



GENDER ANALYSIS TOOLKIT



Copyright

This publication is copyright under the *Copyright Act 1968*. Other than for the purposes of and subject to the conditions prescribed under the Act, no part of the publication may in any form or by any means be reproduced, stored in a retrieval system or transmitted without prior written permission. Any person or organisation wanting to reproduce material from this publication should obtain written permission from the copyright holders at the following address:

Office for Women
Locked Bag 3405
BRISBANE QLD 4001

Disclaimer

This publication is designed to provide general information. Every care has been taken to ensure the correctness of the information in the publication as at July 2018. No responsibility is accepted for any loss, damage or injury, financial or otherwise, suffered by any person acting or relying on information contained in the publication or omitted from it.

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

Enquiries

Telephone: Women's Infolink 1800 177 577 (Free-call statewide service)

Email: women@qld.gov.au

Web: www.qld.gov.au/women



Contents

Section 1: What is gender analysis?

- Summary: What is gender analysis?
- About the Gender Analysis Toolkit
- Gender analysis – Key terms, the context and process, priorities, and glossary

Section 2: Why is gender analysis necessary?

- Gender equality is the law
- What are the benefits of gender analysis?
- Examples: Applying a gender lens

Section 3: How do I carry out gender analysis?

- Gender analysis checklist
- The policy/program/service development cycle
- Questions to get you started
- Gender statistics
- Case study: Community Centre Breakfast Club

Section 4: How can I advocate for gender analysis?

- Advocacy and overcoming resistance
- Advocacy and being assertive
- Good practice example: *Towards Gender Parity: Women on Boards Initiative*

Section 5: Gender analysis template

- The gender analysis framework
- Template: Gender analysis framework

Section 6: Further information and feedback

- Links and resources
- About the Office for Women
- Gender Analysis Toolkit Feedback Form





GENDER ANALYSIS TOOLKIT

Section 1

What is gender analysis?

The Queensland Government is committed to gender equality in all aspects of society. We recognise that gender equality requires broad cultural change, including better understanding differences in people's lives. Applying a 'gender lens' is vital for developing equitable policies, programs and services, and achieving gender equality.



SUMMARY: WHAT IS GENDER ANALYSIS?

Gender analysis is a process that involves:

- assessing a given situation, context or work environment for gender equality issues
- developing responses that target gaps between people of different gender identities and address gender inequality.

Gender analysis focuses on closing key gender gaps by:

- acknowledging that issues can affect women differently to men
- acknowledging that differences in women's and men's lives mean that women's needs and concerns are often different to men's
- investigating the specific needs of women and the likely impact on them of policies, programs and services
- highlighting differences among women with regards to a range of identify factors, separate or together, including age, race, disability, religion, geographic location, sexual orientation or sexuality, gender identity and caring responsibilities
- ensuring that the needs and issues of different groups of women with different social and cultural experiences are clearly identified and addressed in each step of the process of planning, implementing and evaluating policies, programs and services
- seeking and articulating the viewpoints of women and making their input a critical part of developing policies, programs and services
- recognising that policies, programs and services can impact differently on women, men and people with other gender identities, and promoting gender sensitive practices in policies, programs and service delivery
- understanding that simply treating everyone the same may not be sufficient to address gender inequality
- promoting women's participation in social and economic life, which will benefit the community at large.





ABOUT THE GENDER ANALYSIS TOOLKIT

This toolkit is a practical, step-by-step guide to help individuals and organisations better understand what underpins and how to address gender inequality.

Aim

The aim of the toolkit is to help individuals and organisations:

- realise the benefits of gender analysis
- apply the process of gender analysis in their lives and work
- better understand the implications of policies, programs and service delivery for people of different genders
- take account of gender as an integral factor in the development, implementation and evaluation of policies, programs and services.

Who is this toolkit for?

This toolkit is intended for use by the whole Queensland community, to help them factor gender issues into their work and everyday life. Any member of the public who is interested in learning about gender issues and impact should find the toolkit useful.

For organisations wanting to incorporate gender perspectives into their work, this toolkit will help identify those gender issues that should be considered in the design and delivery of policies, programs and services.

Scope

The toolkit complements, and should be used in conjunction with other policy, program and service guides. It does not address all issues to be considered in the formulation of policy advice or program and service delivery.

While the toolkit promotes broad diversity and inclusion, its focus is on gender. It does not cover other diversity and inclusion factors, such as age, disability, race, ethnicity and geographic location. The toolkit recognises the diversity of sexual orientation and gender identity.¹ However, its central focus is on the inequities and inequalities between women and men. Therefore, some of the information and examples in the toolkit may relate to two genders only – women and men.

The toolkit covers all aspects of society, but gives priority to areas where women face historical and social disadvantage, and are not given opportunities at the same levels as those offered to men.

The toolkit builds on the excellent gender analysis work developed Australia-wide and internationally (see Section 6 Further information).



Outcomes

Expected outcomes of the toolkit include:

- **increased 'gender competence'**² of users, including:
 - understanding how gender perspectives are relevant to your work and responsibilities
 - ensuring gender differences and inequalities are among the key factors considered in daily activities
- enabling **sustainable outcomes** for people of all genders in the delivery of policies, programs and services
- **clear definition of issues and target groups** so that the experiences of people of all genders are taken into account
- greater organisational **efficiency and effectiveness** by ensuring that policies, programs and services are tailored to clients and the risk of unintended outcomes is reduced
- stronger **partnerships** across the community.

Getting started

The toolkit consists of the following six sections. You may wish to work with your colleagues when using the toolkit so that your workplace has a consistent approach to gender analysis.

1. **What is gender analysis?** outlines the background and key concepts in gender analysis.
2. **Why is gender analysis necessary?** presents our obligations to gender equality, and the benefits of gender analysis.
3. **How do I carry out a gender analysis?** provides step-by-step guidance on gender analysis within the policy, program or service development cycles.
4. **How do I advocate for gender analysis?** provides strategies for promoting gender perspectives and equality and responding to resistance to gender analysis.
5. **Gender analysis template** helps apply the understanding and knowledge of gender analysis to your work.
6. **Further information and feedback** presents valuable links and resources about gender analysis, and a feedback form.

For any questions or concerns about the toolkit, please contact the Queensland Government's Office for Women. It can assist you with information and further direction (email: women@qld.gov.au).





GENDER ANALYSIS – Key terms

Key terms to consider: gender, analysis, and gender equality³

The term '**gender**' is different from 'sex', which identifies the biological and physical differences between females and males.

Gender refers to the social identities associated with being female, male or other gender identities. These social identities are learned by social and cultural systems, beliefs and attitudes. For example, people of different genders face different expectations about how they should behave or dress.

Gender is also used when looking at relations between and among people of different genders. These relations determine what is expected, allowed and valued in a woman or a man, compared with others in a particular group, whether it be a family, workplace or the public.

For example, in general women are more likely than men to spend time on unpaid domestic activities and caring work. Also, women from low socioeconomic backgrounds are more likely to face multiple levels of disadvantage, than women from high socioeconomic backgrounds.

Gender can be applied to all other socio-cultural variables such as class, race, age, disability, religion, and sexual orientation or sexuality.

Gender characteristics vary widely within different contexts and societies, and change over time. Because gender attributes are learned and changeable, they may also change in ways that make a society more just and equitable.⁴

Analysis is defined as separating something into its basic elements, and studying its nature to learn its essential features.⁵

Gender equality occurs when people of all genders enjoy the same rights, responsibilities and opportunities. Gender equality does not mean that people with different gender identities will become the same. It means that someone's rights, responsibilities and opportunities will not depend on whether they are born, or identify as, female, male or another gender identity.

Gender equality concerns and fully engages people of all genders, including men and boys. It ensures that the interests, needs and priorities of people of all gender identities are taken into account across society, while recognising the diversity of different groups of women, men and gender diverse people.

