait accompli, but then the Ministry did not necessarily follow through with these initiatives. Such evaluations would also provide both the teacher unions and Ministry with important data regarding initiatives, which can in turn improve those initiatives while they are still in play. Finally, queer scholars of education need to pay heed to how queer issues are framed in policy contexts, and to the pendulum swing pattern evidenced in my study with regard to policy attention so as to ensure that these issues do not suffer the fate of women's issues in educational policy.

Recommendation #8: Educational leaders and leadership programs need to keep focused attention onto the gender equity concerns of women and girls and the LGBTQ community so as to assist to ensure that policy attention remains directed towards gender equity. Without such consistent and continuous attention, gender equity efforts stand to disappear again as they did during the 1990s. Further, educational leaders and leadership programs need to ask about who is included and excluded in the ways in which gender equity policies frame the concept of gender. Such careful attention to the framing of gender equity helps to ensure that when policy pendulum swings take hold, that educational leaders and leadership programs are ready to pose questions about the reasons behind those shifts, and question whether or not the outcomes of the policies have been met.

Conclusion

Attention to gender equity in this educational context waxed and waned as evidenced through the two eras that the analysis indicated in this policy context. The first era, which occurred from 1975 to 1990, was one where policy attention was on gender equity primarily framed as women's equity. That particular policy discourse was one of overcoming sex-role stereotypes. The second era, which occurred from 1991 and 2012, was one where the policy attention shifted to matters of equity other than gender equity. Indeed, evidence of vestiges and sediments of previous policies existed, but the predominant policy discourse during this second era was one of equity framed around ethnocultural equity. There was emerging evidence of a policy pendulum swing in Manitoba towards conceptualizing gender equity based upon queer conceptualizations of gender. While I acknowledge this trend in recent years, the findings show little evidence to suggest that this pendulum swing won't be short lived. Throughout the study, my analysis

showed only minor inclusions of conceptualizations of gender beyond feminist empiricist ones. While I concede that society is moving towards increased understandings of genders, I am unconvinced that the heteronormative, binary understanding of gender that is widely embedded in society will be disrupted by a few inclusions of queer policy initiatives. This analysis clearly indicates that women's equity issues were abandoned in this educational policy context, and that women's issues have been subsumed by equity and diversity discourses, or queer conceptualizations of gender. Coulter (1996) concluded "the policy framework established during the 1970s proved to be remarkably resilient. It has been taken up by federal and provincial governments seeking to demonstrate their commitment to women's equality without in any fundamental way threatening existing power and economic arrangements" (p. 447). Until policy takes aim at the socially constructed and embedded values presumed in any conceptualization of gender inequality, it is unlikely that any policy changes, sweeping or not, will affect meaningful disruptions to the gendered nature of our educational systems.

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Appendix A

Brief Summary of Secondary Sources Presented Chronologically

Education and the children of one-parent families: A background paper (Manitoba, 1981) provides educators with information regarding the incidence, effects, counselling techniques and pragmatic considerations for educators working with children from one-parent families. The section of this document most applicable to this study was part III: Description of the effects of single parenthood on school-aged children.

Confronting the Stereotypes: Volume 1: Kindergarten to Grade 4 (Manitoba, 1985b) was a revised edition of a 1977 document researched and written by Women for Non-Sexist Education. All sections pertaining to research or implementation of the text are included for analysis while the evaluations of individual curriculum resources were not. Some of the main areas included for analysis were “Introduction”, “Do’s and Don’ts for Teachers and Schools”, and “Terminology: Guidelines for Eliminating Sexism”.

Confronting the Stereotypes: Volume 2: Grades 5-8 (Manitoba, 1985a) was described in the preface as a revised edition of a series which, “examines the extent to which sex, race and class bias can be found in commonly used learning materials in Manitoba” (Manitoba, 1985a, p. v). All sections pertaining to research or implementation of the text were included for analysis, while the evaluations of individual curriculum resources were not. Some of the main areas included for analysis were “Introduction”, “Do’s and Don’ts for Teachers and Schools”, and “Terminology: Guidelines for Eliminating Sexism”.

A Commentary on Gender Differences (Morrow & Goertzen, 1986) discussed gender differences in Mathematics, science and computers as these relate to males and females. All sections of this paper were included for analysis.

Positive Images of Women (Manitoba, 1989) was a third version of a bibliography compiled in 1979 and first revised in 1982. The only section included for analysis was "Introduction" because all other sections were descriptions of curriculum resources according to grade level fit. The "Introduction" included a policy-relevant statement regarding use of these resources.

Big Boys Don't Cry: Combatting Sexual Stereotyping (Manitoba, 1990b) was a drama based curriculum program aimed at grade 4 to 6 educators with the intent of eliminating the harmful effects of traditional sex role stereotyping. Analysis focused on the preamble and introduction because these sections most clearly reflected the policy discourse of the Ministry.

Answering the Challenge: Strategies for Success in Manitoba High Schools (Manitoba, 1990a) described the planned development of high-school curriculum, student assessment, evaluation, and reporting over the following 10 years. It detailed effective learning environments, effective teaching practices, a variety of curricula and programs, as well as priorities and timelines. The section of this document most applicable to this study was Strategy 8: Sex-role stereotyping.

Violence Against Women: Learning Activities To Prevent Violence Against Women (Manitoba, 1991). Included for analysis were Sections 1: Violence against women: The nature and extent of the problem; Section II: Violence against women: A reflection of

society; and, Section III: Violence against women: Coping with the problem. Similar to *Big Boys Don't Cry*, the remaining sections of this policy were curriculum, and in particular, were worksheets. These three sections represented the policy discourse of the Ministry.

*Renewing Education: New Directions: A Foundation For Excellence (*Manitoba, 1995a) was a follow up document from the *Blueprint for Action* (1994) that detailed the specifics of the provincial renewal efforts. This document outlined the four school programs offered, the K-12 outcomes, the plans for assessment and reporting, and the renewed plan for graduation requirements. The section most applicable to this study was the section on gender fairness as an element integrated into the curriculum.

Renewing Education: New Directions: The Action Plan (Manitoba, 1995b) This document introduced the six new directions for educational renewal. These were Essential Learning for Today and Tomorrow, Educational Standards and Evaluation, School Effectiveness, Parental and Community Involvement, Distance Education and Technology, and Teacher Education. New directions 5 Distance Education and Technology and 6 Teacher Education pertained most to this study. These two directions included statements about diversity, equity, and fairness.

Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour (Manitoba, 2001) This document provided educators with a framework for understanding challenging student behaviours as well as planning and discipline strategies that research has found useful for successfully dealing with challenging behaviours. The section most pertinent to this study was the section subtitled "Gender Issues".

Manitoba K-S4 Education Agenda for Student Success, 2002-2006 (Manitoba, 2002a) detailed the six priorities meant to help educators focus on accountability, openness, responsiveness, partnership, consultation and research. The sections most applicable to this study were "Introduction", priority 1 (improved outcomes especially for less successful learners), and priority 2 (strengthening links among schools, families, and communities).

Strategic Direction: 2002-2005 (Manitoba, 2002b) This document described the main intended areas of changing or expanding activity across both Ministries of education. It detailed the specific outcomes related to the five main goals of Manitoba Education and Training. The section of this document most related to this study was the goal of improving success rates in all programs and institutions.

Diversity and Equity in Education: An Action Plan for Ethnocultural Equity: For Consultation (Manitoba, 2003) provided a basis for discussion and dialogue regarding the Ministry's planned directions concerning diversity and equity. The document began with an overview of past and current initiatives, and then proposed a multi-year action plan to enhance ethnocultural equity. Findings related to this study appeared throughout the text.

Me Read? No Way: A Practical Guide to Improving Boys' Literacy (Manitoba, 2004) was a guide developed to support boys' literacy success. The sections included for analysis are "The guide" and "Why boys?". These sections most clearly reflected the policy discourse of the Ministry. The remainder of the document were curriculum suggestions and strategies for implementation.

Human Sexuality: A Resource For Kindergarten to Grade 8 Physical Education/Health Education (Manitoba, 2005a) was a curriculum support document. The section of this

document included for analysis was the "Introduction". The remainder of the document was made up of curricular outcomes and lessons.

Human Sexuality: A Resource for Senior 1 and 2 Physical Education/Health Education (Manitoba, 2005b) was a support document aimed at educators and parents who would implement the learning outcomes related to human sexuality. The section of this document included for analysis was the "Introduction". The remainder of the document was made up of curricular outcomes and lessons.

Belonging, Learning And Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity (Manitoba, 2006a*)* described results of one year of consultations concerning the Ministry's proposed action plan related to diversity and equity in education. The primary findings suggested that stakeholders generally support the action plan for ethnocultural equity, and that increased professional development for educators was one approach to decreasing racism in Manitoba schools. The sections most pertinent to this study were those related to behaviour statements describing expected behaviours from students and educators.

Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008 (Manitoba, 2006b) was about the end result of multiple year consultations regarding *the Diversity and Equity in Education: An Action Plan for Ethnocultural Equity*. This text outlined the Ministry's action plan towards achieving ethnocultural equity over the three years following its publication (2006-2008). The sections most relevant to this study were "Resources for Building Inclusive Schools and Classrooms" and "Enhancing Workforce Diversity".

Appendix B Gender Specific Terms

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1976	iv	In a democratic society it is the right of every person to have equal opportunity to develop his or her	3	1	foreward	
1978	30	Historically, there have been small numbers of women enrolled in the trades courses traditionally occupied by men.	2	1	Keewatin community college	new projects and special initiatives
1982	69	number of women who took full-time training was almost equal to men	2	1	Red River community college	
1982	74	men’s volleyball	2	1	Red River community college	
1982	81	men’s team	2	1	Administration and Finance branch	as per intravarsity athletic director section
1982	81	women’s team	2	1	Administration and Finance branch	as per intravarsity athletic director section
1983	8	dedicated women and men	3	1	Report of the Deputy Minister	
1983	56	men’s and women’s basketball and volleyball teams; women’s doubles	2	1	Red River community college	
1984	25	his/her	1	1	Child Care and Development branch	
1984	55	men’s and women’s sport teams	2	1	Red River community college	The Administration and Support Division

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	61	men's curling team, co-ed	2	1	Keewatin community college	The Administration Services Division
1985	24	his/her	1	1	Child Care and Development branch	
1987	43	division of enrollees into male female	2	1	Post-Secondary Career Development Branch	Post-secondary Career Dev Division
1988	41	male and female enrollees	2	1	Assiniboine Community College	Programming
1988	45-46	male and female enrollees	2	1	Post-Secondary Career Development Branch	
1989	47	women (participant profile)	2	1	Post-Secondary, Adult, and Continuing Education	New Careers Program
1989	64	female (participant profile)	2	1	Post-Secondary Career Development Branch	Northern Development Agreement - Canada/Manitoba
1989	71	female	2	1	Post-Secondary Career Development Branch -Southern Program	
1989	73	female	2	1	Special Programs	ACCESS programs Uof M and Red River

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	54	his or her	2	1	Student Financial A	Student Financial Assistance Program
1990	62	women - participant profile	2	1	Special Skills Training Branch	New Careers Program
1990	63	women - participant profile	2	1	Stevenson Aviation Technical Training Centre	
1990	55-56	female (related to 10 different ACCESS programs offered	2	1	Post-Secondary, Adult, and Continuing Education Branch	ACCESS programs
1991	60	enrollment - women	2	1	Post-Secondary Career, Adult, and Continuing Education Branch	Keewatin Community College
1991	65	women (participant profile)	2	1	Special Skills Training Branch	New Careers Program
1992	70	student profile - women	2	1	Post-Secondary Career, Adult, and Continuing Education Branch	Keewatin Community College
1992	75	participant profile - women	2	1	Special Skills Training Branch	New Careers Program
1992	76	participant profile - Aboriginal women	2	1	Stevenson Aviation Technical Training Centre	CJS Re-entry
1993	54	women - participant profile	2	1	training and Advanced Education	ACCESS programs
1993	59	women - participant profile	4	1	Employability Enhancement Programs	New Careers

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1993	63	male and female enrollees	4	1	Employability Enhancement Programs	Community-based Employability Projects
1994	49	participant profile - women	2	1	Training and Advanced Education	Access programs
1995	47	participant profile - women	2	1	training and Advanced Education	ACCESS programs
1996	49	female	4	1	Training and Advanced Education: Management Services Branch	ACCESS programs
1997	4	females	2	1	Post-Secondary Education	
1997	62	female male	4	1	Employment Development Centres	Partners for Careers
1998	4	females	2	1	Post-Secondary Education	
1998	54	female	2	1	Access Programs	
1999	4	females	2	1	Post-Secondary Education	
2000	5	Females (83%) - account of Access programs	2	1	Post-Secondary Education	
2001	66	participant profile - men	4	1	Training and Continuing Education: Adult Literacy and Continuing Education	Community-based adult literacy programs

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2001	66	participant profile - females	4	1	Training and Continuing Education: Adult Literacy and Continuing Education	Community-based adult literacy programs
2001	107	The student profile of the ACCESS Programs includes...Females (76%)...	2	1	Advanced Education: Support for Universities and Colleges	ACCESS programs
2002	20	The robotics club...two female students qualified and competed at the National Robotics Games	1	1	Manitoba School for the Deaf	
2002		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2002		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2002		participant profile - females	2	1	Apprenticeship Branch	
2002		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2003		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2003		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2003		participant profile - females	2	1	Apprenticeship Branch	
2003		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2003		active apprenticeship profile - women	2	1	Apprenticeship	
2004	22	Branch staff released Human Sexuality: A Resource for Kindergarten to Grade 8 and Human Sexuality: A Resource for Senior 1 and Senior 2.	1	1	Program Development	Manitoba Curriculum Projects
2004	26	Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education	1	1	Program Development	Document Production Activities: Policy and Support Documents
2004	39	Human Sexuality: Resource for Kindergarten to Grade 8 Physical Education/Health Education;	1	1	Bureau de l'éducation Française (BEF)	Curriculum Development and Implementation: Phys Ed/Health
2004		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2004		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2004		participant profile - females	2	1	Apprenticeship Branch	
2004		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2004		active apprentices profile - women	2	1	Apprenticeship	
2005	17	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2005	23	Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education (Word Format)	1	1	Program Development	Document Production Activities: Policy and Support Documents
2005	90	Manitoba boys performed slightly better than girls (Overall for the mathematics results)	1	1	Standardized Performance Measurement Section	
2005	90	Manitoba girls performed better than boys in language arts in both 2000 and 2003 (PISA)	1	1	Standardized Performance Measurement Section	
2005		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2005		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2005		participant profile - females	2	1	Apprenticeship Branch	
2005		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2005		active apprentices profile - women	2	1	Apprenticeship	
2006	18	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2006		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2007	13	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2007		participant profile - females	4	1	Adult Learning and Literacy	Adult Literacy Programs
2008	13	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2008		participant profile - females	4	1	Adult Learning and Literacy	Adult Literacy Programs
2009	12	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2009		participant profile - females	4	1	Adult Learning and Literacy	Adult Literacy Programs
2010	11	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2010		participant profile - females	4	1	Adult Learning and Literacy	Manitoba Adult Literacy Program

