



# GBA Plus and IDEA: Complementary frameworks in action

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# Land Acknowledgement

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We acknowledge that this presentation takes place across Turtle Island, which are the traditional lands of Indigenous Peoples. The land that we now call Canada, from coast-to-coast-to-coast, has been stewarded by Indigenous Peoples since time immemorial and as we gather today, we pay respect and gratitude to the traditional caretakers and guardians of the land. These lands are either subject to First Nations self-government under modern treaty, unceded and un-surrendered territories, or traditional territories from which First Nations, Métis, and Inuit Peoples have been displaced.

# This presentation was developed as part of the Enhancing National Sector Gender-Based Analysis Plus (GBA Plus) Capacity Project

*The objective of the Enhancing National Sector Gender-Based Analysis Plus (GBA Plus) Capacity Project is to test an approach to enhance the capacity of the funded recipients to mainstream gender equality and Gender-based Analysis Plus (GBA Plus) within their own organizations, using a collective impact model, and to develop settlement sector guidance drawing on that experience.*

*AMSSA's role in the project is developing and piloting resources for newcomer-serving agencies to strengthen their internal GBA Plus capacity, with an emphasis on equity in data management.*

We gratefully acknowledge funding from:



Immigration, Refugees  
and Citizenship Canada

Immigration, Réfugiés  
et Citoyenneté Canada

# Grounded Engagement

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## Objectives

- Increase understanding of GBA Plus and its relationship to equity
- Enhance confidence in applying GBA Plus and IDEA to active work
- Generate takeaways to carry over into practice

## Agenda

1. Overview of GBA Plus and IDEA
2. Introduction to complementary frameworks model
3. Case study
4. Workshop: Applying GBA Plus and IDEA

## Principles

- There are no experts here
- We desire understanding and growth
- We are open
- We speak for ourselves
- We respect experience

# What is GBA Plus?

An analytical framework that was...

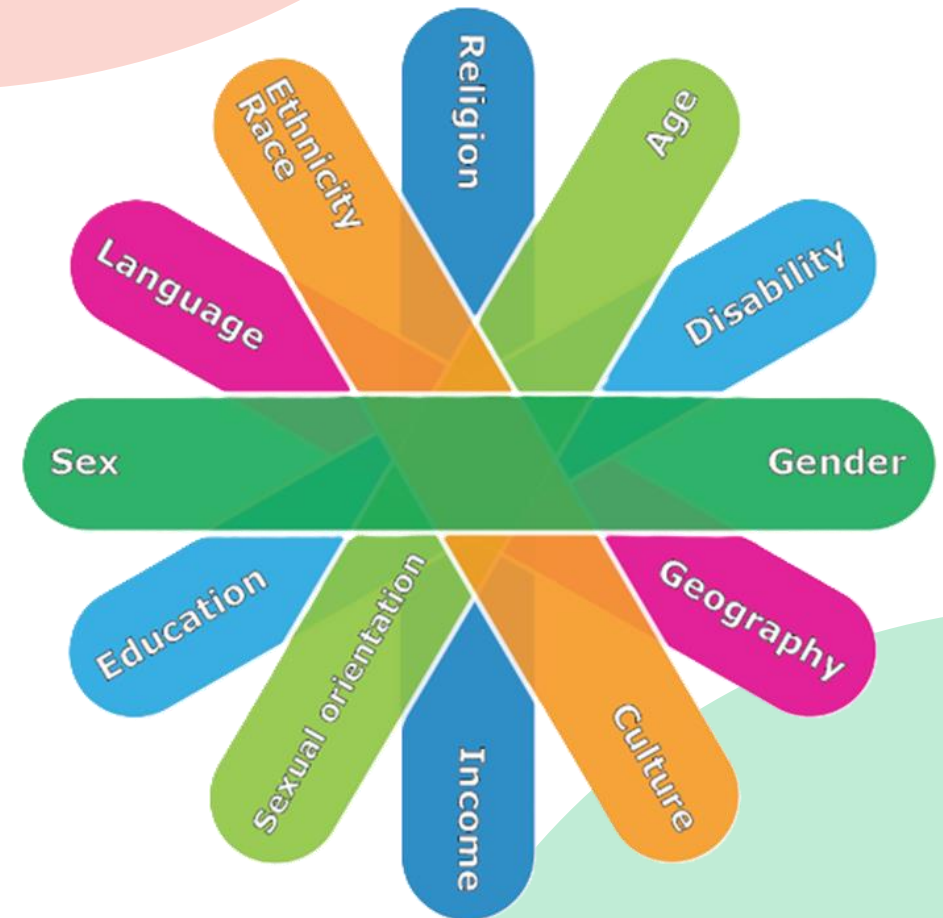
- ...originally focused on gender only. The Plus stands in for all the other identity factors that need to be considered.

