



A City For Everyone
Une ville pour tous



Equity & Inclusion Lens Handbook



Version 2018



This Handbook is part of a toolkit that includes Snapshots about specific groups of people who risk exclusion, and other materials to assist you. To access them in an electronic version, visit the City of Ottawa internal site ([Ozone](#)) or [ottawa.ca](#).

Second edition: 2015; First Edition: 2010
City of Ottawa and City for All Women Initiative (CAWI)



With funding from Status of Women Canada



Status of Women Canada **Condition féminine Canada**

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

We welcome your feedback and comments on this Handbook and the Snapshots. Please feel free to contact us at EILens@ottawa.ca

Equity & Inclusion Lens Handbook

Table of Contents

- A Message from the City Manager 4
- Why an Equity and Inclusion Lens? 6
- Using this Handbook 8
- Terms to Get Started 10
- Consider Your Diversity 13
- Check Assumptions 15
- Ask About Inclusion 19
- Be An Ally — Take Action 20
- Apply to Your Work 21
 - Communications 24
 - Engaging Community and Staff 26
 - Gathering Information / Research 28
 - Leading and Supervising 30
 - Monitoring and Evaluation 32
 - Planning — Services, Projects / Programs, Events 34
 - Policy Development 36
 - Recruiting and Hiring Staff and Volunteers 38
 - Strategic Planning 40
 - Training Staff and Volunteers 42
 - Working with People 44

- Appendices:**
- Appendix A: City of Ottawa Commitments 46
- Appendix B: Support Systems 48
- Appendix C: Acknowledgements 49

A Message from the City Manager

The Equity and Inclusion Lens is an important tool to support the work of City staff, management and Council. This tool was developed in partnership with the City for All Women Initiative with the generous contributions of the community and through a partnership grant between the City of Ottawa and Status of Women Canada.

The Equity and Inclusion Lens helps us to be consistent and coherent in our efforts to move equity and inclusion forward in our services, through our people and to the benefit of our city. By applying the lens to our work we can:

- generate better solutions by incorporating diverse perspectives
- take positive steps to remove systemic barriers and promote inclusion
- create a more positive and respectful work environment
- achieve improved client satisfaction

The City believes in a city for everyone – not because it is required through federal, provincial and municipal legislation and policies – but because we all benefit when people are included. Our community is becoming more and more diverse and so are the needs and aspirations of its residents. For this reason, we need to incorporate this reality into how we plan and deliver programs and services so we can remain relevant, meaningful and effective.

I urge you all to make the lens part of your daily work and reflect it in your goals and outcomes. In doing so, we will demonstrate that Ottawa is a city for everyone.

Steve Kanellakos
City Manager



A City For Everyone Une ville pour tous

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

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

Visit the Snapshots to see what a city for everyone means for specific communities of people.

Why an Equity and Inclusion Lens?

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



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

You can use the Equity and Inclusion Lens to:

- Become more aware of diversity around you
- Incorporate a diversity of perspectives to strengthen the capacity of work teams
- Create a positive and respectful work environment
- Create a workforce and services representative of the community
- Address systemic barriers and inequities people face

Who is the Lens for?

The Lens is for everyone.

- Councillors and their staff
- City management and staff
- Community partners, consultants and businesses providing services in conjunction with or on behalf of the City
- External bodies or community agencies that choose to use the Lens

Resources

This Handbook is one of many resources available to help you apply the Equity and Inclusion Lens. Others include:

- **Snapshots, pp. 16**
Quick reference documents on people who are at risk of exclusion.

Aboriginal Peoples

Persons Living in Poverty

Francophones

Racialized People

LGBTQ

Rural Residents

Immigrants

Women

Older Adults

Youth

Persons with Disabilities



- **Training**
- **Diversity Cafés, pp. 18**
- **Diverse-City Calendar and other tools available on Ozone, pp. 18**
- **Support Systems, Appendix**

Using this Handbook

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

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

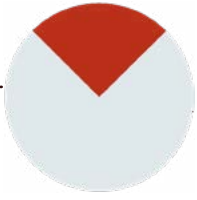
The end result is that we become an ally and take action.



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

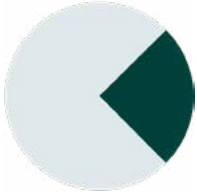
**What could contribute
to this exclusion?**

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



Consider Your Diversity

Recognizing diversity within ourselves and others can help us understand how multiple factors influence the way we provide services, design policies and programs, or interact with staff and residents.



Check Assumptions

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



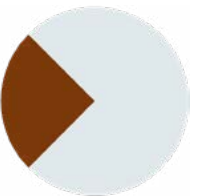
Ask about Inclusion

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

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?



Apply to Your Work

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

- Communications
- Engaging Community and Staff
- Gathering Information / Research
- Leading and Supervising
- Monitoring and Evaluation
- Planning: Services, Projects/ Programs, Events
- Policy Development
- Recruiting and Hiring
- Strategic Planning
- Training
- Working with People



Be an Ally, Take Action

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

Terms to Get Started

Equity

What is the difference between the three cartoons?



In the first image, three boys of different heights are standing on boxes of the same height to help them look over a wooden fence to watch a ball game, but the shortest boy cannot see over the fence. It is assumed that everyone will benefit from the same supports.

They are being treated equally.



In the second image, the tallest boy has no box, the second tallest boy has one box and the shortest boy has two boxes to stand on, so that they all are able to see over the fence at the same height. They are given different supports to make it possible for them to have equal access to the game.

They are being treated equitably.



In the third image, the fence has been changed to a see-through fence. All three can see the game without any supports or accommodations because the cause of the inequity was addressed.

The systemic barrier has been removed.

