TO:	CHAIR AND MEMBERS OF CORPORATE SERVICES COMMITTEE MEETING ON January 8, 2019
FROM:	WILLIAM C. COXHEAD MANAGING DIRECTOR, CORPORATE SERVICES & CHIEF HUMAN RESOURCES OFFICER
SUBJECT:	UPDATE: EQUITY & INCLUSION LENS FOR DEVELOPMENT OF POLICIES, PROCEDURES AND PROGRAMS FOR THE CITY OF LONDON

RECOMMENDATION

That, on the recommendation of the Managing Director, Corporate Services and Chief Human Resources Officer, this report BE RECEIVED for information purposes.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- November 7, 2017 – Report to Members of Corporate Services Committee titled "Workplace Diversity and Inclusion Activities"
- Feb 20, 2018 – Report to Members of Corporate Services Committee titled "Update: Equity & Inclusion Lens for Development of Policies, Procedures and Programs" at the City of London
- Feb 27, 2018—Report on Equity and Inclusion Lens for the City of London

BACKGROUND

In accordance with the City of London's Strategic Plan, Civic Administration has developed the Equity and Inclusion Lens (Appendix A). This Lens supports the ongoing efforts and implementation of the Workplace Diversity and Inclusion Plan.

Background:

Civic Administration was directed to develop a Gender Equity Lens for application during development of policies programs. An external consultant developed the Gender Equity Lens and incorporated the intersectional nature of personal and individual identities. The focus of the lens is on gender aspect of individuals, however, it also connects aspects of race, socio-economic status, gender identity and gender expression, sexual orientation, disabilities and creed. A conscious effort was made to acknowledge all the Human Right Grounds under the Ontario Human Rights Act.

In follow up to the creation of the Gender Lens (and associated training) Civic Administration was then directed to create an Equity and Inclusion Lens having regard for the City of Ottawa's 2015 Equity and Inclusion Lens Handbook.

City of Ottawa Equity and Inclusion Lens Handbook

Civic Administration reviewed the City of Ottawa's Lens which was created in the year 2008-2010 and revised in 2015. The Ottawa Handbook has proven to be an effective tool for the City of Ottawa and contains good content for consideration in the development of the City of London's Equity and Inclusion Lens.

Civic Administration in association with an external consultant with expertise in the area of Diversity, has now created the City of London Equity and Inclusion Lens Handbook having regard for the Ottawa Lens.

The following considerations were taken in the development of the City of London Equity and Inclusion Lens:

1) Review of the City of Ottawa Toolkit.
2) Review of the Lenses used by City of Edmonton and City of Calgary.
3) Review of the Diversity and Inclusion Work plans and tool kits wherever they consider equity and inclusion as guiding principles to review the operating systems: City of Guelph, City of Hamilton, City of Toronto, and Roundtable on Regional Diversity, Peel Region.
4) Review of the best practices on systemic change towards barrier free, and inclusive work-spaces.
5) Consultations with DIAAC members and Accessibility Advisory members.
6) Review of input from Community Diversity and Inclusion Strategy.

Application of the comprehensive Equity and Inclusion Lens will not exclude or preclude the existing Gender Equity Lens. The Gender Equity Lens will be maintained as a standalone document to be applied separately. The Equity & Inclusion Lens as well as Gender Equity Lens will be used to review the policies and programs with emphasis given to aspects of Gender, Accessibility, Racialized persons, Indigenous persons, Sexual Orientation, Creed and Socio-economic/ Poverty factors. It will also acknowledge intersectionalities of the dimensions of diversity as recognized through the Workplace Diversity and Inclusion Plan.

Moving Forward:

Civic Administration will develop and deliver the training on Equity and Inclusion Lens for the City of London by the end of second quarter, 2019. Any City of London employees and Council Members involved in the review and development of City of London policies, procedures and programs will be required to take the training.

PREPARED BY:	PREPARED BY:
SALEHA KHAN, **DIVERSITY & INCLUSION SPECIALIST,** **HUMAN RESOURCES AND** **CORPORATE SERVICES**	**PAT FOTO** **MANAGER, CLIENT AND** **ORGANIZATIONAL SUPPORT** **HUMAN RESOUCES AND CORPORATE** **SERVICES**
RECOMMENDED BY:	
WILLIAM C. COXHEAD **MANAGING DIRECTOR, CORPORATE SERVICES AND CHIEF HUMAN RESOURCES** **OFFICER**	

EQUITY &
INCLUSION LENS
HANDBOOK

London
CANADA

TABLE OF CONTENTS

ACKNOWLEDGMENTS

We are grateful to the City of Ottawa for allowing us to use their Equity and Inclusion Lens Handbook as the basis for this handbook. We have adopted much from their handbook and adapted it for use at the City of London.

We are also grateful to members of the City's Diversity, Anti-Oppression, and Inclusion Advisory Committee as well as members of the Accessibility Committee who provided their input into this handbook.

FEEDBACK

We welcome all of your feedback and comments on this handbook. Please feel free to contact us at diversity&inclusion@london.ca.

REPRODUCTION

We invite you to reproduce or adapt any part of this Equity and Inclusion Lens for the purpose of furthering equity and inclusion.

ALTERNATE FORMATS

Please contact us at diversity&inclusion@london.ca if you require this document in another format.

WHAT IS 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. Sometimes you may not even know that what you are seeing is out of focus, or that you are not seeing the full picture. This lens will help bring things into focus by shifting your focus to the equity-seeking groups and those who are the most marginalized in society. This way, you can contribute to the full inclusion and participation of residents and employees from diverse communities, backgrounds, and identities so that everyone can benefit from a growing and vibrant city.

The Equity and Inclusion Lens can also be used to:

- Reflect on your identity and the unconscious biases you may bring to your work;

- Become more aware of the diversity around you;

- Incorporate a diversity of perspectives to strengthen work teams;

- Create a positive and respectful work environment;

- Create a workforce and services representative of our community; and

- Address systemic barriers and inequalities marginalized people face.

Who is this lens for?

The lens is for everyone, in particular:

- Elected officials;

- City of London employees;

- Standing and advisory committees of Council;

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

- External organizations or community agencies.

WHY AN EQUITY AND INCLUSION LENS?

The Corporation of the City of London believes that equity, diversity, and inclusion must be integrated into the day-to-day work of all employees if we are to meet the needs of, and benefit from the perspectives and talents of, the increasingly diverse population of London.

This lens will help staff analyze the impact of policies, programs, and services on residents from diverse communities, backgrounds, and identities, and adjust those policies to remove any **barriers**[1] and better serve the community's needs.

This lens can be used in conjunction Gender Equity Lens which was developed to help employees promote gender equity within the Corporation's workforce, improve **access** to programs and services, and increase participation in society for all women. This Lens will also assist the Corporation meet its legal obligations under the Ontario *Human Rights Code* (OHRC) and *Accessibility for Ontarians with Disabilities Act* (AODA) by ensuring that policies, programs, and services are non-discriminatory, accessible, and do not have an **adverse impact** on **equity-seeking groups.**

---

[1] See the Appendix for definitions of the bolded terms.

USING THIS HANDBOOK

The handbook is an interactive tool that will help you to learn about equity and inclusion and to apply it to your day-to-day work.

We know that change takes place in different ways and occurs over time. Employees and the organization as a whole are all on a learning journey. This handbook is one tool to support individuals and the organization as we move along our learning journey together.

There are many other resources available to you to help understand the Corporation's commitments, the city's increasingly diverse population, and apply the Equity and Inclusion Lens, including:

- Newcomer Strategy;

- London's Community Diversity and Inclusion Strategy;

- Free of Fear Services for All;

- London and Middlesex Local Immigration Partnership; and

- Age Friendly London.

In addition, the Human Resources Department also offers training to support your understanding of equity, diversity, and inclusion and the application of this lens to support your day-to-day work. You can contact Human Resources for additional information and support at diversity&inclusion@london.ca

The goal of this handbook is to bring the needs of the diverse workforce and community into focus so that they can be considered in all our work everyday. In order to apply an Equity and Inclusion Lens to our work, we must reflect on our own identity and **biases.** This handbook will help us consider our own identity, check our **assumptions**, ask about **inclusion**, and apply our insights to our work. This will allow us to make meaningful change within the Corporation, become an **ally** and take action.

This handbook helps users reflect on the following questions:

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

This handbook uses the following process, which is further discussed on the following page:

STEP 1: CONSIDER YOUR IDENTITY

Recognizing our own identity can help us understand how multiple factors influence the way we provide services, design policies and programs, or interact with staff and residents. Each of us could identify with more than one group and individual personalities and life experiences make each person unique.

STEP 2: CHECK ASSUMPTIONS

When we question our own assumptions, our biases become easier to identify.

STEP 3: ASK ABOUT INCLUSION

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

- Who is not included in the work we do?

- What could contribute to this exclusion?

- What can we do differently to ensure inclusion?

STEP 4: APPLY TO YOUR WORK

To help us apply equity and inclusion to a specific area of work, we can ask some practical questions. Learn from examples (including the Promising Practices included in this handbook) of how others have applied the lens.

Be an Ally, Take Action

STEP 5: 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 who 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.

GETTING STARTED

Equity

To apply the Equity and Inclusion Lens, we need to understand what is meant by equity.

