



# GENDER ANALYSIS TOOLKIT

## Section 3

### How do I carry out gender analysis?

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Gender Analysis Toolkit was prepared by the Queensland Government Office for Women

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## GENDER ANALYSIS CHECKLIST

This self-checklist provides you with the key element for developing gender-aware policy, programs or services. You may find the checklist particularly useful when initiating a policy, program, service or other initiative.

	Will the policy, program or service affect the daily life of part/s of the population?
	Do the issues being addressed in this policy, program, or service affect a particular group?
	If yes, which group/s of affected, and how are they affected?
	How will the affected group engage in the development of this policy, program, or service – as customers or as stakeholders?
	Do you have sex-disaggregated data on this issue which highlight related gender issues?
	Does the proposed policy, program, or service support gender equity?
	Who might not be included in this policy, program, or service?
	Is there value in linking with other government departments or agencies on this issue or opportunity?
	Will your monitoring and evaluation methods include the engagement of diverse groups of all genders?
	Do you have staff who have had training in gender awareness and gender analysis?
	How do you plan to communicate the policy, program, or service in ways that respect and include diverse groups of people of all genders?
	Will you monitor and evaluate the policy, program or service against indicators which show the participation, impacts on and improved quality of life for the disadvantage and excluded gender group/s – as well as any unintended consequences for the group/s?





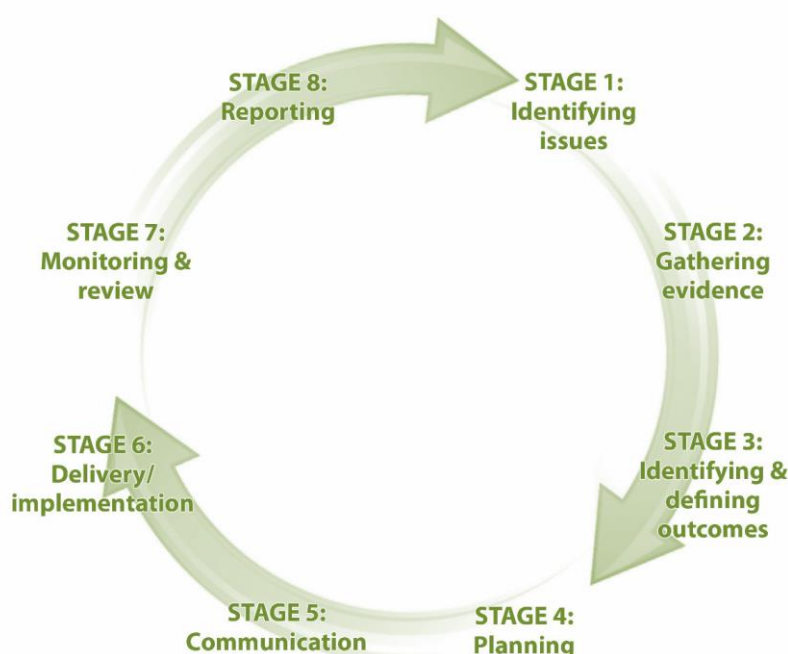
## THE POLICY/PROGRAM/SERVICE DEVELOPMENT CYCLE

A gender analysis is an extra layer of consideration that is applied to the 'usual' process for developing policies and programs. Gender analysis does not break or interfere with that cycle – it blends into it.<sup>i</sup>

In applying a gender analysis, your goal should be to ensure that the entire policy/program/service development process is explicitly 'gender aware' – not as an additional step added on later in the process.

This toolkit uses the following eight stages for policy, program and service development (consistent with the Australian Policy Cycle<sup>ii</sup>):

1. Stage 1: **Identifying issues**
2. Stage 2: **Gathering evidence**
3. Stage 3: **Identifying & defining outcomes**
4. Stage 4: **Planning**
5. Stage 5: **Communication**
6. Stage 6: **Delivery/implementation**
7. Stage 7: **Monitoring and review**
8. Stage 8: **Reporting**





## QUESTIONS TO GET YOU STARTED

A robust gender analysis requires work and consideration at each stage of the policy/program development cycle.