Avoid an additive model where gender is always first and foremost by using...

- ...**intersectional analysis** to see how identity factors like age, gender, race, education, and other factors interact to affect the ways policies, programs, and practices affect diverse groups of people. This helps you to...
- ...design new policies and/or adapt existing ones to strategically meet the needs of a diverse client base.

Remember that analysis only happens when there is data to analyze.

- To engage in intersectional analysis, you need intersectional data.
- That means data you can **disaggregate** by separating it out and reorganizing it according to identity factors.



# Example equity framework: IDEA

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**IDEA** (Inclusion, Diversity, Equity, and Accessibility) is a set of principles that guide the development and implementation of programs, policies, and practices to ensure they are inclusive, welcoming, equitable, and accessible to everyone.

- **Inclusion** ensures everybody is valued and respected for their uniqueness and that they feel welcome and included.
- **Diversity** values the unique dimensions of identity, background, and experience that individuals bring with them.
- **Equity** requires breaking down systemic barriers to create opportunities for all individuals.
- **Accessibility** is the practice of identifying, preventing, and eliminating barriers, especially those exacerbated by disabilities.

Other equity frameworks include Anti-Racism Anti-Oppression (ARAO) and Liberatory Design, as well as de-colonial and anti-colonial approaches.

***What equity framework(s) are in place at your organization?***

# GBA Plus and IDEA are complementary, not competing

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## **GBA PLUS IS ABOUT *IDENTIFYING AND UNDERSTANDING.***

It is used to:

- Identify access and equity issues and barriers;
- Examine their causes;
- Inform the creation of interventions; and
- Evaluate interventions.

GBA Plus is a form of analysis, so it only works when there is data to examine. It uses that data to find and demonstrate inequities in services and programs.

## **IDEA IS ABOUT *ACTION AND RESPONSIBILITY.***

It is used to:

- Guide the development of programs and policies that promote inclusion, diversity, equity and accessibility;
- Enact programs and policies in a fair and just way; and
- Design accountability.

IDEA is a practical approach to furthering principled programs, policies, and services. It benefits from a solid grounding in evidence to guide interventions.

***GBA Plus informs the interventions that IDEA designs and implements.***

# GBA Plus in Practice: LINC withdrawals

**Identify the issue:** Withdrawal rates from LINC classes

**Challenge assumptions:** Look at your data to see *who* is withdrawing

**Research and consult:** Is there research on the specific client groups identified above?

**Develop options & make recommendations:** What would be the most effective interventions for those client groups, based on the results of your analysis and inquiry?

