Tasmanian Women's Plan: Consultation Report

Tasmania
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CONTENTS

1.CONSULTATION METHODOLOGY

The Tasmanian Women's Plan (the Plan) has been developed by the Community Development Division (CDD) of the Department of Premier and Cabinet. This report has been prepared to summarise the data collected during consultations undertaken to inform the Plan.

Public consultations were conducted in the form of both an online survey and a written submission process.

CDD also consulted with all State Government agencies to obtain comprehensive and up-to-date information about what the Tasmanian Government is doing for women and girls. The Tasmanian Women's Council (TWC) also provided extensive advisory and promotional support throughout the consultation process and development of the Plan.

A summary of these consultation methods and how they shaped the recommended actions in the Plan is provided below as well as a summary of the data received.

ONLINE SURVEY

To help inform the Plan, an online survey was developed using Survey Monkey Software.

The survey ran from mid-November 2011 until late January 2012 and was promoted using the CDD website, CDD email networks, targeted Facebook advertising and a media release by the Minister for Community Development, Cassy O'Connor MP. Respondents were given the opportunity to enter a draw for one $50 Coles Myer or iTunes voucher, which was drawn randomly and awarded after the survey had closed.

A total of 1 069 people completed the survey, which contained 38 questions. The majority of questions related to the following themes representing key areas of women and girls' lives:

- Economic Security and Financial Independence;
- Education and Training;
- Health and Wellbeing;
- Housing and Homelessness;
- Leadership; and
- Safety and Justice.

The questions under these themes related to respondents' activities and experiences and highlighted issues that they perceived as barriers to women's involvement in those areas.

At the end of the survey, respondents were asked a general question (question 37) about what their priority issues were for women and girls in Tasmania in the next five years.
Remaining questions pertained to demographics, caring roles, and service use, and accessibility.

The data from the survey questions are discussed in this report under theme areas. Most questions had a relatively high response rate but it should be noted that not all participants answered all questions. Numbers of responses and question type (ie multiple choice, open-ended, rating scale) are provided against each question.

Where available, 2011 Census data is provided with the demographic data, to compare representativeness. This is purely for indicative purposes as definitions and methods of data measurement differ between the survey and the census.

WRITTEN SUBMISSIONS

In addition to the online survey, CDD also called for written submissions in the same timeframe. Respondents were given the opportunity to enter a draw for one $50 Coles Myer or iTunes voucher, which was drawn randomly and awarded after the written submission period had closed.

Twelve in-depth written submissions were received; 11 from organisations and one from an individual.

The written submissions template allowed for comment under the themes mentioned or comment on 'other' women's issues.

Some submissions made comment on all theme areas plus 'other' issues, while others just commented on one or two areas.

The Government appreciates and values the time people and organisations took to prepare their written submissions and to share their views. While the full body of these submissions cannot be included in this report, the main focus points are addressed and summarised under themes in the section 2 of this report.

GOVERNMENT AGENCY CONSULTATION

CDD worked with Tasmanian Government agencies to obtain information on current or planned initiatives for women and girls (or non-gendered initiatives with an obvious benefit for women and girls).

This information was then cross-checked against consultation data to identify:
- issues where there may be a need for some/greater government activity; and
- areas where there are existing government programs or services that respond to issues identified during the consultations.

In some cases, there are existing programs or services for women that already address issues raised in the consultation. This highlights a need for greater communication about what the Tasmanian Government is doing and examination of these programs to ensure they are 'fit for purpose'. While it is at the discretion of Government agencies how they wish to use this information, CDD can take some action in this area by developing a women's portal – an online 'one-stop-shop' resource that will include information on Tasmanian services and programs for women and girls. This portal will assist in increasing awareness of available programs and services and is highlighted as a key initiative in response to the issues raised during consultations.

TASMANIAN WOMEN'S COUNCIL

The Tasmanian Women's Council (TWC) provides advice to the Tasmanian Government on issues of importance to women and contributes to the development of strategies that address disadvantage and increase the participation of women in all aspects of community life.

The TWC reflects the diversity of women across the State and includes representatives from both rural and isolated communities. Members have been appointed as individuals, not as representatives of particular groups or organisations. The TWC includes women from a range of ages and backgrounds, including tourism, environment, social justice, health, multicultural affairs and business.

The TWC meets three to four times a year and members are appointed for a two-year term. Members are appointed by the Minister for Community Development, with their selection based on membership of key women's organisations or ongoing contact with formal or informal networks.

The 2011-13 TWC has had an provided advisory support and promotion of the consultations through its networks as part of the development of this plan.

EFFECTIVENESS OF CONSULTATIONS

Overall, the methods used to consult with the community were deemed effective. Promotional and marketing methods facilitated access to a broad cross-section of the Tasmanian community. The overwhelming response to the online survey, and the in-depth written submissions provided by a number of key stakeholder organisations, have provided a rich resource of data from which to draw the observations and recommended initiatives.

A small number of stakeholders were critical of the consultation process for not including face-to-face forums. Due to resource implications and the wide reach achievable using existing networks and online methods, this was deemed not to be viable at the time.

Participants in the online survey were asked about their preferred methods of engagement, with 45 per cent responding that they preferred online consultation while 10 per cent preferred public forums.

However, it is acknowledged that face-to-face forums are considered a preferred and accessible method for some people in the community. This feedback has been taken into consideration and will inform a broader examination of how the Government can best consult and engage with a range of communities as part of CDD's development of a best practice community engagement framework.

Once again, we would also like to extend our thanks to those organisations, such as Speak Out and the Multicultural Council of Tasmania MCOT, who ran forums with their clients in order to produce their written submissions.

2. WRITTEN SUBMISSIONS – SUMMARY

Twelve in-depth written submissions were received; 11 from organisations and one from an individual. Some submissions made comment on all focus areas (plus more) while others just commented on one or two issues.

While the full body of these submissions cannot be covered in this report, we are taking every effort to ensure the main, most frequently mentioned issues are captured.

The key issues raised in the submissions are summarised by theme area below:

ECONOMIC SECURITY AND FINANCIAL INDEPENDENCE

- Support women after childbirth, older women or those with caring responsibilities to return to the workforce (by provision of affordable childcare, elder respite care, flexible working hours, retraining programs).
- Encourage women to work in (often higher paid) non-traditional areas of work.
- Develop and promote 'models of excellence' in flexible work practices.
- Reduce the pay gap and implement the Fair Work Australia's Equal Remuneration decision of February 2012.
- Promote community education campaigns around anti-discrimination in the workplace law and practices.
- Promote and enhance social enterprise programs for women.
- Promote female role models in the finance industry.
- Support women in business through mentoring and networking programs.
- Support women escaping family violence to find training and employment as economic security is a (sometimes determining) pathway out of family violence.
- Increase support to women with disability to assist with cost of living pressures.
- Promote financial literacy training for women with disability.
- Lobby superannuation providers to change rules allowing closure of small ($5 000 or under) super accounts.
- Strengthen legislative provisions against economic abuse of women.