Consider the pictures below.
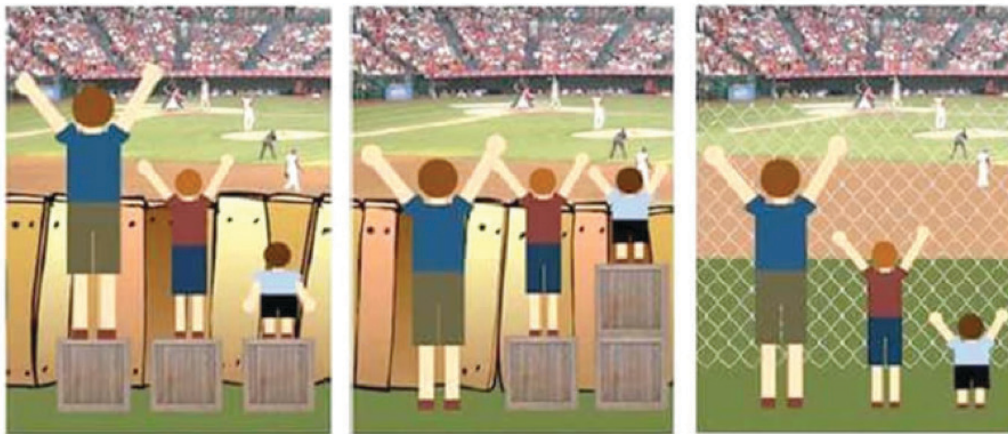
The picture on the far left depicts equality, which means treating everyone the same. In this picture, each person gets the same thing — one box of equal size to stand on. However, this approach can only work if each person needs the same thing. When people have different needs, this approach falls short of producing equitable outcomes. If the goal is for these people to see the baseball game, treating them the same by giving them each one box of equal size doesn't achieve this goal.

The middle picture depicts equity, which means giving everyone what they need to be successful. Equity acknowledges that we do not have the same needs. It also acknowledges that, because of the legacy of history (e.g., colonialism, patriarchy, etc.), we do not start at the same place socially. Equity takes into account individual and historical differences and gives people access to what they need to achieve the same outcomes.

As in the second picture, at times equity can be achieved by providing accommodation to an individual. In this case, the shortest person is accommodated by being given an additional box. In this case, he is given the box from the tallest person, who doesn't need a box to see over the fence. This achieves the goal of ensuring that each person is able to see over the fence.

Sometimes rather than providing individual accommodation, equity can be achieved by addressing the systemic barrier that creates unequal outcomes. In the first two pictures, the wooden fence represents a systemic barrier. By replacing it with a chain-linked fence, all three people can now see what is on the other side, without the use of the boxes.

The Paradox of Equity

While the focus of equity is often on outcomes, attention must also be paid to the process. This may mean that at times, effort needs to be made to ensure that *people are being treated the same during the process.* But the paradox of equity is that at times it may also mean *treating people differently or providing individual accommodation* to meet the needs of employees or service users.

Equity can mean the same treatment

There are times when equity can be achieved by ensuring that the fair treatment of others is embedded into organizational policies, practices, and processes. This also means that effort should be made to ensure that these policies, practices, and processes are applied consistently throughout the organization.

For example, equity in the hiring process would mean fairly assessing each applicant's skills and abilities against the skills and abilities needed to do the job.

Equity can mean different treatment

While the focus of equity is often on treating people the same, it is important to note that sometimes the same treatment can be discriminatory. Consider the example of requiring employees and service users to use the stairs to get into a building. While this may be treating everyone the same, this may not be *fair* treatment for those who use wheelchairs or other mobility devises.

Another example could mean that programs are culturally appropriate for specific groups. For example, a program for Indigenous youth may embed programming that is culturally relevant to this group and which addresses their unique needs.

Equity can mean providing individual accommodation

Under the Ontario *Human Rights Code*, sometimes treating everyone the same can be discriminatory. The Code requires that, where needed, individual accommodation be provided. The duty to accommodate "recognizes that people have different needs and require different solutions" (Human Rights Legal Support Centre).

Referring to the picture on the previous page, we can see that in the first picture each person is treated the same; they are each given one box. But this box doesn't meet the needs of the shortest person. In this case, treating each person the same would be discriminatory if the goal is to have all of them see the baseball game. Giving the shortest person an additional box means that each person can now see over the fence. This is called **accommodation.**

Accommodation is a legal obligation under the Ontario *Human Rights Code*. Organizations are required to provide accommodation unless it will cause **undue hardship**, that is, significant difficulty or expense to the organization.

While organizations are required to provide accommodation based on any human rights protected ground, accommodation is typically requested based on:

- **Disability**, for example, providing sign language interpretation, altering how or when job duties are performed, providing materials in alternative formats (e.g., braille, large print)

- **Sex** (related to pregnancy and breastfeeding), such as allowing for more frequent washroom breaks or reducing the requirement to stand for lengthy periods of time, and allowing breastfeeding in public spaces

- **Religion**, such as allowing for days off for religious observances, modifying dress codes, and providing prayer space, and

- **Family care responsibilities**, such as requiring time off work in order to take a parent or child to medical appointments.

In addition, the *Accessibility for Ontarians with Disabilities Act* requires organizations to provide accommodation in the hiring process. This includes:

Recruitment: An organization is required to notify job applicants of its Accommodation Policy and that accommodations will be provided during the hiring process. This can be included in a statement on all job postings and on the organization's website. It can also be communicated directly to job applicants when receipt of their application is confirmed.

Selection: When a job applicant is invited to participate in the selection process or to attend an interview, they should be notified that accommodations for job applicants with disabilities will be provided during the assessment process, upon request. If a job applicant requests an accommodation, they should be consulted about the type of accommodation needed to best meet their needs.

Hiring: In all offers of employment, employers must include a notice about their policies for accommodating employees with disabilities.

Understanding Barriers

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.

While the behaviours may be problematic, these behaviours may be rooted in individual attitudes, organizational culture, or policies, practices, and procedures. In order to change the behaviours, these underlying factors must also be addressed to create lasting change.

Behaviours

Individual attitudes and organizational culture

Policies, practices, and procedures
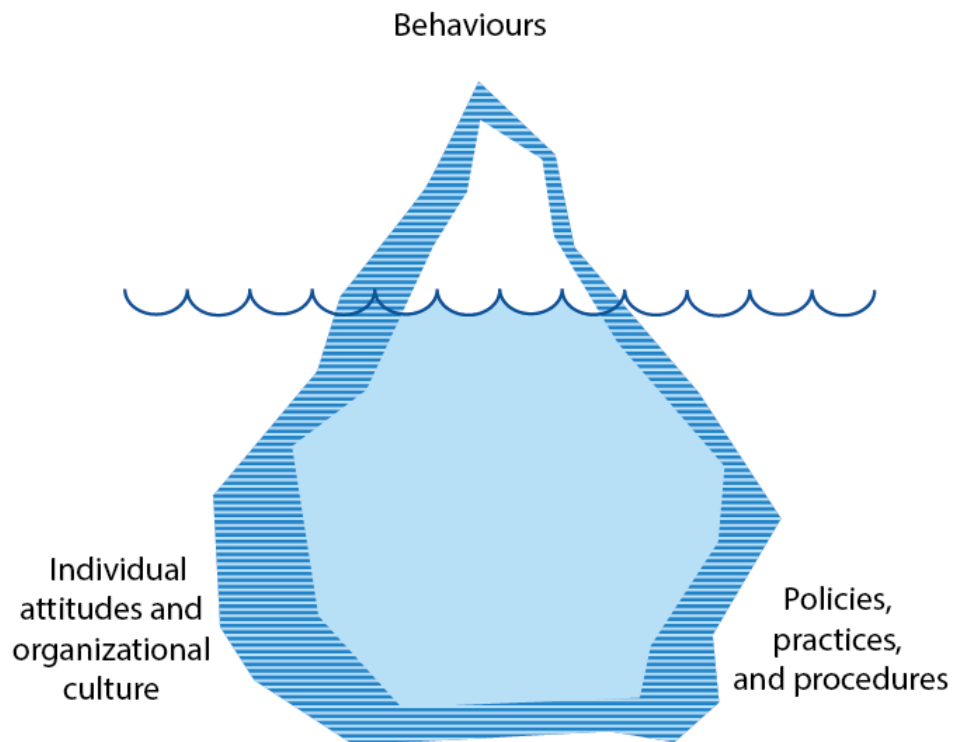
Attitudinal Barriers

Attitudinal barriers come from conscious and unconscious biases, and the powerful assumptions and **stereotypes** we may have about others. They impact our behaviours in terms of how we treat others, but also inform the decisions we make when developing or implementing policies, programs, and services.

Cultural Barriers

Cultural norms in many organizations may also create barriers to achieving equity, diversity, and inclusion. Some shared ways of thinking, communicating, and behaving may need to shift to become more inclusive. These cultural norms could isolate and alienate members of the equity-seeking groups. The organizational culture could also be one in which stereotypes and preconceived notions about these groups persist and inform decision-making.

Cultural barriers can also be systemic in that they may be embedded into the practices of the organization. In addition, they can influence and be influenced by the individual attitudes of employees and leaders within the organization.

Systemic Barriers

Barriers that are embedded in the policies and practices of an organization are termed systemic. They can exclude groups or communities of people from fully participating in their community or benefiting from programs and services offered by the city. They may be hidden or unintentional and built into the way the organization works.

They can impact organizational culture and individual attitudes which may also affect the way that services are delivered to individuals and communities. Our assumptions and stereo-types, along with policies, practices, and procedures reinforce these barriers.

