This Handbook is an adaptation from the City of Ottawa Equity and Inclusion Lens which was co-produced by the City of Ottawa and CAWI in 2011, and revised in 2015.

With funding from Status of Women Canada

This Handbook is part of a toolkit that includes Snapshots about specific groups of people who risk exclusion. To access an electronic version of this Handbook and the Snapshots, visit the City for All Women Initiative web-site – www.cawi-ivtf.org.

We invite you to reproduce or adapt any part of this Equity and Inclusion Lens for the purpose of furthering equity and inclusion while citing City of Ottawa and CAWI as the source.

We welcome your feedback and comments on this Handbook and the Snapshots. Please feel free to contact us at info@cawi-ivtf.org

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Equity & Inclusion Lens Handbook

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Founded on the unceded traditional territory of the Algonquin people, Ottawa has become a city of rural, suburban and urban communities with rich and distinct histories.

People from a diversity of ancestries, abilities, ages, countries of origin, cultures, genders, incomes, languages, races and sexual orientations make this a vibrant city and contribute to creating a city for everyone.

Visit the snapshots to see what a city for everyone means for specific communities of people.
Why an Equity and Inclusion Lens?

The Equity and Inclusion Lens is like a pair of glasses. It helps you see things from a new perspective. It helps you be more effective in your everyday work by getting a clearer focus and more complete view. This way, you can contribute to the full inclusion and participation of all residents and employees so that everyone can benefit from a vibrant communities.

You can use the Equity and Inclusion Lens to:

- Become more aware of diversity around you
- Incorporate a diversity of perspectives to strengthen the capacity of work teams
- Create a positive and respectful work environment
- Recruit and retain staff and volunteers who are representative of the communities we serve
- Develop and deliver services that are responsive to the clients and communities we work with every day
- Address systemic barriers and inequities people face

Even though I have a background in this area, it doesn’t mean that when doing my work, I will always remember to consider equity and inclusion. This tool helps me to be consistent.

Program Manager

Who is the Lens for?

The Lens is for everyone.

- Board
- Management, staff and volunteers
- Community partners and consultants
- External bodies or community agencies that choose to use the Lens
Resources

The handbook is accompanied by quick reference documents on people who are at risk of exclusion. Visit City for All Women Initiative web-site to access – [www.cawi-ivtf.org](http://www.cawi-ivtf.org):

- **Snapshots, pp. 15**
  Quick reference documents on people who are at risk of exclusion.

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The Equity and Inclusion Lens Handbook is an interactive tool that will help you to learn about equity and inclusion and to apply it to your work. Change takes place in different ways and is on-going. We all are learning. It is a lifelong process.

When we consider our own diversity, check our assumptions, ask about inclusion and apply our insights to our work, we can create change.

The end result is that we become an ally and take action.
Consider Your Diversity
Recognizing diversity within ourselves and others can help us understand how multiple factors influence the way we provide services, design policies and programs, or interact with staff and residents.

Check Assumptions
When we question our own ideas, we can open up to new ways of understanding. Visit the Snapshots which provide a short overview about people who risk exclusion. Keep in mind that each of us could identify with more than one group, and that individual personalities make each person unique.

Ask about Inclusion
By always asking three simple questions, we can thread equity and inclusion throughout our work.

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?

Apply to Your Work
To help us apply equity and inclusion to a specific area of work, we can ask some practical questions and learn from examples (Promising Practices) of how others have applied the Lens.

• Advocacy
• Communications
• Engaging Community
• Gathering Information / Research
• Leading and Supervising
• Monitoring and Evaluation
• Planning — Services, Projects/Programs, Events
• Policy Development
• Recruiting and Hiring
• Strategic Planning
• Working with People (Clients, staff, volunteers, community)

Be an Ally, Take Action
When we are an ally, we commit ourselves to using the information we learn to stand beside and advocate for those we are working with and for. It is not a one-time action. Being an ally is a lifelong learning process of asking questions so as to apply (and re-apply) insights to action.
Terms to Get Started

Equity
What is the difference between the three cartoons?