Women from Culturally and Linguistically Diverse Backgrounds

- Promote the benefits of education and training to girls and women from culturally and linguistically diverse backgrounds.
- More and better work experience placements for newly arrived women or women from refugee or humanitarian backgrounds.
- Promote more cultural awareness training for employment agency staff.
- Support community education programs that encourage employers to employ women from culturally and linguistically diverse backgrounds.
- Increase cultural awareness training across all industries, Government and the private sector.

Young Women/Girls

- Promote financial literacy courses and counselling for women and girls, including courses to be run through the education system, to ensure financial independence from a young age.
- Promote community education campaigns around young women and gambling.
- Support young mothers pursuing child support payments.

Older Women with Caring Responsibilities

- Increase the financial support available to grandparents who are caring for their grandchildren.

EDUCATION AND TRAINING

- Promote and support girls getting into non-traditional areas of education and training and increase the number of women and girls doing apprenticeships.
- Support more affordable and flexible childcare (including encouraging men to absorb more childcaring responsibilities) so women with caring responsibilities, particularly single mothers, can access training courses.
- Offer education programs for single mothers that focus on further education and skilled occupations.
- Support women who have been in family violence situations find suitable and appropriate training, as education/economic security can be a pathway out of family violence.
- Provide financial support to assist women to attend university.
- Deliver a community education program on people with disability.
- Promote post-graduate study to women.

Young Women/Girls

- Promote programs to keep girls engaged with education, especially those with learning difficulties, with disability, from low literacy or lower-socio economic backgrounds, or from culturally and linguistically diverse backgrounds.
- Recognise and support the diverse learning needs of girls.
- Department of Education Pathway Planners in all schools from Year 9.
- Support programs to enable and encourage teenage mothers to continue with education.
- Focus on importance of early learning.
- Offer more work experience programs for young women.

Women from Rural or Remote Areas

- Support girls and women from rural and remote areas to access education (transport, affordable accommodation, flexible campus options and more online courses).

Women from Culturally and Linguistically Diverse Backgrounds

- Recognise the diversity of women and girls from culturally and linguistically diverse backgrounds learning ESL (English as a Second Language) and identify and support individual needs.
- Support better integration of young girls from culturally and linguistically diverse backgrounds into 'mainstream' culture (through sport, 'buddy system' in schools).
- Create more information, access and assistance with sourcing courses for newly arrived women, or women from refugee or humanitarian backgrounds.
- More education programs or access to information for women from culturally and linguistically diverse backgrounds regarding Australia, its people and its culture/norms.

- Provide more information regarding Australia's political system, representatives and the rights of individuals.

Women with Disability
- Provide extra funding for the Supporting Individual Pathways program.
- Resource schools to provide more specialist support for students with disability.
- Provide driver training as part of Work Education Course.
- Provide training support for disability workers and carers.
- Support community education programs regarding women with disability (and what they can achieve).
- Support programs such as 'R-Word: Spread the Word End the Word'' campaign, to end use of the word 'retard'.

Older Women
- Promote lifelong learning for older women.

HEALTH AND WELLBEING

- Develop a health plan for women with an emphasis on health promotion and illness prevention.
- Support programs and access to those programs for older women, women with disability, women from culturally and linguistically diverse backgrounds, and younger women.
- Promote healthy eating and healthy lifestyle programs.
- Promote programs that encourage positive body images for women and girls.
- Increase support for women experiencing mental illness.
- Better and easier access to the 'morning after pill' (Emergency Contraceptive Pill (ECP)) for girls and women.
- Expand early detection programs for breast and gynaecological cancers.
- Increase programs for young mothers and pregnant women.
- More support for informed choice around childbirth, particularly more information and support for ongoing midwifery care.
- Recognise violence as a key determinant of health outcomes and provide easily accessible counselling and support programs and medical treatment for victims of family violence.
- Support gendered research (University of Tasmania (UTAS) Menzies Research Institute) into diagnosis, prevention and treatment of disease.
- Establish a 'network of Women's Health Nurse Practitioners' to ensure cervical screening and breast checks for women in rural and remote areas.
- Recruit more female doctors into the public health system.
- Use a variety of media for health promotion (ie TV, print, social media).
- Ensure mental health facilities are appropriate to women's needs.
- Fund statewide expansion of women's health centres.
- Ensure consumer representation in health policy, program and service development.

Young Women/Girls
- Increase and expand 'respectful relationships' education so all girls and boys learn about healthy relationships, sexual health and reproduction from a young age.
- Support programs that seek to decrease the sexualisation of girls and young women.

- Community education for young women around underage drinking (binge drinking), smoking and taking drugs.
- Promote anti-bullying programs for young women.
- Undertake research into risk taking behaviour by young women.

Women from Culturally and Linguistically Diverse Backgrounds
- Increase accessibility of health services to women from culturally and linguistically diverse backgrounds, particularly those that cannot access private health cover.
- Promote sport and physical activity opportunities to women and girls from culturally and linguistically diverse backgrounds.

Women from Rural or Remote Areas
- Expand Sexual Health Services outreach into rural and remote areas.

Women with Disability

- Provide a community education campaign, particularly targeting the medical profession/doctors to educate the community about people with intellectual disability to help 'stop bullying' and increase understanding.
- Provide funding to expand peer education programs around sexual health for women with disability.
- Support legislative reform to remove pregnancy termination from the *Criminal Code Act 1924*.
- Support the repeal of Section 50 of the *Criminal Code Act 1924*, which is as follows:
    Domestic discipline

    It is lawful for a parent or a person in the place of a parent to use, by way of correction, any force towards a child in his or her care that is reasonable in the circumstances.

HOUSING AND HOMELESSNESS
- Provide gender specific data for housing (including waiting lists) and homelessness to improve policy development in this area.
- Provide more and appropriate public housing to meet the needs of all women during all stages of their lives (older women, women with children, women from culturally and linguistically diverse backgrounds who may have expanded/extended families they wish to live with, young women, single women, women with disability, women escaping family violence).
- Provide more emergency accommodation for women, as there is a great shortfall, particularly for those escaping family violence.
- Ensure that appropriate infrastructure, transport, and community provisions and services are accessible to women in public or emergency housing.
- Provide information sessions for real estate agents and landlords regarding the specific needs of women and ensuring non-discriminatory practices (understanding of anti-discrimination laws) regarding the renting of properties (particularly to women with disability, women escaping family violence – perhaps with children and pets, women from culturally and linguistically diverse backgrounds, potentially with larger families and where English is not their first language).
- Provide information sessions for Housing Tasmania employees about the specific needs of women (women with disability, women escaping family violence – perhaps with children

and pets, women from culturally and linguistically diverse backgrounds, potentially with larger families and where English is not their first language).

- Request the Federal Government to provide mortgage relief to Centrelink recipients who are paying off home loans (often single parent families headed by females).
- Provide incentives for landlords renting to women escaping family violence who have children and pets.
- Provide an emergency bond program for women escaping family violence.
- Provide rental assistance for young mothers.
- Lobby developers to use universal building standards.
- Lobby Centrelink to ensure Centrepay rent payment system is free and costs are not passed on to consumers by landlords.
- Ensure people with disability are transitioned out of supported accommodation when able to live independently so spaces are free for those with greatest need.

