

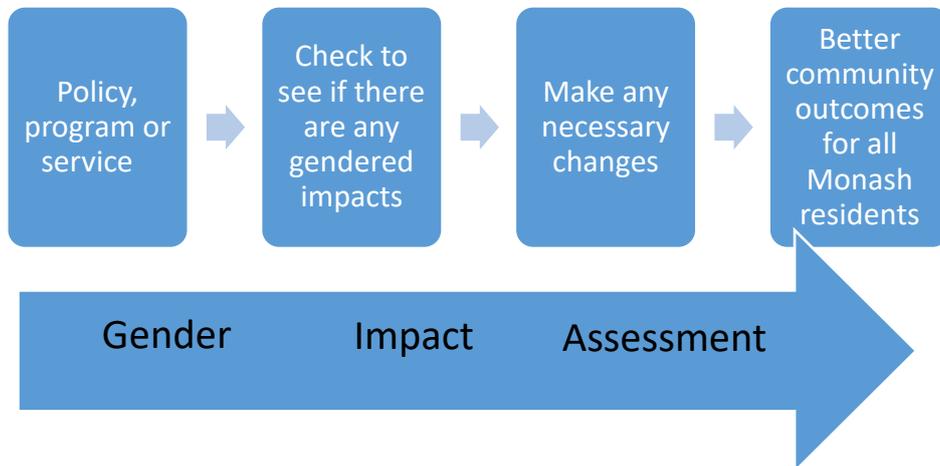
# Promoting Gender Equality: Undertaking Gender Impact Assessments

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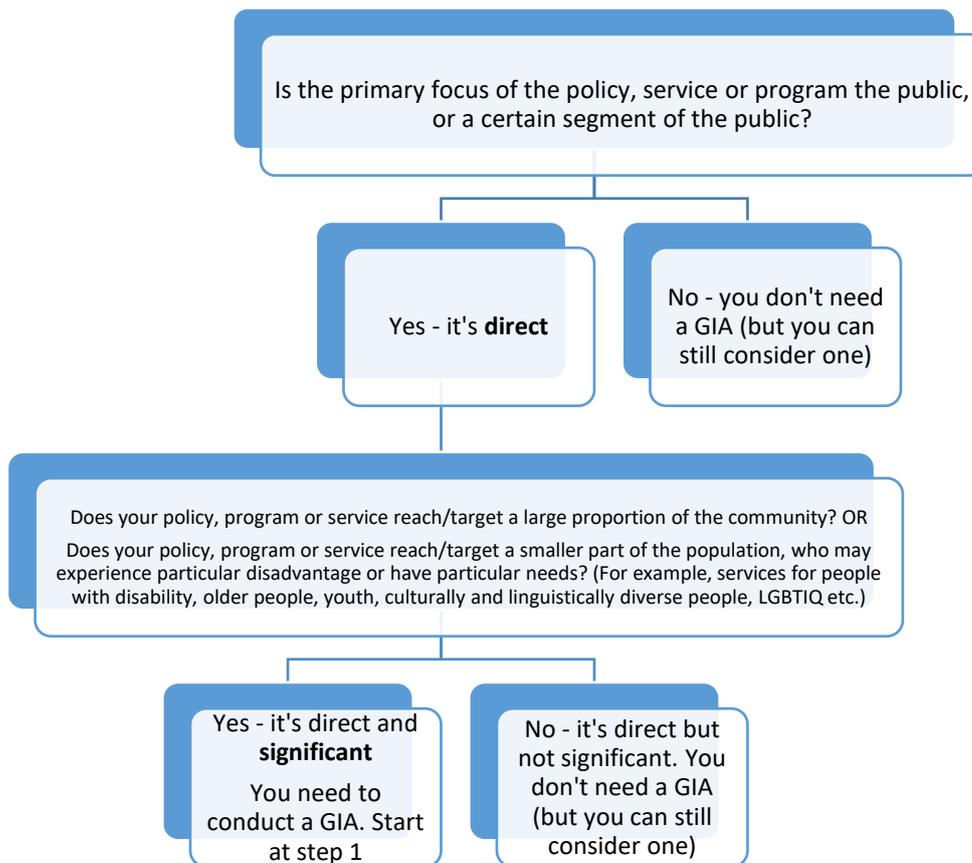
## Starting out

A Gender Impact Assessment (GIA) is a way of thinking about a policy, program or service and how it may affect people differently, particularly people of different genders. Applying a GIA assists Council to amend our policies, programs and services to better meet the needs of our community. It is also a legislative requirement under the *Gender Equality Act 2020*.



