



Gender Impact Assessments and Growing our Organisational Capability.

Greater Dandenong City Council



WHAT WE'LL COVER TODAY

1. Gender equality and the Gender Equality Act.
2. Gender Impact Assessments (GIAs):
 - What are they? What's required?
3. Stepping through GIA requirements:
 - The 4-step process and supporting templates
4. Walking through a GIA with a case study example.
5. Where to find further guidance and support.

What is the Gender Equality Act?

The Gender Equality (GE) Act 2020 applies to the Victorian public sector, universities and local councils with 50 or more employees.

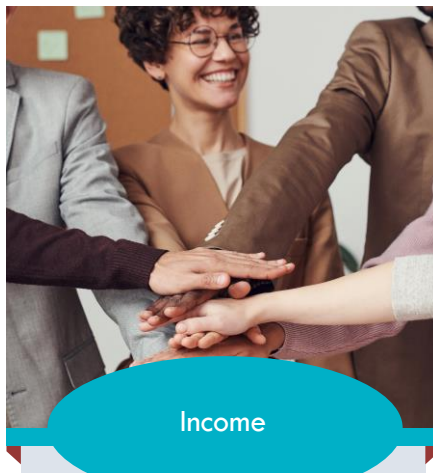
The GE Act:

- Came into effect on 31 March 2021.
- Is providing a nation-leading step towards achieving gender equality in the public sector.
- Requires organisations to consider and promote gender equality in their policies, programs and services.
- Considers other forms of identity that may contribute to inequity, such as age, disability, ethnicity, gender identity, sexual orientation, Aboriginality or Torres Strait Islander, race, and religion.

There are four parts to the Act. We are focusing on one of these:

- Gender impact assessments (GIAs).

WHY DOES THIS WORK MATTER?



Creating better and fairer outcomes, and ensuring all people have equal access to opportunities and resources.

WHY DOES THIS WORK MATTER?



Civic Engagement



Unpaid Work



Sport and Physical Recreation



Families and Households



Workplace and Street Harassment



Health and Mortality



Violence and Abuse



Mental Health



Gender is still one of the most powerful predictors of opportunities and outcomes in our society.



WHAT IS A GENDER IMPACT ASSESSMENT?

An assessment of the effects that a policy, program or service may have on people of different genders.





REQUIREMENTS OF THE ACT

The Gender Equality Act requires a gender impact assessment to be conducted on policies, programs or services that:

- are new or up for review and
- have a **direct** or **significant impact** on the public.



Programs such as

- Grants programs
- Public Events
- Awards
- Environmental
- Art and cultural



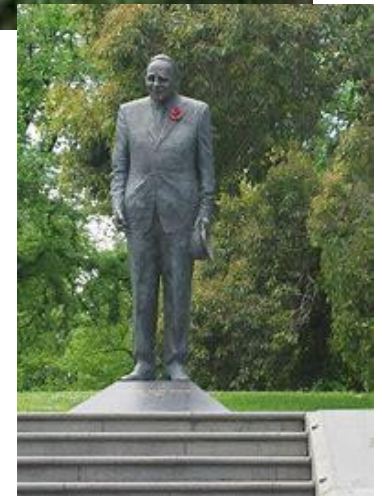
Services such as

- Public infrastructure – paths, lighting
- Community development
- Waste collection
- Childcare



Policies such as

- Equal access
- Community engagement
- Sports ground allocations
- Procurement



Nova Peris honoured in
Bronze, July 2021



GIA EXAMPLES

Emergency management and response



Programs



Facility development
and usage

Community engagement



PUBLIC PLACE NAMES - BASS COAST SHIRE COUNCIL.



GLA approach:

- **The issue:** women's names and stories remain largely invisible and underrepresented.
- **Actions:** GLA assessment on places names of localities, roads and features.
- **Findings:** many more place names commemorate men (or are non-gender specific).
- **Outcomes include:**
 - Naming Rules policy change
 - community engagement to seek nominations for notable women to commemorate.

ASSESSING THE GENDERED NATURE OF A COMMUNITY GRANTS PROGRAM - HORSHAM RURAL CITY COUNCIL.



