ADS+

GBA+

IN YOUR DAILY WORK!

Gender-based Analysis Plus

ENGLISH
VERSION

It is not enough to offer the same service to everyone. It is important to establish equitable opportunity in light of each person's reality and needs. Let's explore together how GBA+ can be a good tool for this!

A TOOL THAT FACILITATES

- Recognition of multiple realities
- Social inclusion
- Equity

For WOMEN and people of diverse groups (disabled, ethnic minorities, visible minorities, Indigenous, sexual and gender diversity, neurodiverse, etc.)

BY TAKING INTO ACCOUNT

- Differentiated impact of a project* on different groups of people based on their social identities and realities
- Discrimination that can often be caused by several factors

*Can be applied to a project, a public policy, a service, an event, internal policies, etc.

ALLOWS US TO

- Better understand how people are directly affected by our decisions
- Think in advance about adapted and diversified projects
- Increase diverse groups' interest in our projects
- Provide equitable access to resources

WHERE DO WE START?

Below you will find some good practices in GBA+ that have been—for the most part—tested locally in the Montérégie![1] They follow the usual project development steps, but don't hesitate to use them even if you have already begun your process. Not only do projects rarely proceed in a linear fashion, but GBA+ practices added along the way can still be beneficial. Let the following questions guide you.[2]

[1]*To find out more about these projects, refer to the descriptive table on p.14.*
[2]*The questions are intended to be thought-provoking, but they do not cover all aspects of GBA+ application. You can also consult other tools produced by feminist organizations.*
[3]*You can also consult other tools produced with a feminist lenz or by feminist organizations.*

Women and Gender Equality Canada   Women's Equality Branch - New Brunswick   GBA+ - British Columbia

1. HOW TO IDENTIFY THE REALITIES AND NEEDS OF THE TARGETED POPULATION?

Define the problem - Collect data

## THIS ALLOWS YOU TO

- Promote social participation in accordance with each person's abilities

- Evaluate possible adaptations in advance and avoid having to make case-by-case adjustments later on

  In the field of universal accessibility, people say that it is not the disability, but rather the environment that creates the disability!

ASK YOURSELF

- How will my project be perceived or used differently by different people?

- Who does not frequent or use my organization's services?

- How will I ensure that a variety of perspectives (residents/ practitioners) are represented in defining the issue?

- What people, networks or organizations that work with a specific clientele can I contact to help me better understand their specific realities?
  e. g. homelessness, mental health, immigrant women, single mothers, etc.
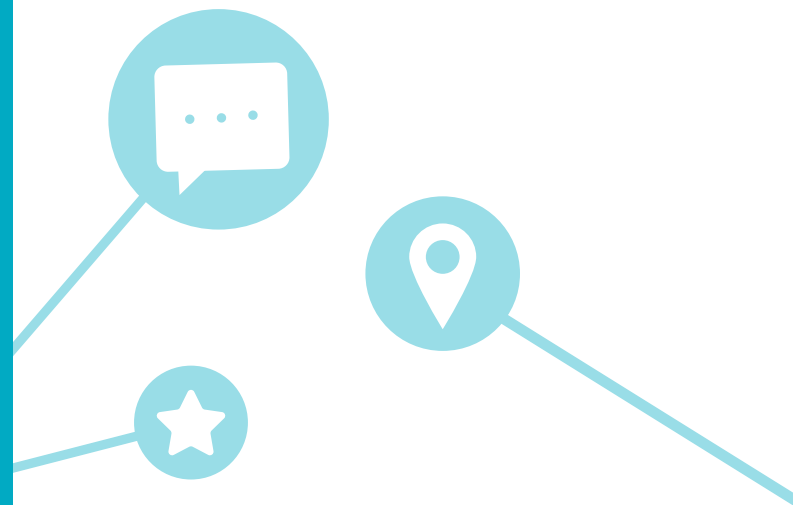
If I want to survey the population to
DEVELOP A PORTRAIT
OF THE TERRITORY

I CAN ∨∨∨

Start by relying on existing literature to avoid over-soliciting people in precarious situations.