Systemic barriers might have evolved from historical practices (i.e., the way the organization has always done things). On the surface, the policies and practices may appear to be neutral or even reasonable. They may, however, have a negative impact on members of certain groups. Because of our blindspots we may not be aware of how these policies and practices negatively impact particular groups.

Structural Barriers

Structural barriers are the ways in which societal institutions produce and maintain social inequality, even in the absence of any negative or oppressive intent. They can exclude groups or communities of people from full participation in social, economic, and political life. They may be hidden or unintentional and built into the way society and various organizations work.

Structural barriers occur and are reinforced across multiple institutions and systems. They can include the impact of established laws, customs, and practices which systematically reflect and reproduce inequities based on one's membership in a marginalized group.

Understanding Our Legal Obligations

The Equity and Inclusion Lens also helps us meet our legal obligations under the Ontario *Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* .

Ontario Human Rights Code

The Ontario *Human Rights Code* protects people from discrimination in five social areas:

- Services, goods, and facilities (e.g., healthcare, education, hospitals, malls, parks, municipal, provincial and federal government services)

- Housing (e.g., buying, renting, selling, being evicted from a house, apartment, or condominium)

- Contracts

- Employment (e.g., hiring, working environment, layoffs and terminations)

- Vocational Associations (e.g., unions, professional associations).

This means that employees cannot discriminate or harass others during their employment or during the provision of city programs and services, based on any of the 16 protected grounds (see appendix for full definitions):

- Age (only in employment)
- Creed/Religion
- Family status
- Martial status
- Receipt of public assistance (only in housing)
- Ancestry
- Disability
- Gender identity
- Place of origin
- Record of offences (only in employment)
- Citizenship
- Ethnic origin
- Gender expression
- Race
- Sex
- Sexual orientation

LEARN MORE

To better understand the difference between sex, sexual orientation, gender identity, and gender expression, see: **The Genderbread Person**

Human Rights 101 Part A - About Human Rights (4:30 minutes, with an optional quiz)

Human Rights 101 Part B - The Ontario Human Rights Code (13:30 minutes, with an optional quiz)

Human Rights 101 Part C - The Ontario Human Rights System (2:00 minutes)

Accessibility for Ontarians with Disabilities Act

The *Accessibility for Ontarians with Disabilities Act* (AODA) aims to identify, remove, and prevent barriers for people with disabilities. The AODA became law in 2005 with the goal of making Ontario fully accessible to persons with disabilities by 2025. The AODA applies to all levels of government, nonprofit organizations, and private sector businesses in Ontario that have one or more employees (full-time, part-time, seasonal, or contract). The AODA includes requirements for organizations with deadlines specific to an organization's type and size.

The AODA is made up of five parts, or Standards, and deadlines for compliance began January 1, 2010. The Customer Service Standard was first, with the remaining four Standards released together under the Integrated Accessibility Standards Regulation.

Customer Service Standard	Organizations that provide goods or services to people in Ontario are required to make their services accessible to persons with disabilities. The legal requirements of the standard are set out in Ontario Regulation 429/07 under the Accessibility for Ontarians with Disabilities Act, 2005.
Information and Communications Standard	The Information and Communications Standard outlines requirements for organizations to create, provide and receive information and communications in ways that are accessible for people with disabilities. This should help people with disabilities access sources of information and communications that many of us rely on every day.
Employment Standard	The Employment Standard requires employers to provide for accessibility across all stages of the employment life cycle.
Transportation Standard	The Transportation Standard will help transportation providers as well as municipalities, universities, colleges, hospitals and school boards make their services and vehicles accessible to people with disabilities.
Design of Public Spaces Standard	Accessible public spaces make it easier for people with disabilities to move through and use the environment. The Standard requires organizations to incorporate accessibility when building new public spaces, or making significant alterations to existing public spaces.

LEARN MORE

The Ontario Human Rights Commission also provides an online training on the Human Rights Code and the AODA. Watch the videos here: **Working Together: The Code and the AODA** (20 minutes)

STEP 1: CONSIDER YOUR IDENTITY

Each of us have multiple identities, some are dominant, and afford us various **privileges**, while other identities are marginalized and create barriers to equity. As a result, we each experience our communities, our workplaces, and city services differently. We may also have experienced exclusion in some areas of our life and inclusion in others. For example, a middle-age female manager with a disability has different life experiences from a recently hired Indigenous male university student.

Who we are could account for a variety of life experiences, multiple social factors, and cross-overs with many groups. It is this intersection that affects how we experience life in the city.

This is called **intersectionality.**

This is made visible on the Diversity Wheel, as it can be seen on the next page.

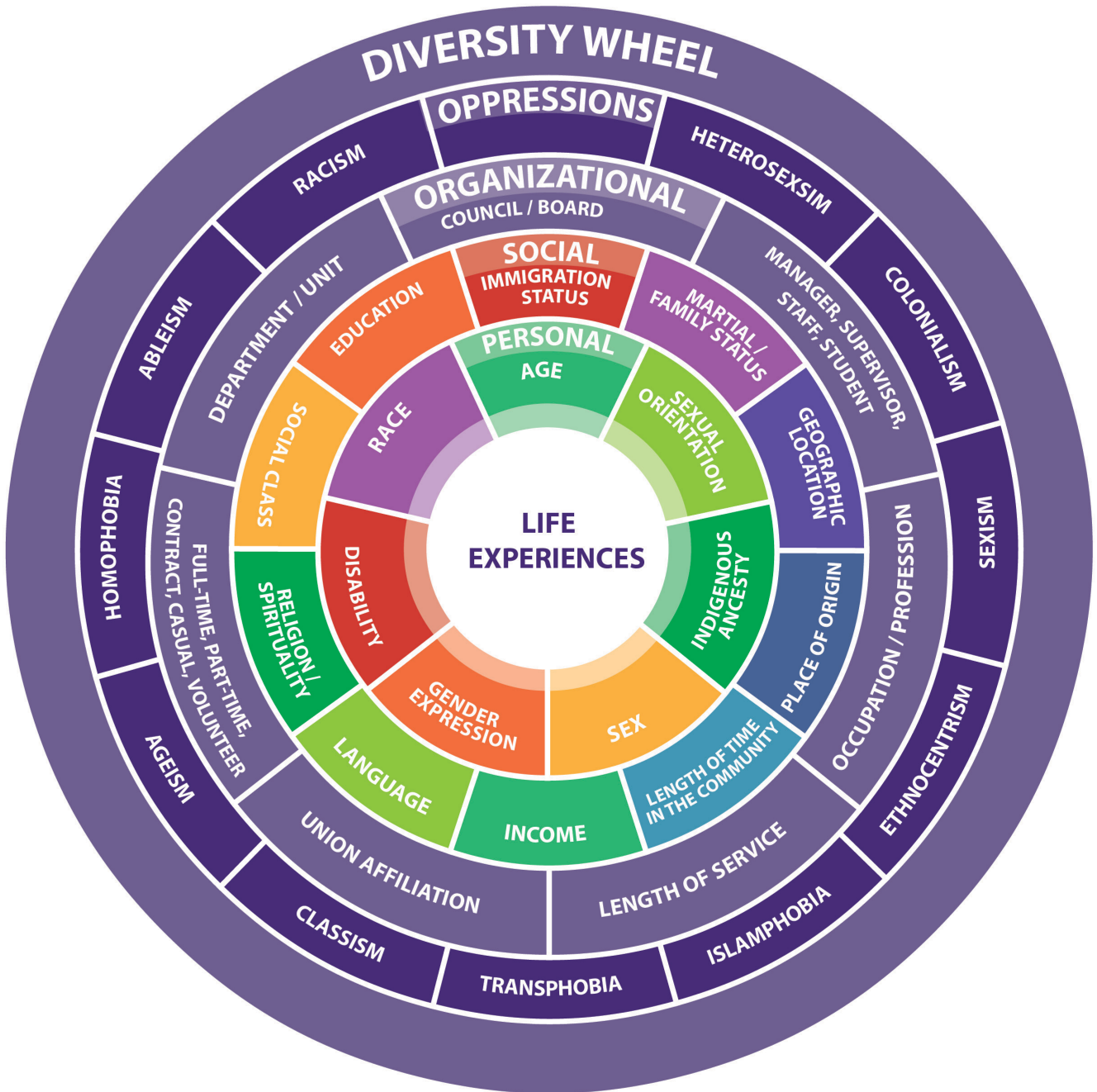The **first circle** represents your **PERSONAL** characteristics.

The **second circle** are the **SOCIAL FACTORS** that influence our life experiences:- sexual orientation, Indigenous 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.