In the first image, it is assumed that everyone will benefit from the same supports. **They are being treated equally.**

In the second image, they are given different supports to make it possible for them to have equal access to the game. **They are being treated equitably.**

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. **The systemic barrier has been removed.**

**Equity is treating everyone fairly by acknowledging their unique situation and addressing systemic barriers. The aim of equity is to ensure that everyone has access to equal results and benefits.**
When we see people treating each other unfairly, we may think that just by changing the behaviour, the problem is addressed. However, we need to look below the surface to see what is really going on.

It is like an iceberg, in that 90% of what is happening is under the water.

It is the barriers below the surface that reinforce the behaviours and need to be addressed to create lasting change. These are systemic barriers.

**Systemic Barriers**

Obstacles that exclude groups or communities of people from full participation and benefits in social, economic and political life. They may be hidden or unintentional but built into the way society works. Our assumptions and stereotypes, along with policies, practices and procedures, reinforce them.

What are systemic barriers experienced by people in your workplace or by the people that you serve?
Terms to Get Started

**Diversity**
A wide range of qualities and attributes within a person, group or community. When we celebrate diversity, communities and workplaces become richer as they draw upon the variety of experiences, perspectives and skills that people can contribute.

**Assumptions**
Something we presuppose or take for granted without questioning it. We accept these beliefs to be true and use them to interpret the world around us.

**Stereotypes**
Making assumptions about an entire group of people. We generalize all people in a group to be the same, without considering individual differences. We often base our stereotypes on misconceptions or incomplete information.

**Inclusion**
Acknowledging and valuing people’s differences so as to enrich social planning, decision making and quality of life for everyone. In an inclusive city, we all have a sense of belonging, acceptance and recognition as valued and contributing members of society.

**Privilege**
The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded to members of a dominant group in a society or in a given context.

**Ally**
A person who supports an individual or group to be treated equitably and fairly. This often grows out of the self-awareness of inequities or privileges we have experienced. Action is taken individually or collectively to create conditions that enable everyone to have equal access to resources and benefits.

**Champion**
A person who assumes leadership by working with others to create and influence change in the organization or the wider community.
Consider Your Diversity

As a consequence of systemic barriers and inequities, we all have experienced exclusion in some areas of our life, but inclusion in others. Each of us has multiple factors at play in our lives. For example, a middle-age francophone female manager with a disability has different life experiences from a recently hired Aboriginal male university student.

Who we are could contain a variety of life experiences, multiple social factors, and crossovers with many groups. It is this intersection, or crossover of identities of who we are that affects how we experience the city.

This is called intersectionality.

This is made visible on the Diversity Wheel on the following page.

THE first circle represents your LIFE EXPERIENCES.

THE second circle are the SOCIAL FACTORS that influence your life experiences: sexual orientation, aboriginal ancestry, age, education, social class, education, sex, race/ethnicity, gender identity, religion/spirituality, length of time in the community, geographic location, marital/family status, disabilities, place of origin, language, income, immigration status, and other factors.

THE third circle are the ORGANIZATIONAL FACTORS that might add a layer of how you experience the city: your participation on council/board, your position as a manager, supervisor, staff, student, your occupation and profession, your length of service, your union affiliation, whether you are full-time, part-time, contract, casual or volunteer, and your department/unit.

THE most outer circle are the “ISMS” or overarching systems of power that indirectly and directly impact your life such as: racism, discrimination, heterosexism, sexism, classism, ethnocentricism, transphobia, ageism, homophobia, and ableism.
When we reflect on our own experiences, we can go the next step to ask to what extent this relates to the degree to which we will experience inclusion or exclusion (privilege or marginalization) in a given situation or context. Sometimes we experience both.

Take a few moments to identify areas in your life where you have had advantages or disadvantages. In some areas of your life, you may find it has been both an advantage and disadvantage at different times in your life.

- Underline advantages
- Circle disadvantages

How can you use your experiences to understand and become an ally for people experiencing exclusion in your work?
Check Assumptions

The Equity and Inclusion Lens offers several ways to check our assumptions: Snapshots, Diversity Cafes and Diversity Calendar, among others.

What are the assumptions taking place here?
Does this happen in our workplace?
Does this happen in the services we provide?
Considering a situation from the perspective of those who risk exclusion is a key step in promoting equity and inclusion. It is an on-going learning process for everyone.

