

# 3

## CHECKLIST + CASE STUDIES

A PUBLIC SECTOR GUIDE TOWARDS gender EQUITY

# inclusion

M A T T E R S



**Government of South Australia**  
Office for Women

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Office for Women acknowledges that we are on Kurna land and pays respect to the traditional owners of this land.

# 1. gender analysis assessment checklist

This Checklist is designed to assist policy makers in ensuring that policies, programs and services meet the needs of both women and men in the community. It is not essential to complete every step – this is merely a guide to assist policy makers to question how policy is developed, who it affects and why.

## step 1: objectives

- What are the objectives of the policy / program / service?

Objectives	
Policy	
Program	
Service	

## step 2: who is affected?

- Who will be affected by the policy / program / service?
- How many women will be affected?
- How many men will be affected?
- What research and data source/s did you use to determine these figures?



### step 3: impact

- o How does the policy / program / service impact differently on women and men?

IMPACT	WOMEN	MEN
<p><b>GENDER ROLES</b> Identify how gender roles affect the impact of the policies, programs and services on women and men.</p>		
<p><b>GENDER NEEDS</b> Identify the different practical and strategic needs of women and men.</p>		
<p><b>EXPERIENCES</b> Identify how women and men participate in the policies, programs and services. Is their participation equal?</p>		

### step 4: consultation

Different groups of women and men depending on their age, race, socio-economic status, national and ethnic origin, sexual orientation, disability, language and religion may be affected differently by the policies, programs and services.

- o How have women and men in the community been consulted to ensure that the policies, programs and services responds to the needs of different groups of women and men?

### step 5: development + change

- How will the policies, programs and services be developed or changed to address the needs and priorities of different groups of women and men?
  
  
  
  
  
  
  
  
  
  
- Are separate approaches needed to ensure the inclusion of different groups of women and men? If yes, what are they?

### step 6: resources

- Do the visual images and language in the resources developed to promote the policies, programs and services reflect the target population group/s? If so, how?

### step 7: evaluation

- How will the policies, programs and services be evaluated? For example, are there systems in place that collect data by sex and race?



## 2. case study 1: education

### policy

South Australia's Strategic Plan [SASP] Target 6.17 Training and Skills – Science and Maths.

By 2010 increase by 15% the proportion of students receiving a Tertiary Entrance Rank [TER] or equivalent with at least one of the following subjects: mathematics, physics or chemistry.

The South Australian Certificate of Education [SACE] Board has provided the following data broken down by sex and Aboriginality in relation to the number of students receiving a TER or equivalent in mathematics, physics or chemistry.

- 29% of women students and 47% of male students received a TER in mathematics, physics or chemistry in 2008;
- 5% of Aboriginal women students and 8% of Aboriginal male students received a TER in mathematics, physics or chemistry in 2008.

Looking at any policy it is important to recognise that different approaches may be required to produce equitable outcomes. To increase the participation of women students in maths and science study it is necessary to look at why young women are not enrolling in these subjects and what programs and services can be put in place to encourage and support them.

### programs

- How can the government encourage more students to undertake science and maths study?

A number of programs have been initiated to develop new pathways for young people into the areas of science and maths.

#### **1. BARONESS PROFESSOR SUSAN GREENFIELD [THINKER IN RESIDENCE 2004-2005]**

Promoted science in the community and increased awareness of its importance to the community and the economy. One of the key objectives was to increase the interest of young people, particularly women and girls, in science education and careers in science. One of the programs initiated was Science Outside the Square, a range of science-themed community events held each year since 2005 to increase students accessibility to science.

#### ***Science Outside the Square***

Events staged in 2009 include:

- 'Exploring Extremes' - SA Museum and State Library SA showcasing some of the treasures of their collections and introducing participants to real-life explorers, past and present;
- 'Quest for the South Magnetic Pole' - SA Maritime Museum and SA Museum investigate the extraordinary lengths explorers and scientists went to try and reach the South Pole.