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2011	14	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2011	48	The BEF was represented on a regular basis at conferences and meetings of the WRHA Human Sexuality Marketing Steering Committee	1	1	Bureau de l'éducation Française (BEF)	Physical Education/Health Education
2011	52	male/female breakdown of enrollment in the French language	1	1	Bureau de l'éducation Française (BEF)	Education Support Services: Statistics and Grants
2011		participant profile - females	4	1	Adult Learning and Literacy	Manitoba Adult Literacy Program
2012	12	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2012	52	The BEF was represented on a regular basis at conferences and meetings of the WRHA Human Sexuality Marketing Steering Committee	1	1	Bureau de l'éducation Française (BEF)	Physical Education/Health Education
2012		participant profile - females	4	1	Adult Learning and Literacy	Manitoba Adult Literacy Program

Appendix C Equity Specific Terms

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1975	41	In working towards “quality” educational programs and “equality” of educational opportunity...the branch staff work cooperatively.	3	2	planning and research branch	
1976	iv	In a democratic society it is the right of every person to have equal opportunity	3	2	foreward	
1977	9	In additional, project personnel worked with other agencies to identify and develop unbiased curriculum materials	1	2	special projects and programs	bias and prejudice
1985	69	affirmative action coordinator hired	3	2	Personnel Services Branch	developed an affirmative program
1986	9	affirmative action coordinator and program	3	2	Personnel Services Branch	
1986	30	affirmative action strategies implemented - affirmative action regarding filling vacant positions was promoted.	2	2	Keewatin community college	Post-secondary and Applied Studies Division
1989	3	affirmative action program	3	2	Personnel Services Branch	
1989	47	The program’s ongoing commitment to affirmative action...	2	2	Post-Secondary, Adult, and Continuing Education	New Careers Program
1989	60	The Market Driven Training Centre ...has been actively marketing a wide range of programs and services included many directed at affirmative action groups	2	2	Keewatin community college	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	66	Programming falls into three areas...affirmative action	4	2	Winnipeg Core Area Initiative Employment and Training Program	
1990	34	Sessions in the schools included...bias in learning materials	1	2	Instructional Resources Branch	Multicultural Library Services Section
1990	52	managing diversity	2	2	Keewatin community college	Staff Development
1990	59	affirmative action and individualized placement program	4	2	Winnipeg Core Area Initiative Employment and Training Program	Affirmative Action and Individualized Placement Program
1990	62	the program's ongoing commitment to affirmative action...	4	2	Special Skills Training Branch	New Careers Program
1991	61	The employment and training program is committed to...affirmative action and individualized placements.	4	2	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	
1991	65	The program's ongoing commitment to **affirmative action**...demand upon new careers to graduate well-trained **equity groups**	4	2	Special Skills Training Branch	New Careers Program
1992	7	affirmative action program	3	2	Preface	Organization of report
1992	12	branch is responsible for coordinating the department's affirmative action program	3	2	Personnel Services Branch	
1992	38	human rights: a bibliography	1	2	Instructional Resources Branch	Reference Team

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1992	42	UofM sponsored employment equity	2	2	Distance Education Program Unit	Telecommunications Delivery
1992	64	a standing equity committee was struck to address equity in all areas of the college	2	2	Assiniboine Community College	Leadership
1992	66	recruitment strategy to reflect affirmative action criteria was developed and implemented	2	2	Keewatin community college	Administration
1992	71	Affirmative Action and Individualized Placement Program	4	2	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Affirmative Action and Individualized Placement Program
1993	20	Development work on *Focus on Bias*, a teacher's resource document on the selection of learning materials and classroom practice in a multi-cultural and anti-racism context	1	2	Curriculum services branch	Anti-Racist initiatives
1993	70	50% of the volunteers placed represented groups identified in the **provincial Affirmative Action Policy**	1	2	Youth Programs	Volunteers in Public Service
1994	14	The branch is responsible for the pro-active coordination of the department's Affirmative Action Program	3	2	Human Resources Services Branch	
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included equity in apprenticeship	4	2	Labour Market Support Services	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1995	14	The branch is responsible for the pro-active coordination of the department's Affirmative Action Program	3	2	Human Resources Services Branch	
1996	9	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1996	17	The branch is responsible for the pro-active coordination of the department's **employment equity program**	3	2	Human Resources Services Branch	
1997	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1997	8	The branch is responsible for the pro-active coordination of each department's employment equity program	3	2	Human Resources Services Branch	
1998	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1998	8	The branch is responsible for the pro-active coordination of the department's employment equity program	3	2	Human Resources Services Branch	
1999	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1999	9	the provision of high quality and equitable training	3	2	Administration and Finance Division	Executive Support

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1999	11	The branch is responsible for the pro-active coordination of the department's employment equity program	3	2	Amalgamated Human Resource Services	
1999	17	accommodate **diversity** among students, schools, and regions	1	2	School Programs Division	
1999	25	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development Branch	Learning Resources Activities
2000	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2000	13	the provision of high quality and equitable training	3	2	Administration and Finance Division	Executive Support
2000	15	The branch is responsible for the pro-active coordination of the department's employment equity program	3	2	MEY-Administration and Finance Division	Amalgamated Human Resource Services
2001	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2001	16	The branch is responsible for the pro-active coordination of the department's employment equity programs	3	2	Education, Training and Youth: Administration and Finance	Human Resource Services

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2002	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2002	14	The branch is responsible for the pro-active coordination of the department's employment equity **and diversity** programs	3	2	Human Resources Services	
2002	28	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development	Learning Resources Activities
2002	37	Provision of library services and resources in the area of Diversity and Equity Education	1	2	Instructional Resources Unit	
2002	64	promotes employment equity for Aboriginal youth	4	2	MB4Youth: Student/Youth Employment Programs	Aboriginal Youth Employment and Training Services
2002		equity	3	2	Preface	Mission
2003	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2003	11	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Human Resources Services	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2003	25	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development Branch	Learning Resources Activities
2003	32	Diversity and Equity: An Action Plan for Ethnocultural Equity	1	2	Program Development Branch	Consultation Documents
2003	33	The IRU provided library services in support of K-S4 curriculum implementation, the Special Education Review, the Aboriginal Education Strategy, diversity and equity education	1	2	Instructional Resources Unit	
2003		equity	3	2	Preface	Mission
2004	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2004	11	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2		
2004	24	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development Branch	Learning Resources Activities

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2004	26	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development	Document Production Activities: Policy and Support Documents
2004	33	provided library services in support of...diversity and equity education,	1	2	Instructional Resources Unit	
2004	np	Actions were taken during 2004/2005 to lay the groundwork for a number of future initiatives including...undertaking extensive consultation regarding the development of a Diversity and Equity Action Plan	3	2	letter from DM	
2004	np	making changes to the Teachers' Pension Act to provide for greater equity in the provision of pension benefits	3	2	(letter from DM to ME)	
2004	np	undertaking extensive consultation respecting the development of a Diversity and Equity Action Plan	3	2	(letter from DM to ME)	
2004		equity	3	2	Preface	Mission
2005	11	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Administration and Finance	Human Resource Services
2005	14	Branch staff participate as project members in department initiatives, including... The Diversity and Equity action plan	3	2	Administration and Finance	Research and Planning: Project Support

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2005	18	The Unit supports career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	Instruction, Curriculum and Assessment	Organization of the Instruction, Curriculum and Assessment Branch
2005	29	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2005	np	undertaking extensive consultation respecting the development of a Diversity and Equity Action Plan	3	2	(letter from DM to ME)	
2005	np	undertaking extensive consultation respecting the development of a Diversity and Equity Action Plan	3	2	(letter from DM to ME)	
2005		equity	3	2	Preface	Mission
2006	12	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Human Resources Services	
2006	15	Branch staff support projects...Diversity and Equity Action Plan	3	2	Administration and Finance	Research and Planning: Project Support
2006	18	The Unit supports initiatives such as career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	Instruction, Curriculum and Assessment	Organization of the Instruction, Curriculum and Assessment Branch
2006	23	Edited and published these documents...Belonging, Learning, and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity	1	2	Program Development	Document Production Activities: Policy and Support Documents

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2006	24	Edited and published these documents... Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008	1	2	Program Development	Document Production Activities: Policy and Support Documents
2006	26	Kindergarten to Grade 12 Action Plan for Ethnocultural Equity In October 2006, Belonging Learning and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity was released. The report summarizes the results of the consultation process, provides some information on diversity in schools, and presents the Department's Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008. Implementation of the action plan was launched in January 2007.	1	2	School Programs	Instruction, Curriculum and Assessment: Special Initiatives
2006	32	The Unit supports initiatives such as career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	School Programs	Instructional Resources Unit
2006	np	In order to support safe and supportive programming and learning environments, the Department implemented both the English as a Second (now Additional) Language and the Diversity and Equity Action Plans;	3	2	(letter from DM to ME)	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2007	8	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Administration and Finance	Human Resource Services
2007	14	The Unit supports career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	Instruction, Curriculum and Assessment	Organization of the Instruction, Curriculum and Assessment Branch
2007	24	Kindergarten to Grade 12 Action Plan for Ethnocultural Equity	1	2	School Programs	Instruction, Curriculum and Assessment: Special Initiatives
2007	32	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2007	62	Research and planning staff provided leadership and support for projects and initiatives related to...Diversity and Equity Action Plan	3	2	Administration and Finance	Research and Planning: Project Support
2007	69	The MB4Youth Division was awarded the 2007 Dan Highway Diversity and Employment Equity Achievement Award on behalf of The Province of Manitoba for outstanding contribution and dedication to diversity and employment equity	1	2	MB4Youth	Highlights of Activities Co-ordinated by the Division

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2008	22	Began work on the development of a Low SES Framework for Action with the following principles guiding the work of MECY within low SES communities: Equality, Capacity Building, Collaboration, Individualization, Research and Data, Innovation and Community Awareness	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2008	23	A research paper concerning developments in diversity and equity education was completed	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2008	23	Consultation and initial development work was completed concerning diversity and equity content on the MECY website	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2008	34	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2009	8	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Administration and Finance	Human Resource Services
2009	14	This includes initiatives in the areas of Aboriginal Perspectives, Technology Education, Business and Marketing Education, Career Development, Senior Years ICT, Diversity and Equity	1	2	School Programs	Instruction, Curriculum and Assessment: The Learning Support and Technology Unit (LSTU

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2009	22	Design and launch a diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	22	Renew the Department's Multicultural Education Policy and develop an information campaign on diversity and equity.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	22	conducted a systemic review of professional learning opportunities for educators within the field of low socio-economics in collaboration with the University of Manitoba developed an equity indicators initiative as a pilot	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2009	23	Develop educator resources for exploring **diverse families.**	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	34	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2010	14	This includes initiatives in the areas of Aboriginal Perspectives, Technology Education, Business and Marketing Education, Career Development, Senior Years ICT, Diversity and Equity	1	2	School Programs	Instruction, Curriculum and Assessment: The Learning Support and Technology Unit (LSTU

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2010	23	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2010	24	New and revised bibliographies and catalogues included: Family Diversity	1	2	School Programs	Instructional Resources Unit
2011	16	This includes initiatives in the areas of Aboriginal Perspectives, Technology Education, Business and Marketing Education, Career Development, Senior Years ICT, Diversity and Equity	1	2	School Programs	Instruction, Curriculum and Assessment: The Learning Support and Technology Unit (LSTU
2011	25	Developed pilot sites for community-based equity indicators with northern communities and Brandon University	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2011	27	Continued to develop educator resources for **exploring diverse families.**	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2011	27	Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2011	27	Continued the renewal of the Department.s Multicultural Education Policy, and development of an information campaign on diversity and equity.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2011	38	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2012	26	Continued to develop educator resources for **exploring diverse families.**	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	26	Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	26	Diversity and Equity Education	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	39	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2012	71	developed recommendations for the Minister in response to some of the recommendations made by the Office of the Manitoba **Fairness** Commissioner (OMFC) arising from its review of the Professional Certification and Student Records Unit	3	2	Support to Schools	Educational Administration Services: Teacher Education and Certification Committee

Appendix D Gender Equity Specific Terms

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1975	29	Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls	1	3		Home economics
1975	29	More boys are selecting some or all of the program	1	3		Home economics
1976	14	Women's studies - bias and prejudice - Workshops were conducted on bias in textbooks and in classroom instructional materials.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice -workshops - Attention was focused on assessing career education and guidance programs for women.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice - Activities centered on identification, acquisition and/or production of materials which do not implicitly or explicitly categorize activities according to sexual stereotypes	1	3	special projects and programs	major projects
1977	8	the preparation of materials for grades 4-6 relating to the status of women	1	3	special projects and programs	
1977	9	professional development activities for teachers on identifying age, sex, class, and race bias continued.	1	3	special projects and programs	bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1978	9	Resources developed...an annotated bibliography *Resource materials presenting positive female images*	1	3	curriculum services branch	major activities
1978	9	Resources developed...a sequel to *Confronting the stereotypes k-3 for 4-6*	1	3	curriculum services branch	major activities
1978	9	Resources developed...supplementary materials for AV presentation *Todays women; todays work*	1	3	curriculum services branch	major activities
1978	30	College staff have developed a pre-trades career orientation course for women.	2	3	Keewatin community college	new projects and special initiatives
1978	33	A career opportunity course was developed for women on mother's allowance. The course was designed to assist these women to establish a realistic vocational plan which can be pursued at a community college, university, or in direct employment	2	3	Red River community college	
1978	33	The centre provides both support and tutorial services to mature women enrolled in college courses	2	3	Red River community college	
1978	33	The course provided for continuity and follow-up to ensure that resources and support were available and resulted in the establishment of a women's studies centre at the college	2	3	Red River community college	

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1979	36	services previously offered by women's centre now provided by tutorial centre	2	3	Red River community college	
1980	15	Women's studies - bias and prejudice - The second volume of *Confronting the Stereotypes - A handbook on bias*, which identifies the problem of stereotyping in grades 4-6 learning materials, was prepared and distributed.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice - Prepared as well were slides and support material on Manitoba women in the Visual Arts for grades 7-9.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Research was done and materials acquired for a poster series for grades 5-8 on Manitoba Women in Sport	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice -In addition a number of in-service sessions were held on sex-role stereotyping in classroom materials and career planning for female students.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	43	The data in this survey was used to develop recommendations and action required to support women in trades training.	2	3	Community Colleges division	The Programming Directorate

