

# Importance of *Gender-based Analysis Plus and Disaggregated Data*



Statistics Canada, The Center for Gender, Diversity and Inclusion Statistics

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**PRASC**  
Project for the Regional Advancement of Statistics in the Caribbean  
Projet régional pour l'avancement de la statistique dans les Caraïbes



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## Centre for Gender, Diversity and Inclusion Statistics Presentation outline

1. The Centre for Gender, Diversity, and Inclusion Statistics
2. Gendered-based Analysis+ and Intersectionality
3. National statistical standards
4. Example of GBA+ in action
5. Data sources and COVID-19 data collection initiatives
6. Contact information

# Statistics Canada

## Overview

- In Canada, providing statistics is a federal responsibility. As Canada's central statistical office, Statistics Canada is legislated to serve this function for the whole of Canada and each of the provinces and territories.
- Under the *Statistics Act*, Statistics Canada is required to collect, compile, analyse, abstract and publish statistical information relating to the commercial, industrial, financial, social, economic and general activities and condition of the people of Canada.



# The Centre for Gender, Diversity, and Inclusion Statistics

*Statistics Canada*



# The Gender Results Framework

## Government of Canada

Introduced in Budget 2018, the **Gender Results Framework (GRF)** represents the Government of Canada's vision for gender equality, highlighting the key issues that matter most.

It is a whole-of government tool designed to:

- Track how Canada is currently performing
- Define what is needed to achieve greater equality
- Determine how progress will be measured going forward

Under this framework, the federal government has identified six key areas where change is required to advance gender equality.

Link: <https://cfc-swc.gc.ca/grf-crrg/index-en.html>



# The Centre for Gender, Diversity, and Inclusion Statistics

The Centre identifies and addresses gaps in the availability of disaggregated data on sex, gender, and other intersecting identity characteristics to enrich our understanding of social, economic, and environmental issues.

## Goals and objectives

- Report to Canadians about the state and progress of gender, diversity, and inclusion in Canada
- Generate new information to increase knowledge, develop new concepts and measures to address intersecting characteristics
- Build statistical capacity to increase knowledge of gender, diversity, inclusion, and Gender-based Analysis Plus (GBA+)



**GBA PLUS**  
GENDER-BASED ANALYSIS PLUS

# Centre for Gender, Diversity and Inclusion Statistics

## The Hub

### The Hub provides:

- Easy access to data, research and other products related to gender, diversity and inclusion
- Indicators to support the Gender Results Framework (GRF) and its five pillars:
  - Education and skills development
  - Economic participation and prosperity
  - Leadership and democratic participation
  - Gender-based violence and access to justice
  - Poverty reduction, health and well-being

<https://www.statcan.gc.ca/gender-diversity-inclusion>

The screenshot shows the website's header with the logo and title 'GENDER, DIVERSITY AND INCLUSION STATISTICS'. Below the header is a navigation menu with icons and links for various data categories: Business performance and ownership, Crime and justice, Education, training and learning, Families, households and marital status, Health, Immigration and ethnocultural diversity, Income, pensions, spending and wealth, Labour, Languages, Population and demography, Science and technology, and Time use. The main content area features a 'Focus on COVID-19' section with a list of population groups for disaggregated data: Children and youth, Gender and sexual orientation, Immigrants, Indigenous peoples, Persons with a disability, Seniors, and Visible minorities. Below this is a 'Pride Season' section with a rainbow flag graphic and a 'More information' link. The bottom section is titled 'Gender Results Framework - Data tables' and lists five pillars: Education and skills development, Economic participation and prosperity, Leadership and democratic participation, Gender-based violence and access to justice, and Poverty reduction, health and well-being, along with a link to 'Other Statistics Canada gender indicators'.

Features

# Centre for Gender, Diversity and Inclusion Statistics

## The Hub

### Gender-Based Analysis Plus



- [Health Inequalities Data Tool](#)
- [Women and Gender Equality Canada, GBA+](#)
- [Women and Gender Equality Canada, GBA+, Take the GBA+ course](#)
- [Women and Gender Equality Canada, Gender-based Violence Knowledge Centre](#)
- [Treasury Board Submission, Gender-Based Analysis](#)

### Tested and trusted statistical standards



- [Ethnic origin of person](#)
- [Gender of person](#)
- [Immigrant status of person](#)
- [Indigenous identity of person](#)
- [Sex of person](#)
- [Visible minority of person](#)

### Gender in the international context



- [UN - Using gender statistics, Toolkit](#)
- [OECD Gender Initiative](#)
- [UN Women](#)
- [Sustainable Development Goals](#)
- [International Labour Organization, Gender Equality](#)
- [World Economic Forum, The Global Gender Gap Report](#)

# **Gender-based-Analysis Plus and Intersectionality**

## Statistics disaggregated by sex

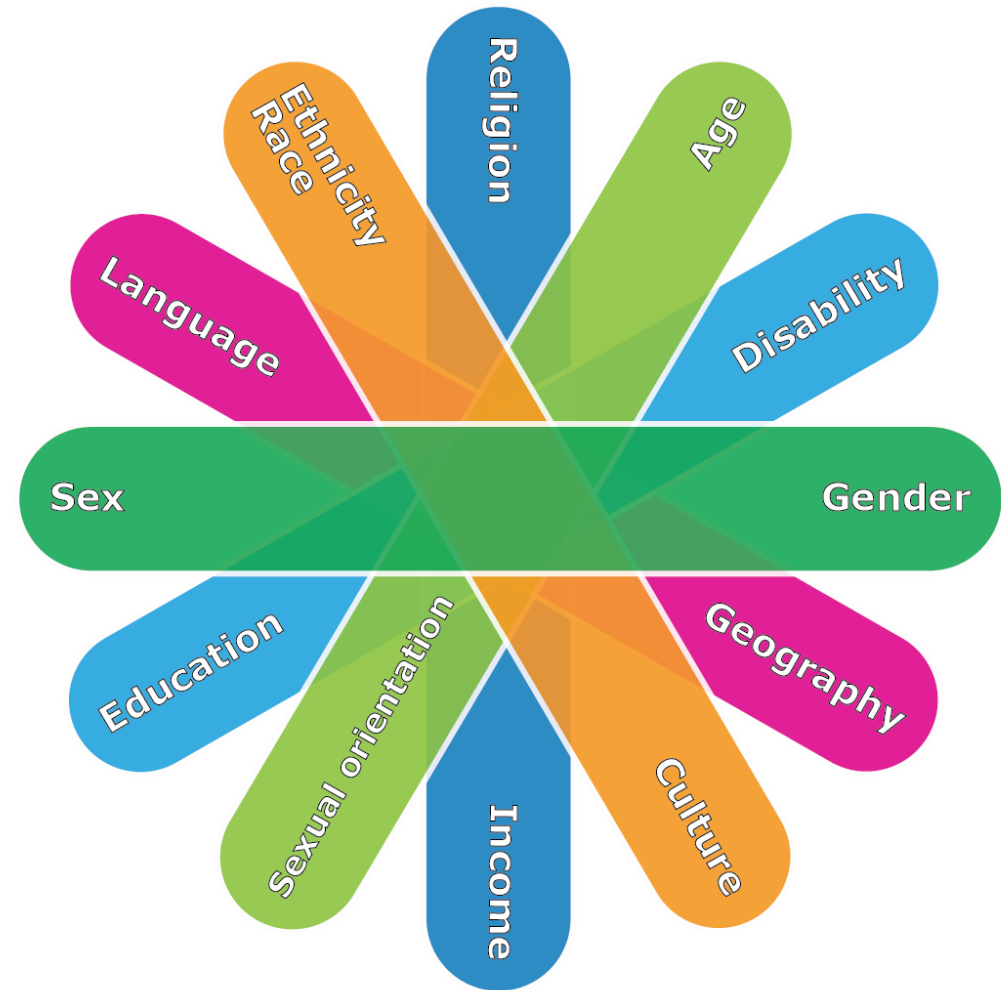
- Fundamental to United Nations Statistics Division
- Historically, National Statistical Offices (NSOs) around the world have collected statistics by sex. Some now differentiating between sex and gender, moving towards identification of gender-diversity.
- Statistics Canada started looking at differentiating between sex and gender in reaction to comments on the 2016 Census of Population as members of gender-diverse communities increased their concerns about being excluded.



