TO:	**CHAIR AND MEMBERS** **STRATEGIC PRIORITIES AND POLICY COMMITTEE** **MEETING OF SEPTEMBER 22, 2020**
FROM:	**LYNNE LIVINGSTONE** **CITY MANAGER**
SUBJECT	**STEPS TOWARD ANTI-RACISM AND ANTI-OPPRESSION AT THE CITY OF LONDON**

RECOMMENDATION

That, on the recommendation of the City Manager and the Senior Leadership Team, the following actions be taken with respect to Anti-Racism and Anti-Oppression:

a) the report dated September 22, 2020, and entitled "Steps Toward Anti-Racism and Anti-Oppression at the City of London" BE RECEIVED; and,

b) the Civic Administration BE DIRECTED to proceed with the recommended next steps identified in the report referenced in a) above, with respect to the Equity and Inclusion Lens, Workforce Metrics, and Black Liaison Officer position.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- Strategic Priorities and Policy Committee (SPPC): June 9, 2020.

BACKGROUND

On June 16, 2020, Municipal Council resolved the following:

> WHEREAS the Municipal Council of The Corporation of the City of London acknowledges that systemic anti-Black, anti-Indigenous and people of colour racism exists in London;
>
> AND WHEREAS the Municipal Council unequivocally condemns racism in all of its forms:
>
> AND WHEREAS the Municipal Council acknowledges that the Corporation's workforce is not reflective of the population it services and that it will continue to work to ensure a reflective workforce;
>
> AND WHEREAS the Municipal Council affirms the commitment to help eradicate the anti-Black, anti-Indigenous and people of colour oppression:
>
> NOW THEREFORE IT BE RESOLVED THAT the Civic Administration BE DIRECTED to:
>
> a) report back to a future meeting of the appropriate Standing Committee with an update on the implementation of the Community Diversity & Inclusion Strategy, providing specific details with respect to the equity and inclusion lens of the Strategy and the next steps that will be taken to end racism in London;
>
> b) report back to the appropriate Standing Committee with respect to metrics that may be or are currently implemented to demonstrate progress with respect to hiring to reflect the diversity of the community; and
>
> c) report back to the appropriate Standing Committee with respect to the establishment of a Black Liaison Officer position at the City of London, similar to the previously approved Indigenous Liaison Officer position, including input from the community and related financing, with respect to this matter.

In order to address the direction of Municipal Council and to support the development of this report, Civic Administration:

- o Established an Anti-Racism and Anti-Oppression Internal Working Group to provide strategic advice and help shape the work being done to address systemic racism and oppression within the City of London. The working group includes: the Chairs of each of the City's Employee Resource Groups; staff who bring expertise, experiences and wisdom needed to advance this work; and, other staff who have experience supporting internal policies and programs focused on diversity and inclusion, and experience working with the community;
- o Held initial conversations with Black community leaders, Indigenous leaders, the Community Diversity and Inclusion Strategy Leadership Table; and,
- o Completed a municipal scan of best practices, roles and structures focused on anti-Black racism and anti-racism.

This report provides an update and recommended next steps in relation to these matters, with it being noted that an update on the Community, Diversity and Inclusion Strategy will be submitted under a separate cover to the Strategic Priorities and Policy Committee.

DISCUSSION

Equity and Inclusion Lens

Current State

The City of London's Equity and Inclusion Lens Handbook (the "Handbook"), attached as Appendix A, is based on the City of Ottawa's Equity and Inclusion Lens. Content was adapted and adopted for use at the City of London, with input being provided by the Diversity, Anti-Oppression and Inclusion Advisory Committee and the Accessibility Advisory Committee.

The Handbook is intended for use by everyone, including: elected officials, City of London employees, standing and advisory committees of Council, organizations providing services in conjunction with or on behalf of the City, and other external organizations and community agencies. It is to be used in conjunction with the City's Gender Equity Lens (2017), attached as Appendix B, to help the Civic Administration to analyze the impact of policies, programs, and services on residents from diverse communities, backgrounds, and identities, and adjust policies to remove barriers and better serve the community's needs. It also asks users to consider their own identity, check their assumptions, ask about inclusion and apply these insights into their work.

The Handbook was formally introduced in May, 2019. At that time, a new optional training module was launched. The Civic Administration responsible for the development of policies and procedures were encouraged to attend and training was offered to Members of Council and Advisory Committees. Individual supports were offered through Human Resources upon request, including the development of service-specific training.

Training on the use of the Handbook was conducted in June, 2019, with 18 participants registered. Training on the Equity and Inclusion Lens Handbook has not yet been offered in 2020.

What We Heard

- The Handbook is a well-written document but it is an ineffective tool and it has not been operationalized. The Handbook in its current state, as well as the lack of implementation, is reflective of a lack of a strong commitment to addressing systemic racism and oppressions at the City of London.
- Training should be mandatory for all employees, regardless of the type of work they do. It should address how the City works with the community and how staff work with one another.
- The Handbook should be updated to reflect the current contexts, terminology, and anti-racism and anti-oppression practices. This includes, but is not limited to, the following actions:
    - o Use clearer, more direct language and descriptions of diverse groups.
    - o Update language to go beyond equity and inclusion to focus on anti-racism and anti-oppression. The current language is too 'soft' and indirect.
    - o Update statistics and use correct terminology (Indigenous, colonization, etc.).
    - o Clearly define and provide meaningful examples of the history and various forms of racism imposed on Black, Indigenous and People of Colour.
    - o Define and provide examples of micro aggressions and how they can be addressed.

- o The tool should be accessible to all and be written in plain language. It should not require formal training but frequent practice. Formats such as online training should be considered.
  - o There should be an intentional link to the Gender Equity Lens to address the intersectionality of women of colour in relation to gendered racism.
  - o Understanding all aspects of intersectionality is required in order to properly account for and respond to the diverse needs of the community.
- Track the number of employees trained as well as the impact of the use of the Handbook. Be explicit when the Handbook is used and explicit about what has been changed as a result.
- As an organization, we need to get comfortable with being uncomfortable. We need to create a safe environment to have the difficult conversations that are necessary to address the root causes of systemic racism.

Recommended next steps

- Create a single Anti-Racism and Anti-Oppression Lens that encompasses all aspects of intersectionality and the social practices that accompany its use.
- How do we do this?
  - o Acknowledge the existence of systemic racism and oppression in our organization and the impact it has had on employees who identify as Black, Indigenous, and People of Colour.
  - o Use the foundational elements of the existing lenses and work with internal and external experts to create a single lens that is comprehensive and inclusive which can be operationalized across the organization.
  - o Implement mandatory training for all City of London employees, Members of Council and Advisory Committees.
  - o Beyond the number of employees trained, build systems and supports to ensure active and meaningful use of the Lens in all aspects of our work. This includes how we work with the community and how we work with each other.
  - o The use of the Lens cannot be done in isolation in any one area of the corporation. It must be actively and intentionally used throughout the organization.
  - o Regularly challenge and update the Lens to encourage continuous inclusivity.
  - o Apply the Anti-Racism and Anti-Oppression Lens to all existing and future policies, programs and services - orientation, training programs, planning, development, operation, resource allocation and evaluation of policies, programs and services, practices and spaces, corporation orientation and training, performance and development plans, etc. – with the intent of achieving transformational change.
  - o All reports to Standing Committees will include a section on the application of the Anti-Racism and Anti-Oppression Lens.
  - o Develop metrics to measure the effectiveness and impact of the use of the Lens.
  - o Commitment from senior leadership, including accountability measures.

Timelines

As an interim step, while the new Anti-Racism and Anti-Oppression Lens is being built, the 2021 Budget Update will be reviewed by the Anti-Racism and Anti-Oppression Internal Working Group using the existing Equity and Inclusion Handbook and Gender Equity Lens. This review will provide an opportunity to further evaluate the content and processes of the existing lenses, informing the development of the new Anti-Racism and Anti-Oppression Lens.

The creation of the new Anti-Racism and Anti-Oppression Lens, as well as the systems and supports that must accompany it, should be led by the new Anti-Racism and Anti-Oppression Unit referenced later on in this report. The Civic Administration will report back to Municipal Council on this work in Q2, 2021.

Workforce Metrics

Current State

In 2017, Civic Administration conducted a Workforce Census to provide a baseline measurement of how employee demographics compare with the community, with particular focus on groups that have traditionally experienced marginalization. The Workforce Census is intended to be conducted every five years and to correspond with Canadian Census data as it becomes available. Participation in the Workforce Census is voluntary and is open to all permanent and long-term temporary employees.

In the Fall of 2017, Civic Administration introduced an Employee Demographic Profile Survey to track the demographics of new employees on an ongoing basis. This survey is offered to all new and returning employees attending the City's Corporate Orientation Program and participation is voluntary.

Workforce metrics for the period of April to December, 2019 are <u>attached</u> as Appendix C.