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1980	43	To access support services for women during their trades training or in their search for employment, a survey was conducted of all women enrolled in trades training in provincial colleges between 1976-1979. women support of in the trades	2	3	Community Colleges division	The Programming Directorate
1981	14	The explorations model was designed to reduce traditional sex role stereotyping in the way that students select home economics/industrial arts courses	1	3	Curriculum development branch	Vocational, industrial, and practical arts program
1981	19	Three new positive female image materials were completed -a videotape entitled *By chance or by choice,* an exploration of the need for adequate career planning for women	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - posters and audiotapes on women in sports	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - slides of Manitoba women in the visual arts	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Women's studies - bias and prejudice - in-service sessions held on sex-role stereotyping and career planning for female students	1	3	Curriculum services branch	Vocational-Industrial, Business Education, Home Economics>Women's Studies/Bias and Prejudice

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1981	68	The women in the trades project was monitored and the branch participated in further development of programs and services for women at the community colleges	2	3	Community Colleges division	The Programming Directorate
1981	72	establishment of internal and external advisory committees on programming for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	Staff of the LSC also assumed responsibility for spearheading developments and activities related to special services and programs for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	“Focus on women” seminars and workshops	2	3	Assiniboine Community College	Learning Skills Centre
1982	14	The curriculum was revised to...de-emphasize sex bias in roles and expectations normally assigned to home economics and industrial arts programs	1	3	Curriculum development and implementation branch	Home economics 7-9
1982	17	Seminars and workshops were held on the following topics...women in trades	1	3	Curriculum development and implementation branch	Career Guidance and Counselling
1982	89	Management Information: Women and the Impact of Microtechnology	3	3	Research branch	major activities>management information (report)
1982	89	Management Information: Women in Management	3	3	Research branch	major activities>management information (report)

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1983	13	Workshops held to provide assistance with curriculum implementation...sex stereotyping in the junior high program	1	3	Vocational, Industrial, and Practical Arts Programs	Business Education
1983	15	A bibliography, *Resource Materials Presenting Positive Female Images* was revised, printed, and distributed to all schools in the province	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	Two additional posters in the *Manitoba Women in Politics* Series were prepared, printed, and distributed to grades 7-12 schools	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	a number of workshops on bias and prejudice, sex-role stereotyping and career planning for young women were held	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	60	The Thompson campus offered the following courses...Employment Orientation for Women	2	3	Keewatin community college	
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included included material development on non-traditional occupations	1	3	Curriculum services branch	Women's studies/ Bias and prejudice

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1984	17	A number of activities were initiated to address the needs of female students within specific subject areas....analysis of approved textbooks to identify bias and recommended classroom strategies for confronting the stereotypes was completed and scheduled for pub and distribution in 1985	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	needs of female students within specific subject areas...included in-service program in Mathematics	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included the revision of the audio-visual kit ***How Women Won the Vote in Manitoba*** for social studies	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	Women's studies - bias and prejudice - a number of activities were initiated to address the needs of female students within specific subject areas	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1984	56	first time graduates of the special women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1984	56	One ceremony of significance was held on December 6 for graduates of four special women's courses. This was the first time graduates of women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division

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1985	8	a committee was set up to look at stereotyping in mathematics in grades 7-12	1	3	Curriculum development and implementation branch	Mathematics
1985	8	poster and pamphlets developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades	1	3	Curriculum development and implementation branch	Mathematics
1985	8	(poster and pamphlets developed developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades). These materials are to be used in planned regional in-services	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - career symposium emphasized career opportunities for women and visible minorities	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	women's studies - bias and prejudice - *Confronting the stereotypes Volumes 1 and 2* were distributed to the schools and formed the basis for a number of inservice	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	two new products were developed...a drama based support document based on *Big boys don't cry* deals with combating sexual stereotypes	1	3	Curriculum development and implementation branch	Guidance and Counselling

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1985	15	two new products were developed...A series of four posters encourages young women to plan for their futures. Captions for the posters include “Cinderella had a fairy godmother and a prince charming to transform her life. You’ll probably have to do it yourself”and “Science and mathematics...a base for the future”.	1	3	Curriculum development and implementation branch	Guidance and Counselling
1985	15	women’s studies - bias and prejudice - specific teacher in service programs were developed to assist them in encouraging young women to maintain science and math studies throughout high school	1	3	Curriculum development and implementation branch	women’s studies/ Bias and prejudice
1985	15	in order to support the policy of equal opportunities for both female and male students within the school system, two new products were developed	3	3	Curriculum development and implementation branch	Guidance and Counselling
1985	16	video tape *What every girl should know math and science*	1	3	Curriculum development and implementation branch	Curriculum support materials
1985	23	videotape program *Native women at work*	1	3	Native Education Branch	Support Materials Development
1986	13	*Mathematics: Who needs it?* pamphlets distributed	1	3	Curriculum development and implementation branch	Mathematics

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1986	13	*Mathematics: Who needs it?"* in service program dealt with the effect of stereotyping, student and societal attitudes, and inequality of opportunity on females' learning of mathematics	1	3	Curriculum development and implementation branch	Mathematics
1986	14	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1986	14	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1986	18	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Career Development
1986	22	A review of older Social studies and Language arts films in the library was conducted to identify those with sexist, prejudicial, or out-of-date content.	1	3	Instructional Resources Branch	Collection Development Services
1986	30	affirmative action strategies implemented - committee for Focus on Women for Education was organized	2	3	Keewatin community college	Post-secondary and Applied Studies Division
1987	15	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science

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1987	15	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1987	17	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Vocational, industrial, and practical arts program - Career Development
1988	14	The design of the new science curriculum includes a science-technology-society component: includes...encouraging more active participation of girls	1	3	Curriculum development and implementation branch	Science
1988	37	women's services department was established in the Applied arts and Business division responsible for women's programming and related initiatives.	2	3	Red River community college	Programming
1989	11	Other workshops encouraged opportunities for high school girls in science and technical careers.	1	3	Curriculum development and implementation branch	Science (junior high)
1989	22*	women in the trades and in career development	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies --Positive Images of Women	1	3	Curriculum development and implementation branch	Women's Studies

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1989	22*	women's studies -women in science video	1	3	Curriculum development and implementation branch	Women's Studies
1989	23*	women in non-traditional careers	1	3	Curriculum development and implementation branch	Career Development
1989	37	MTTS...as well as Management Training for Native Women	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	37	MTTC is providing training for women in the non-traditional areas of microcomputing and repair	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	45	Specific policy initiatives include...implementation of a sexual harassment policy	2	3	Post-Secondary, Adult, and Continuing Education	Executive Administration
1989	50	59 jobs were created for women in non-traditional occupations	2	3	Post-Secondary, Adult, and Continuing Education	Job Training for Tomorrow
1989	54	An entrepreneurship for women course was set up	2	3	Red River community college	Marketing Centre
1989	59	New program...Carpentry for women	2	3	Keewatin community college	

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1989	59	Northern Women's Advisory Committee established to provide advice and feedback on college services and course curriculum as it pertains to northern women	2	3	Keewatin community college	
1989	59	This committee is comprised of representatives from women's groups and organizations throughout northern Manitoba	2	3	Keewatin community college	
1989	60	Career Decision Workshops, designed to provide Aboriginal women with information about training opportunities and assist with career decision making, were offered.	2	3	Keewatin community college	
1989	66	Seven programs began and continue to operate...Hard Hatted Women	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	66	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	

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1989	67	In the Hard Hatted Women Program, unemployed core area women as well as MTS employees took part in training to prepare women to enter apprenticable trades with MTS and construction trades with the City of Winnipeg.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	82	what girls should know about science and mathematics - video	1	3	Official Languages, Programs, and Administrative Services Branch	Library and Materials Production Branch - video recordings
1990	20	production of a curriculum support document *Learning activities to prevent violence against women*	1	3	Curriculum services branch	Social Sciences - Guidance and Counselling
1990	24	Career development services to schools included seminars and workshops on...women in non-traditional careers	1	3	Curriculum services branch	Career Education
1990	51	women's programs sponsored 15 women into (trades) and	2	3	Keewatin community college	programming
1990	51	consultation with the Women's Directorate with regard to non-traditional trades for women in hydro projects	2	3	Keewatin community college	Programming
1990	51	developed program to assist women re-entering the work force	2	3	Keewatin community college	programming
1990	52	Staff development sessions were held for all staff on the topics of...UN decade of the (sic) women and literacy	2	3	Keewatin community college	Staff Development

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1990	52	A college-wide in-service was held for staff and addressed the issues... sexual harassment in the workplace	2	3	Keewatin community college	Staff Development
1990	52	other topics including women's issues were addressed throughout the year	2	3	Keewatin community college	Administrative Services
1990	57	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1990	62	the program's ongoing commitment to affirmative action...are all factors contributing to a continuing and increasing demand on New Careers to graduate well-trained women and Manitobans of aboriginal descent	4	3	Special Skills Training Branch	New Careers Program
1990	63	Twelve women graduated from the Microcomputer Technician Repair Curriculum. This training was specifically for women in no-traditional areas	2	3	Manitoba Technical Training Centre	

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1990	63	Twelve women were enrolled in the Administrative and Management Program for Aboriginal Women program and are expected to graduate in August	2	3	Manitoba Technical Training Centre	
1991	61	priority groups are those who are long term unemployed, under-employed, and new immigrants and re-entrants to the labour force, with particular emphasis on women...	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity completed: CJS re-entry
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity underway:CJS re-entry
1992	66	Workshops were held for staff that promoted awareness of cultural issues and challenges facing... women	2	3	Keewatin community college	Staff Development
1992	71	twenty aboriginal women completed the Academic Upgrading Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs

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1992	71	Fifteen women graduated from the Cashier Training Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1993	12	the branch assisted in policy matters in areas including women's issues	3	3	Administration and Finance Division	Policy Development
1993	59	Training Activity Underway: Women Managers	4	3	Employability Enhancement Programs	New Careers
1993	61	Employment Projects for Women and Original Women's Network	4	3	Employability Enhancement Programs	Single Parent Job Access Program: Pre-employment preparation
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included ***Rethinking Training: Meeting Women's Needs***	4	3	Labour Market Support Services	
1996	49	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1997	26	gender equity - a topic for which the unit created a bibliography	1	3	Instructional Resources Unit	Tours, Publications, Displays, and Homepage
1997	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1998	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	

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1999	55	under represented groups - programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2000	55	programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2000	57	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Training and Continuing Education	Student Financial Assistance Program
2001	69	The coordinators were involved in topics that focus on youth issues such as poverty, racism, and **gender equity.**	4	3	Training and Continuing Education: Community Learning and Youth Programs	Highlights of activities coordinated by the branch
2001	109	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Advanced Education: Manitoba Student Financial Assistance and Tuition Rebates	Manitoba Student Aid Branch
2002	37	Human sexuality and sexual orientation	1	3	Instructional Resources Unit	
2002		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch

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2003		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2004		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2005		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2006	24	Me read? No Way! A practical guide to improving boys' literacy skills	1	3	Program Development	Document Production Activities: Policy and Support Documents
2006		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	
2007		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	
2008	23	Action research began to develop a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, Low-Socio Economic and **Gender issues**	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity

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2009	8	The Branch also co-ordinates all of the renewal initiatives and activities for the sector. These include the Leadership Development Initiative, Learning Policy, **Women's Leadership Program**, New Professionals Network and Internship Programs.	3	3	Administration and Finance	Human Resource Services
2009	23	Initiate a demonstration project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, low socioeconomic and **gender**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2010	26	Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender (MERN Monograph 2)	3	3	Program Development	Document Production Services Unit: Document Production Activities: Newsletter and Monographs
2011	26	Transition, Education and Resources for Females (TERF) program	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)

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2011	27	Research initiative launched concerning the development of resources for educators on c**hallenging homophobia and discrimination based on sexual orientation or gender identity**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	26	Launched research initiative launched concerning the development of resources for educators on c**hallenging homophobia and discrimination based on sexual orientation or gender identity**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	52	The BEF has also been involved in department initiatives to promote safe and caring schools, particularly in support of anti-bullying strategies and **Bill 18**, The Public Schools Amendment Act (Safe and Inclusive Schools).	1	3	Bureau de l'éducation Française (BEF)	Physical Education/Health Education

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1975	29	Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls	1	3		Home economics
1975	29	More boys are selecting some or all of the program	1	3		Home economics
1976	14	Women's studies - bias and prejudice - Workshops were conducted on bias in textbooks and in classroom instructional materials.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice -workshops - Attention was focused on assessing career education and guidance programs for women.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice - Activities centered on identification, acquisition and/or production of materials which do not implicitly or explicitly categorize activities according to sexual stereotypes	1	3	special projects and programs	major projects
1977	8	the preparation of materials for grades 4-6 relating to the status of women	1	3	special projects and programs	
1977	9	In additional, project personnel worked with other agencies to identify and develop unbiased curriculum materials	1	2	special projects and programs	bias and prejudice

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1977	9	professional development activities for teachers on identifying age, sex, class, and race bias continued.	1	3	special projects and programs	bias and prejudice
1978	9	Resources developed...an annotated bibliography *Resource materials presenting positive female images*	1	3	curriculum services branch	major activities
1978	9	Resources developed...a sequel to *Confronting the stereotypes k-3 for 4-6*	1	3	curriculum services branch	major activities
1978	9	Resources developed...supplementary materials for AV presentation *Todays women; todays work*	1	3	curriculum services branch	major activities
1980	15	Women's studies - bias and prejudice - The second volume of *Confronting the Stereotypes - A handbook on bias*, which identifies the problem of stereotyping in grades 4-6 learning materials, was prepared and distributed.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice - Prepared as well were slides and support material on Manitoba women in the Visual Arts for grades 7-9.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Research was done and materials acquired for a poster series for grades 5-8 on Manitoba Women in Sport	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice

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1980	15	Women's studies - bias and prejudice -In addition a number of in-service sessions were held on sex-role stereotyping in classroom materials and career planning for female students.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1981	14	The explorations model was designed to reduce traditional sex role stereotyping in the way that students select home economics/industrial arts courses	1	3	Curriculum development branch	Vocational, industrial, and practical arts program
1981	19	Three new positive female image materials were completed -a videotape entitled *By chance or by choice,* an exploration of the need for adequate career planning for women	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - posters and audiotapes on women in sports	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - slides of Manitoba women in the visual arts	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Women's studies - bias and prejudice - in-service sessions held on sex-role stereotyping and career planning for female students	1	3	Curriculum services branch	Vocational-Industrial, Business Education, Home Economics>Women's Studies/Bias and Prejudice