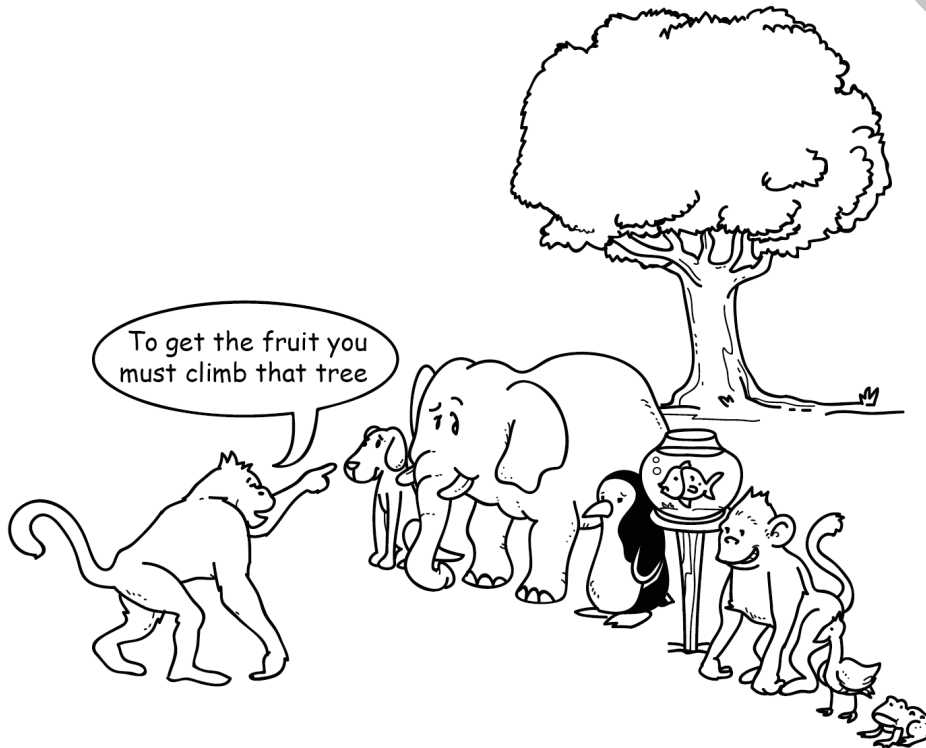The **most outer circle** are the **OPPRESSIONS or overarching systems of power** that indirectly and directly impact your life such as: racism, heterosexism, sexism, classism, ethnocentricism, transphobia, ageism, homophobia, and ableism.

When we reflect on our own experiences, we can also ask to what extent this relates to our experiences of inclusion or exclusion (privilege or marginalization) in a given situation or context.

THE DIVERSITY WHEEL

DIVERSITY WHEEL

OPPRESSIONS

ORGANIZATIONAL
COUNCIL / BOARD

SOCIAL
IMMIGRATION STATUS

PERSONAL
AGE

LIFE EXPERIENCES

RACISM

HETEROSEXSIM

ABLEISM

DEPARTMENT / UNIT

EDUCATION

MARTIAL/ FAMILY STATUS

MANAGER, SUPERVISOR, STAFF, STUDENT

COLONIALISM

SOCIAL CLASS

RACE

SEXUAL ORIENTATION

GEOGRAPHIC LOCATION

HOMOPHOBIA

FULL-TIME, PART-TIME, CONTRACT, CASUAL, VOLUNTEER

DISABILITY

RELIGION/ SPIRITUALITY

INDIGENOUS ANCESTRY

PLACE OF ORIGIN

SEXISM

OCCUPATION / PROFESSION

GENDER EXPRESSION

SEX

LENGTH OF TIME IN THE COMMUNITY

ETHNOCENTRISM

AGEISM

LANGUAGE

INCOME

LENGTH OF SERVICE

UNION AFFILIATION

ISLAMPHOBIA

CLASSISM

TRANSPHOBIA

STEP 2: CHECK ASSUMPTIONS

What are the assumptions taking place here? Who is advantaged and disadvantaged by these assumptions?

Does this happen in our workplace?

Does this happen in the services we provide?

Considering a situation from the perspective of those who are marginalized is a key step in promoting equity and inclusion. It is an on-going learning process for everyone.

Check assumptions! • Be Curious! • Stay Curious!

CHECK YOUR ASSUMPTIONS: KNOW THE DIVERSITY OF THE CITY OF LONDON

In order to check our assumptions, we must better understand the groups which are marginalized and their experiences in the workplace and accessing city programs and services. This can be done in a number of ways:

- Reviewing Statistics Canada data to understand the diversity among residents of the City of London;

- Consulting with these communities to understand the diversity of their experiences, perspectives, and cultures. These consultations could including asking about their experiences accessing city services and programs, and about the impact of policies;

- Accessing city and community resources such as reports and Advisory Committees.

> **TOOLS YOU CAN USE: AVAILABLE RESOURCES**
>
> **Newcomer Strategy**
>
> **London's Community Diversity and Inclusion Strategy**
>
> **Free of Fear Services for All**
>
> **London and Middlesex Local Immigration Partnership**
>
> **Age Friendly London**

Diversity refers to the quality of being unique or different on an individual or group level and includes peoples' different identities, backgrounds, experiences, beliefs, and values. These differences can include personal characteristics such as physical abilities, age, ethnicity, race, and sexual orientation, as well as social characteristics such as marital status, religion, education, and socio-economic status.

The following are descriptions of some of the groups to be considered when developing or reviewing Corporate policies, programs, or services. While each description is about a specific group, it is important to remember that there is a great deal of diversity within each group because of the intersection of identities. In addition, these are not all the groups consider when developing policies. The Diversity Wheel (page 14) can be used to identify other groups consider as well as subgroups based on the intersections of identities and characteristics.

Keep in mind that people can identify with more than one group. It is this intersection of who they are that affects how they experience the city and the impact of the policy on them.

Indigenous People (First Nations, Métis, Inuit)

Indigenous people are part of a fast-growing population throughout Canada. The Indigenous population represented 1.3% (5,655) of the London Census Metropolitan Area (CMA) population in 2001. Since then this population has grown by 68% to represent 3.7% (17,910) of the population as of 2016.[2]

Indigenous people face extreme marginalization and structural barriers in society, including negative stereotypes, unequal access to education and healthcare, and discrimination in the labour market. They also experience high rates of poverty and violence.[3]

Racialized (or Visible Minority) People

While visible minority is the term commonly used, the term racialized is preferred.

The racialized population is a diverse group based on ethnicity, language, religion, etc. While the growth of the racialized population is fueled largely by immigration, it is important to note that a growing proportion of the racialized population is Canadian-born. In 2011, about 31% of racialized Canadians were born in the country.[4]

Immigration will continue to increase the size of Canada's racialized population, which is currently growing at a faster rate than the rest of the population, both across the country and in London. As such, racialized people will become increasingly more important to the city's labour market and will bring a great deal of the needed skills and talent to the economy.

In 2016, about 16% of Londoners (78.330) were racialized.[5]

---

[2] Statistics Canada. Census of Canada, 2001 and 2016.

[3] Wellesley Institute. (2015). First Peoples, Second Class Treatment.

[4] Statistics Canada. Immigration and Ethnocultural Diversity in Canada. Retrieved from: https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm

[5] Statistics Canada. Community Profile 2016.

Statistics Canada projects that the racialized population will continue to grow at a faster rate than the general population and will result in the racialized population representing a larger proportion of the Canadian population over the coming 15 years. Statistics Canada projects that the London CMA population will reach 554,000 in the year 2031, with the racialized population growing to 121,000, or 22% of the population.[6]

Immigrants

With declining birthrates, Canada relies heavily on immigration for population and labour market growth. Between 2007 and 2011, immigration targets ranged from 240,000 to 265,000.[7] These targets have been increased to 310,000 in 2018 and 330,000 in 2019.[8]

In the 1960s, Canada changed its immigration policy of restricting immigration from non-European countries. This change meant that the proportion of immigrants from outside of Europe increased steadily, with immigrants increasingly representing people from diverse racial, ethnic, linguistic, and religious backgrounds.

The 2016 Census data shows that London is home to 94,690 immigrants, representing 19% of the total population; almost 13% (11,960) of London's immigrants are newcomers who arrived between 2011 and 2016.[9] The top 10 source countries of newcomers to London are Syria, India, China, Iraq, Colombia, Philippines, United States, South Korea, and United Kingdom.[10]

---

[6] Statistics Canada. Projections of the Diversity of the Canadian Population (2006 to 2031). Retrieved from: http://www.statcan.gc.ca/pub/91-551-x/91-551-x2010001-eng.pdf

[7] Statistics Canada. Migration: International, 2010 and 2011. Retrieved from https://www150.statcan.gc.ca/n1/pub/91-209-x/2013001/article/11787-eng.htm

[8] Government of Canada. Notice - Supplementary Information 2018-2020 Immigration Levels Plan. Retrieved from https://www.canada.ca/en/immigration-refugees-citizenship/news/notices/supplementary-immigration-levels-2018.html

[9] Census Profile, 2016 Census. Retrieved from https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CMACA&Code1=555&Geo2=PR&Code2=35&Data=Count&SearchText=london&SearchType=Begins&SearchPR=01&B1=All&TABID=1

[10] Ibid

Immigration has also increased the religious diversity among city residents. In Ontario, the share of the population reporting affiliation with Christian religions has been falling in recent decades (from 75% in 2001 to 67% in 2011)[11] , with the number of Canadians who belong to other religions — including Islam, Hinduism, Sikhism, Buddhism, Judaism, and Eastern Orthodox Christianity — growing. Collectively, these religious groups account for more than 1 in 10 Canadians (11%) as of 2011, up from 4% in 1981.[12]

The number of people who have reported no religious affiliation has also increased. Before 1971, fewer than 1% of Canadians reported no religion. At the time of the 2001 Census, this had increased to 16% and to 24% in 2011. It should be noted that those who reported no religious affiliation aren't necessarily absent of spiritual beliefs. Instead, they may not identify with a particular religious group. In fact, 80% of Canadians say that they believe in a God.[13]

LGBTQ+

While there are no statistics to confirm the LGBTQ+ population in London, community organizations estimate that 10% of the population are LGBTQ+. This group represents a large and growing population of parents, grandparents, employees, and students. People's sexuality evolves over time or people may self-identify differently over the course of their lives.

