

Facilitator's Guide



HEDR Video Presentation
Series on the Organizational
Self-Assessment Tool for
Equity and Inclusion

HEDR - Video Presentations on the Organizational Self-Assessment Tool for Equity and Inclusion Facilitator's Guide

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About HEDR

Our Mission

To develop the capacity of human service organizations to advance equity and inclusion in Halton through knowledge, skill and relationship building.

Our Vision

An inclusive community where individuals are valued, respected and empowered.

Objectives

The purpose of the Halton Equity and Diversity Roundtable is to provide the leadership and structure to achieve the following objectives:

-
- To identify and highlight examples of excellence in diversity and equity related practices in Halton.
 - To promote public awareness and education strategies to address equity and diversity issues in our community.
 - To collect information on promising practices and activities in other communities and customize them for use and implementation in Halton.
 - To advocate for inclusive practices throughout Halton.

In all the Roundtable's activities we will be collaborative and inclusive in all of our efforts.

Our Core Values and Guiding Principles

Values and principles are the key to HEDR's work in the community. The Roundtable has committed to reviewing these values at least annually, as they will guide the work and direction of the Roundtable.

- Diversity
- Equity
- Inclusion

We believe in promoting diversity and equal access to achieve equity for marginalized groups as a key human right within Halton.

We believe in using intersectional anti-oppression practices to promote social inclusion and meaningful engagement to achieve equity.

We believe in working towards health and social equity and challenging any inequities, which are based in social constructs that are unfair, unjust and avoidable.

Introduction

Welcome to the Halton Equity and Diversity Roundtable Video presentations on the Organizational Self- Assessment Tool for Equity and Inclusion. This facilitator's guide is intended to assist you with preparing to use the video presentations in your organization as part of your use of the Organizational Self-Assessment Tool for Equity and Inclusion.

Using the self-assessment tool in your organization is an excellent way to start or enhance the dialogue around equity and inclusion. Here are some key ideas to consider:

- Using the tool is journey not a destination
- You can adapt and use parts of the tool as a starting point or continuing dialogue at various points during the year(s)
- You can start with any area of the tool that works best for your organization.
- HEDR is available at any step of the journey to support your organization
- There is not a right or a wrong way to use this tool. We encourage you to give it a try in a way that works best for your organization.

Visit the website for support and resources include link

Materials you will need:

- Paper copies of the HEDR Self- Assessment Tool for Equity and Inclusion so that participants can follow along with the indicators in the videos.
- Flip chart paper and markers for recording ideas during discussions.
- Lap tops and shared document for recording ideas during discussions or entering evidence, actions plans and scoring directly into the tool.

Where Can I find the Self-Assessment Tool?

Visit the HEDR website to download the tool. <http://hedroundtable.com/>

The Video Presentation Series

You can use these videos in any order that makes sense for your organization. We recommend starting with #1 and then you can focus on the content area from the tool in videos 3-7 that you wish to work on. Video #2 is a short refresher on how to use the tool and is useful if time has elapsed from the initial discussion or time spent on the tool.

Video #1 (min)– HEDR Organizational Self-Assessment Tool for Equity and Inclusion Video Series - Introduction

- This video provides some basic equity and inclusion learning along with an overview of the video series and how to use the Organizational Self-Assessment Tool for Equity and Inclusion

Video #2 (min) - Using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion

- This shorter video provides a refresher on how to use the Organizational Self-Assessment Tool for Equity and Inclusion

Video #3 (min)- HEDR Organizational Self-Assessment Tool - Organizational Foundations

- This video focuses on the first set of indicators in the tool under the area of Organizational Foundations
- It provides you with the Indicators and Evidence

Video #4 (min)- HEDR Organizational Self-Assessment Tool - Leadership

- This video focuses on the second set of indicators in the tool under the area of Leadership

Video #5 (min)- HEDR Organizational Self-Assessment Tool - Service Delivery

- This video focuses on the third set of indicators in the tool under the area of Service Delivery

