

# Gender Equality and Intersectional Analysis Toolkit

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Advancing feminist work requires an ongoing examination and assessment of the ways in which power and privilege are concentrated in systems, societies, groups, and organizations. This is a toolkit for conducting an abbreviated **Gender Equality and Intersectional Analysis (GEIA)** that focuses attention on and accounts for the interconnected and intersecting nature of systems, especially systems of power and oppression.

**Gender Equality Analyses** explore inequalities based on gender and gender relations to assess the impacts of planned action, such as of a policy, campaign or initiative, and mitigate the discriminatory gendered and intersectional impacts of such planned action. There are many models of gender equality analyses based on differing theoretical frameworks; they share the common goal of achieving gender equality by transforming or eliminating unequal gendered relations and other, related discriminatory practices and systems.

**Intersectionality** provides the framework for understanding the complex impacts of overlapping systems of oppression – such as patriarchy, racism, white supremacy, capitalism, colonialism, transphobia, homophobia, ableism, among others – on women, men and gender-diverse people’s lives.

**Gender Equality and Intersectional Analysis (GEIA)** allows us to examine and challenge gendered power dynamics and other social relations between and within groups of diverse women, men, and gender-diverse people, considering sex, age, race, ethnicity, Indigeneity, class, ability, language, location, immigrant status, and other relevant factors.

This toolkit is designed for the practical application of GEIA in order to systematically examine and assess a policy, campaign or initiative. It helps the user to examine ways in which gender interacts with racism, classism, colonialism, ableism, and other forms of systemic discrimination, causing and deepening unequal impacts on women, men and gender-diverse peoples.

The toolkit is divided into four main sections:

1. What to Ask
2. Data Collection
3. Building Arguments and Recommendations
4. Strategies for Leveraging GEIA to Effect Change

This toolkit also includes a set of worksheets to assist in identifying, collecting, and organizing data, analyses, and proposed actions.

## 1) What to Ask:

*Use these questions as a starting point to begin your Gender Equality and Intersectional Analysis by assessing and reflecting on the priorities and impacts of a proposed policy, campaign, or initiative. **Worksheets 1A and 1B (pages 9 to 12) are provided to organize your answers to the following questions.***

1. Which groups of women and men, girls and boys, and gender-diverse adults and children will be affected (directly or indirectly) by the proposed policy, campaign or initiative? From which communities do these women and men, girls and boys, and gender-diverse adults and children originate? For example, do they come from racialized and/or Indigenous communities? Do they come from different socio-economic class backgrounds, sexual orientation and gender identity (SOGI) groups? Do they come from varied geographical locations, urban or rural? Do they have varied abilities? What is their first language?
2. What are the potential impacts of the proposed policy, campaign or initiative on diverse communities of women, men, and gender-diverse people? What are the short and long-term implications of the proposed policy, campaign or initiative and for whom?
3. Are there women, men, and gender-diverse people who have historically faced inequalities and who will be negatively impacted by the proposed policy, campaign or initiative?
4. Whose interests and/or priorities are reflected in the proposed policy, campaign or initiative? Which groups of women, men, and/or gender-diverse people are considered?
5. Were diverse women and men, girls and boys, and gender-diverse adults and children consulted before the changes were proposed? Did the consultation consider barriers for attendance (such as meeting in an accessible building, providing childcare, etc.)? How extensively were they consulted? Was their feedback integrated into the proposed policy, campaign or initiative and were they invited to review the subsequent changes?
6. Will potential impacts of the proposed change increase or decrease the gender division of labour? (For example, work in the 'care economy' and feminized labour, including unpaid work in the home such as cooking, cleaning, looking after children and/or elders predominantly performed by women and often impeding access to paid work).

## 2) Data Collection:

*These questions can be used to identify sources for the various data you may need to generate or access. Make a list of potential sources of data, as well as realistic ideas of how to generate the needed data. **Worksheet 2 (pages 13 to 14) provides a template to organize your sources and plans for data collection.***