### Checking if you need to do a Gender Impact Assessment (GIA)

You can use the following flow chart to work out if you need to undertake a GIA. If you are still not sure, please contact the Gender Equity team who can assist you.



If your policy, program or service is both direct and significant, you will need to do a GIA. You can start at step 1 below, and work through to step 7.

## □ Step 1 (Defining the issue and challenging assumptions)

*This should be done early in your process. It looks lengthy but if you've already considered the potential gendered impacts you won't need to spend too long on this step.*

*This step is best done as a group with your team members and other cross-sectional Representation who are working on this policy/service/program. Alternatively, seek support from outside your team (e.g. from the Gender Equity team).*

*You might not have all the answers to these questions or your answers might be as brief as a 'yes' or 'no', but this step aims to prompt your thinking from the project inception.*

### **1a. What is the issue the policy, program or service is aiming to address? Or, why is this policy, program or service needed?**

Council at its 31 August 2021 meeting, as part of its resolution to accept State Government funding for the purchase and installation of CCTV cameras in the Oakleigh Activity Centre, resolved as follows:

*That Council:*

...

- *Notes the use of CCTV for the real-time monitoring of people activity is inconsistent with Council's current use of CCTV cameras and that the policy for the use of CCTV cameras will undertake a review and amendment to ensure that all policies and procedures are complaint with current regulations in Victoria.*

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

Council consulted the community prior to the resolution reproduced in 1a above.

Key consultation results of relevance to policy development were:

*"Most survey respondents believe that CCTV assists with community safety. Nine in 10 residents surveyed by telephone (91%) agree that CCTV is an appropriate tool to assist with community safety (including 60% who strongly agree). Among respondents to the online tool, agreement is lower (71%), but remains in the majority".*

*"There is majority agreement that it is appropriate to use Council assets and resources such as CCTV cameras for the real-time monitoring and surveillance of people movement, activity and behaviour by Victoria Police (75% of telephone survey respondents agree, compared to 65% from the on-line tool)".*

*"Most respondents were not concerned about invasion of privacy or feeling uncomfortable. Around a third (or fewer) residents agree that real-time monitoring of CCTV in public areas would 'invade my privacy' (29% of telephone survey respondents agree, 33% in the opt-in survey). I would feel uncomfortable accessing public spaces and areas with real-time monitoring of CCTV elicited a generally negative response (23% of telephone survey respondents agree, 31% from the on-line tool)".*

*“Clear support exists for the installation of CCTV in the Oakleigh Activity Centre. Most telephone survey respondents (78%) support the proposal, including 46% who ‘strongly’ support it. Similarly, there is majority support among respondents to the on-line tool survey (68%), but with higher levels of ‘strong’ support (60%)”.*

A Gender Impact Assessment on the consultation was undertaken and the summary included in the 31 August 2021 Council report is as follows:

*A Gender Impact Assessment was undertaken on the community consultation for ‘the installation and maintenance of CCTV cameras in the Oakleigh Activity Centre for Victoria Police Surveillance’. In order to understand any gendered, age and culturally diverse differences in the community’s views on the proposal, both the survey and telephone questions were disaggregated for these cohorts. There were some slight gendered differences in the results, including that more men believed that real-time monitoring of CCTV would invade their privacy compared to women, however more men were also supportive of Council assets and resources such as CCTV cameras being used for the real-time monitoring and surveillance of people movement, activity, and behaviour by Victoria Police compared to women. More women than men would feel uncomfortable accessing public spaces and areas with real-time monitoring of CCTV. Generally, more men than women were supportive of the proposal to install CCTV, noting that nearly two thirds of women were in support.*

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

The figures provided under 1b above indicate some gendered differences. For example, more men than women believed that real-time monitoring would invade their privacy, more women than men would feel uncomfortable accessing public spaces and areas with real-time monitoring, and more men than women were supportive of the proposal. However, there was what could be called general support with nearly two thirds of women supporting the use of CCTV. There is no doubt that a clear majority of both men and women indicated they were in favour of the installation of real-time monitoring.

**1d. Does everyone who will access this policy, program or service have the same needs? How might people of different genders benefit (or miss out)?**

As described above, there are some gendered differences in the level of support for CCTV, but there is clear majority for real time monitoring.

**1e. Do the different social roles and responsibilities that people take on affect the way people access and use this policy, program or service? For example, would people who are carers be affected differently? Think about other roles that might be relevant.**

Nothing significant.