<u>What We Heard</u>

- On aggregate, the City's workforce closely reflects the diversity of the community. However, this is not the case when data is analyzed by service area or by levels of seniority in middle and upper management in the organization.
- The hiring of Black, Indigenous and People of Colour is not evenly distributed across all service areas.
- While demographics within the organization are slowly changing, this has been challenged by our traditionally low employee turnover.
- Workforce metrics need to use language that is inclusive, clear and direct.
- Racial classifications need to be more explicit; for example, the use of the word "racialized" to include everyone not White or Indigenous does not adequately differentiate between the racial identities of staff.
- The methods of collecting data to inform workforce metrics have many limitations. The employee census is conducted every five years and reflects employees in the workplace at that point in time. The employee demographic survey only reflects information from newly hired employees. Participation in both surveys is voluntary.
- Current metrics do not track the level people are at within the organization and how they progress through the organization.
- The current metrics do not identify thresholds that would subsequently require actions. Supporting policies and processes need to be more explicit in how action is taken to eradicate an issue that is identified through the data and build intentional links between data, strategy and actions.
- The City of London needs to work with communities to ensure that pathways, skillsets and qualifications are well-established before recruitment starts. This includes reviewing job types, job descriptions, qualifications, credentials, and how jobs are posted.

<u>Recommended next steps</u>

- Build a clear and intentional link between workforce metrics and the work of anti-racism and anti-oppression.
- Undertake the following actions to improve the workforce data that is collected:
  - Update language to be clear, direct and inclusive.
  - Collect employee level, position, and number of years with the organization when conducting both the Employee Census and Employee Demographic Survey, noting that any future processes will be reviewed in accordance with the *Municipal Freedom of Information and the Protection of Privacy Act* and the Corporation's Records Management By-law.
  - Establish new metrics to track how employees move through the organization, including how they are developed, advanced and made to feel valued and supported in the organization.
  - Consider collecting data more often and using methods and formats that encourage participation.
  - Disaggregated data - the practice of examining smaller units of data within a larger, aggregated data set - must be available and applied. The use of disaggregated data reveals the differences between groups and whether or not policies at the City of London are having the desired impact.
  - Recognize that workforce metrics will require regular review and updating. Apply a continuous improvement approach to refining metrics and data collection methods.
- Recognize that metrics are only one piece of this work. Beyond data collection, use data to build and strengthen systems and supports and identify actionable items that address systemic racism and oppression.
- Proactively take steps to build meaningful relationships with communities and establish career pathways, skillsets and qualifications for working at the City of London.
- Apply the Anti-Racism and Anti-Oppression Lens to all types of jobs, job descriptions, credentials, recruitment, onboarding, training, retention, succession planning and advancement strategies. Review existing policies and procedures, including policies regarding anti-nepotism and the hiring of employees.
- With the expected increase in turnover at the City of London and the public sector more broadly due to impending retirements, the City of London has an opportunity to not only improve how data is collected, but also to create the systems, supports and accountabilities that will move the organization toward transformational change and a workforce that reflects the community – in all service areas and at all levels.

<u>Timelines</u>

Improving workforce metrics will be an iterative process. Work will begin immediately with the first

round of improvements to be reflected in the 2021 annual report to Council on workforce metrics. This work must be done with the guidance of, and in partnership with the new Anti-Racism and Anti-Oppression unit.

Black Liaison Officer

<u>Current State</u>

On June 17, 2020, Municipal Council directed Civic Administration to 'report back…with respect to the establishment of a Black Liaison Officer position at the City of London, similar to the previously approved Indigenous Liaison Officer position, including input from the community and related financing.'

<u>What We Heard</u>

As part of the process to establish a Black Liaison Office position, initial conversations were held with: Black community leaders; the Community Diversity and Inclusion Strategy Leadership Table; the African, Black, Caribbean (ABC) Employee Resource Group; and, the Anti-Racism and Anti-Oppression Internal Working Group. Civic Administration continues to meet with community organizations and individuals regarding the establishment of this position and other dimensions of anti-racism and anti-oppression work in the Corporation and in the community.

The following is a summary of the feedback received to date on the establishment of a Black Liaison Officer position at the City of London.

Candidate:
- Black person with lived experience who understands the language, feeling, and impact of systemic racism and oppression.
- Anti-racism experience with an understanding of the history of racism at the City of London and in the local and Canadian contexts.

Mandate:
- Work at strategic and operational levels to effect change.
- With regards to the scope of work, several options were noted:
  - Option 1: Internal focus with mandate to concentrate on issues such as recruitment, employment, human resources, workplace culture, etc.
  - Option 2: External focus with mandate to concentrate on community-driven issues such as employment equity for Black and People of Colour in London's economy.
  - Option 3: Internal and external focus (combination of Options 1 and 2) recognizing the size of the portfolio and the requirement for appropriate supports to be in place to ensure the success of this role.
- Fast action on addressing racial micro aggressions.
- Impact-focused based on measurable outcomes.
- Responsibility and authority to effect change in the organization; autonomy to make decisions.
- Authority to identify and prioritize problems brought forward and connect with the appropriate resources to address issues without fear of reprisal.
- Ability to engage and mobilize relevant stakeholders in constructive dialogue about racism and oppression, as well as ability to influence and audit corporate processes, policies, procedures.
- Individual is accessible to all employees and has unrestricted access to senior leaders, managers and union executives.

Supports:
- Corporate acknowledgement of systemic anti-Black racism and the impact of racial trauma faced by Black people.
- Adequate time to understand the current situation at the City and develop an appropriate work plan to address it.
- Anti-racism framework that provides clear expectations – not on the individual to develop. While this role will direct and establish priorities, the responsibility and accountability for their implementation is shared across the organization.
- Part of a larger, supported team within the City of London, reporting to the City Manager.
- Visible and unwavering support from senior leadership, including taking steps to ready the organization for this new role.
- Clearly identified resources and budget.
- Add section to Strategic Plan and Multi-Year Budget.

Additionally, it was recommended that the title of the position be changed to reflect the scope of work as well as the level, authority, and responsibility associated with this position.

Recommended next steps

- Create a position focused on anti-Black racism, built on the feedback noted above, with a mandate to work internally within the organization as well as externally with the Black communities in London (Option 3 noted above).
- Recognizing the size of this portfolio and the difficult and emotional work of confronting anti-Black racism, in order for this role to be successful it is recommended that a new unit focused on anti-racism and anti-oppression be established within the City Manager's Office. This new team would be comprised of the following:
    - Director (new)
    - Black Liaison Officer (new)
    - Indigenous Relations Officer (existing)
    - Accessibility Specialist (existing)
    - Workplace Diversity and Inclusion Specialist (existing)

- Establishing this unit establishes a profile and clear commitment to anti-racism and anti-oppression work and recognizes the interrelationship of these roles in addressing systemic racisms and oppressions and the need for constant and mutual support.
- The creation of a Director position to guide the work of the unit will provide strategic leadership and direction as well as the authority, visibility, and capacity to drive transformational change. The Director must be an individual who identifies as Black, Indigenous or a Person of Colour with lived experience who understands the language, feeling and impact of systemic racism and oppression and who has anti-racism experience.
- As the new unit is being created, take proactive steps to build organizational capacity and readiness for this work. This includes education, awareness and training for all employees about racism and oppression in local and Canadian contexts, as well as taking fast action on micro aggressions.
- Include support for the Community Diversity and Inclusion Strategy in the mandate of the new unit.
- Create a community of practice comprised of leaders from across the organization who have a shared commitment and accountability to anti-racism and anti-oppression.

Timelines

Following the direction of the Municipal Council, the Civic Administration will take immediate steps to develop and finalize the job descriptions for these roles. This will include a review of the Workplace Diversity and Inclusion Specialist role to ensure it is aligned with the focus and mandate of this new team.

It is anticipated that the recruitment for these positions will begin in early 2021, immediately following the approval of the 2021 Budget Update. Once the team is in place the work of developing a detailed mandate and associated deliverables and timelines will begin.

An Indigenous Relations Officer position was also approved during the budget process. The job description is currently being finalized, based on community input and to also ensure it is aligned with the focus and mandate of the team proposed within this report, with a target of having the recruitment process complete by the end of 2020.

The supports and resources required to advance this work will be continually monitored. Based on the work and experiences of this team, a request for additional resources may be submitted through the 2022 Budget Update process.

FINANCIAL IMPACT

Civic Administration will endeavour to identify savings within existing approved budgets to fund both the Director position and Black Liaison Officer position as part of the new Anti-Racism and Anti-Oppression Unit. In the event that sufficient resources cannot be reallocated to this area, a request for additional funding will come forward through the 2021 budget process.

CONCLUSION

Anti-Black, anti-Indigenous, and anti-People of Colour racism – and many other forms of oppression – are entangled in the institutions, systems, and practices of the public service. This is also true of the City of London. Systemic racism and oppression both exist within our organization. This is not always obvious to those without lived experience, but it is always there.

As individuals who serve the public, confronting this troubling reality is both daunting and uncomfortable – and, for many, deeply personal. Municipal Council has affirmed its commitment to helping eradicate racism and oppression; while this work demands urgency, the actions needed to deconstruct systems of racism and oppression will require sustained commitment and courageous action to drive transformative change.

It is a sombre obligation. It is also an important opportunity. Londoners in the community and within the organization provided valuable insights on how the City of London can leverage its strength and position as an influential leader to drive anti-racism and anti-oppression work. The next steps outlined in this report will be instrumental in beginning the journey to confront and address systemic racism and oppressions within the organization and the community.