Check assumptions! • Be Curious! • Stay Curious!
SNAPSHOTS

The Snapshots are short booklets developed by community leaders to help you learn more about the people in our workforce and in the community who risk exclusion. Each snapshot is about a specific group, but there is diversity within each one of these groups. These are not all the groups who risk exclusion. You may identify other people who risk exclusion in a given context or in the work you are doing.

Nor are these Snapshots all-encompassing. How a group of people identify themselves can expand beyond what we mention here.

Each of us could identify with more than one group. It is this intersection of who we are that affects how we experience the city. This is called intersectionality.

To visit the Snapshots, click below, visit www.cawi-ivtf.org.

Aboriginal Peoples (First Nations, Inuit, Métis)
We are a culturally rich and diverse community of First Nations, Inuit and Métis peoples. We have distinct cultures, traditions and histories; we have more than 50 language groups and belong to more than 630 nations. Many of us grew up here, while others are new to Ottawa, which has the third fastest growing urban Aboriginal population in Canada and the largest Inuit population outside the North. Cultural-based programs and services are key to the health of our community.

Francophones
We are a distinct community in Ottawa, while also being part of all the other communities. Among us, there are Francophones with disabilities, Francophones living in poverty, young and senior Francophones, racialized Francophones, Francophone immigrants, and Aboriginal Francophones.

LGBTQ (lesbian, gay, bi-sexual, trans, queer)
We are fabulous! We are gay, lesbian, bi-sexual, trans and two-spirited. We are parents, grandparents, professionals, workers and students. The percentage or number of LGBT people in Ottawa is difficult to determine, partly because people’s sexuality evolves over time or people self-identify differently. We are part of every aspect of our city, contributing every day – even if you may not know it.

Immigrants
We are from all over the world and have chosen to make Canada our home. Our diverse cultures enrich the city. We wish to contribute our many skills and experiences to strengthening our neighbourhoods, workplaces and the city. In Ottawa, we are growing at twice the rate of the general population and will be key in replacing the aging workforce.
Older Adults
By the year 2020, more than one in six Ottawa residents will be over the age of 65, as more of us will be entering the later years of our lives. Many seniors today remain physically fit, active, and continue to overcome countless challenges in our daily lives; and we experience our senior years differently if we are women, immigrants, racialized, LGBTQ, or Aboriginal.

People Living in Poverty
Anyone could live in poverty. Some of us were born into poverty where others experience it later in life. It is our life circumstances combined with systemic barriers that have deepened our experiences of poverty. We contribute to the economy and quality of life in the city as we care for family members, support each other and volunteer in the community.

People With Disabilities
We are parents, professionals, workers, students and volunteers. The challenges we face may be physical or mental; from birth or acquired later in life. We are from different life circumstances. We wish to participate fully in the life of our city. Our accessibility gets limited not because of our disability, but as a result of the physical and social barriers. We help make the city more accessible for everyone.

Racialized People
One third of us are Canadians by birth and our families have been part of building Ottawa for more than a century. Racialized is the process through which we come to be considered different and on that basis subjected to differential and unequal treatment. As racialized groups, we may experience differential treatment on the basis of race, ethnicity, language, religion, culture, etc. While visible minority is the term used in Canada’s human rights legislation, the term racialized is preferred.

Rural Residents
Ottawa has the largest rural area of any city in Canada. Eighty per cent of the city is made up of rural area, with ten per cent of Ottawa’s population living there. Some of us live in densely populated villages, while others choose to live in isolated communities and a small number of us live on farms.
**Women**

We are women from many different backgrounds, lifestyles, sexual and gender orientations, making contributions and facing specific barriers. While gains have been made toward gender equality, many of us still struggle to live free of violence, earn a fair wage, have our work and leadership valued, and our voices heard. As a result, many of us experience the city differently from men.

**Youth**

We are leaders today, and pioneers of our future. Growing up in a rapidly changing world, we are faced with more choices than previous generations. Our experiences as youth vary because there is diversity within our population. We wish to be able to access services and actively participate in decisions that affect us.

Now that you have checked your assumptions, how can you use this knowledge to become an ally or champion for diversity in your work?
Ask About Inclusion

By always asking three simple questions, we can thread equity and inclusion in all the work we do. We can apply them to a given moment or to a large planning process.

To help answer these questions, you may find that you need to go to the other parts of this Handbook: Consider your Diversity, Check Assumptions or Apply to Your Work where you can get ideas on how to ensure inclusion.