First hold a focus group with practitioners to better understand local issues and find allies to mobilize people from more marginalized groups.

Select participants based on their **demographic weight.**

Encourage over-representation of people whose voices are not heard socially
eg: in the media, mainstream studies, politics, etc.

Encourage over-representation of minority groups
eg: have 4-5 **2SLGBTQ+ people** in a group of 30 (compared to 4/100 in the general population - *Canadian Census, 2016.*

Offer different options for registering: phone, online form, QR code, through an organization the person attends, etc. Provide space to accommodate people who may not have been able to register, but show up to participate.

At registration, validate language preferences and provide translators or unilingual groups in French and English.

Provide animation that promotes an equitable distribution of speaking turns and tools for responding to situations of discrimination within the group.

Partner with a local service that offers drop-in daycare services (such as a family centre) or offer compensation for childcare costs.

We invite you to discover the vocabulary found in this tool and learn more about specific realities on page 17. Look up the words in **bold** *in the glossary.*

2. HOW TO BETTER UNDERSTAND WHAT FEEDS AND MAINTAINS SOCIAL INEQUALITIES?

Analyse the data

ASK YOURSELF

- How do we produce a fair and equitable analysis of the problem that includes the voices of diverse people?
- What are the barriers for certain groups of people?
- Even if the use of a service is the same for everyone, is this also the case for access?

THIS ALLOWS YOU TO

- Identify gaps between different groups in the population
- Identify factors that contribute to social injustice
- Develop projects that address specific needs and are not generalist in nature

If we want to conduct focus groups to
IDENTIFY THE ISSUES FACING THE LOCAL POPULATION

WE CAN ⌄ ⌄ ⌄

Cross-reference two socio-demographic data with the responses collected to yield richer data
e.g. income and household size, gender and age, etc.

Check for missing **intersecting** socio-demographic data
e.g. are immigrant wome n's voices heard?
are racialized 2SLGBTQ+ people heard?

If certain groups of the population are missing from your data collection, find data on the issue in studies produced by partners who work with them.

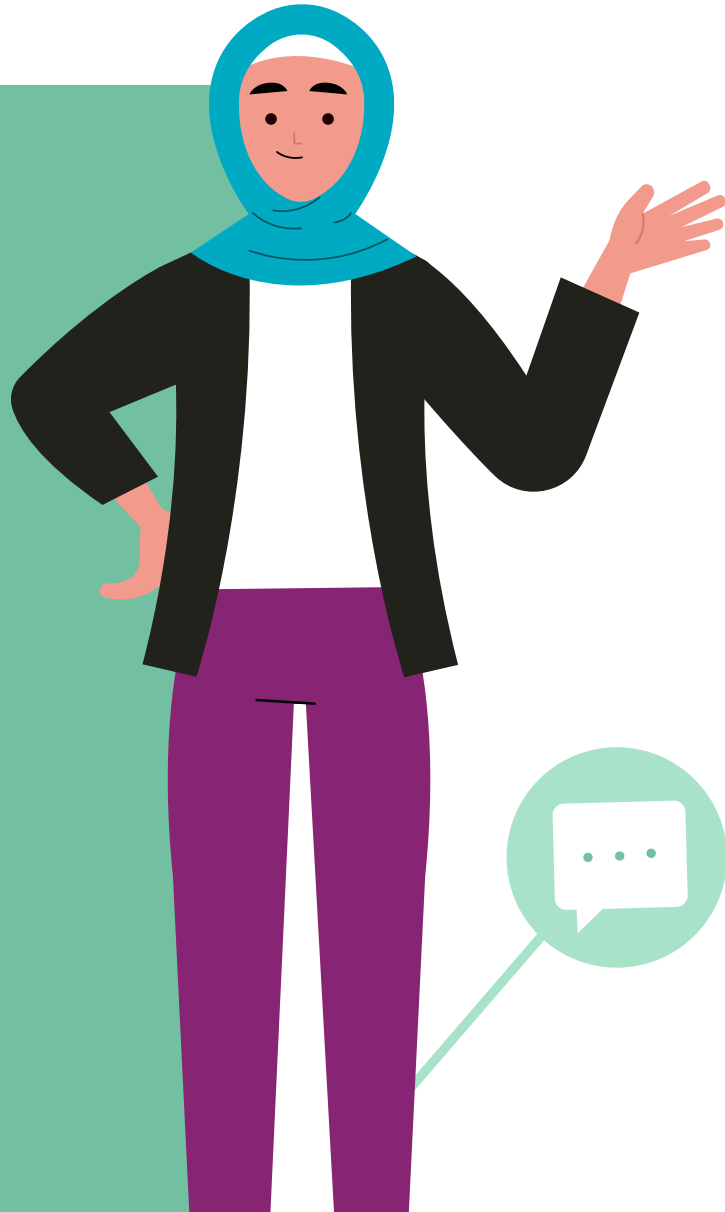Allow time to conduct one or two additional focus groups to readjust.