Facilitation Tips - Setting the Space

Working on equity and inclusion requires that all members of the team feel safe and that they can contribute openly to the discussion. Setting a safe space is very important to the success of using the tool effectively. We recommend that you select 2 co-facilitators to work together on leading this journey.

a) Establishing Group Guidelines

Some basic group guidelines are listed at the start of each video. However to encourage a safe space HEDR recommends that each time you meet with a new team of people you start with the group guidelines in the video, pause the video and then co-create additional guidelines or seek clarification so that everyone feels ready to move forward. We recommend you record the co-created guidelines on a large piece of paper and post them each time you meet. This serves as a visual reminder and a place to go back in case the discussion has strayed beyond them.

Guidelines in the video:

- Everyone speaks for their own experience
- Be open to new ideas
- Be sensitive and respectful

Facilitator guiding questions:

Looking at the three guidelines in the video what are some others that we feel as a group are important to our creating a safe space for us to do this work together?

How will we address if people express comments that make others feel unsafe during our discussions in a way that we can continue to be productive?

How to address and interrupt comments that are contrary to the group guidelines:

HEDR recommends that you have a co-facilitator when using the tool. Your role as facilitators is to ensure that all voices are heard and that the discussion remains respectful and productive. Sometimes you may need to interrupt the discussion to address comments that are contrary to the group guidelines in order to protect the safety of the discussion as a whole. Here are some ideas to assist you:

- Seek clarification by asking a question.
- Redirect the conversation back to the original question or topic.
- Say: “We might have gone off track - let’s return to the topic in question”.
- Keep comments to a minimum. Limit the comments - do a round robin.
- Allow the right to pass.
- Use of a parking lot (a piece of paper where people can write their concerns or question. on a sticky note to be addressed at a particular point of time in the meeting or later if the question is truly off-topic.)
- Take a break to stop and start a new topic.
- Know your audience. Watch the body language. You can say “that’s not appropriate and I feel that is racist... “
- If one facilitator is being overwhelmed with the conversation then have a signal where the co-facilitator knows to take over and/or decide to end the discussion.
- Inviting the person to give their feedback during the breaks one on one.
- Know your content and the areas that might provide challenge or potential conflict.

b) Activities to manage stress

At times this work is emotional and can produce stress. It’s important to check in with participants to ensure that they can use stress reducing techniques. Here are a few ideas:

- Stand up and take a stretch break.
- Take a proper break and encourage people to leave the room, take a short walk, get some outside air, rehydrate and refresh.
- Mill around the room to music and stop the music a few times to check in and each person nearby gives another a word of encouragement or appreciation for their contributions.
- Do a short 3 minute guided meditation. <https://youtu.be/k0MAmulourk>

c) Prioritizing your starting point with the Self-Assessment tool

How to decide which part of the tool to start with and how to prioritize indicators within an area. Strategies may include:

- Voting
- Consensus building
- Dividing the indicators for different groups/ teams to examine and then come back together in the larger group to share with their findings

How to prioritize indicators within an area of the tool:

- Dotmocracy

- Anonymous voting
- Having an open discussion

Dotmocracy activity for voting on indicators

- Write the indicators on a large piece of flip chart paper
- Give each person in the discussion/ team a number of stickers (3-6) depending on how many indicators you want to prioritize.
- Invite each member to vote on their top 3-6 indicators that they feel are the most important to start with by placing their sticker next to them. You can decide if they can put more than one sticker on one indicator if they feel really strongly about it.

Activating Prior Knowledge

Activity to activate prior knowledge about equity vs. equality

Equity vs Equality Activity - Video #1 (3:25)

- Pause the video
- Participants write down their own definitions of what equity means to them.
- Each person finds a partner to share and discuss their definitions together.
- As a large group compare people’s answers without “correcting them” and encourage them to reflect on their perspectives while watching answer.
- Resume video
- Pause video again at (4:37) and discuss how Equity can ensure that the unique need of clients are met in your organization.