Gender equality also includes both quantitative and qualitative aspects. For example, the equal representation of women and men in all areas of society (quantitative), and equal weight to the values, knowledge, experience and priorities of both women and men (qualitative).

See the Gender Analysis Glossary at the end of this section for more definitions of useful terms.





GENDER ANALYSIS – The context and process

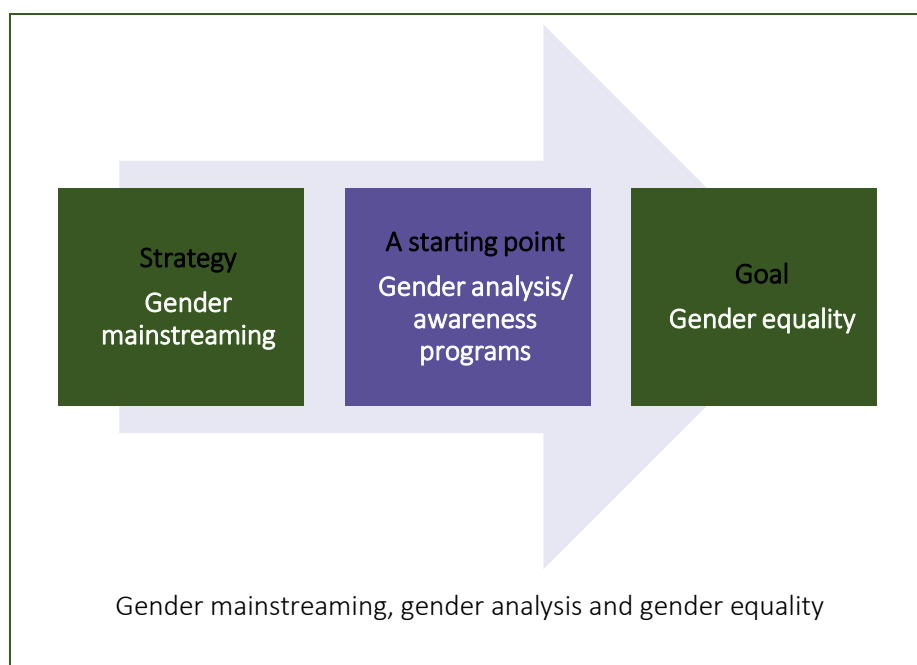
Gender mainstreaming

Gender mainstreaming is an international strategy for promoting gender equality in all aspects of society. It was endorsed at the Fourth United Nations World Conference on Women in Beijing in 1995.

Since then, the strategy has been gradually adopted by many governments in developing and developed countries, including Australia.

Gender mainstreaming is about bringing the concern for gender equality into the 'mainstream' of all activities in society.⁶ It means bringing the perceptions, experience, knowledge and interests of people of different genders to bear on all areas of society so that people of all genders can equally influence, participate and benefit. This includes in political, economic, environmental, social, cultural and institutional spheres.⁷

Gender analysis is recognised by the United Nations as a critical starting point for gender mainstreaming.⁸ Gender analysis and other gender awareness programs have been widely used as a tool to implement the mainstreaming strategy and achieve gender equality, as shown in the figure below.



A practical set of processes

Gender analysis includes, but is not limited to, examining:

- how gender differences affect people in a certain situation or context, including their participation, opportunities and rights in social and economic life
- how labour (paid and unpaid), roles and responsibilities are divided at home, the workplace and the public sphere between people of different gender identities
- women's condition and position in society compared with that of men, including the extent to which women have access to, and control over, resources (economic, social, etc.) compared with that of men

Gender analysis involves assessing a given situation for gender equality issues. It is often known as applying a 'gender lens'.

When conducting gender analysis, you may analyse quantitative data, for example the representation of women and men in decision-making roles. You may also analyse qualitative information, such as how women's and men's views are taken into account.

Gender analysis will help you develop responses that target gaps between and among people of different gender identities and address inequality.⁹

However, performing a gender analysis alone will not bring about change. Real change needs explicit and clear commitment of senior management to gender equality and gender mainstreaming. This includes promoting, facilitating and rewarding efforts to bring gender perspectives to the centre of attention.¹⁰ It also requires establishment of effective accountability mechanisms.





GENDER ANALYSIS – Priorities

Women's disadvantage

In most societies there are inequalities between women and men – in responsibilities, access to and control over resources, social and economic opportunities and decision-making. Where inequalities between women and men exist, it is generally women who are excluded or disadvantaged.¹¹

Gender analysis acknowledges the historical and social disadvantages that women face. This is why this process is especially important in areas where women continue to experience disadvantage, such as labour force participation, leadership, economic security, work-life balance and safety. For example, women make up the vast majority of carers and many take on unpaid caring roles at the expense of paid work, to their financial detriment.

This pattern of inequality is a constraint on the progress of any society because it limits the opportunities of women and prevents them from reaching their full potential.

Therefore, a key focus of gender analysis is 'the empowerment of women' – ensuring that decision-making and access to resources and opportunities are no longer weighted in men's favour, and that both women and men fully participate as equal partners in society.¹²

Inclusiveness and diversity

Gender analysis acknowledges that women are diverse with different experiences based on various identity factors, including race, age, disability, sexual orientation, and caring responsibilities. These identity factors are interconnected and contribute to discrimination on the basis of more than one factor at a time.

For example, a woman who is discriminated against because of her disability may also suffer discrimination because of her age. LGBTIQ+ women from ethnic minorities may face discrimination and exclusion in a way which is different from either other women from ethnic minorities or LGBTIQ+ women, while they reconcile their sexual orientation or gender identity with their cultural or religious identities.¹³

Such discrimination contributes to placing women from minority groups at a cumulative disadvantage, compared with other groups of women and men in society.¹⁴ In response to these intersecting identity factors, gender analysis is intended to:

- direct attention to how these factors, separate or together, impact on women's access to rights and opportunities
- give a clear idea of the consequences and impacts of initiatives and lead to better targeted service delivery by focusing on the different situations and needs of women.





GENDER ANALYSIS – Glossary¹⁵

Gender

- refers to the social identities associated with being female and male, which are learned and supported by social systems, cultural beliefs and attitudes
- also refers to the relations between and among women and men, the different expectations and values placed upon their identities, roles and relations, and the consequent differences in experience and outcomes for women and men
- involves social differences that are learned, changeable over time and variable within and between contexts and cultures
- is diverse and not limited to female and male (not everyone's gender is clear and not everyone embraces the gender they were born with).

Gender analysis

- is a process for assessing and understanding differences in the lives of people of all genders, their participation in social and economic life, and the different impacts on their lives of policies, programs and services
- aims to redress gender inequalities and inequities.

Gender audit

- is a systematic process that assesses the extent to which gender issues are taken into account in planning, implementing and reviewing policies, programs and services
- also assesses whether gender equity objectives were included, the impacts on women and men, and strategies incorporated to mainstream gender planning.

Gender bias

- is an approach that, while often appearing neutral, is implicitly inclined towards one gender (usually men) or prejudiced against one gender (usually women).

Gender blindness

- is an attempt to address inequity by simplistically treating all people the same, but does not actually address the gender implications and potential unintended consequences on people of different genders.

Gender budget

- promotes equality and equity, by identifying:
 - expenditures targeted to specific groups of women and men to meet their specific needs
 - expenditures to promote equal opportunities, especially within the public sector.



Gender equality

- involves people of all gender identities enjoying equal status, with equal rights, responsibilities and opportunities to realise their full human rights and potential
- implies that the interests, needs and priorities of people of a different gender identity are taken into consideration, thereby recognising the diversity of people of a different gender identity.