GLA approach

- **The opportunity:**
 - Review and assess promotion and funds allocation for the Community Grants Program.
- **Findings:**
 - Potential exclusion of certain community groups in the advertising approach
 - Potential gender stereotypes in the review and selection of applications
- **Outcomes:**
 - Modifying grant categories to overcome gender bias
 - Improve assessment criteria to support more diverse community groups.



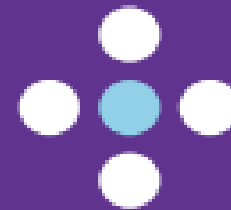
THE BENEFITS



**Improved policy
making & service
delivery**



**Achieving
gender equality**



**Better use of
resources**

A hand is shown from the wrist up, palm facing up, holding a small, transparent globe of the Earth. The globe shows continents and oceans. The background is a soft-focus outdoor scene with green foliage and bright, circular bokeh light spots from the sun filtering through trees. The text is overlaid in the center of the image.

GIA requirements in detail and what this means for the Council of Greater Dandenong



1. WHEN IS A GIA REQUIRED?

1. Are you developing a **new** or **reviewing** a policy, program, or service? Yes/No
2. Does this initiative have a **direct** impact on the community? Yes/No
3. Does this initiative have a **significant** impact on the community? Yes/No

Considerations:

Community impact, gendered disparities, opportunities to influence social norms and gender roles reputation, financial and resources investment and risks.



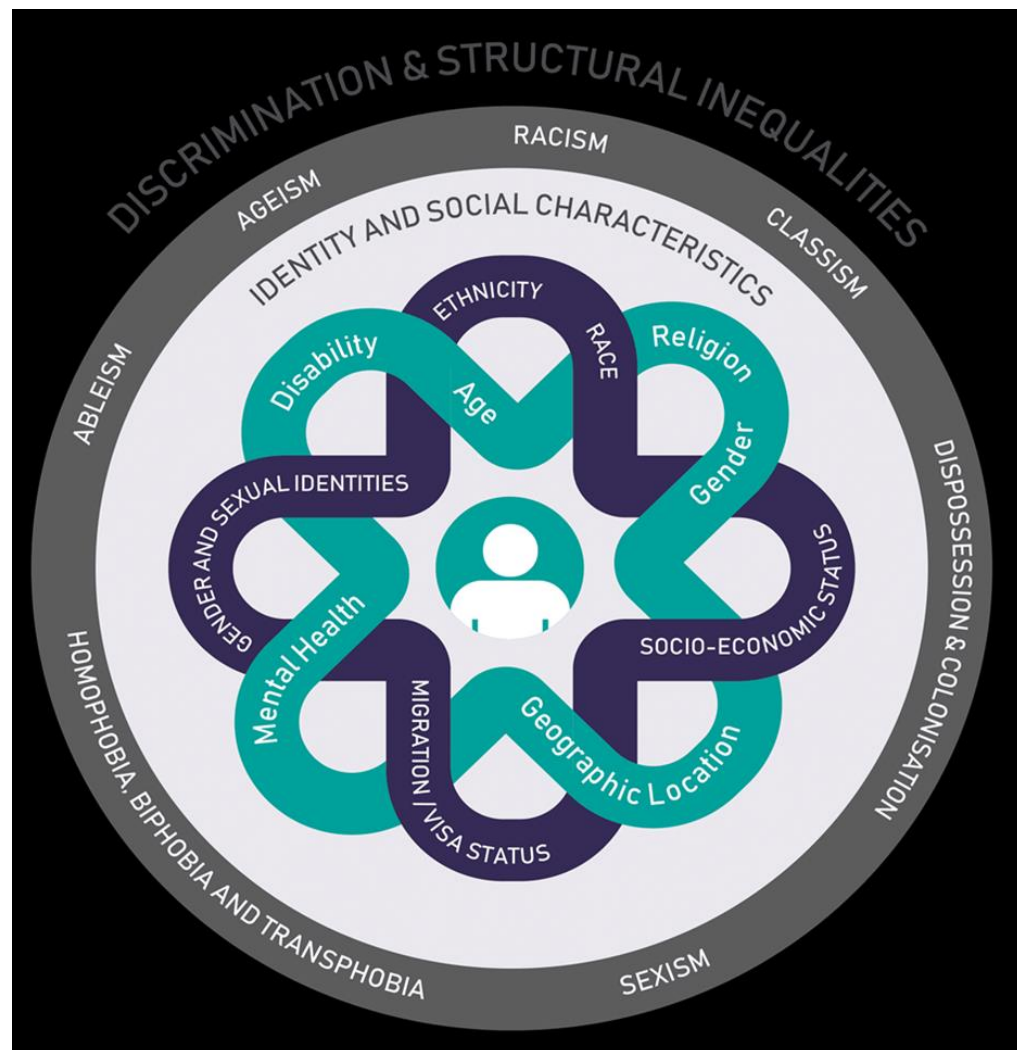
2. WHAT SHOULD GIAS INCLUDE?

