



LOCAL
GOVERNMENT

GENDER
ANALYSIS
TOOLKIT



Acknowledgements

The Local Government Gender Analysis Toolkit was developed by Latrobe City Council and Gippsland Women's Health thanks to support from the Victorian Government and assistance of the Municipal Association of Victoria.

Contents

Introduction	4
How to use the toolkit	5
Tools	6
Programs, projects, services and events	7
Communications	8
Community engagement	10
Emergency management	11
Grants	13
Infrastructure planning	14
Performing arts	15
Venue hire	18
Further resources	20
Key Terms	22
Bibliography	26



Introduction

What is gender analysis?

Gender analysis is a process for assessing how a policy, program or service will impact women and men differently. The aim of gender analysis is to move from gender blind service delivery, where differences between women and men are not acknowledged or assessed, to gender aware service delivery.

Why is it important to consider gender?

Women and men have different access to power, resources and responsibilities. Often this advantages men over women. Gender equity is the process of being fair to women and men by recognising diversity and disadvantage and directing resources and services towards those most in need to work toward equal outcomes for all. A gender equity approach acknowledges that different strategies are often necessary for women and men. Working towards gender equity will lead to gender equality.

Why is gender analysis important for local government?

Local government has a critical role in creating and supporting environments that enable everyone in our community to achieve optimal health and wellbeing. This role is legislated through:

- Public Health and Wellbeing Act (2008) section 24
- Local Government Act 1999 (3c) (3d)
- Victorian Equal Opportunity Act 2010
- Sex Discrimination Act 1984
- Victorian Charter of Human Rights and Responsibilities Act 2006

Gender analysis is important to ensure that local government service delivery does not unfairly disadvantage women or men, either intentionally or unintentionally. Gender aware service delivery aims to deliver council services effectively to all members of the community. Gender analysis assists in providing a robust evidence base that supports sound decision-making.

The toolkit

This gender analysis toolkit is a guide to gender analysis of local government events, information, programs, projects and services. It is designed to be usable by all council officers across Victoria.

While this toolkit may be used without a pre-existing knowledge of gender analysis, it is advised that council officers understand that gender exists on a spectrum. For example, while many people identify as being women or men, or female or male, others may identify as being genderqueer or intersex. However, for ease of use this tool will utilise the binary terms women and men, and female and male. Gender analysis must also consider other factors, such as socio-economic status, age, ability and cultural background, which intersect with gender to impact outcomes for individuals.

How to use the toolkit

Each of the tools in the toolkit is designed to stand alone.

The tools are designed as an introduction to Gender analysis. They are not a scorecard or a checklist to be completed but rather a prompt for considering the impact of gender on the program, project or service being analysed.

The tools are primarily designed to assist at the planning stage but can be utilised to assist in the implementation and evaluation stages of a program, project or service.



Tools



Programs, projects, services and events

Key questions to consider during the different phases of the project/program/service/event.	Yes: No: N/A	Provide evidence What action is required? Specify changes required to policies, practices, etc.
PLANNING		
Is data about the previous usage of the project/program/service/event by women and men collected and analysed?		
Is data about the needs of both women and men collected and analysed?		
Are both women and men consulted, including those in diverse groups? <i>(CALD, disability, Indigenous, LGBTIQ)</i>		
Are barriers to participation of both women and men taken into account? <i>(Time of day, caring responsibilities, having a safe and welcoming venue)</i>		
IMPLEMENTATION		
Are there equal opportunities for both women and men to contribute to making decisions during the program? <i>(In activities and meetings are the voices of both women and men heard?)</i>		
Are equal and respectful relationships between women and men fostered and promoted during the program? Are stakeholders aware of these standards? <i>(Is there zero tolerance for sexist jokes?)</i>		
Are symbols, pictures, language and examples used that show diverse women and men in a range of non-traditional and non-stereotyped roles?		
EVALUATION		
Is usage data broken down by sex?		
Is there a plan of how to evaluate the impact of the program on both women and men?		

Guidelines to promote gender equality in council communications and publications

To ensure that council communications and publications are fair to both women and men, there are many considerations that are necessary.

Communication may include marketing, promotional, educational informational, and organisational material. This can include but is not limited to verbal and written language, images and digital communication utilised in such things as presentations, speeches, correspondence, newsletters, reports, brochures, posters, flyers, advertisements, web pages, facebook and video clips.

As a starting point, you may review the Council Style Guide with the following considerations and inclusions. Alternatively, you may choose to use these questions as a checklist, with positive responses indicating that the material appropriately supports gender equality.