Gender equity

- recognises that women and men have different lives, needs and power, and that to be fair, impartial and just, different steps need to be taken to create fair and equal outcomes
- may include equal treatment, or treatment that is different but equivalent in terms of rights, benefits, obligations and opportunities, and ‘levels the playing field,’ by creating circumstances through which gender equality can be achieved
- as a term, should be used with caution as ‘fair’ treatment of women and men based on tradition, custom, religion or culture risks perpetuating unequal gender relations and solidifying gender stereotypes that are detrimental to women (for this reason, the term ‘gender equality’ is preferred by the United Nations, rather than ‘gender equity’).

Gender mainstreaming

- institutionalises mechanisms and strategies to ensure that gender relevance is identified and gender analysis applied across the full range of policies, services and programs
- is defined by the United Nations Economic and Social Council that:¹⁶

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender neutral

- is an assumption that policies, programs and services will be experienced by women and men and girls and boys similarly.

Gender responsive

- is acting on issues that arise or are identified as a result of the differing needs and interests of women and men, based on their socially constructed roles and relations.

Gender role stereotyping

- is ingrained and rigid expectations and beliefs about the roles of women and men such as ‘women care for the home and children’ while ‘men are the breadwinners’.

Gender sensitivity

- is to identify and understand the socially constructed differences between women and men, their roles, relations, needs and interests, and issues arising out of these differences.
- focuses mainly on instances of structural disadvantage in the positions and roles of women.



Gender statistics

- reveal differences and inequalities in the situation of women and men in all aspects of life
- have the following characteristics:
 - data collected and presented, disaggregated by sex as a primary and overall classification
 - data reflect gender issues
 - data based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives
 - data collection methods take into account stereotypes and social and cultural factors that may bring about gender biases.

Intersectionality

- is a tool for understanding and responding to the ways in which sex and gender intersect with other factors (age, ethnic background, sexual orientation, social class)
- highlights the different types of discrimination and disadvantage that may occur as a consequence of the intersection of sex and gender with other grounds for discrimination.
- was recognised by the United Nations that¹⁷:

Certain groups of women, in addition to suffering from discrimination directed against them as women, may also suffer from multiple forms of discrimination based on additional grounds such as race, ethnic or religious identity, disability, age, class, caste or other factors. Such discrimination may affect these groups of women primarily, or to a different degree or in different ways than men.

Intersex

- refers to someone born with physical, hormonal or genetic features that are neither wholly female nor wholly male, or a combination of female and male, or neither.

Questioning

- refers to someone who is unsure of their gender identity, and/or their sexual orientation, or both.

Sex

- identifies the biological differences between females and males.

Transgender

- refers to someone whose gender identity is different to their gender at birth, and someone who wishes to portray their gender identity in a different way to the gender assigned at birth
- people may present themselves differently by clothing, accessories, cosmetics or body modification and include, among many others, people who are between male and female, transsexuals, transvestites and cross-dressers.





GENDER ANALYSIS TOOLKIT

Section 2

Why is gender analysis necessary?



GENDER EQUALITY IS THE LAW

The Queensland and Commonwealth governments have each made commitments to gender equality, expressed in policies, legislation and agreements at state, national and international levels.

Queensland's strategic commitment

The Queensland Government's commitment is articulated in the Queensland Women's Strategy 2016-21. The strategy presents a vision that:

the Queensland community respects women, embraces gender equality and promotes and protects the rights, interests and wellbeing of women and girls.

The associated Community Implementation Plan sets out how government, businesses and the community are working together across Queensland to achieve this vision.

Gender discrimination laws

→ Federal anti-discrimination legislation

The [Sex Discrimination Act 1984](#) prohibits discrimination on the basis of sex, marital or relationship status, pregnancy, sexual orientation, gender identity, intersex status or breastfeeding in a range of areas of public life.

This Act gives effect to Australia's obligations under the Convention on the Elimination of All Forms of Discrimination Against Women. It is actioned via the [Australian Human Rights Commission](#) (More information: <https://www.humanrights.gov.au/>)

→ Federal employment provisions

The [Workplace Gender Equality Act 2012](#) aims to improve and promote equality for both women and men in the workplace. It replaced the *Equal Opportunity for Women in the Workplace Act 1999*, and is administered by the [Workplace Gender Equality Agency](#). (More information: <https://www.wgea.gov.au/>)

→ State Anti-discrimination legislation

The [Anti-Discrimination Act 1991 \(Queensland\)](#) aims to protect people in Queensland from unfair discrimination, sexual harassment and other offensive conduct. The Act is administered by the [Anti-Discrimination Commission Queensland](#). (More information: <https://www.adcq.qld.gov.au/>)



→ State employment provisions

The [*Public Service Act 2008*](#), [*Industrial Relations Act 2016*](#) and various Queensland Industrial Relations Awards further protect against sex and gender discrimination in employment. (More information: <https://www.treasury.qld.gov.au/fair-and-safe-work/industrial-relations/>)

International conventions and agreements

→ The United Nations Convention on Elimination of All Forms of Discrimination Against Women (CEDAW)

The CEDAW sets an agenda for national action to end discrimination against women, and promote equality. It commits Australia to taking steps to eliminate discrimination against women and work towards equality for women in all areas of social, economic and political life. It was adopted by the UN General Assembly in 1979 and ratified by Australia in 1983.

The CEDAW also commits Australia to submit a national report on measures it has taken to comply with its obligations. Queensland contributes to Australia's periodic report. (More information: <http://www.un.org/womenwatch/daw/cedaw/reports.htm>)

→ Fourth World Conference on Women, Beijing, 1995

This conference made declarations and adopted a global platform for action in areas of concern for women and girls. These included gender mainstreaming in policy and planning as well as poverty, education, health, violence, economic self-reliance, and participation in decision-making. (More information: <http://www.un.org/womenwatch/daw/beijing/platform/>)





WHAT ARE THE BENEFITS OF GENDER ANALYSIS?

Everyone benefits

Gender analysis is a tool to examine key disparities and gaps between people of different gender identities in all aspects of society. It enables policies and programs that aim to redress gender inequalities and inequities.

Greater gender equality is important not only for reasons of human rights and social justice. It also has a positive impact on the social and economic development of society as a whole.¹⁸

When inequality persists, the progress of the whole society is restricted. Inequality excludes or limits the opportunities of a segment of society. It constrains those people from reaching their full potential and contributing fully to social and economic life.

Gender responsive policies, programs and services are an acknowledgement of the positive benefits for all the community.

Bringing economic and social benefits to women and society as a whole

Where inequalities between women and men exist, it is generally women who have lesser access to and control over resources, opportunities and decision-making.¹⁹ Gender analysis brings economic and social benefits to women and society as a whole:

- It helps to increase **participation** by women. This benefits society through access to additional skills and experience, enhanced purchasing power, increased tax revenue and reduced demand for welfare assistance.
- Policies, programs and services are **better targeted** to clients. For instance, to enable women from low socioeconomic backgrounds to take full advantage of employment training programs, assistance may be necessary in childcare and transport. Such programs increase women's potential and help them move off welfare benefits.
- It supports **gender diversity**. National and international studies have shown a positive association between gender diversity and economic and social performance. A recent study found that gender diversity and inclusion on Queensland boards would deliver an estimated \$87 million productivity gain for Queensland.²⁰
- It broadens the focus of economic analysis by raising **different questions and issues**. For example, the issue of women's over-representation in lower paid and unpaid work can be examined in terms of the structural barriers that limit women's opportunities, rather than viewed as a woman's choice.
- Organisations are better able to **identify the impacts** of policies, programs and services on people of all genders, including inequities and inequalities between genders and unintended consequences.



