



Gender Analysis Planning Tool

The **Gender Analysis Planning Tool** is designed for use during strategic planning processes and can be applied to organisational policies and corporate plans. It is a how-to guide, rather than a score-card and is designed to guide staff about which questions to ask and where to focus their attention. This tool can be applied at each stage of program, policy and service planning to assist with gender-sensitive practice. The tool can also be used retrospectively as a way of evaluating programs.

For more information about gender analysis, please refer to the **Gender Analysis Overview** available at <http://www.whin.org.au/resources/gender-equity-and-analysis.html>

QUESTIONS TO CONSIDER	EVIDENCE AND EXAMPLES
<p>STAGE 1: CLARIFY THE ISSUE</p> <p>Identify and explore the issue and how different groups of women and men are affected</p>	
<p>What is the problem, issue or opportunity?</p>	
<p>Is the issue limited to a program, a policy, a work area or does it impact more broadly?</p>	
<p>How might women and men be affected differently?</p>	
<p>What are the underlying factors as to why women and men might be affected differently?</p>	
<p>How might the issue in question be understood differently by women who experience other forms of discrimination in addition to sexism.</p> <p><i>Age, ability, ethnicity, culture and religious background, literacy, socio-economic status, sexuality and family structure can all impact people's access to services, resources, power and influence opportunities, responsibilities and life experience.</i></p>	
<p>STAGE 2: GATHER EVIDENCE</p> <p>Compile and analyse available data and research</p>	
<p>Is the data you are using sex disaggregated?</p> <p>If the data is not sex disaggregated, what further data can you collect to give you a better picture of gender differences?</p> <p><i>Sex disaggregated data includes statistics and information that is collected and analysed separately for women/girls and men/boys. The use of sex disaggregated data is a core component of building the evidence base for planning and provides a picture of what is happening for women and men. This data can then be used to target resources and services more equitably.</i></p>	

What are the reasons for women’s higher or lower representation in the groups affected?	
Is your data further analysed in relation to ethnicity, migrant status, language spoken, ability, sexual orientation, socio-economic status, age and locality (rural/urban)?	
Is data available that is specifically about Aboriginal women and men who are impacted by the policy/practice/program?	
Are there any other distinguishing characteristics of the group under consideration? Can you access data related to this?	
Who may be impacted negatively by this program? Which groups of women may be excluded?	
<p>STAGE 3: CONSULT WITH STAKEHOLDERS</p> <p>Involve diverse groups of women and men</p>	
Have you consulted with key organisations working with women and women’s organisations in your region?	
<p>Have you consulted in a meaningful way with the following groups of women and men who may face additional discrimination?</p> <ul style="list-style-type: none"> • Aboriginal women and men • Refugee and migrant women and men • Women and men with disabilities • People of diverse gender and sexual identities • Women and men of low socio-economic status. <p>What skills and supports are needed to engage women from these communities?</p>	
Have you consulted with groups of women and men that might be specifically affected by the issue? For example, pregnant women or older women.	
<p>STAGE 4: SET AIMS AND OBJECTIVES</p> <p>Define the aims and objectives of what you are trying to achieve</p>	
Do you want your policy, program or plan to be <i>gender sensitive</i> or <i>gender transformative</i> ?	
What can you do to ensure that the changes will overcome or reduce rather than reinforce or exacerbate existing inequalities?	
Are different aims and objectives required to meet the needs of both women and men?	

<p>Are different aims and objectives required to meet the needs of:</p> <ul style="list-style-type: none"> • Aboriginal women and men? • Refugee and migrant women and men? • Women and men with disabilities? • People of diverse gender and sexual identities? • Women and men of low socio-economic status? 	
<p>STAGE 5: CONSIDER SOLUTIONS</p> <p>Reflect on which initiatives, actions or interventions you might use</p>	
<p>Which type of intervention/s (for example, policy, training, advocacy, or research project) are needed to ensure the needs of women and men are specifically addressed?</p>	
<p>Can existing programs, policies and services be modified to better meet the needs of women?</p>	
<p>Are separate approaches needed to ensure the needs of different groups of women and men are met?</p>	
<p>Will your chosen interventions create opportunities for women to develop new skills, ideas and approaches?</p>	
<p>Do your interventions capitalise on or perpetuate gender stereotypes? Or do your interventions work to positively transform harmful and limiting gender norms, roles and relationships?</p>	
<p>STAGE 6: ENGAGE KEY PARTNERS</p> <p>Draw on internal and external expertise</p>	
<p>What skills, expertise and supports are needed to engage all sections of the community?</p>	
<p>Have women and women's organisations been recruited to steering groups or as project partners?</p>	
<p>STAGE 7: PLAN FOR EVALUATION</p> <p>Determine how you will measure and monitor the short and long-term changes</p>	
<p>Have you developed a clear monitoring and evaluation framework that includes the consideration of impacts across different groups of women and men?</p>	
<p>How will you measure whether your program, policy or service has improved outcomes for women?</p>	
<p>How will the experiences, knowledge and opinions of different women be drawn upon in monitoring and evaluation?</p>	

STAGE 8: IMPLEMENT THE ACTIONS

Put your project, program or service into action

When promoting a project or service, have you used language, pictures, symbols and examples that include diverse women and men (for example, people with disabilities, or lesbian and gay families)?

Have you looked at women’s ability to access your program or service by considering factors such as childcare facilities, time (how long and what time of day), cost, cultural factors, use of language, transport options, disability access and location?

STAGE 9: EVALUATE AND REVIEW

Collate results and confirm findings

Are those undertaking the evaluation able to apply a gender analysis?

Who was missing or invisible? How can these groups be included next time?

What changes should be made so that the program is more responsive to the needs of diverse groups of women?

STAGE 10: SHARE LEARNINGS

Communicate and disseminate findings

How will women know about the change in policy or new program and service?

Have you used a range of culturally relevant communication tools to share your findings? For example, community radio, print media, television, Facebook, twitter, presentations in community languages and Aboriginal networks.

References:

Department of Human Services, 2008, *Gender and Diversity Lens for Health and Human Services: Victorian Women’s Health and Wellbeing Strategy Stage two: 2006-2010*, Government of Victoria, Melbourne.
Ministry of Women’s Health Affairs, 1996, *The Full Picture, Guidelines for Gender Analysis*, Government of New Zealand, Wellington.
Women’s Health Victoria, 2011, *Gender Sensitive Program Planning Worksheet*, Women’s Health Victoria, Melbourne.



For more information:

(03) 9484 166 info@whin.org.au www.whin.org.au

October 2016