The questions below should be asked, investigated and considered at each stage, to identify and address issues for people of all genders.

The questions are guides only, drawing on the gender analysis work nationally and internationally<sup>iii</sup>. Depending on the issues, more questions or different questions can be asked.

To make the analysis easier, the eight stages in the cycle can be broken into three groups:

- identifying issues and outcomes and gathering information (Stages 1-3)
- planning and communicating (Stages 4-5)
- implementing and reporting (Stages 6-8).



### NOTE

- Depending on the issues/situation, you may not need to start from stage 1, and your analysis may not involve all stages. Also, some stages may take longer than others.

## Identifying issues, gathering evidence and defining outcomes

### STAGE 1: Identifying issues

- Will the policy, program, or service affect women, men, or gender diverse people in different ways?
  - If yes, how might sub-groups of these population groups be affected, such as the elderly or those with a disability?
- Might certain genders be unintentionally excluded from this policy, program or service?
- What don't we know about the issues and impacts on women, men or people who are gender diverse?
- Who else is addressing these issues?



## STAGE 2: **Gathering evidence**

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- Do we have gender disaggregated data on the issues (i.e. separate data for people of all genders)?
- Is the available data:
  - also disaggregated by other social attributes (i.e. age, race, region and disability)?
  - both quantitative and qualitative?
- Has research been conducted (national and international) on gender components of these issues?
  - For example, have the life factors/life cycle been considered when conducting research, such as income inequality?
- What information have we collected from those with experience and knowledge in this area, both internal and external to our organisation?
- Are there identified gender gaps relating to these issues?
- Are other models available, addressing these issues?
- Are other organisations (government and non-government) involved or potentially involved?

## STAGE 3: **Identifying and defining outcomes**

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- What are the desired outcomes of the policy, program or service?
- What are the gender-specific factors that could affect the achievement of outcomes (e.g. pregnancy, workplace sexual harassment, childcare/family responsibilities)?
- Are there negative outcomes for women, men or gender diverse people?
  - Are some groups of women, men and gender diverse people excluded from the outcomes?
- What are our legal obligations regarding gender equity and equality? Will they be breached or supported by the proposed options?
- Are there factors associated with gender roles that could modify the possibility of achieving the outcomes (such as pregnancy, caring responsibilities, sexual orientation)?
- What are our measures (performance indicators) to evaluate the outcomes?

## Planning and communicating

## STAGE 4: **Planning**

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- What options are possible according to the data and research? How do the proposed options support gender equity or equality?
- How will people of all genders engage in the development of the proposed options – as customers or as stakeholders?
- Are the issues linked with other related strategies or initiatives?
- Are there opportunities for collaboration with other organisations – government and non-government?
- How might the engagement process assist in sorting and prioritising options?
  - Is gender equity and equality a consideration for sorting options?
- Who will implement each option, and what resources are required?
- Are there any potential barriers or areas of resistance? How will you address these?





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### STAGE 5: **Communication**

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- Who are our audiences, what is our main message and does our communication reflect the diversity of women, men and gender diverse people?
- Is the variety of media used accessible to a range of audiences, including under-represented groups?
- Do our language and visuals stereotype women, men and gender diverse people?
- Is our language inclusive and respectful?
- How will gender implications of our project be highlighted?
- Is there person-to-person outreach to marginalised and/or under-represented groups in the community?

### Implementing and reporting

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### STAGE 6: **Delivery/ implementation**

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- Does implementation and delivery address the issues and needs of different gender identities?
- Are there specific strategies to include women, men and gender diverse people from marginalised and/or under-represented groups?
- Who will be mostly involved in the implementation and delivery? How gender-aware are they?
- Who else has input into good practice in delivery and implementation?

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### STAGE 7: **Monitoring and review**

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- How can we monitor and evaluate the policy, program or service against indicators that show/measure the impacts on gender gaps?
- How can we monitor and evaluate any unintended consequences?
- Will the monitoring and evaluation engage participants and stakeholders, including women, men and gender diverse people?
- Are there measures in place to review/change the policy, program or service if it is not delivering the outcomes?