# Gendered-based Analysis Plus (GBA+) and Intersectionality

## What is GBA+ ?

- GBA+ is an analytical approach used to assess the potential impacts of policies, programs, and other initiatives on diverse groups of people.
- The “+” refers to intersectionality
  - I.e., in addition to sex and gender, all people have multiple identity factors, such as age, Indigenous identity, immigrant status, and disability status



## **Myth:** *GBA+ only applies to women's issues, it is advocacy for women.*

- GBA+ is not advocacy. It is an analytical process designed to help us ask questions, challenge assumptions and identify potential impacts, taking into account the diversity of Canadians.
- In addition to sex and gender, GBA+ considers all identity factors, such as ethnocultural characteristics, religion, age and mental and physical disability. Once an issue has undergone the GBA+ process, gender may emerge as the most important factor, while in other cases it might be any or a combination of factors and their intersection that influence a person's experience of a government policy, program or initiative.
- Your department's mandate could also impact your entry point for GBA+. You might begin with ethnicity, or with disability. However, regardless of the entry point, every human cell has a sex and every person is gendered, and sex and gender must not be neglected in your analysis.

## **Myth:** *GBA+ only applies to the “social” sectors.*

- All government policies and programs affect people. While gender and diversity issues may be more obvious in some areas, such as education and health, and less obvious in others, such as natural resources and defence, this does not necessarily mean that gender is not relevant. GBA+ can and has been used in all federal sectors and domains.
- For example, using GBA+ to assess large-scale procurement projects can help to ensure that equipment and products meet diverse needs. It can also help to ensure that strong hiring strategies are implemented within the public service to ensure workplace diversity.

# Gendered-based Analysis Plus (GBA+) and Intersectionality

## What do assumptions have to do with it?



### Consider this scenario...

While driving on a highway, a father and son are involved in a terrible accident. The fire department is the first respondent at the scene.

As the boy is carefully removed from the wreckage, one of the firefighters exclaims, **“That’s my son!”**



# **Disaggregated data and privacy concerns**

# Disaggregated data and privacy concerns

## Protecting the privacy of Canadians

- Statistics Canada has been working to leverage the power of disaggregated data to come up with a nuanced picture of the diverse population groups.
- That means taking carefully gathered and aggregated data—the critical step to make sure that everyone's data is lumped together and kept anonymous—and lean in to look at data for various populations by breaking down large-scale datasets into categories such as region, gender or ethnicity or a combination of these categories.
- The key importance of the exercise is to make sure to maintain people's anonymity, even as you are finding the stories that only disaggregated data can tell about the inequities that may exist in our society.

# Disaggregated data and privacy concerns

## Protecting the privacy of Canadians

- Statistics Canada has strict rules to safeguard all its data holdings, and these rules adhere to or exceed the requirements of the [Statistics Act](#), the [Privacy Act](#) and relevant federal policies and directives.
- Information technology (IT) systems have been put into place to protect information from cyber attacks, and only approved individuals can enter Statistics Canada premises.
- All employees have taken an oath of secrecy that lasts for life and have received mandatory confidentiality training.
- Access to confidential information is only allowed if it is required for the employees to perform their duties.
- Access to direct identifiers, such as names, is restricted to a small group of employees and only for a short period of time for the purposes of analysis, after which the direct identifiers are removed immediately.

# National Statistical Standards

*Tested and Trusted*

# Statistical standards

## What are statistical standards?

- A set of rules that set out how data are collected and how statistics are produced and published
- Provide information about the data collected on a particular topic to help individuals understand and interpret those data



# National statistical standards

## Tested and trusted

- For Statistics Canada to provide more disaggregated information for population groups, the data must be collected in a standardized way to allow for meaningful comparisons and a sufficient volume of data must also be collected to enable these comparisons.
- Statistics Canada plays a leading role in ensuring that strong standards are developed and adopted as part of the national statistical system. This includes making available statistical standards for collecting disaggregated data.
- “[Tested and trusted statistical standards](#)” explores how statistical standards are used to provide data insights on a particular topic to help individuals understand and interpret those data.

Link: <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2020051-eng.htm>

**National statistical standards:**  
Tested and trusted

**What are statistical standards?**

Statistical standards are a set of rules that set out how data are collected and how statistics are produced and published. They provide information about the data collected on a particular topic to help individuals understand and interpret those data.

**Statistics Canada: Tested and trusted statistical standards for Canadians**

**Statistical standards in action**

Statistical standards are used to provide data insights on specific topics.

- Depict diversity within Canada's Black population using the **immigrant, ethnic origin, language and population group (groups designated as visible minorities) standards**
- Determine the proportion of transgender individuals in the Canadian population using the **sex assigned at birth and gender standards**

**How are statistical standards used?**

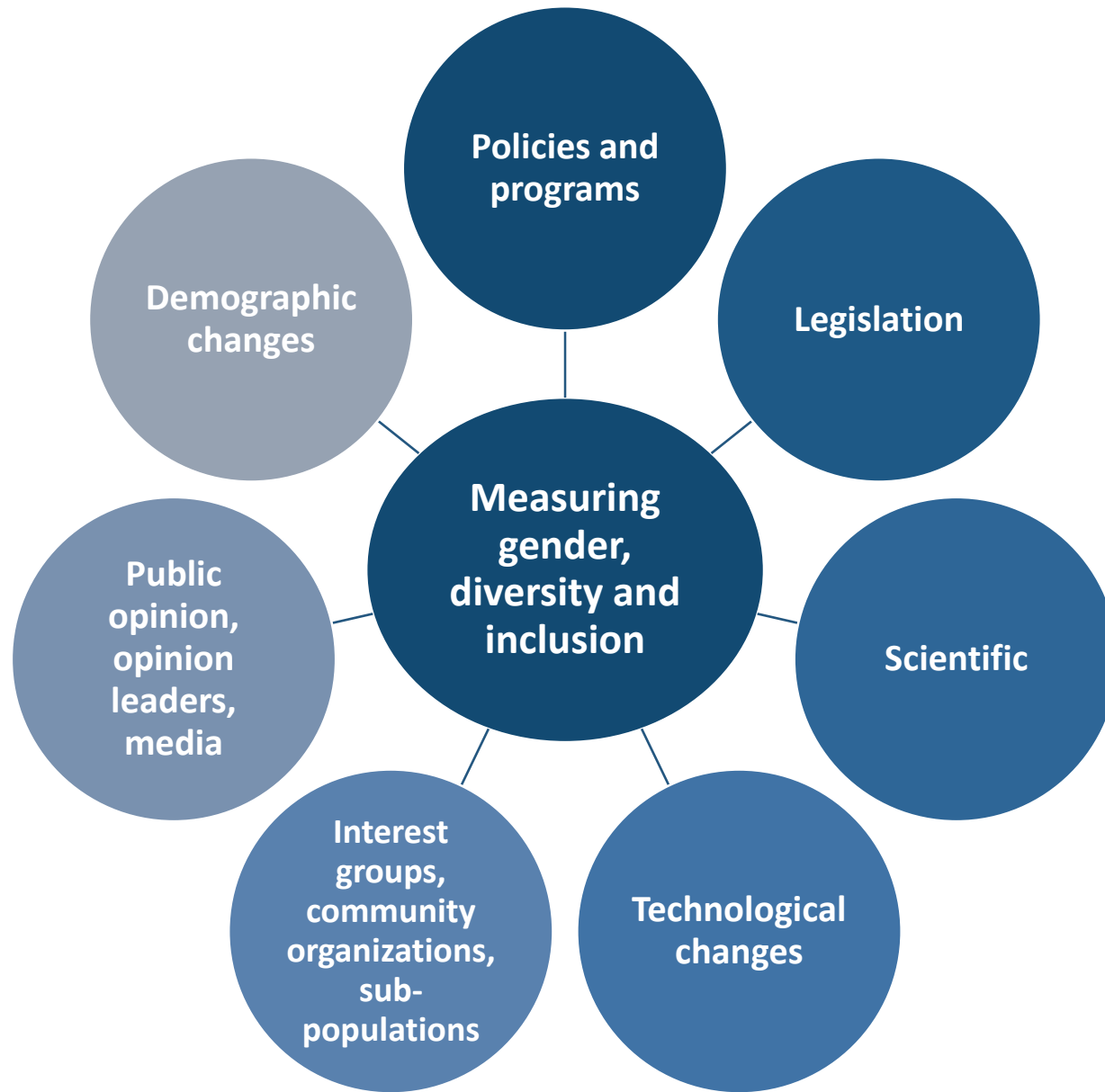
- At Statistics Canada to ensure that the quality of the data we produce is consistent over time and across collections
- By public, private and academic sectors that produce and manage data to help them integrate data from various sources
- By partners and to comply with international reporting obligations and encourage data comparability between countries

**Some of our statistical standards**

Statistics Canada has many national statistical standards used for collecting and publishing more detailed data. Here are just some examples:

- Ethnic origin of person
- Gender of person
- Indigenous identity of person
- National Occupational Classification (NOC)
- North American Industry Classification System (NAICS)
- Population group (groups designated as visible minorities)
- Sex of person assigned at birth

www.statcan.gc.ca



Defining  
measures of  
gender,  
diversity and  
inclusion

# Statistics Canada standards for disaggregated data

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Statistics Canada has a number of standard measures, including those to measure diverse population groups.