Content: Is content balanced and reflective of respect for both women and men?

- Have both women and men been included as interviewers, interviewees and speakers at events and in voice-overs?
- Have quotes and pictures from both women and men been used?
- Have you used material that includes women and men from diverse backgrounds? Are the people depicted reflective of those in the broader community?
- Are women and men portrayed as equal and active in all aspects of life – the workplace, home, educational institutions and community life?
- Have you ensured that any visual messages are positive for both women and men? Do postures, expressions, gestures and clothing convey equal status and authority?
- Does the material include women and men in non-gender stereotyped roles, rather than reinforcing traditional gender roles and stereotypes? Have you ensured that certain vocations or roles are not only represented by the one gender, such as outdoor staff represented by males and clerical staff represented by women?
- Does the material portray a balance in power and resources between women and men? Have you ensured that certain characteristics are not only represented by the one gender, such as females represented in passive roles and men in active roles?
- Does the material contain content which does not discriminate against or vilify a person or section of the community on account of race, ethnicity, nationality, gender, age, sexual preference, religion, disability, mental illness or political belief? Is the material free from sexist and discriminatory content?

- Does the material include sexual appeal in a manner which is exploitative and degrading of any individual or group of people?
- Does the material present or portray violence that is not necessary in the context?

Language: Is language gender sensitive and respectful to both women and men?

- Have you avoided using phrases that stereotype female or male behaviour or thought processes?
(Descriptions of men as aggressive or violent and women as emotional or passive.)
- Is language used which is appropriate in the circumstances, including appropriate for the relevant audience and medium? Is strong or obscene language avoided?
- Is language avoided which is derogatory or minimising of a specific individual or group of people?
- Is gender equality promoted through titles, labels and names?
(Using generic terms such as professional, sales clerk, waiter or nurse instead of career woman, salesman, waitress and male nurse)
- Have you avoided generic nouns and pronouns that exclude either females or males, such as mankind and mother tongue?

- Is language used that communicates to everyone by including both female and male reference points?
(Everyone instead of guys; Dear Sir/ Madam; an inclusive choice of titles, such as Ms., Mr., Miss., Mrs., Mx., Dr.)
- Is language used that avoids gender-biased pronouns?
(Dropping pronouns that signify gender and restructuring the sentence; changing to plural construction; replacing masculine or feminine pronouns with one or you; avoiding awkward constructions such as he/she), s/he, s(he), or him/her)
- To avoid assumptions associated with word order, are phrases such as colleagues or everyone used rather than men and women, ladies and gentlemen, men from accounts and girls from marketing?

Gender sensitive Forms

When asking for information on sex or gender it is important to consider why or if this information is required. The following examples are better practice for collecting data on forms.

Gender:

Female / Male / Other (please specify) _____ / Prefer not to specify

Sex/Gender:

F (female) / M (male) / X (indeterminate / intersex / unspecified)

Preferred title:

Mrs / Miss / Mr / Ms / No title / Other _____

Operational considerations

Do the roles and responsibilities (formal or informal) of the communications staff reinforce gender stereotypes and norms, and reinforce unequal access to power and resources between women, men, and gender diverse people?

Community engagement

During these phases of your community engagement ...	Yes: No: N/A	Provide evidence What action is required? Specify changes required to policies, practices, etc.
PURPOSE AND SCOPE		
Does your purpose for community engagement include understanding the different needs of female and male community members?		
Does the scope of your engagement allow for addressing the different needs of female and male community members?		
STAKEHOLDERS		
Have you considered the power dynamics within stakeholder groups and how they will affect women and men's participation? <i>(dominant personalities or key decision makers and influencers)</i>		
Have you identified how you will engage with stakeholders who don't have formal positions within stakeholder groups? <i>(club members rather than just committee members)</i>		
METHODS OF ENGAGEMENT		
Have you considered how women and men will participate in different methods of engagement?		
Have you considered the benefit of having separate engagement sessions or methods for women and men to enable participation?		
Have you identified different methods to engage with stakeholders based on their barriers to participation? <i>(time of day or caring responsibilities)</i>		
DATA COLLECTION		
Have you collected participant numbers broken down by sex?		
When collating data have you evaluated the different responses of females and males?		

Evidence shows that women and men experience preparing for, responding to and recovering from natural disasters differently. There is a growing awareness of the need for local government to understand the effects of gender on emergency management. The following resources provide evidence and tools to assist with planning emergency management practices that respond to the different needs of women and men.

