# ORGANIZATIONAL PROGRAM ASSESSMENT TOOL

**Using a GBA Plus Lens in Program Design and Delivery in the Newcomer Serving Sector**

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# PREAMBLE

This document is a starting point for organizations to review their programs and services using a Gender-Based Analysis Plus (GBA Plus) approach. It was developed by a member of the Enhancing National Sector GBA Plus Capacity Project at the Manitoba Association of Newcomer Serving Organizations (MANSO), with funding from Immigration, Refugees and Citizenship Canada (IRCC).

The tool is designed for organizations that want to evaluate their programs, services, and procedures through a GBA Plus lens. By incorporating this analytical process, organizations can enhance new and existing programs, ensuring they are inclusive and equitable. The goal is periodically assessing and improving program design and delivery by adding an intersectional analysis using key questions from the GBA Plus framework.

Applying a GBA Plus lens is essential for organizations to ensure their programs and initiatives are inclusive and equitable. Before using the GBA Plus Program Assessment Tool, organizations should consider the following areas:

## Diverse Identity Factors

Has the organization identified the relevant intersecting identity factors (e.g., race, gender, immigration status, language diversity, gender/sexual minorities, age, disability, neurodiversity, religion) for its programs?

## Inclusive Language

Is the language used in the program inclusive and free from gendered or biased terms?

Has the organization adopted plain language strategies and considered the additional language needs of its target population?

Are terms used consistently and clearly defined?

## Accessibility

Is the program accessible to all, including individuals with disabilities?

Does the program account for the diversity within the group intended to reach?

## Representation

Does the program reflect the perspectives and needs of all relevant groups (staff, board members, community)?

Are there mechanisms to ensure diverse representation in program decision-making?

## Equitable Implementation

Are there measures to ensure equitable access to resources and opportunities?

Is there a plan to monitor and evaluate the program's impact on diverse groups?

## Training and Awareness

Have staff and board members received training on GBA Plus principles and the importance of diversity, inclusion, anti-racism, anti-oppression, etc.?

Is there ongoing awareness within the organization about GBA Plus, Anti-Racism, Anti-Oppression, or similar equity-driven frameworks?

## Feedback Mechanism

Can participants or clients provide feedback on the program?

Is the organization open and able to revise the program based on feedback and changing needs?

## Monitoring and Evaluation

Are there clear indicators to assess the program's effectiveness in addressing the needs of diverse groups?

Is there a plan to regularly monitor and evaluate the program's impact on different intersecting identity factors?

By considering these questions and integrating GBA Plus principles into program design and implementation, organizations can better identify gaps, enhance inclusivity, and ensure their policies are equitable and responsive to the diverse needs of their target population.

# GBA PLUS PROGRAM ASSESSMENT TOOL DESCRIPTION

This tool helps you reflect on and identify gaps when evaluating programs, workshops, or services through a Gender-Based Analysis Plus (GBA Plus) lens. It assesses how well your organization's programs and initiatives consider gender and other intersecting identity factors. Use the following questions to see how GBA Plus is integrated into your work.

These questions ensure that diverse groups with unique intersectional identities are identified accurately and comprehensively in client-centered approaches. Before using this tool, your organization should clearly define its target group for the program, workshop, or service it intends to evaluate and tailor the questions to fit the specific program. These questions are based on guidelines from the GBA Plus training offered by Women and Gender Equality Canada and adapted for the Immigrant and Refugee Serving Sector.

# The tool intendes to explore and analyze the following areas:

**RELEVANCE**       **DESIGN & DELIVERY**      **EFFECTIVENESS**

## How to use the tool?

Fill in the Program Details Section

Answer the Questions in the Relevance, Design, Delivery, and Effectiveness sections

Complete the General Review Summary

Fill in the Recommended Mitigation Strategies section with potential changes or improvements based on your assessment

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# GBA PLUS PROGRAM ASSESSMENT TOOL

**PROGRAM TITLE**

**PROGRAM TYPE**

**PROGRAM YEAR**

**GENERAL REVIEW SUMMARY**

**RECOMMENDED MITIGATION STRATEGIES AND CHANGES**

# RELEVANCE

1. Does the program, workshop, or service aim to promote equity, diversity, and inclusion?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

