Equity and Inclusion Lens

A User's Guide

A City For Everyone
Une ville pour tous

Ottawa

This User's Guide is part of a tool kit that includes 11 Diversity Snapshots and other materials to assist you in applying an Equity and Inclusion Lens. To access the Diversity Snapshots and other tools follow the links in this User's Guide, visit Ozone or contact us at EILens@ottawa.ca.

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 the City of Ottawa and CAWI as the source.

We welcome your feedback and comments on the Equity and Inclusion Lens. Contact us at EILens@ottawa.ca.

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A message from the City Manager

I am pleased to present the Equity and Inclusion Lens. This is a tool that was developed in 2009, in partnership with City for all Women Initiative and the generous contribution of the community. All this was made possible thanks to a partnership grant between the City of Ottawa and Status of Women Canada.

The Lens will enable us to be systematic, consistent and coherent in our efforts to promote equity and inclusion in all the work we do. It will help us understand and respond to the needs and aspirations of our increasingly diverse population; recognize and engage the skills, experience and knowledge of all our residents; create policies, programs and services that address systemic barriers; and attract, promote and retain a talented workforce.

The Lens will support the work of Council, management and staff, and our business and community partners. It is central to supporting the City's Service Excellence commitments and initiatives.

Incorporating diversity, equity and inclusion in our day-to-day work is no longer an option… it is essential to our success as a service organization. Make the Lens part of your daily work — incorporate it in your strategies and frameworks, and reflect it in your goals and outcomes. In doing so, we will demonstrate that Ottawa is a City for everyone!

Kent Kirkpatrick

A CITY FOR EVERYONE

✓ **A PLACE OF BELONGING** – Everyone has a sense of belonging, acceptance and recognition as valued and contributing members of our city.

✓ **BARRIER-FREE** – The City and community make a conscious effort to remove historical, systemic and physical obstacles to ensure everyone has fair access to opportunities and benefits.

✓ **EQUITABLE** – All people across diversity can benefit from the social, economic, cultural and political life of our city.

✓ **ACCESSIBLE** – Everyone can access information and services that are appropriate culturally, financially, physically, and for any disability.

✓ **RESPECTFUL** – All services and the ways of doing business are respectful of the cultures and dignity of all people.

✓ **INNOVATIVE** – Public, private and community sectors make best use of resources to engage the full diversity of residents and achieve well-being.

✓ **DIVERSE** – Images, words, and actions reflect that the City and the community value the full diversity of staff and residents.

✓ **REPRESENTATIVE** – Staff, management, and decision-making bodies are reflective of the demographics of the community they serve. The institutions evolve as the city's population changes.

✓ **PARTICIPATORY** – Council, management and staff promote the engagement of all people and work collaboratively in planning and decision-making.

✓ **SAFE** – Everyone from all walks of life is free of the fear of harassment or violence so they can participate fully in the life of their families, neighbourhoods, workplace and city.

Adapted From: Building Inclusive Communities: Cross-Canada Perspectives and Strategies. *Federation of Canadian Municipalities and the Laidlaw Foundation*.

Visit the Diversity Snapshots to see what inclusion means for specific communities. To access, follow links in this User's Guide, visit Ozone or contact us at EILens@ottawa.ca.

What is the Equity and Inclusion Lens?

The Equity and Inclusion Lens is like a pair of glasses. It helps you see things in a new way. It allows you to be more effective in your everyday work by getting a clearer focus and a more complete view.

The Lens consists of:

➤ **This User's Guide, which includes:**

~ Questions to answer in specific areas of work

~ Diversity Wheel graphic to understand diversity

~ Worksheet to help you build your action plan

➤ **Eleven Diversity Snapshots**

These are quick reference booklets on people who are at risk of exclusion, their contributions, barriers they face, their vision of an inclusive city and what is happening in Ottawa

To access the Diversity Snapshots and other tools follow the links in this User's Guide, visit Ozone or contact us at EILens@ottawa.ca.

Founded on the traditional land of the Algonquin people, Ottawa has become a city of rural 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.

There are good examples of City staff already considering equity and inclusion in their work. (See examples on pages 10, 12, 16, 19, 24). The Equity and Inclusion Lens helps make this a consistent way of doing business.

Who is the Lens for?

The Lens is for everyone. This includes but is not limited to:

➤ Councillors and their staff

➤ City staff and management

➤ Community partners, consultants and businesses providing services in conjunction with or on behalf of the City

➤ External bodies or community agencies that choose to use the Lens

Why this Lens?

Because we believe in a city for everyone

➤ **IT'S THE RIGHT THING TO DO**

When all people are included, our city benefits from their contributions. Equity and inclusion are keys to the city's success.

➤ **IT'S GOOD BUSINESS**

- Our residents are becoming increasingly diverse, and so are their needs and aspirations.
- Diversity in our workforce, at all levels, is essential to translate these needs into effective delivery of policies, programs, and services.
- It is more cost effective to address inequities before they become wider social problems.

➤ **IT'S REQUIRED**

We are required by federal and provincial legislation, as well as Council mandates and City policies, to ensure equity and inclusion of all people living and working in Ottawa. (See Appendix A: City of Ottawa commitments)

> *It is not that individuals in the designated groups are inherently unable to achieve equality on their own, it is that the obstacles in their way are so formidable and self-perpetuating that they cannot be overcome without intervention.*
>
> Judge Rosalie Silberman Abella *Royal Commission on Equality in Employment, 1985*