**1f. What additional needs might there be for people with disabilities, or people from different cultural identities, ages, gender identities, sexual orientations or religions? Think about Monash’s particular demographic profile – for example we have: an older population, more people born overseas, and more people who speak a language other than English, when compared to greater Melbourne.**

Nothing significant.

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

How to ensure that the interests of all genders are protected with appropriate checks and balances in the development of the policy required by the 31 August 2021 Council resolution.

### Research and consultation

#### Step 2 (understand the context)

*This is about understanding who is likely to be affected, what the lived experiences are, and what the different impacts might be for different people. Who accesses our services? Do we have data (or can we collect it) on how women, men and gender diverse people experience our policy, program or service?*

*This step is very helpful when deciding whether or not you need to undertake community engagement, and/or in planning what that engagement looks like. Please also refer to Council's Community Engagement Policy, Framework and Plan (Template). You can also check with the Consultation and Research Coordinator.*

*Again, if your policy/program/service is relatively small in scale, you may not need to complete this in depth.*

#### **2a. What information is already available to understand who will be affected by this policy, program or service? And how will you understand lived experiences of diverse groups?**

*(Diverse groups might include women, men, people of various gender identities, cultural backgrounds, ages, people living with a disability, and/or people from different socio-economic backgrounds)*

The most useful Monash specific material are the survey results discussed in 1 above.

#### **2b. Do you already have this information? If yes, please list the sources. If no, how will you find out? (Internal data such as survey feedback, project or evaluation reports, etc.; desktop research; stakeholder consultation; etc.)?**

*Using and collecting gender-disaggregated data (data separated by gender) will help you in this step and we encourage asking it in almost every community consultation. Council has standard wording for collecting this data. In most situations, it is appropriate to ask the question in the following manner:*

“What is your gender?

- Woman
- Man
- Prefer to self-describe .....
- Prefer not to say”

*We also recommend using this explanation for why you are collecting this:*

Under the *Gender Equality Act 2020*, Council is required to consider the gender impact of its policies, programs and services. While this question is non-mandatory, you will be assisting Council to promote gender equality if you provide this information.

*If you have any questions about this, please contact Council's Privacy Officer.*

*Also, think about how you will make engagement accessible to everyone (time of day of consultations/language/etc.). Use resources such as the existing Council Advisory Committees where possible. You might also consider contacting local women's organisations or peak bodies, and others who represent diverse groups.*

See 2a above.

### **2c. Have you consulted with affected stakeholders (formally or informally?)**

*Do the stakeholders you are engaging represent the level of diversity in the population likely to be affected? If not you might be missing out on insights. Again, using Council's Advisory Committees is a good place to start, and asking appropriate demographic questions in community surveys will help you understand if you have gathered responses from a diverse range of people.*

See 1b & 1c above.

### **2d. What did the research and evidence tell you?**

While CCTV installation is supported by a clear majority of both men and women, it is clear that a significant proportion of women feel uncomfortable with real-time monitoring. It is reasonable to take a conservative view and assume that this relates to all CCTV monitoring. Therefore, it is appropriate that Council's draft *CCTV Policy* include the check and balance that a Gender Impact Assessment be undertaken every time a new CCTV system is implemented and whenever an existing installation is subject to significant change.

## Making a decision

### Step 3 (Options Analysis)

*Think about what steps 1 and 2 have told you. Now that you have an idea about what the gendered impacts of the policy, program or service might be, think about what changes or actions could make your policy, program or service more gender equal.*

*Depending on your piece of work, actions might range from: collecting more gender disaggregated data in the future; including gender equality or intersectionality as a guiding principle in your policy; changing the language you use in your service (e.g. instead of 'Mermaids' aquatic class, change it to 'Water Fitness' so that everyone feels welcome); changing the time that you offer particular services to work around people's caring responsibilities; and so on.*

*You might come up with a list of potential actions that you could take – try to think through who will benefit and who will miss out if you take those actions. This will help you make a final recommendation (step 4).*

### **3a. List your potential actions or changes to your policy, program or service here:**

The result of this GIA is to reinforce the insights of work, such as that undertaken by the Victorian Auditor General in 2018, which emphasises the need for (1) appropriate management and oversight and (2) adherence to privacy and data protection requirements.

In addition, it is necessary to recommend the inclusion of the requirement that (3) a GIA be conducted every time a new CCTV system is implemented or an existing installation significantly altered.

