

Annex C

Gender analysis in Taiwan

In 2005, Taiwan started advocating gender mainstreaming with an emphasis on the inclusion of a gender equality perspective in all aspects of the government's policymaking and implementation processes. The goal was to urge the government to ensure equal access to social and public affairs and acquisition of resources for different genders in allocation of government resources.

In terms of methodology, the campaign deployed six task forces as the primary tool, which were gender statistics, gender budget, gender impact assessment, gender analysis, gender awareness training, and gender equality mechanism. The gender impact assessment mechanism launched in 2009 provided the medium- and long-term individual plans and bills and required gender impact assessment to be performed in all stages from planning, implementation, and performance evaluation. The purpose was to help policymakers understand gender circumstances and close the gender gap. Effective in 2019, the amended gender impact assessment covered two parts, "see gender" and "respond to gender gap and needs". In other words, an assessment would use gender statistics and gender analysis to uncover gender issues and devise strategies in response.

Following the historical background and policy development above, gender analysis being advocated in Taiwan at the moment is intended primarily to support gender impact assessment and develop basic gender analysis skills in order to enhance the "see gender" aspect of gender impact assessments.

Gender analysis involves a process that uses gender data to identify gender issues and turns them into government policies and improvement strategies. Ideally, gender analysis should be able to lead to policies, plans or programs that change gender circumstances on a policymaking level and improved gender sensitivity and inspired self awareness and action on a personal level.

A gender analysis guidebook was published in Taiwan in 2020. It became the official document for training public servants in Taiwan. This document is an abstract of the guidebook. In Taiwan, gender analysis can be broken down into three aspects and seven steps that provide a starting point for learning to see gender issues.

I. Three aspects of gender analysis:

Sex, such as male, female, and intersex, is based on biological differences. It observes differences in experience, if any, by sex. Gender is based on social structure and emphasizes gender identity, social interaction and relationship. It observes how a person's gender is treated, while intersectionality focuses on interaction between sex and other aspects (e.g. gender temperament, sexual orientation, gender identity, age, group, region, and disorder).

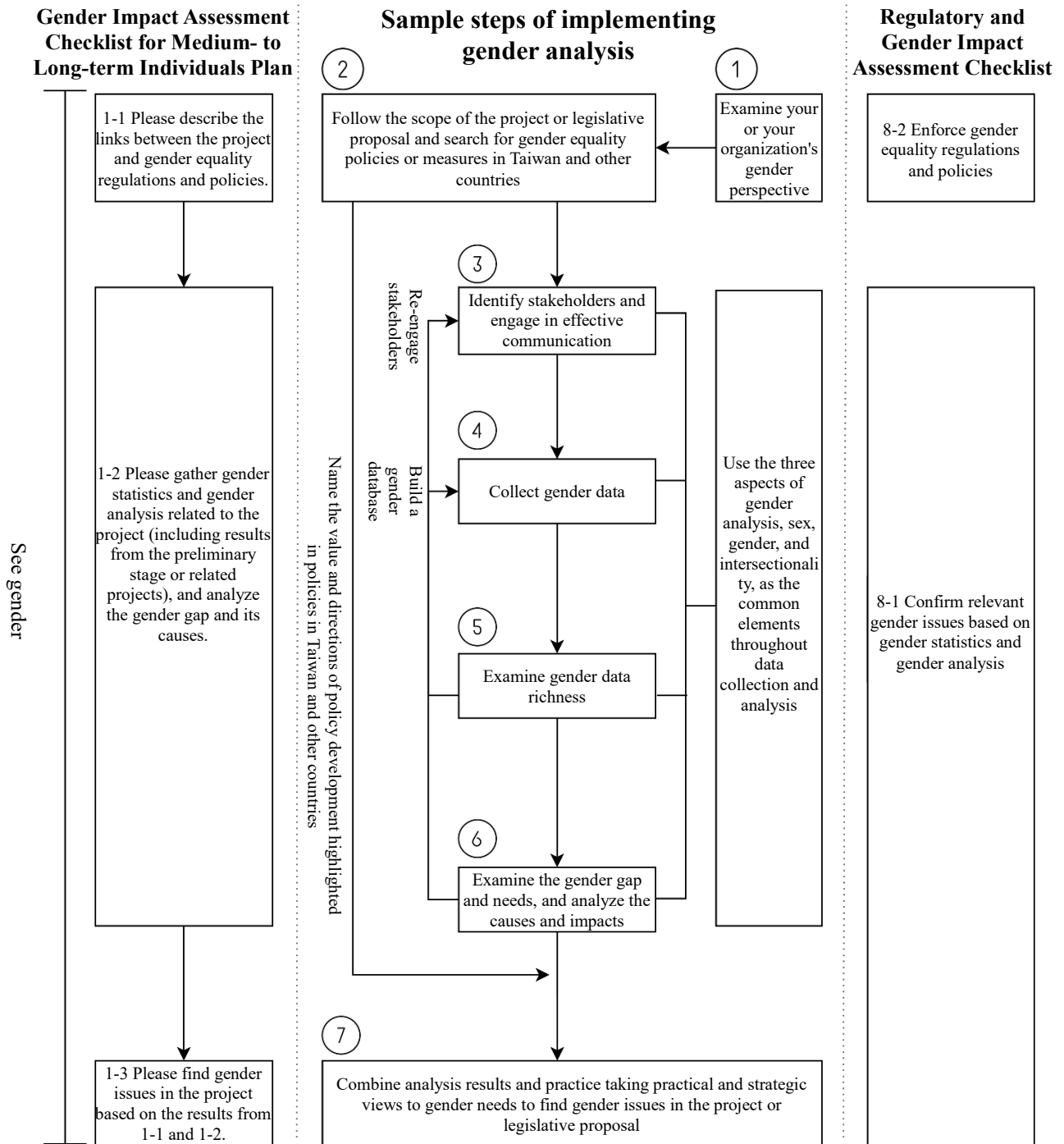
- (I) The first aspect of gender analysis: Is there any difference in experience of different **sexes**?
- (II) The second aspect of gender analysis: What is the view on **gender**?
- (III) The third aspect of gender analysis: It starts with gendered behavior and observes **intersectionality of gender and other factors**, especially the social circumstances of multiple disadvantaged groups.

