GBA Plus and Equity Frameworks Workshop: Slide Notes

Slide 1: n/a

Slide 2: [Replace with the territorial acknowledgment used by your organization.]

Slide 3: n/a

Slide 4:
[Speaker may include 1-2 goals you have for participants][Principles may be modified to reflect those used at your organization]

Practices
- Periodic pauses for questions
- Parking lot for tangential questions

Logistics
- Encourage use of sticky notes (in-person) or chat/Q&A function (virtual) for folks to record their thoughts.

Slide 5:
- Gender-based analysis plus (GBA Plus) is an analytical framework for examining how diverse groups access, experience, and benefit from policies, programs, and practices.
- Initially, as gender-based analysis, it only examined the role gender played in equity. While it now acknowledges other identity factors through the "Plus" in "GBA Plus", it is important to be intentional about examining diverse factors and to move away from an additive model where gender is the first and foremost unit of analysis.
- To do so, engage in 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 analysis is then used to design new policies and/or adjust existing ones in order to ensure equity in access and outcomes.
- Remember: analysis requires data to analyze. To perform intersectional analysis, you need intersectional data – in this case, disaggregated data.

Slide 6:
[Speaker may choose to replace this slide with an equivalent slide providing an overview of the equity framework in use at their organization. If so, simply mention IDEA in the list of other frameworks here.]

Note that accessibility includes universal design as well as accommodations. It should be proactive, not just reactive, because reactivity places a heavier burden on those needing accommodations.

[Pause on this slide to check in with participants about the equity frameworks at their agencies. Consider follow-up questions about how that framework manifests in the context of their organization.]

Slide 7:
[If replacing IDEA with the framework at your organization, update this slide to match.]

Intersectionality plays a key role in both GBA Plus and IDEA. Identity factors (including, but not limited to, age, race, and gender) intersect and interact to create unique dimensions that can't be clearly seen when looking at factors in isolation.

Use GBA Plus to gain a deeper understanding of how those intersections apply to your clients, and IDEA to guide how you use that knowledge to design services that are better able to meet their needs. Remember that equity is not about everyone receiving the same service; it's about everyone receiving the services they need to thrive.

[Pause on this slide – ask about the role data/analysis plays in their program design and/or evaluation.]

Slide 8:
For instance, you might notice higher rates of withdrawal from LINC classes during the summer months. Identify this as the issue.

Look at the data you have to challenge the assumptions you might carry – who do you assume is withdrawing and why? Use that disaggregated data to find out who is leaving classes.

Then gather the facts – consult with those clients to find out why they're withdrawing. Use that information to develop possible interventions, using an equity framework such as IDEA to ensure that these interventions are designed and implemented in an equitable way.

Finally, check to see how effective these interventions are. Do your withdrawal numbers change?

Slide 9:
This chart is a more focused illustration of the relationship between GBA Plus and IDEA. It shows how the knowledge that comes from GBA Plus analysis provides a foundation for equity-driven interventions (such as program design or changes) and then helps to evaluate those interventions.

The role played by GBA Plus is particularly important for demonstrating to stakeholders, including funders, both the reasons for interventions and their successes. GBA Plus analysis enables you to build a story using your data as proof, allowing you to pinpoint gaps and address them strategically. All of these steps depend on strong data practices to construct an accurate picture for your foundation.

Transition: Next, we'll go through each of these steps in more detail using an example to help us see these linkages more clearly.

Slide 10:
[Pause to ask participants for their ideas about what the organization needs to know before clicking to trigger the animation. You may choose to substitute an intervention created or in process at your organization.]

Remember that disaggregated data can be broken down by demographic factors, like age and gender (among many others). Disaggregation is the most essential tool for a quantitative understanding of how different groups access and experience services. Lack of access to disaggregated data is a common bottleneck for GBA Plus integration.

Slide 11:
[Use click-through animations to move through the content, allowing participants to volunteer insights. If using an example from your organization as the case study, update this slide to match.]

Transition: Start by identifying the issue and finding gaps.

