



Workshop: GBA Plus and Equity Frameworks

Purpose

This workshop is designed to increase understanding of the relationship between GBA Plus and equity frameworks, using IDEA (Inclusion, Diversity, Equity, and Accessibility) as the core example. It is intended to increase both knowledge and confidence in applying both GBA Plus and IDEA to the work in which participants are engaged. To that end, it provides a conceptual grounding in GBA Plus and intersectionality as well as IDEA, and lays out a model demonstrating their complementary nature. It employs a case study to show how these frameworks work together to further equitable program and policy solutions and then invites participants to apply the complementary frameworks model to their own work.

While this workshop uses IDEA as the example equity framework, GBA Plus interacts in similar ways with other frameworks, such as ARAO (Anti-Racism Anti-Oppression), Liberatory Design, and decolonial/anti-colonial approaches. Facilitators may substitute the equity framework in active use at their organization by replacing Slide 6 and editing subsequent slides, or may use the workshop time to encourage participants to apply the IDEA-based lesson to a framework that better represents the organization's work or values.

Outline

Speaking notes for each slide are provided alongside the relevant slide, in the "Notes" section of the deck.

This workshop is expected to take 1-1.5 hours. The listed times are estimates; based on where your organization is currently at in the GBA Plus and equity process and your assessment of the knowledge base held by participants, explanatory slides may require additional depth. Alternately, some of the concepts may already be familiar, and more time can be allocated to the workshop portion.

| Topic & Objectives | Slides | Estimated Time |
|--|--------|----------------|
| Welcome and Housekeeping | 1 | 1 min |
| Territorial & Funder Acknowledgments | 2-3 | 1 min |
| <p>Grounded Engagement: Objectives, Agenda, Grounding Principles</p> <p><i>Use this slide to discuss workshop logistics and methods for engagement. Encourage the use of notepads or sticky notes for in person facilitation and the chat or Q&A functions for virtual facilitation. Ensure there is active recording of thoughts destined for the parking lot – it can be very helpful to follow up after the workshop with acknowledgment of the ideas that arose from it.</i></p> | 4 | 2 min |
| <p>Overview: GBA Plus & IDEA as complementary frameworks</p> <p><i>Introduce and define GBA Plus and IDEA. Focus on building understanding of intersectionality and its importance to equity, as it is a key throughline connecting GBA Plus and equity frameworks.</i></p> <p><i>Pause on slide 6 for participants to describe equity framework(s) in use at their organization and how it manifests.</i></p> | 5-6 | 5 min |

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| <p>Model: Complementary Frameworks</p> <p><i>Use the concept of intersectionality to guide an overview of how GBA Plus works with equity frameworks to produce more equitable programs and policies through the flowchart in this slide.</i></p> <p><i>Pause on Slide 8 to allow participants to ask questions about GBA Plus.</i></p> | 7-9 | 6 min |
| <p>Example/case study:</p> <p><i>Pause to solicit suggestions before revealing slide contents (click-to-continue animation is included in the slides).</i></p> <p><i>On slide 13, you may pause for questions about the case study.</i></p> | 10-13 | 10 min |
| <p>Break:</p> <p><i>Take a 5-10 minute break before diving in to the workshop portion.</i></p> | 13 | 5-10 min |
| <p>Workshop:</p> <p>Applying complementary frameworks (GBA Plus & IDEA) to current work</p> <p><i>Encourage groups to record their thoughts and to place ideas that diverge or go beyond the scope of this workshop into the parking lot. Consider preparing a list of potential or identified gaps currently facing the organization to share with groups. You can offer an option from the list to groups who are struggling to come up with their own, assign a gap to each group, or just offer the list to all and allow each group to select a gap. It's okay for more than one group to explore the same gap – they may come up with very different answers.</i></p> | 14 | 2 min to introduce 10-15 min for small groups 10-15 min to share back |
| <p>Reflection</p> <p><i>Consider using the nonverbal participation suggestions below to support engagement. Record feedback and thoughts; consider sharing insights in a follow-up email.</i></p> | 15 | 10 min |
| <p>Conclusion, thanks, farewell</p> <p><i>You may add or substitute a slide with a link or QR code for participants to evaluate the workshop and provide feedback.</i></p> | 16 | 1 min |

Tips for facilitation

Part of employing IDEA or other equity frameworks is considering accessibility. Is the (physical or virtual) venue for the workshop accessible to folks with a variety of physical, mental, or sensory needs? Is it in a space that is welcoming to people of all identities? Are there mechanisms encouraging accommodations for those with needs not being met? Does it have loud or especially bright lights that could contribute to sensory overload?

Sensory and psychological needs

While the content of this workshop is intended to support psychological and cultural safety, even in the most carefully cultivated environment individuals may need to retreat to care for their own well-being. A variety of causes may lead to this need, so ensure participants have access to a quiet space to care for themselves. Include directions for accessing this space, and the value of self-care, when discussing the Grounded Engagement slide (4).

Anonymous participation

Not all participants will always be comfortable speaking up. Encourage the use of sticky notes to record thoughts for in-person workshops and the chat/Q&A functions for virtual ones.

For in-person workshops, consider periodically collecting sticky notes with questions on them, or encouraging participants to put their written questions on a dedicated surface, such as a poster sheet or section of the wall. Check those notes for questions and insights that can be shared with the group.

For virtual workshops, consider having a designated assistant who can receive and read direct messages from participants, and/or make sure the Q&A function allows for anonymous submissions.

Nonverbal participation

As an alternative to expecting participants to speak up, consider using nonverbal check-ins. A show of hands – up for agreement, down for disagreement, flat for neutrality – or using fingers to rate a statement from one to five can help to engage and include participants who are uncomfortable speaking up.

Example: Ask participants to raise their hands if they feel they understand a concept; those who are unsure can hold their hands out horizontally instead of raising them vertically.

Agree:



Unsure:



Example: Ask participants to rate their confidence employing a new concept or skill from one (not at all confident) to five (very confident) by holding up that many fingers.