Examples include:

- Ethnic origin of person
- Immigrant status of person
- Population groups designated as visible minorities
- Indigenous identity of person
- Gender
- Sexual orientation
- Sex at birth



# Measuring gender and sex

## New standard at Statistics Canada

### Sex

- Assigned at birth
- Based on biological characteristics
  - *Chromosomes*
  - *Sex hormones*
  - *Genital and reproductive organs*
- Male, female, intersex

### Gender

- Related to a person's social or personal identity
- Felt vs lived gender
- Male, female, non-binary (gender diverse)
- Transgender: People whose gender identity does not match the sex assigned at birth

# Measuring gender and sex

## Adapting Statistics Canada's questionnaires

Sex assigned at birth	Gender
<p><b>What was your sex at birth?</b></p>	<p><b>What is your gender?</b></p>
<p>Sex refers to sex assigned at birth.</p>	<p>Gender refers to current gender which may be different from sex assigned at birth and may be different from what is indicated on legal documents.</p>
<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Other please specify _____</li> </ul>

# Measuring sexual orientation

## In surveys

### 2003 Question

- **Do you consider yourself to be:**  
*INTERVIEWER: Read categories to respondent.*
- ... heterosexual? (sexual relations with people of the opposite sex)
- ... homosexual, that is lesbian or gay? (sexual relations with people of your own sex)
- ... bisexual? (sexual relations with people of both sexes)

### Current Question

- **What is your sexual orientation?**  
Would you say you are:
- Heterosexual
- Lesbian or gay
- Bisexual
- Or please specify:

# Measuring sexual orientation

## Adapting Statistics Canada's standards and measures - Consultation process

- Formed internal working group on sexual orientation with a four phased approach:
  - Expert consultations (Spring/Summer 2020)
  - Focus groups with LGBTQ2+ non-LGBTQ2+ Canadians (June-July 2020)
  - Public consultation through the Statistics Canada website (February 2021)
  - One-on-one interviews with LGBTQ2+ non-LGBTQ2+ Canadians on updated questions to measure sexual orientation (March 2021)

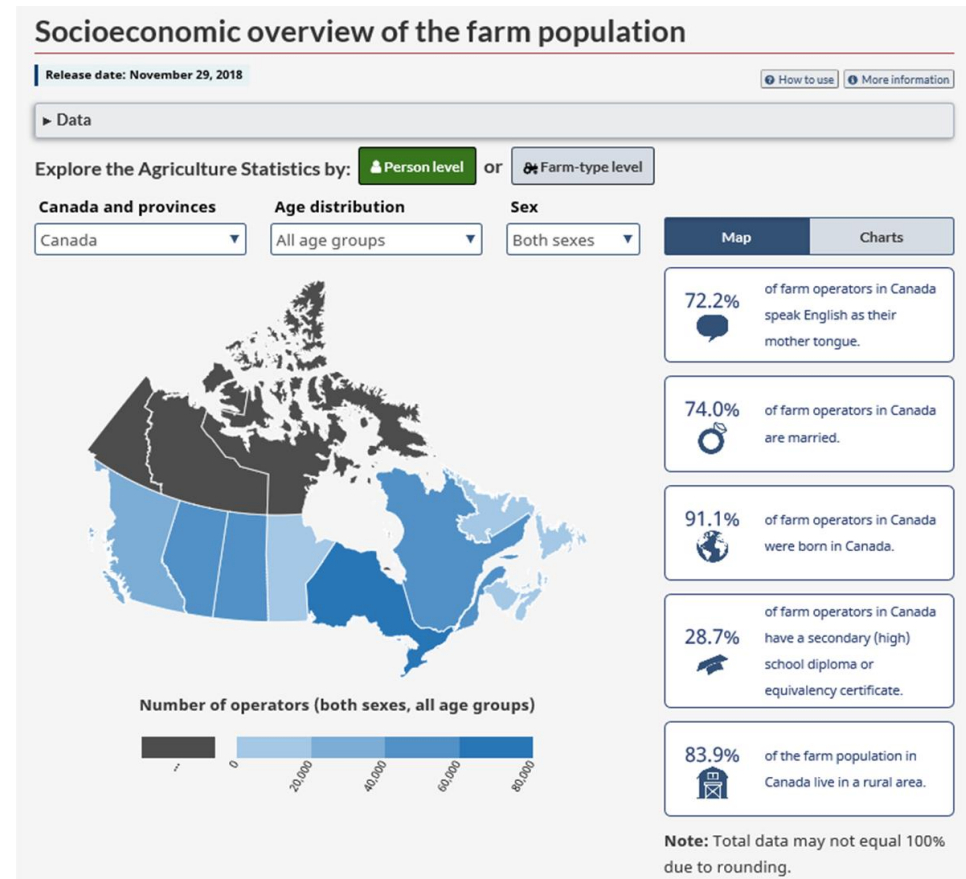
### *Outcomes:*

- ✓ Statistical metadata (definitions and categories) related to sexual orientation
- ✓ Updated questions to measure sexual identity, attraction and behaviour



**What does GBA+ look like on the ground?**

## Case Study 1: Socioeconomic overview of the farm population



Link: <https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2018012-eng.htm>

## Case Study 2: *Applying GBA+ to emergency preparedness, by function*

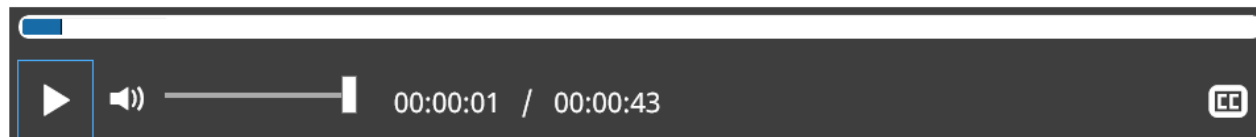


Link: [https://women-gender-equality.canada.ca/gbaplus-course-cours-acplus/eng/mod04/mod04\\_10\\_01.html](https://women-gender-equality.canada.ca/gbaplus-course-cours-acplus/eng/mod04/mod04_10_01.html)

## Case Study 3: *Does Climate Change Affect Us All the Same Way?*



DOES **CLIMATE CHANGE**  
**AFFECT** US ALL THE **SAME** WAY?