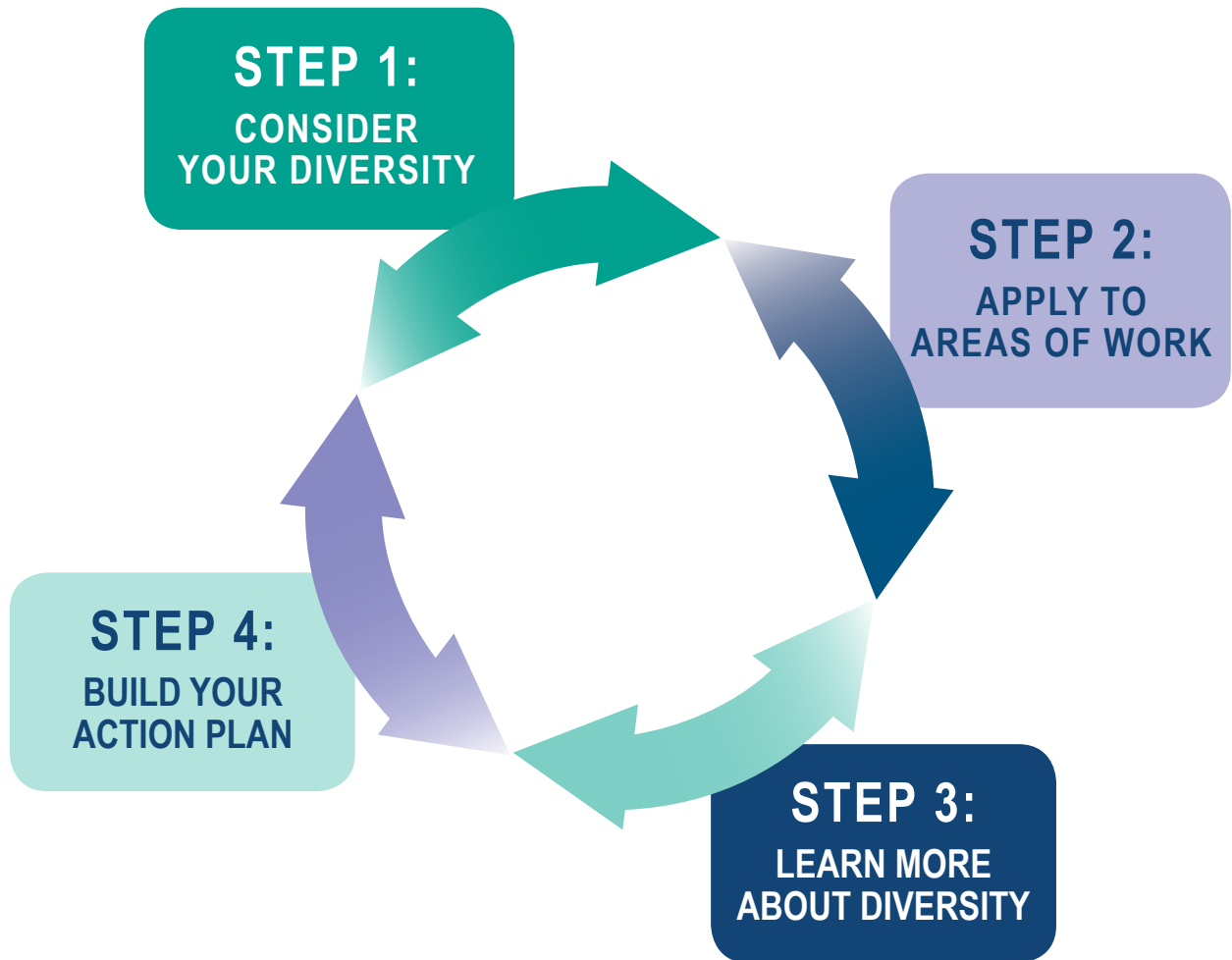## What are the benefits of using the Lens?

By using the Lens you will:

➤ Generate better solutions by incorporating a diversity of perspectives

➤ Take positive steps to remove systemic barriers and promote inclusion

➤ Create a more positive and respectful work environment

➤ Achieve greater client satisfaction

> *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.*
>
> City program manager

HOW TO USE THIS LENS

STEP 1:
CONSIDER
YOUR DIVERSITY

STEP 2:
APPLY TO
AREAS OF WORK

STEP 4:
BUILD YOUR
ACTION PLAN

STEP 3:
LEARN MORE
ABOUT DIVERSITY

HOW TO USE THIS LENS

STEP 1: CONSIDER YOUR DIVERSITY

Visit the Diversity Wheel.

STEP 2: APPLY TO AREAS OF WORK

Select the Areas of Work most relevant to your work, go to those areas
and answer the questions

- ✔ Working with people
- ◯ Designing communications
- ◯ Developing policy
- ◯ Engaging the community/ consultation
- ◯ Evaluating

- ◯ Gathering information/research
- ◯ Leading and supervising
- ◯ Planning projects/programs
- ◯ Recruiting and interviewing
- ◯ Training

➤ "Working with People" is relevant for all management and staff.
You may answer the questions as a team or individually.
If work is already underway, use the questions to make adjustments.

STEP 3: LEARN MORE ABOUT DIVERSITY

➤ **Revisit the Diversity Wheel, Step 1, see "Working with People", p.9.**

Consult any of the 11 Diversity Snapshots for information on people who face systemic
barriers and inequities. You may think of others who may be excluded.

STEP 4: BUILD YOUR ACTION PLAN

➤ Use the Worksheet to identify current inclusive practices and what you will
do differently
Return to Step 2 or 3 as needed

HOW TO USE THIS LENS

STEP 1: CONSIDER YOUR DIVERSITY

DIVERSITY WHEEL

As a consequence of systemic barriers and inequities, we may have experienced exclusion in some areas of our life, but inclusion in others. For example, a middle-age francophone female manager with a disability has different life experiences from a recently hired Aboriginal male university graduate. Each has unique strengths, and faces specific barriers.