LEADERSHIP

- Provide leadership training, mentoring and networking opportunities accessible to all women.
- Promote female leadership role models, including women with disability, women from culturally and linguistically diverse backgrounds, young and older women.
- Undertake a campaign to challenge stereotypes of women in business.
- Evaluate the Women in Business micro-credit program.
- Promote programs that support women getting into local or state government.
- Recognise Tasmanian women who are leaders in their field.
- Undertake a Women On Boards strategy, preferably with a target of new appointments.
- Promote the benefits of employing women in leadership positions.
- Government agencies to provide a gender breakdown of leadership teams within their annual reports.
- Ensure government funded services provide a gender breakdown of their board of management/staff as part of their funding agreement.
- Provide gender specific data around: female sole traders; women in business; the types of businesses women are in; and emerging business sectors for women.
- Develop grassroots community leadership programs.
- Include images of people with disability in government documents and promotions.
- Fund mentoring programs for women with disability.
- Promote the achievements of women with disability.
- Promote the right of women with disability to vote and develop strategies to assist them to do so.
- Develop/promote programs that teach women how to recognise and market their skills and experience.
- Promote the benefits of volunteering.

Young Women/Girls

- Create mentoring opportunities for young women/girls, particularly those from disadvantaged backgrounds.
- Create strategies to identify and retain emerging leaders in Tasmania.
- Promote volunteering and committee/board membership from a young age.

SAFETY AND JUSTICE

- Implement the National Plan to Reduce Violence Against Women and Their Children.
- Provide a primary prevention strategy in recognition of the need to change community perceptions, responses and awareness of violence against women.
- Provide gender specific data around crime and offences for women and men.
- Support expanded counselling services and programs for perpetrators of family violence, including court mandated programs.
- Recruit and promote female leaders in the court system and Police force.
- Provide more resources to the child protection system.
- Provide more legal services for women across Tasmania.
- Ensure 'de-gendering' violence against women and children does not occur; the vast majority of cases involve acts of crime by males against females.
- Acknowledge that there are male victims of family violence, and female perpetrators.
- Undertake Police data collection on female violence perpetrators.
- Educate boys and men about family violence.
- Promote programs in which male leaders help to create a culture in which violence is unacceptable (e.g. White Ribbon Day), in recognition that family and sexual violence are issues for the whole community.
- Support strong sentencing for repeat offenders for breaches of family violence orders.
- Offer childcare support for family violence victims.
- Reduce court delays for family violence matters.
- Increase court support services for family violence victims.
- Provide more accessible out-of-court witness facilities.
- Provide more resources to implement Safe at Home.
- Provide resources to the Women's Legal Service as a complementary service to Legal Aid.
- Increase counselling support for family violence perpetrators.
- Repeal Section 50 of the *Criminal Code Act 1924*, which reads as follows:

  Domestic discipline

  It is lawful for a parent or a person in the place of a parent to use, by way of correction, any force towards a child in his or her care that is reasonable in the circumstances.

Women with Disability

- Provide appropriate support and provision of information and services for women with disability (and their carers) regarding asserting their rights and reporting crimes.
- Create protocols to ensure Police give women with disability equal opportunity to present as witnesses if they wish. Deliver a community education campaign about bullying of people with disability.
- Provide training/information for Police around women with disability and women from culturally and linguistically diverse backgrounds.

Young Women/Girls

- Provide more information and support for young women around violence and reporting sexual assault and violent crimes.
- Increase and expand 'respectful relationships' education so all girls and boys learn about healthy relationships from a young age (as mentioned in Health and Wellbeing).

- Support programs that seek to decrease the sexualisation of girls and young women (as mentioned in Health and Wellbeing).
- Conduct research into the increase in numbers of young women perpetrating acts of violence.

BROADER ISSUES

- Support gender mainstreaming to ensure that gender awareness is incorporated into the development of policy, services and programs.
- Develop a best practice community engagement strategy.
- Develop gender specific data for Tasmanian women to assist with policy and program direction and development.
- Ensure a 'voice' for Tasmanian women in the public agenda.
- Ensure that government agencies take a collaborative approach to development of community policy, program and service responses.
- Work more collaboratively with the non-government sector in development of community policy, program and service responses.
- Monitor and evaluate policies and programs on an ongoing basis.

Additionally, a number of issues were raised in regard to specific population groups but they were too broad, specific, or gender neutral to fit under a theme area. These issues are as follows:

Women from Culturally and Linguistically Diverse Backgrounds

- Promote programs that engage women from culturally and linguistically diverse backgrounds (eg local government activities).
- Provision of data around complaints or charges that involve racially based incidences.
- Support the introduction of Racial Vilification Laws as a section of a Bill of Rights for Tasmania.
- Support mentoring and networking programs, especially for newly arrived women and for women coming from communities that are traditionally patriarchal, to help them settle into a new and unfamiliar country.
- Support more public awareness programs for women from culturally and linguistically diverse backgrounds: *'no to racism'.*

Other Recommendations for Women with Disability

- Ensure buildings are accessible to everyone.
- More support for women with disability raising children.
- Educate child protection staff on the needs of parents with disability.
- Provide more accessible information in easy to read, plain English/easy English versions.

3. SURVEY REPORT

The online survey contained 38 questions. A number of questions related to the key working themes outline in Section 1. The remaining questions relate to demographics, caring roles, and service use and accessibility.

The data from the survey questions are summarised below in the order questions were asked. Most questions had a relatively high response rate but it should be noted that not all participants answered all questions. Numbers of responses and question type (i.e. multiple choice, open-ended, rating scale) are provided against each question.

QUESTION AND ANSWER SUMMARY

Question 1: To be in the running to win your choice of either a $50 Coles Myer or iTunes voucher, please provide your email address in the box below. (Open-ended – 897 responses)

897 respondents provided their email address and one respondent was drawn randomly to receive a $50 voucher.

Question 2: What is your Relationship Status? (Multiple Choice - 897 responses)

A breakdown of respondents' relationship status is provided at table 1 below.

Table 1: Breakdown of respondents' relationship status

Answer Options	Response %	2011 Census Answer Options	2011 Census Figures – Tasmanian Females %
Partnered (married or defacto including same sex defacto)	62.1	Never married	24.42
Single	23.3	Widowed	8.09
Widowed	2.0	Divorced	8.84
Separated	3.8	Separated	2.76
Divorced	8.7	Married	37.78
		Not applicable	18.10
TOTAL	99.90		99.99

Table 2 below provides an age breakdown of respondents.

Table 2: Age breakdown of survey respondents

Answer Options	Response %	2011 Census Results - Tasmanian Female population by age %
Under 14	0.0	16.8
14-17	5.0	5.15
18-24	9.1	8.20
25-34	20.6	11.29
35-44	23.2	13.34
45-54	25.8	14.53
55-64	13.7	13.40
65-74	2.3	8.97
75 and over	0.2	8.27
TOTAL	99.90	99.95

Question 4: What is the postcode of your primary residence in Tasmania? (Open –ended response – 1 149 responses)

Respondents were asked to provide the postcode of their primary residence in Tasmania. These postcodes were then themed by region. A regional breakdown of respondents' postcodes is provided in Table 3 below.

