



GENDER ANALYSIS TOOLKIT

Section 5

Gender analysis template

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

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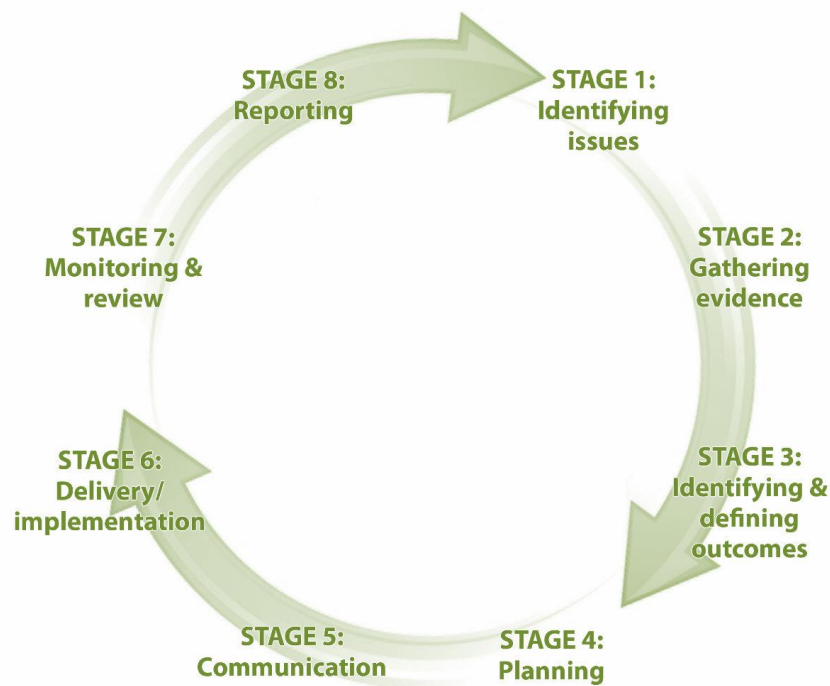


The gender analysis framework

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

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.

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.

ISSUES/QUESTIONS TO CONSIDER	ACTIONS	COMPLETION
<p>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?</p>	<ul style="list-style-type: none"> • • • • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Task 2: Might certain genders be unintentionally excluded from this policy, program or service?</p>	<ul style="list-style-type: none"> • • • • 	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Task 3: What don't we know about the issues and impacts on women, men or people who are gender diverse?</p>	<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
Task 2: Is the variety of media used accessible to a range of audiences, including under-represented groups?	• •	<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?	• • •	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 4: How will gender implications of our project be highlighted?	• • •	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 5: Is there person-to-person outreach to marginalised/under-represented groups in the community?	•	<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?	• •	<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?	• • • • • • •	<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)?	• • •	<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