Recognizing this diversity within ourselves and others can help us understand how these factors influence the way we provide services, design policies and programs, or interact with staff and residents.
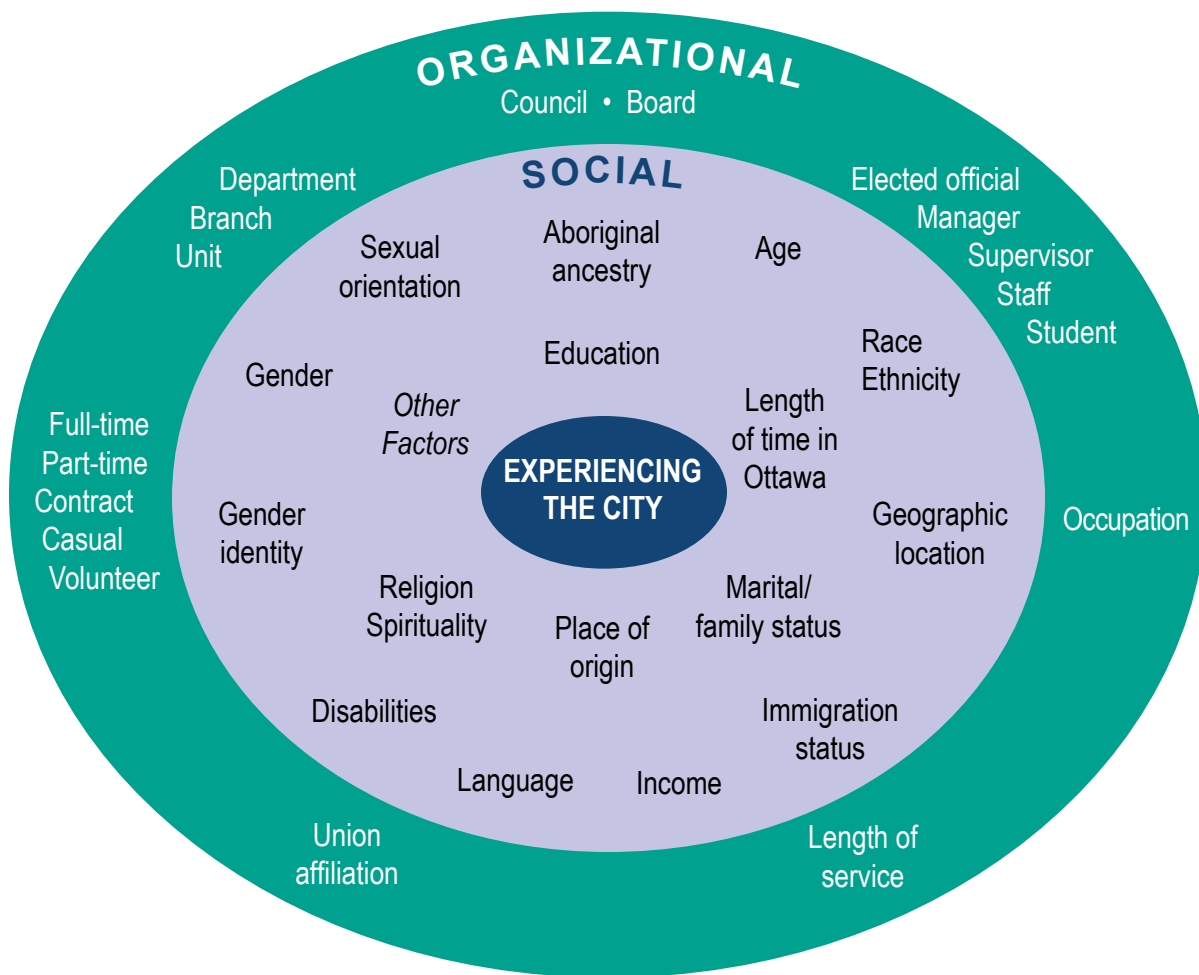
In answering the questions on the following pages, consider how the factors in the Diversity Wheel influence:

➤ **the experiences of residents you serve**

➤ **the experiences of your co-workers**

➤ **the way you see things**

WORKING WITH PEOPLE

I reflect on how I interact with others

1. Can I remember a time when I did not feel respected? What did I need others to do differently?
2. Do I treat people with the respect I would like to receive?
3. When interacting with a person who differs from myself, do I try to put myself in their shoes?
   - am I ready to learn from how they view the situation?
   - do I avoid stereotypes so as to see the individual for who they are?
   - do I respect our differences and yet recognize what we have in common?

I contribute to a safe and welcoming environment

4. What is the demographic diversity of my co-workers and the community I serve?
5. What do I value about these differences? How do I show this?

I create open dialogue

6. How do I communicate that I am open to learning from people?
7. Do I acknowledge people in a friendly manner?
8. Do I listen carefully to understand what people are saying?
9. Do I take time to clarify?
10. Do I invite others to ask me to clarify?

I address systemic barriers and inequities

11. Do I consider potential barriers in each situation, and work to minimize them? (e.g., language, prejudice, sexual or racial discrimination)
12. If I am not sure what barriers may exist, do I ask my colleagues or the people I serve?
13. Do I discourage jokes, insults and negative comments that are offensive to people?
14. Do I recognize and build on the strengths and assets of all individuals?

Who may be excluded in your work?

Not sure?

Revisit the Diversity Wheel

Consult the Diversity Snapshots :

Aboriginal peoples

Francophones

GLBT (gay, lesbian, bisexual, trans)

Immigrants

People living in poverty

People living with disabilities

Rural residents

Seniors

Visible minorities

Women

Youth

WORKING WITH PEOPLE

STEP 2: APPLY TO AREAS OF WORK

WORKING WITH PEOPLE

E X A M P L E

Shortly following the hiring of new staff, a staff team realized that their new staff, who used mobility devices, risked being excluded from team functions due to physical barriers in their environment. Though their personal work space was accessible, many of the team meetings had been historically scheduled in a non-accessible area of their building which included heavy doors and small meeting rooms.

Staff and Management quickly recognized that moving forward, new team protocols would be required to ensure equal access and inclusion of all team members in branch and departmental activities.

This resulted in all team meetings and get-togethers being scheduled in more accessible locations. In addition, the installation of automatic door openers and the movement of a few pieces of furniture ensured all staff had full access to all departmental workspaces and their teammates.

WORKING WITH PEOPLE

What about this is an equity and inclusion practice?

✓ Viewed the situation from the perspective of the new staff

✓ Recognized the barriers that would keep the new staff from fully participating

✓ Took steps to minimize the barriers

✓ Demonstrated that they valued the contributions the new staff would bring

STEP 2: APPLY TO AREAS OF WORK

DESIGNING COMMUNICATIONS

Access to information

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)

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 the materials are stocked and being used? See: www.cominfo-ottawa.org/directories.html.

Message

4. How does the message 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. Have existing materials been assessed for bias and appropriate changes made?

Medium and language

7. 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) (See Appendix A: Multiple formats policy)

8. Have we ensured there is a budget or alternative resources for translation services?

Visuals

9. Do images represent the full diversity of employees or residents?

10. Do images capture the diversity within specific communities of people?

11. Will the people portrayed in the images relate to and feel included in the way they are represented?

12. Is everyone portrayed in positive images that promote equity? Consider: who is active and passive, who is at the centre, who is serving and being served.

Who may be excluded in your work?

Not sure?

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DESIGNING COMMUNICATIONS

STEP 2: APPLY TO AREAS OF WORK

DESIGNING COMMUNICATIONS

E X A M P L E

DESIGNING COMMUNICATIONS

The Lead Pipe Replacement Program is offered by the City to assist property owners to replace lead drinking water services on a cost-sharing basis. Owners within areas of the City suspected of having lead services were notified of the process for service replacement, and families with children under the age of six and/or expectant mothers were given priority.

Staff assessed who was at risk of not being reached in their communications. They then reviewed their communications strategy, on an on-going basis, so that staff became aware of the need to:

➤ communicate with residents in clear, plain language;

➤ reach out to the public through other means than direct mail, such as brochures placed in key locations; and

➤ consider other means of communicating the program to the public.