Table 3: Regional breakdown of survey respondents

Region	Respondents %	Census 2011Figures – Tasmanian Females %
Central Highlands	3.3	5.54
Midlands	1.47	1.02
North	21.4	24.68
South	50.2	43.39
North-West/West	20.53	23.27
East	1.39	2.07
Unknown	1.13	
Total	99.42	99.97

Question 5: How long have you been living in Tasmania? (Multiple choice – 1 149 Responses)

Table 4 below provides a breakdown of how long respondents had been living in Tasmania.

Table 4: breakdown of respondents' time living in Tasmania

Answer Options	Response %	Census 2011 Figures %
Less than 1 year	3.6	0.58% (Arrived 1 Jan 2011 – 9 August 2011)
1-4 years	10.3	4.11
5-9 years	10.1	3.07
10-14 years	8.1	2.17
15-19 years	9.3	1.72
More than 20 years	60.2	12.07
TOTAL *	101.60	23.74
* The total % is due to an error in designing this question that allowed participants to enter more than one answer.		1.08% - not stated 75.16% Not Applicable

Question 6: In which country were you born? (Choice of Australia or specify other – 1 149 Responses)

The majority of respondents (86.2 per cent) identified Australia as their country of birth. For the 13.8 per cent of respondents who specified another country of birth, the most commonly identified countries of birth were the United Kingdom (7.2 per cent) and New Zealand (1.5 per cent).

In the 2011 Census, 83.3 per cent of Tasmanian female respondents identified Australia as their country of birth and 11.6 per cent identified another country.

Other countries mentioned in the survey were:
- Canada
- South Africa
- Chile
- China
- Czechoslovakia
- Denmark
- Estonia
- France
- Germany
- Greece
- Holland
- Hong Kong
- India

- Ireland
- Jordan
- Kenya
- Malaysia
- Netherlands
- Nigeria
- Philippines
- Poland
- Singapore
- South Africa
- South America
- South Korea
- Zimbabwe
- United States of America

Question 7: Do you identify as Aboriginal, Torres Strait Islander, neither or both? (Multiple Choice – 1 149 responses)

Respondents were asked if they identified as Aboriginal or Torres Strait Islander. A total of 3.8 per cent of respondents identified as Aboriginal and 0.5 per cent identified as Torres Strait Islander.

In the 2011 census, 3.57 per cent of Tasmanian female respondents identified as Aboriginal, 0.24 per cent as Torres Strait Islander, and 0.15 per cent as both.

Question 8: Is English your first language? (Yes or Specify other – 1 149 responses)

A total of 98.1 per cent of respondents identified English as their first language, and 1.9 specified another. In the 2011 Census, 91.8 per cent of Tasmanian female respondents identified English as their first language and 4.49 per cent identified another country.

Of the 1.9 per cent who specified another first language in the survey, languages mentioned were:
- German
- Spanish
- French
- Tamil
- Dutch
- Arabic
- Afrikaans
- Estonian
- Chinese
- Korean
- Polish
- Czech
- Greek
- Slovak

Question 9: Do you identify as a person with disability? (Multiple Choice – 1 063 responses)

9.4 per cent of respondents identified as a person with disability. In the 2011 Census, 6.07 per cent of Tasmanian female respondents identified as a person who needed assistance for core activities.

Question 10: Are you a carer of someone who is frail aged or a person with disability? (Multiple Choice – 1 063 responses)

10 per cent of respondents identified as a carer of a person with disability or a person who is frail aged. Comparable census data was unavailable for this question.

Question 11: Do you identify as Lesbian, Gay, Bisexual, Transgender or Intersex? (Multiple Choice –1 048 Responses)

6.4 per cent of respondents identified as Lesbian, Gay, Bisexual, Transgender or Intersex (LGBTI). Comparable census data was unavailable for this question.

Question 12: Which of the following best describes your current housing situation? (Multiple Choice – 1 134 responses)

This question asked respondents to choose an option that best described their housing situation. The three most common answers were 'Home Owner – Repaying' (43.9 per cent), 'Renting' (22.6 per cent) and 'Home Owner – Own Outright' (18.4 per cent).

The full breakdown of choices is shown at Table 5 below.

Comparable gender disaggregated data was not available for this question.

Table 5: Breakdown of Respondents by Housing Situation

Answer Options	Response %
Home Owner – Own Outright	18.4
Home Owner – Repaying	43.9
Renting	22.6
Living rent free with family or friends	10.4
Homeless (includes 'couch surfing' or staying with friends)	0.2
Public Housing Tenant	1.9
Other (please specify)	2.6
TOTAL	100.00

2.6 per cent of respondents chose 'other' and were asked to specify their housing situation. Responses included people who were living rent free or paying board with family, people employed as live-in carers and people who were living in student accommodation and assisted care homes.

Question 13: What do you think are some of the difficulties for women in finding appropriate and stable housing? (Open-ended question – 701 responses)

Respondents were given the option to provide an Open-ended response outlining what they thought were the major difficulties for women in finding appropriate and stable housing. Responses to these questions were analysed for key themes. The key themes that emerged are summarised below:

Cost
A high number of respondents commented that the cost of rental, rental bonds and house prices were too high in Tasmania. Rental costs were raised in relation to the public and private markets.

Other living costs, such as home maintenance, food, amenities, transport and childcare were also mentioned as impacting on women's financial ability to access housing.

Financial Capacity
A high number of respondents commented that women often did not have the financial capacity to enter the housing market as renters or as buyers. This was frequently linked to comments that a lot of women work part-time or casual hours due to child-caring and other responsibilities, or were employed in low paying industries. Single women were also identified as not having the financial capacity to enter the housing market or obtain finance due to having only one income. Some respondents also commented that women did not have a sufficient understanding of how to negotiate the housing system and obtain finance.

Appropriate Housing
A high number of respondents commented that it was hard for women to find housing that met their specific needs in regard to accessible services, transport and childcare options and security. Some respondents commented that the locations of public housing and shared housing often provided significant security concerns for women, particularly single women, single aged women, single mothers and women with disability.

Availability
A high number of respondents identified a lack of housing as a difficulty for women, particularly public housing and emergency accommodation for women who may be experiencing family violence or financial crisis.

Perceived Discrimination
A high number of respondents commented on perceived discriminatory practices against women in the housing market. This included observations that women with children and pets, older women, or single women with one income were often discriminated against by real estate agents, public and community housing providers and financial institutions.

Question 14: Do you have dependent children? (Multiple Choice – 1 133 responses)

33.8 per cent of respondents indicated that they had dependent children.

Question 15: Are you caring for dependant adults? (Multiple Choice – 1 133 responses)

8.1 per cent of respondents indicated that they were caring for dependent adults.

Respondents were asked to select their highest level of education from a list of options. The category with the highest response was post-graduate University qualification (27 per cent), followed by TAFE/Polytechnic course or certificate (23.7 per cent) and undergraduate university qualification (20.2 per cent). A full breakdown of respondents by highest level of education is provided at Table 6.