Inclusion Activity - Sometimes You’re a Caterpillar Video #1 (10:19)

Watch the animated video

Pause the video at 13:44

Discuss the question “How does Sometimes You’re A Caterpillar connects to your organization’s journey towards inclusion for all stakeholders”.

Invite participants to work in pairs or small groups to create a T-chart and list on the left hand side

T-Chart

Ways We are Creating Inclusion	Gaps Identified to creating inclusion

Invite groups to share their findings and record the results for future meetings.

c) Discussion Outline - how to manage the discussion points in the video

At various points in the videos participants are invited to discuss certain indicators. You may use the same format to discuss any indicator in the tool and the instructions are included in the videos at certain points.

It's ideal to have someone record the ideas that are presented during the discussion by using a shared google document projected on screen, or recorded by hand on flip chart paper.

Some ideas for facilitating these indicator and evidence discussions are:

- a) Round Robin - everyone at the table gets a chance to comment for 1 minute uninterrupted. Everyone has the right to pass.
- b) Popcorn Style - people contribute ideas randomly as they think of the ideas
- c) Think, Pair, Share - participants talk to someone beside them and then they share their ideas after formulating some thoughts together. (this works well if people are reluctant to share at first)
- d) If different small groups have been working on a particular area of the tool - they may wish to do a more formal presentation to the larger group as well to present the indicators, evidence, actions planned and scoring of that particular area.

Actions Planned

When working with your teams on the action planning portion of the Self-Assessment tool consider using the template at the end of the tool to assist you. Actions should be specific and detail persons in the organization who will be responsible for operationalizing those actions, suggested timelines, as well as agreement on how the team will meet back to ensure the action items are completed.

Additional resources

Visit the HEDR website www.hedroundtable.com to see the Resource Bank housed there for examples of various documents listed as evidence in the videos. The Resource bank allows for organizations to send HEDR their own examples of promising practices and other equity and inclusion resources that have been helpful on their particular journey. These might include topics like: active listening, equity, inclusion, human rights code accommodations, document examples, forms, and surveys.

Playlist of Videos

<https://www.youtube.com/channel/UC5vjW89FTGGCUpOjdIAUWuw/videos>

HEDR Video #1 – Organizational Equity and Inclusion

Content/ Slide	Time Stamp
Welcome to the Halton Equity and Diversity Roundtable “Organizational Self-Assessment Tool” training presentations. This video will take us through four areas:	0:10
<ul style="list-style-type: none"> ● Introduction (background and benefits) to the Halton Equity and Diversity Roundtable (HEDR) ● Organizational foundation information on equity, diversity and inclusion ● Background and benefits of the Organizational Self-Assessment Tool for Equity and Inclusion ● Using the Organizational Self-Assessment Tool 	0:23
At certain points in this presentation, there will be opportunities for group discussion. Please keep the following guidelines in mind:	0:45
<ul style="list-style-type: none"> ● Everyone speaks for their own experience ● Be open to new ideas ● Be sensitive and respectful 	0:53
We may encounter areas that may challenge us and cause discomfort and that’s an important part of growing and learning.	1:02
<u>Part 1</u> Introduction to the Halton Equity and Diversity Roundtable	1:09
The Halton Equity and Diversity Roundtable (HEDR) was officially formed in 2013, and is a community collaborative of individuals and organizations committed to building systemic inclusion and equity in Halton, dedicated to developing a community where individuals are:	1:14