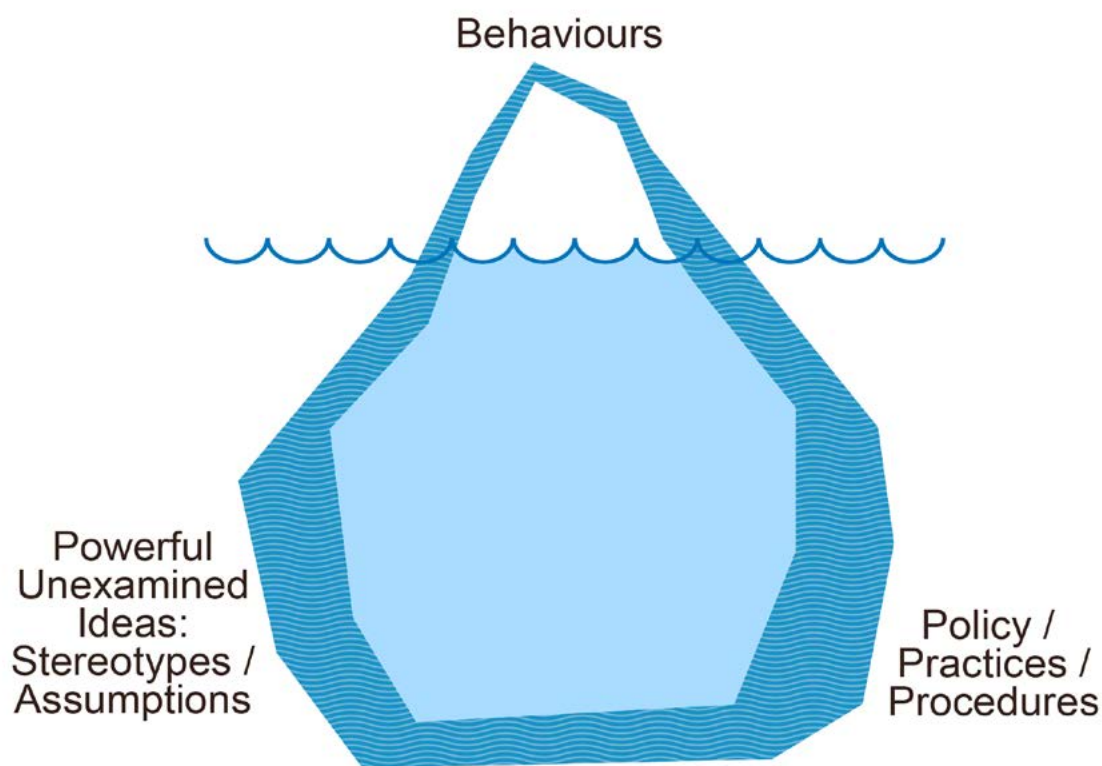
Equity is treating everyone fairly by acknowledging their unique situation and addressing systemic barriers. The aim of equity is to ensure that everyone has access to equal results and benefits.

Terms to Get Started

When we see people treating each other unfairly, we may think that just by changing the behaviour, the problem is addressed. However, we need to look below the surface to see what is really going on.

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

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



Systemic Barriers

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

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

Terms to Get Started

Diversity

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

Assumptions

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

Stereotypes

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

Inclusion

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

Privilege

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

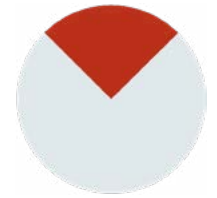
Ally

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

Champion

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

Consider Your Diversity



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

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

This is called **intersectionality**.

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

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

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

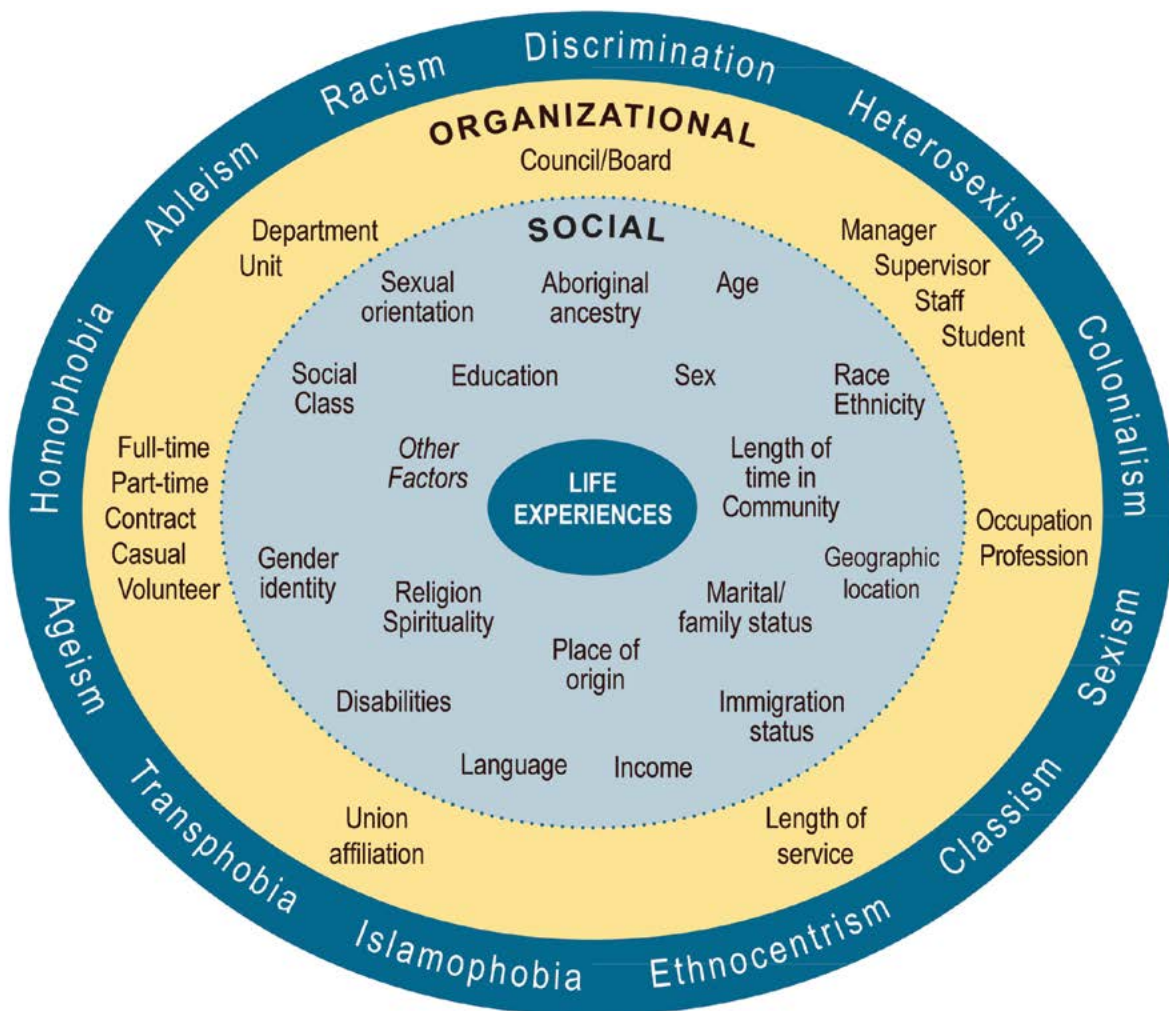
THE **third circle** are the **ORGANIZATIONAL FACTORS** that might add a layer of how you experience the city: your participation on council/board, your position as a manager, supervisor, staff, student, your occupation and profession, your length of service, your union affiliation, whether you are full-time,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

THE **most outer circle** are the **“ISMS” or overarching systems of power** that indirectly and directly impact your life such as: racism, discrimination, heterosexism, sexism, classism, ethnocentrism, transphobia, ageism, homophobia, and ableism.