- Assess the effects that the policy, program or service may have on people of different genders.
- Explain how the policy, program or service will be changed to better support people of all genders and promote gender equality.
- Consider how gender inequality may be compounded by disadvantage or discrimination that a person may experience on the basis of other factors such as age, disability, or ethnicity.

THE MANY ASPECTS OF OUR IDENTITIES

This means:

- Listening to others – across diverse groups and communities
- Considering who may be excluded
- Ensuring that we hear the voices of marginalised individuals and groups.





WHAT'S NEEDED TO DEVELOP A GENDER LENS?





3. HOW DO WE CONDUCT A GIA?

Incorporate into your everyday practices for the development or review of policies, programs and services.

There is a 4-step process and template to guide each step:

- 1 Think about the issue/opportunity and challenge assumptions.
- 2 Collect data and evidence.
- 3 Consider different options.
- 4 Make your recommendation.



TAKE A BREAK

OUR FOCUS: THE NEW AQUATIC AND WELLBEING CENTRE IN DANDENONG

Vision Statement:

More people, more active, more often.

Guiding Principles:

- Enhancing community health and wellbeing
- Maximising equity and access
- Facilitating social connection
- Providing high quality facilities
- Creating financially sustainable outcomes.

Consultation Process:

Two rounds of consultation and over 1,500 community surveys.



OUR CONTEXT: THE NEW AQUATIC AND WELLBEING CENTRE IN DANDENONG

Council have agreed the following proposed facilities:

- 50m pool and 2 warm water pools
- Learn to swim pool
- Leisure pool / water play
- Spa, sauna and steam room
- Gymnasium
- Program / group fitness rooms
- Allied health consulting suites
- Meeting rooms and creche
- Café
- Foyer, reception, administration
- Changerooms and amenities.





STEPPING THROUGH THE 4 GIA STEPS

- 1 Define the issue/opportunity and challenge assumptions.
This step focuses on defining the scope.

Key questions for group discussion:

1. What is the overall aim for the new aquatic and wellbeing centre?
2. How have we engaged widely with the community?
3. Do people of different genders & backgrounds access these facilities at the same rate? What might be barriers to access for some people?
4. What additional needs might there be for people with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions?



CASE STUDY GROUP 1

1 Define the issue/opportunity and challenge assumptions.

Group 1: You are responsible for facility design.

This includes car parking, access to public transport, facility layout, change rooms & toilets.

Questions for small group discussion:

1. Do people of different genders & backgrounds access these facilities at the same rate? What are barriers to access for some?
2. Do the different social roles and responsibilities that people take on affect access? Eg. caregiving.
3. What additional needs might there be for people with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions?



CASE STUDY GROUP 2

1 Define the issue/opportunity and challenge assumptions.

Group 2: You are responsible for programs and services on offer.

- This includes scheduling and types of classes (water and gym) and services for the creche and café.

Questions for small group discussion:

1. Do people of different genders & backgrounds access these facilities at the same rate? What are barriers to access for some?
2. Do the different social roles and responsibilities that people take on affect access? Eg. caregiving.
3. What additional needs might there be for people with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions?

Breakout Rooms: Case Study Groups 1 & 2 (Step 1).



IDEAS SHARING 1.



Step 1: Define the issue/opportunity and challenge assumptions.



Group 1: Facility design.

Group 2: Programs and services.

Share some of your discussion themes:

1. Do people of different genders & backgrounds access these facilities at the same rate?

What are barriers to access for some?