For data to be comparable, it needs to use the same labels and categories. For example, data on age should use the same breakdown, such as by decade (15-24, 25-35, etc). Completeness simply means that data is easier to use when there are no missing pieces. Finding patterns based on gender, immigration status, or other factors is harder (and more prone to errors), if not all client records have that information.

This step helps you identify specific areas for engagement, avoiding asking all clients to complete a survey just to find which groups to then follow up with.

Transition: Next, examine causes behind those gaps. Client engagement can be done formally in focus groups, open-ended surveys, and informally via conversations between settlement workers or teachers and their clients. Engagement benefits from relationship-building to ensure clients feel safe being honest about the challenges they're facing, which is especially true for multiply –marginalized folks. The trans clients described here may not all be out, and may be less comfortable disclosing their experiences with discrimination (especially discrimination coming from staff/instructors) than parents who are facing a logistical barrier.

Slide 12:
[Use click-through animations to create opportunities for participants to volunteer insights. If you are using an example tailored to your organization, update this slide to match.]

Transition: After you've built an understanding of where the gaps are and what causes them, explore options for interventions that address the gaps identified in the previous steps.
Transition: Once you've collected some ideas for interventions, think through what those interventions should look like to best support equity.
- Potential interventions to support trans students may entail actions like training for instructors and/or offering classes in affirming spaces.

- Possible interventions to support parents may encompass additional support with finding appropriate childcare, subsidies to help with childcare costs, offering on-site childcare, and/or in-home tutoring.

Slide 13:
 [Use click-through animations to create opportunities for participants to volunteer insights.]

Transition: Now is when you take the interventions you've designed and put them into practice.

Implementation is the stage where ideas meet reality. This is the point where commitment to IDEA may get challenged. Build in ways for staff and clients to give feedback on how well things are working, and make sure you've built in some flexibility to adjust changes over time.

Transition: Finally, shift your focus back to GBA Plus analysis.

This is where you evaluate the interventions. Update disaggregated data to compare pre- and post-intervention data. Keep lines of communication and engagement open – conducting the previous stages of the process with care helps build relationships that continue to grow and inform the work over time.

This phase highlights the cyclical nature of the process – from your evaluation, you may find different gaps, which allows you to revisit the other phases of the joined frameworks. Or you may find that the interventions were not as successful as was hoped and need to be adjusted. But now you have a baseline and a way to track the progress, making the process smoother and more effective each time.

Slide 14: Take 5-10 minutes for everyone to reflect, stretch, and take care of needs.

Slide 15:
[Keep this slide up for participants to refer to during their group discussions.]

Give participants 10 minutes to discuss the questions in pairs or small groups.

Bring everyone back together and take 10 minutes for groups to share their thoughts. Record insights and consider sharing them to participants in follow-up communication after the workshop.

Engagement:
In-person: Encourage groups to jot down their ideas and answers. Circulate to provide support and redirect diverging thoughts to the parking lot.

Virtual: Provide breakout rooms for discussion. Invite participants to note ideas in the chat and to direct message facilitator(s) if they get stuck.

Slide 16:
Engagement: On this slide, insert a link and/or QR code for participants to evaluate the workshop and provide their own feedback.

Give participants a chance to reflect on their own or in pairs/groups. You can offer all the questions at once, or separate them and consider each question separately. For the first and fourth questions, consider starting them with a nonverbal chance to give feedback. In-person: a show of hands for yes (up)/no (down)/somewhat (flat), or raised fingers to rate from 1 to 5.

Virtual options: Using the raise hand function for agreement, encourage posting in the chat, consider using Zoom polls, Slido, or Mentimeter.

- Consider posting the workshop objectives in the chat and encouraging participants to reflect on how well the workshop experience met those objectives.
- Consider using follow-up questions, like "What aspect of (GBA Plus or IDEA) do you feel most (or least) confident about? Why?"
- Consider following up on comprehension through questions like: "What are your take-aways about the relationship between GBA Plus and IDEA?"

Slide 17:
[Offer closing thoughts and thank organizers here. Consider including ways for participants to follow up with questions and thoughts that arise after the workshop.]

Workshop follow-up suggestion: Assemble ideas and insights from participants into a document that can be shared alongside a copy of this presentation. Include a section for the ideas and questions that were placed in the parking lot during the workshop.