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1982	14	The curriculum was revised to...de-emphasize sex bias in roles and expectations normally assigned to home economics and industrial arts programs	1	3	Curriculum development and implementation branch	Home economics 7-9
1982	17	Seminars and workshops were held on the following topics...women in trades	1	3	Curriculum development and implementation branch	Career Guidance and Counselling
1983	13	Workshops held to provide assistance with curriculum implementation...sex stereotyping in the junior high program	1	3	Vocational, Industrial, and Practical Arts Programs	Business Education
1983	15	A bibliography, *Resource Materials Presenting Positive Female Images* was revised, printed, and distributed to all schools in the province	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	Two additional posters in the *Manitoba Women in Politics* Series were prepared, printed, and distributed to grades 7-12 schools	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	a number of workshops on bias and prejudice, sex-role stereotyping and career planning for young women were held	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included included material development on non-traditional occupations	1	3	Curriculum services branch	Women's studies/ Bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas....analysis of approved textbooks to identify bias and recommended classroom strategies for confronting the stereotypes was completed and scheduled for pub and distribution in 1985	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	needs of female students within specific subject areas...included in-service program in Mathematics	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included the revision of the audio-visual kit ***How Women Won the Vote in Manitoba*** for social studies	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	Women's studies - bias and prejudice - a number of activities were initiated to address the needs of female students within specific subject areas	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1984	25	his/her	1	1	Child Care and Development branch	
1985	8	a committee was set up to look at stereotyping in mathematics in grades 7-12	1	3	Curriculum development and implementation branch	Mathematics

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	8	poster and pamphlets developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades	1	3	Curriculum development and implementation branch	Mathematics
1985	8	(poster and pamphlets developed developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades). These materials are to be used in planned regional in-services	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - career symposium emphasized career opportunities for women and visible minorities	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	women's studies - bias and prejudice - *Confronting the stereotypes Volumes 1 and 2* were distributed to the schools and formed the basis for a number of inservice	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	two new products were developed...a drama based support document based on *Big boys don't cry* deals with combating sexual stereotypes	1	3	Curriculum development and implementation branch	Guidance and Counselling

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	15	two new products were developed...A series of four posters encourages young women to plan for their futures. Captions for the posters include “Cinderella had a fairy godmother and a prince charming to transform her life. You’ll probably have to do it yourself”and “Science and mathematics...a base for the future”.	1	3	Curriculum development and implementation branch	Guidance and Counselling
1985	15	women’s studies - bias and prejudice - specific teacher in service programs were developed to assist them in encouraging young women to maintain science and math studies throughout high school	1	3	Curriculum development and implementation branch	women’s studies/ Bias and prejudice
1985	16	video tape *What every girl should know math and science*	1	3	Curriculum development and implementation branch	Curriculum support materials
1985	23	videotape program *Native women at work*	1	3	Native Education Branch	Support Materials Development
1985	24	his/her	1	1	Child Care and Development branch	
1986	13	*Mathematics: Who needs it?* pamphlets distributed	1	3	Curriculum development and implementation branch	Mathematics

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1986	13	*Mathematics: Who needs it?"* in service program dealt with the effect of stereotyping, student and societal attitudes, and inequality of opportunity on females' learning of mathematics	1	3	Curriculum development and implementation branch	Mathematics
1986	14	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1986	14	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1986	22	A review of older Social studies and Language arts films in the library was conducted to identify those with sexist, prejudicial, or out-of-date content.	1	3	Instructional Resources Branch	Collection Development Services
1987	15	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1987	15	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1988	14	The design of the new science curriculum includes a science-technology-society component: includes...encouraging more active participation of girls	1	3	Curriculum development and implementation branch	Science

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	11	Other workshops encouraged opportunities for high school girls in science and technical careers.	1	3	Curriculum development and implementation branch	Science (junior high)
1989	22*	women in the trades and in career development	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies --Positive Images of Women	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies -women in science video	1	3	Curriculum development and implementation branch	Women's Studies
1989	23*	women in non-traditional careers	1	3	Curriculum development and implementation branch	Career Development
1989	82	what girls should know about science and mathematics - video	1	3	Official Languages, Programs, and Administrative Services Branch	Library and Materials Production Branch - video recordings
1990	20	production of a curriculum support document *Learning activities to prevent violence against women*	1	3	Curriculum services branch	Social Sciences - Guidance and Counselling
1990	24	Career development services to schools included seminars and workshops on...women in non-traditional careers	1	3	Curriculum services branch	Career Education

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	34	Sessions in the schools included...bias in learning materials	1	2	Instructional Resources Branch	Multicultural Library Services Section
1992	38	human rights: a bibliography	1	2	Instructional Resources Branch	Reference Team
1993	20	Development work on *Focus on Bias*, a teacher's resource document on the selection of learning materials and classroom practice in a multi-cultural and anti-racism context	1	2	Curriculum services branch	Anti-Racist initiatives
1993	70	50% of the volunteers placed represented groups identified in the **provincial Affirmative Action Policy**	1	2	Youth Programs	Volunteers in Public Service
1997	26	gender equity - a topic for which the unit created a bibliography	1	3	Instructional Resources Unit	Tours, Publications, Displays, and Homepage
1999	17	accommodate **diversity** among students, schools, and regions	1	2	School Programs Division	
1999	25	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development Branch	Learning Resources Activities
2002	20	The robotics club...two female students qualified and competed at the National Robotics Games	1	1	Manitoba School for the Deaf	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2002	28	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development	Learning Resources Activities
2002	37	Human sexuality and sexual orientation	1	3	Instructional Resources Unit	
2002	37	Provision of library services and resources in the area of Diversity and Equity Education	1	2	Instructional Resources Unit	
2003	25	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development Branch	Learning Resources Activities
2003	32	Diversity and Equity: An Action Plan for Ethnocultural Equity	1	2	Program Development Branch	Consultation Documents
2003	33	The IRU provided library services in support of K-S4 curriculum implementation, the Special Education Review, the Aboriginal Education Strategy, diversity and equity education	1	2	Instructional Resources Unit	
2004	22	Branch staff released Human Sexuality: A Resource for Kindergarten to Grade 8 and Human Sexuality: A Resource for Senior 1 and Senior 2.	1	1	Program Development	Manitoba Curriculum Projects

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2004	24	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development Branch	Learning Resources Activities
2004	26	Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education	1	1	Program Development	Document Production Activities: Policy and Support Documents
2004	26	The program development branch is responsible for ...learning resources...with particular attention to issues of bias and balanced representation	1	2	Program Development	Document Production Activities: Policy and Support Documents
2004	33	provided library services in support of...diversity and equity education,	1	2	Instructional Resources Unit	
2004	39	Human Sexuality: Resource for Kindergarten to Grade 8 Physical Education/Health Education;	1	1	Bureau de l'éducation Française (BEF)	Curriculum Development and Implementation: Phys Ed/Health
2005	17	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2005	18	The Unit supports career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	Instruction, Curriculum and Assessment	Organization of the Instruction, Curriculum and Assessment Branch

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2005	23	Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education (Word Format)	1	1	Program Development	Document Production Activities: Policy and Support Documents
2005	29	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2005	90	Manitoba boys performed slightly better than girls (Overall for the mathematics results)	1	1	Standardized Performance Measurement Section	
2005	90	Manitoba girls performed better than boys in language arts in both 2000 and 2003 (PISA)	1	1	Standardized Performance Measurement Section	
2006	18	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2006	18	The Unit supports initiatives such as career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	Instruction, Curriculum and Assessment	Organization of the Instruction, Curriculum and Assessment Branch
2006	23	Edited and published these documents...Belonging, Learning, and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity	1	2	Program Development	Document Production Activities: Policy and Support Documents

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2006	24	Me read? No Way! A practical guide to improving boys' literacy skills	1	3	Program Development	Document Production Activities: Policy and Support Documents
2006	24	Edited and published these documents... Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008	1	2	Program Development	Document Production Activities: Policy and Support Documents
2006	26	Kindergarten to Grade 12 Action Plan for Ethnocultural Equity In October 2006, Belonging Learning and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity was released. The report summarizes the results of the consultation process, provides some information on diversity in schools, and presents the Department's Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008. Implementation of the action plan was launched in January 2007.	1	2	School Programs	Instruction, Curriculum and Assessment: Special Initiatives
2006	32	The Unit supports initiatives such as career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	School Programs	Instructional Resources Unit

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2007	13	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2007	14	The Unit supports career development, diversity and equity, citizenship, and sustainable development related initiatives	1	2	Instruction, Curriculum and Assessment	Organization of the Instruction, Curriculum and Assessment Branch
2007	24	Kindergarten to Grade 12 Action Plan for Ethnocultural Equity	1	2	School Programs	Instruction, Curriculum and Assessment: Special Initiatives
2007	32	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2007	69	The MB4Youth Division was awarded the 2007 Dan Highway Diversity and Employment Equity Achievement Award on behalf of The Province of Manitoba for outstanding contribution and dedication to diversity and employment equity	1	2	MB4Youth	Highlights of Activities Co-ordinated by the Division
2008	13	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2008	22	Began work on the development of a Low SES Framework for Action with the following principles guiding the work of MECY within low SES communities: Equality, Capacity Building, Collaboration, Individualization, Research and Data, Innovation and Community Awareness	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2008	23	A research paper concerning developments in diversity and equity education was completed	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2008	23	Consultation and initial development work was completed concerning diversity and equity content on the MECY website	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2008	23	Action research began to develop a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, Low-Socio Economic and **Gender issues**	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2008	34	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2009	12	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2009	14	This includes initiatives in the areas of Aboriginal Perspectives, Technology Education, Business and Marketing Education, Career Development, Senior Years ICT, Diversity and Equity	1	2	School Programs	Instruction, Curriculum and Assessment: The Learning Support and Technology Unit (LSTU
2009	22	Design and launch a diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	22	Renew the Department's Multicultural Education Policy and develop an information campaign on diversity and equity.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	22	conducted a systemic review of professional learning opportunities for educators within the field of low socio-economics in collaboration with the University of Manitoba developed an equity indicators initiative as a pilot	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2009	23	Develop educator resources for exploring **diverse families.**	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	23	Initiate a demonstration project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, low socioeconomic and **gender**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	34	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2010	11	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2010	14	This includes initiatives in the areas of Aboriginal Perspectives, Technology Education, Business and Marketing Education, Career Development, Senior Years ICT, Diversity and Equity	1	2	School Programs	Instruction, Curriculum and Assessment: The Learning Support and Technology Unit (LSTU
2010	23	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2010	24	New and revised bibliographies and catalogues included: Family Diversity	1	2	School Programs	Instructional Resources Unit
2011	14	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2011	16	This includes initiatives in the areas of Aboriginal Perspectives, Technology Education, Business and Marketing Education, Career Development, Senior Years ICT, Diversity and Equity	1	2	School Programs	Instruction, Curriculum and Assessment: The Learning Support and Technology Unit (LSTU
2011	25	Developed pilot sites for community-based equity indicators with northern communities and Brandon University	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2011	26	Transition, Education and Resources for Females (TERF) program	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2011	27	Continued to develop educator resources for **exploring diverse families.**	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2011	27	Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2011	27	Continued the renewal of the Department.s Multicultural Education Policy, and development of an information campaign on diversity and equity.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2011	27	Research initiative launched concerning the development of resources for educators on c**hallenging homophobia and discrimination based on sexual orientation or gender identity**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2011	38	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2011	48	The BEF was represented on a regular basis at conferences and meetings of the WRHA Human Sexuality Marketing Steering Committee	1	1	Bureau de l'éducation Française (BEF)	Physical Education/Health Education
2011	52	male/female breakdown of enrollment in the French language	1	1	Bureau de l'éducation Française (BEF)	Education Support Services: Statistics and Grants
2012	12	Some of the ongoing school-based highlights include; the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips	1	1	Manitoba School for the Deaf	
2012	26	Continued to develop educator resources for **exploring diverse families.**	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2012	26	Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	26	Diversity and Equity Education	1	2	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	26	Launched research initiative launched concerning the development of resources for educators on c**hallenging homophobia and discrimination based on sexual orientation or gender identity**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	39	provided library services in support of...diversity and equity education,	1	2	School Programs	Instructional Resources Unit
2012	52	The BEF was represented on a regular basis at conferences and meetings of the WRHA Human Sexuality Marketing Steering Committee	1	1	Bureau de l'éducation Française (BEF)	Physical Education/Health Education
2012	52	The BEF has also been involved in department initiatives to promote safe and caring schools, particularly in support of anti-bullying strategies and **Bill 18**, The Public Schools Amendment Act (Safe and Inclusive Schools).	1	3	Bureau de l'éducation Française (BEF)	Physical Education/Health Education

Appendix F Post Secondary Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1978	30	College staff have developed a pre-trades career orientation course for women.	2	3	Keewatin community college	new projects and special initiatives
1978	30	Historically, there have been small numbers of women enrolled in the trades courses traditionally occupied by men.	2	1	Keewatin community college	new projects and special initiatives
1978	33	A career opportunity course was developed for women on mother's allowance. The course was designed to assist these women to establish a realistic vocational plan which can be pursued at a community college, university, or in direct employment	2	3	Red River community college	
1978	33	The centre provides both support and tutorial services to mature women enrolled in college courses	2	3	Red River community college	
1978	33	The course provided for continuity and follow-up to ensure that resources and support were available and resulted in the establishment of a women's studies centre at the college	2	3	Red River community college	
1979	36	services previously offered by women's centre now provided by tutorial centre	2	3	Red River community college	
1980	43	The data in this survey was used to develop recommendations and action required to support women in trades training.	2	3	Community Colleges division	The Programming Directorate

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1980	43	To access support services for women during their trades training or in their search for employment, a survey was conducted of all women enrolled in trades training in provincial colleges between 1976-1979. women support of in the trades	2	3	Community Colleges division	The Programming Directorate
1981	68	The women in the trades project was monitored and the branch participated in further development of programs and services for women at the community colleges	2	3	Community Colleges division	The Programming Directorate
1981	72	establishment of internal and external advisory committees on programming for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	Staff of the LSC also assumed responsibility for spearheading developments and activities related to special services and programs for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	“Focus on women” seminars and workshops	2	3	Assiniboine Community College	Learning Skills Centre
1982	69	number of women who took full-time training was almost equal to men	2	1	Red River community college	
1982	74	men’s volleyball	2	1	Red River community college	
1982	81	men’s team	2	1	Administration and Finance branch	as per intravarsity athletic director section