<ul style="list-style-type: none"> • valued for their diversity • respected • empowered to realize their full potential 	1:31
Who are the individuals and organizations in the Halton Equity and Diversity Roundtable?	1:39
<ul style="list-style-type: none"> • representatives of social service organizations • individuals representing equity, diversity, and inclusion awareness • people in the business community • people representing culture and faith-based communities • educational representatives • community members or citizens <p>Everyone is welcome at the roundtable!</p>	1:45
<p>Voice over: How can the Halton Equity and Diversity Roundtable be of value to you?</p>	2:07
<p>Exchange Information: Voice over:</p> <ul style="list-style-type: none"> • We share and exchange information, resources, and tools 	2:13
<p>Training Voice over:</p> <ul style="list-style-type: none"> • We facilitate training to develop inclusive, equitable policies and practices 	2:18
<p>Participation: Voice over:</p> <ul style="list-style-type: none"> • We offer participation through meetings, workshops and our annual conference 	2:24
<p>Networking, Collaboration and Relationship Building Voice over:</p> <ul style="list-style-type: none"> • We provide networking, collaboration and relationship-building opportunities 	2:29
Community Engagement	2:34

<p>Voice over:</p> <ul style="list-style-type: none"> • We offer community engagement, involvement in inclusion initiatives, and innovative ideas. 	
<p>Personal Development</p> <p>Voice over:</p> <ul style="list-style-type: none"> • We help you build personal knowledge, skills and practices 	2:41
<p>Positive Growth</p> <p>Voice over:</p> <ul style="list-style-type: none"> • We build success and positive growth within organizations and businesses 	2:46
<p>Now that you know a little more about HEDR, let's explore our understanding of equity and inclusion.</p>	2:52
<p>Foundations of Equity and Inclusion</p>	2:58
<p>Equity and Inclusion</p> <p>Voice over:</p> <p>To better utilize the self-assessment tool, we need a common understanding of equity and inclusion. Let's explore what we mean by equity. Pause the video, and ask participants to talk to a partner about what equity means to them.</p> <p>Let's review our knowledge by taking this multiple-choice quiz.</p>	3:02
<p><u>HEDR defines Equity as...</u></p> <ul style="list-style-type: none"> a) The quality and process of being fair and impartial b) Treating everyone the same c) Ensuring that everyone is rewarded d) The same as equality <p>The answer is a) The quality and process of being fair and impartial</p> <p>Voice over: same as slide</p>	3:30
<p>equity</p> <p>Voice over:</p>	3:55

<p>Equity: Every person has a right to equitable treatment with respect to services, goods and facilities without discrimination. Equity does not mean treating people the same, without regard for individual differences.”</p> <p>What’s the difference between Equality and Equity?</p>	
<p>Equality vs Equity Voice over: Equality is giving the same treatment or service to all. Equity recognizes that people do not always start from the same spot, and therefore have different needs and might need to be treated differently to have positive outcomes and ensure fairness. Equity contributes to equality.</p>	<p>4:18</p>
<p>Let’s review our knowledge by taking this multiple-choice quiz.</p> <p><u>A Positive Outcome of Diversity is...</u></p> <ul style="list-style-type: none"> a) Having the ability to never “see colour” b) Valuing and respecting, not simply acknowledging or tolerating different ideas, perspectives and identities c) Discovering the origins of cultures and religions d) All of the above <p>Answer is b) – Diversity is recognized and viewed as a strength of the community that needs to be respected and fostered</p> <p>Voice over: same as slide</p>	<p>4:39</p>
<p>What are our diversities?</p>	<p>5:16</p>
<p>Voice over: We all have unique identities that are made up in part by belonging to social identities.</p>	<p>5:19</p>
<p><i>Social Identity Wheel</i> Voice over: We all have unique identities that are made up in part by belonging to social identities. This diagram demonstrates</p>	<p>5:25</p>

some of the social identities that inform our experiences. There are more diversities than these some of which are visible and some that are invisible. Think about other diversities we should value and respect.	
Pause the video for group discussion Voice over: Pause the video and reflect on the social identities that create your own life experience.	5:42
Voice over: Social identities are fluid, overlapping, intersecting, and contextual. To better understand let's watch this short video.	5:51
"Intersectionality Video" – Khan Academy	6:04
Let's review our knowledge by taking this multiple-choice quiz. Inclusion is... <ul style="list-style-type: none"> a) Recognizing and listing all of the various diversities within a community b) Ensuring equal pay for equal work c) Developing a welcoming community where diverse individuals are supported and empowered to reach their full potential d) Maintaining current employment policies in conformance with the Employment Standards Act <p>Answer is c) Developing a welcoming community where diverse individual are supported and empowered to reach their full potential.</p> <p>Let's watch a short video that demonstrates the importance of inclusion.</p> <p>Voice over: same as slide</p>	9:31
"Sometimes You're a Caterpillar"	10:16
Pause the video for group discussion Voice over:	13:35