Table 6: Breakdown of Respondents by Highest Level of Education

Answer Options	Response %
Post-graduate university qualification	27.0
Undergraduate university qualification	20.2
TAFE/Polytechnic course or certificate	23.7
Year 12 or equivalent	10.8
Year 10 or equivalent	12.9
I am currently in high school below year 10	1.5
None of these	0.2
Other (please specify)	3.7
TOTAL	100.00

3.7 per cent of respondents chose 'other' and were asked to specify their highest level of education. Responses included people who were still studying at school or university, held trade qualifications, or held qualifications from other organisations that did not fit the categories outlined above.

Respondents were given the option to provide an Open-ended response outlining what they thought were the difficulties for women in accessing education and training. Responses to these questions were analysed for key themes. The key themes that emerged are summarised below:

Cost
A high number of respondents identified the cost of education and training as a major barrier to women's participation.

Childcare and Family Responsibilities
A high number of respondents commented that women find it difficult to balance education and training with caring for children and family members. A lack of childcare places and the cost of childcare were also identified as barriers to women's participation in education and training.

Accessibility
A large number of respondents identified accessibility as a difficulty, particularly in regard to location and training mediums. This included a perceived lack of online courses, regional courses and courses that offer flexible hours.

Other issues less commonly but consistently identified included:
- **Lack of awareness** – a number of respondents commented that there was a lack of awareness amongst women regarding education and training opportunities available to them.

- **Lack of support** – a number of respondents commented that there was a lack of family and employer support to commence training and education.
- **Lack of employment opportunities** – a number of respondents commented that there was a lack of post education and training employment opportunities.
- **Tasmanian education culture** – a number of participants commented on a perceived culture in Tasmania that discourages women from pursuing professional careers and development in favour of motherhood, and that Tasmania's secondary school culture furthers this due to high school ceasing at Year 10.

Respondents were asked to select an option that best described their employment status. The highest rates of response were for 'employed – full-time' (38.7 per cent) and 'employed – part-time' (18.6 per cent). A full breakdown of respondents by employment status is provided at Table 7 below.

Table 7: Breakdown of respondents by employment status

Answer Options	Response %
I am employed full-time	38.7
I am employed part-time	18.6
I am employed casually	8.3
I am in unpaid employment	0.2
I perform home duties	7.7
I am unemployed	2.9
I am a student	6.7
I am self-employed	7.3
Other (please specify)	9.7
TOTAL	100.10

9.7 per cent of respondents selected the 'other' option and were asked to specify. Common responses, other than those that duplicated the above options, included caring duties, retired and receiving a disability pension.

21.6 per cent of respondents said yes, 61.2 per cent said no, and 17.2 per cent said 'not applicable'.

Respondents were given the option to provide an Open-ended response outlining what they thought were the major difficulties in gaining employment. Responses to this question were analysed for key themes.

The key themes that emerged are summarised below:

Family Friendly and Flexible Hours
A high number of respondents commented that it was hard for women to find positions with flexible hours, particularly in regard to allowing women to work around childcare and school times, school holidays, and children's illness and activities.

Lack of Skills and Experience
A high number of respondents commented that many women did not have the necessary skills to undertake paid work, or the skills to navigate job application processes.

Childcare – Cost and Availability
A high number of respondents commented that a lack of childcare and childcare costs restricted women's ability to enter or re-enter the workforce after having children.

Lack of Jobs
A high number of respondents commented that there was a general lack of jobs in Tasmania and, in particular, full-time, permanent and stable jobs.

Other issues consistently but less commonly identified included:
- **Age** – a number of respondents commented that older women often found it difficult to re-enter the workforce, either due to perceived discrimination or a lack of current skills and experience.

- **Transport and accessibility** – a number of respondents highlighted a lack of transport and transport costs as a difficulty for women, particularly those in regional areas, to entering the workforce.

- **Gender pay equity** – a number of respondents commented that women are generally paid less than men. Respondents also commented that traditional female occupations, and those with hours that are easiest to balance with family obligations, are often low paying.

- **Gender discrimination** – a number of respondents commented on perceived discriminatory practices where women, particularly those with children or in their childbearing years, were overlooked for jobs.

Please indicate how strongly you agree with the following statements: (rating scale of agreement – 1 112 responses)

Respondents were asked to rate how strongly they agreed with a number of statements pertaining to their financial security. A chart showing the breakdown of answers is displayed at Chart 1 below.

Chart 1 – Breakdown of responses regarding financial security
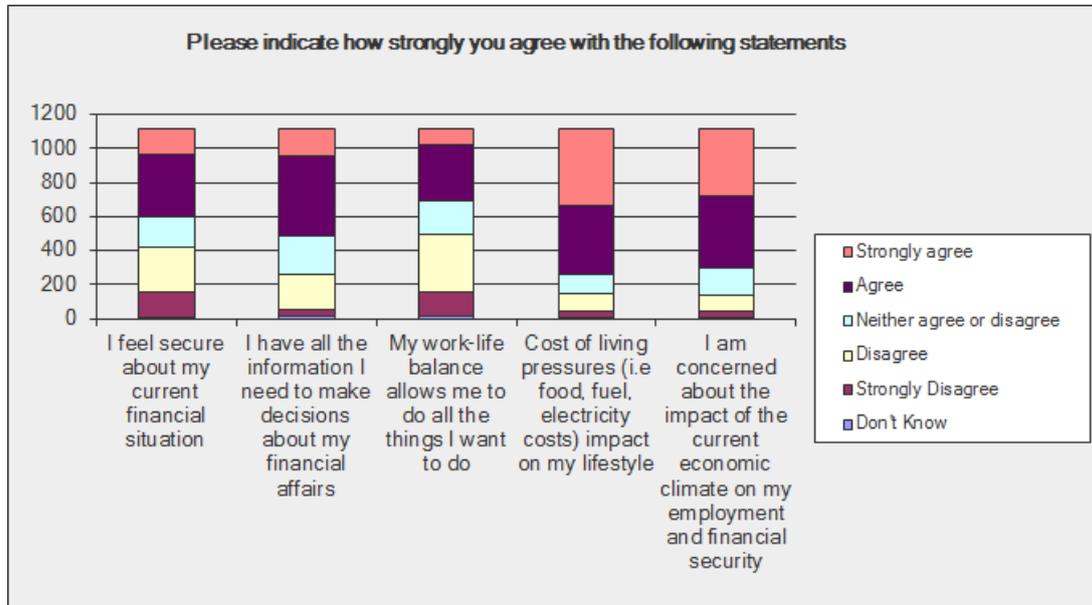
Question 22: Are you involved with any community activities, groups, volunteer programs, networking groups, committees or boards (paid and unpaid)? (Multiple choice – 1 112 responses).

64.9 per cent of respondents answered yes and 35.1 per cent answered no.

Respondents were asked to select, from a list, which groups or activities they were involved in. A breakdown of responses is provided at Table 8 below.