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?
Be An Ally — Take Action

I am an Ally when...

- I listen.
- I am aware of my own advantages and disadvantages and how I can use them to make a difference.
- I check my assumptions so as to unlearn biases and stereotypes.
- I stand beside and walk with others.
- I speak up against hurtful comments or insulting action, rather than wait for others to point it out.
- I take steps to make the workplace and services inclusive, safe and welcoming.
- I help others to understand discrimination and exclusion.
- I avoid the trap of “knowing what is good for them” and instead encourage their leadership.
- I share power.
- I realize that being an ally requires on-going learning.
- I listen some more.

I am an Ally, I take Action

- Listen
- Learn
- Support
- Take action

I am a champion when...

I take the initiative to join with others in creating change in the organization or wider community.

What steps can you take to become an ally or champion?
Apply to Your Work

After asking yourself three questions about inclusion,

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?

start to apply these answers to your work.

• Advocacy (pp. 24)
• Communications (pp. 25)
• Engaging Community (pp. 26)
• Gathering Information / Research (pp. 27)
• Leading and Supervising (pp. 28)
• Monitoring and Evaluation (pp. 29)
• Planning: Services, Projects, Events (pp. 30)
• Policy Development (pp. 31)
• Recruiting and Hiring (pp. 32)
• Strategic Planning (pp. 33)
• Working with People (Clients, staff, volunteers, community) (pp. 34)

When diversity, equity and inclusion is reflected throughout the organization, we benefit from a diversity of insights and are better prepared to address the needs of the populations we serve. From strategic planning to managing human resources to direct service, equity and inclusion matters.

Select the area or areas of work that best relate to the work you are doing now. This includes both internal and external work.

one
Read through the questions to consider which ones can inform your work.

two
Consult the Promising Practices provided to learn from the experience of others.

three
Consider what you are already doing and what you can do differently to ensure inclusion. Note your ideas on the worksheet pp.23.
## Apply to Your Work

### Equity and Inclusion Worksheet

**Who is not included in the work you do?**

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**What could contribute to this exclusion?**

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**What are you already doing to promote inclusion?**

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**What can you do differently to ensure inclusion?**

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**Aboriginal Peoples**  
**Francophones**  
**LGBTQ**  
**Immigrants**  
**Older Adults**  
**Persons with Disabilities**  
**Persons Living in Poverty**  
**Racialized People**  
**Rural Residents**  
**Women**  
**Youth**  
**Who Else?**  
**Consult Snapshots**
ADVOCACY

When we address the systemic social conditions that perpetuate inequities, we are on the road to creating lasting change.

1. What are clients and community members telling us about the barriers they face in the wider society?

2. What are the social determinants (i.e. housing, education, poverty, food security, employment) that are affecting the well-being of clients and community members?

3. Are we aware of public policies that could address inequities that community members face? If not, how can we learn about them?

4. Is there a gap in public policy that needs to be addressed in order for clients and community members to equitably access resources and benefits? Which level of government is responsible for this?

5. How can we work with the people most affected so that their voice and experience is valued and heard?

6. Which community groups or organizations are proposing public policy responses to the inequities clients and community members face? How can we work with them?

7. Has our organization undertaken such advocacy in the past? If so, what can we learn from that experience to be effective now?

8. Which elected officials or community leaders can be allies in bringing about these changes?

9. How can we demonstrate the cost benefits to addressing inequities? How can we demonstrate the cost of not addressing inequities?

10. When setting public advocacy goals and positions are we bold and strategic in confronting the causes of inequities?

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?
COMMUNICATIONS

When we apply equity and inclusion to all communications, we take action to ensure that everyone is heard and informed.

1. Have we considered all possible target audiences? Who might be at risk of exclusion?

2. What specific communication strategies are needed to reach them? (e.g., working with community leaders, bulletin boards, community newspapers, social media)

3. Do our communication materials get out to the community organizations and networks that serve the diverse populations we need to reach? Do we check periodically to ensure materials are stocked and being used?

4. How do the messages we are communicating foster inclusion, respect and equity?

5. Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?

6. Is the medium easily accessible and understood by the full diversity of our target audience? (e.g., plain language, accessible formats, graphics, multiple languages, both online and print, voicemail)
   - Have we considered what populations will be missed by only using certain methods? (e.g., online or social media communications) What other approaches might we use?