Ensuring quality advice

Incorporating gender analysis increases the quality of advice by:

- generating useful data on gender, age, disability and other factors relevant to a particular issue
- identifying where more detailed evidence is needed to base policy decisions and program and service delivery
- examining underlying issues, uncovering relevant considerations and exposing hidden assumptions, all of which may sustain gender-based inequality
- identifying and examining the differences in the lives of people of all genders, to reduce unintended discrimination and avoid program and service delivery failure
- ensuring that opportunities are not missed, such as promoting a woman's earning capacity and future choices by presenting her with a broad range of job opportunities or career choices, including traditionally male-dominated occupations and industries
- ensuring that policy, programs and services will have greater credibility and validity among those affected by them.





SUMMARY: BENEFITS OF GENDER ANALYSIS

✓ Identification

Gender analysis promotes better understanding of the gender differences and diversity of clients and customers.

✓ Evidence

Gender analysis gathers evidence on the relevance and impacts of policies, programs and services for people of different genders.

✓ Efficiency

Gender analysis tools improve the predictability of outcomes and minimise unintended consequences.

✓ Action

Gender analysis helps to better understand clients and customers and make effective and equitable decisions.

✓ Engagement

Gender analysis engages people who experience gender inequalities in policy and program development to deliver more equitable services.

✓ Systems

Gender analysis enhances planning, implementing, monitoring, evaluating and reporting.

✓ Innovation

Gender analysis raises different questions, challenges old ways of thinking and prompts new responses.

✓ Quality of life

Gender analysis ultimately improves the quality of life of people of all genders and advances their engagement in society.





EXAMPLES: APPLYING A GENDER LENS

The examples below will help you identify and consider gender issues, using a gender lens. Taking these issues into account will help your work be more inclusive and responsive to the needs of your organisation, its customers and the community. It will also help meet your desired outcomes.

Note: These examples are not meant to cover all issues that should be considered in the formulation of policy advice or program and service delivery. They should complement other relevant guides.

Example 1: Workforce development in the renewable energy sector

The renewable energy sector will need to hire close to 32,000 by 2030. Many of these jobs will be located in regional areas.²¹

Issues identified using a gender lens



- What are the current socio-demographic characteristics of the renewable energy sector workforce? For example, sector workforce statistics broken down by sex and by age, and leadership in the sector broken down by sex.
- Are there any population groups that are under-represented in the sector? For example, women, Aboriginal and/or Torres Strait Islander people or people with disability.
- What are the barriers to participation for those under-represented groups? For example, remote locations, employer stereotypes, lack of flexible work arrangements, shift work.
- What can be done to address perceived or identified barriers? Are there any success stories/best practice examples in other states or overseas? Are separate approaches needed to address barriers for different groups of women and men?
- Could staff be better retained through clear career pathways and continuing professional development, especially for those from under-represented groups?
 - Are separate approaches and different career pathways needed for different groups of women and men to accommodate different needs? For example, work-life balance, upskilling/reskilling of people who re-enter the workforce after a career break due to caring responsibilities.
 - How can pathways to leadership be more inclusive of under-represented groups?
- Do your stakeholder engagement strategies encourage inclusion of under-represented groups?
- How are staff recruitment and retention monitored and reviewed?



Example 2: Housing and neighbourhood planning

An urban planning company is starting a government-funded project for housing and neighbourhood planning in a suburb. The project is at design stage, with a requirement for equal access to urban spaces, such as public facilities, streets, open space and retail space.

Issues identified using a gender lens²²



- What does the evidence say about past urban design practices?
 - For example, evidence acknowledged that urban design was generally blind to differences between groups (such as women, men, people using different forms of transport and performing different kinds of work).
 - Urban design often focused on the needs of people who are in the paid workforce, overlooking the needs of people who undertake unpaid housework, childcare and eldercare.
- How do different genders use space in relation to paid work, home life and work, social relations, cultural practices and leisure?
- What are the needs of different genders living in houses, units and the needs of the people who service those places, such as cleaners and maintenance people?
- What are the needs of people who combine employment with care responsibilities? How can large distances between homes, shops, schools, care facilities and medical facilities be reduced?
- What strategies can be used to obtain input from all stakeholders, including different groups of women and men? Urban designers may ask people about their daily experiences, using a variety of methods, such as surveys, interviews and observation.
- What are the ways to evaluate and plan next steps? Can people of different genders and life experiences be involved in decision-making?





GENDER ANALYSIS TOOLKIT

Section 3

How do I carry out gender analysis?



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?





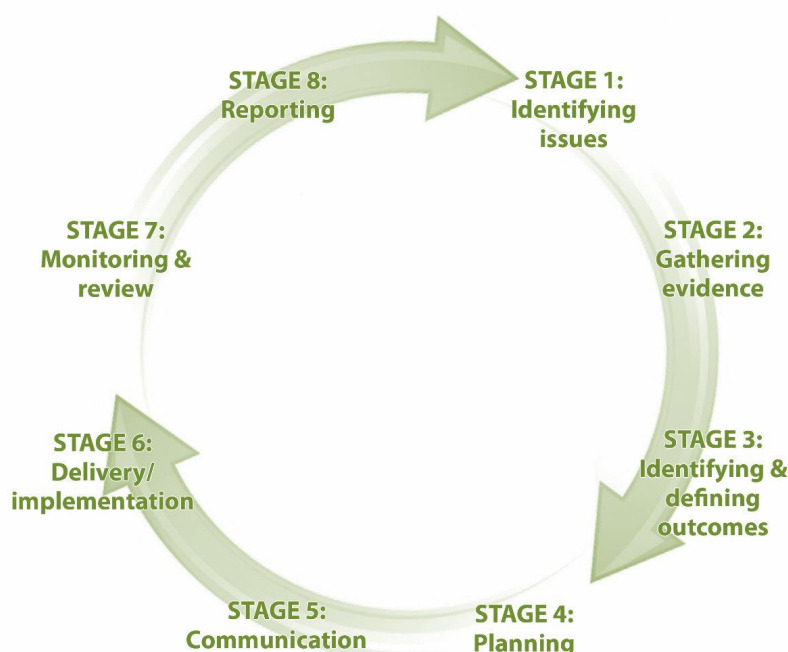
THE POLICY/PROGRAM/SERVICE DEVELOPMENT CYCLE

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.²³

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 Cycle²⁴):

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 internationally²⁵. 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**

- 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**

- 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**

- 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?



STAGE 5: **Communication**

- 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

STAGE 6: **Delivery/ implementation**

- 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?

STAGE 7: **Monitoring and review**

- 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?

STAGE 8: **Reporting**

- 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 society²⁶

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 as²⁷:

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.

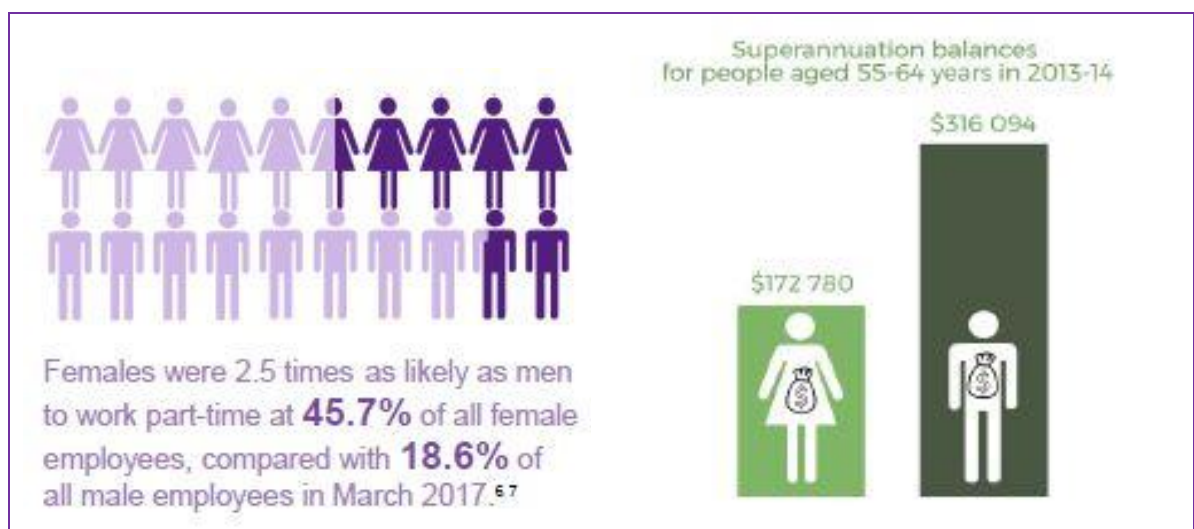
For example, the term Gross Domestic Product excludes unpaid household service. It is important to have comprehensive data on all kinds of work to understand fully the provision of goods and services in a country.