2. Do differing social roles and responsibilities affect access? Eg. caregiving.

3. What additional needs might there be for people with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions?



STEPPING THROUGH THE 4 GIA STEPS

2 Develop awareness of the context – gathering data and evidence.

Data needs:

- The gender composition of people currently accessing services
- A representation of diverse lived experiences and/or existing uses of service, including:
 - Women, men and gender diverse people
 - Differing incomes, employment patterns, caring responsibilities, education levels
 - People with disabilities, or from different cultural identities, ages, gender identities, sexual orientations or religions.

Data Sources

- What information is available to us?
Examples – internal data, desktop research, meaningful engagement.
- What does the research and evidence tell us?
- Have we consulted with affected community groups on this aspect?
- What don't we know but need to? Where can we find it?



CASE STUDY SCENARIO IN FURTHER DETAIL

2 Develop awareness of the context - gathering data and evidence.

Your data gathering and research has shown:

1. Women frequently attend as carers spectating children's swimming lessons, but not participating in exercise. There are growing numbers of men and gender diverse people attending as carers for children's swim classes.
2. There is a high percentage of teens in the community who are classified as either overweight or obese.
3. You have a large Muslim community, with many Muslim women and their children, including teenage girls, unable to enjoy the health benefits of swimming, supporting their children around water and/or going to gym.
4. For people aged over 55 years, attendance has historically been low.

How do these new insights further inform our design thinking?



CASE STUDY GROUPS

2 Develop awareness of the context - gathering data and evidence.

Group 1: facility design.

- Includes car parking, access to public transport, facility layout, change rooms & toilets.

Group 2: programs and services on offer.

- Includes scheduling and types of classes (water and gym) and services for the creche and café.

Questions:

1. What do these insights tell you in relation to your work?
2. Do you need to consult further/get further information? If yes, what detail do you need?

Breakout Rooms: Case Study Groups 1 & 2 (Step 2).



IDEAS SHARING 2.



Step 2: Develop awareness of the context - gathering data and evidence.



Group 1: Facility design.

Group 2: Programs and services.

Sharing of ideas from Groups 1 and 2:

1. What do these insights tell you in relation to your work?
2. Do you need to consult further/get further information? If yes, what detail do you need?



STEPPING THROUGH THE 4 GIA STEPS

3 Analysing Your Options.

Use insights from steps 1 & 2 to propose options.

Consider the gendered benefits and costs and overall impact of your proposed options.

Benefits	Costs
Does your proposed solution do everything it can to ensure equitable access?	Who is likely to be negatively impacted by the proposed solution? How so?
Will it help change gender norms in a positive way?	Will this reduce a certain group's access? Are they already disadvantaged?
Will it make women, girls and vulnerable groups safer in public or private spaces?	Does it reinforce harmful gender stereotypes?



CASE STUDY GROUPS

3

Options analysis.

Use insights from steps 1 & 2 to propose options.

Group 1: Facility design.

Group 2: Programs and services.

Questions:

1. What are some design options for your group (regarding facilities or programs and services)?
2. What are the benefits for your targeted communities? Are there any disadvantages?

Breakout Rooms: Case Study Groups 1 & 2 (Step 3).



IDEAS SHARING 3.

Step 3. Options analysis.

Use insights from steps 1&2 to propose options.

Consider the gendered benefits and costs and overall impact of your proposed options.



Group 1: Facility design.

Group 2: Programs and services.

Questions:

1. What are some design options for your group (regarding facilities or programs and services)?
2. What are the benefits for your targeted communities? Are there any disadvantages?



STEPPING THROUGH THE 4 GIA STEPS

4

Making recommendations.

The final step for your GIA is to make a final recommendation based on your analysis.

What to include:

Describe how your recommendation supports people of different genders and promotes gender equity and inclusion for all.



THERE IS SO MUCH SCOPE FOR GIA ACTIVITY

across the breadth of policy, services, programs and infrastructure provided by Greater Dandenong City Council.



Find Parking
Information



View Youth Programs
and Services



Find a Park or
Reserve

FOR FURTHER GUIDANCE AND SUPPORT

You will find Gender Impact Assessment (GIA) template and files in **The Source** and **Objective**.

For further guidance and detail, contact:

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- Hayden Brown: Hayden.Brown@cgd.vic.gov.au



IN REVIEW – THIS IS WHAT WE COVERED TODAY

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QUESTIONS?



Thankyou for your participation today.