2. Is the program, workshop, or service taking steps to address the root causes of inequity? Which causes does it seek to address?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

3. Were diverse groups consulted during the design process?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

4. Was accessibility (physical, sensory, linguistic, etc.) considered when designing the program, workshop, or service? How were accessibility concerns addressed?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

5. Does the program, workshop, or service focus on specific groups or communities? How and why were these groups chosen?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

6. Were the target groups involved in the development of the program?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

7. Is the program, workshop, or service designed to meet the needs of its target groups?

| EVIDENCE OF GBA PLUS | | ADDITIONAL COMMENTS/NOTES |
|---|---|---|
| YES | NO | |

8. Does the program, workshop, or service consider differences within diverse groups, not just between them?

| EVIDENCE OF GBA PLUS | | ADDITIONAL COMMENTS/NOTES |
|---|---|---|
| YES | NO | |

9. Could the program, workshop, or service create or continue barriers for other groups in the community?

| EVIDENCE OF GBA PLUS | | ADDITIONAL COMMENTS/NOTES |
|---|---|---|
| YES | NO | |

10. Are there any communities or groups that should be included but have been left out, perhaps due to funding or capacity limits?

| EVIDENCE OF GBA PLUS | | ADDITIONAL COMMENTS/NOTES |
|---|---|---|
| YES | NO | |

11. Does the program, workshop, or service align with goals for gender equity, anti-racism, and anti-oppression?

| EVIDENCE OF GBA PLUS | | ADDITIONAL COMMENTS/NOTES |
|---|---|---|
| YES | NO | |

12. Are diverse partners or rightsholders engaged in the program, workshop, or service?

| EVIDENCE OF GBA PLUS | | ADDITIONAL COMMENTS/NOTES |
|---|---|---|
| YES | NO | |

# DESIGN & DELIVERY

1. Is the space where the program, workshop, or service takes place accessible (for physical, sensory, or other needs)? How was accessibility considered when selecting and preparing the space?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

2. Is the language used to deliver the program, workshop, or service inclusive of diverse identities and accessible to various languages and abilities? How was language checked for bias and assumptions?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

3. Were representatives from the target groups involved in implementing the program, workshop, or service? Which groups?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

4. Does the program, workshop, or service foster inclusion of target groups (for example, by enhancing said groups' feedback on or contribution to developing the program or service)?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

5. Is this program, workshop, or service not reaching particular groups? What is preventing this reach?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