*We invite you to discover the vocabulary found in this tool and learn more about specific realities on page 17. Look up the words in **bold** in the glossary.*

3. HOW AN INITIATIVE IS PLANNED, BY AND FOR THE PEOPLE CONCERNED?

Design the project

ASK YOURSELF

How do we plan our project to allow for fair and equitable participation by all?

THIS ALLOWS YOU TO

Avoid taking a uniform approach
If you are targeting people with different realities, you have to think about different options

Give people an opportunity to make choices

Meet everyone's needs, with attention to the needs of the most disadvantaged or socially overlooked

If we want to encourage
MEMBERS OF MARGINALIZED GROUPS TO PARTICIPATE
in our initiative

WE CAN ⌄ ⌄ ⌄

Hold our activity in places where people live or go for their usual activities (HLM, housing cooperative, community hall, premises of a partner organization, park or sports field within a rental complex)
Go where the people are!

Choose **universally accessible** sites including washrooms!

Plan a meal that takes into account dietary restrictions and convictions (pork-free, gluten-free, vegetarian, etc.), offer leftovers to mothers first for lunches the next day.

Choose a location served by public transit and paratransit. Provide compensation for transportation costs or support a carpooling initiative.

Choose schedules that are convenient for single mothers or parents.

Develop an activity in partnership with another community group that works with these individuals.
e.g. youth centre, single mothers' group, organization that supports the integration of newcomers

Recognize the lack of availability and barriers to participation for marginalized people, while asking how they might still be able to benefit from a project.

*We invite you to discover the vocabulary found in this tool and learn more about specific realities on page 17. Look up the words in **bold** in the glossary.*

4. HOW DO WE PROVIDE THE OPPORTUNITY FOR EVERYONE TO PARTICIPATE, BE HEARD, AND HAVE A FAIR SEAT AT THE TABLE?

Implement the project

ASK YOURSELF

How do we allocate resources to implement the project?

THIS ALLOWS YOU TO

Request resources accordingly

e.g. translation services, covering the costs for a drop-in daycare service, a meal, a financial compensation, transportation reimbursement, etc.

If we set up an
ADVISORY COMMITTEE
to guide our project

WE CAN ⌄ ⌄ ⌄

Recognize the importance of involving diverse practitioners and groups in positions of power/decision/advice from the outset, not just in subsequent consultation.

Question practitioners in detail about their client profile to ensure that they know who is represented and who is not.

Select a person who will look after the interests of a group that is not represented by any professional.

Recognize that some groups are overly solicited. If they are not available, do not exclude them from the consultation, but choose key moments to call on their expertise.

Encourage the participation of a professional who represents fewer clienteles or a clientele that is less present in the territory, but who brings a representativeness that no one else brings...
e.g. women with disabilities, neurodivergent people, people with mental health problems, specific ethno-cultural groups, etc.

*We invite you to discover the vocabulary found in this tool and learn more about specific realities on page 17. Look up the words in **bold** in the glossary.*

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5. HOW DO WE PLAN FOR THE NEXT STEP, SOLIDIFY PROMISING PRACTICES AND/OR CATCH UP ON WHAT WE'VE MISSED?