Seniors

London's population is aging. The 2016 Census data shows that the number of seniors age 65 and older (84,360) in the London CMA is larger than the number of children under age 15 (81,240).[14]

---

[11] Statistics Canada. Retrieved from: http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Rp-eng.cfm?LANG=E&APA-TH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GID=0&GK=0&GRP=0&PID=105399&P
RID=0&PTYPE=105277&S=0&SHOWALL=0&SUB=0&Temporal=2013&THEME=95&VID=0&VNAMEE=&VNAMEF=

[12] http://www.pewforum.org/2013/06/27/canadas-changing-religious-landscape/

[13] Baha, S.A. The Spirituality of Atheist and No Religion Individuals in the Millennial Generation: Developing New Research Approaches for a New Form of Spirituality. The Arabutus Review. Fall 2015. Vol. 6. No. 1.

[14] Census Profile, 2016 Census. Retrieved from https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.
cfm?Lang=E&Geo1=CMACA&Code1=555&Geo2=PR&Code2=35&Data=Count&SearchText=london&SearchType=Begins&-
SearchPR=01&B1=All&TABID=1

In 2018, the Baby Boom generation (born between 1946 and 1962), which is one-third of the Canadian population, is aged 56 to 72. As this generation continues to age and subsequent generations become smaller, the Baby Boomers will continue to have a significant impact on many aspects of society including the labour market as well as the demand for programs and services.

The Baby Boom generation is expected to live longer and remain in better health than the generation before them. As such, many Baby Boomers are expected to continue to work past retirement age not only for the income, but also for the mental stimulation and challenge.

People With Disabilities

According to Statistics Canada, a growing number of Londoners are living with disability. In 2006, 21% of London's population had a disability, increasing from 19% in 2001.[15] The analysis of the data suggests that one factor in the increase of persons with disabilities is the aging of the population. Because the prevalence of most types of disabilities increases with age, an aging population will result in a higher overall disability rate. As such, we can expect to see disability rates increase as the Baby Boom generation ages.

In addition, people with disabilities are: [16]

- More likely to live alone, with almost 25% living alone, compared to 13% of all London residents;

- More likely to have a lower income, with 16% living with low income compared to 12% of all Londoners; and

- More likely to be unemployed, with 35% of persons with disabilities being employed, compared to 62% of all Londoners.

---

[15] See: City of London, Population Characteristics, Disabilities https://www.london.ca/About-London/community-statistics/population-characteristics/Pages/Disabilties.aspx

[16] See: City of London, Population Characteristics, Disabilities. Retrieved from https://www.london.ca/About-London/community-statistics/population-characteristics/Pages/Disabilties.aspx

People Living in Poverty

Life circumstances, combined with systemic barriers, impact people's experiences with poverty, including their access to secure, well-paying jobs.

In London, the prevalence of low income in 2015 based on the low-income measure, after tax, was 11.6% representing 43,860 individuals. This was higher than Ontario (9.8%) and Canada (9.2%).[17]

---

[17] See: City of London, Poverty and Income. Retrieved from https://www.london.ca/About-London/community-statistics/social-issues/Pages/Poverty.aspx

STEP 3: ASK ABOUT INCLUSION

By always asking three simple questions, we can thread equity and inclusion throughout 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 (e.g., Consider Your Identity, Check Assumptions, Apply to Your Work) to get ideas on how to ensure inclusion.
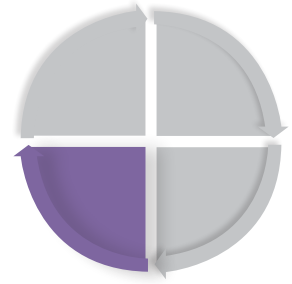
Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

STEP 4: APPLY THE EQUITY AND INCLUSION LENS 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?**

you can start to apply these answers to your work in the following areas:

- Communications

- Engaging Community and Staff

- Gathering Information / Research

- Leading and Supervising

- Monitoring and Evaluation

- Planning: Services, Projects, Events

- Policy Development

- Recruiting and Hiring

- Strategic Planning

- Training

- Working with People

Key questions to consider for these areas are included in the Appendix to this handbook.

STEP 5: BE AN ALLY — TAKE ACTION

Be an Ally,
Take Action

I am an Ally when...

- I listen.

- I actively engage in my own learning and don't expect those who are marginalized to educate me.

- I am aware of my own advantages and disadvantages and how I can use them to make a difference.

- I check my assumptions to identify and 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 others" and instead encourage their leadership.

- I share power.

- I realize that being an ally requires on-going learning.

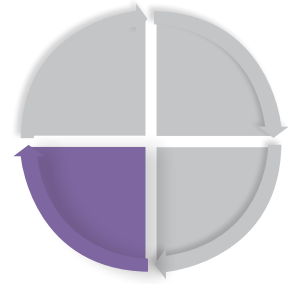- I listen some more.

<div align="center">

I am an Ally, I take action.

✓ Listen ✓ Learn ✓ Support ✓ Take action

</div>

I am a champion when...

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

APPLY THE EQUITY AND INCLUSION LENS TO YOUR WORK

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: Consider what you are already doing and what you can do differently to ensure inclusion.

This handbook helps users reflect on the following questions:

<p style="text-align:center; color:orange;">Who is not included in the work you do?</p>

<p style="text-align:center; color:orange;">What could contribute to this exclusion?</p>

<p style="text-align:center; color:orange;">What can you do differently to ensure inclusion?</p>

This handbook uses the following process, which is further discussed on the following page:

STEP 1: CONSIDER YOUR IDENTITY

Recognizing our own identity can help us understand how multiple factors influence the way we provide services, design policies and programs, or interact with staff and residents. Each of us could identify with more than one group and individual personalities and life experiences make each person unique.

STEP 2: CHECK ASSUMPTIONS

When we question our own assumptions, our biases become easier to identify.

STEP 3: ASK ABOUT INCLUSION

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

- Who is not included in the work we do?

- What could contribute to this exclusion?

- What can we do differently to ensure inclusion?

STEP 4: APPLY TO YOUR WORK

To help us apply equity and inclusion to a specific area of work, we can ask some practical questions. Learn from examples (including the Promising Practices included in this handbook) of how others have applied the lens.

Be an Ally, Take Action

STEP 5: 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 who 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.

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 these audiences, particularly the most marginalized? (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)

7. Have we considered what populations will be excluded by only using certain methods of communication? (e.g., online or social media communications) What other approaches might we use?

8. Have we considered if there are resources available for translation services?

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

   - 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?

> **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?

● 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.

10. Are the right terms being used to refer to groups of people? (e.g., Indigenous people rather than "Native")

PROMISING PRACTICE: COMMUNICATIONS

Development of the Community Diversity Inclusion Strategy

The development of the Community Diversity Inclusion Strategy was led and supported by the City Manager's External Relations Division.

Council's 2015-2019 Strategic Plan identified the need to develop a Community Diversity Inclusion Strategy (CDIS) as a way to "build a diverse, inclusive and welcoming community" by "supporting all Londoners to feel engaged and involved in our community". In November 2016, the City of London asked Londoners to step forward to help build this Strategy. 200 Londoners came forward to be CDIS Champions, committing to meet three times from January to March and engage their community networks between meetings. A Steering Committee, including representatives from the Diversity Inclusion and Anti-Oppression Advisory Committee (DIAAC) and other CDIS Champions, provided oversight over the entire process. Londoners, Indigenous partners, and community stakeholders were also provided with several opportunities to provide input.

To reach champions across the city and surrounding area, staff and the project team engaged with the community to find and create opportunities to share information on the recruitment of the Champions and why this initiative is important to London residents. Two meetings were held on Saturday mornings to ensure presence and representation from larger number of people who had expressed interest to become part of this initiative. The final main meeting was hosted on a Wednesday evening.

Ten Steering Committee meetings were hosted, with a large number of core individuals attending each meeting.

The website was heavily used, with 1450 visitors to the Get Involved website on the City of London Platform and 610 individuals who provided feedback. In addition to online surveys, there were paper surveys as well as targeted surveying of community organizations, stakeholders, and Indigenous partners. In the end, the City received 230 strategy ideas that were shared with the project team.

> **WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?**
>
> ✓ Used a range of methods to engage the community
>
> ✓ Engaged with the community in places/settings where they were comfortable
>
> ✓ Assessed who was at risk of not being reached using current engagement methods
>
> ✓ Developed an outreach plan that specifically targeted diverse groups and stakeholders

ENGAGING COMMUNITY AND STAFF

When we welcome the diversity of perspectives of staff and community, 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?

> **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?

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 we need to consider? How will we ensure everyone is heard?

5. Is the language we use in our promotion materials and communication strategy plain and 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?

PROMISING PRACTICE: ENGAGING COMMUNITY AND STAFF

Development of the London For All Strategy

In 2015, the Mayor's Advisory Panel on Poverty – comprised of leaders from across the community – was convened with the direction to develop recommendations on how to better coordinate collective efforts to address poverty more effectively in London. Supported by city staff from Social Services, Housing and Dearness and Neighbourhood Children Fire Services, the Panel undertook an extensive community engagement process that put residents with lived experience in poverty at the centre.

Great care was taken to understand the places where it would be most meaningful to engage with Londoners with lived experience in poverty. Over a 6-month period, the Panel engaged with over 1,000 Londoners with lived experience and attended 100 meetings. Several opportunities for targeted engagement with Londoners experiencing poverty were hosted; in larger community meetings, smaller focus groups, as well as conversations led by staff at various community agencies, and an online survey. Engagement was conducted with a variety of different agencies serving Indigenous communities, women, older adults, youth, people living on low-income, persons with disabilities, and newcomers/immigrants to London, and more.