<p>Pause the video, and discuss how “Sometimes You’re a Caterpillar” connects to your organization’s journey towards inclusion for all stakeholders.</p>	
<p>Fact - Certain populations have been, and continue to be marginalized. Voice over: Inclusion is an ongoing process of performance improvement to:</p>	<p>13:50</p>
<ul style="list-style-type: none"> ● understand inequities ● raise awareness ● recognize intersectionality ● recognize and interrupt conscious and unconscious situations where we may be using oppressive practices or language <p>Voice over: same as slide</p>	<p>14:00</p>
<p>Image Voice over: When we address these, it builds the capacity of organizations to create an inclusive environment.</p>	<p>14:15</p>
<p>Voice over: In this next section, we are going to learn how organizations can use the Organizational Self-Assessment Tool for Equity and Inclusion</p>	<p>14:22</p>
<p>Benefits of Organizational Equity and Diversity Practices</p> <ul style="list-style-type: none"> ● Increased staff and person served motivation ● Programs and services meet the needs of persons served ● Increased staff productivity ● Personnel dedication and service longevity ● Positive public and community image ● Broader representation of skills and knowledge ● Increased eligibility for grants and funding ● Conformance to accreditation standards <p>Voice over: same as slide</p>	<p>14:31</p>

<p>Image Voice over: How Do We Achieve Organizational Equity, Diversity and Inclusion? HEDR has identified six areas for consideration:</p>	<p>15:06</p>
<p>Organizational Foundation Voice over:</p> <ul style="list-style-type: none"> Organizational Foundation: This includes the way your organization is structured and operates. 	<p>15:16</p>
<p>Leadership Voice over:</p> <ul style="list-style-type: none"> Leadership: The leadership area addresses formal and informal leaders and leadership strategies in your organization. 	<p>15:24</p>
<p>Service Delivery Voice over:</p> <ul style="list-style-type: none"> Service Delivery: This examines how your programs and services best meet the diverse needs of stakeholders through input, accessibility, and barrier removal. 	<p>15:34</p>
<p>Personnel Practices Voice over:</p> <ul style="list-style-type: none"> Personnel Practices: This looks at outreach, hiring, and employee accommodations. 	<p>15:45</p>
<p>Communication Voice over:</p> <ul style="list-style-type: none"> Communication: This assesses data, messaging, and public relations. 	<p>15:53</p>
<p>Performance Improvement Voice Over:</p> <ul style="list-style-type: none"> Performance Improvement: This are covers tracking, reporting, and accountability systems in your organization. 	<p>16:02</p>
<p>Is there helpful tool or framework?</p>	<p>16:10</p>

<p>YES – HEDR has developed the Organizational Self-Assessment Tool for Equity and Inclusion.</p> <p>Voice over: same as slide</p>	
<p>Background and Benefits of the Organizational Self-Assessment Tool.</p>	16:21
<p>Background and Benefits Voice over: This tool was developed by members of the Halton Equity and Diversity Roundtable who considered a broad range of promising practices, success stories, and areas for improvement while using the inclusion lens. The tool takes us through the six identified areas of our group/organization and helps us think about systemic barriers, attitudes, and challenges of access to individuals. We consider these and think about ways to improve in these areas:</p>	16:26
<ul style="list-style-type: none"> ● Organizational Foundation ● Leadership ● Service Delivery ● Personnel Practices ● Communication ● Performance Improvement <p>You can view the video on each of these topics in this series for more information.</p> <p>Voice over: same as slide</p>	16:58
<p><i>HEDR logo</i> Voice over: Now that we have identified the basic areas of the tool, let's get better acquainted with the content and strategies for using the tool.</p>	17:19
<p>Strategies for Using this Tool</p>	17:27
<p>Flexible Voice over:</p>	17:32