When we reflect on our own experiences, we can go the next step to ask to what extent this relates to the degree to which we will experience inclusion or exclusion (privilege or marginalization) in a given situation or context. Sometimes we experience both.

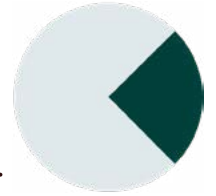
Take a few moments to identify areas in your life where you have had advantages or disadvantages. In some areas of your life, you may find it has been both an advantage and disadvantage at different times in your life.

- Underline advantages
- Circle disadvantages

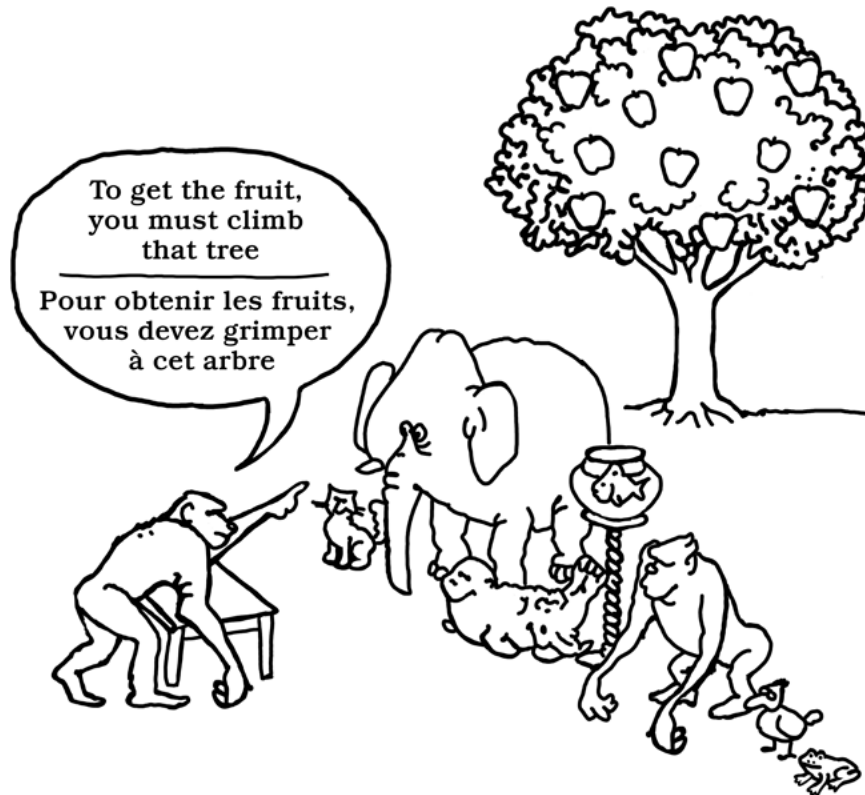


How can you use your experiences to understand and become an ally for people experiencing exclusion in your work?

Check Assumptions



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



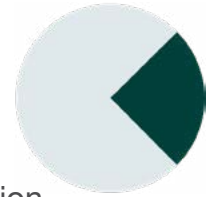
What are the assumptions taking place here?

Does this happen in our workplace?

Does this happen in the services we provide?

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

Check assumptions! • Be Curious! • Stay Curious!



SNAPSHOTS

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

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

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

To visit the Snapshots, click below, visit Ozone/ottawa.ca contact us at EILens@ottawa.ca.

Aboriginal Peoples (First Nations, Inuit, Métis)

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

Francophones

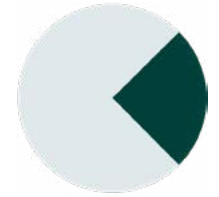
We are a distinct community in Ottawa, while also being part of all the other communities. Among us, there are Francophones with disabilities, Francophones living in poverty, young and senior Francophones, racialized Francophones, Francophone immigrants, and Aboriginal Francophones.

LGBTQ (lesbian, gay, bi-sexual, trans, queer)

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

Immigrants

We are from all over the world and have chosen to make Canada our home. Our diverse cultures enrich the city. We wish to contribute our many skills and experiences to strengthening our neighbourhoods, workplaces and the city. In Ottawa, we are growing at twice the rate of the general population and will be key in replacing the aging workforce.



Older Adults

By the year 2020, more than one in six Ottawa residents will be over the age of 65, as more of us will be entering the later years of our lives. Many seniors today remain physically fit, active, and continue to overcome countless challenges in our daily lives; and we experience our senior years differently if we are women, immigrants, racialized, LGBTQ, or Aboriginal.

People Living in Poverty

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

People With Disabilities

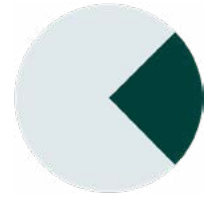
We are parents, professionals, workers, students and volunteers. The challenges we face may be physical or mental; from birth or acquired later in life. We are from different life circumstances. We wish to participate fully in the life of our city. Our accessibility gets limited not because of our disability,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

Racialized People

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

Rural Residents

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



Women

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

Youth

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

Want to learn more?

Participate in a Diversity Café

Diversity Cafés present a unique opportunity for staff to become allies and champions by hearing first-person accounts about real-life experiences of diversity, in a casual and conversational forum. Subject matter experts with rich lived experience, and groups of participants who are interested in learning and asking questions, come together to engage in a dialogue that ultimately raises awareness about important issues that impact us all. The Café is a safe environment to express opinions, share views and experiences, and respectfully ask questions. Information about Diversity Cafes is advertised through internal newsletters (e.g. In the Loop) and email.