**This is the stage where equity frameworks play the biggest role.**

**Monitor & evaluate:** Check the numbers for changes to determine success

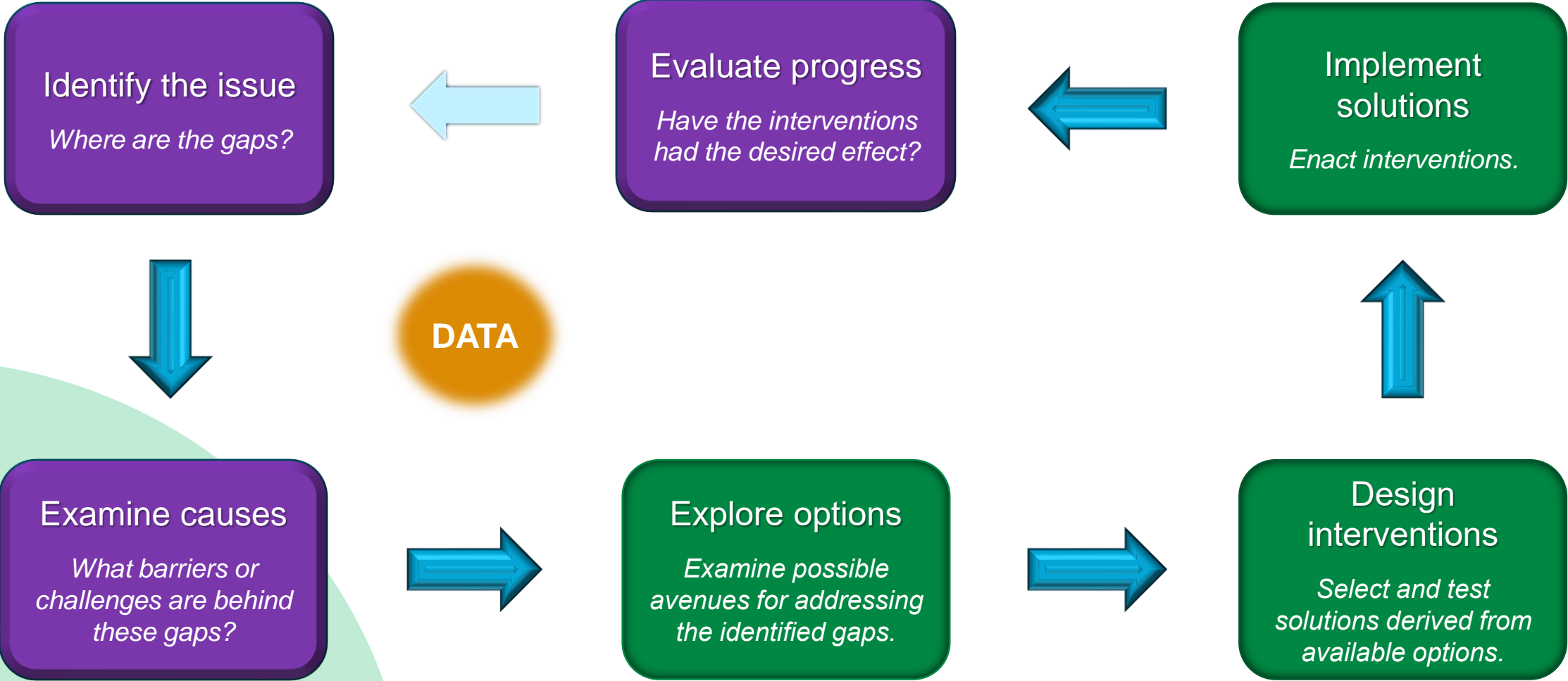


Graphic drawn from [Women and Gender Equality Canada's Introduction to GBA Plus online course](#)

[https://women-gender-equality.canada.ca/gbaplus-course-cours-acplus/eng/mod03/mod03\\_03\\_02.html](https://women-gender-equality.canada.ca/gbaplus-course-cours-acplus/eng/mod03/mod03_03_02.html)



# Complementary frameworks model: **GBA Plus** and **IDEA**



# Complementary frameworks: Case study

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*An organization decides to find out if all clients who want to develop their language skills are able to access and benefit from LINC classes.*

They need to know:

- When, where, and how classes are offered;
- How many clients are accessing LINC;
- How many clients take a language assessment but do not take LINC classes;
- How many clients begin LINC classes but stop attending; and
- What these clients have in common.

This process requires both **usage statistics**, to understand enrollment, continuance, and withdrawal numbers, and **disaggregated client demographic data** to understand *who* is enrolling, continuing, or withdrawing, in order to identify identity factors that may be affecting access to and success in LINC classes.