Table 8: Breakdown of respondents by type of community involvement

Answer Options	Response %
Boards/committees (UNPAID)	32.2
Sporting clubs/groups	31.1
Local community groups (for example play groups)	30.8
Volunteer groups	27.7
Interest groups	21.3
School related groups	19.9
Lobby or advocacy groups	15.0
Environmental groups	14.3
Business networking groups	13.5
Religious groups	13.4
Mentoring programs	11.6
Other (please specify)	11.0
Leisure groups	9.7
Choirs/music groups	8.8
Groups associated with political parties	7.4
Trade unions	5.2
Volunteer counselling	4.6
Boards/committees (PAID)	4.3
Groups relevant to my cultural and ethnic background	3.8

The total is not provided in the above table due to respondents selecting more than one option.

For those who chose 'other' and specified, the majority of answers fell within the above categories, with respondents largely naming the specific group, committee or activity they were involved in.

Question 24: What are some of the difficulties for women in getting involved in groups or activities (i.e. community activities, groups, volunteer programs, networking groups, committees or boards (paid and unpaid)? (Open-ended question – 402 responses)

Respondents were given the option to provide an Open-ended response outlining what they thought were the major difficulties for women in getting involved in groups or activities such as community activities, groups, volunteer programs, networking groups, committees or boards (paid and unpaid). Responses to this question were analysed for key themes. The key themes that emerged are summarised below.

Lack of Time and Competing Obligations
A high number of respondents commented that women found it difficult to make time to participate in groups and activities due to competing obligations such as work and caring for children and family members.

Childcare
A high number of respondents commented that a lack of childcare places and high childcare costs were barriers to women participating in groups and activities.

Other issues consistently but less commonly identified included:
- *Lack of awareness and information* – a number of respondents commented that women did not know what opportunities for community participation were available to them, with others suggesting that there was not enough information available about opportunities.

- *Accessibility – location and transport* – a number of respondents commented that transport availability and cost was a barrier for women, particularly in rural and regional areas.

- *Lack of confidence* – a number of participants commented that women did not have the confidence or self-esteem to participate in their community.

- *Lack of skills and education* – a number of respondents commented that women either did not, or perceived they did not, have the skills and experience to contribute to community groups and activities.

- *Male domination of paid boards and committees* – a number of respondents commented on a perceived 'boys club' culture, particularly in regards to paid boards and committees, that made it hard for women to participate in these activities.

Question 25: Do you feel that you have enough opportunities to develop and use your leadership skills? (Multiple choice – 1 104 responses)

54.3 per cent of respondents answered yes, while 45 per cent said no, they would like more opportunities to develop and use their leadership skills.

Question 26: Have you been subjected to violence in your own home? (Multiple choice – 1 104 responses)

23.3 per cent answered 'yes' and 76.6 per cent answered 'no'.

Question 27: If yes (to question 26) was the violence committed by (choose all that apply)? (Multiple Choice – 253 responses)

Those who answered 'yes' to question 26 were asked to identify, from a list, what best described their relationship with the perpetrator. A breakdown of responses is provided at Table 9 below.

Table 9: Perpetrator of violence by relationship to respondent

Answer Options	Response %
Partner	64.4
Parent	24.9
Sibling	6.3
Child	9.9
Stranger	5.9
Other (please specify)	19.0

The total is not provided in the above table due to respondents selecting more than one option.

19 per cent of respondents nominated 'other' and the majority of these specified that the perpetrator was an ex-partner. Others mentioned neighbours, housemates and current or former step-parents.

Question 28: To what extent do you agree or disagree with the following statement: "I always feel safe in my own home"? (Rating scale of agreement – 1 101 responses)

Respondents were asked to what extent they agreed or disagreed with the following statement: "I always feel safe in my own home". A breakdown of responses is provided at Table 10 below.

Table 10: Agreement or Disagreement with statement "I always feel safe in my own home"

Answer Options	Response %
Strongly agree	47.2
Agree	35.2
Neither agree nor disagree	9.5
Disagree	7.1
Strongly disagree	0.9
TOTAL	99.90

Question 29: To what extent do you agree or disagree with the following statement: "I always feel safe in public areas"? (Rating scale of agreement – 1 101 responses)

Respondents were asked to what extent they agreed or disagreed with the following statement: "I always feel safe in public areas". A breakdown of responses is provided at Table 11 overleaf.

Table 11: Agreement or Disagreement with statement "I always feel safe in public areas"

Answer Options	Response %
Strongly agree	5.4
Agree	34.0
Neither agree nor disagree	21.4
Disagree	35.1
Strongly disagree	4.2
TOTAL	100.10

Question 30: How tolerant do you think the Tasmanian community is of anti-social behaviour against women? (Anti-social behaviour is anything that causes or is likely to make a woman feel afraid, unsafe, alarmed or distressed.) Please select which statement you think is correct. (Multiple choice – 1 101 responses)

Respondents were asked to rate how tolerant they think the Tasmanian community is of anti-social behaviour against women. Anti-social behaviour was defined as anything that causes or is likely to make a woman feel afraid, unsafe, alarmed or distressed. A breakdown of responses is provided at Table 12 below.

Table 12: Tasmanian community's perceived tolerance of anti-social behaviour against women

Answer Options	Response %
The Tasmanian community does not tolerate any anti-social behaviour against women	8.8
The Tasmanian community tolerates some but not much anti-social behaviour against women	38.6
The Tasmanian community tolerates quite a lot of anti-social behaviour against women	34.8
The Tasmanian community tolerates anti-social behaviour against women	7.4
I am not sure	10.4
TOTAL	100.00

Question 31: Looking at the list of service types below, please indicate which ones you have used in the last 12 months (select all that apply to you). (Multiple choice – 1 098 responses)

Respondents were asked to choose services and facilities they had used in the last 12 months. A list was provided to choose from. A breakdown of responses is provided at Table 13 overleaf.

Table 13: Services utilised by respondents in last 12 months

Answer Options	Response %
Alcohol and drug support services	0.9
Health (doctor, dietician, physiotherapist, chiropractor etc)	93.6
Childcare centre services/after school care	14.9
Government Business Development services	6.6
Counselling services	25.1
Crisis assistance services	2.3
Domestic violence services	0.9
Sexual assault services	1.3
Employment services	12.7
Financial information services	20.0
Further education (for example Polytechnic or University courses)	31.8
Commonwealth Government services (for example Centrelink)	36.3
Skills and personal development training courses	22.2
English as a second language courses (ESL)	0.2
Housing and accommodation services	4.9
Legal services	11.4
Maternal and child health services	9.2
Mental health services	9.6
Sexual health clinics	3.5
Sport and recreation facilities	35.7
Home support services (services that help people live at home, for example, aged care services, meals on wheels, home nursing services)	2.9
Disability services	3.7
None of the above	2.8
Other (please specify)	2.7

The total is not provided in the above table due to respondents selecting more than one option.

The 2.7 per cent of respondents who chose 'other' were asked to specify. The majority of responses fell within the above categories, in particular health, education and home support services.