MAV's Gender and Emergency Management

www.mav.asn.au/policy-services/emergency-management/Pages/gender-emergency-management.aspx

- Gender and Emergency Management Strategy
- Gender and Emergency Management Factsheet
- Case Studies

Gender and Disaster Pod

www.genderanddisaster.com.au/

- Research into gendered experiences of disaster and recovery
- National Gender and Emergency Guidelines
- Videos
- Checklists
- Case Studies
- Articles
- Resources

Women's Health Goulburn North East

www.whealth.com.au/

- Information Sheets:
 - Women and Disaster
 - Disaster Resilience – Through Women's Eyes
- Training Packages:
 - Family Violence after Natural Disasters
 - Men and Disaster

Australian Journal of Emergency Management

Volume 28 Issue 2 – Gender and Emergency Management

<https://ajem.infoservices.com.au/items/AJEM-28-02>

Macedon Ranges Shire Council Prevention of Violence Against Women in Emergencies Action Plan

<http://www.mav.asn.au/policy-services/social-community/gender-equality/Pages/resources-council-produced.aspx>



CASE STUDY 1

A council was designing a new pavilion for two sports club tenants. One club has female junior and senior teams playing in the winter season and the other club has male junior and senior teams playing in the summer season. During design consultations, council officers identified conflicting design priorities between the clubs. The female club identified proximity to their sporting infrastructure and the carpark as well as passive surveillance as key priorities due to safety concerns during winter evenings. The male club identified the social space, and specifically a bar for alcohol service, as their key priority for the pavilion. They also advocated moving the pavilion away from the reserve boundary to lessen the impact of noise pollution on surrounding residents. This would have decreased the passive surveillance of the site and increased the distance to the sporting infrastructure and the car park. The female club raised concerns about the potential prominence of alcohol in the social area accessed by junior members.

The final design for the building maintained its planned position on the reserve in close proximity to the sporting infrastructure and carpark. A small bar is concealed behind a roller shutter. By understanding the different needs of the female and male sports clubs council was able to design a pavilion that better met the needs of both clubs and prioritised the safety of all facility users.



Grants

During these phases of your grant program ...	Yes: No: N/A	Provide evidence What action is required? Specify changes required to policies, practices, etc.
GRANT APPLICATION		
Do you ask applicants how they will address the needs of both women and men?		
Do you ask applicants to break down their beneficiaries by gender?		
Do you ask applicants for a breakdown of female and male decision makers in the project/program?		
Do you ask applicants how they will evaluate and report on the impact of the project/program on women and men?		
GRANT ASSESSMENT		
Do you aim to provide an equal distribution of grant funds to male and female beneficiaries?		
Do you assess grants based on the recipient's ability to address the needs of both women and men?		
Do you ensure equal female and male representation on the assessment panel?		
Do you restrict support for programs that perpetuate negative gender stereotypes? <i>(objectification of men or women)</i>		
GRANT AQUITTAL / EVALUATION		
Do you ask recipients what percentage of the project/program's beneficiaries were female and male?		
Do you ask recipients how they ensured both women and men were catered for in the project/program?		
Do you ask applicants to report on the impact of the project on women and men?		

Infrastructure planning

When planning the project ...	Yes: No: N/A	Provide evidence What action is required? Specify changes required to policies, practices, etc.
Does this project aim to address an existing gender based issue? If not, is there opportunity to? <i>(lack of female change facilities)</i>		
Have you collected and analysed data about current and projected usage by both women and men?		
Have you identified how you will engage with stakeholders who don't have formal positions within stakeholder groups? <i>(club members rather than just committee members)</i>		
Have you taken into account the barriers to participation of women and men in the consultation process? <i>(time of day, caring responsibilities, formal and informal power structures)</i>		
Are there equal opportunities for both women and men to contribute to making decisions during this project? <i>(in stakeholder meetings and consultations)</i>		
Have you considered linking with other internal or external stakeholders to assist in delivering a more gender aware outcome? <i>(Regional Sporting Assembly, Regional Women's Health Organisation)</i>		
Have you considered the different needs of adults, parents and children?		
Have you considered how different design elements would affect perceptions of safety for both women and men?		
Does the project design brief mention gender equality?		

Performing arts

Performing arts relates to shows that are developed with the support of council and may include musicals, plays and various forms of dance and music.

When determining the appropriateness of council supporting a show, consider the following questions.

