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| Templates and resources to support gender impact assessments |
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## How to use these supporting templates and resources

These templates are designed to support your work in Section 3 of the [**Gender impact assessment toolkit**](https://www.genderequalitycommission.vic.gov.au/gender-impact-assessment-toolkit) (‘the toolkit’).

There is a template aligned to each of the 4 steps involved in conducting a gender impact assessment. Each template provides a useful record for reporting and can assist with demonstrating your compliance with the Gender Equality Act.

These templates are also available to download on the [Commission for Gender Equality in the Public Sector](https://www.genderequalitycommission.vic.gov.au/about-gender-equality-act-2020) website.

The use of inclusive language in this document

When this document refers to ‘woman/ women’ or ‘man/men’ it refers to female or male identifying people; this includes transgender people, cisgender people, and others who identify themselves within the spectrum of the gender identity of woman or man. This document also uses the term ‘gender diverse people’, who may identify as non-binary, trans, agender, qenderqueer, genderfluid or with any other term. For more information see the [Victorian Government Inclusive Language Guide](https://www.vic.gov.au/inclusive-language-guide).

## Template 1: Define the issues and challenge assumptions

This template is designed to support your analysis for Step 1 of the gender impact assessment process. You can read more on pages 18 to 20 of the toolkit.

1. What issue is the policy, program or service trying to address?

See page 18 of the toolkit. Think about why this policy, program or service is needed.

Click or tap here to enter text.

1. Key questions

See page 19 of the toolkit – summarise the key points of your discussion for each question. Remember this is an opportunity to critically analyse the issue. If you feel you need more information to answer the question, note this down and you can come back to this in Step 2.

1. Are the people who are targeted and impacted by the policy, program or service included in the decision-making?

Click or tap here to enter text.

Is more information needed? Yes [ ]  No [ ]

1. Do you think that people of different genders access this policy, program or service at the same rate?

Click or tap here to enter text.

Is more information needed? Yes [ ]  No [ ]

1. Do you think that everyone who accesses this policy, program or service has the same needs from it?

Think through in a practical sense how people of different genders might benefit from this.

Click or tap here to enter text.

Is more information needed? Yes [ ]  No [ ]

1. Do the different social roles and responsibilities that people take on affect the way people access and use this policy, program or service?

Click or tap here to enter text.

Is more information needed? Yes [ ]  No [ ]

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

Click or tap here to enter text.

Is more information needed? Yes [ ]  No [ ]

1. What will you focus on in your assessment so that you consider how gender shapes the issue?

Click or tap here to enter text.

## Template 2: Understand the policy context

This template is designed to support Step 2 in the gender impact assessment process and should be used in conjunction with pages 22 to 28 of the toolkit.

1. What information is available to understand who is likely to be affected by the policy, program or service? List available information.

Click or tap here to enter text.

Do you already have this information? If yes, list sources.

[ ]  Yes [ ]  No

Click or tap here to enter text.

How will you find the further information you need? List useful sources.

[ ]  Internal data

[ ]  Desktop research

[ ]  Stakeholder consultations

[ ]  Other

Click or tap here to enter text.

What did the research and evidence tell you?

Make sure to reference the sources you used. List the key points below or include a link to a document summarising the evidence.

Click or tap here to enter text.

Have you consulted with affected stakeholders on this aspect?

This could be formal or informal consultation. If yes, please give details. If no, please explain why not.

[ ]  Yes [ ]  No

Click or tap here to enter text.

1. What information is available to understand the lived experiences of the diverse groups who will be affected? List available information.

Click or tap here to enter text.

Do you already have this information? If yes, list sources.

[ ]  Yes [ ]  No

Click or tap here to enter text.

How will you find the further information you need? List useful sources.

[ ]  Internal data

[ ]  Desktop research

[ ]  Stakeholder consultations

[ ]  Other

Click or tap here to enter text.

What did the research and evidence tell you?

Make sure to reference the sources you used. List the key points below or include a link to a document summarising the evidence.

Click or tap here to enter text.

Have you consulted with affected stakeholders on this aspect?

This could be formal or informal consultation. If yes, please give details. If no, please explain why not.

[ ]  Yes [ ]  No

Click or tap here to enter text.

1. How is this policy, program or service likely to have different impacts for different people? List available information.

Click or tap here to enter text.

Do you already have this information? If yes, list sources.

[ ]  Yes [ ]  No

Click or tap here to enter text.

How will you find the further information you need? List useful sources.

[ ]  Internal data

[ ]  Desktop research

[ ]  Stakeholder consultations

[ ]  Other

Click or tap here to enter text.

What did the research and evidence tell you?

Make sure to reference the sources you used. List the key points below or include a link to a document summarising the evidence.

Click or tap here to enter text.

Have you consulted with affected stakeholders on this aspect?

This could be formal or informal consultation. If yes, please give details. If no, please explain why not.

[ ]  Yes [ ]  No

Click or tap here to enter text.

## Template 3: Options analysis

This template is designed to be used in conjunction with pages 30 to 33 of the toolkit to support you to undertake an options analysis to consider the gendered benefits and costs and overall gendered impact of your proposed policy, service or program design. This step pulls together all the analysis you have undertaken in Steps 1 and 2. There is an example at page 33 of the toolkit which may assist in completing this template.

1. Proposed Option 1

For each option describe the proposed policy solution, or design of the program or service you are working on. See page 30 for what you should include.

Click or tap here to enter text.

1. Gendered costs and benefits

Use your analysis in Steps 1 and 2 to identify the potential benefits and costs of your proposed policy, program or service. See page 31 for some guiding questions.

Benefits

Click or tap here to enter text.

Costs and risks

Click or tap here to enter text.

1. Overall gender impact

Assess the overall gender impact. Do the benefits outweigh the costs or vice versa? Figure 6 on page 32 provides some examples of negative and positive outcomes. See also the examples on page 33.

Click or tap here to enter text.

1. Proposed Option 2

For each option describe the proposed policy solution, or design of the program or service you are working on. See page 30 for what you should include.

Click or tap here to enter text.

1. Gendered costs and benefits

Use your analysis in Steps 1 and 2 to identify the potential benefits and costs of your proposed policy, program or service. See page 31 for some guiding questions.

Benefits

Click or tap here to enter text.

Costs and risks

Click or tap here to enter text.

1. Overall gender impact

Assess the overall gender impact. Do the benefits outweigh the costs or vice versa? Figure 6 on page 32 provides some examples of negative and positive outcomes. See also the examples on page 33.

Click or tap here to enter text.

## Template 4: Making recommendations

The final step in the gender impact assessment process is to make a final recommendation based on your analysis. Provide a rationale for the proposed recommendation and include any mitigation strategies that could be used to avoid any harmful unintended outcomes

Recommendation

See page 34 of the toolkit for an example of a recommendation.

Click or tap here to enter text.

Description

Include here the rationale for your recommendation as well as any mitigation strategies needed. In line with the Gender Equality Act, explain how your recommendation meets the needs of persons of different genders; addresses gender inequality; and promotes gender equality.

Click or tap here to enter text.