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 Club²⁸

- 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.²⁹
- 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.³⁰
- 38 per cent of working mothers used part-time work to care for a child, compared with 3 per cent of working fathers.³¹



- 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.³²
- 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.³³
- 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.^{34 35}
- 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, .





GENDER ANALYSIS TOOLKIT

Section 4

How can I advocate for gender analysis?





ADVOCACY AND OVERCOMING RESISTANCE³⁶

Gender analysis challenges the status quo. It demands changes in thinking, beliefs and behaviour at the personal and organisational levels. These kinds of changes often require 'champions' of gender equality to advocate for action, including gender analysis. This may be met by cultural and organisational inertia, or by resistance. Identifying types of resistance and strategies to respond to them will help promote gender analysis and subsequent action.

Resistance

Denial and inversion

Individuals in power completely deny the existence of gender gaps or discrimination against women.

'Women already have equality', 'it is their own fault if they don't take advantage of these opportunities' and 'gender analysis is not relevant to this topic/issue/program' are common arguments.

Dilution and selection

Power structures and individuals acknowledge women's issues but only in ways that will not threaten the control of resources or engagement.

For example, they may acknowledge gender gaps but deny discrimination against women or any structural problem caused by resources and decision-making processes being controlled by men.

Responses

Present undeniable statistical evidence (see the gender statistics in Section 3 of this Toolkit).

Present actual examples, including personal accounts of discrimination and the consequences.

Do not be content with the identification of women's issues at the level of defining the problem.

Insist that the program or project's design must feature women's participation throughout. Also insist on objectives that promote social and economic engagement by women.



Subversion

The leadership does not provide the resources for change.

For example, staff who do not support gender analysis may be appointed to the task, decisions may be constantly referred up or down the hierarchy, files may be lost and meetings not attended.

Be aware of these tactics and engage 'champions' internally and/or externally from various organisations (government, non-government, profit, non-profit) to further the issues.

Document the processes and raise the issues regularly and often.

Shelving and lip service

Leaders praise attention to gender issues but question the timing for action ('now is not the right time' or 'we've already done that'), or the actions of leaders do not match the enthusiastic words.

Engage champions at a high level within an organisation to promote the issues and embed gender perspectives in strategic policies as an integral part of organisational activities, not as an 'add-on'.

Ensure a monitoring and evaluation system is in place formally or informally.

Set up a reference group around the project.

Compartmentalisation

The leadership passes all responsibility for gender analysis and action on equality to a designated women's policy officer or the Office for Women.

Repeatedly raise gender issues as core to the efficiency and organisational health of an organisation. Point out that addressing gender inequities and inequalities is relevant across the Queensland community.

Refer to the formal documents that support this approach (for example, the Queensland Women's Strategy).

Tokenism

One woman is given a position on a committee or board to give the 'women's point of view'.

Call out tokenism. Take steps to find allies and build support for the woman both within and outside the committee or board (for example, with a mentor, specific support person or a reference group).



Further investigation

When compelled to show some action on a gender gap or discrimination issue, leaders suggest a research project because 'we don't know enough about this problem' – effectively postponing any action.

Agree that we can always find out more about an issue, but assert that this is not a pre-condition for action.

Give examples of other issues where more research is needed but programs are under way.

Suggest an initial literature review to summarise the body of evidence.

Recommend research that is action-oriented and has delivery and review built in as a pilot phase.

Undervaluing gender statistics 1

Leadership claims that adding a statistical breakdown by sex will cost too much.

Point out the following:

- There is usually minimal cost in producing gender statistics with existing instruments. In some cases, it simply involves the addition of an extra question or column specifying sex.
- At analysis time, the main cost would be the time involved in running extra tabulations, but in many cases, sex can simply be added to existing tabulations.
- Significant cost is usually only incurred when a completely new investigation (such as a survey) is carried out.

Undervaluing gender statistics 2

Leadership claims that disaggregating data by sex will adversely affect the quality of the data.

Point out that the integration of a gender perspective will enrich the information available from the investigation and increase its value.

Stress that disaggregation by sex often results in more accurate data, as it allows for additional checks of data collection and recording.





ADVOCACY AND BEING ASSERTIVE³⁷

The ability to be assertive is an important skill for overcoming resistance and helping build individual and organisational support for gender analysis. It is also useful for advancing gender equality in organisational cultures where women are taught not to act assertively. The following strategies will help you to advocate viewpoints and agendas, and manage resistance.

Identify allies

- Identify allies who can provide support, confidence and reassurance at various organisational levels.
- For example, senior management 'champions' can provide leadership, facilitating and rewarding efforts to bring gender perspectives to the centre of organisational activities. Other staff can contribute to cultural change and advocate for gender consideration in their activities.
- Having identified possible allies, spend some time talking with them about the issues and developing a strategy, as well as soliciting their support in tricky situations.

Return to the issues

- If no resolution is immediately forthcoming, return to the issues regularly and often.
- Think of a variety of settings in which you can raise and address the issues.
- For example, setting up a special meeting to discuss the issue with relevant colleagues, using an opportunity to raise it in different meetings, talking about it informally with colleagues when the opportunity arises, following up on informal or formal meetings.
- Be on the lookout for potential favourable occasions to raise issues. Don't let an opportunity go by.

Anticipate resistance

- Try to anticipate the types of resistance that are likely to arise.
- Develop appropriate responses before resistance occurs.
- Allies can be helpful in developing these responses. For example, role-playing with allies to practise how to deal with resistant people or business units.





GOOD PRACTICE EXAMPLE:

Towards Gender Parity: Women on Boards Initiative

Gender diversity targets

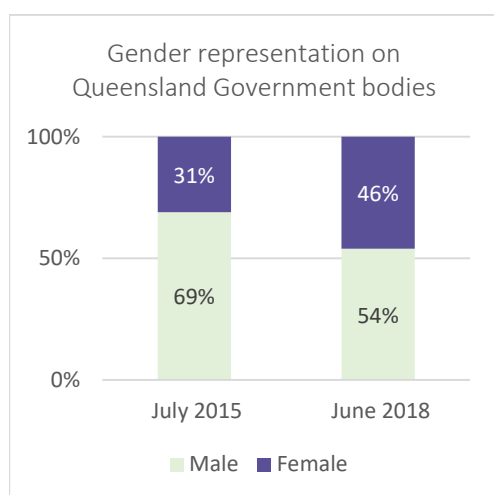
In July 2015, the Queensland Government established gender diversity targets³⁸ to increase the representation of women on Queensland Government boards and other bodies:

- 50 per cent of all new board appointees to Queensland Government bodies are to be women
- 50 per cent representation of women on Queensland Government bodies by 2020.

