

GBA

Gender-Based Analysis

GUIDE



GBA Gender-Based Analysis Guide

This Guide has been designed to assist in completing the GBA Tool.



Gender-based analysis (GBA) is an evidence-based process in which policies, programs, legislation, and service delivery are assessed to determine their impact on women and men, girls and boys. GBA is an analytical tool that:

NOTE:

Not everything we work on fits neatly into a box.

For example, gender is often viewed as a binary (female or male); however, gender is a spectrum whereby some New Brunswickers may not self-identify in one of these two categories.

Keep this in mind as you complete the tool and adjust as necessary. Record information that does not fit into the boxes provided as this tool will be adapted over time from this type of feedback

The screenshot shows the 'Gender-Based Analysis (GBA)' tool interface. At the top, it states 'THIS DOCUMENT IS THE PROPERTY OF THE GOVERNMENT OF NEW BRUNSWICK' and 'This tool was developed to enhance understanding of how policies, decisions and other initiatives may impact women and men differently in an effort to ensure comprehensive gender equity in the province of New Brunswick.' Below this is a 'Basic Information' section. The main part of the tool is divided into several steps and sections:

- STEP 1: Research Objectives (Are you using gender in your...)**
 - What you do:** Disaggregated information for diverse groups of women and men. Includes instructions on how to collect and sort data by sex and/or other diversity factors.
 - What you do not:** Disaggregate information for diverse groups of women and men. Includes instructions on what to avoid.
 - What you do not:** Disaggregate information for diverse groups of women and men. Includes instructions on what to avoid.
- STEP 2: Research Objectives (Are you using gender in your...)**
 - What you do:** Disaggregate information for diverse groups of women and men. Includes instructions on how to collect and sort data by sex and/or other diversity factors.
 - What you do not:** Disaggregate information for diverse groups of women and men. Includes instructions on what to avoid.
 - What you do not:** Disaggregate information for diverse groups of women and men. Includes instructions on what to avoid.
- STEP 3: Research Objectives (Are you using gender in your...)**
 - What you do:** Disaggregate information for diverse groups of women and men. Includes instructions on how to collect and sort data by sex and/or other diversity factors.
 - What you do not:** Disaggregate information for diverse groups of women and men. Includes instructions on what to avoid.
 - What you do not:** Disaggregate information for diverse groups of women and men. Includes instructions on what to avoid.

- takes socio-economic differences between women and men into account;
- recognizes that not all men, women or self-identified genders are homogeneous groups;
- recognizes that equal opportunity does not necessarily mean equal results;
- challenges assumptions, an essential component to sound policies and programs;
- more accurately measures impacts and outcomes based on women's and men's differing needs, roles, life experiences, economic and social circumstances, as well as the nature of relationships between men and women; and
- helps develop more equitable, inclusive options when biases or inequities are identified.



i

Definitions:

***Disaggregated information:** information or data collected and sorted by sex and/or other diversity factors

***Diverse groups:** refers to New Brunswickers' socio-economic status, age, sexual orientation, gender identity, ethnicity, geographic location including urban and rural considerations in NB, religion, culture, language, citizenship, disabilities, etc.

***Initiative** is used to describe a policy, program, project, regulation, legislation, etc.

Quantitative data:

- is expressed in numbers (i.e. test scores, # of people impacted, \$ spent);
- can be analyzed statistically.

Step-by-step Instructions

Page 1: Basic Information

This section captures basic details and contact information of those working on the initiative being assessed through GBA. If your initiative does not fit one of the predefined categories, select “Other” and indicate what it is (e.g. “Event”).

Step 1: Research and Consultation

This section is where you will compile and document the research required to complete a gender-based analysis.

a What sources of disaggregated information* for diverse groups* of women and men did you use in developing this initiative*?

