

# Gender Lens Checklist

## A tool for programs, services, policies and initiatives

This tool was developed to support you as a member of the Communities of Respect and Equality (CoRE) Alliance.

This tool will support you to consider gendered differences and identify potential areas of inequality in programs, services, policies and initiatives that may be occurring unconsciously.

CoRE members commit to undertaking action both internally and externally to promote gender equity and prevent violence against women. Undertaking the Gender Lens Checklist is one way that CoRE members can identify areas where actions may be needed to promote gender equity.

### Key features of this tool:

- ✓ Considers: Planning, Implementation and Evaluation
- ✓ Easy to use checklist - Tick box yes or no
- ✓ Suggests actions
- ✓ Will support a range of staff within your organisation to apply a gender lens and improve the gender equity in your organisation.

### How to use this tool:

As a CoRE action, your organisation may consider using this assessment tool as a regular and systematic part of your program planning, delivery and review.

Consider including this as a regular step in the development of organisational policies and procedures related to program development, and work plans for project and program staff. Use the tick box column to assess each area. For each area where a 'no' is ticked, consider using the actions suggested. For support, contact the CoRE contact person at your organisation, or your Regional Consultant at Women's Health Grampians.

Area	Yes/No
<b>Program Planning</b>	
<b>CONSULTATION:</b> Are both men and women, including those from diverse backgrounds, consulted during the planning process? Is there balance?	
<b>DATA:</b> Is data collected and broken down by gender, to identify gaps/differences and inform planning?	
<b>BUDGET:</b> Have you conducted a gendered assessment of the funding proposal/program budget to ensure funds will benefit people of all genders equitably?	
<b>SAFETY:</b> Have the safety needs of women and men been incorporated into the planning process? (Examples - Car parking, Lighting, Time of day of services and activities)	
<b>ACCESS:</b> Have barriers to participation for women been considered and procedures put in place to enable women to participate? (Examples: Child care available to all people regardless of gender identity, Time of day)	
<b>MESSAGING:</b> Are 'gender equity' and 'prevention of violence against women' messages included in the program where appropriate?	
<b>Program Implementation</b>	
<b>GENDER BALANCE:</b> Is there gender balance among program managers/participants/reference group?	
<b>GENDER STEREOTYPES:</b> Have program staff challenged assumptions and gender stereotypes associated with the program area? (Eg – who is bringing in catering/cleaning up/taking notes)	
<b>LANGUAGE:</b> If needed, does the program include clear agreements about language and behaviour that is considered unacceptable? (Examples - sexism, discrimination or harassment)	
<b>MARKETING:</b> 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?)	
<b>MONITORING:</b> Are there mechanisms in place to monitor gender balance and opportunities available to rectify this where needed?	
<b>Program Evaluation</b>	
<b>DATA COLLECTION:</b> Is evaluation data collected in a way that enables it to be separated by sex, cultural background, age and ability?	
<b>ANALYSIS:</b> Is data analysed as a total, as well as by sex, 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?	
<b>REPORTING:</b> Are participation rates always separated by sex? Does the report demonstrate a commitment to achieving gender balance and equality, highlighting key findings from the gendered analysis?	
<b>RECOMMENDATIONS:</b> Are recommendations/learnings included to ensure future projects/programs improve the way they achieve gender balance, equity and diversity?	

**If you answered 'NO' to any of the above questions, use the suggested actions that follow or contact your CoRE contact person or WHG Regional Consultant for support.**

# Suggested Actions

**Remember to consider the 5 Action Areas (evidence base) from the national framework *Change the Story*<sup>1</sup>**

<b>Action Area 1:</b> Challenge Violence against Women	<b>Action Area 2:</b> Empower Women and Girls	<b>Action Area 3:</b> Challenge Stereotypes and Norms	<b>Action Area 4:</b> Build Respectful Relationships	<b>Action Area 5:</b> Promote Gender Equality
<b>Example:</b> Be public and overt in your commitment to challenging violence against women. Provide facilitators with training about the drivers of violence against women and how to be an active bystander.	<b>Example:</b> Promote the visibility and voices of women. Especially encourage women in leadership roles and showcase women as role models.	<b>Example:</b> Ensure the program design and assumptions made do not perpetuate stereotypes. Ensure a diverse representation of people and roles is included in images on flyers, and program materials.	<b>Example:</b> Include a clause about respectful relationships between all staff/clients in Code of Conduct. Ensure leadership models respectful relationships and is equipped to redress when required.	<b>Example:</b> Collect data that can be separated by gender to identify and respond to any differences. Think broadly about the barriers and opportunities available to promote gender equality specific to the program area.

## Program Planning

- Set targets to ensure a fair and diverse representation of your target community of interest is represented in your consultations
- Review previous program assessments/reports and look for any differences in participation and experiences between men and women
- 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?
- 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)
- Identify opportunities to promote discussion about prevention of violence against women and gender equality in the program/service
- Include an aim to demonstrate a gender balance among facilitators in the program/service plan
- Conduct an assessment of the expected benefits and impacts of the program/policy/project by gender to identify any differences
- Include your organisation's commitment to gender equity 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
- Consider the impact of the time of day on participants – eg clashing with work, school and family commitments

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<sup>1</sup> Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth (2015) *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia*, Our Watch, Melbourne, Australia.

## 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 if at night)?
- Provide or refer to child care for all participants regardless of gender
- Provide facilitators with training on the importance of modelling gender equality and challenging gender stereotypes
- Take turns between facilitators to do roles such as cleaning, note taking, presenting etc
- Include a requirement for diversity in communications policies
- 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 and audit promotional materials to identify gaps in representation
- 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

## Program Evaluation

- Include gender on evaluation forms, ensuring that you are inclusive of all gender identities
- Include sex 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

## References

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

InterAction (2010), *The Gender Audit Handbook*, Jeannie Harvey, <https://www.interaction.org/sites/default/files/Gender%20Audit%20Handbook%202010%20Copy.pdf>

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Women's Health East (2015), *Gender Audit Tool and Guidelines*, Women's Health East, <http://whe.org.au/tfer/wp-content/uploads/sites/2/2014/06/Gender-Equity-Tool-Final-September-2015.pdf>

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