# Complementary frameworks in practice:

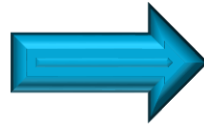
Using **GBA Plus** to understand the issues

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## Identify the issue

*Where are the gaps?*

- Investigating LINC enrollment, uptake, and completion requires examining student data.
- That data needs to be *comparable* and *complete*.
- This examination finds that some client groups are more likely to withdraw from classes instead of finishing them:
  - Many trans clients begin classes but do not finish them.
  - Parents with school-age children tend to withdraw from classes during the summer.



## Examine causes

*What barriers or challenges are behind these gaps?*

- Identifying the gap shows *where* the problem is, but not *what* is causing these challenges.
- Engaging directly with clients provides needed context.
- Engagement shows that:
  - Trans clients describe experiencing discrimination from both instructors and fellow students.
  - Parents struggle to secure childcare that would allow them to attend classes when their children are not in school.



# Complementary frameworks in practice:

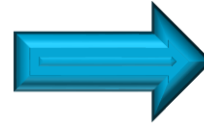
*Using **IDEA** to create interventions*



## Explore options


*Examine possible avenues for addressing the identified gaps.*

- These two client groups have different barriers, so interventions intended to reduce barriers will need to take into account their respective needs.
- Engage with clients for their insights on what best addresses their needs.
- Examine what successful intervention looks like.
- Establish spaces where diverse viewpoints (staff and client) are valued.
- Consider how interventions may impact other population groups, positively or negatively.



## Design interventions

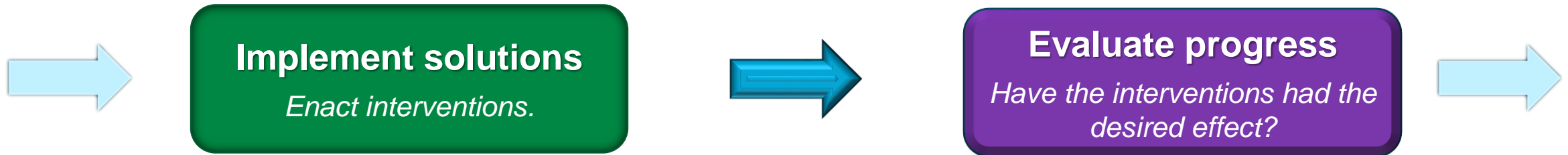
*Select and test solutions derived from available options.*

- Consider available resources and how they can be used equitably.
  - Involve diverse staff and client perspectives as much as possible.
  - Account for barriers that may impact clients with varying physical, sensory, or other needs.
  - Address ways that program changes may affect other client groups.
  - Incorporate client perspectives in creating accountability measures.
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# Complementary frameworks in practice:

Using **IDEA** and **GBA Plus** to enact and evaluate interventions

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- Ensure processes align with IDEA principles.
- Establish mechanisms for anonymous feedback on process and progress.
- Maintain transparency and open communication with clients throughout process.
- Build in flexibility so interventions can be adjusted to address changing context.

Return to GBA Plus analysis to examine the effectiveness of interventions.

- Use disaggregated data to quantify progress.
- Engage with client groups to understand how the interventions have affected their experience with the program.
- Revisit intervention design as needed, based on evolving understanding.

