



Gender Lens Checklist

A resource to support CoRE members to apply a gender lens to their policies, programs and services

Lenses help us to see clearly. When we apply a gender lens, we can see more clearly the different expectations, barriers and opportunities for people of different genders, and people from diverse backgrounds. When we act on this knowledge to improve our policies, programs and services, we are making our workplaces and our community safer, more respectful and more equal.

How to use this resource

This resource is intended to support CoRE members to achieve the CoRE vision of safety, equality and respect in the workplace.

Consider including this resource as a regular step in the development of organisational policies, programs and services.

Use the tick box column to assess each area. For each area where a 'no' is ticked, consider using the actions suggested.

For more information, contact Women's Health Grampians on 03 5322 4100 or admin@whg.org.au, or your Regional Consultant.

Program planning	Yes/No
CONSULTATION: Are women, men and gender diverse people, including those from diverse backgrounds, consulted during the planning process? Is there balance?	
DATA: Is data collected and broken down by gender identity and other attributes such as age, Aboriginality, disability, sexual orientation or cultural background, to identify gaps/differences and inform planning?	
BUDGET: Have you conducted a gender impact assessment of the funding proposal/program budget to ensure funds will benefit people of all genders equitably?	
SAFETY: Have the safety needs of women, men and gender diverse people been incorporated into the planning process? (e.g. car parking, lighting, time of day of services or activities)	
ACCESS: Have barriers to participation for women and gender diverse people been considered and procedures put in place to enable them to participate? (e.g. childcare available to all people regardless of gender identity, time of day of services or activities, use of inclusive language, accessibility requirements met)	
MESSAGING: Are 'gender equity' and 'prevention of violence against women' messages included in the program where appropriate?	
Program implementation	Yes/No
GENDER BALANCE: Is there gender balance among program managers/participants/reference group?	
GENDER STEREOTYPES: Have program staff challenged assumptions and gender stereotypes associated with the program area? (Eg – who is bringing in catering/cleaning up/taking notes)	
LANGUAGE: If needed, does the program include clear agreements about language and behaviour that is considered unacceptable? (Examples - sexism, discrimination or harassment). Have participants been asked what pronouns they use?	
MARKETING: Do communications and marketing materials about the program depict diversity in terms of gender, cultural background, and ability; and challenge traditional stereotypes? (Examples: Are a diverse range of people represented in materials? Do images challenge traditional gender roles?)	
MONITORING: Are there mechanisms in place to monitor gender balance and opportunities available to rectify this where needed?	
Program evaluation	Yes/No
DATA COLLECTION: Is evaluation data collected in a way that enables it to be separated by gender identity, Aboriginality, cultural background, age and ability?	
ANALYSIS: Is data analysed as a total, as well as by gender, to highlight any differences that might be linked to gender? Where there are differences, is analysis undertaken to explore potential causes – cultural norms, physical barriers, unconscious expectations etc; so these can be addressed?	
REPORTING: Are participation rates always separated by gender and diversity? Does the report demonstrate a commitment to achieving gender balance and equality, highlighting key findings from the gendered analysis?	
RECOMMENDATIONS: Are recommendations/learnings included to ensure future projects/programs improve the way they achieve gender balance, equity and diversity?	



Applying a gender lens to program planning

- Consider whether people of different genders access this policy, program or service at the same rate
- Set targets to ensure a fair and diverse representation of the community
- Review previous program assessments/reports and look for any differences in participation and experiences between women, men and gender diverse people
- Consider how these differences may impact or be mediated in your program/product/service – what cultural norms or unconscious bias may impact on your program/product/service?
- Consider whether the different societal roles and responsibilities that people take on affect the way people access and use this policy, program or service
- Consider the impact of the time of day on participants, e.g. work, school and family commitments
- Challenge gendered stereotypes in promotional materials, case studies, and participant/staff actions
- Ensure that program staff understand the key drivers of violence against women, and the actions required to prevent violence (consider accessing CoRE training)
- Consider what additional needs might there be for people with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions
- Include an aim to demonstrate a gender balance among facilitators in the program/service plan
- Include your organisation's commitment to gender equality and prevention of violence, and how this program will support that vision, in program materials
- Plan to include a gendered lens when developing your evaluation plan

Applying a gender lens to program implementation

- Review safety considerations applicable to your program, including: are there appropriate car parking and public transport options? Is there lighting in and around the venue? Have measures been put in place to ensure participant safety (especially at night)?
- Provide or refer to childcare for all participants regardless of gender
- Provide facilitators with training on the importance of modelling gender equality and challenging gender stereotypes (consider accessing CoRE training)
- Take turns between facilitators to do roles such as cleaning, note taking, presenting etc
- Review program communications and promotional materials to identify who is visible, and who is excluded in these images – consider the range of participants intended to access your program
- Monitor that participation is balanced and in line with what was expected, and if not, identify and address the barriers to participation
- Include a statement about sexism and sexual harassment in client code of conduct documents
- Ensure complaint processes are clear and easily available, and that it is made clear that victims of harassment and discrimination will be listened to and respected
- Identify opportunities to promote discussion about gender equality and the prevention of violence against women in the program/service
- Consider what additional needs might there be for people with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions

Applying a gender lens to program evaluation

- Include gender on evaluation forms, ensuring that you are inclusive of all gender identities
- Include gender disaggregated data as a requirement for all program evaluations
- Follow up identified gender gaps with focus group or individual interviews to explore the reasons for inequity
- Develop a plan for how program feedback will be included in future program planning
- Include identified gender inequalities in the program evaluation
- Share the findings with colleagues and other relevant services, with suggestions for how these barriers may be avoided
- Consider collecting data that identifies differences in participation and experiences among men and women, including age, cultural background, language preference and ability

Further resources

Our Community Funding Centre (2018), *How to Apply a Gendered Lens to Your Work*, Available at: <https://www.fundingcentre.com.au/help/gender-lens>

Women's Health Grampians (2020), *Intersectionality Guide: How your organisation can address gender inequality and other forms of discrimination*. Available at: <https://whg.org.au/wp-content/uploads/2020/03/Intersectionality-Guide-FINAL-February-2020.pdf>

Women's Health Grampians (2022), *Taking action to end violence against women: A guide for members of the CoRE Alliance*. Available at: <https://whg.org.au/wp-content/uploads/2022/11/Taking-action-to-end-violence-against-women-FINAL-PRINT-VERSION.pdf>

Women's Health Grampians (2023), *Taking action to end violence against women: A sport-specific guide for members of the Communities of Respect & Equality (CoRE) Alliance*. Available at: https://whg.org.au/wp-content/uploads/2023/05/2023_Sports-Taking-Action-Guide_TAG-resource_FINAL.pdf

Women's Health Victoria (2021), *Victorian Women's Health Atlas*, Available at: <https://victorianwomenshealthatlas.net.au/#/>

Women's Health West (2015), *Gender Audit Guidelines for the Government, Community and Health Sectors*. Available at: <http://pvawhub.whwest.org.au/wordpress/wp-content/uploads/2016/01/Gender-Audit-Guidelines.pdf>