Consult the Diverse-City Calendar

“The Diverse-City Calendar” is part of the Equity and Inclusion Lens toolkit. This calendar sets out religious, historical, cultural and international days and provides links to external sites with information about the celebrations. The Calendar is a wonderful tool for staff and managers to use on daily activities, to raise awareness about diversity and inclusion, and to use in daily interactions with co-workers and the community we serve.

To help you in scheduling events or projects that are in tune with dates that are important to specific cultures or people, consult the City of Ottawa [Diverse-City Calendar](#) on [Ozone](#).

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

Ask About Inclusion



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

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



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

**What could contribute
to this exclusion?**

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

Be An Ally — Take Action

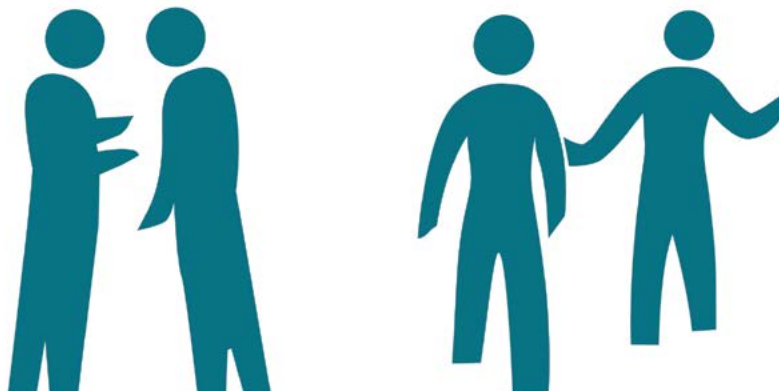
I am an Ally when...

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

It is not enough to say I did not intend to be hurtful; it is the actual impact that matters regardless of my intentions

I am an Ally, I take Action

✓ Listen ✓ Learn ✓ Support ✓ Take action

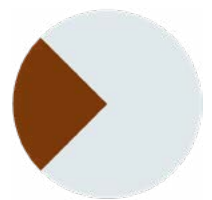


I am a champion when...

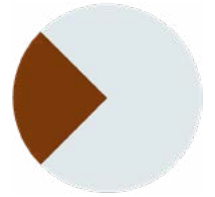
I take the initiative to join with others in creating change in the organization or wider community.

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

Apply to
Your Work



Apply to Your Work



After asking yourself three questions about inclusion,

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

start to apply these answers to your work.

- **Communications** (pp. 24)
- **Engaging Community and Staff** (pp. 26)
- **Gathering Information / Research** (pp. 28)
- **Leading and Supervising** (pp. 30)
- **Monitoring and Evaluation** (pp. 32)
- **Planning: Services, Projects, Events** (pp. 34)
- **Policy Development** (pp. 36)
- **Recruiting and Hiring** (pp. 38)
- **Strategic Planning** (pp. 40)
- **Training** (pp. 42)
- **Working with People** (pp. 44)

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

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

one

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

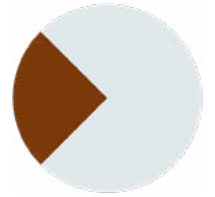
two

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

three

Consider what you are already doing and what you can do differently to ensure inclusion. Note your ideas on the [worksheet](#) pp.23.

Apply to Your Work



Equity and Inclusion Worksheet

Who is not included in the work you do?

What could contribute to this exclusion?

What are you already doing to promote inclusion?

What can you do differently to ensure inclusion?

Aboriginal Peoples

Francophones

LGBTQ

Immigrants

Older Adults

**Persons with
Disabilities**

**Persons Living
in Poverty**

Racialized People

Rural Residents

Women

Youth

Who Else?

Consult Shapshots

COMMUNICATIONS



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

1. Have we considered all possible target audiences? Who might be at risk of exclusion?
2. What specific communication strategies are needed to reach them? (e.g., working with community leaders, bulletin boards, community newspapers, social media)
3. Do our communication materials get out to the community organizations and networks that serve the diverse populations we need to reach? Do we check periodically to ensure materials are stocked and being used?
4. How do the messages we are communicating foster inclusion, respect and equity?
5. Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?
6. Is the medium easily accessible and understood by the full diversity of our target audience? (e.g., plain language, accessible formats, graphics, multiple languages, both online and print, voicemail)
7. Have we considered what populations will be missed by only using certain methods? (e.g., online or social media communications) What other approaches might we use?
8. Have we considered if there is a budget or alternative resources 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.

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

Communications

LEAD PIPE REPLACEMENT

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

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

- communicate with residents in clear, plain language;
- reach out to the public through other means than direct mail, such as brochures placed in key locations; and
- consider other means of communicating the program to the public.

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

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Assessed who was at risk of not being reached in current communications
- ✓ Identified ways to reach specific populations
- ✓ Used a range of methods to get the word out
- ✓ Realized importance of using plain language, elimination of the passive voice in text
- ✓ Plan to apply the principles learned in other programs

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?
3. Which employees, department or community agencies with experience in these specific communities can help us do outreach?
4. Is there a history – between city and community, or between communities – that you need to consider? How will we ensure everyone is heard?
5. Is the language we use in our promotion materials 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?

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

Engaging Community

PRESTO IMPLEMENTATION

In 2012 Transit Services began planning for the Presto card implementation as this was a significant change for our customers and staff. Employees recognized that particular segments of the population may have more questions and unique needs in order for them to successfully embrace the Presto card. Community consultations were held with community agencies, City employees who work with target groups and members of diverse communities to ensure that their concerns were addressed from the beginning.

The Presto implementation team outreached to Aboriginal Peoples, women, older adults, youth, people living on low-income, people with disabilities, and immigrants.

The consultation was conducted through stakeholder group meetings, focus groups and meetings with target groups. Whenever possible, consultations were conducted at existing meetings or in the community to allow for higher turnout. Suggestions were received about communications, outreach, and design.