After this extensive engagement process, the Panel put forward a series of recommendations grounded in research, the existing efforts in the City and across Canada, and with the results of the public consultation. Community plans need to include the voices of those who they will impact and put forward meaningful solutions to complex community challenges. These recommendations formed through this broad community consultation comprise London for All: A Roadmap to End Poverty, our community's plan to end poverty in a generation.

Poverty is a complex issue that has no single cause. Our sense of what poverty "means" must at all times be approached with a mindset of humility and an understanding that each person experiences poverty differently. Each person's story is unique and a product of multiple complex, interrelating causes.

> **WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?**
>
> ✓ Used a range of methods to engage the community
>
> ✓ Engaged with the community in places/settings where they were comfortable
>
> ✓ Assessed who was at risk of not being reached using current engagement methods
>
> ✓ Developed an outreach plan that specifically targeted diverse groups and stakeholders
>
> ✓ Prioritized the voices of people with lived experience throughout the process

A key take away from this initiative is the importance of involving individuals with lived experience as key decision makers in the process. Individuals living in poverty are experts in their own life, and taking the time to amplify their voices will lead to stronger solutions for our entire community.

In a continuation of this commitment to involve individuals with lived experience as key decision makers, Londoners with lived experience continue to be directly involved with the implementation of the plan.

London for All identified eight principles to guide the development of an implementation body, which include:

- People with lived experience with poverty are included as key decision-makers at every level;

- Members are drawn from all areas of the community and appropriately reflect diversity with respect to gender, sexuality, age, ability, culture, and race;

- Rights-based, community-based, and equity-based understandings of poverty are used to oversee the implementation of the recommendations;

- The implementation body "lives" in the community and has autonomy to speak to all levels of government;

- Members hold each other, and the community, mutually accountable for the implementation of the recommendations;

- Members are respectful of Indigenous methodologies of data collection and interpretation;

- Evidence-informed planning and assessment is used in all work; and,

- Members will develop work plans with appropriate measurement that will provide milestones for progress.

Each working group to support the implementation of London for All has two co-chairs: a resident with lived experience with poverty and a representative from a London service provider. Guiding the implementation of the plan, the Leadership table will use a shared leadership model. It will have 10-15 members, with at least 1/3 of members having lived experience with poverty.

As the recommendations in London for All are implemented across our community, the work will continue to be led by residents with lived experience in poverty, building on our community's commitment to put lived experience at the centre of the work we do

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")

> **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?

4. When using gender-neutral language (people, head of household, the homeless, sole-support parent, immigrants), are we also considering 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, departments 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?

PROMISING PRACTICE: GATHERING INFORMATION/RESEARCH

Age Friendly London

Age Friendly Plan is an initiative led and supported by the City's NCFS Division.

In 2010, the City of London became the first city in Canada to join the World Health Organization (WHO) Global Network of Age Friendly Cities. The WHO defines an age friendly city as "an inclusive and accessible urban environment that promotes active ageing."

The City of London is committed to improving the quality of life for older adults through its support of the Age Friendly London: Three Year Action Plan. The City believes that promoting the initiatives of the Plan will benefit people of all ages.

The City of London established an Age Friendly London Task Force in September 2011, made up of over 100 volunteers including older adults, caregivers, service providers, and anyone with an interest in aging, to develop an Action Plan to improve the age friendliness of the community. The Task Force met monthly from September 2011 to June 2012 and:

● Reviewed current initiatives already underway in London

● Reviewed the demographic picture of older adults in London

● Reviewed a best practices document prepared by a group of fourth year Western University, Health Sciences students

● Developed a vision of an Age Friendly London

● Tested their vision with over 400 individuals at the Age Friendly London Conference

● Developed strategies to achieve this vision

● Tested those strategies with the larger community, and

● Finally, developed their Three Year Action Plan to achieve the strategies.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

✓ Considered diversity within the older adult population from the beginning of the project

✓ Gathered information and statistics on diverse groups to help paint a comprehensive picture of the community

✓ Identified the unique needs of older adults belonging to diverse groups across 8 age-friendly domains (from infrastructure to programs and services)

✓ Took into consideration the findings from various research, consultations, and initiatives

✓ Engaged community agencies serving each of the sub-groups of older adults

The Action Plan identifies 37 strategies and 133 action steps within each of the eight key focus areas of age friendliness defined by the World Health Organization:

- Outdoor spaces and buildings

- Transportation

- Housing

- Social Participation

- Respect and Social Inclusion

- Employment and Volunteerism

- Communication and Information, and

- Community Support and Health Services.

These strategies build upon the significant work that has already been done in each area, as well as several key initiatives over the past decade that support older adults in London such as the work of the Age Friendly City Working Group of the Creative Cities Committee and the City of London's 2005 "Working Together to Support London Senior's Community Action Plan."

When collecting the information, the range of lived experience of marginalized groups was considered, including Indigenous peoples (urban as well as those who live on their Nations), rural residents, persons with disabilities, GLBT+ residents, isolated residents, and residents living on low-income.

The Age Friendly London Action Plan 2017-2020 was endorsed by the Age Friendly London Network on May 30th 2017 an was brought to the Community & Protective Services Committee of City Council on June 20th 2017. Now that the Plan is finalized, it will be implemented by the eight working groups of the Age Friendly London Network.

LEADING AND SUPERVISING

When we become champions for equity and inclusion in the way we lead, we take action to model a city that utilizes everyone's diverse talents and skills

1. Am I fully aware of my responsibilities and do I have the knowledge and skills to create a respectful and welcoming work environment?

2. What steps do I take to create a respectful and inclusive environment?

   - Do I model the behaviours I expect of staff?

   - Do I inform staff of our commitments to inclusion, accessibility, and accommodation?

   - 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 to contribute positively in creating an inclusive workplace?

3. 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?

4. 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 accommodations are possible?

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

6. Is equity and inclusion incorporated into criteria for evaluating candidates for new positions? If not, how might we include it?

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?

PROMISING PRACTICE: LEADING AND SUPERVISING

Environmental and Engineering Services

As the Managing Director of Environmental & Engineering Services and the City Engineer, Kelly Scherr is responsible for overseeing planning, design, construction and operation of much of the City of London's infrastructure. Kelly's team delivers water, wastewater, stormwater, transportation, solid waste, recycling, energy management, forestry and other critical services to Londoners every day. Kelly believes that infrastructure is a critical part of the health, safety and quality of life of a community. She has maintained a strong commitment to diversity throughout her career, working with employers to support equity and inclusion and to promote women and other under-represented groups in STEM careers.

> **WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?**
>
> ✓ Took steps to create a welcoming environment
>
> ✓ Mentors employees from diverse backgrounds
>
> ✓ Models equity and inclusive leadership for employees

She has also mentored several internationally-trained professionals, supporting them as they enter the Canadian workplace and obtain their Canadian engineering credentials.

Kelly values strong relationships with the many communities in and around London, particularly the neighbouring First Nations, and encourages her staff to find new ways to ensure all voices are heard during project and program consultation. Kelly is also a trained Positive Space Champion as part of her commitment to ensuring Environmental & Engineering Services is a safe and welcoming space for LGBTQ+ people in the workplace and in the community.

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 to collect data? (e.g., online surveys, general public consultations) What other approaches might we use?

2. Are those designing and implementing the evaluation representative of the diverse 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 residents?

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 barriers?

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

PROMISING PRACTICE: MONITORING AND EVALUATION

London Youth Panel

The London Youth Panel is a group of young people from our community that are not in employment, education or training and have a wide range of different experiences (young people that fall within this category as classified as NEET – not in employment, education or training). Young people were asked to participate in this opportunity through existing relationships with youth-serving organizations across the community. There are approximately 14 youth that sit on the panel, representing a diverse range of populations, including:

- Indigenous youth
- Racialized youth
- Newcomer youth
- Living with disabilities or special needs between the ages of 12 and 29
- Vulnerable of becoming or are in conflict with the law
- In low-income situations or from low-income families
- At-risk of dropping out or have dropped out of school

The London Youth Panel was convened by the city to play a central decision making role in youth initiatives that are currently being undertaken in our community. Through this opportunity, young people are compensated for their time, and provided all the necessary supports to allow them to meaningfully participate in decision making in their community, including a monthly bus pass, and other supports such as child care.

This panel has been convened to put youth at the centre of decision-making across youth-related city initiatives, situating this group of young people as experts in their own lives, providing ongoing guidance and leadership for youth initiatives across the corporation.

Through this approach, city staff have been able to develop trusting relationships with young people, strengthening our ability to learn from the Panel members, and encouraging them to deepen engagement across other youth in the community.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

✓ Actively involves young people in the co-creation of programs/initiatives that impact them

✓ Supports young people to play a central role in decision making

✓ Took into consideration barriers to participation such as transportation and childcare

✓ Builds space for youth voices to be heard, in an area where they often are not

PLANNING: PROGRAMS, SERVICES, 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 and Staff)

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 business plans and project management plans?

8. Are the long-term needs of residents 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?

> **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?

PROMISING PRACTICE: PLANNING

Universal Change Rooms

Universal change rooms are being included in new facilities and renovated recreation facilities as a go forward strategy.

The universal change room is a shared space, but allows people to change in their own private cubicle rather than changing in front of others. Cubicles vary in size, some can accommodate a family, wheelchair users and attendants, or just individual users. This design allows for greater safety and security of patrons. Parents can bring children of both sexes into the common room and still have a private cubicle. In some facilities this is a stand-alone space.