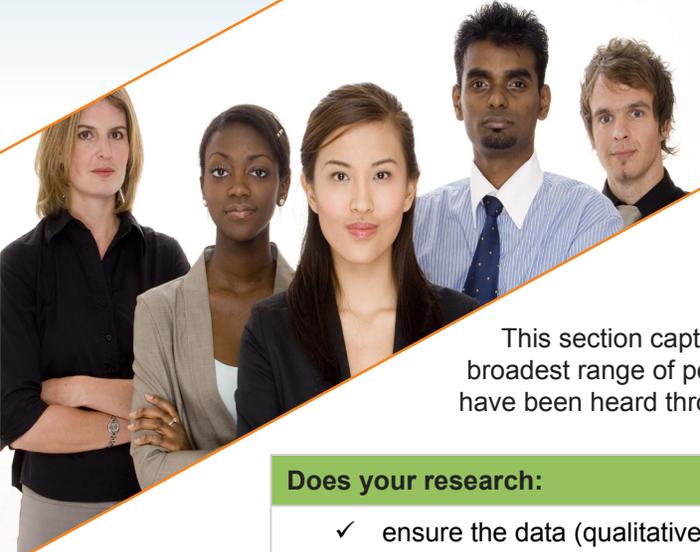
A combination of both *quantitative* and *qualitative* research methodologies is useful to identify gender-based implications of policy and program options.

Qualitative data:

- cannot be expressed as a number (i.e. how participants experience services);
- gives context to quantitative data;
- completes the picture to better inform decisions.

Consultations are an effective way of gathering qualitative data; it is not enough to generalize or make assumptions. Consultations can alleviate a lack of gender-specific data and/or ensure the voices of diverse women and men are heard by providing information based on experience and observation.

See STEP 1 C below for tips and best practices on consultations.



Step 1: CONTINUED

- b** What have you done to ensure ALL perspectives and experiences of the group(s) or population(s) targeted and/or impacted are included in the data collected above?

This section captures the steps you have taken to ensure the broadest range of perspectives has been considered – that all voices have been heard through anecdotal or empirical evidence.

Does your research:

- ✓ ensure the data (qualitative or quantitative) adequately represents the diverse women and men likely to be affected by the initiative? (see “Definitions” on page 1 for a full range of diversity groups and factors).
- ✓ include information from relevant local, regional, provincial and national groups, (i.e. non-governmental organizations, special interest groups and associations, etc.)?

- c** If consultations took place, what has been done to ensure barriers to participation have been mitigated?

This section is to be completed when consultations have taken place; in situations where consultations were not required skip to Step 1D.

To ensure qualitative data is representative of diverse groups of men and women, barriers to participate in consultations must be mitigated. Considerations include factors such as:



- **Time:** are consultations being held at a time that is amenable for your targeted participants? Or at a time that excludes any groups due to work schedules or other obligations?
- **Childcare:** whether in the evening or the daytime, some participants may require childcare; if not offered they may not be able to attend.
- **Location:** holding consultations only in an urban area may exclude rural participants without access to transportation.
- **Physical barriers:** not all buildings are designed to accommodate people with disabilities and special needs, which in turn could be an impediment to participation in a public forum.

These are just a few examples of why it is imperative to mitigate barriers in order to ensure full participation in your consultations. A good way to start planning is to list all the possible barriers you can think of, then work out how to overcome them.

When planning ahead, determine:

- ? **When** the consultation will take place (the earlier in the process the better).
- ? **Who** should be consulted (individuals, groups, government and non-government agencies, experts, etc.).
- ? **What information will be collected** (experiences, feedback, demographic information, etc.).
- ? **How to prepare for and administer consultations** (which tools to use, methods for collecting data, etc.).

Questions to ask with respect to consultation methods:

Have you thought about...
✓ using different communication methods to reach a broader audience? Including formal and informal methods, both in-person or self-serve options such as: email surveys, phone interviews, focus groups, etc., as well as diverse means to announce consultations (i.e., radio PSA's, newspaper announcements, social media, etc.).
✓ ensuring methods and communications are inclusive (i.e. do pictures used represent the diversity of your target audience?).
✓ offering the services of interpreters? (oral or sign language).
✓ considering diversity and other factors that might impact participation such as culture, age, self-esteem, anxiety of public speaking, etc.?
✓ providing advance notice to stakeholders of the issues that will be addressed?
✓ involving women and men affected by the issue in planning the consultation?
✓ Etc.

- d** In the information gathered above, are there any perspectives or information for diverse groups of women and men not represented? If so, please explain why.

This section refers to all information gathered in Step 1 A - C. Indicate the reasons for any missing perspectives or information (i.e. while concerted efforts were made through advertising and direct invitations to local Anglophone business owners, only a handful attended. Additional follow up through phone interviews yielded little additional information on their challenges).