7. Have we considered if there is a budget or alternative resources for translation services?

8. Do images represent the full diversity of staff, clients and community members?
   - Do they capture the diversity within specific communities of people?
   - Will the people portrayed in the images relate to and feel included in the way they are represented?
   - Is everyone portrayed in positive images that promote equity and break stereotypes? Consider: who is active and passive, who is at the centre, who is serving and being served.

ASK ABOUT INCLUSION

- Who is not included in the work you do?
- What could contribute to this exclusion?
- What can you do differently to ensure inclusion?
ENGAGING COMMUNITY

When we welcome a diversity of perspectives, we take action to ensure everyone benefits.

1. What approaches and outreach will help to ensure that everyone is able to fully participate? How can we create opportunities for people least likely to be heard to ensure they share their specific concerns? (e.g., use of multiple techniques such as online surveys and focus groups, kinds of questions asked, simultaneous interpretation, sign language, anonymous feedback)

2. Is our team representative of the diversity of the population we are engaging? What steps can we take to ensure we are inclusive of the diversity of perspectives?

3. Which employees, department or community agencies with experience in these specific communities can help us do outreach?

4. Is there a history – between city and community, or between communities – that you need to consider? How will we ensure everyone is heard?

5. Is the language we use in our promotion materials easily understood by diverse audiences?

6. What steps can we take to remove barriers to people’s full participation? (e.g., dependent care, transportation, safety, language, accessible location, time, multiple formats, avoid religious and cultural holidays, culturally appropriate)

7. Is the environment welcoming to participants who may be reluctant to share their views? If not, what can we do to change this? (e.g., pair up a new participant with an experienced one to help those new to the process feel encouraged to participate). Does the pace, format and language of the engagement accommodate everyone including participants who are least likely to speak up and for whom the information may be new?

8. Are the insights from groups who face systemic barriers and inequities reflected in the report and the final product?

9. How will we report back the findings to the full diversity of people who were involved in the engagement activity?
GATHERING INFORMATION / RESEARCH

When we consider diversity in conducting environmental scans, needs assessments or collecting data, we take action to be inclusive of everyone.

1. Will our data gathering plan identify specific areas where we may unintentionally limit equity and inclusion? (e.g., safety, accessibility, affordability, cultural specificity, family responsibilities, access to decision making, racial profiling)

2. What current statistics or demographic data would help us understand the people or communities that face systemic barriers and inequities in relation to the issue in question?

3. Will data gathered capture the diversity of the population? (i.e. broken down to make differences visible e.g. - “disaggregated”)

4. When using gender-neutral language (people, head of household, the homeless, sole-support parent, immigrants), are we also distinguishing differences between women and men in that specific group? (e.g. female heads of household versus male heads of household)

5. Do the research questions help us identify who may be excluded and what is needed to ensure they will benefit?

6. Are we making any assumptions that we need to verify? (e.g., all parents in a program will be heterosexual)

7. How might you consult with the people most affected by this issue to ensure the reliability of your data, approach and findings? (e.g. ask community leaders about the cultural appropriateness of the data or approach)

8. Have we consulted with other staff, teams or community leaders with experience in this area? If not, how will we do this?

9. Does our final report include the findings on the specific equity and inclusion concerns we identified?

10. How will we report back the findings to people who were involved in the research?

ASK ABOUT INCLUSION

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?
LEADING AND SUPERVISING

When we become champions for equity and inclusion in the way we lead, we take action to model an organization that utilizes everyone’s diverse talents and skills.

1. What steps do I take to create a respectful and inclusive environment?
   - Do I clearly communicate to staff and volunteers that inappropriate behaviour such as offensive jokes, and negative comments are not acceptable?
   - How can I actively gather input and ideas from staff or volunteers from diverse perspectives?
   - How can I encourage staff and volunteers to contribute positively in creating an inclusive workplace?

2. Do I utilize policies and procedures that support staff that have been harassed, treated in a disrespectful manner or discriminated against by co-workers, supervisors or clients?

3. Are there policies, procedures and/or practices and attitudes that unintentionally prevent some people from fully engaging in our work? (e.g., schedules conflicting with religious holidays, workload or schedule conflicting with family responsibilities) What alternatives are possible?
   - Am I aware of our commitments to inclusion and accommodation and do I ensure that staff are equally informed?