Questions	Yes: The show may be appropriate No: The show may be inappropriate	Comments
Is the show free of obscene or insulting language, adult themes, nudity or other content that is offensive to contemporary community standards?		Consider the rating or warnings that should apply to the show.
Is the show free of content that reinforces the acceptance of discrimination and vilification of a person or section of the community on account of race, ethnicity, nationality, gender, age, sexual preference, religion, disability, mental illness or political belief?		Note that a show may be appropriate if the intent is to challenge discriminatory thinking and behaviour.
Is the show free of content that reinforces acceptability of negative gender stereotypes? <i>(objectification of men or women.)</i>		Note that content may be appropriate if it challenges the acceptance of negative stereotypes.
Policy and procedure considerations	Yes: No further action No: Consider updating*	
Does the Performing Arts Policy (or similar) address the issues of inappropriate language, discrimination and negative gender stereotypes?		
Do letters of agreement address the issues of inappropriate language, discrimination and negative gender stereotypes?		

Performing arts

(Continued)

Examples of content in an updated policy, to ensure that gender equality is considered:

- If a show contains the use of obscene or insulting language, adult themes, nudity or other content that may be offensive to contemporary community standards, appropriate ratings and warnings must be issued. Also consider the appropriateness of supporting the show.
- Council will not support shows that portray people or depict material in a way that reinforces the acceptance of discrimination and vilification of a person or section of the community on account of race, ethnicity, nationality, gender, age, sexual preference, religion, disability, mental illness or political belief. Note that the show may be appropriate if the intent is to challenge such thinking and behaviour.
- Council will not support shows that reinforce negative gender stereotypes such as objectification of women or men. Shows may be appropriate if the content challenges the acceptance of negative stereotypes.

To promote gender equality you may also want to consider:

- Supporting shows that promote fair and equitable treatment of individuals from diverse groups, including but not limited to race, colour, nationality, sex, ability and age.
- The number of women and men who are involved in the production.
- The audiences of the shows. Across a year, is there an even distribution of women and men?
- Supporting shows that reinforce positive role modelling?
(Men being the main child carer in the family; women being a company CEO.)





CASE STUDY 2

A council was organising a series of meetings of community groups within a township to discuss their work and opportunities for collaboration. At the first meeting some male community members dominated the discussion. This was despite the group agreeing time limits for speaking at the commencement of the meeting and a warning being given at the end of an individual's agreed speaking time. Attendees noted in their evaluation forms that some male attendees talked over the top of female attendees.

At subsequent meetings council officers adjusted the format to allow a more equitable discussion. Rather than individuals speaking to the whole group, discussion was encouraged at smaller table groups with a spokesperson reporting back to the whole meeting at the end of the discussion. The emphasis of the discussion was also shifted from individual group concerns to identifying shared issues and collaboration on solutions. The evaluation feedback from subsequent meetings showed the changes were well received by attendees.

Venue hire

Venue hire relates to Council venues that are hired for events, including shows, entertainment, performing arts and functions.

When determining the appropriateness of the hire of a venue for an event, consider the following questions.

Questions	Yes: Event may be appropriate No: Event may be inappropriate	Comments
Is the event free of obscene or insulting language, adult themes, nudity or other content that is offensive to contemporary community standards?		Consider the rating or warnings that should apply to the event.
Is the event free of content that reinforces the acceptance of discrimination and vilification of a person or section of the community on account of race, ethnicity, nationality, gender, age, sexual preference, religion, disability, mental illness or political belief?		Note that events may be appropriate if the intent of the content is to challenge discriminatory thinking and behaviour.
Is the event free of content that reinforces acceptability of negative gender stereotypes? (<i>objectification of men or women.</i>)		Note that events may be appropriate if the intent of the content is to challenge the acceptance of negative stereotypes.
Policy and procedure considerations	Yes: No further action No: Consider updating*	
Does the Venue Hire Policy address the issues of inappropriate language, discrimination and negative gender stereotypes?		
Does the Venue Hire/Artist Agreement address the issues of inappropriate language, discrimination and negative gender stereotypes?		

***Examples of content in an updated policy and/or hire agreement, to ensure that gender equality is considered:**

- In a situation where an event contains the use of obscene or insulting language, adult themes, nudity or other content that may be offensive to contemporary community standards, appropriate ratings and warnings must be issued. Also consider if this event is appropriate to be held at a council venue.
- Council venues will not be hired out for events that portray people or depict material in a way that reinforces the acceptance of discrimination and vilification of a person or section of the community on account of race, ethnicity, nationality, gender, age, sexual preference, religion, disability, mental illness or political belief. Note that events may be appropriate if the intent of the content is to challenge such thinking and behaviour.
- Council venues will not be hired out for events that reinforce negative gender stereotypes such as objectification of women or men. Note that events may be appropriate if the content challenges the acceptance of negative stereotypes.