The feedback received from these sessions directly influenced the outcome of the roll out of the Presto card. The Presto roll out was extremely successful due to the consultation and considerations given to these particular segments. All groups were appreciative of the extra efforts made to reach out to them to ensure that they understood the new technology and were given the opportunity to learn and ask questions in an environment that they were comfortable with.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Considered diversity within the population from the onset of the project
- ✓ Developed an outreach plan that specifically targeted diverse groups and stakeholders
- ✓ Used multiple methods to obtain information from target groups
- ✓ Went to the community and used existing meetings to consult with diverse groups
- ✓ Took into consideration the findings of the targeted consultations in the Presto implementation plan
- ✓ Tailored the community outreach to specific target groups

GATHERING INFORMATION / RESEARCH



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

1. Will our data gathering plan identify specific areas where we may unintentionally limit equity and inclusion ? (e.g., safety, accessibility, affordability, cultural specificity, family responsibilities, access to decision making, racial profiling)
2. What current statistics or demographic data would help us understand the people or communities that face systemic barriers and inequities in relation to the issue in question?
3. Will data gathered capture the diversity of the population? (i.e. broken down to make differences visible e.g. - “disaggregated”)
4. When using gender-neutral language (people, head of household, the homeless, sole-support parent, immigrants), are we also distinguishing differences between women and men in that specific group? (e.g. female heads of household versus male heads of household)
5. Do the research questions help us identify who may be excluded and what is needed to ensure they will benefit?
6. Are we making any assumptions that we need to verify? (e.g., all parents in a program will be heterosexual)
7. How might you consult with the people most affected by this issue to ensure the reliability of your data, approach and findings? (e.g. ask community leaders about the cultural appropriateness of the data or approach)
8. Have we consulted with other staff, 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?

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

Gathering Information and Research

OLDER ADULT PLAN

In October 2012, the City of Ottawa adopted the Older Adult Plan (OAP); an action plan containing 74 concrete actions to enhance municipal infrastructure, policies and services for older adults across 8 age-friendly domains.

Staff consulted the Equity and Inclusion Lens to identify groups of older adults that may have unique needs that should be considered and integrated at every step of the project. Eight groups were identified including: Francophones, immigrants, Aboriginal people, rural residents, persons with disabilities, gay and lesbian residents, isolated residents, and residents living on low income.

When acquiring the information on demographic trends and projections, the 8 groups were considered for their potential unique situations that may require varying courses of action. Statistics and trends were determined for each group, considering gender differences, to help guide the focus of the Older Adult Plan influence the design and outreach for the extensive consultations conducted in 2011.

Consultations were conducted to identify older adult issues and priorities under each of the 8 age-friendly domains. In addition to general sessions held across the city, the consultation plan included focus groups with each of the sub-groups of older adults with unique needs organized with partner community agencies. The exercise yielded rich information on the specific needs and priorities of these older adults which was then considered by staff during the development of the OAP.

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
- ✓ Decided to identify the unique needs of older adults belonging to diverse groups across 8 age-friendly domains (from infrastructure to programs and services)
- ✓ Developed a consultation plan that specifically targeted a number of sub-groups within the older adult population
- ✓ Engaged community agencies serving each of the sub-groups of older adults to host focus groups
- ✓ Took into consideration the findings of the research and consultations in the development of the final plan

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. What steps do I take to create a respectful and inclusive environment?
 - Do I clearly communicate to staff and volunteers that inappropriate behaviour such as offensive jokes, and negative comments are not acceptable?
 - How can I actively gather input and ideas from staff or volunteers from diverse perspectives?
 - How can I encourage staff to contribute positively in creating an inclusive workplace?
2. Do I utilize support systems for employees that have been harassed, treated in a disrespectful manner or discriminated against by co-workers, supervisors or clients? (See Appendix B: Support Systems)
3. Are there policies, procedures and/or practices and attitudes that unintentionally prevent some people from fully engaging in our work? (e.g., schedules conflicting with religious holidays, workload or schedule conflicting with family responsibilities) What alternatives are possible?
4. Am I aware of our commitments to inclusion and accommodation and do I ensure that staff are equally informed? (See Appendix A: City of Ottawa Commitments)
 - Do I engage our departmental Diversity Champions to assist?
5. Is equity and inclusion incorporated into criteria for evaluating candidates for promotions or management positions? If not, how might we include it?
6. What opportunities could I create to enable people from under-represented groups to bring new perspectives to our team, acquire experience and move into higher-level positions? (i.e. internships, job shadowing, secondment, students)
7. Is equity and inclusion incorporated into our staff performance review?

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

Promising Practice

Leading and Supervising

EMERGENCY AND PROTECTIVE SERVICES

As the General Manager of Emergency and Protective Services, Susan Jones is responsible for overseeing Fire, Paramedic, Security and Emergency Management and By-law and Regulatory Services. She began her career as a municipal law enforcement officer then rose through the ranks. She is a strategic manager who is able to engage staff, politicians and the community to work together in support of a respectful and inclusive environment.

In 2011, and due in large part to Susan's commitment, the department's diversity champion program was recognized with the E.A. Danby Award for Excellence in Municipal Administration. This program explores innovative and effective ways to reach out to diverse communities and designated groups (e.g. women, racialized people, Aboriginal people, persons with disabilities and lesbian, gay, queer & trans). The outreach program is committed to improving mutual trust, providing a safe and inclusive work environment; while providing equitable and inclusive services to the community. Two specific initiatives were Camp FFIT (Female Firefighters in Training) and the paramedic camp for youth in the Muslim Community.

Susan was instrumental in the launch of Fire Service Women Ontario (FSWO). Susan not only supports FSWO's mission but also lives it - to encourage, promote, and advance women as well as inspire positive change; encourage the development of a diverse workforce; develop potential through effective networking and foster supportive professional and personal relationships.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Took steps to create a welcoming environment
- ✓ Identified practices that unintentionally excluded some people
- ✓ Was pro-active in developing staff teams representative of the population
- ✓ Created opportunities for under-represented people to acquire experience

MONITORING AND EVALUATION



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

1. Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, general public consultations) What other approaches might we use?
2. Are those designing and implementing the evaluation representative of the target groups who will participate in the evaluation? How can we ensure their perspectives are included?
3. 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 biases?
5. Can we hold interviews or focus groups at a location where the target population is most comfortable? (e.g., Aboriginal women at an Aboriginal women's centre)
6. Can we make it easier for respondents to participate by using interviewers from the same population, providing transportation and childcare, and/or offering an honorarium for focus groups?
7. Can we interview in the language in which the people are most comfortable or have a cultural interpreter available? (i.e. spoken language, braille, sign language)
8. When analyzing our data, did we maintain a diversity of perspectives in the findings?
9. Have we validated the findings with the community so as to minimize any biases?
10. How can we report back to the people who participated in the evaluation process?

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

Promising Practice

Monitoring and Evaluation

FIELD TESTING ENGLISH AS A SECOND LANGUAGE

The involvement of OPH and ESL staff from diverse ethno cultural origins guaranteed the inclusion of a variety of perspectives on lesson plans content and format.