5. Is equity and inclusion incorporated into criteria for evaluating candidates for promotions or management positions? If not, how might we include it?

6. What opportunities could I create to enable people from under-represented groups to bring new perspectives to our team, acquire experience and move into higher-level positions? (i.e. internships, job shadowing, secondment, students)

7. Is equity and inclusion incorporated into our staff performance review?

ASK ABOUT INCLUSION

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?
MONITORING AND EVALUATION

When we consider equity and inclusion in how we measure success, we take action to ensure that all benefit from the process and its outcomes.

1. Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, community and client consultations) What other approaches might we use?

2. Are those designing and implementing the evaluation representative of the target groups who will participate in the evaluation? How can we ensure their perspectives are included?

3. Do the evaluation questions allow for consideration of the experiences of a diversity of community members?

4. Would it be useful to include those who stopped using the service and potential clients who never used it, in order to assess any unknown biases?

5. Can we hold interviews or focus groups at a location where the target population is most comfortable? (e.g., Aboriginal women at an Aboriginal women’s centre)

6. Can we make it easier for respondents to participate by using interviewers from the same population, providing transportation and childcare, and/or offering an honorarium for focus groups?

7. Can we interview in the language in which the people are most comfortable or have a cultural interpreter available? (i.e. spoken language, braille, sign language)

8. When analyzing our data, did we maintain a diversity of perspectives in the findings?

9. Have we validated the findings with the community so as to minimize any biases?

10. How can we report back to the people who participated in the evaluation process?

ASK ABOUT INCLUSION

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?
PLANNING — Services, Projects/Programs, Events

When we consider the range of equity issues, we take action to eliminate barriers so that everyone can benefit.

1. Do the expected outcomes of the service, project/program, or event reflect equity and inclusion goals?

2. How will the service or project/program build upon the strengths of the people it serves?

3. Will the service or program contribute to more equitable access to resources and benefits in the wider community?

4. Have the primary target groups been consulted (See Engaging Community).

5. How is the proposed service, project/program or event designed to ensure that a full diversity of people can participate and benefit with dignity? (i.e., accessibility for mobility devices, visual and hearing impairments, child or dependent care, transportation, safety concerns, language).

6. Does the time of the event or hours of the service consider potential demands on people’s time? (i.e. religious and cultural holidays, harvest time, family responsibilities)

7. Have we considered and made note of equity and inclusion considerations in our strategic, operational plans and logic models?

8. Are the long term needs of community members from different equity groups considered in our long term planning?

9. Are there good equity and inclusion practices in other cities, departments or community organizations that can inform the implementation?

10. What human and financial resources are required to address equity and inclusion in the implementation of this service, project/program or event?
POLICY DEVELOPMENT

When we make policies equitable and accessible, we take action to ensure that everyone is included in community life.

1. What are the equity and inclusion concerns related to this policy issue? (e.g., accessibility, affordability, safety, culture, gender identity)

2. Have we checked existing policies that may inform how we address equity and inclusion in this new policy?

3. Have we considered and made note of equity and inclusion considerations when developing the business case for the policy?

4. Are the groups most affected by the policy consulted from the early stages of the policy development? How can we ensure their perspectives are included? (See Engaging Community)

5. What background information can aid in addressing equity and inclusion? (See Gathering information/research)

6. What human and financial resources are required to address equity and inclusion in the implementation of this policy?

7. Can we develop innovative policy solutions that draw upon the contributions and assets of those people most affected?

8. If new resources are required in the policy implementation, how can we build that in from the beginning? (e.g., partner with community groups, collaborate across programs and sectors, seek matching funds)

9. How can we communicate the policy so as to reach the full diversity of people affected? (See Communications)

10. How will we measure the extent to which the policy contributes to removing barriers or creating opportunities for people who risk exclusion? (See Monitoring and Evaluation)

ASK ABOUT INCLUSION

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?
RECRUITING AND HIRING
Staff and Volunteers

When we integrate equity and inclusion in our hiring practices and policies, we take action to increase diverse skills and perspectives in the workplace.