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### STAGE 8: **Reporting**

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- What is our reporting method?
- Is it consistent with our organisation's strategies for gender equity and equality, inclusion and diversity?
- Are reports available in different types of media (for example, print media as well as the Internet and email)?







## GENDER STATISTICS

### Gender statistics reflect gender roles, relations and inequalities in society<sup>iv</sup>

Gender statistics can be an important tool for change – helping to address gender issues and achieve gender equality by making gender gaps and impacts more visible.

Gender statistics are defined as<sup>v</sup>:

*a field of statistics which cuts across the traditional fields to identify, produce and disseminate statistics that reflect the realities of the lives of women and men and policy issues relating to gender equality.*

The characteristics of gender statistics include:

- Data **disaggregated by sex** to show the differences that exist between women and men in a given cohort.

Analysis of sex-disaggregated data to reveal differences in women's and men's lives that are linked to gender roles and expectations.

However, gender statistics are more than data disaggregated by sex. For example, the disaggregation of victims of homicide by sex has some value, but information on the perpetrator and their relationship to the victim is also needed to fully understand the issues.

- Data **reflect gender issues** in society – the differences between all genders in all areas of life.

The main focus of gender statistics is comparing women and men because policies and programs affect women and men differently and because the situation of women can only be adequately described by comparing it to that of men, and vice versa.

In some cases, however, a focus is on either women or men. For example, some issues relate to women but not to men, such as maternal mortality.

- Data adequately **reflect the diversity of women and men** and capture all aspects of their lives.

There are significant and important gender differences, depending on age, education, disability, ethnicity, religion, sexual orientation, sexuality, gender identity and geographic location.

Generalising about women or men might be misleading because of this diversity.

- Data collection methods **take into account stereotypes and social and cultural factors** that may produce gender-based biases.

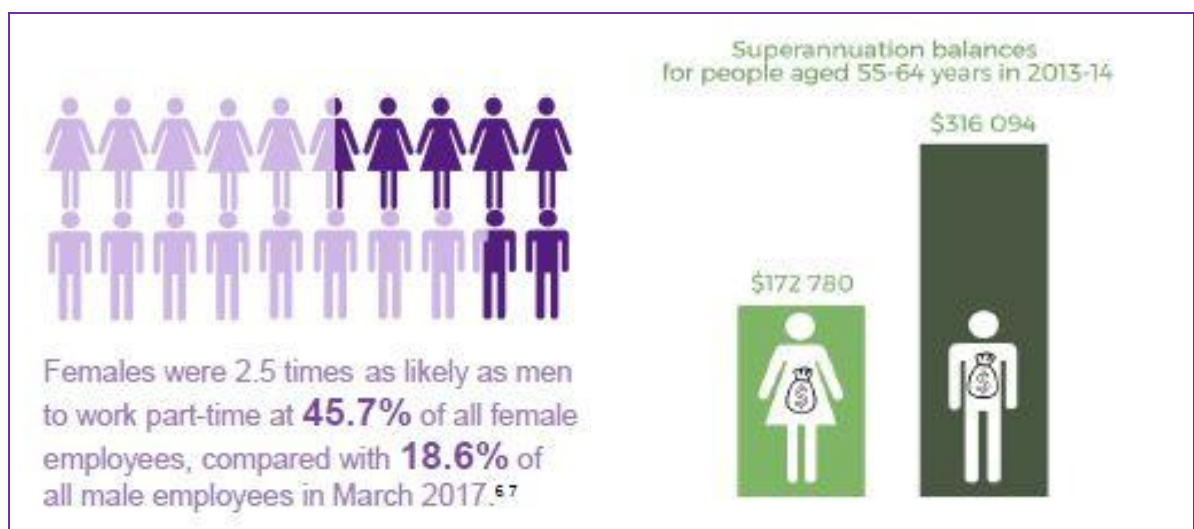
For example, the term Gross Domestic Product excludes unpaid household service. It is important to have comprehensive data on all kinds of work to understand fully the provision of goods and services in a country.



On the other hand, information on family status, fertility preferences, contraceptive behaviour and actual fertility is more likely to be gathered from women than men.