Evaluation

ASK YOURSELF

- Who uses our program?
- Are there any differences in accessing and/or using our service/program?

THIS ALLOWS YOU TO

- Adjust our inclusive practices for the future

If we conduct an
EVALUATION OF OUR MOBILIZATION PRACTICES

WE CAN ⌄ ⌄ ⌄

Collect socio-demographic data* on participants to get a better picture of who is or is not participating in our activities, who is or is not benefiting from our initiative, who is or is not volunteering to support us, etc.
eg: gender, age, ethnicity, language spoken, income level, number of children and adults in the household, etc.

This data can be collected anonymously during an evaluation and be sure to indicate that it is not mandatory to answer the questions.

Include an open-ended question:
What might have hindered or helped your participation?

Document our integration of GBA+:
including innovative practices and limits.

Include our good practices in our funding applications to strengthen them and ensure sustainability.

CHECKLIST

When considering the implementation of GBA+ within your project, you may ask yourself the following questions:

1. Have we produced a portrait of the situation or an identification of issues that takes into account the different realities of various groups?

2. How have we involved groups or individuals concerned with the issues we wish to address in our project ?

3. What allies can we mobilize (and support in return) to support us in our project?
Feminist groups, anti-racism groups, groups that support newcomers, Native Friendship

4. How can we learn from these allies to advance further?
Training in universal accessibility, illiteracy, inclusive or gender-neutral writing, etc.

5. What barriers have we encountered in implementing inclusiveness measures in our project?

6. What concrete measures to reduce or eliminate inequalities between various groups have we implemented in our project?

EXAMPLES OF MONTÉRÉGIE PROJECTS

that have integrated GBA+ into their practices

The examples presented here are taken from projects that the TCGFM supported in 2021-2022 with community organizations working in concertation, social development, poverty reduction, etc. in Montérégie region.

« It allowed me to think things through better. It brought me other ways of looking at things and it allowed me to equip myself and to better understand the concept. »
MÉLANIE - D'MAIN DE FEMMES

« These are tools that really allowed me to open up and make sure I see everyone. To be on the look out for those blind spots. To ask myself: what are other areas that may represent obstacles. »
PAULINE - L'AUTRE ÉPICERIE

Organization	*Project*	*Territory*	*Scope of Accompaniment*
Alliance Carrière Travail	**OSE**	Agglomération de Longueuil	Creation of a working committee of professionals, project development
Alternative Aliment-Terre	**Alternative Aliment-Terre: gleaning, packaging and sale of fruit and vegetables at social rates**	MRC du Haut-Richelieu et de Rouville-Chambly-Carignan	Mobilization strategies, activity development, communication practices, tool review
D'Main de Femmes	**Intergenerational project Et si on parlait de condition féminine?**	Beauharnois-Salaberry	Development of web content and awareness activities
L'autre Épicerie (Moisson Rive Sud as trustee)	**Document the realities of food insecurity and communicate with l'Autre épicerie's target groups**	RLS de Champlain	Mobilization strategies, analysis of data collected during focus groups with residents, presentation of findings
Table de concertation de Brossard	**Social Portrait**	Brossard	Mobilization strategies, development of a facilitation guide and focus groups with residents, analysis of data collected, presentation of findings • Target and reach out to groups who's voice is heard less in standard portraits. • Plan themed consultation sessions with residents directly adressing social inequalities eg: racism and intercultural relationships, mental health, sense of safety in the city, etc.
Table de concertation des groupes de femmes de la Montérégie	**Women's Health and Well-being**	Montérégie	Development of an appraisal of women's health and well-being in Montérégie with local practitioners, presentation and validation of findings

We met with nearly a dozen other organizations during 45-minute express coaching sessions, and some examples are also taken from these sessions.

GBA+ is also a tool that allows us to build inclusive living environments! Hiring, social media, job posting, citizen recruitment poster, activity invitation, event organization, new member recruitment, etc. Learn about other forms of applications below!