Link: <https://www.youtube.com/watch?v=sgZhgdHkTIU>

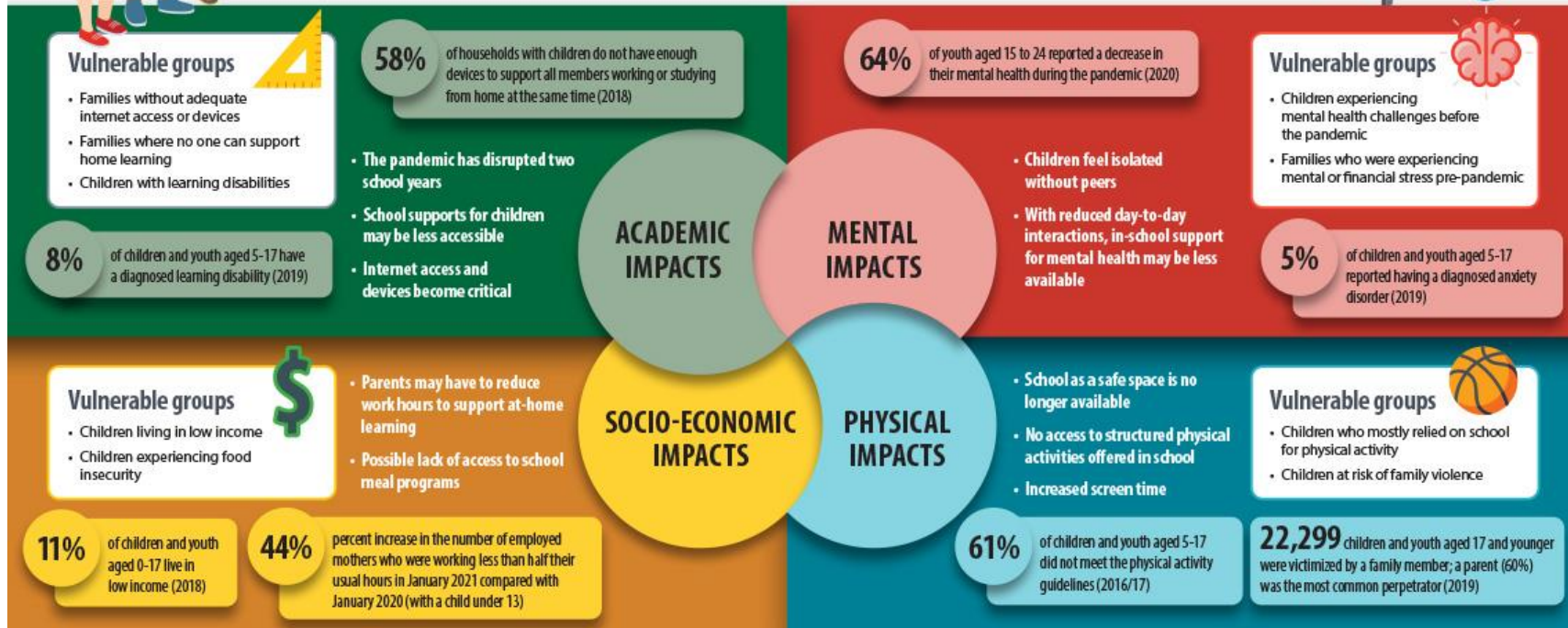
## Case Study 4: *School Closures and COVID-19: Impacts on children*

- In an effort to curb the spread of COVID-19, policy makers across Canada have employed remote learning approaches and closed schools. It may take years to fully measure and comprehend the effects of the pandemic on children and youth as some of these effects, such as potential learning loss, could have long-lasting consequences.
- There can be unintended consequences associated with these measures, which may particularly affect the **5.7 million** children and youth who attend primary or secondary school in Canada (2018/19).
- Some of these consequences are inter-connected and some children and youth will be more vulnerable than others to these impacts.



# SCHOOL CLOSURES AND COVID-19: Impacts on children

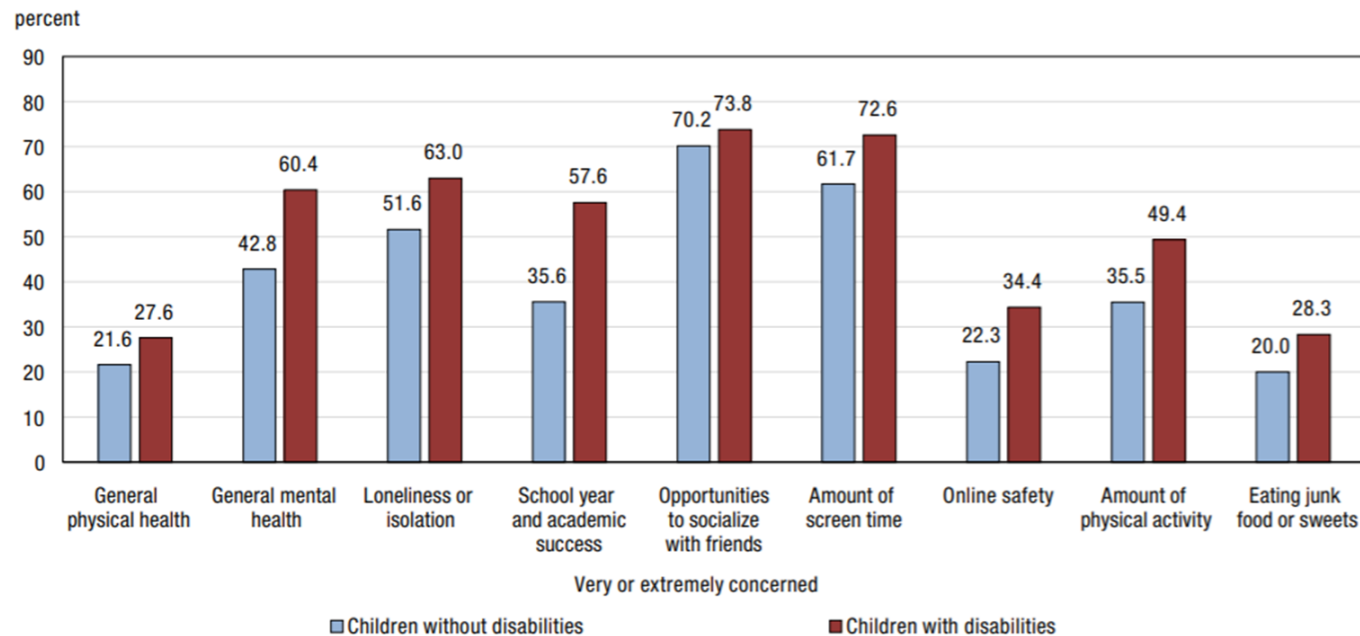
In an effort to curb the spread of COVID-19, policy makers across Canada have employed remote learning approaches and closed schools. There can be unintended consequences associated with these measures, which may particularly affect the **5.7 million** children and youth who attend primary or secondary school in Canada (2018/19).



**Equity and diversity:**  
Some populations or groups may be overrepresented among the most vulnerable

# Case Study 4: School Closures and COVID-19: Impacts on children

**Chart 1**  
Crowdsourcing participants' concerns for their children aged 0 to 14 years due to the COVID-19 pandemic, by presence of children with disabilities at home

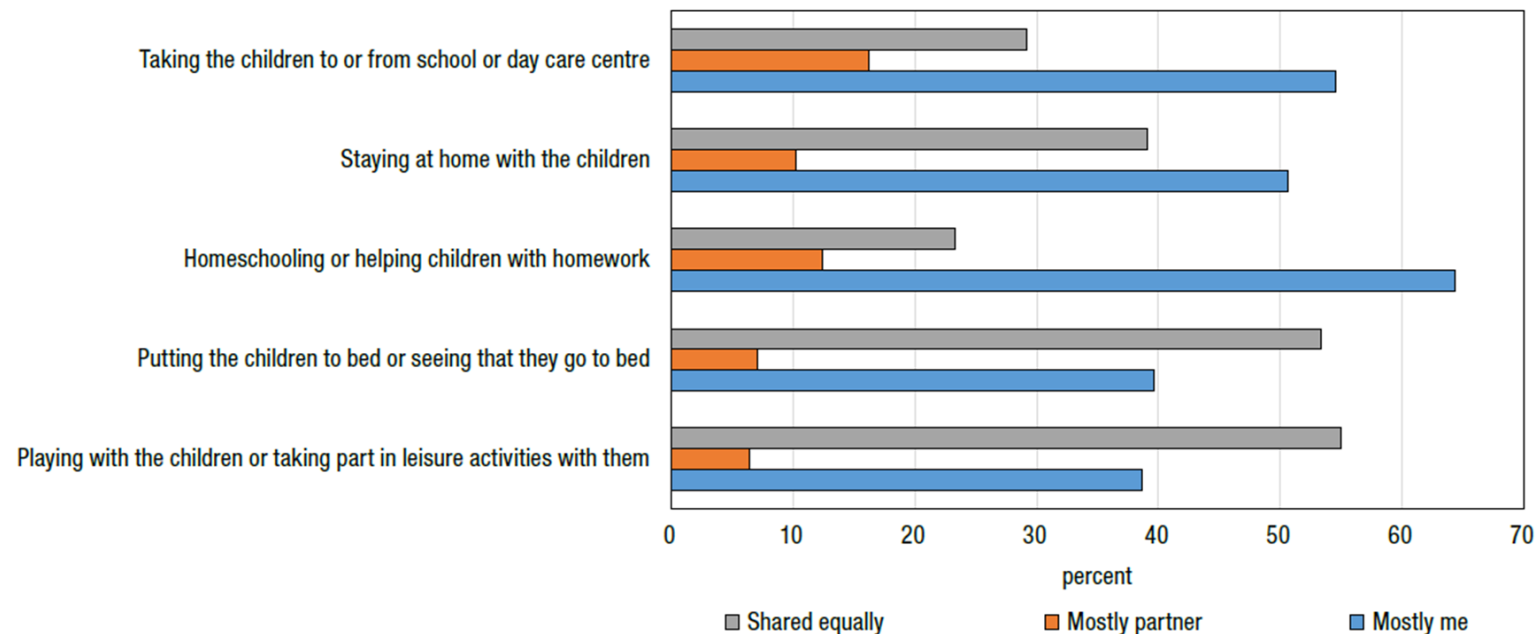


**Notes:** Percent calculations exclude both "not applicable" and "not stated" responses. The pattern of results was similar when "not applicable" responses were included.  
**Source:** Impacts of COVID-19 on Canadians - Parenting During the Pandemic: Data Collection Series (5323).