All lesson plans were field tested prior to dissemination with over 200 adult learners from 45 countries participating. Multiple methods were used to ensure participation, including validation with partners, classroom observation and targeted surveys of learners, ESL instructors, and OPH staff.

Language proficiency, cultural appropriateness, ease of use and learner engagement were all considered and reviewed. To ensure broad applicability while reaching low-income immigrants where they live and learn, the field tests were conducted in a variety of school and community settings (e.g., adult high schools, community centres). There were no costs incurred by partners or learners as the field test was conducted with them in their real life settings.

All points of view and comments were considered. Lessons plans were reviewed to reflect this input, such as enhancing tips and images to further reflect cultural diversity.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Involved partners and staff in the design
- ✓ Drew upon the perspectives of staff from diverse backgrounds
- ✓ Used multiple methods to ensure participation
- ✓ Reached people in their own setting
- ✓ Ensured informants did not assume costs
- ✓ All perspectives were considered in the revised lesson plans



PLANNING — Services, Projects/Programs, Events

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

1. Do the expected outcomes of the service, project/program, or event reflect equity and inclusion goals?
2. How will the service or project/program build upon the strengths of the people it serves?
3. Will the service or program contribute to more equitable access to resources and benefits in the wider community?
4. Have the primary target groups been consulted (See Engaging Community 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: Services, Projects, Events

YOUTH CITY CONNECT

The Youth Summit Action Plan is made up 34 actions over eight categories. The action plan is based on feedback received at the Mayor's Youth Summit and other inputs. One of identified actions was the development of a program that exposes Ottawa youth to a career options in municipal government by shadowing City staff. Parks, Recreation and Cultural Services Department employees gathered a working group to plan the program from inception to implementation.

As part of the planning, the working group considered the sub-groups of youth who may be interested in the program, such as Aboriginal youth, immigrant youth, youth in existing City programming, youth living on low income, homeless youth, rural youth, and youth with disabilities, as well as youth of different age groups (i.e. high school versus post-secondary or out of school). Each group presented unique needs and considerations that had to be taken into account during the planning.

The working group looked at removing as many barriers as possible, for example, using plain language and making applications as simple as possible. To further ensure that all barriers or concerns were addressed, the working group asked youth for their feedback and integrated it into the materials.

The working group has set outreach targets in order to attract diverse groups of youth, such as Aboriginal youth, immigrant youth and youth living on low income. The working group will continue to evaluate the program to ensure broad participation.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Considered diversity from the onset of the project
- ✓ Considered barriers and address them upfront. Were clear about what could or could not be done
- ✓ Used plain language
- ✓ Consulted with the target population to ensure nothing has been overlooked and to make sure that all materials are understood

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? (See Appendix A: City of Ottawa commitments)
3. Have we considered and made note of equity and inclusion considerations when developing the business case for the policy?
4. Are the groups most affected by the policy consulted from the early stages of the policy development? How can we ensure their perspectives are included? (See Engaging Community 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)

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

Policy Development

EQUITY AND DIVERSITY POLICY

In 2002, the City of Ottawa's Equity and Diversity Policy was approved by City Council. This Policy prohibits discrimination in the workplace, in the provision of goods, services, and facilities to the public and the administration of contracts as defined by human rights legislation.

The policy applies to women, Aboriginal peoples, persons with disabilities, members of visible minority groups and people who are Lesbian, Gay, Bi-sexual, Trans (LGBT). The City also made a decision to add immigrants in its data analysis as a result of the City's Municipal Immigration Strategy.

In the development of this policy, it was important to gather a variety of perspectives and information to ensure that we were addressing any potential systematic barriers experienced by staff and members of the community. The Equity and Diversity Advisory Committee played a key role in the development and implementation of the policy.

This corporate policy impacts all staff and as such it had to be communicated in a variety of ways. The policy is posted on Ozone, taught as part of mandatory new employee orientation and various other training offerings.

As a result of using inclusive practices when developing the policy and in promoting its ongoing use, we have a policy that reflects an awareness of how to be inclusive. It has assisted to create a work environment that is welcoming of a diverse population. As a result of the policy and related initiatives (i.e. diversity training and awareness), we have increased representation of the diversity groups where there is under representation in the City's workforce.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Considered the needs of multiple groups
- ✓ Consulted with the people most affected by the policy
- ✓ Adjusted the policy to address emerging needs
- ✓ Policy communicated to staff and community through a variety of means



RECRUITING AND HIRING

Staff and Volunteers

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

1. Do staff and volunteers in our work area reflect the diversity of the community we serve? Who is under-represented?
2. What knowledge, skills, experience and diversity would enhance our team's capacity to serve the diversity of clients?
3. Do job requirements and selection criteria unnecessarily limit who would qualify?
4. Are we open to considering what new perspectives people from different backgrounds could bring to the position?
5. Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it? 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. Are candidates given the choice to be interviewed in French or English?
9. Do we consider that people from specific backgrounds may present interview behaviours that are different from what we expect, but still have the skills to do the job?
10. If a candidate's references are from abroad, what strategies can we use? (e.g., if an English speaking reference is not available then seek translation support)

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

Promising Practice

Recruiting and Hiring

SUMMER STUDENT EMPLOYMENT

The City of Ottawa's Summer Student Employment Program makes possible a large number of external hires each year. The Recruitment and Staffing Unit, that coordinates the program, is mindful of the City's goal of building a diverse and talented workforce reflective of the population when planning recruitment. Since applicants may also progress to future employment with the City, it is important to attract a diverse candidate pool, with a special focus on groups that are under-represented.

With awareness of the guiding principles in the Equity and Inclusion Lens, possible barriers to diversity in recruiting were identified, including awareness of the opportunity, knowledge of the application process, and access to a personal computer.