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1982	81	women's team	2	1	Administration and Finance branch	as per intravarsity athletic director section
1983	56	men's and women's basketball and volleyball teams; women's doubles	2	1	Red River community college	
1983	60	The Thompson campus offered the following courses...Employment Orientation for Women	2	3	Keewatin community college	
1984	55	men's and women's sport teams	2	1	Red River community college	The Administration and Support Division
1984	56	first time graduates of the special women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1984	56	One ceremony of significance was held on December 6 for graduates of four special women's courses. This was the first time graduates of women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1984	61	men's curling team, co-ed	2	1	Keewatin community college	The Administration Services Division
1986	30	affirmative action strategies implemented - affirmative action regarding filling vacant positions was promoted.	2	2	Keewatin community college	Post-secondary and Applied Studies Division
1986	30	affirmative action strategies implemented - committee for Focus on Women for Education was organized	2	3	Keewatin community college	Post-secondary and Applied Studies Division

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1987	43	division of enrollees into male female	2	1	Post-Secondary Career Development Branch	Post-secondary Career Dev Division
1988	37	women's services department was established in the Applied arts and Business division responsible for women's programming and related initiatives.	2	3	Red River community college	Programming
1988	41	male and female enrollees	2	1	Assiniboine Community College	Programming
1988	45-46	male and female enrollees	2	1	Post-Secondary Career Development Branch	
1989	37	MTTS...as well as Management Training for Native Women	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	37	MTTC is providing training for women in the non-traditional areas of microcomputing and repair	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	45	Specific policy initiatives include...implementation of a sexual harassment policy	2	3	Post-Secondary, Adult, and Continuing Education	Executive Administration
1989	47	women (participant profile)	2	1	Post-Secondary, Adult, and Continuing Education	New Careers Program

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	47	The program's ongoing commitment to affirmative action...	2	2	Post-Secondary, Adult, and Continuing Education	New Careers Program
1989	50	59 jobs were created for women in non-traditional occupations	2	3	Post-Secondary, Adult, and Continuing Education	Job Training for Tomorrow
1989	54	An entrepreneurship for women course was set up	2	3	Red River community college	Marketing Centre
1989	59	New program...Carpentry for women	2	3	Keewatin community college	
1989	59	Northern Women's Advisory Committee established to provide advice and feedback on college services and course curriculum as it pertains to northern women	2	3	Keewatin community college	
1989	59	This committee is comprised of representatives from women's groups and organizations throughout northern Manitoba	2	3	Keewatin community college	
1989	60	The Market Driven Training Centre ...has been actively marketing a wide range of programs and services included many directed at affirmative action groups	2	2	Keewatin community college	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	60	Career Decision Workshops, designed to provide Aboriginal women with information about training opportunities and assist with career decision making, were offered.	2	3	Keewatin community college	
1989	64	female (participant profile)	2	1	Post-Secondary Career Development Branch	Northern Development Agreement - Canada/Manitoba
1989	71	female	2	1	Post-Secondary Career Development Branch -Southern Program	
1989	73	female	2	1	Special Programs	ACCESS programs Uof M and Red River
1990	51	women's programs sponsored 15 women into (trades) and	2	3	Keewatin community college	programming
1990	51	consultation with the Women's Directorate with regard to non-traditional trades for women in hydro projects	2	3	Keewatin community college	Programming
1990	51	developed program to assist women re-entering the work force	2	3	Keewatin community college	programming
1990	52	Staff development sessions were held for all staff on the topics of...UN decade of the (sic) women and literacy	2	3	Keewatin community college	Staff Development
1990	52	managing diversity	2	2	Keewatin community college	Staff Development

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	52	A college-wide in-service was held for staff and addressed the issues... sexual harassment in the workplace	2	3	Keewatin community college	Staff Development
1990	52	other topics including women's issues were addressed throughout the year	2	3	Keewatin community college	Administrative Services
1990	54	his or her	2	1	Student Financial A	Student Financial Assistance Program
1990	62	women - participant profile	2	1	Special Skills Training Branch	New Careers Program
1990	63	women - participant profile	2	1	Stevenson Aviation Technical Training Centre	
1990	63	Twelve women graduated from the Microcomputer Technician Repair Curriculum. This training was specifically for women in no-traditional areas	2	3	Manitoba Technical Training Centre	
1990	63	Twelve women were enrolled in the Administrative and Management Program for Aboriginal Women program and are expected to graduate in August	2	3	Manitoba Technical Training Centre	
1990	55-56	female (related to 10 different ACCESS programs offered	2	1	Post-Secondary, Adult, and Continuing Education Branch	ACCESS programs
1991	60	enrollment - women	2	1	Post-Secondary Career, Adult, and Continuing Education Branch	Keewatin Community College

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1991	65	women (participant profile)	2	1	Special Skills Training Branch	New Careers Program
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity completed: CJS re-entry
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity underway:CJS re-entry
1992	42	UofM sponsored employment equity	2	2	Distance Education Program Unit	Telecommunications Delivery
1992	64	a standing equity committee was struck to address equity in all areas of the college	2	2	Assiniboine Community College	Leadership
1992	66	recruitment strategy to reflect affirmative action criteria was developed and implemented	2	2	Keewatin community college	Administration
1992	66	Workshops were held for staff that promoted awareness of cultural issues and challenges facing... women	2	3	Keewatin community college	Staff Development
1992	70	student profile - women	2	1	Post-Secondary Career, Adult, and Continuing Education Branch	Keewatin Community College
1992	75	participant profile - women	2	1	Special Skills Training Branch	New Careers Program
1992	76	participant profile - Aboriginal women	2	1	Stevenson Aviation Technical Training Centre	CJS Re-entry

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1993	54	women - participant profile	2	1	training and Advanced Education	ACCESS programs
1994	49	participant profile - women	2	1	Training and Advanced Education	Access programs
1995	47	participant profile - women	2	1	training and Advanced Education	ACCESS programs
1996	49	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1997	4	females	2	1	Post-Secondary Education	
1997	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1998	4	females	2	1	Post-Secondary Education	
1998	54	female	2	1	Access Programs	
1998	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1999	4	females	2	1	Post-Secondary Education	
2000	5	Females (83%) - account of Access programs	2	1	Post-Secondary Education	
2000	57	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Training and Continuing Education	Student Financial Assistance Program

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2001	107	The student profile of the ACCESS Programs includes...Females (76%)...	2	1	Advanced Education: Support for Universities and Colleges	ACCESS programs
2001	109	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Advanced Education: Manitoba Student Financial Assistance and Tuition Rebates	Manitoba Student Aid Branch
2002		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2002		participant profile - females	2	1	Apprenticeship Branch	
2002		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2002		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2003		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2003		participant profile - females	2	1	Apprenticeship Branch	
2003		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2003		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2003		active apprenticeship profile - women	2	1	Apprenticeship	
2004		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2004		participant profile - females	2	1	Apprenticeship Branch	
2004		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2004		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2004		active apprentices profile - women	2	1	Apprenticeship	
2005		participant profile - females	2	1	Support for Universities and Colleges	ACCESS program
2005		participant profile - females	2	1	Apprenticeship Branch	
2005		participant profile - females	2	1	Apprenticeship Branch	Apprenticeship indicators
2005		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2005		active apprentices profile - women	2	1	Apprenticeship	
2006		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2007		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	

Appendix G Department Wide Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1975	41	In working towards “quality” educational programs and “equality” of educational opportunity...the branch staff work cooperatively.	3	2	planning and research branch	
1976	iv	In a democratic society it is the right of every person to have equal opportunity	3	2	foreward	
1976	iv	In a democratic society it is the right of every person to have equal opportunity to develop his or her	3	1	foreward	
1982	89	Management Information: Women and the Impact of Microtechnology	3	3	Research branch	major activities>management information (report)
1982	89	Management Information: Women in Management	3	3	Research branch	major activities>management information (report)
1983	8	dedicated women and men	3	1	Report of the Deputy Minister	
1985	15	in order to support the policy of equal opportunities for both female and male students within the school system, two new products were developed	3	3	Curriculum development and implementation branch	Guidance and Counselling
1985	69	affirmative action coordinator hired	3	2	Personnel Services Branch	developed an affirmative program
1986	9	affirmative action coordinator and program	3	2	Personnel Services Branch	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1986	18	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Career Development
1987	17	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Vocational, industrial, and practical arts program - Career Development
1989	3	affirmative action program	3	2	Personnel Services Branch	
1992	7	affirmative action program	3	2	Preface	Organization of report
1992	12	branch is responsible for coordinating the department's affirmative action program	3	2	Personnel Services Branch	
1993	12	the branch assisted in policy matters in areas including women's issues	3	3	Administration and Finance Division	Policy Development
1994	14	The branch is responsible for the pro-active coordination of the department's Affirmative Action Program	3	2	Human Resources Services Branch	
1995	14	The branch is responsible for the pro-active coordination of the department's Affirmative Action Program	3	2	Human Resources Services Branch	
1996	9	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1996	17	The branch is responsible for the pro-active coordination of the department's **employment equity program**	3	2	Human Resources Services Branch	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1997	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1997	8	The branch is responsible for the pro-active coordination of each department's employment equity program	3	2	Human Resources Services Branch	
1998	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1998	8	The branch is responsible for the pro-active coordination of the department's employment equity program	3	2	Human Resources Services Branch	
1999	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
1999	9	the provision of high quality and equitable training	3	2	Administration and Finance Division	Executive Support
1999	11	The branch is responsible for the pro-active coordination of the department's employment equity program	3	2	Amalgamated Human Resource Services	
2000	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2000	13	the provision of high quality and equitable training	3	2	Administration and Finance Division	Executive Support

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2000	15	The branch is responsible for the pro-active coordination of the department's employment equity program	3	2	MEY-Administration and Finance Division	Amalgamated Human Resource Services
2001	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2001	16	The branch is responsible for the pro-active coordination of the department's employment equity programs	3	2	Education, Training and Youth: Administration and Finance	Human Resource Services
2002	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2002	14	The branch is responsible for the pro-active coordination of the department's employment equity **and diversity** programs	3	2	Human Resources Services	
2002		equity	3	2	Preface	Mission
2003	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission
2003	11	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Human Resources Services	
2003		equity	3	2	Preface	Mission
2004	2	In carrying out its mission, the department continues to be guided by the following principles...equity	3	2	Preface	Mission

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2004	11	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2		
2004	np	Actions were taken during 2004/2005 to lay the groundwork for a number of future initiatives including...undertaking extensive consultation regarding the development of a Diversity and Equity Action Plan	3	2	letter from DM	
2004	np	making changes to the Teachers' Pension Act to provide for greater equity in the provision of pension benefits	3	2	(letter from DM to ME)	
2004	np	undertaking extensive consultation respecting the development of a Diversity and Equity Action Plan	3	2	(letter from DM to ME)	
2004		equity	3	2	Preface	Mission
2005	11	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Administration and Finance	Human Resource Services
2005	14	Branch staff participate as project members in department initiatives, including... The Diversity and Equity action plan	3	2	Administration and Finance	Research and Planning: Project Support
2005	np	undertaking extensive consultation respecting the development of a Diversity and Equity Action Plan	3	2	(letter from DM to ME)	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2005	np	undertaking extensive consultation respecting the development of a Diversity and Equity Action Plan	3	2	(letter from DM to ME)	
2005		equity	3	2	Preface	Mission
2006	12	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Human Resources Services	
2006	15	Branch staff support projects...Diversity and Equity Action Plan	3	2	Administration and Finance	Research and Planning: Project Support
2006	np	In order to support safe and supportive programming and learning environments, the Department implemented both the English as a Second (now Additional) Language and the Diversity and Equity Action Plans;	3	2	(letter from DM to ME)	
2007	8	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Administration and Finance	Human Resource Services
2007	62	Research and planning staff provided leadership and support for projects and initiatives related to...Diversity and Equity Action Plan	3	2	Administration and Finance	Research and Planning: Project Support
2009	8	The branch is responsible for the pro-active coordination of the department's employment equity and diversity programs	3	2	Administration and Finance	Human Resource Services

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2009	8	The Branch also co-ordinates all of the renewal initiatives and activities for the sector. These include the Leadership Development Initiative, Learning Policy, **Women's Leadership Program**, New Professionals Network and Internship Programs.	3	3	Administration and Finance	Human Resource Services
2010	26	Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender (MERN Monograph 2)	3	3	Program Development	Document Production Services Unit: Document Production Activities: Newsletter and Monographs
2012	71	developed recommendations for the Minister in response to some of the recommendations made by the Office of the Manitoba **Fairness** Commissioner (OMFC) arising from its review of the Professional Certification and Student Records Unit	3	2	Support to Schools	Educational Administration Services: Teacher Education and Certification Committee

Appendix H Continuing Education Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	66	Seven programs began and continue to operate...Hard Hatted Women	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	66	Programming falls into three areas...affirmative action	4	2	Winnipeg Core Area Initiative Employment and Training Program	
1989	66	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	67	In the Hard Hatted Women Program, unemployed core area women as well as MTS employees took part in training to prepare women to enter apprenticable trades with MTS and construction trades with the City of Winnipeg.	4	3	Winnipeg Core Area Initiative Employment and Training Program	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	57	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1990	59	affirmative action and individualized placement program	4	2	Winnipeg Core Area Initiative Employment and Training Program	Affirmative Action and Individualized Placement Program
1990	62	the program's ongoing commitment to affirmative action...are all factors contributing to a continuing and increasing demand on New Careers to graduate well-trained women and Manitobans of aboriginal descent	4	3	Special Skills Training Branch	New Careers Program
1990	62	the program's ongoing commitment to affirmative action...	4	2	Special Skills Training Branch	New Careers Program
1991	61	priority groups are those who are long term unemployed, under-employed, and new immigrants and re-entrants to the labour force, with particular emphasis on women...	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1991	61	The employment and training program is committed to...affirmative action and individualized placements.	4	2	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	
1991	65	The program's ongoing commitment to **affirmative action**...demand upon new careers to graduate well-trained **equity groups**	4	2	Special Skills Training Branch	New Careers Program
1992	71	twenty aboriginal women completed the Academic Upgrading Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1992	71	Fifteen women graduated from the Cashier Training Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1992	71	Affirmative Action and Individualized Placement Program	4	2	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Affirmative Action and Individualized Placement Program
1993	59	women - participant profile	4	1	Employability Enhancement Programs	New Careers
1993	59	Training Activity Underway: Women Managers	4	3	Employability Enhancement Programs	New Careers