This is a joint agreement from facility services, Parks and Recreation and Neighbourhood and Children Services who are included in all aspects of the design of the facilities, including renovations. Architects are informed at concept design of the City's intent to have inclusive space and a signage to reflect this.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

✓ Considered diversity within the population from the onset of the project

✓ Involved partners in the design

✓ Considered barriers and addressed them upfronts

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 underrepresented?

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?

> **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?

5. Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it? Do we encourage agencies and community partners to access the City's career site so that we can broaden the applicant pool from the diversity groups?

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. 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?

9. 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)

PROMISING PRACTICE: RECRUITING AND HIRING

Diverse Employment Opportunities - Internships

The City of London was asked to develop strategies/activities to attract underrepresented groups in London: in particular Indigenous Peoples, Person with Disabilities, Newcomers Racialized Persons/Visible Minorities and recent local post-secondary graduates.

An internship program was developed to support the targeted groups gain work experience and give them an opportunity to network.

The City of London hosts six 15-week paid Internships per year for persons who identify as having a disability, new immigrants, Indigenous persons, racialized persons/ visible minorities and recent local post-secondary graduates.

In addition two 1-year paid internships for foreign trained professionals was created. These internships are for individuals who are licensed engineers, recognized with Canadian equivalency. The individuals must have a few years of experience in their home country and seeking a 12-month placement to assist them with obtaining their P.Eng with the Professional Engineers of Ontario.

Twice a year, the 15-week internships are sent to community partners and advertised on the City of London employment website. The one year internships are posted annually.

The internships demonstrate the City of London's commitment to attracting, engaging, developing and celebrating exceptional people in public service who are representative of our community.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

✓ Took note of who is underrepresented

✓ Reached out to community organizations to promote opportunities

✓ Went to where the target group would be

✓ Provided information to overcome barriers

STRATEGIC PLANNING

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

1. How does your strategic planning process include diverse perspectives?

2. Do City and departmental strategic objectives and initiatives reflect a broad vision of, and explicit commitments to, equity and inclusion? How can it be strengthened?

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

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

5. What equity issues are currently being raised by residents and employees in relation to your plan? How will these concerns be addressed in the strategic planning process?

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

7. How do the performance measures in the City and departmental 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?

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

9. 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?

PROMISING PRACTICE: STRATEGIC PLANNING

London's Child and Youth Network

In 2007, more than 60 local service providers met to discuss how to improve outcomes for children, youth and families in London around three priority areas: childhood obesity, literacy, and poverty. To move the yardstick on these large-scale and complex challenges, organizations recognized the need to work collectively, and came together to form London's Child and Youth Network (CYN). CYN partners developed a collective vision to guide the work of the network: "Happy, healthy children and youth today; caring, creative, responsible adults tomorrow."

However, when partners began to engage with families to make sure the three priorities represented families' needs, they made another important finding: London's service delivery system was not seamless or easy to access. In fact, when asked about the service system, London families told the city that:

- The system was difficult to navigate
- Services were fragmented
- They didn't know where to start
- They were telling their story too many times
- They had to travel all over the city for service
- They had to wait too long to access the services they needed

Supported by a collective desire to improve outcomes for children, youth and families, organizations in London came together as part of the CYN to create a fourth priority area: a Family-Centred Service System. Recognizing that change has to happen at both the system level and the neighbourhood level, FCSS priority partners from all sectors of the community began crafting how to "reengineer" London's service delivery system. The most recent work being done in this area is articulated in London's Child and Youth Agenda: 2017-2021.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

✓ Use a range of methods to engage the community

✓ Incorporate the "voice of the child" in all of CYN's work

✓ All of the CYN's work is grounded in guiding principles that are centred around equity and inclusion

✓ Gather information and statistics on diverse groups to help paint a comprehensive picture of the community

✓ Identify the unique needs of children, youth and families belonging to diverse groups across our city

✓ Take into consideration the findings from various research, consultations, and initiatives

✓ Engage community agencies serving children, youth and families

✓ Went to the community rather than expecting the community to come to us

The Family-Centred Service System is governed by the FCSS Governance Committee comprised of over 100 partners who have signed a Memorandum of Understanding committing to system change in our community. This Governance Committee meets bi-monthly to discuss and make collective decisions on how to best move our system forward. Between meetings, sub-committees meet regularly to discuss and work on special projects based on specifics tasks, needs, and special population groups (i.e. Indigenous, Francophone, Special Needs, etc), which, in turn, is brought back to Governance for discussion and consideration.

This work is underpinned by the Child and Youth Network's philosophy of open, partner-driven collaboration and inclusion. This philosophy informs the CYN approach in a number of ways:

Openness: Membership in the CYN is an "open door" where barriers to participation are minimized; any individual or organization interested in working together on the network's four priorities is welcome to participate. Members' degree of involvement varies from organization to organization and individual to individual.

Collaborative planning: Shared planning generates shared commitment. CYN partners work together to develop a common plan of action; the Child and Youth Agendas are collaboratively-generated plans that outline the initiatives CYN partners wish to work on together.

Targeted universalism: Targeted universalism is the principle of using targeted strategies and interventions with specific population groups to reach universal goals and outcomes for the general public. We recognize that real change starts with addressing barriers and tailoring solutions for at-risk or special population groups, but many of the same principles used in this approach lead to positive changes in larger population outcomes.

Priority structure: The CYN is organized into four priority implementation teams based on the priority areas identified in 2007. CYN partners align themselves with one or more of these priority areas based on their own organization's mandates. While each priority area operates slightly different, generally, working groups are formed to implement specific initiatives identified in the Child and Youth Agenda. The Family-Centred Service System priority is organized into a system-wide governance body and multiple neighbourhood planning teams.

Consensus decision-making: The CYN uses a consensus model for decision-making wherever possible. All partners agree to plans and strategies via endorsement processes; this includes the Child and Youth Agenda, for which CYN partners are asked to provide a letter of endorsement. Endorsement for new strategies is sought first at the priority level, and then at the CYN level, before they are initiated.

Equity between organizations: Regardless of an organization's size, all CYN partners have an equal stake in collaborative planning, implementation, and reaching outcomes. The CYN follows the principle of "one organization, one vote" for endorsement requests.

Community development: Everything we do, we do for families – the community development approach engages families, as experts in their own lives, in the decision making processes that affect them.

Collective Impact: The CYN has adopted the Collective Impact approach as a tool to understand and refine how we approach collaborative work. The five conditions of Collective Impact include: a common agenda; mutually reinforcing activities; continuous communication; shared measurement systems; and, backbone support. Further reading on the Collective Impact approach is available at the Stanford Social Innovation Review: http://www.ssireview.org/articles/entry/collective_impact

TRAINING: STAFF AND VOLUNTEERS

When we apply equity and inclusion to all stages of the training process, we take action to create an environment where everyone can contribute.

1. Have we included sensitivity to equity and inclusion issues when staffing for internal trainers and hiring external consultants? (i.e., able to reduce biases and work respectfully with people across diversity)

2. Have we included this sensitivity to equity and inclusion in our procurement documents when sourcing external trainers?

3. Can we recruit trainers from diverse backgrounds so they reflect the population we serve?

4. Will the learning objectives be designed to influence participants' awareness and consideration of individuals and communities from diverse backgrounds?

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

6. Is everyone able to fully participate in the training? Is specific outreach required to include them? Are barriers addressed? (e.g., safety, language, accessible location, time, avoid religious and cultural holidays, culturally appropriate, accommodation needs)

7. Have we welcomed the diverse perspectives of people who have specific equity concerns or needs, even if they may not be obvious? (e.g., Indigenous ancestry, LGBTQ+ identities, dietary, auditory, language needs or preferences)

8. Is the content sensitive to the experience of participants who may experience systemic barriers?

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

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?

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?

PROMISING PRACTICE: TRAINING

Corporate Training's goal is to create an environment in which people feel involved, respected, valued, connected and able to bring their "authentic" selves (i.e. their ideas, backgrounds, and perspectives) to all our learning and development courses, services and programs.

To do this we:

- Offer a number of training programs that support equity and inclusion including:

Corporate Orientation
This program provides new employees with a warm welcome to the City and key information including supportive workplace policies, occupational health and safety, attendance support, and Accessibility for Ontarian's with Disabilities Act (AODA).

Workplace Diversity and Inclusion
This course reviews the City's Workplace Diversity and Inclusion Statement and Plan and helps participants gain awareness of their own dimensions of diversity and how they can contribute to an inclusive and supportive workplace.

Health Promotion and Absence Support
This program helps managers understand their role in our Employee Absence Support Program and related policies to support employees who are experiencing absence from work.

Accessibility for Ontarians with Disabilities Act (AODA) – Integrated Standard
In this training, employees become familiar with the City's Integrated Accessibility Standards Administrative Policy and learn about the legislated standards: accessible customer service; employment; information and communication; transportation; and public spaces, including the built environment.

Blanket Exercise
The Blanket Exercise is a workshop that explores the relationship between Indigenous and non-Indigenous Peoples in Canada. It engages people's minds and hearts in taking action to move forward together.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

✓ Offer training that supports equity and inclusion

✓ Offer training in a variety of formats

✓ Ensure venues and materials are accessible

✓ Gather feedback to ensure sessions meet employee needs

✓ Ensure employees are able to share diverse perspectives

I Step Forward
This training increases the understanding of the impact of woman abuse, family violence (i.e. children, elders and men), and sexual violence/harassment in our community, work place and home.