Question 32: Thinking about the services on the list, are there any services that you had difficulty accessing in the past 12 months? (Select all that apply to you. Examples of 'difficulty' may be things such as affordability, transport issues, awareness, disability access, and language barriers.) (Multiple choice – 1 098 responses)

Respondents were asked to consider the services and facilities list and identify which, if any, they had difficulty accessing in the past 12 months. The following table provides a breakdown of responses.

Table 14: Services where respondents experienced difficulty in the last 12 months

Answer Options	Response %
I have had no difficulties accessing any services in the past 12 months	62.0
Alcohol and drug support services	0.3
Health (doctor, dietician, physiotherapist, chiropractor, etc)	24.8
Childcare services/after school care	3.0
Counselling services	5.6
Crisis assistance services	1.2
Domestic violence services	0.4
Sexual assault services	0.3
Employment services	2.4
Financial information services	2.1
Further education (for example Polytechnic or University courses)	4.7
Commonwealth Government services (for example Centrelink)	7.0
Skills and personal development training courses	2.4
English as a second language courses (ESL)	0.1
Housing and accommodation services	2.2
Legal services	2.3
Maternal and child health services	0.5
Mental health services	4.6
Sexual health clinics	0.5
Sport and recreation facilities	2.7
Home support services (services that help people live at home, for example, aged care services, meals on wheels, home nursing services)	1.7
Disability services	2.3
Other (please specify)	3.5

The total is not provided in the above table due to respondents selecting more than one option.

The 3.5 per cent of respondents who chose 'other' were asked to specify. The majority of responses fell within the above categories, in particular health, and home support services. A small number of respondents mentioned difficulties accessing business development support services, which was not specifically articulated as an option in the above list.

Question 33: How often in the past 12 months have you had difficulty accessing the services you mentioned? (Multiple choice – 398 responses)

Respondents were asked to specify how often in the last twelve months they had had difficulty accessing the services they identified. A breakdown of responses is provided in the following table.

Table 15: Frequency of difficulty accessing services in past twelve months

Answer Options	Response %
Once	17.3
Twice	29.1
Three times	16.1
More than three times	37.4
TOTAL	99.90

Respondents to this question were given the option to specify the frequency of their service difficulties in an open-ended response. However, most chose to elaborate on the specific difficulty they had experienced with a service. The next survey question (34) pertained specifically to the type of difficulty. As the issues raised in the question 33 'specify' option related more to the next question, the responses to the questions have been merged and analysed below under question 34.

Question 34: What was the main reason you had difficulty accessing the service (eg affordability, transport issues, awareness, disability access, language barriers)? (Open-ended question – 358 responses)

Respondents were given the option to provide an Open-ended response outlining the types of difficulty they had faced in accessing services. Responses to this question were analysed for key themes. The key themes that emerged are summarised below:

Cost
A high number of respondents reported that they had faced difficulty accessing services due to high costs, particularly for medical services.

Accessibility – Location and Transport
A number of respondents indicated that they had faced difficulty accessing services due to the location of services being far from their home base, and not being able to access transport to get to services.

Lack of Awareness and Information
A number of respondents indicated that they had faced difficulty accessing services due to a lack of easily accessible information regarding what services existed and how to use them.

Unhelpful Staff
A number of respondents indicated that they had faced difficulty accessing services due to service staff being rude, unhelpful, or not equipped with the skills and information to assist clients to a satisfactory level.

Waiting Times
A high number of respondents indicated that they had faced difficulty accessing services due to waiting times, in particular waiting times for doctors' appointments and hospital services.

Flexibility of Service Hours
A number of respondents indicated that that they had faced difficulty accessing services due to the operating hours of services, which often conflicted with work times and other obligations.

Service Availability
A number of respondents indicated that that they had faced difficulty accessing services they required due to the services not existing, or having limited capacity. This was mentioned particularly in regards to medical practices not taking new patients, or having very limited appointment availability.

Question 36: **Thinking about the reasons you had difficulty accessing the services you needed, what impact did this have on you? (Open-ended response – 358 responses)**

Respondents were given the option to provide an Open-ended response outlining what effect their difficult service experience/s had on them. Responses to this question were analysed for key themes. The key themes that emerged are summarised below:

Required Service Not Received
The most common effect respondents reported from their difficulty in accessing services was that they did not receive the service they required at the time it was needed, meaning the problem or issue they faced was not resolved. This was particularly raised in regard to health issues that had worsened as a result of not receiving a service, including physical, dental and mental health.

Financial Disadvantage
A number of respondents reported that they had suffered financial disadvantage due to difficulties with accessing a service. A common issue raised was lost work hours and productivity due to untreated health issues, or taking time off work to attend service appointments for themselves or others for whom they cared.

Frustration, Stress and Disempowerment
A large number of respondents reported that their difficulty in accessing services had left them feeling frustrated, disempowered, stressed and, in some cases, depressed.

Time Wastage
A large number of respondents reported that their difficulty in accessing services had resulted in a lot of wasted time, seeking information and appointments that did not eventuate.

Listed below are some of the areas that are usually part of a woman's life. Please give an indication of how much influence you think you have over these things today. (Rating scale against options – 1 071 responses)

Respondents were asked to rate how much influence they felt they currently had over a number of areas that are commonly part of a woman's life. Chart 2 below depicts respondents' perceived level of influence in these areas.

Chart 2 – Breakdown of Respondents' perceived influence over common areas of women's lives

Listed below are some areas that are usually a part of a woman's life. Please give an indication of how much influence you think you have over these things today.
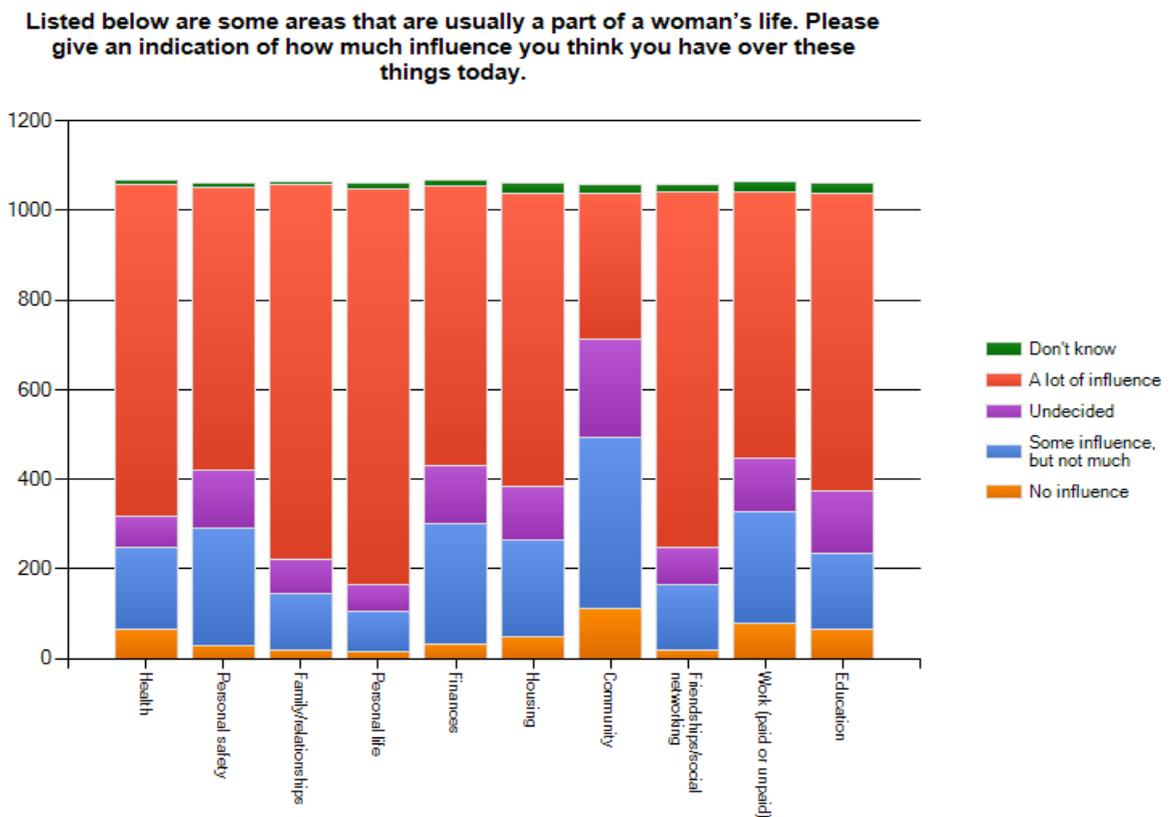
Question 37: In the next five years, in what areas of life do you most want to see change for women and girls in Tasmania? (Open-ended question – 866 responses)