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1993	61	Employment Projects for Women and Original Women's Network	4	3	Employability Enhancement Programs	Single Parent Job Access Program: Pre-employment preparation
1993	63	male and female enrollees	4	1	Employability Enhancement Programs	Community-based Employability Projects
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included equity in apprenticeship	4	2	Labour Market Support Services	
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included ***Rethinking Training: Meeting Women's Needs***	4	3	Labour Market Support Services	
1996	49	female	4	1	Training and Advanced Education: Management Services Branch	ACCESS programs
1997	62	female male	4	1	Employment Development Centres	Partners for Careers
1999	55	under represented groups - programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2000	55	programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2001	66	participant profile - men	4	1	Training and Continuing Education: Adult Literacy and Continuing Education	Community-based adult literacy programs
2001	66	participant profile - females	4	1	Training and Continuing Education: Adult Literacy and Continuing Education	Community-based adult literacy programs
2001	69	The coordinators were involved in topics that focus on youth issues such as poverty, racism, and **gender equity.**	4	3	Training and Continuing Education: Community Learning and Youth Programs	Highlights of activities coordinated by the branch
2002	64	promotes employment equity for Aboriginal youth	4	2	MB4Youth: Student/Youth Employment Programs	Aboriginal Youth Employment and Training Services
2002		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2003		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2004		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2005		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2006		participant profile - females	4	1	Adult Learning and Literacy	Community-based adult literacy programs
2007		participant profile - females	4	1	Adult Learning and Literacy	Adult Literacy Programs
2008		participant profile - females	4	1	Adult Learning and Literacy	Adult Literacy Programs
2009		participant profile - females	4	1	Adult Learning and Literacy	Adult Literacy Programs
2010		participant profile - females	4	1	Adult Learning and Literacy	Manitoba Adult Literacy Program
2011		participant profile - females	4	1	Adult Learning and Literacy	Manitoba Adult Literacy Program
2012		participant profile - females	4	1	Adult Learning and Literacy	Manitoba Adult Literacy Program

Appendix I Gender Equity Terms and Continuing Education Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	66	Seven programs began and continue to operate...Hard Hatted Women	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	66	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	67	In the Hard Hatted Women Program, unemployed core area women as well as MTS employees took part in training to prepare women to enter apprenticable trades with MTS and construction trades with the City of Winnipeg.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1990	57	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	62	the program's ongoing commitment to affirmative action...are all factors contributing to a continuing and increasing demand on New Careers to graduate well-trained women and Manitobans of aboriginal descent	4	3	Special Skills Training Branch	New Careers Program
1991	61	priority groups are those who are long term unemployed, under-employed, and new immigrants and re-entrants to the labour force, with particular emphasis on women...	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	
1992	71	twenty aboriginal women completed the Academic Upgrading Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1992	71	Fifteen women graduated from the Cashier Training Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1993	59	Training Activity Underway: Women Managers	4	3	Employability Enhancement Programs	New Careers
1993	61	Employment Projects for Women and Original Women's Network	4	3	Employability Enhancement Programs	Single Parent Job Access Program: Pre-employment preparation

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included ***Rethinking Training: Meeting Women's Needs***	4	3	Labour Market Support Services	
1999	55	under represented groups - programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2000	55	programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2001	69	The coordinators were involved in topics that focus on youth issues such as poverty, racism, and **gender equity.**	4	3	Training and Continuing Education: Community Learning and Youth Programs	Highlights of activities coordinated by the branch

Appendix J Gender Equity Specific Terms and Deprtament Wide Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1982	89	Management Information: Women and the Impact of Microtechnology	3	3	Research branch	major activities>management information (report)
1982	89	Management Information: Women in Management	3	3	Research branch	major activities>management information (report)
1985	15	in order to support the policy of equal opportunities for both female and male students within the school system, two new products were developed	3	3	Curriculum development and implementation branch	Guidance and Counselling
1986	18	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Career Development
1987	17	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Vocational, industrial, and practical arts program - Career Development
1993	12	the branch assisted in policy matters in areas including women's issues	3	3	Administration and Finance Division	Policy Development
2009	8	The Branch also co-ordinates all of the renewal initiatives and activities for the sector. These include the Leadership Development Initiative, Learning Policy, **Women's Leadership Program**, New Professionals Network and Internship Programs.	3	3	Administration and Finance	Human Resource Services

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2010	26	Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender (MERN Monograph 2)	3	3	Program Development	Document Production Services Unit: Document Production Activities: Newsletter and Monographs

Appendix K Gender Equity Specific Terms_Post Secondary Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1978	30	College staff have developed a pre-trades career orientation course for women.	2	3	Keewatin community college	new projects and special initiatives
1978	33	A career opportunity course was developed for women on mother's allowance. The course was designed to assist these women to establish a realistic vocational plan which can be pursued at a community college, university, or in direct employment	2	3	Red River community college	
1978	33	The centre provides both support and tutorial services to mature women enrolled in college courses	2	3	Red River community college	
1978	33	The course provided for continuity and follow-up to ensure that resources and support were available and resulted in the establishment of a women's studies centre at the college	2	3	Red River community college	
1979	36	services previously offered by women's centre now provided by tutorial centre	2	3	Red River community college	
1980	43	The data in this survey was used to develop recommendations and action required to support women in trades training.	2	3	Community Colleges division	The Programming Directorate

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1980	43	To access support services for women during their trades training or in their search for employment, a survey was conducted of all women enrolled in trades training in provincial colleges between 1976-1979. women support of in the trades	2	3	Community Colleges division	The Programming Directorate
1981	68	The women in the trades project was monitored and the branch participated in further development of programs and services for women at the community colleges	2	3	Community Colleges division	The Programming Directorate
1981	72	establishment of internal and external advisory committees on programming for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	Staff of the LSC also assumed responsibility for spearheading developments and activities related to special services and programs for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	“Focus on women” seminars and workshops	2	3	Assiniboine Community College	Learning Skills Centre
1983	60	The Thompson campus offered the following courses...Employment Orientation for Women	2	3	Keewatin community college	
1984	56	first time graduates of the special women’s programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	56	One ceremony of significance was held on December 6 for graduates of four special women's courses. This was the first time graduates of women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1986	30	affirmative action strategies implemented - committee for Focus on Women for Education was organized	2	3	Keewatin community college	Post-secondary and Applied Studies Division
1988	37	women's services department was established in the Applied arts and Business division responsible for women's programming and related initiatives.	2	3	Red River community college	Programming
1989	37	MTTS...as well as Management Training for Native Women	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	37	MTTC is providing training for women in the non-traditional areas of microcomputing and repair	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	45	Specific policy initiatives include...implementation of a sexual harassment policy	2	3	Post-Secondary, Adult, and Continuing Education	Executive Administration
1989	50	59 jobs were created for women in non-traditional occupations	2	3	Post-Secondary, Adult, and Continuing Education	Job Training for Tomorrow

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	54	An entrepreneurship for women course was set up	2	3	Red River community college	Marketing Centre
1989	59	New program...Carpentry for women	2	3	Keewatin community college	
1989	59	Northern Women's Advisory Committee established to provide advice and feedback on college services and course curriculum as it pertains to northern women	2	3	Keewatin community college	
1989	59	This committee is comprised of representatives from women's groups and organizations throughout northern Manitoba	2	3	Keewatin community college	
1989	60	Career Decision Workshops, designed to provide Aboriginal women with information about training opportunities and assist with career decision making, were offered.	2	3	Keewatin community college	
1990	51	women's programs sponsored 15 women into (trades) and	2	3	Keewatin community college	programming
1990	51	consultation with the Women's Directorate with regard to non-traditional trades for women in hydro projects	2	3	Keewatin community college	Programming
1990	51	developed program to assist women re-entering the work force	2	3	Keewatin community college	programming

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	52	Staff development sessions were held for all staff on the topics of...UN decade of the (sic) women and literacy	2	3	Keewatin community college	Staff Development
1990	52	A college-wide in-service was held for staff and addressed the issues... sexual harassment in the workplace	2	3	Keewatin community college	Staff Development
1990	52	other topics including women's issues were addressed throughout the year	2	3	Keewatin community college	Administrative Services
1990	63	Twelve women graduated from the Microcomputer Technician Repair Curriculum. This training was specifically for women in no-traditional areas	2	3	Manitoba Technical Training Centre	
1990	63	Twelve women were enrolled in the Administrative and Management Program for Aboriginal Women program and are expected to graduate in August	2	3	Manitoba Technical Training Centre	
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity completed: CJS re-entry
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity underway:CJS re-entry

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1992	66	Workshops were held for staff that promoted awareness of cultural issues and challenges facing... women	2	3	Keewatin community college	Staff Development
1996	49	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1997	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1998	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
2000	57	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Training and Continuing Education	Student Financial Assistance Program
2001	109	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Advanced Education: Manitoba Student Financial Assistance and Tuition Rebates	Manitoba Student Aid Branch
2002		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2003		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2004		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2005		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2006		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	
2007		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	

Appendix L Gender Equity Specific Terms_K-12 Arena

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1975	29	Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls	1	3		Home economics
1975	29	More boys are selecting some or all of the program	1	3		Home economics
1976	14	Women's studies - bias and prejudice - Workshops were conducted on bias in textbooks and in classroom instructional materials.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice -workshops - Attention was focused on assessing career education and guidance programs for women.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice - Activities centered on identification, acquisition and/or production of materials which do not implicitly or explicitly categorize activities according to sexual stereotypes	1	3	special projects and programs	major projects
1977	8	the preparation of materials for grades 4-6 relating to the status of women	1	3	special projects and programs	
1977	9	professional development activities for teachers on identifying age, sex, class, and race bias continued.	1	3	special projects and programs	bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1978	9	Resources developed...an annotated bibliography *Resource materials presenting positive female images*	1	3	curriculum services branch	major activities
1978	9	Resources developed...a sequel to *Confronting the stereotypes k-3 for 4-6*	1	3	curriculum services branch	major activities
1978	9	Resources developed...supplementary materials for AV presentation *Todays women; todays work*	1	3	curriculum services branch	major activities
1980	15	Women's studies - bias and prejudice - The second volume of *Confronting the Stereotypes - A handbook on bias*, which identifies the problem of stereotyping in grades 4-6 learning materials, was prepared and distributed.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice - Prepared as well were slides and support material on Manitoba women in the Visual Arts for grades 7-9.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Research was done and materials acquired for a poster series for grades 5-8 on Manitoba Women in Sport	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice -In addition a number of in-service sessions were held on sex-role stereotyping in classroom materials and career planning for female students.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1981	14	The explorations model was designed to reduce traditional sex role stereotyping in the way that students select home economics/industrial arts courses	1	3	Curriculum development branch	Vocational, industrial, and practical arts program
1981	19	Three new positive female image materials were completed -a videotape entitled *By chance or by choice,* an exploration of the need for adequate career planning for women	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - posters and audiotapes on women in sports	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - slides of Manitoba women in the visual arts	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Women's studies - bias and prejudice - in-service sessions held on sex-role stereotyping and career planning for female students	1	3	Curriculum services branch	Vocational-Industrial, Business Education, Home Economics>Women's Studies/Bias and Prejudice
1982	14	The curriculum was revised to...de-emphasize sex bias in roles and expectations normally assigned to home economics and industrial arts programs	1	3	Curriculum development and implementation branch	Home economics 7-9

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1982	17	Seminars and workshops were held on the following topics...women in trades	1	3	Curriculum development and implementation branch	Career Guidance and Counselling
1983	13	Workshops held to provide assistance with curriculum implementation...sex stereotyping in the junior high program	1	3	Vocational, Industrial, and Practical Arts Programs	Business Education
1983	15	A bibliography, *Resource Materials Presenting Positive Female Images* was revised, printed, and distributed to all schools in the province	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	Two additional posters in the *Manitoba Women in Politics* Series were prepared, printed, and distributed to grades 7-12 schools	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	a number of workshops on bias and prejudice, sex-role stereotyping and career planning for young women were held	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included included material development on non-traditional occupations	1	3	Curriculum services branch	Women's studies/ Bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas....analysis of approved textbooks to identify bias and recommended classroom strategies for confronting the stereotypes was completed and scheduled for pub and distribution in 1985	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	needs of female students within specific subject areas...included in-service program in Mathematics	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included the revision of the audio-visual kit ***How Women Won the Vote in Manitoba*** for social studies	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	Women's studies - bias and prejudice - a number of activities were initiated to address the needs of female students within specific subject areas	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	8	a committee was set up to look at stereotyping in mathematics in grades 7-12	1	3	Curriculum development and implementation branch	Mathematics

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	8	poster and pamphlets developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades	1	3	Curriculum development and implementation branch	Mathematics
1985	8	(poster and pamphlets developed developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades). These materials are to be used in planned regional in-services	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - career symposium emphasized career opportunities for women and visible minorities	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	women's studies - bias and prejudice - *Confronting the stereotypes Volumes 1 and 2* were distributed to the schools and formed the basis for a number of inservice	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	two new products were developed...a drama based support document based on *Big boys don't cry* deals with combating sexual stereotypes	1	3	Curriculum development and implementation branch	Guidance and Counselling

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	15	two new products were developed...A series of four posters encourages young women to plan for their futures. Captions for the posters include “Cinderella had a fairy godmother and a prince charming to transform her life. You’ll probably have to do it yourself”and “Science and mathematics...a base for the future”.	1	3	Curriculum development and implementation branch	Guidance and Counselling
1985	15	women’s studies - bias and prejudice - specific teacher in service programs were developed to assist them in encouraging young women to maintain science and math studies throughout high school	1	3	Curriculum development and implementation branch	women’s studies/ Bias and prejudice
1985	16	video tape *What every girl should know math and science*	1	3	Curriculum development and implementation branch	Curriculum support materials
1985	23	videotape program *Native women at work*	1	3	Native Education Branch	Support Materials Development
1986	13	*Mathematics: Who needs it?* pamphlets distributed	1	3	Curriculum development and implementation branch	Mathematics
1986	13	*Mathematics: Who needs it?”* in service program dealt with the effect of stereotyping, student and societal attitudes, and inequality of opportunity on females’ learning of mathematics	1	3	Curriculum development and implementation branch	Mathematics

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1986	14	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1986	14	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1986	22	A review of older Social studies and Language arts films in the library was conducted to identify those with sexist, prejudicial, or out-of-date content.	1	3	Instructional Resources Branch	Collection Development Services
1987	15	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1987	15	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1988	14	The design of the new science curriculum includes a science-technology-society component: includes...encouraging more active participation of girls	1	3	Curriculum development and implementation branch	Science
1989	11	Other workshops encouraged opportunities for high school girls in science and technical careers.	1	3	Curriculum development and implementation branch	Science (junior high)