To address these potential barriers the following steps were taken:

- Extended posting period to provide more time to promote the program and accept applications
- Distributed bilingual posters to organizations serving youth
- Shared information about the program with community organizations via groups such as the Aboriginal Working Committee and the Employment Access Resource Network (EARN)
- Promoted the program at career events such as fairs, networking and information sessions at local post-secondary schools.
- Held information sessions for students in English and French.
- Provided information about publicly available computers

These targeted outreach practices increased general awareness of the City's employment opportunities for those who are traditionally under-represented in the workforce, removing potential obstacles to broader participation.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Took note of who is under-represented
- ✓ Identified potential barriers
- ✓ Reached out to community organizations to promote
- ✓ 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 promote equity and inclusion?
2. Do the long-term goals you are defining reflect this?
3. What are the current demographic trends which the city or departmental strategic plans need to align with or address?
4. What equity issues are currently being raised by residents and employees in relation to your plan?
5. What are the costs of not taking demographic trends and equity issues into account? What are the benefits?
6. Do City and departmental strategic objectives and initiatives reflect a broad vision of equity and inclusion? How can it be strengthened?
7. What human and financial resources are required to achieve equity and inclusion in this plan?
8. How do the performance measures in the 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?
9. Does the collection of data enable us to measure benchmarks and targets for increasing equity and inclusion?
10. When undertaking strategic review, what improvement opportunities are there to enhance achievement of equity and inclusion?

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

Promising Practice

Strategic Planning

COMMUNITY AND SOCIAL SERVICES

For the 2011 – 2014 Term of Council Strategic Priorities, the Community and Social Service Department used the Equity and Inclusion Lens to review demographic information, concerns raised by the community, trending statistical information and the needs of diverse communities when developing proposed strategic priorities for inclusion in Council’s Strategic Plan.

As a result, several priorities which consider the needs of specific and diverse groups were included in the 2011 – 2014 Strategic Plan. The Older Adult Plan, the Housing and Homelessness Initiative, the Equity and Inclusion Lens implementation, and the Municipal Immigration Strategy are all examples of initiatives that were approved as Strategic Initiatives.

The vision set by City Council and the Equity and Inclusion Lens used as a planning tool for researching and analyzing information contributed to a Strategic Plan that directly addresses the needs of diverse groups.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Considered demographic information, trends and research from other levels government and academia, that spoke to the needs of the 11 diversity groups
- ✓ Reviewed consultation and evaluation information
- ✓ Paid special attention to the equity claims of diverse groups
- ✓ Explicitly considered diverse populations in the overarching vision and priorities

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., Aboriginal 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 Staff and Volunteers

TRAINING ON ACCESSIBILITY

Under the Accessibility for Ontarians with Disabilities Act (AODA) and Council direction, the City of Ottawa is required to train all of its 17, 000 staff and volunteers on accessible customer service and other aspects of the legislation. The Corporate Accessibility Office was responsible for developing and implementing a training program to meet the compliance requirements.

To ensure the training met the requirements and was meaningful for all those involved, the following steps were taken:

- Training was offered in a variety of formats including on line and facilitated sessions.
- The suggested activities could be adjusted to suit the needs, learning styles and experiences of both groups and individuals. The development of the training also took the needs of the trainers into account and allowed for adjustments to be made in the delivery to accommodate various training styles and abilities.
- Community co-facilitators, people with disabilities, were also trained and invited to be part of the training process, to share their experiences, as those most directly impacted by accessibility and their interactions with City staff.
- All feedback was reviewed and adjustments were made to ensure that any identified barriers in training or follow up questions were addressed.

As a result of using equitable and inclusive practices in the training, participants were engaged and able to apply information learned in the training, ensuring accessible practices and positive interactions with both the public and internal clients.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Offered training in a variety of formats
- ✓ Training design was flexible and customized to meet specific needs
- ✓ Took into account differing abilities
- ✓ Created opportunity for people with disabilities to bring their expertise to the training
- ✓ Set out to address barriers to training

WORKING WITH PEOPLE



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

1. When I interact with people, do I check assumptions?
 - Do I hold assumptions about people that get in the way of how I work with them?
 - Do I avoid stereotypes so I can see the individual for who they really are?
 - Am I able to respect our differences and yet recognize what we have in common?
 - Do I recognize their contributions?
2. Am I paying attention to those who are not expressing their ideas?
3. How do I encourage feedback and full participation from everyone present?
4. Am I raising issues in a way that encourages dialogue?
5. Do I consider potential barriers in each situation, and work to minimize them? (e.g., language, prejudice, sexual or racial discrimination)
6. If I am not sure what barriers may exist, do I ask my colleagues or the people I serve?
7. Do I discourage jokes, insults and negative comments that are offensive to people?
8. Do I recognize and build on the strengths and assets of all individuals?
9. Are there procedures, policies and practices in place that limit my capacity to be inclusive? Are there others that support my capacity to be inclusive?
10. What action can I take to address this or to bring awareness to the supportive policies?

ASK ABOUT INCLUSION

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

Promising Practice

Working with People

LEARNING CENTRE

The Learning Centre delivers training and development support to thousands of employees each year so as to assist them in various aspects of their employment including: orientation, training courses, career development tools and intact team training delivery.

With the focus on working with people, the Learning Centre creates a supportive learning environment by applying equity and inclusion in the following ways:

- Consideration of religious holidays and observances in scheduling of training and activities.
- Registration confirmation that invites participants to share any supports needed.
- Meeting accommodation requests in order to remove barriers for participants.
- Work with contract vendors at start of their contract period to ensure:
 - Course materials are AODA compliant and vendors complete the online AODA training.
 - They understand the need and approach to accommodating participants such as ensuring space for mobility devices, translators etc.
 - Expectations are reviewed regarding use of techniques that support different learning styles and respect for participants.
 - Vendors are informed about the Equity and Inclusion Lens, asked to read it and incorporate relevant information to their courses.

Through these and other processes the inclusive environment is developed and the experience is positive and respectful for the people we are working with in the City.

WHAT ABOUT THIS IS AN EQUITY AND INCLUSION PRACTICE?

- ✓ Asked the client as to supports needed
- ✓ Considered potential barriers and worked to minimize them
- ✓ Directed contract vendors to comply with AODA and apply Equity and Inclusion Lens
- ✓ Used techniques that encourage everyone to participate

Appendix A:

CITY OF OTTAWA COMMITMENTS

Accessibility for Ontarians with Disabilities Act (AODA)

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

Accessibility Policy

Provides the overarching framework to guide the review and development of other City of Ottawa policies, standards, procedures, By-laws and guidelines to comply with the standards developed under the Accessibility for Ontarians with Disabilities Act 2005, S.O. 2005, c. 11. (the AODA).