## Gender statistics in Australia

- The Australian Bureau of Statistics releases '[Gender Indicators, Australia](#)', a statistical resource for social analysis and research in gender equality in Australia. This publication identifies six areas — economic security; education; health; work and family balance; safety and justice; and democracy, governance and citizenship. These six areas contain 55 key indicators and a further 95 data series.
- The Queensland Government Office for Women produces gender statistics on regular bases. [Gender Equality Report Cards](#) as part of the Queensland Women's Strategy 2016-21 annually report and assess the status of gender equality in Queensland across four areas: participation and leadership; economic security; safety; and health and wellbeing, including the following gender statistics:



- The Workplace Gender Equality Agency produces gender statistics with a focus on gender issues in the workplace, including [gender pay gap statistics](#) and [gender workplace statistics](#).
- Gender statistics published in other Australian states include the [Women in NSW](#) reports, which examine gender equity in New South Wales, and the [Victorian Women's Health Atlas](#), which assists in the identification of gender impacts on key health areas in Victoria





## CASE STUDY

Below is an example of how gender analysis is used in the policy, program and service development cycle.

### Community Centre Breakfast Club<sup>vi</sup>

- A community centre in a disadvantaged area plans to run a breakfast club for students attending nearby public schools.
- Students will be asked to help prepare and serve the breakfast and clean up afterwards.
- Activities will be provided for the children who arrive early before breakfast is ready – mostly outdoor games.
- The Community Centre Management Committee will manage the program through a Director and two part-time staff.
- The Management Committee has six members, including Chair and Deputy Chair who are both male.

### STAGE 1: Identifying issues

- This program will benefit many people in the community who are economically disadvantaged and/or are unable to provide a morning routine for children.
- This program will particularly affect women who are more likely than men to provide child care and domestic activities at home, pre-school care and employment within the education system.
  - There is a need to identify the specific group/s of women affected, including age, disability, religion, ethnicity, sexual orientation, sex and gender identity.
- Given that the leadership of the organisation is male dominated, consideration may need to be given to ensuring women are adequately represented in the design of the program.

### STAGE 2: Gathering evidence

- Females across all age groups are more likely than males to provide unpaid childcare. The 25-34 years age group shows the greatest gender gap, with women accounting for 61 per cent of people in this age group providing unpaid childcare.<sup>vii</sup>
- In families with at least one employed parent, 70 per cent of working mothers used flexible work arrangements to care for their children, compared with 33 per cent of working fathers.<sup>viii</sup>
- 38 per cent of working mothers used part-time work to care for a child, compared with 3 per cent of working fathers.<sup>ix</sup>



- Females aged 15 years and older are nearly three times more likely than males to spend 15 hours or more every week on unpaid domestic activities – 30 per cent of females compared with 12 per cent of males.<sup>x</sup>
- Women comprised 95 per cent of child carers (including child care workers, family day care workers, nannies and out of school hours care workers), and 74 per cent of school teachers.<sup>xi</sup>
- 2,100 females were employed as chief executives and managing directors, accounting for 19 per cent of the total 11,200 chief executives and managing directors.<sup>xii xiii</sup>
- Specific data that reports women's representation in community organisation management committees/boards.
- Any success or failure stories on implementing a program of similar nature.

### STAGE 3: Identifying and defining outcomes

- The ideal outcome is that the program
  - benefits children, parents and the community
  - management committee represents all genders
  - staff represent all genders
  - provides activities appropriate for all genders.

### STAGE 4: Planning

- When engaging female stakeholders, consider access to transport and child care for face-to-face meetings; child care responsibilities and domestic routines; and alternative ways for people to provide input.
- The program could benefit from strategies to address any barriers to men's involvement in the program.
- Strategies to involve all students attending breakfast, not only girls, to help prepare and serve the breakfast and clean up afterwards.
- Strategies to encourage participation in outdoor activities for all students, including girls, such as having a wide variety of equipment and spaces available.
- Develop key performance indicators to monitor, review and report the program.