Thanks and appreciation are extended to the members of the Anti-Racism and Anti-Oppression Internal Working Group for generously dedicating their time and expertise to this work. Members include:

Keshia Powell, Co-Chair of African, Black, Caribbean (ABC) Employee Resource Group
Sadielou South, Co-Chair of African, Black, Caribbean (ABC) Employee Resource Group
William Roberts, Chair of Prism
Kate Butts, Chair of U5
Jillian Clair, Co-Chair of UP!
Lauren Giffen, Co-Chair of UP!
Aidan Prince, Organizational Development Specialist
Mary Alikakos, Project Manager, Environmental Assessment
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EQUITY &
INCLUSION LENS
HANDBOOK

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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.**

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[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:

Consider your identity

Check assumptions

Be an Ally, Take Action

Apply to your work

Ask about inclusion

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 you do?

- What could contribute to this exclusion?

- What can you 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.

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.

Be an Ally, Take Action

GETTING STARTED

Equity

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

Consider the pictures below.
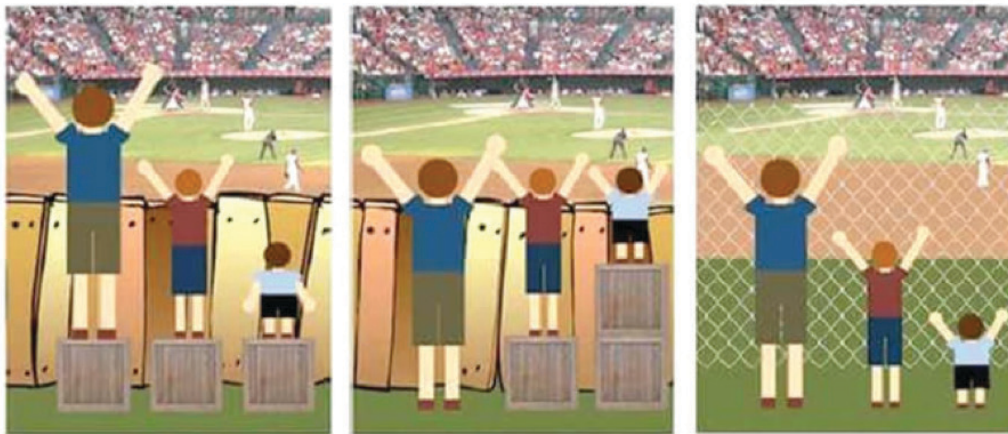
The picture on the far left depicts equality, which means treating everyone the same. In this picture, each person gets the same thing — one box of equal size to stand on. However, this approach can only work if each person needs the same thing. When people have different needs, this approach falls short 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, nd).

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:

<u>Recruitment:</u> 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.

<u>Selection:</u> 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.

<u>Hiring:</u> 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
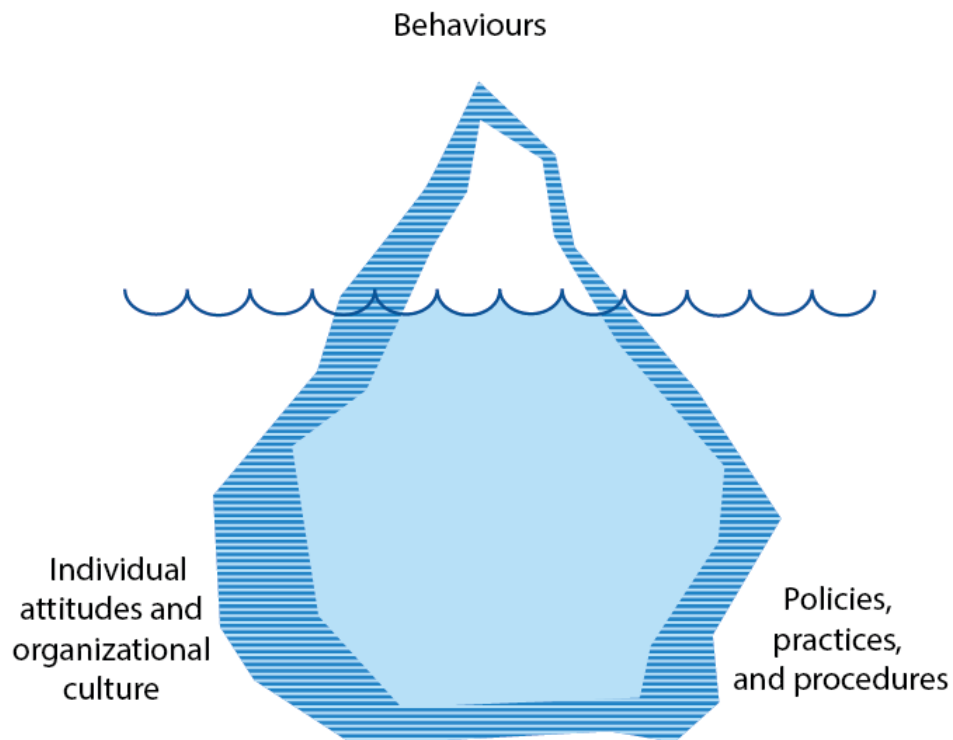
Attitudinal Barriers

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.**

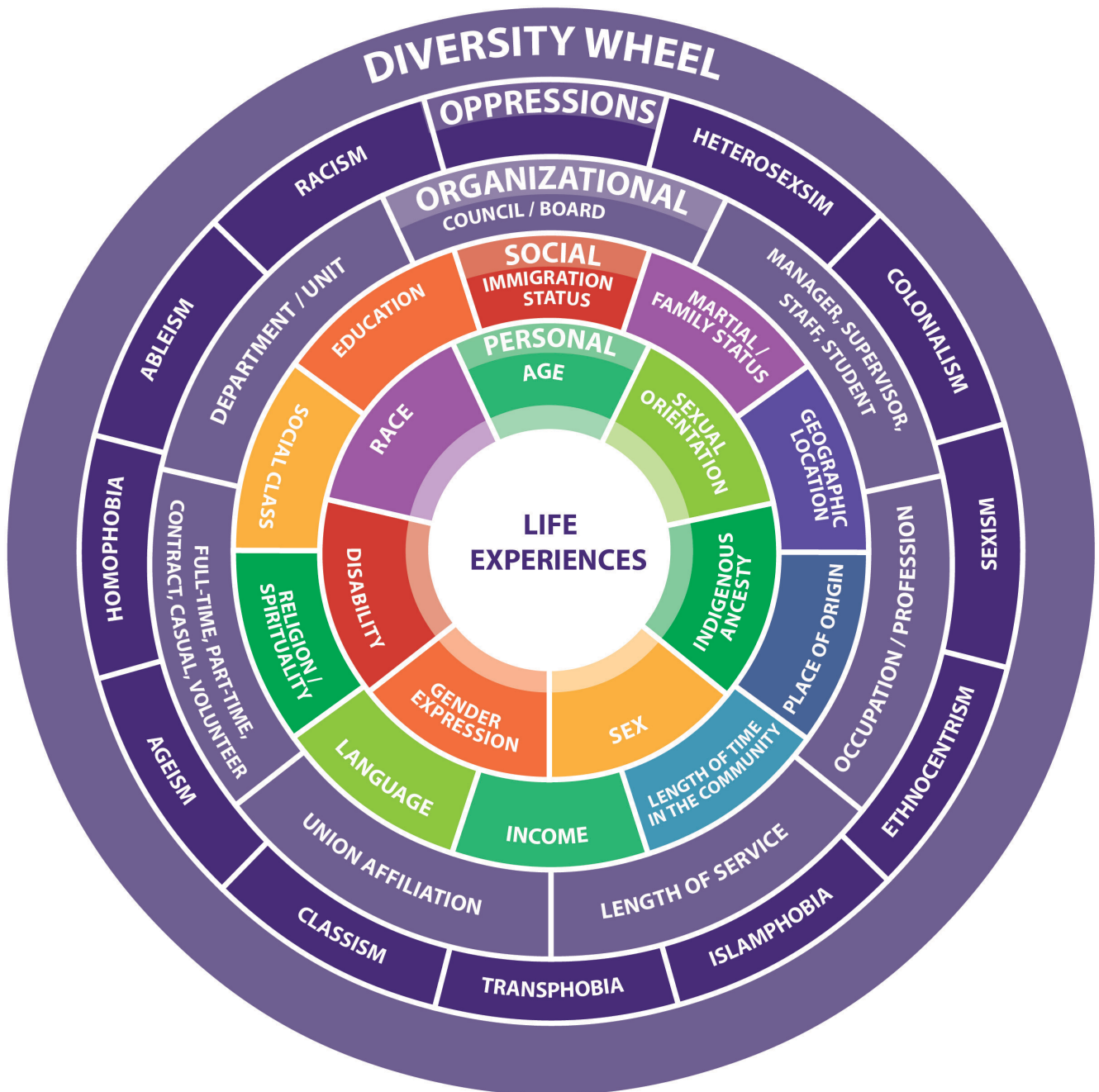This is made visible on the Diversity Wheel.