Respondents were asked an open-ended question regarding what areas of life they most wanted to see change in for women and girls in Tasmania in the next five years.

Responses were grouped into overall theme areas.

Overwhelmingly, the theme areas raised most were health, education, employment and safety and justice. Leadership, childcare and housing were also frequently mentioned.

Other theme areas raised included:
- Relationships
- Financial Security
- Community Involvement
- LGBTI Women
- Culturally and Linguistically Diverse Women
- Carers
- Older Women

A summary of the specific issues raised under theme areas is provided below:

Health

A large number of respondents to this question identified that they would like to see improvements in the overall health of Tasmanian women and girls, health services and the health system.

Specific health issues consistently raised were as follows:
- more accessible drug and alcohol services and education;
- increased amount, quality, accessibility and affordability of all health services;
- increased amount, quality, accessibility and affordability of mental health services;
- increased amount, quality, accessibility and affordability of pregnancy and family health services, including more options around childbirth (ie midwife assisted home birthing);
- increased sexual health, through education and promotion, particularly for young women and girls; and
- increased preventative health education and services.

Health issues less commonly raised were the affordability and accessibility of dental health, accessibility of services for CALD women and older women, and improved quality and options for aged care.

Education

A large number of respondents wanted to see an improvement in the area of education for Tasmanian women and girls. Specific issues consistently raised were as follows:
- increasing retention of girls in the education system;
- increasing public schools to Year 12;
- increased affordability of education;
- universal sex education in schools;
- universal life skills education in schools (eg health, budgeting and respectful relationships);
- increased mentoring programs in schools;
- more flexible and family friendly education options; and
- more opportunities for women to participate in education.

Other issues less consistently mentioned were bullying in schools and a perceived culture in Tasmania of young women choosing to have children rather than complete Year 12 and further education.

Employment

A large number of respondents wanted to see an improvement in the area of employment for Tasmanian women and girls. Specific issues consistently raised were as follows:
- more jobs in Tasmania;
- flexible and family friendly hours to allow women to balance work with other priorities such as childrearing and study;
- equal opportunities for women to access promotions and senior positions; and
- pay equity with males in comparable jobs and in female dominated industries.

Other issues less consistently raised were parental leave provisions and perceived discrimination by employers against older women, women with families, and women in their childbearing years.

Safety and Justice

A large number of respondents wanted to see an improvement in the area of safety and justice for Tasmanian women and girls. Specific issues consistently raised were as follows:
- a reduction in violence against women;
- increased safety in public and private spaces;
- a change in community attitudes towards violence against women, particularly family violence;
- increased community awareness about violence against women, particularly family violence;
- harsher penalties for perpetrators of family violence and sexual assault; and
- increased support services for victims of family violence and sexual assault.

Housing

A number of respondents wanted to see an improvement in the area of housing for Tasmanian women and girls. Specific issues consistently raised were as follows:
- improved housing affordability (in public and private markets);
- increased housing availability (in public and private markets); and
- increased safe housing options, including housing in safe areas and shelter accommodation for women in financial crisis or leaving a domestic violence situation.

Childcare

A number of respondents wanted to see an improvement in the area of childcare for Tasmanian women and girls. Specific issues consistently raised were as follows:
- increased childcare affordability;
- increased childcare availability;
- increased onsite childcare for work and education facilities;
- increased childcare quality standards; and
- increased sharing of childcaring responsibilities between males and females.

Leadership

A number of respondents to this question wanted to see an improvement in the area of leadership for Tasmanian women and girls. Specific issues consistently raised were as follows:
- increased mentoring programs for women and girls;
- increased female role models with greater profiles; and
- increased leadership opportunities for women (particularly paid board roles).

Other themes and issues, consistently but less frequently identified in responses to this question included:

- *Relationships*
    - o More respectful and safe relationships;
    - o Increased relationship education; and
    - o Increased relationship support services.

- *Finance*
    - o Increased financial independence/security;
    - o Improved access to financial planning services;
    - o Better superannuation provisions for women; and
    - o Increased financial literacy.

- *Community Involvement*
    - o Increased networking groups for women and girls; and
    - o Increased community groups and activities for women and girls.

- *Multicultural Women*
    - o Increased support services for humanitarian entrants;
    - o Increased social inclusion of women from culturally diverse backgrounds;
    - o Increased focus on cultural diversity in education curriculum;
    - o Improved access to language interpreters; and
    - o Reduced racism.

- *LGBTI Women*
    - o Increased support services for LGBTI women and girls;
    - o Marriage equality; and
    - o Increased social inclusion of LGBTI women and girls.

- *Carers*
    - o Increased support services for carers.

- *Older Women*
    - o Increased services and options for older women;
    - o Increased employment opportunities for older women;
    - o Increased safety for older women; and
    - o Increased community respect for older women.

Question 38: How would you prefer to 'have your say' when consulted by the Tasmanian Government? (Multiple Choice – 1 071 responses)

Respondents were asked to choose from a list of options as to how they would prefer to have their say when consulted by government. Table 16 below provides a breakdown of responses.

Table 16: Respondents' preferred consultation methods

Answer Options	Response %
Online engagement	45.0
Face to face meetings/workshops/focus groups	10.0
Telephone surveys	2.1
Combination of above	41.2
Other (please specify)	1.8
TOTAL	100.10

Of the respondents, 1.8 per cent chose 'other' and were asked to specify. The majority of these comments suggested that the government could be more considerate of people's time commitments and personal circumstances (e.g. age, disability, location) when planning consultations and should be prepared to listen and act on the advice given. A small number of respondents suggested email as a consultation option.