## Case Study 4: School Closures and COVID-19: Impacts on parents

- Homeschooling falls mostly to women

**Chart 1**  
**Women's self-reported division of parental tasks (June 2020)**



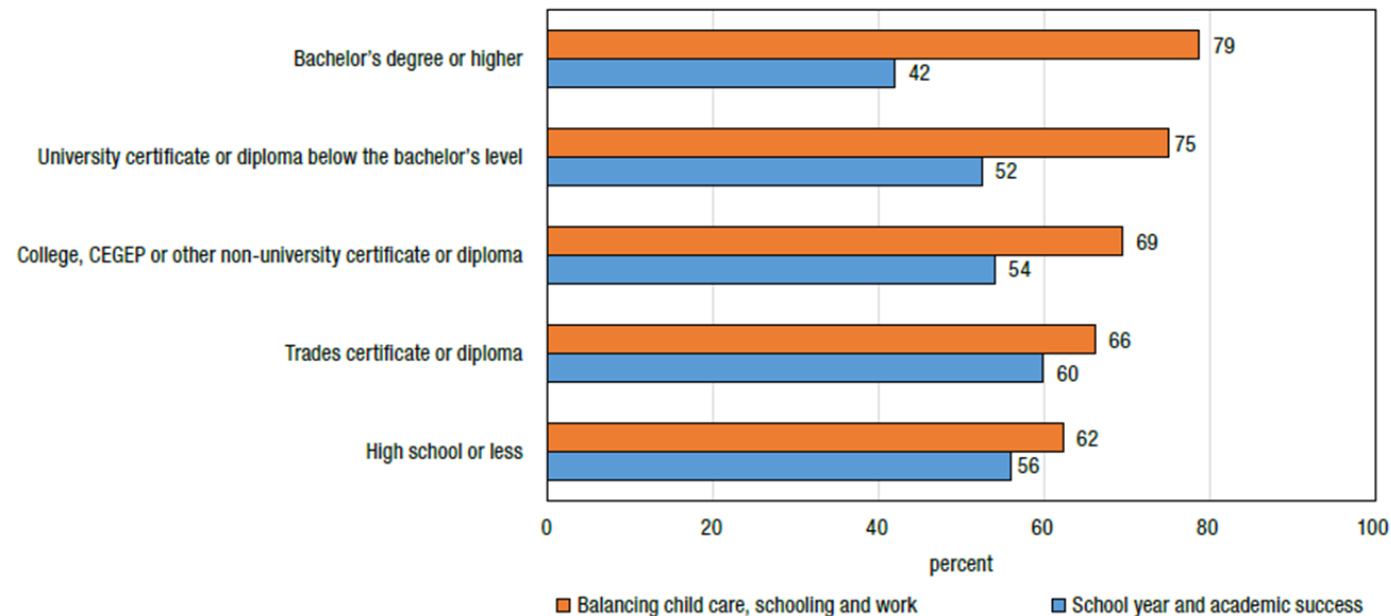
Source: Statistics Canada, Canadian Perspectives Survey Series 3: Resuming economic and social activities during COVID-19.

## Case Study 4: School Closures and COVID-19: Impacts on parents

- Participants' concerns related to their children's school year and academic success varied by their education level

Chart 2

Proportion of participants who were very or extremely concerned about the school year or academic success of their children and balancing child care, schooling and work, by parental educational attainment



Source: Impacts of COVID – 19 on Canadians: Parenting during the Pandemic – Data Collection Series (5323).

# **Data sources and COVID-19 Collection Initiatives at Statistics Canada**

# Key data sources

## Census of Population

### Thematic surveys

- General Social Survey
- Canadian Community Health Survey
- Labour Force Survey
- Survey of Safety in Public and Private Spaces
- Program for the International Assessment of Adult Competencies
- Longitudinal and International Study of Adults
- Canadian Income Survey

### Surveys of specific populations

- Survey on the Vitality of Official-Language Minorities
- Aboriginal Peoples Survey
- Ethnic Diversity Survey
- Longitudinal Survey of Immigrants to Canada
- Canadian Disability Survey

## Web Panels and Crowdsourcing Surveys

### Administrative databases

- Longitudinal Immigration Database
- Uniform Crime Reporting Survey
- Education and Labour Market Longitudinal Platform
- Tax files
- Social Data Linkage Environment

# Surveys and statistical programs

## Recent survey content to address data gaps

- Starting with the July reference month visible minority status is now collected as part of the **Labour Force Survey** to report on the employment situation of visible minority Canadians
- Oversample the **General Social Survey** for ethno-cultural groups
- **2021 Census of Population** contains new content to better identify diverse population groups:
  - Sex at birth
  - Gender
  - Veterans
  - Religion
  - Métis (registered member of Métis organization or Settlement)
  - Inuit (enrolled under or a beneficiary of an Inuit lands claim agreement)



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# COVID-19 Data collection initiatives

## Web panels

### Canadian Perspectives Surveys Series (CPSS)

- CPSS is the first web panel conducted by Statistics Canada.
- The CPSS uses Labour Force Survey(LFS) panel survey methodology to be able to produce estimates on subject of interest while using existing LFS methodological resources for quicker and less expensive results than a separately designed survey.
- Sample selected from LFS off-rotation panels that rotated out in the months of April, May, June and July 2019.

Link: <https://www.statcan.gc.ca/eng/survey/household/5311>

### Portrait of a Canadian Society (PCS)

- PCS creates a pool of people who agree to complete four very short online surveys over a period of one year. For now, this is an experimental project.
- The first survey of this series focuses on perception of life during the pandemic.
- Collection period: March 29, 2021

Link: <https://www.statcan.gc.ca/eng/survey/household/5352>

# COVID-19 Data Collection Initiatives

## Web Panel - Canadian Perspective Survey Series (CPSS)

Collection Period	Webpanel
March 29 – April 3, 2020	CPSS1: Impacts of COVID-19
May 4 – 10, 2020	CPSS2: Monitoring the Effects of COVID-19
June 15 – 21, 2020	CPSS3: Resuming Economic and Social Activities During COVID-19
July 20 – 26, 2020	CPSS4: Information Sources Consulted During the Pandemic
September 14 – 20, 2020	CPSS5: Technology Use and Cyber Security during the Pademic
January 25 – February 1, 2021	CPSS6: Substance Use and Stigmatization During COVID-19

# COVID-19 Data collection initiatives

## Crowdsourcing

- It relies on the principle that individual citizens are experts within their local environments.
- No sample selection is done for crowdsourcing initiatives as the sample is not controlled. Therefore the number of participants is often quite large allowing for more analysis of diverse populations compared to a web panel survey.
- Unlike other surveys conducted by Statistics Canada, crowdsourcing data are not collected using a probability-based sample design. As a result, the findings reported cannot be applied to the overall Canadian society.