The **first circle** represents your **LIFE EXPERIENCES.**

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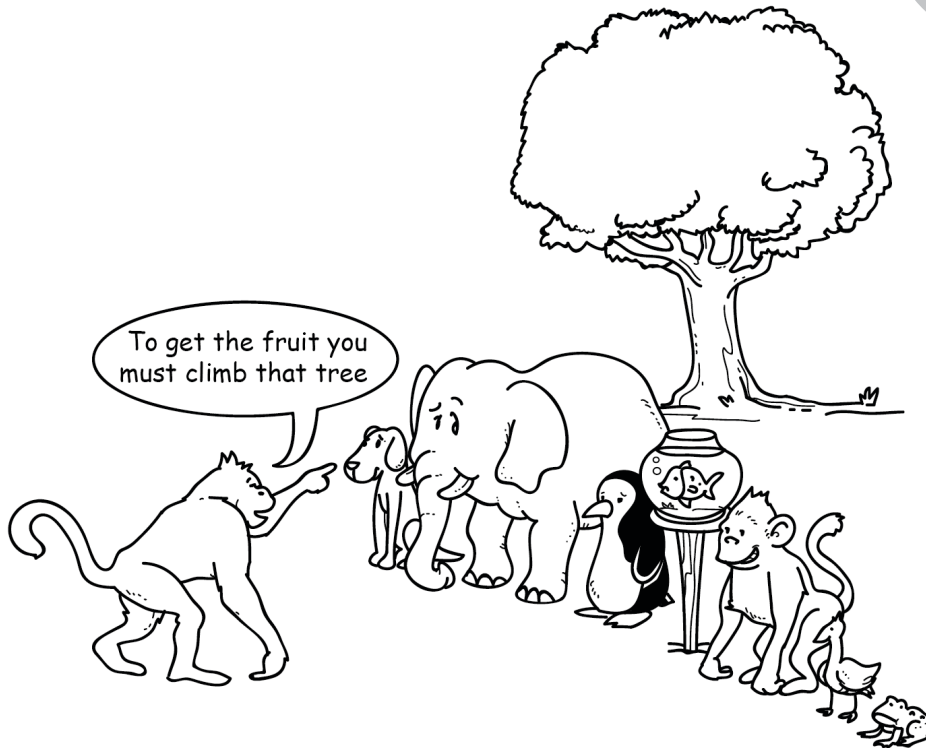
The **third circle** are the **ORGANIZATIONAL FACTORS** that might add a layer of how you experience the city: your participation on council/board, your position as a manager, supervisor, staff, student, your occupation and profession, your length of service, your union affiliation, whether you are full-time,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

The **most outer circle** are the **"ISMS" 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.

DIVERSITY WHEEL

OPPRESSIONS

ORGANIZATIONAL
COUNCIL / BOARD

SOCIAL

PERSONAL

LIFE EXPERIENCES

RACISM

HETEROSEXSIM

ABLEISM

DEPARTMENT / UNIT

EDUCATION

IMMIGRATION STATUS

MARTIAL / FAMILY STATUS

MANAGER, SUPERVISOR, STAFF, STUDENT

COLONIALISM

RACE

AGE

SEXUAL ORIENTATION

GEOGRAPHIC LOCATION

SOCIAL CLASS

HOMOPHOBIA

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

DISABILITY

INDIGENOUS ANCESTRY

PLACE OF ORIGIN

SEXISM

RELIGION / SPIRITUALITY

AGEISM

LANGUAGE

GENDER EXPRESSION

SEX

LENGTH OF TIME IN THE COMMUNITY

OCCUPATION / PROFESSION

ETHNOCENTRISM

UNION AFFILIATION

INCOME

LENGTH OF SERVICE

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 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.

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. [3]

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. [4]

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

[3] 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

[4] London Census Fact Sheet: Sheet 4. Retrieved from: https://www.london.ca/About-London/community-statistics/population-characteristics/Documents/4-%20ethnoculturalJune21.pdf

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. [5]

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.[6] These targets have been increased to 310,000 in 2018 and 330,000 in 2019.[7]

In the 1960s, Canada changed its immigration policy 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.[8] The top 10 source countries of newcomers to London are Syria, India, China, Iraq, Colombia, Philippines, United States, South Korea, and United Kingdom.[9]

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[5] 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

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

[7] 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

[8] 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

[9] 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)[10] , 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.[11]

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 God. [12]

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).[13]

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[10] 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=

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

[12] Baha, S.A. The Spirituality of Atheist an "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.

[13] 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.[14] 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: [15]

- 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.

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

[15] 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%).[16]

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[16] 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.
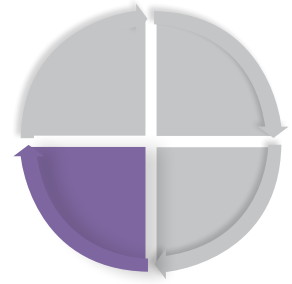
Who is not included in the work you do?

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.

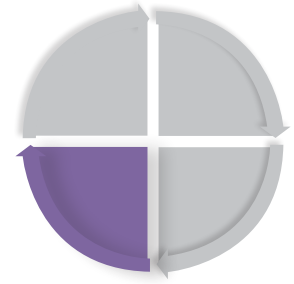- I realize that being an ally requires on-going learning.

- I listen some more.

I am an Ally, I take action.

✓ Listen ✓ Learn ✓ Support ✓ Take action

I am a champion when…

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

APPENDIX A: 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.

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?

> **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. 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?

- 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 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

Talent Development'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, workplace 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)

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?

<div style="background:teal">

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?

</div>

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 B: 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.

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)

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.

GENDER EQUITY LENS

7 STEPS TO ADVANCE AND EMBED GENDER EQUITY
MARCH 30, 2017

TABLE OF CONTENTS

1. INTRODUCTION

1.1 Rationale for a Gender Equity Lens

The Corporation of the City of London believes that equity, diversity, and inclusion must be integrated into the day-to-day work of the Corporation. This is becoming more important as the needs and diversity of the Corporation's staff and the population of London changes.

A Gender Equity Lens provides a systematic framework for considering and addressing issues when developing or reviewing policies to ensure that they are fair and meet the diverse needs of women. It allows staff to ask questions and analyze the impact of policies on women from diverse communities, backgrounds, and identities, and to adjust policies to remove **barriers** and better serve their needs.

This Gender Equity Lens was developed to help staff understand and respond to the changing composition and unique needs of women from diverse communities, backgrounds, and identities who work for the Corporation and who live and work in the City of London. It is meant to help staff positively promote gender equity within the Corporation's workforce, improve **access**[1] to programs and services, and increase participation in public life for all women. This Lens will also help the Corporation meet its obligations under the Ontario *Human Rights Code* (OHRC) by ensuring that policies are non-discriminatory and do not have an **adverse impact** on women.

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

1.2   An Intersectional Approach to Gender

Gender impacts all aspects of a woman's life. As such, women experience and navigate the city differently than men. Given the impact of patriarchy, women also have concerns about child and elder care, precarious employment, poverty, homelessness, public transit, and safety, which are different from men's concerns.

Gender not only touches all aspects of a woman's life, but it intersects with other identities to compound the impact of gender. For women from diverse communities, backgrounds, and identities, such as Indigenous women, visible minority (or racialized) women, immigrant women, women with disabilities, older women, young women, women with young children, and trans women, the issues are compounded because these women are more likely to face poverty, violence, homelessness, inadequate housing, under-employment, precarious work, lack of affordable childcare services, violence, and restrictions on their movements due to safety concerns.

Given that women from different communities face intersecting disadvantages, this Gender Equity Lens takes an intersectional approach. It will help those who develop and review policies to consider how these policies impact women from diverse communities, backgrounds, and identities.

The Diversity Wheel on the following page can be used to consider the needs and experiences of women from diverse communities, backgrounds, and identities.

The inner circle represents personal characteristics such as sexual orientation, gender identity, age, race, ethnicity, and disability. While some of these characteristics are fixed, some change over one's life.

The outer circle consists of social factors that influence one's life experiences, including education, social class, religion, marital and family status, language, and immigration status.

Some of these characteristics are protected by the Ontario *Human Rights Code*. Organizations cannot discriminate against someone on the basis of gender, race, country of origin, sexual orientation, disability, and age, among other characteristics, when the person is seeking employment, housing, or the provision of services.