Bilingualism Policy

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

Canadian Charter of Rights and Freedoms

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

Canadian Human Rights Act

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

Employment Equity Act

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

Equity and Diversity Policy

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

Harassment in the Workplace Policy

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

Ontario Human Rights Code

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

Violence in the Workplace Policy

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

Workplace Accommodation Policy

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

Appendix B: SUPPORT SYSTEMS

STRATEGIC COMMUNITY INITIATIVES BRANCH (SCIB), (Community and Social Services Department)

- SCIB is responsible for developing and monitoring the implementation of corporate-wide initiatives, programs and projects such as, the Older Adult Plan, the Youth Action Plan, the Aboriginal Working Committee, the Immigration Strategy and the implementation of the Equity and Inclusion Lens.
- SCIB maintains relationships with many community organization and groups. To learn more or to access assistance, please contact SCIB through the Equity and Inclusion Lens inbox at EILens@ottawa.ca

DIVERSITY AND INCLUSION (D&I) BRANCH, (Human and Resources Department)

The D&I Branch creates and sustains a diverse and inclusive workplace by

- Providing support to managers and employees to resolve issues based on the prohibited grounds of discrimination.
- Providing training such as Respectful Workplace, Leading a Diverse Workforce, and Learning My Way.
- Support departmental diversity and inclusion planning initiatives.
- Create and support programs that promote a respectful, inclusive and diverse workplace.

EMPLOYEE ASSISTANCE PROGRAM (EAP), (Human Resources Department)

- EAP offers confidential, voluntary counseling to all City staff and their family members.
- EAP also offers Facilitated Discussion Service (conflict mediation and coaching services to City staff to help them resolve interpersonal conflicts in the workplace).

EMPLOYEE HEALTH AND WELLNESS (EHW), (Human Resources Department)

- The mandate of the EHW unit is to protect and enhance the health of employees by educating and supporting employees in achieving and maintaining good health.
- EHW is also responsible for supporting and facilitating an employee's rehabilitation and return to work following an injury or illness and, when required, to support the placement of employees in positions suited to their physiological and psychological health status.

CITY OF OTTAWA POLICE SERVICES

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

Appendix C: ACKNOWLEDGEMENTS

This handbook is based on the original Equity and Inclusion Lens Guide (2010). Revisions were inspired by an evaluation conducted by the University of Ottawa and Carleton University.

The Equity and Inclusion Lens is the product of a collaborative partnership between City for All Women Initiative (CAWI) and City of Ottawa.

The original Equity and Inclusion Lens Guide and Snapshots were developed from 2008-2010 by an Equity and Inclusion Reference Group and working groups focusing on each of the 11 equity seeking groups profiled in the Snapshots.

We deeply thank the community leaders, city staff, community organizations and city advisory committees who contributed their time, energy and knowledge in the development of the first edition of the Equity and Inclusion Lens and this subsequent revision.

COMMUNITY LEADERS AND CITY STAFF CONTRIBUTORS:

Adam Brown, Amanda Franklin, André Bergeron, Andrea Lanthier-Seymour, Ashley Bowa, Barb Ward, Barry McMahon, Carl Nicholson, Carlie Chase, Caroline Andrew, Carmen Sadoway, Castille Troy, Cheickh Bangoura, Christine Anderson-Brown, Catharine Vandelinde, Christine Malone, Clara Freire, Colleen Pellatt, Dave Picard, David Pepper, Dean Aqiqi, Debbie Dillon; Deb Chansonneuve, Dense Heringer, Diane Urquhart, Dominique Paris-Mackay, Donald Shultz, Dzifa Dododza, Djuna Penn, Elena Abel, Emily Lauzon, Erin Williams, Gloria Garbuio, Hindia Mohamoud, Janet McInnes, Jennifer Charles, Jo MacQuarie, Joanne Fuller, Johanne Tallon, Joyce Drouin, Karen Baker Anderson, Karen Lemieux, Katie Paialunga, Kathryn Hanington, Kendall Gibbons, Keri Abella, Kevin Hatt, Kelly Robertson, Kim Ennis, Lisa Petch, Lois Emburg, Looee Okalik, Lucille Berlinguette-Saumure, Lucya Spencer, Maatalii Aneaq Okalik-Syed, Mai Ngo, Marc Maracle, Marcela Tapia, Maria Cristina Serje, Marian Green, Marion Pollack, Mary Reid, Mike Bulthuis, Mohamud Hassan, Nadine Jodoin, Nicole Soucy, Nikki Maier, Pamela J. Crookall, Pauline Daling, Rachel Theoret, Rashmi Luther, Renée Bertrand, Renée Leger, Rob Stiff, Roland Lecomte, Sandy Onyalo, Sonia Luberti, Sterling Knox, Sulaimon Giwa, Sultana Husne Ara, Susan Brunet, Suzanne Doerge, Svjetlana Delic, Sylvia McGee, Tamatha Trenholm, Terri Cousineau, Valerie Collicott, Wali Farah, Wanda Dabrowski, Wendy Lanouette, Yumi Kotani.

COMMUNITY ORGANIZATIONS CONTRIBUTORS TO ORIGINAL E I LENS GUIDE

Carleton University, School of Social Work; Catholic Immigration Centre; Canadian Union of Postal Workers; Centre of Governance, University of Ottawa; Centertown Community Health Centre, Board; Child and Youth Friendly Ottawa (CAYFO); City of Ottawa (Aboriginal Working Committee; Accessibility Advisory Committee; Equity and Diversity Advisory Committee (EDAC); French Language Services Advisory Committee; French Language Services; Poverty Issues Advisory Committee (PIAC); Rural Affairs Office; Rural Issues Advisory Committee; Senior Advisory Committee); City for All Women Initiative (CAWI); Coalition of Community

Health and Resource Centres; Council of Aging; Immigrant Impact Council, United Way Ottawa; Métis Nation of Ontario; Minwaashin Lodge, Aboriginal Women’s Support Centre; Ottawa Coalition to End Violence Against Women (OCTEVAW); Ottawa Community Immigrant Services Organization (OCISO); Immigrant Women Services Ottawa (IWSO); Ottawa Independent Living Resource Centre; Ottawa Inuit Children’s Centre; Ottawa Police Services; Ottawa Rape Crisis Centre; Ottawa Youth Commission; Social Planning Council of Canada; Tungasuvvingat Inuit (TI); Wabano Centre for Aboriginal Health; Women’s Initiatives for Safer Environments (WISE).

We thank the City staff and community leaders who contributed to this revision.

Design and layout: www.jwalkerdesign.ca

All this was made possible thanks to a partnership grant between Status of Women Canada and the City of Ottawa which funded the City for All Women Initiative (CAWI) to engage in this important work.