# COVID-19 Data Collection Initiatives

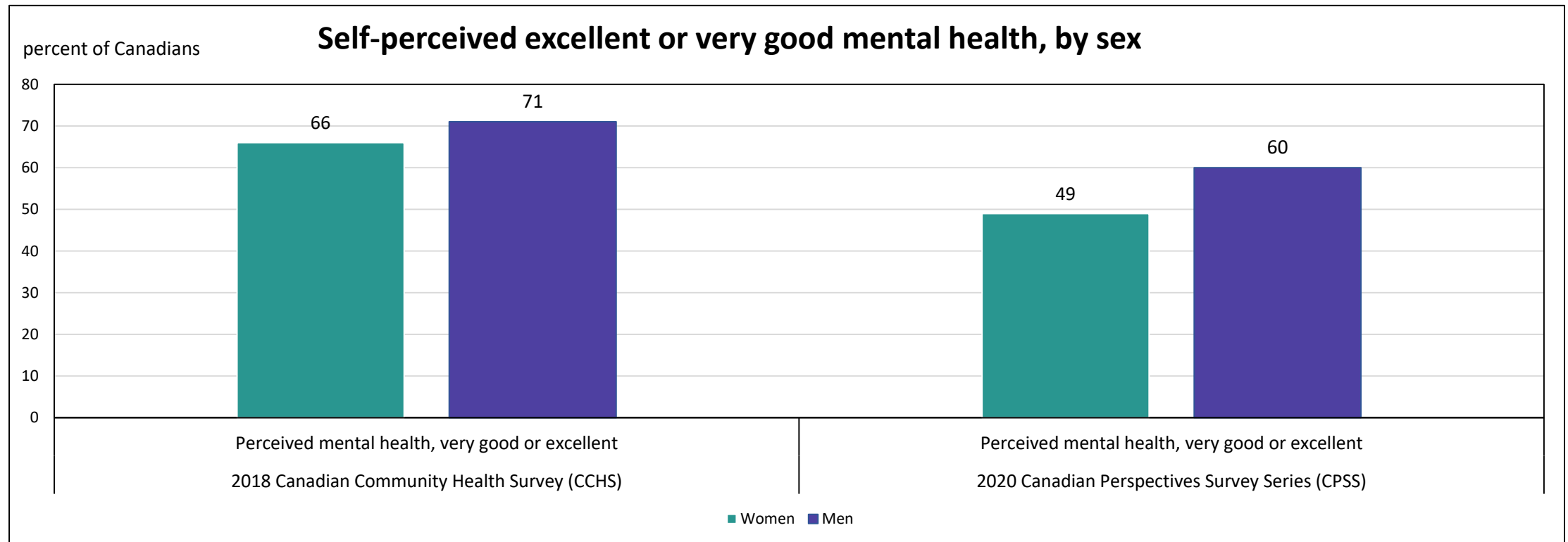
## Crowdsourcing 2020

Collection Period	Impacts of Covid 19 Crowdsourcing Surveys	Sample Size
April 3 to April 24	Impacts of COVID-19 on Canadians: First results from crowdsourcing	200,000
April 19 to May 1	Impacts of the COVID-19 pandemic on postsecondary students	100,000
April 24 to May 11	Canadians' mental health during the COVID-19 pandemic	46,000
May 12 to May 25	Canadians' perceptions of personal safety since COVID-19	43,000
May 26 to June 8	Crowdsourcing participants' trust in governments, public health authorities, businesses and others during the COVID-19 pandemic	37,000
June 9 to June 22	The impact of the COVID-19 pandemic on Canadian families and children	32,000
June 23 to July 6	Impacts of COVID-19 on Canadians: Living with Long-Term Conditions and Disabilities	13,000
August 4 to August 18	Impacts of COVID-19 on Canadians: Experiences of Discrimination	35,000

# Highlights of Recent Publications

# *Health and Quality of Life*

**In March and April 2020, women were less likely than men to report excellent or very good mental health.**

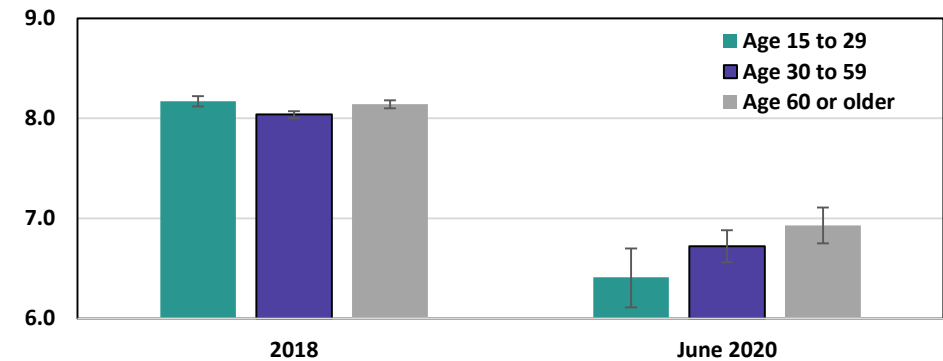


**Source:** Statistics Canada, Canadian Community Health Survey (2018) and Canadian Perspectives Survey Series 1 (March/April 2020)

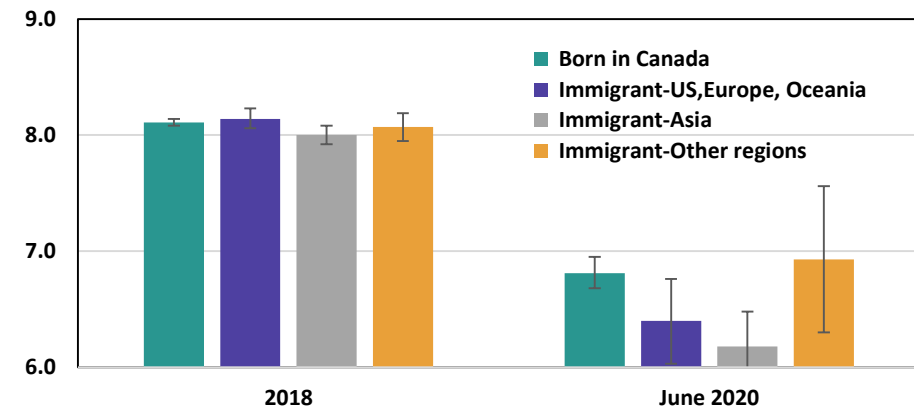
## Differences observed across vulnerable population groups – youth and immigrants experienced largest declines in life satisfaction

- Since the pandemic, average life satisfaction among youth declined by -1.8 points compared with -1.2 points among older Canadians.
- Before the pandemic life satisfaction was generally similar among immigrants and the Canadian-born.
- Since the pandemic, average life satisfaction declined more among immigrants from Asia (-1.8 points) and USA/Europe (-1.7 points) than among individuals born in Canada (-1.3 points).
- Average life satisfaction reported by women and men did not differ significantly before or during the pandemic.

Average life satisfaction, by age group, Canada, 2018 and June 2020



Average life satisfaction, by immigration status, Canada 2018 and June

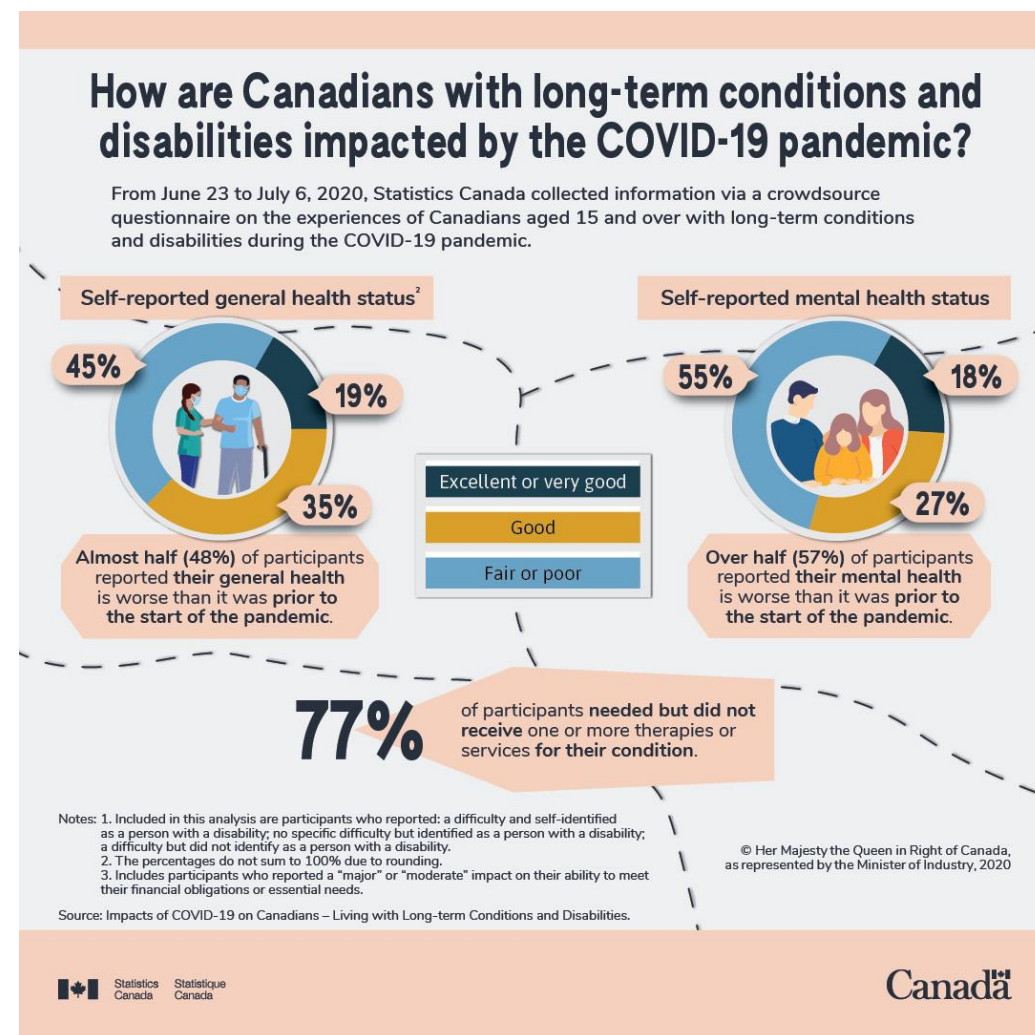


Sources: 2018 CCHS and June 2020 CPSS.