Diversity Wheel
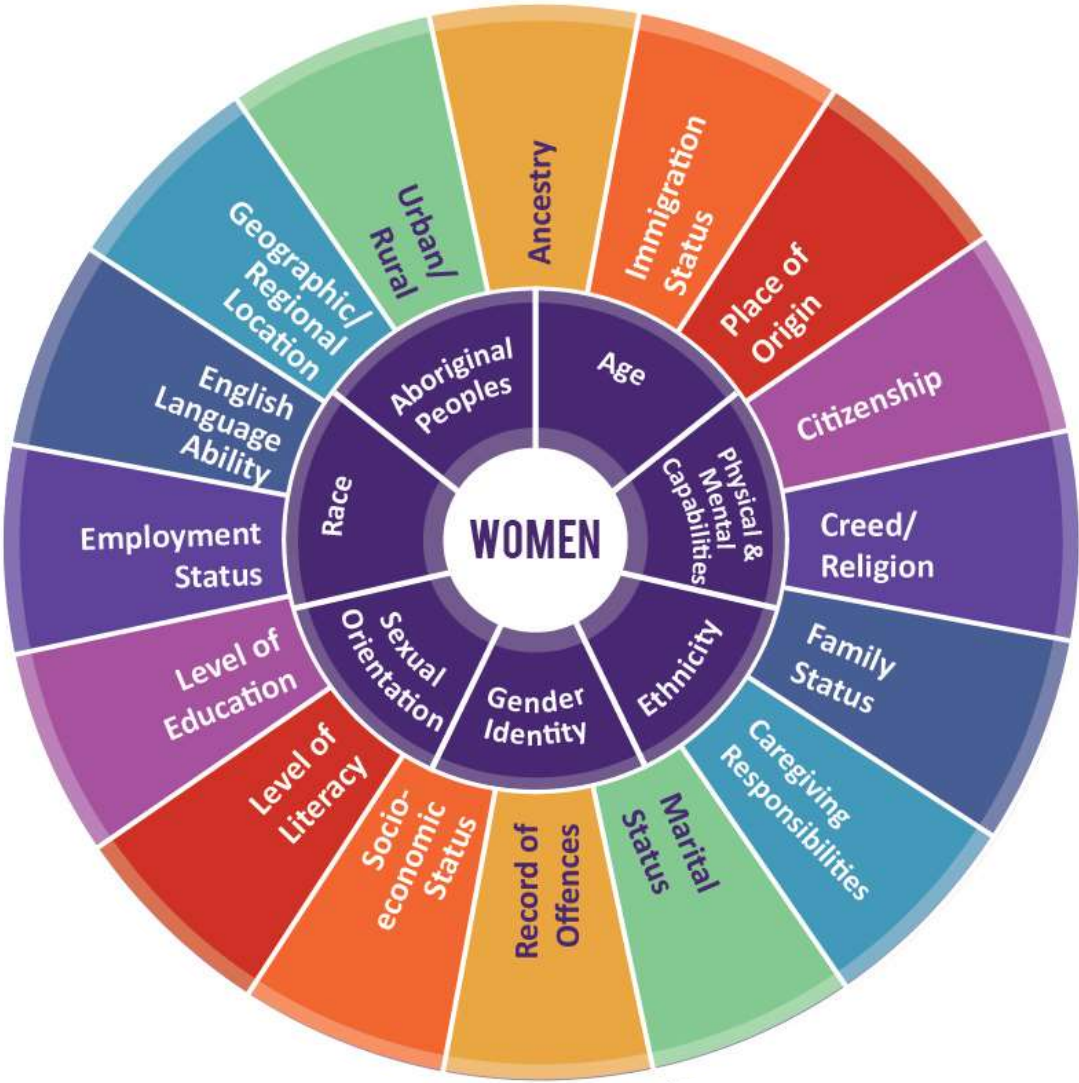
1.3 Understanding Equity

To apply this Gender Equity Lens, we need to fully understand what is meant by equity, as it is often confused with the term equality.

This picture depicts **equality.** Equality is about sameness. It promotes fairness and justice by treating everyone the same.

In this picture, all girls are given a box to help them see over the fence. The tallest girl, who doesn't need a box, still gets one, as do the other two girls, who *do* need the box. But while the box meets the needs of the girl in the middle, it doesn't meet the needs of the shortest girl.

As this picture shows, treating everyone the same may not result in equal outcomes. This can only work if everyone starts from the same place and needs the same things. In some cases, treating everyone the same may also be discriminatory. For example, requiring that everyone use stairs to enter the building may discriminate against people who use mobility devices such as wheelchairs and walkers.

In addition, the standard by which we assess individuals may create an advantage for some and a disadvantage for others. For example, in the past, municipal fire services required the applicants be 5'10" to become firefighters. While this standard treated everyone the same, it favoured men over women, because men are taller on average than women.

This picture depicts **equity**. Equity is not about treating everyone the same. Instead, it is about making sure people get what they need to achieve the same results.

Equity is about understanding that sometimes differences in characteristics or circumstances can create barriers to participation or can create unequal outcomes. So, equity may mean that resources are distributed according to need. In this example, the box is taken from the tallest girl, who doesn't need it to see over the fence, and given to the shortest girl, who does need it. The result is that everyone can now see over the fence.

This is typically called **accommodation** and is required by the Ontario *Human Rights Code*, unless it would cause undue hardship. While organizations are required to provide accommodation based on any human rights protected ground, accommodation is typically requested based on:

- <u>Disability</u>, for example, providing sign language interpretation, altering how or when job duties are performed, providing materials in alternative formats (e.g., Braille, large print);

- <u>Sex</u> (related to pregnancy), such as allowing for more frequent washroom breaks or reducing the requirement that the woman stand for lengthy periods of time;

- <u>Religion</u>, such as allowing for days off for religious observances, modifying dress codes, and providing prayer space; and

- <u>Family care responsibilities</u>, such as requiring time off to take a parent or child to medical appointments.

While individual accommodation is important and may be the best option in many cases, sometimes it makes more sense to change the barrier rather than accommodating individuals, particularly when the policy affects whole groups of people.

The wooden fence created a systemic barrier, affecting the ability of two of the three girls to see what was on the other side of the fence. **Systemic (or institutional) barriers** are embedded within the policies, practices, and culture of organizations. These policies and practices often appear neutral and may reflect how the organization has historically done things. But with an increasingly diverse population, they may create or perpetuate gender inequality.

In this image, changing the fence to a chain-linked fence means that individual accommodations are no longer needed to achieve the same outcome. All three girls can now see what is on the other side of the fence, without needing to stand on boxes.

Some examples of removing systemic barriers include:

- Offering girls-only swimming lessons so that Muslim girls and other girls can take swimming lessons;
- Moving the height requirements for becoming a firefighter;
- Ensuring that municipal locations have gender-neutral washrooms;
- Ensuring that parking is not located in isolated locations and is well lit;
- Ensuring dress codes are flexible and gender neutral;
- Considering lighting and safety concerns when designing parks and walkways; and
- Changing policies that refer to a child's "mother" and "father."

At times women as a group, or particular groups of women, may face structural, historical, and social disadvantages that prevent them from operating on a level playing field with their male counterparts or other groups of women.

This picture shows that these girls are not starting from the same position. As in real life, even though all women face barriers, some are more advantaged than others. While individual accommodation may be provided, the shortest girl is unable to see over the fence.

Policy makers should consider these **structural barriers** to ensure that the policy does not promote further gender inequality. For example, women are more likely to work in precarious jobs, earn less than men, have child and elder care responsibilities, and have concerns about their physical safety. For women from diverse communities, backgrounds, and identities, the structural barriers are compounded.

The following are examples of structural barriers:

- In many cases, women are more likely than their male counterparts to have responsibility for elder and child care responsibilities; and

- In the labour market, women are paid less than men on average. Additional identities mean that certain women face additional discrimination in the labour market. The result is that they earn less than their male and other female counterparts. These include Indigenous women, racialized women, immigrant women, and women with disabilities.

1.4   What Is Gender Equity?

Gender equity is the process of allocating resources, programs, and decision-making fairly to both males and females without any **discrimination** on the basis of sex.[2] It also includes addressing any imbalances or gender inequality in society to ensure that both males and females enjoy the full benefits of the policy being developed.

1.5   What Is a Gender Equity Lens?

Policies can impact men and women in different ways and can lead to unequal outcomes for women. They can also lead to poor outcomes for women and inadvertently reinforce harmful gender **stereotypes.** Applying a gender lens to policies will help to create gender equity by ensuring that:

- Any differences in the way policies are likely to unfairly impact women are anticipated; and

- Decisions relating to the policy are made that consider and are responsive to the particular needs of women and gender inequality in society.

A Gender Equity Lens enables staff to be systematic and consistent in their efforts to consider the impact of the policy on women by offering a series of questions that will help staff conduct a gender equity analysis. This Lens will help staff to focus on issues of gender equity and identify barriers that might otherwise be missed. It will also help staff to identify and consider possible ways to address the issues, remove the barrier, or modify the policy to better promote inclusion.

1.6   How Diverse Are Women in 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. As the Diversity Wheel shows, these 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 focus of a gender equity analysis will vary depending on the type of policy to be reviewed or developed. However, there are certain groups of women that should be considered when conducting this analysis, because they are more likely to experience exclusion and marginalization in society and as well as barriers to accessing programs and services.

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[2] Canadian Association for the Advancement of Women and Sport and Physical Activity. Retrieved from:
http://www.caaws.ca/gender-equity-101/what-is-gender-equity/

The following are descriptions of some of the groups of women to be considered when developing or reviewing Corporate policies. 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. These are not all the groups of women to consider when developing policies. The Diversity Wheel can be used to identify other groups of women to consider as well as subgroups based on the intersections of identities and characteristics. Women 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.

Aboriginal Women (First Nations, Métis, Inuit)
Aboriginal women are part of a fast-growing population throughout Canada. The Aboriginal population represented 1.3% (5,655) of the London Census Metropolitan Area (CMA) population in 2001. Since that time this population grew by 21% to represent 1.9% (6,845) of the population as of 2011. By contrast, the London population grew by only 9% during this time period.

Aboriginal women also 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.