# Break!



## Take 5 minutes

Return ready to discuss and explore complementary frameworks

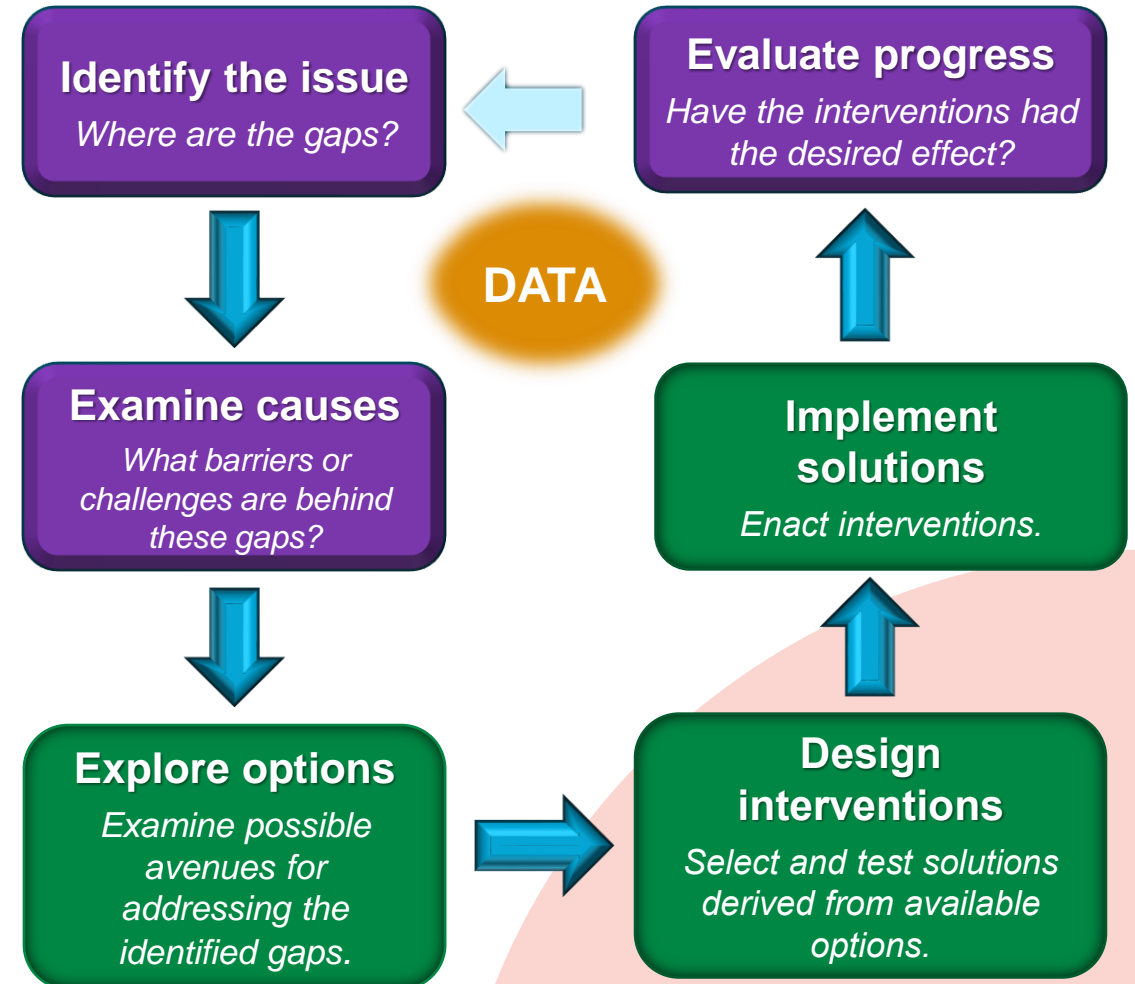
# Complementary frameworks in practice:

Explore **GBA Plus** and **IDEA** within the context of your work

GBA Plus is the analysis that identifies where gaps are, who is being affected, who might be going unheard, and what barriers or challenges are at work. It is a directive to critically examine the work. IDEA is a commitment to principled action – does this program or intervention further equity? Protect or increase diversity? Foster inclusion? Improve accessibility? How could it better enact those principles?

## In your groups, explore these questions:

- What are gaps you have identified in your department or program?
- What questions do you have about these gaps?
- What data do you need to answer those questions?
- How might those answers inform and shape program design and/or intervention?



# Reflection

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Did you find the complementary frameworks model helpful?

How did using the model affect how you think about or approach equity in your work?

Where do you want to incorporate more intentional use of GBA Plus and IDEA?

How confident do you feel about bringing GBA Plus to your equity work?

What support and resources would be most helpful to expand GBA Plus and equity capacity in your work?







**Thank you for attending and sharing your thoughts!**