

GBA Plus Toolkit for LIPs

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About This Resource

- IRCC has been increasingly valuing a Gender Based Analysis Plus (GBA Plus) approach to LIP work and requiring us to report on how we have incorporated GBA Plus into our work (planning, evaluation, measurement etc.)
- This guide helps LIPs understand how to frame our work in terms of GBA Plus, including work we are already doing and approaches we could implement in the future.
- This guide links to further resources about GBA Plus and topics related to GBA Plus (equity, diversity, inclusion, anti-racism, intersectionality etc.)
- This guide does not provide an in-depth look at the definition of GBA Plus. We recommend consulting the [Government of Canada's free GBA Plus course](#) for more detailed information.

What is GBA Plus?

Gender Based Analysis Plus (GBA Plus) is an analytical tool that supports the development of responsive, inclusive, and equitable initiatives (e.g., policies, research, programs, events, projects, evaluation and monitoring processes, reports, service delivery, communications). It provides a framework for assessing how diverse populations will experience or be impacted by the initiative.

GBA Plus considers the impact of various factors and identities when analyzing a potential initiative, including but not limited to the sex and/or gender of people who will experience or be impacted by the

initiative. Relevant factors and identities can also include race, disability status, geographic location, language, age, religion, immigration status, and more. GBA Plus takes an intersectional approach to understand how different factors and identities intersect and impact the people who will experience or be impacted by the initiative. A GBA Plus approach is reflexive, action-oriented, evidence-based, and grounded in cross-community collaboration.

The Simplified GBA+ Process

1. Identify the issue(s)
2. Challenge assumptions and biases
3. Gather the facts (research and consultation)
4. Develop options and make recommendations
5. Monitor and evaluate

What are ways LIPs might have *already* used a GBA Plus approach?

Many aspects of our work as Local Immigration Partnerships are already in line with a GBA Plus approach. Here are some examples of current work being done by LIPs, and how these LIPs framed the work in terms of GBA Plus.

Membership and LIP Structure

- Maintaining an inclusive and diverse partnership council, including newcomer perspectives.
 - For example, some LIPs may have a policy that a certain percentage of council members must be immigrants.
- Establishing an anti-racism committee that oversees LIP work.
- Embedding anti-racism principles in LIP work (project planning, delivery, evaluation etc.).
- Adopting policies to ensure balanced representation (e.g. gender, ethnic/cultural background race etc.) on LIP councils.
- Embedding EDI principles (e.g. gender equality, decolonization, anti-racism etc.) in LIP work.

Research

- Exploring research questions that specifically relate to diverse populations (e.g. newcomer youth, racialized women, etc.).
- Undertaking participatory research that involves diverse participants throughout the research process. Specifically reaching out to diverse groups to include them in the research process.
 - For example, many LIPs translate surveys into multiple languages and target promotion to specific, often excluded, groups.
- Disaggregating primary or secondary data when doing research analysis and/or reporting (e.g. by gender, immigration category/status, length of time in Canada, racialized status and/or race, etc.)
- Disaggregating research findings from regular immigrant surveys by demographics where possible (e.g. race or racialized category).

Project Planning and Promotion

- Ensuring that all initiatives are developed in response to our partnership council's needs and direction. This helps plan and implement projects considering multiple perspectives.
- Consulting with a variety of diverse stakeholders, including our partnership council, to create our community plan and annual action plans.
- Considering the perspectives of unique populations in the region while developing resources and initiatives, through strategic partnerships (e.g. ethnocultural organizations, faith organizations).
 - For example, when STELIP was promoting our Immigrant Survey, we considered how many Low German Speaking Mennonites access information and opted to promote the survey on a local Low German language radio station.
- Promoting activities and other opportunities for involvement in diverse ways, in multiple languages, and to diverse and often-excluded groups.
- Using research, data, and evidence to inform all tool and resource development.
 - For example, when creating STELIP's Planning Inclusive Events guide and workshop, we used demographic data to inform the example scenarios we added to ensure they were relevant to our region.
- Creating and using an EDI checklist that is applied to events, meetings, projects, communications etc.
- Sharing anti-racism resources with partners and the broader community (print/online resources, trainings, discussion guides, etc.).
- Ensuring resources are accessible to multiple audiences and in multiple languages.

Monitoring and Evaluation

- Collecting community measurement data from council partners and using this data to measure and evaluate action plan progress as well as inform future strategic planning.
- Evaluating the effectiveness of each initiative and incorporating the learnings into future iterations or the development of future initiatives.

What are ways LIPs could easily adopt a GBA Plus approach?

The following list contains potential approaches LIPs might take to further align their work with a GBA Plus approach:

- Developing specific policies (e.g. anti-racism, EDI, council representation).
- Disaggregating data wherever possible, both in their own research and when interpreting other's research for the community.
- Using available resources and data to do evidence-based planning and decision-making
- Consulting with council and/or immigrant advisory table.
- Soliciting feedback at the end of events to understand how different groups experienced the event. Disaggregating this data if possible.
- Identifying and consulting specific target populations when planning projects and events
- Developing a monitoring and evaluation process for each project that takes into account how different groups experience or are impacted by the initiative.

- Monitoring and evaluating projects to understand successes and learning. Incorporating learnings into future iterations or projects.

Using GBA Plus in IRCC Reporting

The 2025-2030 Call for Proposals identified multiple categories of LIP activity in which GBA Plus approach could be incorporated:

- Collection of data disaggregated by sex and other demographics (i.e. race, age, language, etc.)
- Use of research, data, evidence, and other material to inform project development
- Consultations and engagement with target client population to inform project activities and priorities
- Engagement with organizations that have expertise in specific issues or populations
- Ongoing learning in design and implementation
- Monitoring and evaluation

You can consider trying to incorporate information about each of these distinct categories in your reporting.

The following are some examples of phrases to use when highlighting your GBA Plus approach to LIP work:

- “disaggregated data”
- “using research, data and/or evidence to inform project development”
- “consulting specific target populations to inform project development/planning/priorities”
- “engaging with a wide range of community stakeholders, including [population groups] to ensure our activities are responsive and inclusive”
- “culturally sensitive”
- “ongoing learning”
- “monitoring and evaluation”
- “consulting/engaging with organizations with specific expertise about issues/populations”
- “evidence-based planning/decision-making”
- “understand/assess how populations experience policies, programs, and services”
- “intersectional approach”
- “recognizing unique challenges/barriers”
- “recognizing unique needs/assets”
- “systemic barriers that disproportionately affect [population group]”

Resources

- [HIPC Inclusion, Diversity, Equity, and Accessibility \(IDEA\) Checklist](#)
- [STELIP Planning Culturally Inclusive Events Guide](#)
- [GBA Plus course \(Government of Canada\)](#) – free, self-paced, 2-3 hours