1. Do staff and volunteers in our work area reflect the diversity of the community we serve? Who is under-represented?

2. What knowledge, skills, experience and diversity would enhance our team’s capacity to serve the diversity of clients?

3. Do job requirements and selection criteria unnecessarily limit who would qualify?

4. Are we open to considering what new perspectives people from different backgrounds could bring to the position?

5. Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it?

6. Are interview panels composed of individuals who bring diverse backgrounds and experiences relevant to the position?

7. Have we considered ways to reduce barriers in the interview process so as to make it more welcoming and friendly (i.e. physically accessible, provide a copy of the questions)

8. Are candidates given the choice to be interviewed in French or English or the language that the posted position required?

9. Do we consider that people from specific backgrounds may present interview behaviours that are different from what we expect, but still have the skills to do the job?

10. If a candidate’s references are from abroad, what strategies can we use? (e.g., if an English speaking reference is not available then seek translation support)

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?
STRATEGIC PLANNING

When we apply a vision of equity and inclusion to our planning, we take action to create communities for everyone.

1. How does your strategic planning process promote equity and inclusion?

2. Do the long-term goals you are defining reflect this?

3. What are the current demographic trends which strategic plans need to align with or address?

4. What equity issues are currently being raised by community members or staff in relation to your plan?

5. What are the costs of not taking demographic trends and equity issues into account? What are the benefits?

6. Does the organization’s strategic objectives and initiatives reflect a broad vision of equity and inclusion? How can it be strengthened?

7. What human and financial resources are required to achieve equity and inclusion in this plan?

8. How do the performance measures in the organization’s strategic plans capture the impact on people who are the most at risk of exclusion? How do they measure whether inclusion is increasing or decreasing?

9. Does the collection of data enable us to measure benchmarks and targets for increasing equity and inclusion?

10. When undertaking strategic review, what improvement opportunities are there to enhance achievement of equity and inclusion?

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?
WORKING WITH PEOPLE

When we treat people with respect, we are taking action to create a welcoming workplace and quality service.

1. When I interact with people, do I check assumptions?
   - Do I hold assumptions about people that get in the way of how I work with them?
   - Do I avoid stereotypes so I can see the individual for who they really are?
   - Am I able to respect our differences and yet recognize what we have in common?
   - Do I recognize their contributions?

2. Am I paying attention to those who are not expressing their ideas?

3. How do I encourage feedback and full participation from everyone present?

4. Am I raising issues in a way that encourages dialogue?

5. Do I consider potential barriers in each situation, and work to minimize them? (e.g., language, prejudice, sexual or racial discrimination)

6. If I am not sure what barriers may exist, do I ask my colleagues or the people I serve?

7. Do I discourage jokes, insults and negative comments that are offensive to people?

8. Do I recognize and build on the strengths and assets of all individuals?

9. Are there procedures, policies and practices in place that limit my capacity to be inclusive? Are there others that support my capacity to be inclusive?

10. What action can I take to address this or to bring awareness to the supportive policies?

ASK ABOUT INCLUSION

Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?
APPENDIX A:
ADDITIONAL TERMS

**Ableism:** Attitudes in society that devalue and limit the potential of persons with disabilities. Ableism can be conscious or unconscious and is embedded in institutions, systems or the broader culture of a society.

**Classism:** The cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.

**Equity-seeking groups:** Groups who experience marginalization and who are working towards equitable inclusion in society.

**Ethnocentrism:** The tendency to view others using one’s own group and customs as the standard for judgement, and the tendency to see one’s group and customs as the best.

**Heterosexism:** The assumption that heterosexuality is superior and preferable, and is the only right, normal or moral expression of sexuality. This definition is often used when looking at discrimination against gay, lesbian or bisexual people that is less overt.

**Intersectionality:** Oppression within a society based on a combination of various oppressions such as race, ethnicity, gender, religion, sexuality, class, disability, religion, family status, and other differences among people. The result is unique and distinct forms of discrimination which is different from each separate grounds of discrimination.

**Islamophobia:** is the prejudice against, hatred towards, or fear of the religion of Islam or Muslims.

**Homophobia:** The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as “homosexual.”

**Transphobia:** The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.

**Racialized:** The process through which we come to be considered different and on that basis subjected to differential and unequal treatment. As racialized groups, we may experience differential treatment on the basis of race, ethnicity, language, religion, culture, etc. While visible minority is the term used in Canada’s human rights legislation, the term racialized is preferred.