A council identified that despite having a large Cultural and Linguistically Diverse (CALD) population the public pool was not well utilised by women from CALD backgrounds. Council officers approached CALD service providers to assist in identifying the barriers to CALD women's access to the pool. Cultural and religious concerns about bathing with men were identified as the key barrier during these consultations.

A 'Women's Only' swim session was trialled at a time suitable for the target group. Council employed female lifeguards and advertised the session widely as well as targeted advertising to CALD organisations and services. The trial was successful with increased patronage for the pool during that time slot and the sessions were continued on a permanent basis.



Further Resources



CASE STUDY 4

Overview

Why Gender matters: ten ways local government can advance gender equity (10 factsheets).

Municipal Association of Victoria, 2012

www.mav.asn.au/policy-services/social-community/gender-equity/gender-equity-factsheets/Pages/default.aspx

Organisational gender equity audit tools

Together for Equality and Respect: Gender Audit Tool and Guidelines.

Women's Health East, 2015.

<http://whe.org.au/tfer/wp-content/uploads/sites/2/2014/06/Gender-Audit-Tool-and-Guidelines1.pdf>

Gender equity Quality Standards. A Resource for Organisations.

Women's Health Loddon Mallee, 2013.

www.whlm.org.au/

Gender analysis Overview; Gender analysis Planning Tool; Gender equity Organisational Assessment.

Women's Health in the North, 2016.

www.whin.org.au/

During a department staff meeting a female officer made a suggestion for a new initiative to solve an ongoing issue. No one responded to the suggestion immediately and the conversation moved on. A few minutes later a male officer made the same suggestion and another male colleague commented that it was a great idea and the department should give it a go. The department manager noticed that this had happened.

In future meetings the manager acknowledged the suggestions of female staff and proactively discussed them to ensure that they were not ignored.



Key Terms

Adapted from *Why Gender Matters: Ten ways local government can advance gender equity. Fact Sheet 9. Key concepts and definitions (MAV).*

Gender

Gender refers to the socially constructed norms, roles, behaviours and activities that society considers appropriate for both women and men. Unlike the biological characteristics and differences between women and men, known as sex, gender roles are learned socially and can change over time.

Gender analysis

A method of assessing the different impacts that policies, programs and services may have on both women and men. The process identifies inequalities that, when addressed and taken into consideration with other factors such as socio-economic status, age, ability and cultural backgrounds, enable more equitable access and benefits for all.

Gender blind

A policy, program, project, service or event that ignores, or does not recognise, gender differences and needs, resulting in possible assumptions that may bias or exclude women or men.

Gender-based discrimination

Any distinctive, exclusive or restrictive treatment of women and men in areas such as employment, education and access to resources and benefits, that is based on sex, gender norms, roles and relations.

Gender equality

This refers to the equal opportunity and participation of women and men in all areas of public and private life, including access to and control of social, economic and political resources. It is about society giving equal value to the similarities and differences between women and men and what each group has to contribute. The term is complementary but different to gender equity.

Gender equity

This concept recognises that within all communities, women and men have different benefits and access to power and resources. It refers to taking into account the different realities, needs, preferences and interests of women

and men to ensure fair, or equivalent, treatment. This involves recognising diversity and disadvantage to direct resources and services towards those most in need to ensure equal outcomes for all. This may involve strategies for women and men.

Gender lens

To apply a gender lens is to intentionally examine and highlight issues of gender.

Gender mainstreaming

This is a process that ensures that gender equality is the central goal for all activities, including policy development, research, advocacy, legislation, resource allocation, and planning, implementation, monitoring and governance of all programs, projects and services.

Gender norms

These are beliefs about females and males, of any age, that are passed from one generation to the next through socialisation. Gender norms differ in different cultures and may change over

time. If the norms reinforce differences in power, opportunities and treatment of one group over another, inequality results.

Gender roles

Refers to the learned expectations of what activities, behaviours and tasks that women and men should conduct in the home, community and workplace in a given society.

Gender sensitive (aware)

This involves being aware of, acknowledging and highlighting existing gender differences and inequalities.

Gender stereotypes

These are simple and often fixed generalisations and ideas about the characteristics and attributes of a whole group, based on their gender.