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	22*	women in the trades and in career development	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies --Positive Images of Women	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies -women in science video	1	3	Curriculum development and implementation branch	Women's Studies
1989	23*	women in non-traditional careers	1	3	Curriculum development and implementation branch	Career Development
1989	82	what girls should know about science and mathematics - video	1	3	Official Languages, Programs, and Administrative Services Branch	Library and Materials Production Branch - video recordings
1990	20	production of a curriculum support document *Learning activities to prevent violence against women*	1	3	Curriculum services branch	Social Sciences - Guidance and Counselling
1990	24	Career development services to schools included seminars and workshops on...women in non-traditional careers	1	3	Curriculum services branch	Career Education
1997	26	gender equity - a topic for which the unit created a bibliography	1	3	Instructional Resources Unit	Tours, Publications, Displays, and Homepage
2002	37	Human sexuality and sexual orientation	1	3	Instructional Resources Unit	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2006	24	Me read? No Way! A practical guide to improving boys' literacy skills	1	3	Program Development	Document Production Activities: Policy and Support Documents
2008	23	Action research began to develop a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, Low-Socio Economic and **Gender issues**	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	23	Initiate a demonstration project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, low socioeconomic and **gender**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2011	26	Transition, Education and Resources for Females (TERF) program	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)
2011	27	Research initiative launched concerning the development of resources for educators on c**hallenging homophobia and discrimination based on sexual orientation or gender identity**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2012	26	Launched research initiative launched concerning the development of resources for educators on c**hallenging homophobia and discrimination based on sexual orientation or gender identity**.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	52	The BEF has also been involved in department initiatives to promote safe and caring schools, particularly in support of anti-bullying strategies and **Bill 18**, The Public Schools Amendment Act (Safe and Inclusive Schools).	1	3	Bureau de l'éducation Française (BEF)	Physical Education/Health Education

Appendix M Gender Equity Specific Findings _Branch Description Context

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2009	8	The Branch also co-ordinates all of the renewal initiatives and activities for the sector. These include the Leadership Development Initiative, Learning Policy, Women's Leadership Program, New Professionals Network and Internship Programs.	3	3	Administration and Finance	Human Resource Services

Appendix N Gender Equity Specific Findings _Career & Training Context

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1978	30	College staff have developed a pre-trades career orientation course for women.	2	3	Keewatin community college	new projects and special initiatives
1978	33	A career opportunity course was developed for women on mother's allowance. The course was designed to assist these women to establish a realistic vocational plan which can be pursued at a community college, university, or in direct employment	2	3	Red River community college	
1983	60	The Thompson campus offered the following courses...Employment Orientation for Women	2	3	Keewatin community college	
1989	37	MTTS...as well as Management Training for Native Women	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	37	MTTC is providing training for women in the non-traditional areas of microcomputing and repair	2	3	Distance Education and Technology Branch	Manitoba Technical Training Centre
1989	50	59 jobs were created for women in non-traditional occupations	2	3	Post-Secondary, Adult, and Continuing Education	Job Training for Tomorrow
1989	54	An entrepreneurship for women course was set up	2	3	Red River community college	Marketing Centre
1989	59	New program...Carpentry for women	2	3	Keewatin community college	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	66	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1989	67	In the Hard Hatted Women Program, unemployed core area women as well as MTS employees took part in training to prepare women to enter apprenticable trades with MTS and construction trades with the City of Winnipeg.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1990	57	Employment is directed towards core-area residents who are long-term unemployed or under-employed and who are typically social service recipients, employment insurance recipients, or low-income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity completed: CJS re-entry

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1991	67	training for Aboriginal women	2	3	Manitoba Technical Training Centre	Industry-Business-Government: Training activity underway:CJS re-entry
1992	71	Fifteen women graduated from the Cashier Training Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1993	59	Training Activity Underway: Women Managers	4	3	Employability Enhancement Programs	New Careers
1993	61	Employment Projects for Women and Original Women's Network	4	3	Employability Enhancement Programs	Single Parent Job Access Program: Pre-employment preparation

Appendix O Gender Equity Specific Findings _Professional Development Context

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1976	14	Women's studies - bias and prejudice - Workshops were conducted on bias in textbooks and in classroom instructional materials.	1	3	special projects and programs	major projects
1976	14	Women's studies - bias and prejudice -workshops - Attention was focused on assessing career education and guidance programs for women.	1	3	special projects and programs	major projects
1977	9	professional development activities for teachers on identifying age, sex, class, and race bias continued.	1	3	special projects and programs	bias and prejudice
1980	15	Women's studies - bias and prejudice -In addition a number of in-service sessions were held on sex-role stereotyping in classroom materials and career planning for female students.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1981	19	Women's studies - bias and prejudice - in-service sessions held on sex-role stereotyping and career planning for female students	1	3	Curriculum services branch	Vocational-Industrial, Business Education, Home Economics>Women's Studies/Bias and Prejudice
1982	17	Seminars and workshops were held on the following topics...women in trades	1	3	Curriculum development and implementation branch	Career Guidance and Counselling

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1983	13	Workshops held to provide assistance with curriculum implementation...sex stereotyping in the junior high program	1	3	Vocational, Industrial, and Practical Arts Programs	Business Education
1983	15	a number of workshops on bias and prejudice, sex-role stereotyping and career planning for young women were held	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	needs of female students within specific subject areas...included in-service program in Mathematics	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1985	8	(poster and pamphlets developed developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades). These materials are to be used in planned regional in-services	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - specific teacher in service programs were developed to assist them in encouraging young women to maintain science and math studies throughout high school	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1990	24	Career development services to schools included seminars and workshops on...women in non-traditional careers	1	3	Curriculum services branch	Career Education

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	52	Staff development sessions were held for all staff on the topics of...UN decade of the (sic) women and literacy	2	3	Keewatin community college	Staff Development
1990	52	A college-wide in-service was held for staff and addressed the issues... sexual harassment in the workplace	2	3	Keewatin community college	Staff Development
1990	52	other topics including women's issues were addressed throughout the year	2	3	Keewatin community college	Administrative Services
1992	66	Workshops were held for staff that promoted awareness of cultural issues and challenges facing... women	2	3	Keewatin community college	Staff Development

Appendix P Gender Equity Specific Findings _Curriclum Context

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1976	14	Women's studies - bias and prejudice - Activities centered on identification, acquisition and/or production of materials which do not implicitly or explicitly categorize activities according to sexual stereotypes	1	3	special projects and programs	major projects
1977	8	the preparation of materials for grades 4-6 relating to the status of women	1	3	special projects and programs	
1978	9	Resources developed...an annotated bibliography *Resource materials presenting positive female images*	1	3	curriculum services branch	major activities
1978	9	Resources developed...a sequel to *Confronting the stereotypes k-3 for 4-6*	1	3	curriculum services branch	major activities
1978	9	Resources developed...supplementary materials for AV presentation *Todays women; todays work*	1	3	curriculum services branch	major activities
1980	15	Women's studies - bias and prejudice - The second volume of *Confronting the Stereotypes - A handbook on bias*, which identifies the problem of stereotyping in grades 4-6 learning materials, was prepared and distributed.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice - Prepared as well were slides and support material on Manitoba women in the Visual Arts for grades 7-9.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1980	15	Research was done and materials acquired for a poster series for grades 5-8 on Manitoba Women in Sport	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1981	19	Three new positive female image materials were completed -a videotape entitled *By chance or by choice,* an exploration of the need for adequate career planning for women	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - posters and audiotapes on women in sports	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - slides of Manitoba women in the visual arts	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1982	14	The curriculum was revised to...de-emphasize sex bias in roles and expectations normally assigned to home economics and industrial arts programs	1	3	Curriculum development and implementation branch	Home economics 7-9
1983	15	A bibliography, *Resource Materials Presenting Positive Female Images* was revised, printed, and distributed to all schools in the province	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	Two additional posters in the *Manitoba Women in Politics* Series were prepared, printed, and distributed to grades 7-12 schools	1	3	Curriculum services branch	Women's studies/ Bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included included material development on non-traditional occupations	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas....analysis of approved textbooks to identify bias and recommended classroom strategies for confronting the stereotypes was completed and scheduled for pub and distribution in 1985	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included the revision of the audio-visual kit ***How Women Won the Vote in Manitoba*** for social studies	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1985	8	poster and pamphlets developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - *Confronting the stereotypes Volumes 1 and 2* were distributed to the schools and formed the basis for a number of inservice	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	15	two new products were developed...a drama based support document based on *Big boys don't cry* deals with combating sexual stereotypes	1	3	Curriculum development and implementation branch	Guidance and Counselling
1985	15	two new products were developed...A series of four posters encourages young women to plan for their futures. Captions for the posters include "Cinderella had a fairy godmother and a prince charming to transform her life. You'll probably have to do it yourself"and "Science and mathematics...a base for the future".	1	3	Curriculum development and implementation branch	Guidance and Counselling
1985	16	video tape *What every girl should know math and science*	1	3	Curriculum development and implementation branch	Curriculum support materials
1985	23	videotape program *Native women at work*	1	3	Native Education Branch	Support Materials Development
1986	13	*Mathematics: Who needs it?* pamphlets distributed	1	3	Curriculum development and implementation branch	Mathematics
1986	13	*Mathematics: Who needs it?"* in service program dealt with the effect of stereotyping, student and societal attitudes, and inequality of opportunity on females' learning of mathematics	1	3	Curriculum development and implementation branch	Mathematics

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1986	22	A review of older Social studies and Language arts films in the library was conducted to identify those with sexist, prejudicial, or out-of-date content.	1	3	Instructional Resources Branch	Collection Development Services
1988	14	The design of the new science curriculum includes a science-technology-society component: includes...encouraging more active participation of girls	1	3	Curriculum development and implementation branch	Science
1989	82	what girls should know about science and mathematics - video	1	3	Official Languages, Programs, and Administrative Services Branch	Library and Materials Production Branch - video recordings
1989	22*	women in the trades and in career development	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies --Positive Images of Women	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies -women in science video	1	3	Curriculum development and implementation branch	Women's Studies
1989	23*	women in non-traditional careers	1	3	Curriculum development and implementation branch	Career Development
1990	20	production of a curriculum support document *Learning activities to prevent violence against women*	1	3	Curriculum services branch	Social Sciences - Guidance and Counselling

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1997	26	gender equity - a topic for which the unit created a bibliography	1	3	Instructional Resources Unit	Tours, Publications, Displays, and Homepage
2002	37	Human sexuality and sexual orientation	1	3	Instructional Resources Unit	
2006	24	Me read? No Way! A practical guide to improving boys' literacy skills	1	3	Program Development	Document Production Activities: Policy and Support Documents
2011	27	Research initiative launched concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	27	Launched research initiative launched concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education

Appendix Q Gender Equity Specific Findings _Curriclum Context_Revisions

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1982	14	The curriculum was revised to...de-emphasize sex bias in roles and expectations normally assigned to home economics and industrial arts programs	1	3	Curriculum development and implementation branch	Home economics 7-9
1988	14	The design of the new science curriculum includes a science-technology-society component: includes...encouraging more active participation of girls	1	3	Curriculum development and implementation branch	Science

Appendix R Gender Equity Specific Findings _Curriclum Context_Revisions to Materials

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1983	15	A bibliography, *Resource Materials Presenting Positive Female Images* was revised, printed, and distributed to all schools in the province	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included the revision of the audio-visual kit ***How Women Won the Vote in Manitoba*** for social studies	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1986	22	A review of older Social studies and Language arts films in the library was conducted to identify those with sexist, prejudicial, or out-of-date content.	1	3	Instructional Resources Branch	Collection Development Services

Appendix S Gender Equity Specific Findings _Curriclum Context_Materials Development

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1976	14	Women's studies - bias and prejudice - Activities centered on identification, acquisition and/or production of materials which do not implicitly or explicitly categorize activities according to sexual stereotypes	1	3	special projects and programs	major projects
1977	8	the preparation of materials for grades 4-6 relating to the status of women	1	3	special projects and programs	
1978	9	Resources developed...an annotated bibliography *Resource materials presenting positive female images*	1	3	curriculum services branch	major activities
1978	9	Resources developed...a sequel to *Confronting the stereotypes k-3 for 4-6*	1	3	curriculum services branch	major activities
1978	9	Resources developed...supplementary materials for AV presentation *Todays women; todays work*	1	3	curriculum services branch	major activities
1980	15	Women's studies - bias and prejudice - The second volume of *Confronting the Stereotypes - A handbook on bias*, which identifies the problem of stereotyping in grades 4-6 learning materials, was prepared and distributed.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1980	15	Women's studies - bias and prejudice - Prepared as well were slides and support material on Manitoba women in the Visual Arts for grades 7-9.	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1980	15	Research was done and materials acquired for a poster series for grades 5-8 on Manitoba Women in Sport	1	3	Curriculum services branch	Women's Studies/ Bias and Prejudice
1981	19	Three new positive female image materials were completed -a videotape entitled *By chance or by choice,* an exploration of the need for adequate career planning for women	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - posters and audiotapes on women in sports	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1981	19	Three new positive female image materials were completed - slides of Manitoba women in the visual arts	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1983	15	Two additional posters in the *Manitoba Women in Politics* Series were prepared, printed, and distributed to grades 7-12 schools	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas. These included included material development on non-traditional occupations	1	3	Curriculum services branch	Women's studies/ Bias and prejudice

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	17	A number of activities were initiated to address the needs of female students within specific subject areas....analysis of approved textbooks to identify bias and recommended classroom strategies for confronting the stereotypes was completed and scheduled for pub and distribution in 1985	1	3	Curriculum services branch	Women's studies/ Bias and prejudice
1985	8	poster and pamphlets developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - *Confronting the stereotypes Volumes 1 and 2* were distributed to the schools and formed the basis for a number of inservice	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	two new products were developed...a drama based support document based on *Big boys don't cry* deals with combating sexual stereotypes	1	3	Curriculum development and implementation branch	Guidance and Counselling

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	15	two new products were developed...A series of four posters encourages young women to plan for their futures. Captions for the posters include “Cinderella had a fairy godmother and a prince charming to transform her life. You’ll probably have to do it yourself”and “Science and mathematics...a base for the future”.	1	3	Curriculum development and implementation branch	Guidance and Counselling
1985	16	video tape *What every girl should know math and science*	1	3	Curriculum development and implementation branch	Curriculum support materials
1985	23	videotape program *Native women at work*	1	3	Native Education Branch	Support Materials Development
1986	13	*Mathematics: Who needs it?* pamphlets distributed	1	3	Curriculum development and implementation branch	Mathematics
1986	13	*Mathematics: Who needs it?”* in service program dealt with the effect of stereotyping, student and societal attitudes, and inequality of opportunity on females’ learning of mathematics	1	3	Curriculum development and implementation branch	Mathematics
1989	82	what girls should know about science and mathematics - video	1	3	Official Languages, Programs, and Administrative Services Branch	Library and Materials Production Branch - video recordings

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	22*	women in the trades and in career development	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies --Positive Images of Women	1	3	Curriculum development and implementation branch	Women's Studies
1989	22*	women's studies -women in science video	1	3	Curriculum development and implementation branch	Women's Studies
1989	23*	women in non-traditional careers	1	3	Curriculum development and implementation branch	Career Development
1990	20	production of a curriculum support document *Learning activities to prevent violence against women*	1	3	Curriculum services branch	Social Sciences - Guidance and Counselling
1997	26	gender equity - a topic for which the unit created a bibliography	1	3	Instructional Resources Unit	Tours, Publications, Displays, and Homepage
2002	37	Human sexuality and sexual orientation	1	3	Instructional Resources Unit	
2006	24	Me read? No Way! A practical guide to improving boys' literacy skills	1	3	Program Development	Document Production Activities: Policy and Support Documents

