GENDER BASED ANALYSIS + CHECKLIST

CHH Gender Based Analysis + Checklist

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Introduction

Collaborative for Health and Home (CHH)

Collaborative for Health and Home (CHH) is a committee of representatives from 26 homeless serving agencies, government, and other community stakeholders came together to consider ways of collaboratively responding to the complex healthcare and housing needs of homeless individuals in Calgary. The shared goal of this committee is the improvement of health outcomes and housing supports for the city's most vulnerable homeless individuals.

Defining GBA+

GBA+ is a process used to assess and critically examine how diverse groups of people may experience policies, programs and initiatives. While "gender" in "gender-based analysis plus" suggests that it only focuses on gender, the 'plus' acknowledges that this approach goes beyond issues of gender and explores other facets of identity and experiences that people have, including experiences of discrimination based on their race, Indigenous ancestry, religion, age, ethnicity, income, social class, sexual orientation, and mental or physical disability. An approach that takes all those facets into consideration – often called an intersectional approach – helps create policies, practices, and procedures that are responsive to the needs of individuals across diverse groups, communities and experiences. This responsiveness is important in areas where women and other marginalized peoples are especially disadvantaged. For example, of the 299 individuals who completed the ACE Study questions in the research which launched the original Recovery Task Force[1], Indigenous women had an average score of 6.38 compared to non-Indigenous men who scored an average of 4.21 (p. 7). Indigenous women will experience unique barriers to inclusion and participation in gender "neutral" programming.

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[1] Miller, A., McIntyre, S., Dr., & Werth, D. (2016-2017). *Calgary Recovery Services Task Force Final Report and Recommendations*(Publication). Calgary, AB. Retrieved from http://calgarychh.ca/wp-content/uploads/2018/09/Calgary_Recovery_Services_Task_Force_Report.pdf

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The usage of this tool further supports the guiding principles of the collaborative, including Diversity, A Compassionate Culture of Care Focused on Harm Reduction and Trauma-Informed Practice, and Cultural Safety.

Purpose of Toolkit

The CHH Gender Based Analysis Plus Checklist is a tool to aid in analyzing, designing, and delivering policies and programs that are inclusive, as well as in effectively engaging members of diverse communities throughout these processes. This tool is not all encompassing - it is a starting point in considering the impacts of program design and practice. The tool can be used by all staff and/or community members, regardless of seniority. It is primarily a generic tool that can be further adapted to fit the needs of various agencies and used complementary to other policy or program guides. As program design, implementation and evaluation is often non-linear and cyclical, this tool can be used at any stage and throughout the life of a project.

For more information, please refer to the Government of Canada's GBA+ Training which can be found here: https://cfc-swc.gc.ca/gba-acs/index-en.html

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Policy Development

Policy development for programs are effective when a problem is clearly defined. The questions below are designed to help programs clearly identify the population in need of a program and why that need exists.

- What has triggered the issue? Who has identified it? **Whose voice is most prominent?**
- **What is the broader social and economic context?** While the policy issue may seem limited in scope, it is always tied to a larger objective.
- **Have the experiences of women, men and gender-diverse people been considered in defining the issue?**
- **Have the experiences of culturally diverse people been considered? Newcomers, people of colour, Indigenous people. (See longer list of characteristics on pg. 5)**
- Are there groups of people that might experience this issue differently?
- Have stakeholders been consulted? Do they represent a diversity of perspectives?
- What mitigation strategies will provide the most positive impacts for all people?
- **How can this proposal advance the overarching objective of promoting greater equality?**

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Program Design

Program design is foundational to any good service delivery. Understanding key demographics and target populations ensure that the next steps in program delivery have a positive impact on the lives of those in need of the service. Fundamental practices regarding interactions such as program access and intake, needs assessment, and client feedback may look differently to different demographics. Programs must consider the needs of their targeted demographic(s) and plan accordingly.

- Who is the target population for the program?
    - Who is left out? Intentionally or unintentionally.
- Will the program have consequences for individuals outside the target population?
- What are the characteristics of these groups?
    - **Gender**
    - **Sex**
    - **Race**
    - **Socio-Economic**
    - **Sexual Orientation**
    - **Immigration Status**
    - **Indian Act Status**
    - **Literacy / Education**
    - **Rates and sources of violence**
    - **Ability, mobility**
    - **Parental status**
    - **Others?**
- How do individuals access the program? How may this process add barriers, or be designed to minimize them? (ie, referrals, invasive intake interviews, proof of income, appointments vs drop-in, language barriers.)
- What are the desired outcomes?
- What are the current demographic trends or policy trends in the City that may need to be addressed? (ie, growing support for housing first, upcoming elections.)
- Have stakeholders been consulted? Which ones?
- Which stakeholders have not been consulted? Why?

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- Do the data collection guidelines, forms and processes ensure that data collected can be disaggregated by gender as well as by other factors and personal characteristics?

- Are there negative outcomes for women, or other marginalized communities? What strategies can be put in place to mitigate unintended impacts?

- Is there a history between communities, or the community and the organizers, that needs to be considered?
  - ie, how has the history of residential schools and intergenerational trauma informed program design? Have the Truth and Reconciliation recommendations been considered?

- Are there opportunities for the targeted population to inform program design and delivery?

- Have we considered which gender-specific factors could modify the possibilities of achieving the outcomes; for example, pregnancy, harassment in the workplace, lack of child care, caring responsibilities for elders?

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Service Delivery and Operations

Service delivery and operations brings program design to life in a meaningful way to the community. It is an articulation of not just the vision of the program, but the reality of those delivering and experiencing the service.

- What are the characteristics of the population that a program or service intends to address? (See list of characteristics under Program Design)
- Is there gender balance and/or diversity among those delivering the service or program? Is equity and inclusion incorporated into evaluating criteria for new staff?

  - Do job requirements and selection criteria unnecessarily limit who would qualify?

- Do all people have equitable access to the program or service?
- What are the particular barriers to equitable access?
- Are there specific strategies to include women from marginalized groups?

  - **Near public transit, ticket/pass availability,**
  - **Physical accessibility,**
  - **Language,**
  - **Time of program delivery (during or after regular school hours, summer),**
  - **Access to pads and tampons in bathrooms at low or no cost,**
  - **Perception of safety,**
  - **Food,**
  - **Child-friendly location,**
  - **Child minding.**

- Is training available to those delivering services to ensure they are sensitive to the needs of all people? Are trauma-informed practices incorporated?
- How will the service or program build upon the strengths of the people it serves?
- What steps will be taken to create a respectful and inclusive environment?

  - Responses to disrespectful comments or behaviors (experience by staff, volunteers or clients)
  - Responses to harassment (experience by staff, volunteers or clients)

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Evaluation and Monitoring

Evaluation and monitoring of the program ensure that service delivery and operations, program design, and policy development are all connected throughout the operationalization of the program and more importantly, that all these elements truly serve those in need of the service.

- What monitoring and accountability processes are needed to ensure gender equitable outcomes? Is there a baseline established?
  - Would it be useful to include those who stopped using the service or never used it? (To assess unknown biases or identify barriers.)
- Are there gaps in the quantitative or qualitative data needed to effectively measure outcomes? How could these gaps be filled?
- Are there differences in how various groups access or experience the program or service? Are there gaps that pose risks or create unintended barriers for some groups?
- Are there measures in place to review or change the policy, program or service if it is not delivering the intended outcomes for all participants?
- Is the data collected in a respectful, appropriate way? How will privacy be ensured? Will participants understand their rights in sharing personal information?
- Is the monitoring or evaluation process also trauma informed?