## 2. MATHS AND SCIENCE STRATEGY

### **Primary Science Connections**

Department of Education and Children's Services research showed that primary teachers required additional professional learning and support to assist in teaching science and maths. This program is based on a national program developed by the Australian Academy of Sciences.

The program includes:

- providing training in the 'Primary Science Connections' principles of learning and class room resources;
- assisting teachers to confidently meet the requirements that all R-3 classes will spend 90 minutes each week and all 4-7 classes will spend 120 minutes each week on science.

Research shows that in states where the program is already used that students experienced more positive learning outcomes and outperformed students from classes where the program was not used.

### **Mathematics for All program**

The program is based on best practice in teaching mathematics and numeracy developed from 'Maths for Learning Inclusion' and successful numeracy pilot projects previously conducted in DECS Schools.

The program includes:

- providing training and support in best practice in numeracy and mathematics teaching for all primary teachers;
- assisting teachers to confidently meet the requirement that all R-7 classes will spend 300 minutes each week on mathematics and numeracy.

### **gender analysis**

The following questions could be asked to assess if the programs have had different impacts on young women and young men in the up-take of science and maths:

- Was gender taken into account when new pathways were developed to encourage young women and young men to participate in science and maths?
- Who decides on what community events are developed? Why?
- Do young women outnumber young men in attending the *Science Outside the Square* events? Why / Why not?
- Are there any perceived barriers to young women or young men becoming involved in science events?


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## 2. case study 2: education

### program

#### COMMUNITY CENTRE BREAKFAST CLUB

A Community Centre runs a Breakfast Club for students attending nearby public schools. The program has been running for 10 years and has an average attendance of 15 each morning. The regular attendance is 9 girls and 6 boys.

The Community Centre Management Committee manages the program through the Director and two part time staff.

The Management Committee is chaired by a male local councillor and the deputy is a local business man. The rest of the committee are women.

The Director of the Community Centre and the two staff are women.

The girls help prepare and serve the breakfast and clean up afterwards.

Activities are provided for the children who arrive early before breakfast is ready - usually outdoor games.

### identify issues

Many people in the community are economically disadvantaged or are unable to provide a morning routine for children.

### who is affected?

Women are over represented in the provision of child care at home, pre-school care and employment within the education system.

### what factors cause this gender inequity?

Traditional construction of gender roles influence the role women play in the home and also their employment opportunities.

In 2008 in South Australia 99% of pre school, occasional care and play centre workers; including directors, teachers and early childhood workers were women.

In 2008 in South Australia 70% of school sector teachers were women.

[Department of Education and Children's Services Annual Report 2008]

### develop solutions

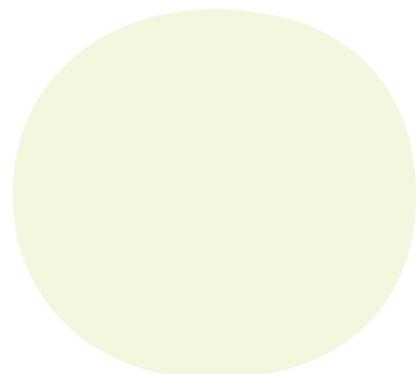
Strategies to be developed to increase the number of men entering employment in early childhood education.

Early childhood education staff to include gender training across the curriculum.

### gender analysis

The following questions could be asked to assess if the program is promoting gender equity.

- Were gender roles taken into account when the Breakfast Club was planned?
- Do young girls outnumber young boys in participation of outdoor activities? Why / Why not?
- Are there any perceived barriers to men becoming involved in early childhood education?



## 2. case study 3: agriculture

The Department of Primary Industries aims to support economic growth while promoting sustainable use of the state's food, fibre and mineral industries. The PIRSA Grains Industry Group works within the Agriculture, Food and Wine Division to develop and implement policies, legislation, regulatory frameworks and programs to promote an optimal business, natural and social environment within which primary industries can prosper.

Rural Solution SA provides advice and consultancy services to farmers and industry with the aim of enhancing competitiveness, integrating environmental management into daily practice, strengthening regional communities and establishing sustainable business practices.