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2011	27	Research initiative launched concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education
2012	27	Launched research initiative launched concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Diversity and Equity Education

Appendix T Gender Equity Specific Findings _Targeted Supports Context

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1975	29	Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls	1	3		Home economics
1975	29	More boys are selecting some or all of the program	1	3		Home economics
1978	33	The centre provides both support and tutorial services to mature women enrolled in college courses	2	3	Red River community college	
1978	33	The course provided for continuity and follow-up to ensure that resources and support were available and resulted in the establishment of a women's studies centre at the college	2	3	Red River community college	
1979	36	services previously offered by women's centre now provided by tutorial centre	2	3	Red River community college	
1980	43	The data in this survey was used to develop recommendations and action required to support women in trades training.	2	3	Community Colleges division	The Programming Directorate
1980	43	To access support services for women during their trades training or in their search for employment, a survey was conducted of all women enrolled in trades training in provincial colleges between 1976-1979. women support of in the trades	2	3	Community Colleges division	The Programming Directorate

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1981	14	The explorations model was designed to reduce traditional sex role stereotyping in the way that students select home economics/industrial arts courses	1	3	Curriculum development branch	Vocational, industrial, and practical arts program
1981	68	The women in the trades project was monitored and the branch participated in further development of programs and services for women at the community colleges	2	3	Community Colleges division	The Programming Directorate
1981	72	establishment of internal and external advisory committees on programming for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	Staff of the LSC also assumed responsibility for spearheading developments and activities related to special services and programs for women	2	3	Assiniboine Community College	Learning Skills Centre
1981	72	“Focus on women” seminars and workshops	2	3	Assiniboine Community College	Learning Skills Centre
1982	89	Management Information: Women and the Impact of Microtechnology	3	3	Research branch	major activities>management information (report)
1982	89	Management Information: Women in Management	3	3	Research branch	major activities>management information (report)

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1984	17	Women's studies - bias and prejudice - a number of activities were initiated to address the needs of female students within specific subject areas	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1984	56	first time graduates of the special women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1984	56	One ceremony of significance was held on December 6 for graduates of four special women's courses. This was the first time graduates of women's programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1985	8	a committee was set up to look at stereotyping in mathematics in grades 7-12	1	3	Curriculum development and implementation branch	Mathematics
1985	15	women's studies - bias and prejudice - career symposium emphasized career opportunities for women and visible minorities	1	3	Curriculum development and implementation branch	women's studies/ Bias and prejudice
1985	15	in order to support the policy of equal opportunities for both female and male students within the school system, two new products were developed	3	3	Curriculum development and implementation branch	Guidance and Counselling
1986	14	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1986	14	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1986	18	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Career Development
1986	30	affirmative action strategies implemented - committee for Focus on Women for Education was organized	2	3	Keewatin community college	Post-secondary and Applied Studies Division
1987	15	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1987	15	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1987	17	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Vocational, industrial, and practical arts program - Career Development
1988	37	women's services department was established in the Applied arts and Business division responsible for women's programming and related initiatives.	2	3	Red River community college	Programming

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1989	11	Other workshops encouraged opportunities for high school girls in science and technical careers.	1	3	Curriculum development and implementation branch	Science (junior high)
1989	45	Specific policy initiatives include...implementation of a sexual harassment policy	2	3	Post-Secondary, Adult, and Continuing Education	Executive Administration
1989	59	Northern Women's Advisory Committee established to provide advice and feedback on college services and course curriculum as it pertains to northern women	2	3	Keewatin community college	
1989	59	This committee is comprised of representatives from women's groups and organizations throughout northern Manitoba	2	3	Keewatin community college	
1989	60	Career Decision Workshops, designed to provide Aboriginal women with information about training opportunities and assist with career decision making, were offered.	2	3	Keewatin community college	
1989	66	Seven programs began and continue to operate...Hard Hatted Women	4	3	Winnipeg Core Area Initiative Employment and Training Program	
1990	51	women's programs sponsored 15 women into (trades) and	2	3	Keewatin community college	programming
1990	51	consultation with the Women's Directorate with regard to non-traditional trades for women in hydro projects	2	3	Keewatin community college	Programming

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	51	developed program to assist women re-entering the work force	2	3	Keewatin community college	programming
1990	62	the program's ongoing commitment to affirmative action...are all factors contributing to a continuing and increasing demand on New Careers to graduate well-trained women and Manitobans of aboriginal descent	4	3	Special Skills Training Branch	New Careers Program
1990	63	Twelve women graduated from the Microcomputer Technician Repair Curriculum. This training was specifically for women in no-traditional areas	2	3	Manitoba Technical Training Centre	
1990	63	Twelve women were enrolled in the Administrative and Management Program for Aboriginal Women program and are expected to graduate in August	2	3	Manitoba Technical Training Centre	
1991	61	priority groups are those who are long term unemployed, under-employed, and new immigrants and re-entrants to the labour force, with particular emphasis on women...	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	
1992	71	twenty aboriginal women completed the Academic Upgrading Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1993	12	the branch assisted in policy matters in areas including women's issues	3	3	Administration and Finance Division	Policy Development
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included ***Rethinking Training: Meeting Women's Needs***	4	3	Labour Market Support Services	
1996	49	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1997	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1998	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1999	55	under represented groups - programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2000	55	programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2000	57	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Training and Continuing Education	Student Financial Assistance Program

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2001	69	The coordinators were involved in topics that focus on youth issues such as poverty, racism, and **gender equity.**	4	3	Training and Continuing Education: Community Learning and Youth Programs	Highlights of activities coordinated by the branch
2001	109	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Advanced Education: Manitoba Student Financial Assistance and Tuition Rebates	Manitoba Student Aid Branch
2002		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2003		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2004		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2005		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2006		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2007		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	
2008	23	Action research began to develop a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, Low-Socio Economic and Gender issues	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2009	23	Initiate a demonstration project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, low socioeconomic and gender.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2010	26	Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender (MERN Monograph 2)	3	3	Program Development	Document Production Services Unit: Document Production Activities: Newsletter and Monographs
2011	26	Transition, Education and Resources for Females (TERF) program	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2012	52	The BEF has also been involved in department initiatives to promote safe and caring schools, particularly in support of anti-bullying strategies and Bill 18, The Public Schools Amendment Act (Safe and Inclusive Schools).	1	3	Bureau de l'éducation Française (BEF)	Physical Education/Health Education

Appendix U Gender Equity Specific Findings _Targeted Supports Context_Policy

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1985	15	in order to support the policy of equal opportunities for both female and male students within the school system, two new products were developed	3	3	Curriculum development and implementation branch	Guidance and Counselling
1989	45	Specific policy initiatives include...implementation of a sexual harassment policy	2	3	Post-Secondary, Adult, and Continuing Education	Executive Administration
1993	12	the branch assisted in policy matters in areas including women's issues	3	3	Administration and Finance Division	Policy Development
2012	52	The BEF has also been involved in department initiatives to promote safe and caring schools, particularly in support of anti-bullying strategies and Bill 18, The Public Schools Amendment Act (Safe and Inclusive Schools).	1	3	Bureau de l'éducation Française (BEF)	Physical Education/Health Education

Appendix V Gender Equity Specific Findings _Targeted Supports Context_Financial Support

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1996	49	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1997	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
1998	55	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Student Financial Assistance Program	
2000	57	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Training and Continuing Education	Student Financial Assistance Program
2001	109	For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Advanced Education: Manitoba Student Financial Assistance and Tuition Rebates	Manitoba Student Aid Branch
2002		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2003		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2004		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2005		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid and The Manitoba Student Loan Service Bureau	Manitoba Student Aid Branch
2006		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	
2007		For women in PhD studies, up to $3000, if enrolled in non-traditional programs	2	3	Manitoba Student Aid	

Appendix W Gender Equity Specific Findings _Targeted Supports Context_Monitoring

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1980	43	The data in this survey was used to develop recommendations and action required to support women in trades training.	2	3	Community Colleges division	The Programming Directorate
1980	43	To access support services for women during their trades training or in their search for employment, a survey was conducted of all women enrolled in trades training in provincial colleges between 1976-1979. women support of in the trades	2	3	Community Colleges division	The Programming Directorate
1981	68	The women in the trades project was monitored and the branch participated in further development of programs and services for women at the community colleges	2	3	Community Colleges division	The Programming Directorate
1981	72	establishment of internal and external advisory committees on programming for women	2	3	Assiniboine Community College	Learning Skills Centre
1982	89	Management Information: Women and the Impact of Microtechnology	3	3	Research branch	major activities>management information (report)
1982	89	Management Information: Women in Management	3	3	Research branch	major activities>management information (report)
1985	8	a committee was set up to look at stereotyping in mathematics in grades 7-12	1	3	Curriculum development and implementation branch	Mathematics

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1986	30	affirmative action strategies implemented - committee for Focus on Women for Education was organized	2	3	Keewatin community college	Post-secondary and Applied Studies Division
1989	59	Northern Women's Advisory Committee established to provide advice and feedback on college services and course curriculum as it pertains to northern women	2	3	Keewatin community college	
1989	59	This committee is comprised of representatives from women's groups and organizations throughout northern Manitoba	2	3	Keewatin community college	
1990	51	consultation with the Women's Directorate with regard to non-traditional trades for women in hydro projects	2	3	Keewatin community college	Programming
1994	52	Prepared briefing books in support of the Minister and Deputy Minister for meetings...issues examined included ***Rethinking Training: Meeting Women's Needs***	4	3	Labour Market Support Services	
2008	23	Action research began to develop a set of educational equity indicators for monitoring the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, Low-Socio Economic and Gender issues	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
2009	23	Initiate a demonstration project on indicators of educational equity to monitor the educational pathways and success of learners in Manitoba, with a focus on Aboriginal, EAL, low socioeconomic and gender.	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity
2010	26	Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender (MERN Monograph 2)	3	3	Program Development	Document Production Services Unit: Document Production Activities: Newsletter and Monographs

Appendix X Gender Equity Specific Findings _Targeted Supports Context_Program/ Service

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1975	29	Since the introduction of these programs in junior high schools, the whole program or selected portions are available to both boys and girls	1	3		Home economics
1975	29	More boys are selecting some or all of the program	1	3		Home economics
1978	33	The centre provides both support and tutorial services to mature women enrolled in college courses	2	3	Red River community college	
1978	33	The course provided for continuity and follow-up to ensure that resources and support were available and resulted in the establishment of a women's studies centre at the college	2	3	Red River community college	
1979	36	services previously offered by women's centre now provided by tutorial centre	2	3	Red River community college	
1981	14	The explorations model was designed to reduce traditional sex role stereotyping in the way that students select home economics/industrial arts courses	1	3	Curriculum development branch	Vocational, industrial, and practical arts program
1981	72	Staff of the LSC also assumed responsibility for spearheading developments and activities related to special services and programs for women	2	3	Assiniboine Community College	Learning Skills Centre

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1981	72	“Focus on women” seminars and workshops	2	3	Assiniboine Community College	Learning Skills Centre
1984	17	Women’s studies - bias and prejudice - a number of activities were initiated to address the needs of female students within specific subject areas	1	3	Curriculum development and implementation branch	women’s studies/ Bias and prejudice
1984	56	first time graduates of the special women’s programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1984	56	One ceremony of significance was held on December 6 for graduates of four special women’s courses. This was the first time graduates of women’s programs had their own mini-graduation	2	3	Red River community college	The Administration and Support Division
1985	15	women’s studies - bias and prejudice - career symposium emphasized career opportunities for women and visible minorities	1	3	Curriculum development and implementation branch	women’s studies/ Bias and prejudice
1986	14	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1986	14	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1986	18	affirmative action emphasized and included projects of Winnipeg Women’s Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Career Development

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1987	15	Seminars were organized to promote opportunities for high school girls in scientific and technical careers.	1	3	Curriculum development and implementation branch	Science
1987	15	Seminars...Presenters provided information on education and training requirements that would enable girls to qualify for careers in science	1	3	Curriculum development and implementation branch	Science
1987	17	affirmative action emphasized and included projects of Winnipeg Women's Directory and *Math: who needs it?*	3	3	Curriculum development and implementation branch	Vocational, industrial, and practical arts program - Career Development
1988	37	women's services department was established in the Applied arts and Business division responsible for women's programming and related initiatives.	2	3	Red River community college	Programming
1989	11	Other workshops encouraged opportunities for high school girls in science and technical careers.	1	3	Curriculum development and implementation branch	Science (junior high)
1989	60	Career Decision Workshops, designed to provide Aboriginal women with information about training opportunities and assist with career decision making, were offered.	2	3	Keewatin community college	
1989	66	Seven programs began and continue to operate...Hard Hatted Women	4	3	Winnipeg Core Area Initiative Employment and Training Program	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1990	51	women's programs sponsored 15 women into (trades) and	2	3	Keewatin community college	programming
1990	51	developed program to assist women re-entering the work force	2	3	Keewatin community college	programming
1990	62	the program's ongoing commitment to affirmative action...are all factors contributing to a continuing and increasing demand on New Careers to graduate well-trained women and Manitobans of aboriginal descent	4	3	Special Skills Training Branch	New Careers Program
1990	63	Twelve women graduated from the Microcomputer Technician Repair Curriculum. This training was specifically for women in no-traditional areas	2	3	Manitoba Technical Training Centre	
1990	63	Twelve women were enrolled in the Administrative and Management Program for Aboriginal Women program and are expected to graduate in August	2	3	Manitoba Technical Training Centre	
1991	61	priority groups are those who are long term unemployed, under-employed, and new immigrants and re-entrants to the labour force, with particular emphasis on women...	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training Program	

YEAR	Page	TERM	EY-12 (1) or PS (2) Dept wide (3) Con ed (4)	GS (1) ES (2) GES (3)	BRANCH	Branch area
1992	71	twenty aboriginal women completed the Academic Upgrading Program	4	3	Canada-Manitoba Winnipeg Core Area Renewed Agreement - Employment and Training	Community-based programs
1999	55	under represented groups - programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2000	55	programs served the target groups of Northern,Aboriginal, female, single parent and immigrant students.	4	3	Training and Continuing Education	Access programs
2001	69	The coordinators were involved in topics that focus on youth issues such as poverty, racism, and **gender equity.**	4	3	Training and Continuing Education: Community Learning and Youth Programs	Highlights of activities coordinated by the branch
2011	26	Transition, Education and Resources for Females (TERF) program	1	3	Instruction, Curriculum and Assessment	Special Initiatives: Low Socio-Economic Communities Strategy (SES)