#### □ Step 4 (Recommendation)

*This step is very important for reporting and compliance purposes. You need to make a final recommendation and explain the rationale. This is where you note the changes will you make or recommend as a result of the GIA. This includes even small changes (e.g. if you change your community engagement to include gender disaggregated data, or change the language you use in a program, policy or service to be more inclusive). More examples are available on the Gender Equality Commission's website.*

**4a. Recommendation:** *(what your policy/program/service will entail – e.g. we will change the name of our Mermaids Aquatic Class to be called Water Fitness)*

*That the requirement that a Gender Impact Assessment be conducted every time a new CCTV system is implemented or an existing installation significantly altered be included in the draft CCTV Policy.*

**4b. Description:** *(how the recommendation meets the needs of people of different genders, promotes gender equality and/or addresses gender inequality – e.g. this will remove gender stereotypes that only women take part in aqua aerobics, and ensure that men and gender diverse people feel more welcome to take part).*

*This will ensure that any potential gendered impacts which arise in Council's use of CCTV are given due consideration and addressed.*

## Seeking approval

### Step 5 (internal review)

Please forward a copy of the following to the GE team for review:

- The name of the policy/program/service that you conducted the GIA on;
- Any GIA templates you filled out (or evidence of another way you conducted your GIA);
- A copy of your draft Council report (if applicable);
- The final draft of your policy/program/service to the GE team for review; and
- A summary of the actions that you took or changes as a result of the GIA to promote gender equality in the policy/program/service

We will review this as fast as possible but given high workloads, please allow 1-2 weeks for this review process.

### Step 6 (Council endorsement if applicable)

Once the GIA has been internally reviewed, you may seek Council endorsement as usual. Make sure you have filled in the section in the Council report about GIAs.

### Step 7 (reporting)

So that Council can meet our reporting requirements under the Gender Equality Act 2020, please email the Gender Equity team with:

- A copy of the final Council decision (if applicable) or other final decision;
- A summary of any different or extra changes to the policy/program/service since you sent it in for internal review in step 5.

Make sure your GIA is saved in the EDNA file that relates to your piece of work.

## Glossary

**Diversity** is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are. It is a combination of our differences that shape our view of the world, our perspective and our approach. Diversity is also about recognising, respecting and valuing differences based on ethnicity, gender, sex, age, race, religion, disability and sexual orientation. It also includes an infinite range of individual unique characteristics and experiences, such as communication style, career path, life experience, educational background, geographic location, income level, marital status, parental status and other variables that influence personal perspectives.

**Gender and Sex:** gender is part of how you understand who you are and how you interact with other people. Many people understand their gender as being a woman or a man. Some people understand their gender as a combination of these or neither and may identify as gender diverse, gender fluid or non-binary. Gender can be expressed in different ways, such as through behaviour or physical appearance. Sex refers to biological aspects of an individual as determined by their chromosomes, hormones and their interactions, and is generally male, female or intersex and something that a person is assigned at birth.

**Gender Diverse** generally refers to a range of genders expressed in different ways. There are many terms used by gender diverse people to describe themselves. Language in this space is dynamic, particularly among young people, who are more likely to describe themselves as non-binary.

**Gender Equity vs Gender Equality:** 'Gender equity' is an approach that enables fairness for people of all genders including women, men and gender diverse people. To ensure fairness, strategies must often be put in place to compensate for the historical and social disadvantages that prevent everyone from operating on a level playing field. Adopting an equity approach leads to equality, which is 'equality of rights, opportunities, responsibilities and outcomes between persons of different genders'<sup>1</sup>.

**Gender Impact Assessments** are a way of critically thinking about how policies, programs and services will meet the different needs of women, men and gender diverse people. In many circumstances, women and gender diverse individuals may not have the same access to decision-making processes, resources, economic or social opportunities. This means that policies, programs and services are likely to be experienced differently, and have different outcomes for people of different genders. The aim of gender impact assessments is to create better and fairer outcomes and ensure all people have equal access to opportunities and resources.

**Intersectionality** refers to the ways in which gender inequality may be compounded by disadvantage or discrimination that a person may experience on the basis of any of the following: Aboriginality, age, disability, ethnicity, gender identity, race, religion, and/or sexual orientation. This means that everyone's experience is different – for example, the gender inequality experienced by a woman from a non-English background may be different from that experienced by an older gender diverse person. The Act asks us to try to take into account these types of differences where practicable.

**Lived Experience** is people's experiences, [and] how people live through and respond to those experiences. By listening to people with different experiences we can use their expertise and create better policies, programs and services.

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<sup>1</sup> Gender Equality Act 2020, Definitions.