6. Is information about the program, workshop, or service equally accessible to the various groups or communities it is trying to reach?
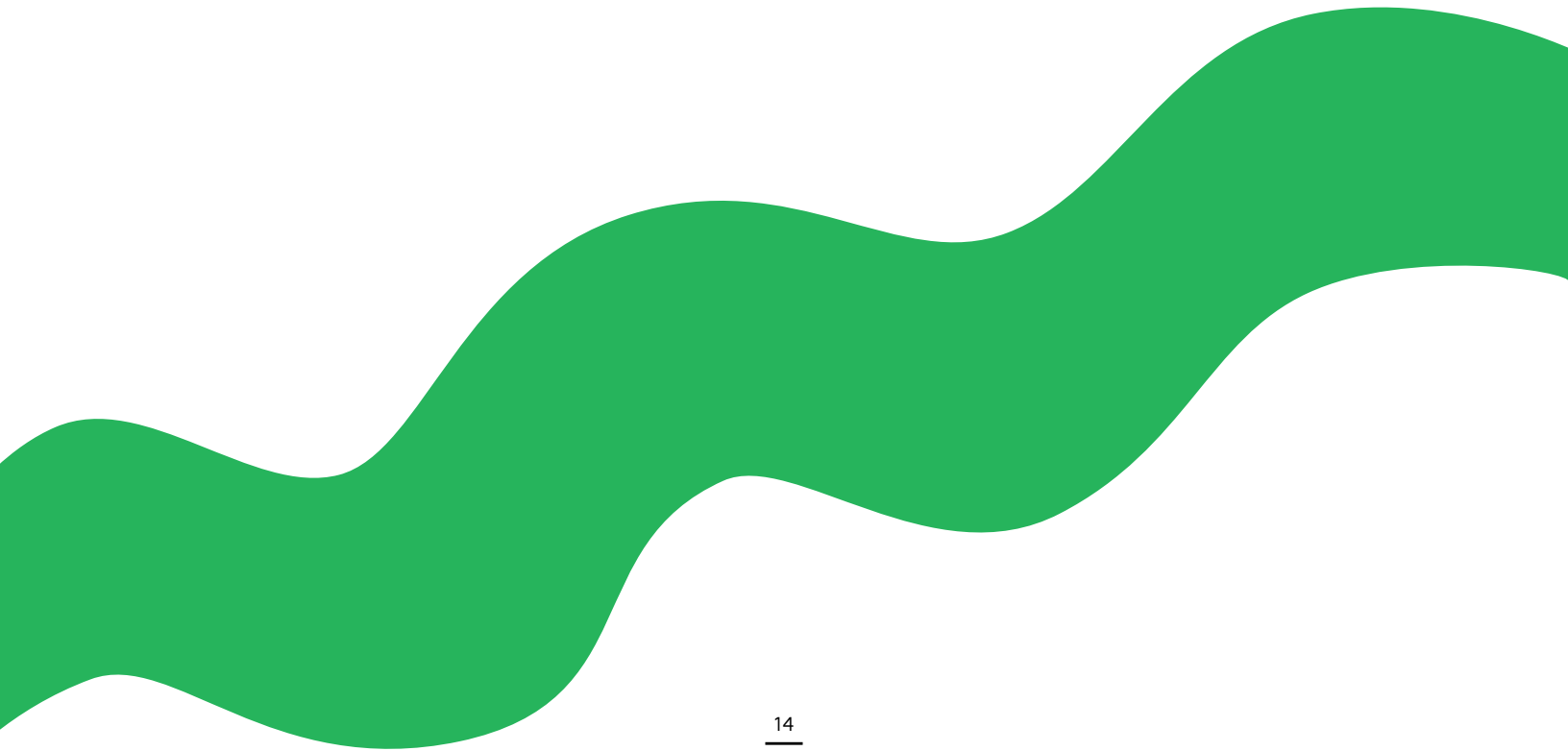
| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

7. Should other diverse or unique groups be considered? (i.e., particularly vulnerable populations such as Seniors, 2ELGBTQI+ youth or seniors, etc.)

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

8. Are there mechanisms in place for anonymous program feedback?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

# EFFECTIVENESS

1. Did the people who benefit from the program, workshop, or service help decide how to measure its success?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

2. Were any qualitative measures used to assess effectiveness? How were they incorporated?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

3. Has the program, workshop, or service achieved the expected outcomes for diverse groups? How have the outcomes impacted groups differently?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

4. Have underrepresented groups participated in the program, workshop, or service? To what extent?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

5. Have outcomes differed across diverse groups? What accounts for the differences?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

6. Have any disparities in outcomes for different target groups been addressed, if necessary? To what extent?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

7. Does the program or service equitably address the needs of various target groups?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES        NO | |

8. Have any unexpected or unintended impacts (positive or negative) emerged for any target groups? If so, how were they addressed, if at all?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES        NO | |

9. Has the program, workshop, or service created or perpetuated barriers for any target population groups? If so, how were they addressed, if at all?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES        NO | |

10. Have barriers or unexpected/unintended impacts (positive or negative) emerged for non-target groups? If so, how were these addressed or mitigated, if at all?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES        NO | |

11. Has the program, workshop, or service taken steps that could be considered gender-transformative/inclusive?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES        NO | |

12. To what extent has the program, workshop, or service fostered changes that address root causes of injustice and inequities?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES        NO | |

13. Are results related to equity and diversity likely to be sustained?

| EVIDENCE OF GBA PLUS | ADDITIONAL COMMENTS/NOTES |
|---|---|
| YES          NO | |

# REFERENCES

Integrating Gender-Based Analysis Plus into Evaluation: A Primer (2019)-Canada: https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/evaluation-government-canada/gba-primer.html

M. Reed (2023): Should we banish the word "stakeholder"?