COMMUNICATIONS

When **creating posters or online publications** to recruit residents for focus groups, or to promote an event, we can:

Distribute or post in unusual places, frequented or consulted by all: publicity bags, convenience stores, public places, etc.

Clearly state on recruitment posters the measures promoting inclusivity that we have planned, in clear and simple language e. g. my space is universally accessible, transportation costs will be reimbursed, a drop-in daycare is available, an LGBTQ+ flag, etc.
In short, make inclusiveness visible!

Use pictograms to facilitate understanding by allophone or illiterate people.

Use gender-neutral and inclusive language.

Promote transparency: indicate how participants will be selected and contacted.

DEMOCRACY

Develop a policy against violence, harassment, ageism, ableism, grossophobia, racism and sexism, etc. in our workplaces. Train ourselves and our teams to react, behave and communicate in a respectful manner.

Provide a glossary - printed or projected - of terms and acronyms presented at a meeting or committee.

During meetings or assemblies, always begin with a verbal reminder and explanation of the organization's mission, the objectives and expectations for the meeting and clear instructions to ensure that everyone can participate fully.

Plan the schedule according to the availability of the mothers/parents.

Encourage subgroup discussions to give voice to women and marginalized people.
eg: in the development of annual priorities.

Offer a few copies of membership forms and/or annual reports in paper format (to avoid the digital divide) or available on site on a tablet (more environmentally friendly).

Provide information or mentoring sessions to encourage the participation of women who have never been involved in decision-making bodies such as boards.

APPENDIX

Inclusiveness Glossary

2SLGBTQ+: two-spirited (2S) - in some Indigenous cultures or for some Indigenous people this refers to a person with a female and male spirit living in the same body - lesbian, gay, bisexual, transgender, queer and any other sexual orientations and gender identities.

Universal accessibility: a design concept that aims to make it easier for everyone to access, move around and use the services offered within a building or public place.

Illiterate: a person who does not know how to read and write.

Ableism: social attitudes that devalue and limit the potential of people with disabilities, based on the misconception that they are less worthy of being treated with respect or of contributing to society.

Discrimination: is treating someone differently because of their identity characteristics. This can imply a process of exclusion, and/or hinder participation in social life and/or the exercise of rights. For example, gender-based discrimination, racial discrimination, etc.

Inclusive and gender-neutral writing: inclusive writing or language refers to ways of writing that are non-discriminatory and aim to include everyone, such as feminization or gender-neutral writing. Feminization refers to the use of the feminine. There are different ways of doing this (e.g. using the female pronoun, giving a woman or girl as an example in a description). Gender-neutral language refers to the use of non-gendered terms (e.g. individuals, persons, plural form, etc.).

Equity or equality: unlike equality which is about providing the same resources or opportunities to all, equity refers to providing resources or opportunities adjusted to each person's starting point so that all arrive at the same place, at the same time.

Digital divide: the gap between those who own, understand and use information and communication technologies (ICTs) and those who cannot. Reasons include income, education, age, literacy level, etc..

Grossophobia: social attitudes that devalue and limit the potential of people considered fat, as dictated by beauty standards.

Intersectionality - Intersectional - Intersections: a tool for reflection on social discrimination that takes into account the way in which all aspects of our identity are intertwined. Thus, different systems of oppression interact and reinforce each other. Intersectionality is a concept drawn from African American feminism.

Neurodiverse – Neurodivergent: a term used to describe people whose brains learn, function and process information differently than the majority of people. This includes individuals with a diagnosis of Attention Deficit Disorder with or without Hyperactivity (ADHD/ADD), Autism Spectrum Disorder (ASD), etc.

Pictogram: symbol or drawing that expresses the content of a message

Demographic weight: percentage of people belonging to a group with certain identity characteristics living on the same territory.
ex: among Quebec families, 12.2% are single-parent families with a female parent - *2016 Census*

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for the glossary

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**Table de concertation
des groupes de femmes
de la Montérégie**

For reference material or more examples,
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