Livestock Group consultants in Rural Solutions SA have established producer groups in South Australia. The Consultants assist farmer groups to implement production, marketing and business programs, which improve their profitability and sustainability.

Consultants provide technical advice and assist groups with their demonstration or research projects that are often partly funded by industry. Groups already operating in SA include lamb groups, beef groups, wool marketing groups, dairy groups, and pig producer groups. Marketing strategies and strategic alliances are also facilitated and supported.

As part of the government's annual efficiency dividend, there has recently been an external evaluation of Rural Solutions SA, including a stakeholder and farmer survey in the grains industry. The survey focused on the uptake of new technology at the farm level and impact of the consultancy advice program at the farm level.

The results surprised the Rural Solutions SA leadership team as management had assumed that given the fee for service nature of the business, operations would be market driven.

Uptake of new technology and likelihood of changing the enterprise mix in response to market demand by the Rural Solutions SA farmer clients surveyed was assessed as very low on a five scale range from very high to very low, and the overall survey response rate was also low (3%). The overall impact of the Rural Solutions Advisory Service was assessed as low on the same five part scale. The survey technique had been to email the clients registered on the Rural Solutions SA data base.

Rural Solutions made more enquiries of the organisation commissioned to undertake the survey and established that while the PIRSA database allowed more than one entry per farm business, mailouts identified the first name as the person to whom correspondence would be directed. The database automatically listed the male name first. Surveys had therefore been posted to the male farmer.

Focus groups with producer groups revealed that membership was predominantly male, although ABS data and reports from stakeholders such as the SA Farmers Federation,

marketing agents and grain handling agencies indicated that farm businesses were increasingly being managed by a man and a woman, and that an increasing number of women were nominating themselves as farmers, taking an active role in managing the farm finances, participating in decision making about enterprise mix, purchase of inputs, and general farm planning. Producer group membership was 92% male and 8% female.

### gender analysis

Think through the answers to the following questions about this case:

- Why did the survey results reveal such a low inclination to adopt new technology?
- Was the survey methodology adequately thought through by the independent survey company?
- Was Rural Solutions SA informed about farm business decision making processes?
- How did the gender balance in the producer groups develop?
- What would you have done differently in managing the evaluation of the program?
- What would you have done differently in facilitating the producer groups?

The different roles of women and men in farm business decision making appear not to have been analysed by Rural Solutions SA in planning, establishing and running producer groups. Discussions appear not to have been held with women farmers to see how, when and where they would prefer to receive advice, how management information was discussed at the household level, and how each farm business allocated roles or processed technical and financial information. Nobody noticed that the survey would only be sent to the male farmer - and realised that the male was less likely to respond as well as, according to sociological research data, more likely to provide a negative response than a women respondent.

### questions to be addressed

- How are decisions made at the farm level - on enterprise mix, financial management, input purchases?
- Who does what at the farm level, for example, who reads the technical information, who drives the tractor, who attends field days, who is more interested in new technology, what are the relative education levels of the farm business partners?
- Who gains from participation in the producer groups?
- Who decided on the survey methodology?
- Was gender taken into account in establishing the database?
- Was there ever any consideration given to gender issues in the operation of the production groups or was it assumed that gender wasn't an issue?

### lessons learned

By thinking through the evaluation with a gender lens, the error with the database which only sent mail to the male farmer would have been identified; a gender blind approach to the operation of producer groups had resulted in technical information going to only one part of the farm business with no assurance that information would be discussed between the decision makers.

### 3. women's health victoria: gender impact assessments

Women's Health Victoria conduct gender assessments on a diverse range of policy, program and service areas including:

Women and Ageing

Women and Alcohol

Women and Body Image

Women and Cardiovascular Disease

Women and Climate Change

Women and Corrections

Women and Depression

Women and Drugs

Women and Financial Security

Women and Informal Caregiving

Women and Mental Health

Women and Physical Activity

These assessments provide excellent examples of how a range of issues affect outcomes.

<http://whv.org.au/publications-resources/gender-impact-assessments>

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