<ul style="list-style-type: none"> • There is no “right-way’ to use this tool or complete it. Your organization may use all of it or parts of it that apply to your situation. 	
<p>Participatory Voice over:</p> <ul style="list-style-type: none"> • We recommend that it is facilitated by an impartial person who can encourage all voices to be valued and heard • It’s valuable to solicit input from as many individuals representing as many areas of contribution as possible <ul style="list-style-type: none"> - It is not just for leadership or Boards alone 	<p>17:42</p>
<p>Conversations Voice over:</p> <ul style="list-style-type: none"> • The process of using it is not intended to be stressful • It facilitates reflective and sometimes courageous conversations about “how we are doing” and “what we could be doing” • The conversations may lead to policy changes, attitude shifts, and best practices • It inspires mindfulness, and responsiveness to people’s unique needs and rights 	<p>17:59</p>
<p>Continuous process Voice over:</p> <ul style="list-style-type: none"> • It is a constantly evolving process of change and improvement - there is always more to do to ensure greater equity, more respect for diversity, and continuous inclusion. 	<p>18:28</p>
<p>Using the Organizational Self-Assessment Tool for Equity and Inclusion Voice over:</p> <p>There are four columns in the tool: indicators, evidence, actions planned, and score.</p>	<p>18:42</p>
<p>Image of the tool scrolling Voice over: Indicators</p> <ul style="list-style-type: none"> • These are the questions we ask in our conversations 	<p>18:50</p>

<p>and dialogue about continuous improvement.</p> <ul style="list-style-type: none"> ● Not all indicators apply to every organization or group, and additional relevant indicators that arise in dialogue should be added 	
<p>Image of the tool scrolling Voice over: Evidence Appropriate sources of evidence appear in many ways throughout an organization and reveal how an organization is performing or addressing the various indicators. Evidence proves that the work is being done and reduces individual subjectivity.</p>	<p>19:18</p>
<p>Evidence</p> <p>Evidence can be found in:</p> <ul style="list-style-type: none"> ● Written statements, reports and policies ● Action plans or work plans that show responsibilities (accessibility plans, diversity competency/improvement plans) ● Feedback/surveys and focus group recommendations from persons served, personnel, or stakeholders ● Internal or external demographic data ● Practices that have been adopted and documented ● Performance reviews/appraisals and objectives ● Trainings completed <p>Voice over: same as slide</p>	<p>19:37</p>
<p>Actions Planned Voice over: Actions Planned These are the strategies and next steps to either improve or maintain the score in certain areas.</p>	<p>20:15</p>
<p>Dialogue and Input Voice over: Dialogue and input for many stakeholders are key to the actions that are required. The importance of the</p>	<p>20:23</p>

conversations and input cannot be underestimated.	
Documentation Voice over: All recommendations and suggestions for actions should be considered and documented. It is best to have a facilitator request input on actions needed from as many people or representatives as possible.	20:38
All Actions are Valid Voice over: The actions can be large (creating a new policy/manual, or bringing in appropriate training) or smaller (changing language/words/terms or adding statements to existing policies or documents).	20:46
Template Voice over: In the tool there is a template for a “Further Improvement” plan where actions planned can be expanded upon, with additional areas for responsibility and timeliness.	21:05
Score Voice over: This is a snapshot of “how we are doing” in response to the indicator, evidence and actions planned. The score is not intended to be evaluatory or judgemental There is no failing score –creating ongoing awareness of actions for improvement are the true measure of success!	21:17
Guidelines for Scoring: 3 substantial – some actions have been taken and there is good evidence 2 partial – actions have started or are in progress with some evidence 1 minimal – action is intended and conversations or planning has begun Voice over: same as slide	21:37
Image of summary in tool	22:03