### STAGE 5: Communication

- Communication with diverse groups of community members needs to be presented in various media.
  - Women, especially older women and women from lower socio-economic backgrounds, may have less access to the Internet and email than men.
  - Education and literacy levels can vary significantly and communication needs to be tailored to the abilities of the target audience to ensure it is fully understood.



#### STAGE 6: Delivery/ implementation

- Program delivery needs to target the community as a whole.
- Implementation should be mindful of gender roles between participating students, between staff members, between volunteers and between management committee members.

#### STAGE 7: Monitoring and review

- The main purpose is to deliver a gender-sensitive program that benefits the community.
- Monitor and evaluate this factor against the key performance indicators.
- Review gender disaggregated data to inform future strategic planning.

#### STAGE 8: Reporting

- Distribute a report on the outcomes of the program using various media and methods to the whole community.
- Internal reporting should respond to the key performance indicators and provide reports broken down by gender and other factors including age, cultural background, disability, and sexual orientation, .



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- <sup>i</sup> Department for Women, New South Wales, 2003, *Applying a Gender Lens: A practical guide to gender analysis for NSW government agencies*, [www.women.nsw.gov.au/PDF/Archived/Applying\\_a\\_gender\\_lens.pdf](http://www.women.nsw.gov.au/PDF/Archived/Applying_a_gender_lens.pdf)
  - <sup>ii</sup> Althaus, C., Bridgman, P., and Davis, G., 2007, the 4<sup>th</sup> ed., *The Australian Policy Handbook*, Allen & Unwin.
  - <sup>iii</sup> See The Government of South Australia Office for Women and the University of Adelaide, 2005, *Gender analysis: implementing the Canadian model*, as part of the Gender Analysis project funded by the Australian Research Council Linkage Grant in partnership with three South Australian Government Agencies, the University of Western Australia, the Office for Women's Policy Western Australia, and three Western Australian Government Agencies.
  - <sup>iv</sup> This section draws on United Nations Economic Commission for Europe and World Bank Institute, 2010, *Developing gender statistics: a practical tool*.
  - <sup>v</sup> United Nations Economic Commission for Europe and World Bank Institute, 2010, *Developing gender statistics: a practical tool*, p.1.
  - <sup>vi</sup> The context of the community centre breakfast club draws on the Government of South Australia Office for Women, *A public sector guide towards gender equity: inclusion matters*. The content is modified and expanded.
  - <sup>vii</sup> Australian Bureau of Statistics, 2017, *2016 Census of Population and Housing*, 'Queensland (State/Territory), General Community Profile, Table G22 Unpaid child care by age by sex', cat. no. 2001.0.
  - <sup>viii</sup> Australian Bureau of Statistics, 2015, *Childhood education and care, Australia, June 2014*, 'Childhood education and care, Queensland, Table 5 work arrangements: Arrangements used by male and female parent to care for child, Families with children aged 0-12 years with at least one parent employed -Queensland', cat. no. 4402.0.
  - <sup>ix</sup> Australian Bureau of Statistics, 2015, *Childhood education and care, Australia, June 2014*, 'Childhood education and care, Queensland, Table 5 work arrangements: Arrangements used by male and female parent to care for child, Families with children aged 0-12 years with at least one parent employed -Queensland', cat. no. 4402.0.
  - <sup>x</sup> Australian Bureau of Statistics, 2017, *2016 Census of Population and Housing*, 'Queensland (State/Territory), General Community Profile, Table G20 Unpaid domestic work: number of hours by age by sex', cat. no. 2001.0.
  - <sup>xi</sup> Australian Bureau of Statistics, 2017, *Labour force, Australia, detailed, quarterly, Aug 2017*, 'EQ08 - Employed persons by occupational unit group of main job (ANZSCO), sex, state and territory, August 1984 onwards', cat. no. 6291.0.55.003.
  - <sup>xii</sup> Australian Bureau of Statistics, 2017, *Labour force, Australia, detailed, quarterly, Feb 2017*, 'Table 1: EQ08 – Employed persons by occupation unit group of main job (ANZSCO), sex, state and territory, August 1986 onwards', cat. no. 6291.0.55.003.
  - <sup>xiii</sup> Figures do not include employees under the classification of chief executives and managing directors not further defined.