Racialized (or Visible Minority) Women
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.[3]

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 women 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 2011, about 16% of Londoners were racialized, with one-third of this group being Latin American or Arab.[4]

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[3] 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

[4] London Census Fact Sheet: Sheet 4. Retrieved from: https://www.london.ca/About-London/community-statistics/population-characteristics/Documents/4-%20ethnoculturalJune21.pdf

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.[5]

Immigrant Women
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. The immigration target was increased to 250,000 in 2011 and increased again to 300,000 in 2016.

In the 1960s, Canada changed its immigration policy 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 2011 National Household Survey shows that London is home to 76,585 immigrants, representing 21% of the total population; almost 15% (11,410) of London's immigrants are newcomers who arrived between 2006 and 2011. The top 10 source countries of newcomers to London are Colombia, China, the United States, South Korea, Iraq, India, the United Kingdom, Egypt, Saudi Arabia, and Afghanistan.[6]

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)[7], 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.[8]

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

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[5] 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

[6] London Census Fact Sheet: Sheet 4. Retrieved from: https://www.london.ca/About-London/community-statistics/population-characteristics/Documents/4-%20ethnoculturalJune21.pdf

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

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

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 God.[9]

LGBT+ Women

While there are no statistics to confirm the number of LGBT+ (lesbian, gay, bisexual, transgender, queer, questioning, two-spirited) women in London, community organizations estimate that 10% of women are LGBT+. 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.

Older Women

London's population is aging. The number of adults who are age 65 and older grew by 11% between 2006 and 2011. In 2014, the Corporation projected that by 2016 there will be more seniors age 65 and older than there are children under age 15.[10] With women living longer than men, there are more older women than men, particularly among the oldest adults.

The Baby Boom generation (born between 1946 and 1962), which is one-third of the Canadian population, is now aged 55 to 71. 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.

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.

Women 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.[11] 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.

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[9] Baha, S.A. The Spirituality of Atheist an "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.

[10] See: City of London, Population Characteristics, Age and Gender. https://www.london.ca/About-London/community-statistics/population-characteristics/Pages/Age-and-Sex.aspx

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

In addition, people with disabilities are:[12]

- 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.

Women Living in Poverty

Some women have been born into poverty, while others experience poverty later in life. Their life circumstances, combined with systemic barriers, impact their experiences with poverty, including their access to secure, well-paying jobs.

About 10% of all women in Canada live in poverty. Some groups of women have higher rates of poverty, including:[13]

- First Nations women living off reserve — 37%
- Racialized women — 28%
- Women with disabilities — 33%
- Immigrant women — 20%
- Single mothers — 21%
- Single senior women — 16%

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

[13] Canadian Women's Foundation, The Facts About Women and Poverty. Retrieved from: http://canadianwomen.org/facts-about-women-and-poverty

1.7   Using the Gender Equity Lens

The Gender Equity Lens is intended to be integrated into the policy development process currently used across the Corporation. In this way, the gender equity analysis won't be a one-off or separate exercise, but part of the development and review of every policy. The results of the analysis should be considered when finalizing and implementing a policy. They also need to be weighed against other priorities as well as available resources. Using the Gender Equity Lens is a way of showing that the impact of a policy on women from diverse communities, backgrounds, and identities has been considered and negative impacts have been removed or **mitigated.**

The quality of the analysis resulting from using this Lens should not be measured by its length. Instead, quality should be assessed by the actions taken as a result of the analysis and the outcomes achieved when the policy is implemented.

We also need to keep in mind that creating equitable and inclusive policies, programs, and services will not happen overnight. It is a journey that requires continuous effort. As we, the organization, and our colleagues learn about gender equity and use this Lens, we will be better able to build on existing practices to remove barriers and more effectively foster gender equity. Consequently, a seemingly insurmountable challenge that we encounter this year may be easily addressed next year.

1.8   Who Should Use the Lens?

The Gender Equity Lens can be used by all those:

- Involved in policy development;
- Managers;
- Other staff as appropriate; and
- Community partners and consultants involved in policy development with or on behalf of the Corporation.

The Lens can be used across the Corporation, whether the policy impacts the internal workforce (e.g., human resources, information technology) or residents (e.g., parks and recreation, transportation). The Lens should be considered when developing new policies and can also be used when reviewing existing policies and determining how policies are to be implemented.

In some departments, there may be one person or team responsible for developing the policy, while another person or area may be responsible for its implementation. Both teams should take responsibility for using the Gender Equity Lens and ensuring the results are shared and used.

1.9   What Are the Benefits of Using the Lens?

The Gender Equity Lens will help the Corporation to:

- Better consider and address the needs of all residents and employees;

- Ensure that policies and how they are implemented do what they are intended to do – for all residents and employees;

- Assist with effectively and efficiently delivering programs and services; and

- Create a more welcoming, inclusive, and livable community.

1.10 How Should the Lens be Used?

The Gender Equity Lens was developed to be a flexible tool. While it follows a general model for policy development, it can be modified to reflect the process used across the Corporation. Since policy development is rarely a simple, linear process, overlap between the different stages is built into the Lens.

The Gender Equity Lens is meant to provide a framework and starting point for developing and reviewing Corporate policies to ensure that that all women are able to access and benefit equitably from the resulting programs and services. You may find the analysis raises additional questions that need to be explored. You and your colleagues may also find that certain questions are not relevant to the specific policy being developed. Feel free to tailor the Lens to meet your needs and answer the additional questions that may be raised.

1.11 When Should the Lens Be Used?

The Gender Equity Lens should be considered when developing new policies and can be used throughout the policy development process. It can also be used in the review of existing policies.

The best time to begin to use the Lens is at the beginning of the policy development or review process. This will help ensure that gender equity is considered throughout the process and before final decisions are made. If the Lens is integrated into the process, it shouldn't result in a duplication of effort, but instead will enrich the analysis and lead to more open and robust discussions about the potential impact of the policy on residents and employees.

1.12 Which Policies Does This Lens Apply To?

The Gender Equity Lens should be considered when developing new policies, including policies that focus on the Corporation's roles as service provider to residents as well as its role as an employer.

At the beginning of the process, you should consider the extent to which a gender equity analysis needs to be conducted, whether it is appropriate, and at which stages it is needed. In addition, the time and effort involved in the analysis should be in proportion to the scope and impact of the initiative. For example, a policy related to illegal dumping may not benefit from the use of the Gender Equity Lens, while one related to daycare subsidies may require a more in-depth and involved analysis.

There are various things to consider when determining whether to use the Gender Equity Lens and the scope of the analysis that would be appropriate. These include:

- *The scope of the policy:* Does it affect many service users and employees or the wider community?

- *Impact*: Does the policy have the potential to affect a small number of people in a significant way? Do different groups have different needs or experiences in the area the policy relates to?

- *Service changes*: Will the policy result in significant changes to how services are delivered, including reductions in services?

- *Already identified issues*: Does the policy relate to an initiative or department where there are known gender inequalities or existing barriers for women?

1.13 What If There Are No Data Available to Do This Analysis?

Data will help you to understand women from diverse communities, backgrounds, and identities and the impact a policy may have on them. Both quantitative and qualitative data are helpful for this analysis.

While quantitative data may not be available in all circumstances, lack of quantitative data should not be used as a reason for not conducting a gender equity analysis. There may be other data and information available to you that could provide insights, such as information from other municipalities or organizations. You could also collect qualitative data by consulting with the public, community organizations, diverse communities and populations, and frontline staff. In addition, the Gender Equity Lens can help identify other sources of data and information that may be available and relevant.

2. SEVEN STEPS TO ADVANCE AND EMBED GENDER EQUITY

This section details the policy development process and the key gender equity question to be considered at that particular stage.

STEP 1: FORMULATING THE POLICY

The goal at this stage is to identify the objectives of the policy and the equity issues that must be addressed in the policy development process.

Expected Outcomes

Specific equity concerns related to this policy (e.g., accessibility, affordability, cultural appropriateness) are identified. Next steps and any additional analysis are identified.

Gender Equity Questions

- Could this policy impact women differently because of their particular needs, circumstances, and concerns?

- Which groups of women will be affected by the policy? Could the policy have a greater negative impact on some groups versus others?

- Is there any evidence that the policy could create barriers for people from some communities or groups and violate the Ontario *Human Rights Code* or the *Accessibility for Ontarians with Disabilities Act*?

- Are there unintended consequences of the policy that can be anticipated at this stage? Are there barriers that might prevent the policy from being effective for women from particular communities, backgrounds, and identities?

- Because of the impact of this policy on women from particular communities, backgrounds, and identities, are there community organizations or other parts of the Corporation that need to be involved in the development or review of this policy?

- Will another department or unit be responsible for implementing this initiative? Should they be brought into the process at this point?

STEP 2: ANALYSIS

At this stage, research and data are collected and analyzed.

This step is important because it supports evidence-based policy development. The collection and analysis of data will help you to determine whether the policy and its implementation will have the intended outcomes — for women from diverse communities, backgrounds, and identities.

Expected Outcomes

You have a good understanding of the proposed initiative and how it may affect various communities and populations.

Gender Equity Questions

- Does the research and data identify direct or indirect issues to consider for diverse groups of women?