A list of community agencies and organizations was prepared to intentionally reach out to targeted populations. The letter and brochure were written in plain language and distributed to these agencies and organizations who could assist their clients in accessing and understanding LRP program information.

What about this is an equity and inclusion practice?

✓ Assessed who was at risk of not being reached in current communications

✓ Identified ways to reach specific populations

✓ Used a range of methods to get the word out

✓ Realized importance of using plain language, elimination of the passive voice in text

✓ Plan to apply the principles learned in other programs
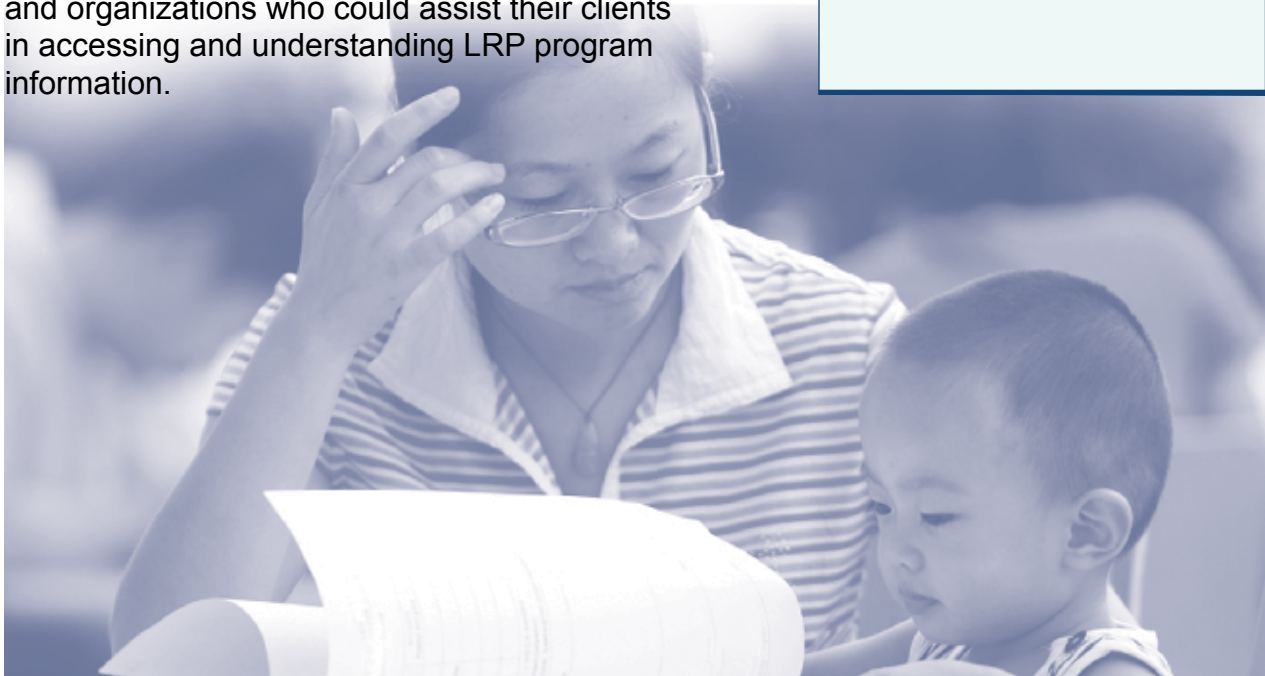
STEP 2: APPLY TO AREAS OF WORK

DEVELOPING POLICY

Define the issue

1. Are there equity and inclusion concerns related to this 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? (See Appendix A: City of Ottawa commitments)

3. 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 the community/consultation, p.14)

4. What background information can aid in addressing equity and inclusion? (See Gathering information/research, p. 18)

Resources

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

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

7. If new resources are required, how can we build that in from the beginning? (e.g., partner with community groups, collaborate across branches, seek matching funds)

Expected outcomes

8. How can you communicate the policy so as to reach the full diversity of people affected? (See Designing communications, p.11)

9. How will we measure the extent to which the policy contributes to removing barriers or creating opportunities for people who risk exclusion? (See Evaluating, p.17)

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DEVELOPING POLICY

STEP 2: APPLY TO AREAS OF WORK

ENGAGING THE COMMUNITY / CONSULTATION

ENGAGING THE COMMUNITY / CONSULTATION

Engage

1. Which populations are we likely to miss by only using conventional methods of consultation? (e.g., general public consultation meeting, solicit feedback online only)

2. What outreach is needed to reach specific communities or groups of people?

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

4. What other approaches and mediums will help to ensure that everyone is able to fully participate?

5. If a community we are reaching out to is still not engaging, what can we do to address it? Can we meet them in their space which may be more comfortable and/or culturally appropriate?

6. Is the language we use in our promotion materials and communication strategy plain and easily understood by diverse audiences?

Inclusive process

7. Is our consultation team representative of the diversity of the population we are consulting? If not, what steps can we take to ensure we are inclusive of the diversity of perspectives?

8. What steps can we take to remove barriers to people's full participation in the consultation? (e.g., childcare, transportation, safety, language, accessible location, time, multiple formats, avoid religious and cultural holidays, culturally appropriate)

9. Is the medium or environment being used empowering and 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)

10. How can we create opportunities for people least likely to be heard to ensure they share their specific concerns? (e.g., kinds of questions asked, simultaneous interpretation, sign language, anonymous feedback)

Continued ➡

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STEP 2: APPLY TO AREAS OF WORK

ENGAGING THE COMMUNITY / CONSULTATION continued

11. Are there power dynamics or history – between staff and the participants, or among participants themselves – that prevent some people from sharing their views? How will you lessen or change this power dynamic?

12. Does the pace, format and language of the consultation accommodate everyone including participants who are least likely to speak up and for whom the information may be new?

Findings

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

14. How will we report back the findings to the full diversity of people who were involved in the consultation?

> *Often when we get more diversity around the table, we think it will be reflected in the decision-making, but the meeting structure, questions and discussion styles are all determined by the dominant cultures. To ensure inclusion for all participants, we must take care to facilitate the input of individuals from communities with less power and influence.*
>
> City program manager

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ENGAGING THE COMMUNITY/CONSULTATION

STEP 2: APPLY TO AREAS OF WORK

ENGAGING THE COMMUNITY / CONSULTATION

E X A M P L E

ENGAGING THE COMMUNITY/CONSULTATION

In 2008, the Parks and Recreation Branch (now part of Parks, Recreation and Culture Department) was tasked with the development of a Parks and Recreation Master Plan. In developing white papers on this issue, staff asked who risked exclusion in the current services and what could be done to be more inclusive. To answer these questions, any consultation had to be inclusive of the diversity of residents. However, there were limited staff resources and no funds for public consultation.