1. What data do you have to answer the questions from *What to ask?* Is it collected from a variety of sources? (academic, community-based research, community consultation, anecdotal evidence and others)
2. How much data/evidence is required to offer effective analysis and arguments to the relevant decision-making bodies in the appropriate organizations? (to Council/the Minister/leader(s))
3. Do you have qualitative and/or quantitative data in response to the questions?
4. Do you have access to disaggregated data? (Data that identifies relevant subsets such as sex, age, race, ethnicity, class, disability, sexual orientation, gender identity, and others)
5. Are there existing intersectional data/analyses available on this or related issues?
6. Where might you access the data you need for a gender equality and intersectional analysis?
7. What are the different methods of consultation that can be used to set research agendas and priorities, and to integrate the lived experiences of marginalized women and gender-diverse people? (Information can be collected from storytelling, interviews, focus discussion groups, observation, surveys, and more)
8. How can you expand the type of knowledge and evidence informing your decisions (considering diverse knowledge systems, for example, Indigenous knowledge systems)? What perspectives are not currently being considered? How might those perspectives change the proposed policy, campaign or initiative, or your interpretation and analysis of it?

### 3) Building Arguments and Recommendations:

*These questions are crafted to provide reflection on the implications of answers to the previous sets of questions and your data findings, in order to create evidence-based arguments and recommendations founded in gender equality and intersectional analysis. **This page can be used to note your answers.***

1. What are the key findings of your research? What does the gender equality and intersectional data indicate in terms of which groups of women and men, girls and boys, and gender-diverse children and adults will benefit or experience loss?
2. What are the implications of your findings in terms of deepening or reducing gender inequality and the impacts of intersecting discriminatory practices and systems?
3. What do you want to achieve with the results of your gender equality and intersectional analysis?
4. What are your goals/demands and to whom?
5. What are your indicators of success?

## 4) Strategies for Leveraging Analysis to Effect Change:

*This section provides a list of action-oriented questions designed to inspire creativity in sharing the results of your analysis, and advocating for your proposed policy, campaign, or initiative. These kinds of questions are pivotal to moving from analysis to action. Critique and reflection are central steps to transformative political work, but they are not the only components. Sharing knowledge and analysis is key to mobilizing others and realizing substantive systemic change. These questions invite you to identify the ways in which to use your gender equality and intersectional analysis. **This page can be used to note your ideas.***

1. How can you maximize the impact of the results of your gender equality and intersectional analysis?
2. What communities will be most receptive to your findings? If they are not already involved in your work, how can you engage with them?
3. Are there other related groups/networks you can partner with for greater impact?
4. What means of communication and information sharing can you employ with your identified communities?
5. Are your means of communication and information sharing accessible to diverse groups of women and men, girls and boys, and gender-diverse people? (For example, is the information provided or distributed in multiple languages? Does it meet accessibility standards for people with disabilities? Does it use non-academic language and clear language so that is easy to understand?)





## Worksheet 1A: What to Ask?<sup>1</sup>

What is being analyzed: \_\_\_\_\_

Which groups of people will be impacted negatively? From which communities do they originate?	What are the potential negative impacts on these communities/groups of people?	Who will benefit? Whose interests does the proposal reflect? From which communities do they originate?		Were the proposed changes influenced by meaningful consultations? Consultations with whom?
		Who?	What benefits?	

<sup>1</sup> Please refer to Questions 1 to 6 from What to Ask? (p.4).

Which groups of people will be impacted negatively? From which communities do they originate?	What are the potential negative impacts on these communities/groups of people?	Who will benefit? Whose interests does the proposal reflect? From which communities do they originate?		Were the proposed changes influenced by meaningful consultations? Consultations with whom?
		Who?	What benefits?	

## Worksheet 1B: What to Ask?

What are the implications of compounded discrimination – historical and contemporary? For communities/groups of people?		Who experiences intersectional disadvantage/advantage?		What are the implied short and long-term losses/benefits?	
Who?	Impacts	Disadvantage and Who?	Advantage and Who?	Loss and for whom?	Benefits and for whom?

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## Worksheet 2: Data Collection<sup>2</sup>

What data do you have to answer the questions from Worksheet 1? Are they disaggregated? Identify sources.		What data is missing for your analysis/arguments?	What methods can you employ to generate/find intersectional data?		Identify potential problems in data collection? Other thoughts?
Qualitative	Quantitative		Find - Sources?	Generate - How?	

<sup>2</sup> Please refer to Questions 1 to 8 from Data Collection (p.5).

NOTE: After working with the Worksheets 1A, 1B and 2 continue on to sections Building Arguments and Recommendations (p. 6) and Strategies for Leveraging Analysis to Effect Change (p. 7) to create your strategy for action.

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Qualitative	Quantitative		Find - Sources?	Generate - How?	