- What research and data are available for the City of London, from other jurisdictions, or in the specific field (e.g., transportation, parks and recreation, forestry, planning) to help you further understand how the policy might affect women from diverse communities, backgrounds, and identities?

- With the changing population, are there emerging trends or demographic changes that need to be considered? Are there emerging needs among various communities and populations? How can the initiative be responsive, accessible, and relevant to emerging communities and the emerging needs of existing communities?

- How can this policy promote gender equality by recognizing the structural, historical, and social disadvantages that prevent women and men from operating on a level playing field?

- Are there unique needs or circumstances of certain communities that need to be considered and/or accommodated?

- How can the policy support equitable outcomes and accessibility at the outset?

Additional Considerations

- Are there gaps in your knowledge about the issue or specific communities? Are there additional data that you need to collect to conduct your analysis, e.g., client satisfaction surveys, usage data, etc.? Are there research reports or other information available to you — either about the specific populations or within your field — that could help you further understand the implications of the available data?

- Is there other parts of the Corporation that may have information on the specific population or issues that may support your analysis or provide further insights? Are they doing work on which you can build or piggyback?

- Is there information or are there insights that you could share with other parts of the Corporation to support their understanding of issues or various populations?

- Have you considered collecting information about under-served groups in the community? What information can be collected from frontline staff about under-served groups? What information can be provided by community agencies about these populations and their limited use of these programs or services?

- Are there community agencies that may be able to assist you in collecting or analyzing data or further understanding diverse communities and the impact of the issues on these communities?

STEP 3: CONSULTATION

Where possible and appropriate, consult with stakeholders and residents to identify the potential impact of the policy and identify ways to support gender equity and mitigate any negative impacts.

Ensure that consultations are inclusive of diverse communities who often face barriers to participation. This means that specific, targeted outreach and accommodation may be needed to encourage and support their participation.

Expected Outcomes

Where possible and appropriate, key populations and stakeholders are consulted.

The Corporation has a better understanding of the proposed policy and its impact on women from diverse communities, backgrounds, and identities.

The Corporation understands how the proposed policy could be modified to mitigate any negative impacts and to support better outcomes for all communities.

Gender Equity Questions

- Who should be consulted to provide insights into the impact of the policy on women from diverse backgrounds? What is the best way to consult?
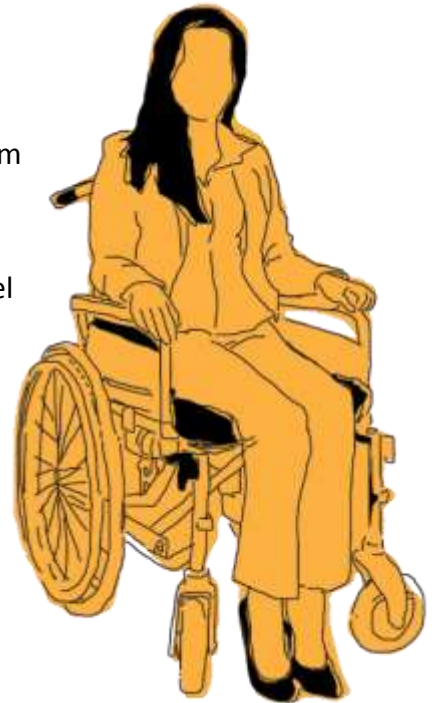
Pre-consultation

- How can you ensure those most affected by the policy are heard from? How can you ensure their perspectives are included and not overshadowed by the concerns of the larger population or other groups?

- Are there staff, service areas, and advisory committees that should also be consulted?

- Have other parts of the Corporation consulted on similar issues or with similar communities? What can you learn from those consultations?

- At this stage, it is important to consider the consultation process to ensure that:

    (1) Members of diverse communities know about the consultations and feel invited to participate.

        o Are there populations likely to be missed by only using conventional methods of consultation? (Involving community agencies and community leaders from under-served groups in your consultation will help you to understand the needs and issues of those who are most marginalized.)

- o   What outreach is needed to reach specific communities or groups of people? Is information distributed through relevant community partners?

- o   Is information about the consultations available in other languages?

- o   Are there staff, service areas, or community agencies which have experience with these specific communities and therefore can help you with the consultations?

- o   If a community you are reaching out to is still not engaging, what can you do to increase their engagement?

(2)   The consultation is held in a location that is physically accessible to those who use mobility devices and easily accessible by those who use public transit.

(3)   The structure and format of the consultation accommodates the needs and supports the participation of diverse populations.

- o   Have you asked about and provided accommodation, such as ASL interpreters, interpreters for those who speak other languages, etc.?

- o   How can you structure the consultation to ensure that everyone can fully participate, e.g., small group discussions rather than a large group forum?

- o   Are there other approaches that will help to ensure that everyone is able to fully participate?

Post-consultation

- • Do you need additional support to interpret the findings from the consultations or understand how the policy can address the issues raised?

- • How will you report back to those consulted so that they feel that they were heard and that their perspectives have been considered?

- • Is further consultation needed at different stages of the policy development process?

STEP 4: DEVELOPING THE POLICY

At this stage, all the information, data, and consultation findings are brought together to identify and analyze the issues. Options to address the impact of the policy are considered, and the related consequences evaluated. The policy is further developed and implementation options are chosen.

In the case of a new policy, decision-making is likely to focus on whether to adopt the policy. If you are reviewing an existing policy, the decisions will be around whether and what type of changes are needed.

These decisions will be based on three important factors:

- The purpose of the policy;

- The identified impact the policy will have on specific communities; and

- The options for mitigating any adverse impacts and options for promoting gender equity, balanced by other priorities and available resources.

The goal is to ensure that gender equity is given proper consideration alongside other legal and civic responsibilities. Final decisions that are made will involve careful balancing and will ultimately represent the best accommodation of different interests. Ensure that the decisions made can be explained, particularly where the data can be interpreted in different ways.

Expected Outcomes

The data as well as feedback from the consultation are considered. How the policy can be modified or other options available to address the issues are considered.

The information, tools, and resources that staff will need to support the equitable implementation of this policy are identified.

Gender Equity Questions

- What barriers or impacts (both positive and negative) have been identified? Are there competing issues or rights that must be balanced?

- Where possible and appropriate, can the policy be modified to address the issues raised? Are there other options that might mitigate negative impacts on various communities and populations?

- Does the final policy consider the insights from the groups consulted, where appropriate?

- What supports (e.g., training, resources) will be needed by Corporation staff to support the equitable implementation of this policy?

Additional Considerations

- Are there potential opportunities to promote gender equity and ensure equitable outcomes for women from diverse communities, backgrounds, and identities?

- Is there other research that needs to be conducted at this point to help you understand communities and populations that may face barriers and inequities related to this policy?

- Does the knowledge of staff about diverse communities and populations need to be strengthened? How can this be integrated into the communications or training that staff will receive about the policy?

- Is the proposed policy likely to affect relations between certain communities or groups? For example, if accommodation is seen as favouring a particular group or denying opportunities to another, how can this be addressed?

- Having considered the potential or actual impacts of the policy on the diverse communities, you should be in a position to make an informed decision on what should be done. There are four possible options:

(1) No major change. The gender equity analysis suggests that there is no existing or potential adverse impact and that all opportunities to promote gender equity have been taken.

(2) Adjust the policy to remove barriers or better promote gender equity.

(3) At times other considerations may outweigh or override gender equity considerations, such as public safety or operational considerations.

(4) Discontinue the policy. If the analysis shows actual or potential human rights violations, the policy should be discontinued or changed.

STEP 5: APPROVAL OF THE POLICY

At this stage the policy is submitted for approval. Information about the gender equity analysis should be provided to decision-makers, because it is not only important to conduct a gender equity analysis, but it is also important for decision-makers to be aware that this analysis has been conducted and to be fully aware of the findings and how they were addressed.

Expected Outcomes

Decision-makers are aware of the implications of the proposed policy, the options considered, and the proposed modifications.

Decision-makers are made aware of how the policy will be monitored and evaluated to identify issues that become evident after implementation.

Gender Equity Questions

- How will decision-makers be informed of the gender equity analysis and its outcomes, e.g., could a "gender equity statement" be included in the report?

- What specific barriers and strategies for addressing or mitigating these barriers will be discussed with or presented to decision-makers?

- How will the policy be monitored and evaluated to identify issues that become evident after implementation? Are there cost implications associated with monitoring and evaluation?

STEP 6: IMPLEMENTING THE POLICY

At this stage, the policy is operationalized, communicated, and implemented.

Expected Outcomes

Staff responsible for implementation understand the various needs and issues of women from diverse communities, backgrounds, and identities.

Mechanisms are in place to monitor the implementation of the policy and identify any unexpected issues that arise.

Information about this policy is shared with members of various communities and populations.

Gender Equity Questions

- How will gender equity be supported, both in how the policy is implemented and in ensuring equitable outcomes for women?

Monitoring the implementation of the policy

- How and what type of data will be collected to monitor implementation and the impact of the policy on women from diverse communities, backgrounds, and identities?

- Are there good gender equity practices from other cities, departments, or community organizations that can inform your implementation of this policy?

- Will continued engagement or partnering with the various communities support the monitoring and evaluation of this policy?