A first step was an on-line consultation. Staff asked who may be excluded by using only this medium, then developed a cost-effective strategy to engage those groups of people.

Staff met with 45-50 organizations, including City Advisory Committees, city-wide coalitions, community associations and service agencies, totaling approximately 500 people, representing thousands of residents from a variety of backgrounds and areas of the City.

➤ Organizations were invited to hold their own focus groups, or reach out to their constituency.

➤ Staff provided organizations with information and tools for reaching their constituency.

➤ In meeting with specific populations, staff and organizations selected and adjusted questions so as to draw out unique perspectives and insights.

➤ When only a few people attended a meeting, staff would still take time to invite input and use the opportunity to invite those present to engage their community.

➤ Consultations were held in English and French; in some cases community cultural interpreters were provided when participants had limited capacity to speak one of the official languages.

➤ Midway, staff reviewed who had been reached and initiated new outreach to reach groups of people who had not been included.

➤ In undertaking the data analysis, care was taken to ensure the diversity of views would be reflected in the final report.

What about this is an equity and inclusion practice?

✓ Asked who were the diversity of people for whom this issue mattered

✓ Asked who was at risk of exclusion

✓ Used more than one medium

✓ Recognized and drew upon the resourcefulness of the community

✓ Respected the time and resource limitations of the community by providing supports

✓ Adjusted questions, language and approach to reach specific populations

✓ Ensured that input from diversity of residents was reflected in final report

STEP 2: APPLY TO AREAS OF WORK

EVALUATING

Evaluation design

1. Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, general public 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. How are the indicators reflective of the diversity of populations served? (See Planning projects/programs p.22)

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?

Interviews and surveys

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. Is our approach inclusive and equally comfortable for people who are illiterate, as well as literate?

8. Can we interview in the language in which the people are most comfortable or have a cultural interpreter available?

Findings

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

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

11. How can we report back to the people who participated in the initial consultation phase of this initiative?

Who may be excluded in your work?

Not sure?

Revisit the Diversity Wheel

Consult the Diversity Snapshots :

Aboriginal peoples

Francophones

GLBT (gay, lesbian, bisexual, trans)

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EVALUATING

STEP 2: APPLY TO AREAS OF WORK

GATHERING INFORMATION / RESEARCH

Define the issue

1. Which specific equity or inclusion concerns are related to this issue? (e.g., safety, accessibility, affordability, cultural specificity, family responsibilities, access to decision making, racial profiling)

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

3. Are the people most affected by this issue involved in gathering and analyzing information? If not, how will we ensure their perspectives are included? (e.g., focus groups, consultations, interviews, seek feedback)

4. Have we consulted with other staff or departments with experience in this area?

Gather information

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

6. Will data gathered capture the diversity of the population? (i.e. broken down to make differences visible –"disaggregated")

7. 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?

8. Have we validated stats, sources and qualitative information with the relevant community groups?

Findings

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

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

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

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Not sure?

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STEP 2: APPLY TO AREAS OF WORK

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GATHERING INFORMATION / RESEARCH

E X A M P L E

In preparation for the design phase of a new transit station, Marketplace Station, Transit Services conducted a literature review to identify issues regarding transit use. Staff considered all the potential users and then analyzed ways in which women and men, from diverse populations, tend to use public transit differently.

In addition to the transportation literature that focuses on the physical barriers to people using transit, staff probed a broader base of literature in order to identify the social barriers to women using transit (i.e. safety; mobility challenges in travelling with children, the sick and elderly; multiple stops when managing family-related tasks).

As a result, the recommendations submitted for the station design reflect the broader social issues and are anticipated to contribute to the development of a transit station that makes transit a more viable alternative for women. As the City of Ottawa pursues its objective to make public transit the preferred choice of residents, the lessons learned from Marketplace Station will carry over into future transit projects.

What about this is an equity and inclusion practice?

✓ Considered the diversity of transit users and their specific needs

✓ Identified both physical and social barriers

✓ Realized that transit issues are not gender neutral

✓ Sought out sources sensitive to women's issues

✓ Identified gaps in the literature and in staff practices then made efforts to bridge them

✓ Reflected the findings in the final design

✓ Can apply lessons learned in future projects

GATHERING INFORMATION/RESEARCH

STEP 2: APPLY TO AREAS OF WORK

LEADING AND SUPERVISING STAFF AND VOLUNTEERS

Be proactive

1. Are there institutional practices and attitudes that prevent some people from fully engaging in our work? (e.g., schedules conflicting with religious holidays, workload or schedule conflicting with family responsibilities, prejudice, administrative requirements, physical environment) What alternatives are possible?

2. Are issues of equity, inclusion and under-representation discussed at committee meetings, planning sessions and training?

3. Which City policies related to equity and inclusion would enhance our work? (See Appendix A: City of Ottawa commitments)

Lead by example

4. Do I clearly outline expectations I have of myself and others for creating a respectful, inclusive and nondiscriminatory environment?

5. Do I reflect on how my own background and experience affect the way I interact with people different from myself? (See Diversity Wheel, p.8)

6. What personal and professional actions would help me strengthen my knowledge and sensitivity for building a diverse and inclusive workplace? See "What can I do?" in the Diversity Snapshots.

Create a respectful environment

7. Do I clearly communicate to staff and volunteers that inappropriate behaviour such as offensive jokes, insults and negative comments is not acceptable?

8. Do I build teams composed of people with diverse perspectives?

9. How can I actively gather input and ideas from staff or volunteers from diverse perspectives?

LEADING AND SUPERVISING

Who may be excluded in your work?

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STEP 2: APPLY TO AREAS OF WORK

LEADING AND SUPERVISING STAFF AND VOLUNTEERS continued

Provide support

10. How can I encourage staff to contribute positively in creating an inclusive workforce?

11. Do I provide time for staff to integrate inclusive practices into plans, policies, programs and services?

12. Have I offered to provide alternatives to those who require it? (e.g., juggling family responsibilities, religious holidays, accessibility)

13. Do I utilize support systems for employees that have been harassed, treated in a disrespectful manner or discriminated against by co-workers, supervisors or clients? (See Appendix B: Support systems)

14. Do we highlight our commitment to accommodation in all promotional materials? (See Appendix A: City of Ottawa Commitments – Duty to accommodate)

Retain and promote

15. What mentoring and internship 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?

16. Do I enable all staff to have access to a range of developmental opportunities?

Performance review

17. Have I incorporated equity and inclusion into our staff performance review?

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Not sure?