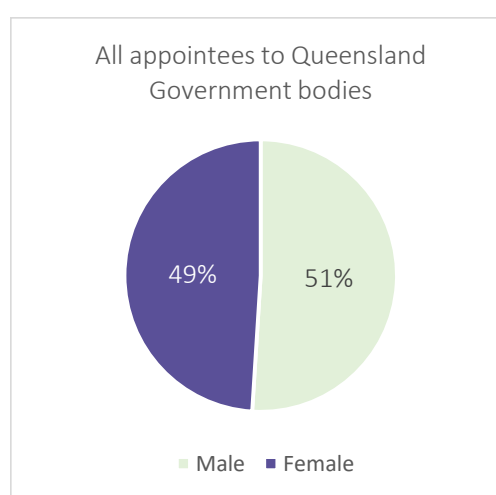
The government also established the *Towards Gender Parity: Women on Boards Initiative* to provide support to achieve the targets. The initiative provides:

- government, business and community sectors with practical supports, including an online suite of resources and tools to drive inclusion and cultural change and support an increase in women's representation on boards
- women seeking board appointments with tools and information to assess their board readiness, prepare and apply for appointments, and connect to mentoring, education and board matching services.

Gender diversity target results as at 30 June 2018



Women's representation on Queensland Government bodies increased from 31 per cent in July 2015 to 46 per cent in June 2018.



Women comprised 49 per cent (or 1,141) of all appointees (including re-appointees) to Queensland Government bodies between July 2015 and June 2018.





GENDER ANALYSIS TOOLKIT

Section 5

Gender analysis template



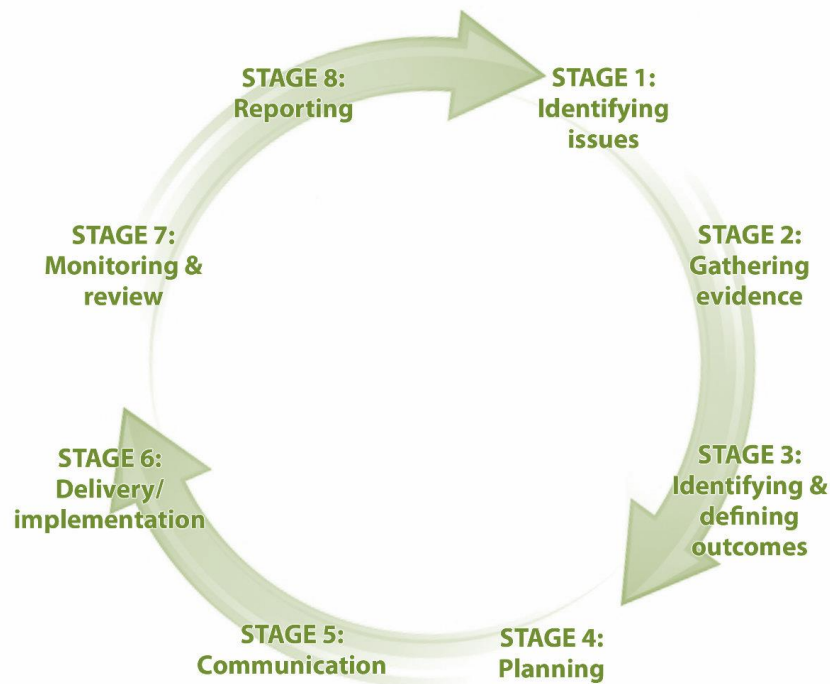


The gender analysis framework

This template has been designed as a step-by-step guide to carrying out a gender analysis on a policy, program or service project. It will help you identify and assess the different impacts of your work on people of all genders and redress gender inequalities and inequities.

The template's tasks align with the questions in the eight-stage gender analysis process in Section 3 of this Toolkit 'How do I carry out a gender analysis?' Please also note:

- This template is intended to complement other policy and program development tools. It does not address all issues to be considered in the formulation of policy, programs or service delivery.
- Depending on the situation, you may not need to start from stage 1. Your work may not involve all stages. Some stages may take longer than others.
- The template can be modified to better suit your needs.



TEMPLATE: GENDER ANALYSIS FRAMEWORK

Project title		
Project overview		
STAGE 1: IDENTIFYING ISSUES		
<p>This stage provides an opportunity to explore the issues and impacts associated with the development of your project. The nature and scope of the project should be fully considered.</p> <p>Note: Gender issues may be central to the project in question, or less clear. During the definition stage, don't assume any project is gender neutral.</p>		
ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: Will the policy, program or service affect women, men or gender diverse people in different ways? If yes, how might sub-groups of these populations be affected, such as the elderly or those with a disability?	<ul style="list-style-type: none"> • • • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Might certain genders be unintentionally excluded from this policy, program or service?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 3: What don't we know about the issues and impacts on women, men or people who are gender diverse?	<ul style="list-style-type: none"> • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No



STAGE 2: GATHERING EVIDENCE

This stage identifies what is known or unknown about the gendered nature of the issues above and identify available and relevant data and data sources.

Note: Your own values and experiences may affect your perception and/or willingness to investigate the issues. The established priorities and processes of your organisation may also affect your ability to ask new questions and hear unexpected answers.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: Evaluate the information and data you have on the project and issues, using the following checklist:		<input type="checkbox"/> Yes <input type="checkbox"/> No
• Is it disaggregated by sex?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Is it disaggregated by age, race, ethnicity, socio-economic background or region?	<input type="checkbox"/> Yes: (specify) <input type="checkbox"/> No: (specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Is there both quantitative and qualitative data available?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Is national or international research available regarding the gender components of the issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Are there identified gender gaps relating to the issues?	<input type="checkbox"/> Yes: (specify) <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Are other models available for addressing the issues?	<input type="checkbox"/> Yes: (specify) <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Who else is addressing these issues? Are other organisations, government and non-government, involved or potentially involved as stakeholders?	<input type="checkbox"/> Yes: (specify) <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: What is your plan/strategy for those issues you answered 'No' or 'Don't know' in Task 1?	Specify:	<input type="checkbox"/> Yes <input type="checkbox"/> No

STAGE 3: IDENTIFYING AND DEFINING OUTCOMES

Use this stage to identify desired goals and expected outcomes for your project to ensure equitable outcomes for people of all genders.

Note: Beware of unintended and undesirable outcomes, especially for specific groups of women, men and gender diverse people. Different measures may be required for outcomes to be equitable for people of all genders.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: What are the desired outcomes of the policy, program or service?	• • • •	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: What are the gender-specific factors that could affect achievement of the outcomes (e.g. pregnancy, workplace sexual harassment, childcare/family responsibilities)?	• • • • •	<input type="checkbox"/> Yes <input type="checkbox"/> No



Task 3: Are there negative outcomes for women, men or gender diverse people?	<ul style="list-style-type: none"> • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 4: What are our legal obligations regarding gender equity and equality? Will they be breached or supported by the proposed options?	<ul style="list-style-type: none"> • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 5: What are our measures (performance indicators) to evaluate the outcomes?	<ul style="list-style-type: none"> • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No

STAGE 4: PLANNING

This stage develops and refines engagement processes and options suggested by the previous stages.

Note: Consider the impacts on people of all genders as a key element in recommending the engagement processes/options, not as an 'add-on'. Consider how each option and engagement process will be monitored and evaluated to determine the impact of your project on people of all genders.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: What options are possible according to the data and research? How do the proposed options support gender equity or equality?	<ul style="list-style-type: none"> • • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: How will people of all genders engage in the development of the proposed options – as customers or as stakeholders?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 3: Are the issues linked with other related strategies or initiatives? Are there opportunities for collaboration with other organisations – government and non-government?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 4: How might the engagement process assist in sorting and prioritising options? For example, is gender equity a consideration for sorting options?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 5: Who will implement each option, and what resources are required?	<ul style="list-style-type: none"> • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 6: Are there any potential barriers or areas of resistance? How will you address these?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No



STAGE 5: COMMUNICATING

This stage communicates chosen options and engagement processes.