Staff responsible for implementing the policy

- What information needs to be communicated to staff? Are there tools and resources that need to be developed to support them to effectively implement the policy? Do they need to learn more about gender equity? Do they need to develop their understanding of certain communities?

- How will staff be provided with the supports (e.g., training, resources) needed to support the equitable implementation of the policy?

- Do internal communication materials help staff to understand the various needs and issues of women from diverse communities, backgrounds, and identities?

Communicating with the public about the policy

- Do communication strategies target and address the needs of women from diverse communities, backgrounds, and identities?

- Do communication materials reflect women from diverse communities, backgrounds, and identities?

- Do your communication materials, such as brochures and ads, get out to the community organizations and networks that serve women from diverse communities, backgrounds, and identities you need to reach? How can you target communications to under-served communities?

- What specific strategies could be used to reach these communities, e.g., community partners, advertising in community and alternative newspapers?

- Are the posters and displays in the office or program areas reflective of the full diversity of women in the city of London?

STEP 7: MONITORING AND EVALUATION

At this stage, the policy is monitored and its implementation and impact are evaluated, where possible and appropriate.

Closely monitoring implementation could make sure that the policy has the positive effect intended and that any barriers or inequalities that arise after implementation are identified and addressed.

Expected Outcomes

The Corporation has a good understanding of the actual and unanticipated impact of the policy on various communities and populations.

Gender Equity Questions

- How will the impact of the policy on diverse groups of women be assessed?

- Is feedback or data on the impact of the policy on women collected from stakeholders, residents, program and service users, as well as staff? Is it collected in a way that allows everyone to provide input? Is the feedback and data analyzed and used to improve the policy?

- Are there factors that affect the impact of the policy on women from diverse communities, backgrounds, and identities? Are there factors that limit the positive impact of the policy on women from diverse communities and populations?

- How can the policy be changed to mitigate any negative impacts or barriers?

- Can the Corporation collaborate with stakeholders to monitor and evaluate the policy?

- Are there any unanticipated supports (e.g., training, resources) needed by staff to address the needs of diverse communities and populations?

- Will a formal review of the policy be conducted? At which point?

- Are there appropriate triggers that could indicate the policy is not having the intended outcomes and suggest that it needs to be modified?

APPENDIX A: Terms and Concepts

Terms and Concepts

Access

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

Accommodation

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. (See Equity)

Accommodation includes providing additional 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.

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;
- Gaining 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.

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.

Barrier

Barriers can be hidden, invisible, or visible obstacles. Barriers can be physical, attitudinal, social, financial, geographic, or systemic obstacles that prevent or limit the participation of certain groups in programs, services, or processes. Examples of barriers include language barriers, locations that are not accessible, and staff who are not culturally competent.

Equality

Begin equal, especially in status, rights, and opportunities.

Equity

Equity occurs when people from diverse communities and populations are able to access programs and services and also receive equal benefits from these programs and services. Equity does not mean treating everyone the same, and may in fact mean accommodating the different needs of some groups. (See Accommodation)

Discrimination

Treatment that results in disadvantages in the provision of housing, health care, employment, and access to goods, services, and facilities on the basis of personal characteristics such as race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, age, marital status, same-sex partnership status, family status, or disability. There are four types of discrimination:

- **Intentional Discrimination** — deliberate, unfair practices and policies stemming from prejudice or ill-will;

- **Overt Discrimination** — granting or denying opportunities only to specific groups or individuals;

- **Systemic Discrimination** — formal and informal policies and practices that result in the unfair treatment of specific groups; and

- **Constructive Discrimination** — rules and standards that apply to all employees but have a negative impact on a specific group.

Intersectionality

Intersectionality refers to when forms of discrimination (such as sexism, racism, homophobia, and classism) combine, overlap, and intersect. This then compounds the impact of discrimination and marginalization on the individual. As such, the intersectional experience is greater than the sum of the types of discrimination experienced. For example, a Black trans women would have a very different experience than someone with only one of those identities.

Mitigate

Mitigation is when measures are put in place to lessen the negative effects of a policy or program on certain groups. For example, allowing individuals to pay fines only in person may cause difficulties for those with mobility issues. This negative impact could be mitigated by allowing people to pay fines online or through the mail.

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. (Source: City of Ottawa)

Structural barriers

Barriers across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege men and disadvantage women. (Adapted from The Annie E. Casey Foundation)

Systemic (or institutional) Barriers

Barriers that are usually hidden in the rules, procedures, policies, and operations of organizations that limit the access to goods, services, programs, and facilities and economic, social, cultural, and political participation of people from diverse groups.

Appendix C

Employee Demographic Profile Survey

The Employee Demographic Profile Survey is used to track the demographics of new employees on an ongoing basis. This survey is offered to all new and returning employees attending the City's Corporate Orientation Program and participation is voluntary.

EMPLOYEE DEMOGRAPIC PROFILE BREAKDOWN PERMANENT AND LONG-TERM TEMPORARY EMPLOYEES								
Group	Nov 2017 - Mar 2018		April - Sept 2018		Oct 2018 - Mar 2019		April – December 2019	
	#	%	#	#	%	#	#	%
Women	20	38%	20	43%	26	32.5%	31	58.5%
LGBT+	2	4%	3	7%	5	6.3%	4	7.5%
Indigenous Peoples	0	--	0	--	1	1.3%	1	1.9%
Racialized Persons	9	17%	12	26%	13	16.3%	18	34.0%
Persons with Disabilities	4	8%	2	4%	7	8.8%	7	13.2%
Immigrant (2011 and later)	0	--	2	4%	1	1.3%	16	30.2%
Number of Respondents	**52**	**--**	**46**	**--**	**80**	**--**	**53**	**--**

EMPLOYEE DEMOGRAPIC PROFILE BREAKDOWN SEASONAL AND CASUAL EMPLOYEES								
Group	Nov 2017 - Mar 2018		April - Sept 2018		Oct 2018 - Mar 2019		April – December 2019	
	#	%	#	#	%	#	#	%
Women	86	67%	51	49%	175	59.5%	92	65.2%
LGBT+	7	5%	8	8%	21	7.1%	23	16.3%
Indigenous Peoples	0	--	0	--	1	0.3%	2	1.4%
Racialized Persons	37	29%	21	20%	58	19.7%	58	41.1%
Persons with Disabilities	13	10%	18	17%	41	13.9%	21	14.9%
Immigrant (2011 and later)	10	8%	5	5%	14	4.8%	37	26.2%
Number of Respondents	**128**	**--**	**104**	**--**	**294**	**--**	**141**	**--**

NOTES:

- Employees can belong to more than one group, therefore the total number of women, with LGBT+ and Indigenous, etc., will not add to the total number of respondents.
- Some people did not answer the question about whether they are permanent or temporary. Therefore the total number of women may not equal permanent women and temporary women.
- The status of immigration date of 2011 and later is asked so we can ascertain if we are hiring from the category of the newcomers that have historically had difficulty finding meaningful employment in their chosen fields.

City of London
Employee Demographic Profile Survey
New Hires, April to December 2019

Service Areas	TOTAL SURVEY RESPONDENTS	Demographic Group					
		Women	LGBTQ+	Indigenous	Racialized	PwD	New Immigrant
Development and Compliance Services	11	*	*	0	*	*	*
Environmental and Engineering Services	15	*	*	0	*	*	*
Finance and Corporate Services	9	*	*	*	*	*	*
Housing, Social Services & Dearness Home	36	28	*	0	21	*	15
Dearness Home	32	26	*	0	19	*	15
Neighbourhood, Children & Fire Services	41	21	*	0	*	*	*
Parks & Recreation	43	32	*	0	10	*	*
Legal & Corporate Services	5	*	0	0	*	0	*
City Manager's Office	8	*	0	0	*	*	*
Planning	0						
Mayor's Office	3						
No Answer	28	24	*	*	21	*	13
TOTAL	**199**	**123**	**27**	**3**	**76**	**28**	**53**

* Cell sizes <10

While the Corporation hiring of racialized employees is reflective of the community, the hiring is not evenly distributed across all service areas and departments. As the table shows, while Dearness Home hired 16% of the new hires who completed the Survey (32 of 199), it hired 25% of all racialized new hires (19 of 76).

City of London
Employee Demographic Profile Survey
New Hires, April to December 2019

Level	TOTAL SURVEY RESPONDENTS	Demographic Group					
		Women	LGBTQ+	Indigenous	Racialized	PwD	New Immigrant
Employee with no direct reports	157	102	20	*	55	23	37
	100%	65.0%	12.7%	--	35.0%	14.6%	23.6%
Supervisor/manager or senior manager with direct reports	29	16	*	*	15	*	11
	100%	55.2%	--	--	51.7%	--	37.9%
No answer	13	5	*	0	6	*	5
	199	**123**	**27**	**3**	**76**	**28**	**53**
TOTAL	**100%**	**61.8%**	**13.6%**	**1.5%**	**38.2%**	**14.1%**	**26.6%**

* Cell sizes <10

This table shows the number of the equity-seeking groups hired from April to December 2019, by level.

It shows that the Corporation progress is being made to hire some groups into supervisory and management positions. In particular racialized and new immigrants make up a larger proportion of hires into supervisory and management positions (52% and 38% respectively) than they make up of employees with no direct reports (35% and 24%).