



## ***Gender-based analysis in Canada: progress since 1995***

**ICT for Gender Economic Empowerment  
e-Development Thematic Group of The World Bank  
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1



## ***Canadian Context***

**Statistics Canada data** on Information and communications technology

- ❖ *Access to Internet*
- ❖ *Rural/urban*
- ❖ *Income levels*

**Longer-term impacts** - measuring the socio-economic outcomes and indicators

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2

**Status of Women Canada (SWC)**

- ❖ Role in the Canadian federal government
- ❖ Integration of Gender-based analysis –a guide for policy making.

***Fundamental questions of GBA***

- ❖ Does the policy or program support full participation and equality for women and men in the diverse population groups? Does it create barriers? If it does, what can be done?
- ❖ Does the policy or program discriminate against men or women in the diverse population groups in its outcomes? Would this program or policy alter the situation of women and men negatively or positively?



## ***Steps of GBA***

- ❖ Preliminary Assessment of Gender Equality Impacts of an Issue
- ❖ Outcomes, Goals, Objectives and Indicators
- ❖ Research
- ❖ Consultation
- ❖ Development of Policy Options
- ❖ Making Recommendations
- ❖ Communicating the Initiative
- ❖ Program/Service Design
- ❖ Program/Service Delivery
- ❖ Evaluation

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5

## ***Developing Policy Options***

- ❖ Have evaluations conducted on policies, whose goals and target populations are similar, been reviewed?
- ❖ How do the options reflect the information gathered and the consultation carried out in relation to gender?
- ❖ Are separate initiatives within each option needed to reflect the different experiences and needs of women and men?

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## ***Analyzing Policy Options***

- ❖ How does each option support equality?
- ❖ How will the division of labour, both paid and unpaid, between men and women impact each option?
- ❖ What are the legal, economic, social, cultural, environmental implications of each option for different groups of women and men?
- ❖ How will each option disadvantage some groups and provide advantage for others? Costs and benefits do not fall uniformly on different groups.

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## ***Developing Options Checklist***

- ❖ How does each option integrate the realities of different groups of men and women?
- ❖ How does the cost-benefit analysis take into account monetary and non-monetary factors?

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## ***SWC Strategy***

***The Federal Plan For Gender Equality*** – a seven part implementation strategy.

- ❖ Training
- ❖ Tool development
- ❖ Policy Case Studies
- ❖ Research/information/education/promotion
- ❖ Partnerships
- ❖ Cross government coordination
- ❖ Evaluation/Accountability

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9



## ***GBA in Canada***

### **Integrating GBA into Planning**

Government on-line

- ❖ Government using GBA in the process of an IT project
- ❖ IT can be a tool for more than infra-structure building

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10



## ***GBA in Canada***

### **Including GBA in Accountability**

- ❖ Citizenship and Immigration Canada - Legislative requirement to report
- ❖ Gender elements are not optional

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11



## ***Building Blocks***

### **Organizational Capacity**

Four key building blocks along with their corresponding elements help to implement and sustain the practice of GBA - Policy framework, Accountability framework (for GBA and gender equality), Institutional structures and Partners.

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12



***Key elements of gender-based analysis for successful policy and program design***

- ❖ Gender-disaggregated data – in initial analysis and as a last check
- ❖ Gender-based analysis tied to accountability framework
- ❖ Identification of what elements are desirable, necessary or essential



Elements • three degrees of importance:

- ❖ Those that are “necessary” to have - they are at the core of being successful.
- ❖ Those that are “nice to have” - the equivalent to the “icing on the cake”.
- ❖ Those that are starting to show up as being “essential” to a successful integration and sustainability of GBA.



## ***Evaluation & Integration***

**Evaluation and integration are key for progress**

**Evaluation of outcomes of initiatives**

❖ “Did they work? How do we know?”

**Evaluation of outcomes for participants**

❖ “What did they gain?”

**Building Blocks**

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15