Sex

The biological characteristics and differences between women and men.

Sex disaggregated data

Classifying information by sex and presenting it separately for females and males in order to identify, understand and respond to issues as experienced by both sexes.

CASE STUDY 5

Council youth workers identified that the local skate park was predominately used by young men and boys. The youth workers spoke to young women and girls involved in the council's youth programs about their interest in skating. They discovered that while some young women and girls were interested in skating they were not confident in learning to skate and did not want to make mistakes in front of more experienced skaters. They also felt that the young men dominated the skate park and they didn't feel comfortable in the space.

Council organised a female only learn to skate workshop at the skate park that utilised a female instructor. At subsequent council-sponsored competitions at the skate park female sections were introduced to encourage female participation and build ownership of the skate park.



CASE STUDY 6

A council reviewed its emergency relief and response operations to ensure that the different needs of females and males were considered. A number of changes were developed such as:

- Relief centres include private areas for breast feeding, counselling and to allow for separate sleeping areas for females and males if required. Police are also present at relief centres while they are in operation.
- Recognising family violence increases during times of natural disaster, council provides referral information at all relief centres, community meetings and recovery activities.
- Separate recovery activities for females and males tailored to gender-specific considerations.
- Staff capacity was developed to understand the gender dynamics of decision making and response following emergencies and trauma.



Key Terms

Examples of alternate, gender sensitive words and phrases

Gender biased phrases	Possible alternative phrases
Career woman	Professional
Salesman	Sales person
Male nurse	Nurse
Waitress	Waiter
Actress	Actor
The CEO or his assistant	The CEO or an assistant
Chairman	Chair, chairperson
Mankind	Humanity, human beings, people
Mother tongue	Native language
Fatherland	Native land
Man-made	Artificial, synthetic, constructed
Manpower	Human resources, workforce
Foreman	Supervisor, team leader
Guys	Everyone
He, she	They, you, one
Men and women	Colleagues, everyone
Ladies and gentlemen	Women and men
Mrs John Smith	Lisa Smith, Ms. Lisa Smith

Standard items on forms	Alternative items on forms
Gender: Female / Male	Gender: Female / Male / Other (please specify) _____ / Prefer not to specify
Sex/Gender: F (female) / M (male)	Sex/Gender: F (female) / M (male) / X (indeterminate / intersex / unspecified)
Preferred title: Mrs / Miss / Mr	Preferred title: Mrs / Miss / Mr / Ms / No title / Other _____

Bibliography

Beaumont, M., & Rice, K. (2013). *Gender Equity Quality Standards: A Resource for Organisations*.

Retrieved from Women's Health Loddon Mallee <http://www.whlm.org.au/wp-content/uploads/2016/02/Gender-Equity-Quality-Standards.pdf>

Eunson, B. (2015). *Gender-neutral communication: how to do it*.

The Conversation: <https://theconversation.com/gender-neutral-communication-how-to-do-it-38383>

Municipal Association of Victoria (MAV). *Gender Equality webpage*.

Retrieved from <http://www.mav.asn.au/policy-services/social-community/gender-equality/Pages/default.aspx>

Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS), & VicHealth. (2015). *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*.

Retrieved from Our Watch, Melbourne, Australia: <https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>

UNDP Gender Equality Seal Initiative. *Principles of Gender-Sensitive Communication*. <http://www.jm.undp.org/content/dam/jamaica/docs/gender/JM-AUG-29-UNDP%20Gender%20Seal-Principles%20of%20gender-sensitive%20communications.pdf>

VLGA Rainbow Working Group (2017). *Terminology and language*. Darebin City Council and Hobsons Bay City Council.

Women's Health East. (2105). *Together for Equality and Respect: Gender Audit Tool and Guidelines*.

Retrieved from Women's Health East: <http://whe.org.au/tfer/wp-content/uploads/sites/2/2014/06/Gender-Audit-Tool-and-Guidelines1.pdf>

Women's Health in the North. (2016).

Gender Analysis Overview
Retrieved from http://www.whin.org.au/images/PDFs/Gender_Equity/Gender%20Analysis%20Overview%20August%202016.pdf

Women's Health in the North. (2016).

Gender Analysis Planning Tool.
Retrieved from <http://www.mav.asn.au/policy-services/social-community/gender-equality/Pages/default.aspx>

Women's Health in the North. (2016).

Gender Equity Organisational Assessment.
Retrieved from <http://www.mav.asn.au/policy-services/social-community/gender-equality/Pages/default.aspx>