Note: Timing, choice of media, language and public involvement are important to ensure that your organisation's intent and the impacts of the policy, program or service are understood by all groups.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS			COMPLETION
Task 1: Who are our audiences, what is our main message and does our communication reflect the diversity of women, men and gender diverse people?	Audience	Message	Media	
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Is the variety of media used accessible to a range of audiences, including under-represented groups?	<ul style="list-style-type: none"> 			<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 3: Do our language and visuals stereotype women, men and gender diverse people? Is our language inclusive and respectful?	<ul style="list-style-type: none"> 			<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 4: How will gender implications of our project be highlighted?	<ul style="list-style-type: none"> 			<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 5: Is there person-to-person outreach to marginalised/under-represented groups in the community?	<ul style="list-style-type: none"> 			<input type="checkbox"/> Yes <input type="checkbox"/> No

STAGE 6: DELIVERY/ IMPLEMENTATION

This stage puts in place programs and services to achieve the policy outcomes and objectives developed in the previous stages.

Note: Consider specific aspects of project implementation for your organisation, including how you might involve key personnel and other stakeholders. Consider how other projects might link to your project.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: Who will be mostly involved in the implementation and delivery? How gender-aware are they?	<ul style="list-style-type: none"> 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: 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/under-represented groups?	<ul style="list-style-type: none"> 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 3: Who has input into good practice in delivery and implementation to women (or men or gender diverse group)?	<ul style="list-style-type: none"> 	<input type="checkbox"/> Yes <input type="checkbox"/> No



STAGE 7: MONITORING AND REVIEW

This stage determines how well your project is attaining its equity goals, and provides opportunities to make improvements.

Note: Ensure that the gender impact of your project is an explicit part of the monitoring and review process and that those undertaking the evaluation have gender awareness.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: 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?	<ul style="list-style-type: none"> • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Will the monitoring and evaluation engage participants and stakeholders, including women, men and gender diverse people?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 3: Are there measures in place to review/change the policy, program or service if it is not delivering the outcomes?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No

STAGE 8: REPORTING

This stage reports the results of the policy, program or service, including impacts and issues for different genders.

Note: Ensure that those groups and individuals consulted at various stages in the development of your project are acknowledged.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
Task 1: What is our reporting method?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Is it consistent with our organisation's strategies for gender equity and equality, inclusion and diversity?	<ul style="list-style-type: none"> • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 3: In what media is our report available (i.e. print and/or online)?	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No



GENDER ANALYSIS TOOLKIT

Section 6

Further information and feedback





LINKS AND RESOURCES

The list of links and resources below is by no means exhaustive. It aims to help you further explore gender analysis and related topics. Please note the information is current as at July 2018.

Gender analysis in other Australian states and territories

- The Australian Public Service, [Balancing the future: The Australian Public Service gender equality strategy 2016-19](#)
- South Australia, [Women's Policy](#)
- Tasmania, [A typical gender inclusive model](#)
- Victoria, [Local government listen, learn and lead gender equity program](#)

Gender analysis – an international perspective

- Canada, [Gender-based analysis plus](#)
- New Zealand, [Gender analysis guideline](#)
- South Africa, [Commission for Gender Equality](#)
- European Commission, [Gender equality](#)
- The Commonwealth, [Mainstreaming gender equality and empowering women in policy](#)
- UN Women, Global Platform for Action – [4th World Conference on Women](#), Beijing 1995,
- International Labour Organisation (ILO), [Gender, Equality and Diversity Branch](#)
- Organisation for Economic Co-operation and Development (OECD), [Gender equality](#)
- United Nations, [UN Women](#)
- United Nations Education, Scientific and Cultural Organization (UNESCO), [Priority gender equality](#)

Gender analysis training – courses/ workshops and online modules

- Women's Health Victoria, [Workshops](#)
- Flinders University, [Gender Consortium](#)
- UN University, [Promotion of gender equality through research and education](#)
- The Global Human Rights Education and Training Centre, [Gender mainstreaming \(gender equality – advanced course\)](#)
- UN Women, [Training Centre eLearning Campus](#)
- United Nations Office of the High Commissioner for Human Rights, [Gender equality, human rights and me](#)
- UNESCO, Gender equality tools, [eLearning programme](#)
- ILO and South-East Asia and the Pacific Multidisciplinary Advisory Team (SEAPAT), [Online gender learning and information module](#)



Gender analysis training – manuals and toolkits

- United Nations Development Programme (UNDP):
 - [How to conduct a gender analysis: a guidance note for UNDP staff](#)
 - [Gender mainstreaming made easy: handbook for programme staff](#)
 - [Gender mainstreaming: a key driver of development in environment and energy – training manual](#)
 - [Gender Briefing Kit](#)
- UNESCO, [Training tools for curriculum development: a resource pack for gender-responsive STEM education](#)
- European Institute for Gender Equality:
 - [Gender mainstreaming methods and tools](#)
 - [Good practices in gender mainstreaming](#)
- International Training Centre of the ILO, [Break gender stereotypes, give talent a chance: toolkit for SME advisors and human resource managers](#)
- United Nations Office on Drugs and Crime (UNODC), [Guidance note for UNODC staff: gender mainstreaming in the work of UNODC](#)

Gender statistics/indicators

- Australian Bureau of Statistics, [Gender indicators](#)
- Australian Government Workplace Gender Equality Agency, [Fact sheets and statistics](#)
- Queensland Government:
 - [Queensland women](#)
 - [Queensland gender equality report cards](#)
- New South Wales Government [Women in NSW reports](#)
- Australian Government:
 - [Gender balance on Australian Government Boards reports](#)
 - [A profile of Australian women in business](#)
- Women's Health Victoria, [Victorian women's health atlas](#)
- UN, [Gender statistics](#):
 - [Integrating a gender perspective into statistics](#)
 - [Guidelines on producing statistics on violence against women](#)
 - [Time use statistics](#)
 - [Minimum set of gender indicators](#)
- World Bank:
 - [Gender statistics database](#)
 - [Gender data portal](#)
 - [The little data book on gender](#)
- UN Economic Commission for Europe (UNECE), [Gender statistics](#)
- Food and Agriculture Organization of the UN, [Agri-Gender statistics toolkit](#)
- OECD:
 - [Social Institutions and Gender Index](#),
 - [Gender data portal](#)
 - [Gender indicators: what, why and how](#)
- EUROSTAT, [Gender statistics](#)
- UNDP:
 - [Human development reports](#)
 - [Gender development index](#)
 - [Gender inequality index](#)
 - [Life-course gender gap](#)
- World Economic Forum, [Gender Parity](#)



Gender analysis and development

- ILO, [Gender and development](#)
- UNDP, [Gender equality](#)
- World Bank, [The World Bank in gender](#)
- International Development Research Centre, [Empowering women](#)
- UN University, [Promotion of gender equality through research and education](#)
- Swedish International Development Cooperation Agency, [Gender equality](#)
- Moser, C., 1993, [Gender planning](#), Routledge, London.

Gender budgets

- Sharp, R. & Broomhill, R., 2013, [A case study of gender responsive budgeting in Australia](#)
- National Foundation for Australian Women, [A gender lens on the 2017-18 budget](#)
- OECD, [Gender budgeting](#)
- Austrian Development Cooperation, [Making budgets gender-sensitive: a checklist for programme-based aid](#)

Other useful links

- [Anti-Discrimination Commission, Queensland](#)
- [Queensland Government Statistician's Office](#)
- [Multicultural Affairs Queensland](#)
- [Queensland Police Service](#)
- [Australian Human Rights Commission](#)
- [Australian Government Office for Women](#)
- [Australian Government Workplace Gender Equality Agency](#)
- [Australian Institute of Criminology](#)
- [Australian Institute of Health and Welfare](#)
- [Australian Institute of Family Studies](#)





ABOUT THE OFFICE FOR WOMEN

The Queensland Government Office for Women plays a central role in carrying out the government's commitment to gender equality in all aspect of Queensland society.