Step 2: Identify Considerations

a What are the needs or challenges specific to diverse groups of men and women in relation to the initiative?

This section captures the needs or challenges you've identified based on research in Step 1, and which is relevant to ensure equitable results for the targeted groups of your initiative.

- These needs and challenges could be related to gender roles and expectations (e.g. family responsibilities), life experiences (e.g. domestic violence), etc., or diversity factors such as: socio-economic status, age, sexual orientation, gender identity, ethnicity, geographic location including urban and rural considerations, religion, culture, language, citizenship, disabilities, etc.
- Indicate these in the appropriate boxes marked for “Women”, “Men” or self-identified gender groups.

b Are the impacts and outcomes of this initiative potentially different for diverse groups of women and men? (negative or positive for certain groups) If so, how?

- Based on specific needs, societal roles and expectations, life experiences, etc., identified in Step 2A, is it possible your proposed initiative will impact men differently from women, etc.?
 - Taking into account both positive and negative differences, indicate these in the separate boxes for “Women”, “Men” or self-identified gender groups.
 - Again, consider diversity factors such as: socio-economic status, age, sexual orientation, gender identity, ethnicity, geographic location including urban and rural considerations in NB, religion, culture, language, citizenship, disabilities, etc.

Step 3: Analysis and Options

How could the initiative be developed or enhanced to make outcomes more equitable for diverse men and women? List and describe options and/or approaches to respond to needs identified in Step 2B, including the economic, social and legal implications of these options/ approaches.

We must consider how differences impact outcomes for all groups. Where an examination of a target group reveals a gender imbalance, special measures may be required to address inequalities. This section is an opportunity to brainstorm multiple ways in which more equitable outcomes might be achieved.

In this section, list options for approaches that will help achieve more equitable outcomes for all New Brunswickers in all their diversity and taking into account any economic, social, legal implications where possible. While developing options, ask yourself:

- What are the desired outcomes?
- What outcomes reduce/increase inequality?
- What could be some unintentional results?
- What existing differences/inequalities could present barriers to the goal?
- Given any existing inequalities, what measures could bring about equality in the results?



Step 4: Advice

What is your gender equality advice in relation to this initiative? Indicate:



- how your advice supports equality for diverse groups of women and men;
 - where equality may still be compromised;
 - the consequences of not adopting gender sensitive approaches; and
 - advice to manage or mitigate remaining inequality.

This section captures your advice to ensure this initiative is designed, implemented and/or managed in a manner that effectively meets the needs of, and produces equitable outcomes for, the diverse groups of women and men, boys and girls who will be affected by it.

- Depending on the stage of your initiative – for example, if it has already been designed, approved or passed (legislation) – your advice would include how to implement or manage it to ensure equitable outcomes.
- This advice could be a combination of the approaches discussed in Step 3 above.

Step 5: Document and Communicate Findings

Summarize your gender-based analysis (GBA) to demonstrate due diligence.

This section captures an overview of your analysis from Steps 1 – 4 and shows you've taken all the necessary steps to adequately research and understand impacts, outcomes, and options to enhance equitable results.

- By exercising appropriate and reasonable efforts in analyzing relevant data to enhance provision of advice and decision-making related to gender equality, you are demonstrating due diligence.

Step 6: Monitor and Evaluation

How will gender impacts and equity outcomes be monitored from this initiative?

This section captures your plan for monitoring and evaluation gender equality.

- Monitoring and evaluation are crucial components to measure progress related to gender equality in your initiative. It is an ongoing process and requires attention for continuous improvement.

Answer the following with as many concrete details as possible (SMART goals – specific, measurable, attainable, relevant, time bound):

What will be monitored? – what indicators provide a good picture of gender equality? (i.e. \$ saved, % of diverse women and men who benefit from or are impacted by the initiative; their level of participation, or feedback in survey results, etc.).

How will it be monitored? – how will you monitor the above; what data sources will you use? (i.e. existing reports, annual meetings with stakeholders, telephone surveys, etc.).

Who will monitor it? – who is responsible for monitoring, ongoing evaluation and follow up?

When will it be evaluated? – when will information be captured, when will evaluations take place?

How will it be evaluated long-term? – indicate your plan to track and evaluate for gender impacts and equity outcomes ongoing.



For more information contact:
The Women's Equality Branch web-edf@gnb.ca
or visit www.gnb.ca/women