II. Seven steps of gender analysis

The graph below illustrates the process of exploring gender issues. We call it the "see gender" stage. Please direct your attention to the center. You will see the seven steps of gender analysis that match the gender impact assessment.

You will see the **Gender Impact Assessment (GIA) Checklist for Medium- to Long-term Individuals Plan** on the left side of the graph and the **Regulatory and Gender Impact Assessment Checklist (RGIA)** on the right. We will explain gender analysis and the connection between GIA

and RGIA. We will use leading questions and a mix of explanations and examples to help readers grasp the idea of gender analysis and start seeing gender issues in projects or legislative proposals.



(I) Step 1: Examine your or your organization's gender perspective
[see GIA 1-1 and RGIA 8-2]

1. What experience is your gender perspective based on? What is the underlying gender equality value or philosophy reflected by it?
2. What is your organization's stance on groups involved in the preliminary stage of this project and related projects? What is the stance to be taken?

(II) Step 2: Refer to details of the project and check related gender equality policies or measures in Taiwan and other countries
[see GIA 1-1 and RGIA 8-2]

1. What gender equality policies or measures are related to the project?
Please provide a list of examples.
Please inspect your projects and explore links to gender equality policies or measures based on the topics, goals, and tasks of these projects.
2. Please describe the gender equality value or viewpoint reflected by these policies or measures.

(III) Step 3: Identify stakeholders and engage in effective communication
[see GIA 1-2 and RGIA 8-1]

Stakeholders refer to groups or individuals who can influence or be influenced by the topic/project/policy/proposal.

Please think about what individuals or groups are stakeholders in the project or legislative proposal? Different stakeholders have different ideas and views on different topics. There are stakeholders who have the same, similar, or opposite views. For an organization, analyzing differences between these opinions and strategies and the organization's own plan and including stakeholders in the consultation early in the planning stage will help the organization devise or modify its policy/project.

Stakeholders, when they are mentioned, refer primarily to the

following three groups: Please follow the categories below to identify and engage stakeholders:

1. Policymakers: such as persons who devise and make decisions on projects in organizations and external consultants.
2. Service providers: such as persons who execute projects in organizations and labor supplied by outsourcing service providers.
3. Beneficiaries (or people affected): parties who benefit directly or indirectly from implementation of a project or legislative proposal.

(IV) Step 4: Collect gender data

[see GIA 1-2 and RGIA 8-1]

Gender data emphasizes the use of both qualitative and quantitative data. Flexible application of qualitative and quantitative methods provides an opportunity to recreate the diversity and complexity of people or groups to a greater degree and thereby reflect more realistically the world in which the project subjects live. This is also how response strategies can be made more aligned to gender needs.

We focus on stakeholders as the scope of gender data collection in this stage. Gender data are collected on policymakers (e.g. project planning or execution committees), service providers (e.g. companies entrusted to exercise state authority), and beneficiaries (e.g. subsidy recipients) in order to explore their gender circumstances.

(V) Step 5: Examine gender data richness

[see GIA 1-2 and RGIA 8-1]

Please check if you have sufficient data for analyzing gender circumstances of stakeholders. If the data are insufficiently rich or found inadequate during the analysis and unable to answer the questions, more gender data can be added in the following ways:

1. Build a gender data.:
2. Re-engage stakeholders: When you think you have insufficient data,

you can double-check if there was sufficient stakeholder communication in the past and if the views of gender groups or experts following the topics were included.

(VI) Step 6: Examine the gender gap and needs, and analyze the causes and impacts

[see GIA 1-2 and RGIA 8-1]

We can treat stakeholders as the primary subjects and start with the three aspects of gender analysis to observe intergender (such as between male and female) and introgender (such as between disabled women, elderly women and whole group) opportunity or resource gaps in the planning, preparation and execution, and review and assessment stages in terms of needs, service supply or result. Then we explore causes of these gaps.

The gender gap and needs are examined in terms of "resource gains and empowerment" for the purpose of facilitating a different environment in resources, increased influence, and substantive gender equality.

(VII) Step 7: Combine analysis results and find gender issues in the project or legislative proposal

[see GIA 1-3 and RGIA 8-1]

Gender issues are established by combing through gender data and analyzing gender elements therein as well as how stakeholders benefit from resources and become empowered. Causes and effects of gender issues related to the project are clarified.

Please follow the thought process below to check if the gender issues are complete and well-established:

1. Check the gender equality regulations and policies in Step 1 and Step 2 (Column 1-1 in the Gender Impact Assessment Checklist for Medium- to Long-term Individuals Plan). What are the directions identified for gender equality policies? What are the

gender equality values reflected? Are there any gender issues that provide case studies and can be added to the project?

2. What important gender issues are identified from the results from Step 3 to Step 6 (Column 1-2 in the Gender Impact Assessment Checklist for Medium- to Long-term Individuals Plan)?
3. Summarize the results from the two points above and identify gender issues to be improved by the project.