The Office for Women leads gender equality reforms and delivers projects that support government and industry to promote and protect women's rights, interests and wellbeing.

One of our key functions is to support the whole of Queensland — government, businesses, community organisations and individuals — to strengthen gender considerations in all policies, programs and services and find ways to address inequity, disadvantage and under-representation.

Please visit our website <https://www.qld.gov.au/community/women> for information about the office's current work.

To ask a question or provide your comments about this Gender Analysis Toolkit, please email the Office for Women: women@qld.gov.au

Alternatively, please contact us at:

- Phone: Women's Infolink on 1800 177 577 (Free-call state-wide service)
Monday to Friday from 8am to 6pm
- Mail: Locked Bag 3405, Brisbane QLD 4001





GENDER ANALYSIS TOOLKIT – FEEDBACK

The Queensland Government Office for Women would like your feedback on the Gender Analysis Toolkit. Please take the time to complete and return the feedback form to us.

Your feedback will help us enhance the document, plan the next Toolkit and provide gender analysis resources in general.

1. How valuable do you think Gender Analysis Toolkit is as a learning resource? Circle the score that most closely represents your view.

Very	5	4	3	2	1	Nil
------	---	---	---	---	---	-----

2. What wasn't in the Toolkit that you think should be included?

3. How helpful do you think each section of the Toolkit is (or would be) for integrating gender considerations into your work?

Section	Your view (circle one)			Your suggestions for improvement
1. What is gender analysis?	Very helpful	Helpful	Not helpful	
2. Why is gender analysis necessary?	Very helpful	Helpful	Not helpful	
3. How do I carry out a gender analysis?	Very helpful	Helpful	Not helpful	
4. How can I advocate for gender analysis?	Very helpful	Helpful	Not helpful	
5. Gender analysis template?	Very helpful	Helpful	Not helpful	
6. Further information: links and resources	Very helpful	Helpful	Not helpful	



4. What is your overall rating of this Toolkit?

Excellent	5	4	3	2	1	Poor
-----------	---	---	---	---	---	------

5. Are there any other comments about the Toolkit you would like to make?

6. Would you like to receive updates and/or new gender analysis resources as they become available? If yes, please provide us with your contact details.

Title (circle one)	Ms, Mrs, Miss, Mr, Dr Other:
First name	
Last name	
Email	
Organisation	



- ¹ The Queensland Government Public Service Commission, 2017, *Queensland public sector LGBTIQ+ inclusion strategy 2017-2022*, viewed 22 June 2018, < <https://www.forgov.qld.gov.au/sites/default/files/lgbtiq-inclusion-strategy.pdf?v=1491458841>>
- ² European Institute for Gender Equality, 2013, *Investing in gender competence*, Preliminary results of EIGE's in-depth study on gender training in the EU.
- ³ Definitions are from various sources, including International Labour Office, European Institute for Gender Equality, Status of Women Canada, Swedish International Development, and UN Women. For details, refer to the Gender Analysis Toolkit Section 6 Further information.
- ⁴ Technical Division of the United Nations Population Fund (UNFPA), 2014, *Methodological guidelines for the gender analysis of national population and housing census data*, UNFPA.
- ⁵ Macquarie Dictionary, viewed 13 September 2017, <https://www.macquariedictionary.com.au/features/word/search/?word=analysis&search_word_type=Dictionary>
- ⁶ United Nations Office of the Special Adviser on Gender Issues and Advancement of Women, 2002, *Gender mainstreaming: an overview*.
- ⁷ United Nations Office of the Special Adviser on Gender Issues and Advancement of Women, 2001, *Gender mainstreaming: strategy for promoting gender equality*.
- ⁸ United Nations Office of the Special Adviser on Gender Issues and Advancement of Women, 2002, *Gender mainstreaming: an overview*.
- ⁹ Swedish International Development Cooperation Agency, 2015, *Gender analysis – principles & elements*.
- ¹⁰ United Nations Office of the Special Adviser on Gender Issues and Advancement of Women, 2002, *Gender mainstreaming: an overview*.
- ¹¹ Technical Division of the United Nations Population Fund (UNFPA), 2014, *Methodological guidelines for the gender analysis of national population and housing census data*, UNFPA.
- ¹² *ibid.*
- ¹³ Fredman, S., 2016, *Intersectional discrimination in EU gender equality and non-discrimination law*, European Union, viewed 27 June 2017, <<https://publications.europa.eu/en/publication-detail/-/publication/d73a9221-b7c3-40f6-8414-8a48a2157a2f/language-en>>
- ¹⁴ *ibid.*
- ¹⁵ Definitions are from various sources, including Queensland Government Department of Communities, Child Safety and Disability Services, International Labour Office, European Institute for Gender Equality, Status of Women Canada, Swedish International Development, the San Francisco City Status of Women, and UN Women. For details, refer to Gender Analysis Toolkit Section 6. Further information.
- ¹⁶ United Nations, 1997, Report of the economic and social council for 1997, General assembly fifty-second session, A/52/3, 18 September 1997, viewed 22 August 2017, <<https://www.un.org/documents/ga/docs/52/plenary/a52-3.htm>>
- ¹⁷ UN Women, *Gender equality glossary*, viewed 16 June 2017, <<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>>
- ¹⁸ United Nations Office of the Special Adviser on Gender Issues and Advancement of Women, 2001, *Gender mainstreaming: strategy for promoting gender equality*.
- ¹⁹ Technical Division of the United Nations Population Fund (UNFPA), 2014, *Methodological guidelines for the gender analysis of national population and housing census data*, UNFPA.
- ²⁰ Deloitte, 2016, *Toward gender parity: women on boards initiative*, commissioned by the Queensland Department of Communities, Child Safety and Disability Services, Office for Women and Domestic Violence Reform.
- ²¹ The situation draws on the Utilities, Engineering, Electrical and Automotive Training Council, 2012, *Workforce development in the renewable energy industry sector*.
- ²² Schiebinger, L., Klinge, I., Sánchez de Madariaga, I., Paik, H. Y., Schraudner, M., and Stefanick, M. (Eds.), 2011-2015, *Gendered Innovations in Science, Health & Medicine, Engineering and Environment*.
- ²³ 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
- ²⁴ Althaus, C., Bridgman, P., and Davis, G., 2007, the 4th ed., *The Australian Policy Handbook*, Allen & Unwin.
- ²⁵ 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.
- ²⁶ This section draws on United Nations Economic Commission for Europe and World Bank Institute, 2010, *Developing gender statistics: a practical tool*.
- ²⁷ United Nations Economic Commission for Europe and World Bank Institute, 2010, *Developing gender statistics: a practical tool*, p.1.
- ²⁸ 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.



-
- ²⁹ 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.
- ³⁰ 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.
- ³¹ 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.
- ³² 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.
- ³³ 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.
- ³⁴ 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.
- ³⁵ Figures do not include employees under the classification of chief executives and managing directors not further defined.
- ³⁶ Acknowledgments to United Nations Economic Commission for Europe and World Bank Institute, 2010, *Developing gender statistics: a practical tool*; and United Nations Development Programme, 2001, *Learning & Information Pack – Process and Advocacy Skills for Gender Mainstreaming*.
- ³⁷ Acknowledgments to UNDP, *Draft Learning & Information Pack – Process and Advocacy Skills for Gender Mainstreaming*.
- ³⁸ The target applies to 239 boards designated by the Queensland Government as "in scope". The target does not apply to the following government bodies/ roles on the Queensland Register of Appointees: (i) courts and tribunals (as the target is directed at board or committee appointments); (ii) Government and Non-Government ex-officio positions (as these appointments are by position); full-time or part-time statutory office holders (as the target is directed at board or committee appointments); and bodies established to meet inter-jurisdictional agreements (as appointees are decided with the agreement of another State or the Commonwealth).