## Canadians living with long-term conditions and disabilities are experiencing increased challenges in the context of COVID-19

- **Almost half (48%)** of participants with long-term conditions or disabilities **reported worse overall health** compared to before COVID-19.
- **Regular medical or dental treatments, physiotherapy and medical testing unrelated to COVID-19** are the top three health services **interrupted** by the pandemic.

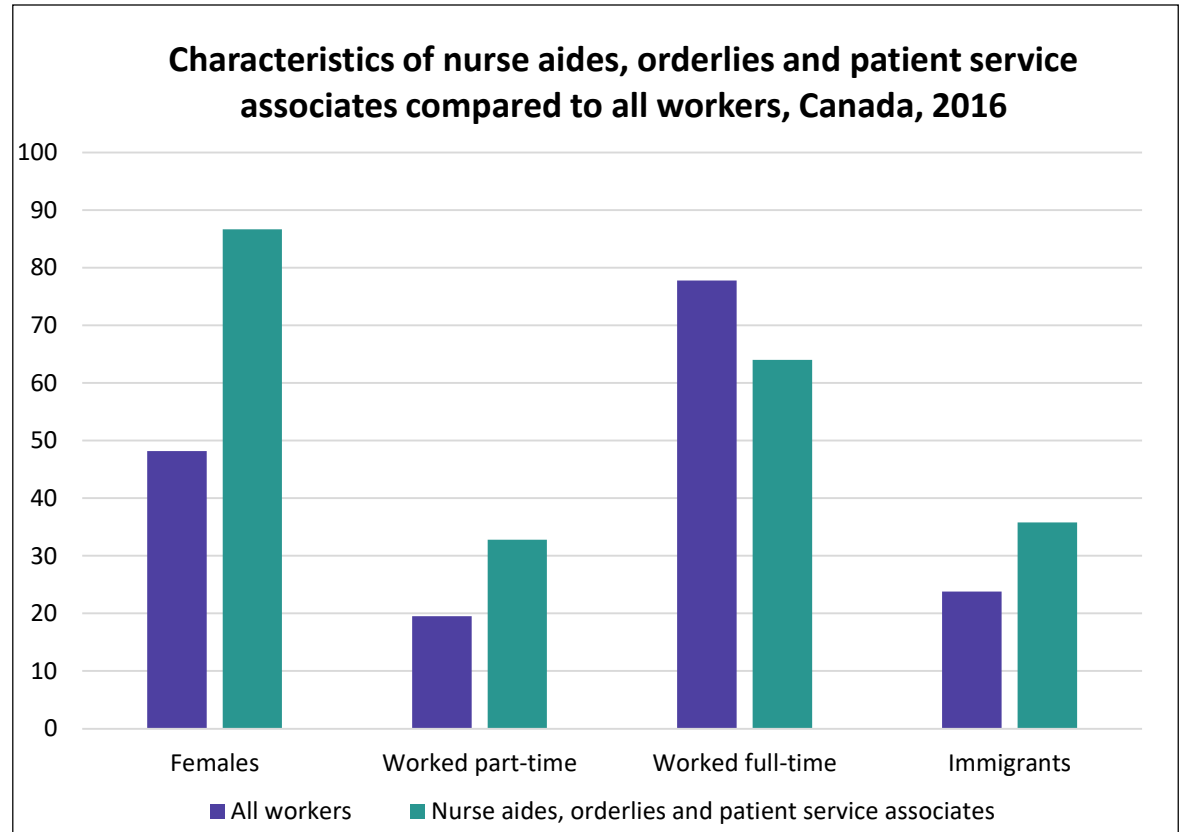
**Source:** Statistics Canada, Impacts of COVID-19 on Canadians: Living with Long-Term Conditions and Disabilities, October 2020.



# *Labour market and financial impacts of COVID-19*

## Those caring for seniors in long-term care are also vulnerable to COVID-19 due in part to type of employment

- In 2016, **245,500** Canadians worked as a nurses aide, orderly and associate – many in seniors facilities
- These workers are ...
  - **more likely** to be female, and immigrants part-time
  - **less likely** to work full-time and
  - earn lower than average annual incomes - **\$26K, \$33.5 vs \$52K for all workers**

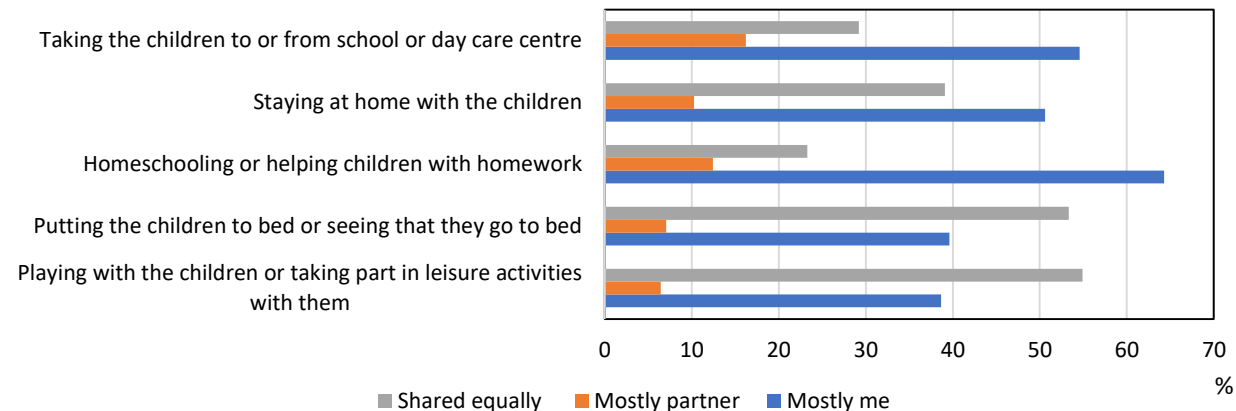


Source: 2016 Census of Population (NOCS 3413)

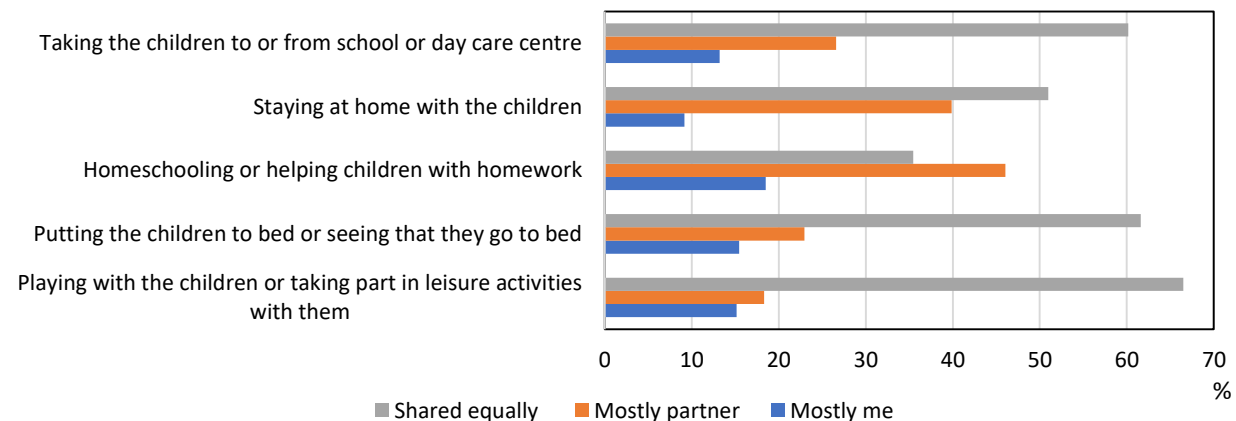
## Women continue to be mainly responsible for parental tasks during COVID-19

- According to the LFS, employment among parents aged 25 to 54 with children under 18 essentially returned to pre-pandemic levels by September. However, it is taking longer for work absences to recover among mothers. Among employed parents whose youngest child was under 13, the number working less than half their usual hours in January remained 44% higher than a year ago for mothers, compared with 30% higher among fathers.
- Prior to the pandemic, women in Canada performed a larger share of parental tasks, and, during the pandemic, women continued to report that they mostly perform these tasks – in particular schooling of children.
- When men were not employed and/or when men worked at home it seemed to favour a better share of parental tasks as men in these situations were more likely to say parenting tasks were equally shared compared with men who were employed or worked outside the home.
- However, when women were not employed and/or were working from home, they were more likely to report that they mostly performed parental tasks and were less likely to report that these responsibilities are shared equally.