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LEADING AND SUPERVISING

STEP 2: APPLY TO AREAS OF WORK

PLANNING PROJECTS / PROGRAMS

Access and benefits

1. Is the proposed project or program designed and implemented to ensure that the full diversity of Ottawa residents can participate and benefit with dignity? Who may risk exclusion?

2. Have those who are the primary targets been consulted? (See Engaging the community/consultation, p.14)

3. What changes can be made to ensure inclusion?

   • Does the project or program identify, prevent and remove barriers for people who may be excluded? (e.g., safe, affordable, respectful, proximity, age appropriate, accessible, language, culturally sensitive)

   • Does it redistribute access to resources to be more equitable?

   • Does the project or program build on contributions and strengths of the people it serves?

Resources

4. What human and financial resources are required to address equity and inclusion in the implementation of this project or program?

5. If new resources are required, how can they be built in from the beginning? (e.g., partner with community groups, collaborate across branches, seek matching funds)

Implementation

6. What knowledge of equity and inclusion is there in our team? How can we strengthen that knowledge base?

7. Are there good equity and inclusion practices of other cities, departments or community organizations that can inform our implementation?

8. Do our expected outcomes reflect equity and inclusion goals?

Who may be excluded in your work?

Not sure?

Revisit the Diversity Wheel

Consult the Diversity Snapshots :

Aboriginal peoples

Francophones

GLBT (gay, lesbian, bisexual, trans)

Immigrants

People living in poverty

People living with disabilities

Rural residents

Seniors

Visible minorities

Women

Youth

STEP 2: APPLY TO AREAS OF WORK

RECRUITING AND INTERVIEWING STAFF AND VOLUNTEERS

Pre-posting

1. Are there underlying assumptions or practices in our hiring process that would have a negative impact on candidates who face systemic barriers or inequities? (e.g., cultural expectations of communication styles)

2. Does staff in our work area reflect the diversity of the community we serve? Who is under-represented?

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

Posting

4. Do job criteria unnecessarily limit who would qualify?

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

6. What competencies related to diversity and inclusion would be important to build into the job descriptions? (e.g., show respect for differences in background and perspectives, language skills)

7. Are job advertisements written so as to attract candidates from a diversity of backgrounds?

8. Do we advertise positions through agencies and media that link to specific communities that are under-represented in our workforce?

Interviews

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

10. Do members of our interview team have knowledge of equity and inclusion?

11. Are candidates given the choice to be interviewed in French or English?

12. 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?

13. Have we incorporated knowledge of equity and inclusion strategies into selection criteria?

14. If a candidate's references are from abroad, what strategies can we use? (e.g., ask reference questions by e-mail, if English speaking reference is not available then seek translation support)

Who may be excluded in your work?

Not sure?

Revisit the Diversity Wheel

Consult the Diversity Snapshots :

Aboriginal peoples

Francophones

GLBT (gay, lesbian, bisexual, trans)

Immigrants

People living in poverty

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Youth

RECRUITING AND SELECTING

STEP 2: APPLY TO AREAS OF WORK

RECRUITING AND INTERVIEWING STAFF AND VOLUNTEERS

RECRUITING AND INTERVIEWING

The City Clerk's office realized that in order to enhance the role of the Advisory Committees, it was important to ensure that their membership was inclusive of the diversity of residents. Selection criteria for advisory committees stated: "Membership will, as much as possible, reflect Ottawa's diversity and demographics in such areas as gender, official language, geographic representation, race and disability."

However, to make this a reality across all committees, the recruitment process needed to be strengthened. Staff began by reviewing input from the mid-term governance review and consulting with community groups to identify barriers that specific people may experience. They then took steps to address those barriers:

➤ Looked at who is currently under-represented across committees.

➤ Developed an application form to give applicants a simpler, more accessible option for applying.

➤ Included a question to invite applicants to share experience that would help them be sensitive to the needs of people from diverse backgrounds.

➤ Lengthened the application period.

➤ Sent outreach letters and made presentations to community organizations that work with people who are under-represented.

➤ Distributed bilingual flyers to places frequented by people under-represented.

➤ Encouraged City Councillors to recruit from their urban, suburban and rural wards.

➤ Advertised in a range of community and specialty publications.

Upon evaluation, they were pleased to find that the number of applicants more than doubled and there was greater diversity among applicants. Their next step is to examine the interview and selection process to reduce any biases or barriers that limit the selection of under-represented groups.

What about this is an equity and inclusion practice?

✓ Included a statement on diversity in selection criteria

✓ Considered who was under-represented

✓ Identified barriers to applying and sought ways to address them

✓ Listened to the diversity of voices as to what was needed to be inclusive

✓ Offered applicants opportunity to highlight their experience in terms of diversity

✓ Used a variety of mediums in doing outreach

✓ Evaluated results and identified next steps for enhancing inclusion

STEP 2: APPLY TO AREAS OF WORK

TRAINING STAFF AND VOLUNTEERS

Selection of training providers

1. Have we included knowledge and experience on equity and inclusion when staffing for internal and external trainers? (i.e. ability to reduce biases and work respectfully with people across diversity)

2. Can we recruit trainers who reflect the population we serve?

Learning objectives

3. Do the learning objectives take into consideration the strengths and insights of all participants, including those who may have experienced exclusion?

4. Will participants develop competency and skills to work effectively with individuals and communities from diverse backgrounds?

Participants

5. Are people who risk exclusion able to fully participate in the training?

6. Have we taken steps to remove barriers to people's full participation in the training? (e.g., childcare, transportation, safety, language, accessible location, time, avoid religious and cultural holidays, culturally appropriate)

7. Have we considered what we may not know about the participants that will be important to take into account? (e.g., Aboriginal cultural perspectives, GLBT identities, dietary, auditory, language needs or preferences)

Methodology and content

8. Does the content value the experience of all participants?

9. Does it include the perspectives of residents who will be accessing the service?

Evaluation

10. In the evaluation of the training, do we ask whether there were any barriers to participation or whether they found the facilitator to be inclusive of the diversity of participants?

Who may be excluded in your work?

Not sure?