It Starts With Me
It Starts with Me highlights corporate behavioral expectations to foster a supportive workplace and encourage adoption of our Corporate values. Participants learn how to make decisions that are consistent with City policy, finding your voice and speaking up against violence, abuse and bullying behaviour, and understanding the resolution options for resolving issues in the workplace.

Understanding and Supporting Mental Health
This program helps employees gain an understanding and awareness about mental health for both themselves and others. It reviews how an employee can provide support to a co-worker, friend or family member.

Intercultural Competency
The program gives employees the skills and knowledge to work more effectively in our diverse workplace and provide better service to our diverse community.

Positive Space Champion
This training is for persons with lived experiences as well as allies of the Lesbian, Gay, Bi-Sexual and Transgender Community (LGBT+). It supports creating an environment where individual differences are appreciated and honoured.

- Offer learning and development programs in a number of formats – facilitated sessions, online and blended learning.

- Apply equity and inclusion when selecting training venues and developing the content of training programs– i.e. course materials, class exercises, case studies, and evaluation tools.

- Gather feedback from our employees through paper and online surveys, focus groups, and facilitated discussions to determine ways we can improve our training to better meet their individual development needs.

- Encourage and welcome the diverse perspectives of all employees during learning and development programs.

POLICY DEVELOPMENT

When we make policies equitable and accessible, we take action to ensure that everyone is included in city 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? Have we considered obligations under the Ontario *Human Rights Code* and *Accessibility for Ontarians with Disabilities Act?*

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

> **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?

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 and Staff)

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 branches, 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)

PROMISING PRACTICE: POLICY DEVELOPMENT

Council Policy Modernization Project

Corporation of City of London established a Council Policy Modernization Project in the year 2017, to be completed before 2019.

The purpose of this project is to review, edit and make the necessary changes in the existing council policies to make them accessible according to AODA as well as look at the language and content through the Gender Lens that was developed in 2017. The Council Policy Manual is a consolidation of policies that have been adopted by London's Municipal Council over a number of years. The policies contained in the Manual vary in nature, scope and format.

The Council Policies are public and are the key governing policies for the Corporation, hence they were seen as a strong starting point for the review process. Through the process, the concepts of gender inclusion, accessibility under AODA as well as updating the technological and the legal/human rights changes were incorporated in the review. There was a need for removing some and adding other policies in the Council Manual. Some of the outdated no longer applicable historical policies were removed from the updated Manual. A policy on Diversity and Inclusion was added to the list of the current policies for the Manual. The policy on Anti-racism was kept with some minor edits to acknowledge the impact of racism and discrimination in the Canadian society overall, and the city of London, overall.

Several resources were available to the Municipal Council and the Civic Administration when developing and reviewing policies and these were all taken into consideration during the review process.

- London's Community Diversity and Inclusion Strategy 2017;
- The City of London Workplace Diversity and Inclusion Plan; and,
- The City of London Gender Equity Lens.

The recommended next steps include review and update of policies that set the practices and processes for the Civic Administration; this review and update process will incorporate the Gender Equity Lens in addition to the Equity & Inclusion Lens.

> **WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?**
>
> ✓ Consider gender, accessibility, and human rights in the review of policies
>
> ✓ Adjusted policies to address emerging needs

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?

> **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?

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?

APPENDIX A: TERMS AND CONCEPTS

Access
People from diverse groups have equal opportunity to the use of goods, services, programs, facilities, and public spaces. (City of Toronto)

Accommodation
Accommodation involves making changes to existing practices or development of new processes to remove obstacles that prevent people from diverse groups from: Competing fairly in all economic activities; aiming access to available goods, services, and facilities; and participating in decision-making that affects them. The Ontario Human Rights Code requires organizations to do this unless they can prove excessive hardships on business costs or processes.

Equity recognizes that treating everyone the same has the potential to disadvantage some. As a result, to ensure equity, some individuals or groups may require accommodation. Accommodation includes providing services (e.g., providing ASL interpreters), modifying the policy (e.g., offering women only programs), or modifying program rules (e.g., modifying dress codes) to allow for the equitable participation of all groups.

Adverse Impact
Adverse impact occurs when a decision, practice, or policy has a negative effect on a particular group. In addition, adverse impact could occur if the policy has a negative impact on the entire population, but a greater negative impact on a particular group. For example, charging or increasing user fees for a program or service could negatively affect all resident, but could have an adverse impact on low-income women who are not able to afford the fees.

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. (City of Ottawa, Equity and Inclusion Lens Handbook)

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. (City of Ottawa, Equity and Inclusion Lens Handbook)

Barrier
Anything that prevents a person from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic and technological barriers, as well as policies or practices. (Ontario Human Rights Commission)

Bias
A predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes. (Ontario Human Rights Commission)

Champion
A person who assumes leadership by working with others to create and influence change in the organization or the wider community. (City of Ottawa, Equity and Inclusion Lens Handbook)

Diversity
A wide range of qualities and attributes within a person, group or community.

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.

Immigrant
Refers to a person who is or has ever been a landed immigrant/permanent resident. A landed immigrant/permanent resident is a person who has been granted the right to live in Canada permanently by immigration authorities. Immigrants are either Canadian citizens by naturalization (the citizenship process) or permanent residents (landed immigrants) under Canadian legislation. Some immigrants have resided in Canada for a number of years, while others have arrived recently. (Statistics Canada)

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. (City of Ottawa, Equity and Inclusion Lens Handbook)

Intersectionality
The intersection, or crossover, of our many identities affects how each of us experience the community. These intersections occur within a context of connected systems and structures of power (e.g., laws, policies, state governments, other political and economic unions, religious institutions, and media). (Advancing Equity and Inclusion, A Guide for Municipalities)

LGBTQ+
This is a shortened acronym meant to refer to the entirety of the lesbian, gay, bisexual, trans, queer, questioning, intersex, pansexual, two-spirit, asexual communities and their allies, otherwise referred to as LGBTQQIP2SAA.

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. (City of Ottawa, Equity and Inclusion Lens Handbook)

Racialized

The term racialized is used in place of the term "visible minority" used by Statistics Canada. This definition includes those who self-identify as South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean, Japanese, mixed race, and others who identify as non-White and non-Indigenous.

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. (City of Ottawa, Equity and Inclusion Lens Handbook)

APPENDIX B: HUMAN RIGHTS PROTECTED GROUNDS

Age	The *Code* prohibits discrimination in housing and employment on the basis of age only for those aged 18 or older. (In housing, there is an exception for those who are 16 to 17 who have withdrawn from parental control). For example, someone cannot be forced to retire because they have reached the age of 65.
Disability	The *Code* defines disability broadly to include any physical disability, mental disability, learning disability, mental disorder, or any injury or disability where benefits are claimed under the *Workplace Safety and Insurance Act.* Persons with disabilities face many kinds of barriers including those that are physical, attitudinal, or systemic.
Creed (Religion)	Creed includes the practices, beliefs and observances that are part of a faith or religion. Creed is broadly defined to include spiritual faiths and practices of Indigenous cultures as well as newer religions.
Family Status	Family status is defined as "being in a parent and child relationship." This can also mean a parent and child "type" relationship and would apply to a range of circumstances without blood or adoptive ties, including foster parent and child relationships.

Marital Status	Marital status includes being married, single, widowed, divorced or separated. It also includes being in a common-law relationship. Protection applies equally to those in same-sex and opposite-sex relationships.
Citizenship / Place of Origin	The *Code* does not permit organizations to make distinctions between Canadian citizens, citizens of another country, people with dual citizenship, landed immigrants or permanent residents, refugees and non-permanent residents. When hiring, organizations should only be concerned that the person is legally able to work in Canada. There are some exceptions to this, including when the law requires that someone in a particular job needs to be a Canadian citizen. Similarly, when providing services organizations should not be asking about citizenship unless it is legally necessary to provide the services.
Race / Colour / Ancestry / Ethnic Origin	People should not be treated differently because of their race or other related grounds such as colour, ancestry, or ethnic origin.
Gender Expression / Gender Identity	The *Code* also protects people who are discriminated against or harassed because of their gender identity and gender expression. This is when a person's felt or expressed gender differs from their physical sex. An example would be if a trans woman is not allowed to use the women's washroom. A person's gender identity and gender expression is different from their sexual orientation, which is also protected by the Code.

Receipt of public assistance (in housing only)	The *Code* protects tenants against discrimination based on receipt of public assistance, more commonly referred to as social assistance. This includes Ontario Works, OSAP, ODSP, Old Age Security, Employment Insurance, etc.
Record of Offences (in employment only)	A person cannot be harassed or discriminated against in employment because of their record of offences. This is defined by the Human Rights Code as a conviction for: (1) An offence for which a pardon has been granted; or (2) An offence related to a provincial law. This means that employment decisions cannot be based on whether a person has been convicted and pardoned for an offence under a federal law, or convicted under a provincial law, such as the *Highway Traffic Act.*
Sex	The Ontario *Human Rights Code* protects individuals from discrimination and harassment because of their sex. The *Code* also protects women against discrimination or harassment because they are pregnant or have given birth. An example of discrimination based on sex would be if an employee was fired from her job because she is pregnant or has requested maternity leave.
Sexual Orientation	Sexual orientation covers the range of human sexuality and includes those who are gay, lesbian, bisexual and heterosexual. Sexual orientation is different from gender identity and gender expression, which are also protected grounds.