Women's self-reported division of parental tasks

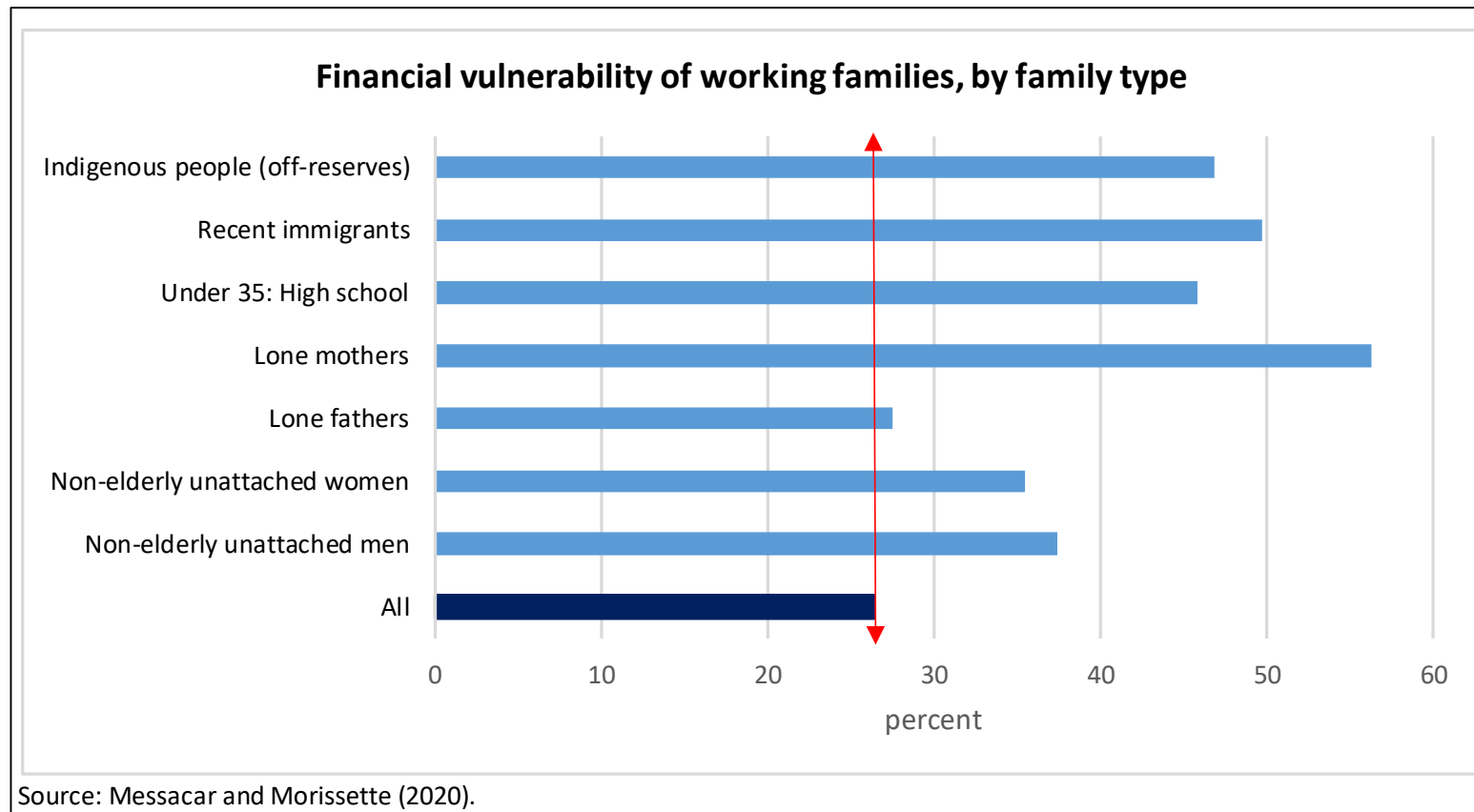


Men's self-reported division of parental tasks



Source: CPSS 3: Resuming Economic and Social Activities during COVID-19

## In the absence of government transfers, 1 in 4 Canadians in working families would not have had enough savings to keep them out of poverty during a 2-month work stoppage



- Lone mothers, recent immigrants, Indigenous people and young less educated families were highly vulnerable
- Without government transfers, financially vulnerable families would have needed, on average, **\$3,500** over 2 months to stay above low income
- 1 in 3 Canadians did not have enough savings to handle a **3-month** work stoppage

GBA+ : *Test your knowledge*

## Question 1 (Select the best answer.)

**GBA+ is:**

- a) An employment equity program.
- b) The examination of biological differences between females and males.
- c) An analytical tool used to examine the intersections of sex and gender with other identity factors.

## Question 1 (Select the best answer.)

**GBA+ is:**

- a) An employment equity program.
- b) The examination of biological differences between females and males.
- c) An analytical tool used to examine the intersections of sex and gender with other identity factors.**

## Question 2 (Select the best answer.)

### GBA+ is conducted to:

- a) Examine the effects of policies, programs, and initiatives on diverse groups of women, men and non-binary people
- b) Ensure equality for women
- c) Promote pay equity

## Question 2 (Select the best answer.)

**GBA+ is conducted to:**

- a) **Examine the effects of policies, programs, and initiatives on diverse groups of women, men and non-binary people**
- b) Ensure equality for women
- c) Promote pay equity

### Question 3 (Select the best answer.)

#### Who is responsible for applying GBA+?

- a) The head of the organization
- b) Human resources officials
- c) Gender specialists
- d) Any official in an organization who is contributing to government initiatives
- e) Deputy Ministers

### Question 3 (Select the best answer.)

#### Who is responsible for applying GBA+?

- a) The head of the organization
- b) Human resources officials
- c) Gender specialists
- d) Any official in an organization who is contributing to government initiatives**
- e) Deputy Ministers

## Recap of key points

- It is impossible to have reliable information on gender, diversity and inclusion without strong statistical standards that clearly define the concepts being measured and collected.
- GBA+ is a valuable process and tool for systematically considering an array of identity factors in all stages of the statistical process.
- GBA+ can be applied to your work no matter what role: it is relevant to every organization's activities.



**GBA+ Free Course**  
Women and Gender Equality Canada

**GBA+ PLUS**  
GENDER-BASED ANALYSIS PLUS

Link: <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html>

# New Releases from Statistics Canada

## Release schedule

- Find releases published in *The Daily* (since April 2012) as well as the upcoming dates for key indicators.
- View the release dates for the next two weeks.
- View the release dates for selected major economic indicators.

Link to *The Daily* Schedule : <https://www150.statcan.gc.ca/n1/dai-quo/cal3-eng.htm>

## Contact Information

### Can't find what you want?

Contact us at Statistics Canada.

### Centre for Gender, Diversity and Inclusion Statistics

Email: [statcan.cgdis-csgdi.statcan@canada.ca](mailto:statcan.cgdis-csgdi.statcan@canada.ca)

The **Statistical Information Service** offers a complete range of services to data users.

They can be reached at:

Phone number: 1-800-263-1136

E-mail: [infostats@canada.ca](mailto:infostats@canada.ca) or [statcan.infostats-infostats.statcan@canada.ca](mailto:statcan.infostats-infostats.statcan@canada.ca)

# New Releases from Statistics Canada

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# GBA+ Discussion

1. What specific information, tools or support do you still require in order to apply GBA+ in your work?
2. What are some of the challenges you face in applying GBA+ in your work?
3. What are some current and/or upcoming opportunities where GBA+ could be applied?