Revisit the Diversity Wheel

Consult the Diversity Snapshots :

Aboriginal peoples

Francophones

GLBT (gay, lesbian, bisexual, trans)

Immigrants

People living in poverty

People living with disabilities

Rural residents

Seniors

Visible minorities

Women

Youth

TRAINING

STEP 3: LEARN MORE ABOUT DIVERSITY

DIVERSITY SNAPSHOTS

➤ **Revisit the <u>Diversity Wheel</u>, Step 1, p.8.**

➤ **Consult any of the 11 Diversity Snapshots for information on people who face systemic barriers and inequities. You may think of others who risk exclusion. To access, click below, visit Ozone or contact us at EILens@ottawa.ca.**

DIVERSITY SNAPSHOTS

Aboriginal (First Nations, Inuit, Métis)
We are a culturally rich community of First Nation, Inuit and Métis peoples. Some of us have had ancestors living in the area for thousands of years. Many of us are new to Ottawa, which has the third fastest growing urban Aboriginal population in Canada. 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, visible minority Francophones, Francophone immigrants, and Aboriginal Francophones.

GLBT (gay, lesbian, bi-sexual, trans)
We are fabulous! We are gay, lesbian, bi-sexual, trans and two-spirited. We are parents, grandparents, professionals, workers and students. 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 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.
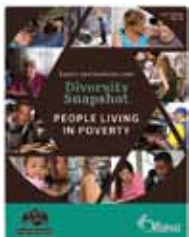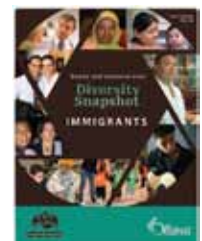
People living in poverty
Anyone could live in poverty. It is our life circumstances combined with systemic barriers that have deepened our experiences of poverty. We contribute to the economy and quality of life in the city as we care for family members, support each other and volunteer in the community.

STEP 3: LEARN MORE ABOUT DIVERSITY

DIVERSITY SNAPSHOTS continued

People with disabilities

We are parents, professionals, workers, students and volunteers. 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. As we raise awareness about these barriers, we help make the city more accessible for everyone.

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. Amalgamation has brought changes in the ways that our communities are organized, goods and services are delivered and the land is used.
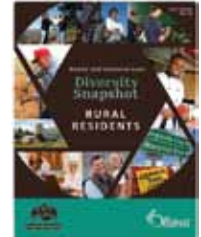
Seniors

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.

Visible minorities

We are diverse, and the fastest-growing population sector in Ottawa. One third of us are Canadians by birth and our families have been part of building Ottawa for more than a century. We are grouped together for being nonwhite, but in reality, we are a rich mix of ethnic origins and cultures from as many as 100 different nationalities.
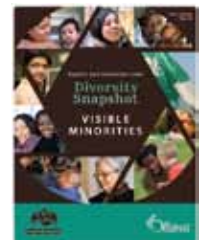
Women

We are women from many different backgrounds and lifestyles, making contributions and facing specific barriers. While gains have been made toward gender equality, many of us still struggle to live free of violence, have our work 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. We wish to be able to access services and actively participate in decisions that affect us.

DIVERSITY SNAPSHOTS
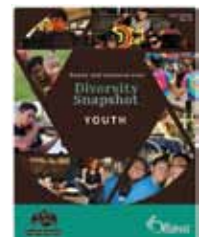
STEP 4: BUILD YOUR ACTION PLAN

ACTION PLAN WORKSHEET

Use this worksheet to capture insights and possible actions that will arise from reviewing the questions in each area of work. Click here, visit Ozone or contact us at EILens@ottawa.ca to access an electronic version you can fill in.

AREAS OF WORK

- ◯ Working with people
- ◯ Gathering information/research
- ◯ Engaging the community/ Consultation
- ◯ Developing policy
- ◯ Planning projects/programs

- ◯ Designing communications
- ◯ Recruiting and interviewing – staff and volunteers
- ◯ Training – staff and volunteers
- ◯ Leading and supervising – staff and volunteers
- ◯ Evaluating

Area of work: _____

1. **Who may be excluded due to systemic barriers or inequities?**
   Need more information? Visit the Diversity Snapshots. To access, follow the links or visit City of Ottawa internal or external web-site.

IN WHAT WAY?

- ◯ Aboriginal peoples
- ◯ Francophones
- ◯ GLBT (gay, lesbian, bisexual, trans)
- ◯ Immigrants
- ◯ People living in poverty
- ◯ People with disabilities
- ◯ Rural residents
- ◯ Seniors
- ◯ Visible minorities
- ◯ Women
- ◯ Youth
- ◯ Who else?

Continued ➡

BUILD YOUR ACTION PLAN

STEP 4: BUILD YOUR ACTION PLAN

ACTION PLAN WORKSHEET continued

2. **What would be the negative impact of excluding them?**

3. **What would be the positive impact of including them?**

4. **What do you currently do to promote equity and inclusion?**	5. **What more can you do to promote equity and inclusion?**

6. **What do you expect to be the outcomes of taking these steps?**

7. **How will you know if these outcomes are achieved?**

BUILD YOUR ACTION PLAN

Appendix A: CITY OF OTTAWA COMMITMENTS

Federal legislation

Canadian Charter of Rights and Freedoms

The *Canadian Charter of Rights and Freedoms* is a bill of rights that is entrenched in the Constitution of Canada. It guarantees rights and freedoms such as the freedom of expression and of association, the right to vote and equality rights.

Canadian Human Rights Act

The *Canadian Human Rights Act* is a statute that prohibits discrimination and harassment on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted.

Employment Equity Act

The *Employment Equity Act* ensures that *federally regulated employers* provide equal opportunities for employment to the four groups that are designated within the Act: women; Aboriginal peoples; persons with disabilities; and members of visible minorities groups.

Ontario Legislation

Ontario Human Rights Code

The *Ontario Human Rights Code* is a provincial law that gives all citizens equal rights and opportunities without discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status or disability.

Accessibility for Ontarians with Disabilities Act (AODA)

The *Accessibility for Ontarians with Disabilities Act* requires the development, implementation and enforcement of accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.

Appendix A: CITY OF OTTAWA COMMITMENTS continued

City of Ottawa Policies

Accessibility Standards for Customer Service Policy

Provides guidelines for the delivery of City services to people with disabilities, in compliance with requirements of the Accessibility Standards for Customer Service under the AODA.

Alternative Work Arrangement Policy

The City of Ottawa supports alternative work arrangements as viable options for staff in some circumstances and encourages departments to implement alternative work strategies where it is operationally feasible to do so.

Assessment and Testing Procedures Policy

The City is committed to equal opportunity with respect to all employment practices, including assessment and testing. All testing and assessment conducted will be consistent with applicable federal and provincial employment legislation.

Bilingualism Policy

The Bilingualism policy's specific provisions govern several features of civic activity, notably communications, the proactive delivery of services in both languages to citizens and staff, work organization, including designation of positions, language training, and cultural program management.

Code of Conduct Policy

This Code clarifies the City's expectations of its employees, and re-affirms our commitment to caring for our community's needs and maintaining fiscal responsibility on behalf of the public and our employees.

Compressed Work Week Policy

A compressed work week allows employees to work longer days for part of the week or pay period in exchange for shorter days or a day off each week or pay period.

Duty to Accommodate Policy

The City of Ottawa is committed to providing equal treatment with respect to employment without discrimination and accommodating employees and potential employees in a manner which respects their dignity, is equitable, and which enhances their ability to compete for jobs, perform their work and fully participate in employment at the City.

Equity and Diversity Policy

It is a City policy to foster an environment that respects people's dignity, ideas and beliefs, thereby ensuring equity and diversity in employment and ensuring customers and others have access to City facilities, products, services, and grants as defined by human rights legislation.

Appendix A: CITY OF OTTAWA COMMITMENTS continued

City of Ottawa Policies continued

Multiple Formats Policy

The City of Ottawa is committed to providing an inclusive and barrier-free access to City documentation in multiple formats for persons with disabilities.

Public Participation Policy

The Public Participation Policy provides an opportunity to re-examine the way business is carried out to ensure that there is value in the consultation process, to expand the use of best practices for citizen engagement in the City, and to ensure that community feedback is valued and used to further develop and deliver programs, services and policies in the City.

Recruitment and Staffing Policy

This policy establishes guiding principles for the recruitment and hiring practices for the City of Ottawa.

Violence in the Workplace Policy

The City of Ottawa considers any incident of workplace violence to be serious and will promptly investigate all reported incidents and take appropriate action.

Workplace Harassment Policy

The purpose of this policy is to foster a respectful workplace through the prevention and prompt resolution of harassment.

Appendix B: SUPPORT SYSTEMS

Corporate Accessibility Office
The Corporate Accessibility Office works to ensure that equal treatment is provided to people with disabilities with respect to the use and benefit of City services, programs, and goods in a manner that respects their dignity and that is equitable in relation to the broader public in compliance with the Accessibility for Ontarians with Disabilities Act 2005 (AODA).

French Language Services Division (FLSD)
The FLSD is focused on the delivery of services in French as outlined in the Policy and thereby ensures the provision of French language services to City of Ottawa residents and employees.

Rural Affairs Office
The Rural Affairs Office monitors, supports and advocates on issues and concerns affecting rural Ottawa, ensuring that rural issues continue to be a prime focus of City staff and Council, and ensuring the effects of City policies and programs on rural Ottawa are identified and understood.

Diversity and Employment Equity Unit
➤ The D&EE unit provides information and advice on accommodation, human rights and diversity-related issues to staff and managers.

➤ This unit also provides mediation and conflict coaching services to City staff to help them resolve a variety of issues that arise in the workplace.

Employee Assistance Program
➤ EAP offers confidential, voluntary counselling to all City staff.

➤ EAP also offers mediation and conflict coaching services to City staff to help them resolve a variety of issues that arise in the workplace.

Employee Health and Wellness
➤ The mandate of the EHW unit is to protect and enhance the health of employees by educating and supporting employees in achieving and maintaining good health.

➤ EHW is also responsible for supporting and facilitating an employee's rehabilitation and return to work following an injury or illness and, when required, to support the placement of employees in positions suited to their physiological and psychological health status.

➤ EHW can be of assistance when a staff member requires accommodation in the workplace.

Police
➤ In severe cases of harassment, it may be necessary to contact the police.

Appendix C: DEFINITIONS

Diversity

A wide range of qualities and attributes within a person, group or community. Diversity celebrates the richness that occurs when people with a variety of experiences, perspectives and skills all contribute to a community or a workplace (See Diversity Wheel, p. 8).

Equity

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.

Social 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.

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. Existing policies and practices can reinforce them.

For definitions specific to the 11 communities highlighted in the Equity and Inclusion Lens, visit the Diversity Snapshots. To access, follow the links, visit Ozone or contact us at EILens@ottawa.ca.

Appendix D: ACKNOWLEDGEMENTS

The Equity and Inclusion Lens is the product of a collaborative partnership between the community and City of Ottawa. The partnership was coordinated by the Diversity and Employment Equity Unit, Human Resources and the City for All Women Initiative (CAWI) www.cawi-ivtf.org.

An Equity and Inclusion Reference Group comprised of community leaders and City staff contributed their time and expertise for a year to develop the Lens (See contributors to Diversity Snaphots, on following page):

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David Pepper, Ottawa Police Services
Diane Urquhart, Social Planning Council
Donald Shultz, Centretown Community Health Centre, Board
Hindia Mohamoud, Immigrant Impact Council, United Way Ottawa
Joyce Drouin, OPS GLBT Liaison Committee
Katie Paialunga, Ottawa Independent Living Resource Centre
Keri Abella, CAYFO - Child and Youth Friendly Ottawa
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Rashmi Luther, School of Social Work, Carleton University
Roland Lecomte, Council of Aging, Board
Sultana Husne Ara, City for All Women Initiative (CAWI)
Suzanne Doerge, City for All Women Initiative (CAWI)
Valerie Collicott, Women's Initiatives for Safer Environments (WISE)
Yumi Kotani, City for All Women Initiative (CAWI)

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Appendix D: ACKNOWLEDGEMENTS continued

Contributors to Diversity Snapshots

We thank the community leaders, city staff, community organizations and City advisory committees who contributed their time and knowledge in the development of the eleven Diversity Snapshots. To access Diversity Snapshots, follow the links in this User's Guide, visit Ozone or contact us at EILens@ottawa.ca.

Aboriginal (First Nations, Inuit and Métis)

Karen Baker Anderson, Ottawa Inuit Children's Centre; *Carlie Chase*, Wabano Centre for Aboriginal Health; *Deb Chansonneuve*; *Sonia Luberti*, City of Ottawa; *Jo MacQuarie*, Métis Nation of Ontario; *Nikki Maier*, Wabano Centre for Aboriginal Health; *Marc Maracle*, Aboriginal Working Committee, City of Ottawa; *Looee Okalik*, Tungasuvvingat Inuit (TI); *Maatalii Aneraq Okalik-Syed*; *Castille Troy*, Minwaashin Lodge, Aboriginal Women's Support Centre.

Francophones

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GLBT (gay, lesbian, bi-sexual, trans)

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Appendix D: ACKNOWLEDGEMENTS continued

Diversity Snapshots continued

People living in poverty

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Rural residents

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Seniors

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Youth

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