<p>Voice over: At the end of the tool, there is a summary for the scoring of each area.</p>	
<p>This concludes the first HEDR training presentation. You may watch the next video on Organizational Foundation self-assessment.</p> <p>For more information or to book a facilitator to help you lead the self-assessment process please contact: HEDR</p>	<p>22:12</p>
<p>HEDR info@ hedroutable.com 905-339-3525</p>	<p>22:27</p>
<p>HEDR would like to thank the resource and outreach workgroup members:</p> <p>Ancilla Ho-Young, Burlington Caribbean Connection</p> <p>Donna Oliver, STRIDE</p> <p>Becky Andrade, Milton community Resource Centre (MCRC)</p> <p>Brian Wrixon, Community Member</p> <p>Bridget Hall, The AIDS Network</p> <p>Donna Miles, Halton Children’s Aid Society</p> <p>Marcus Logan, Oakville Public Library</p> <p>Marlene Beitz, Hillsvie Active Living Centres</p> <p>Peter Hodgson, Red Cross</p> <p>Zerezghi Haile, Halton Region</p>	<p>22:46</p>

HEDR Video #2 - Using the HEDR Organizational Self-Assessment Tool
for Equity and Inclusion

Content/ Slide	Time Stamp
<p>Organizational Self-Assessment Tool Voice over: Welcome to the training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p>	0:09
<p>Organizational Foundation Indicators Voice over: In this video we will outline some ways to approach using the self-assessment tool in general.</p>	0:19
<ul style="list-style-type: none"> • Organizational Foundation • Leadership • Service Delivery • Personnel Practices • Communication • Performance Improvement <p>Voice over: You can then choose which content area video your organization would like to start with on your journey to self-assessment.</p>	0:26
<p>Group Discussion Voice over: At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	0:34
<p>Everyone speaks for their own experience Be open to new ideas Be sensitive and respectful</p> <p>Voice over: same as slide</p>	0:43
<p>Voice over: We may encounter areas that may challenge us and cause</p>	0:52

discomfort and that's an important part of growing and learning.	
Image: hands Voice over: How Do We Achieve Organizational Equity, Diversity and Inclusion? HEDR has identified six areas for consideration:	1:03
Organizational Foundation Voice over: <ul style="list-style-type: none"> • Organizational Foundation This includes the way your organization is structured and operates 	1:10
Leadership Voice over: <ul style="list-style-type: none"> • Leadership The leadership area addresses formal and informal leaders and leadership strategies in your organization 	1:19
Service Delivery Voice over: <ul style="list-style-type: none"> • Service Delivery This examines how your programs and services best meet the diverse needs of stakeholders through input, accessibility and barrier removal 	1:29
Personnel Practices Voice over: <ul style="list-style-type: none"> • Personnel Practices This looks at outreach, hiring and employee accommodations 	1:41
Communication Voice over: <ul style="list-style-type: none"> • Communication This area assesses data, messaging, and public relations 	1:48
Performance Improvement Voice over:	1:55

<ul style="list-style-type: none"> ● Performance Improvement This area covers tracking, reporting and accountability systems in your organization 	
<p>Background and Benefits Voice over: Background and Benefits of the Organizational Self-Assessment Tool .</p>	2:04
<p>Voice over: This tool was developed by members of the Halton Equity and Diversity Roundtable who considered a broad range of promising practices, success stories, and areas for improvement while using the inclusion lens.</p>	2:09
<p>Voice over: The tool takes us through the six identified areas of our group/organization and helps us think about systemic barriers, attitudes, and challenges of access to individuals. We consider these and think about ways to improve in these areas:</p>	2:24
<ul style="list-style-type: none"> ● Organizational Foundation ● Leadership ● Service Delivery ● Personnel Practices ● Communication ● Performance Improvement <p>Voice over: same as slide</p>	2:40
<p>You can view the video on each of these topics in this series for more information.</p> <p>Voice over: same as slide</p>	2:53
<p>Image: HEDR Logo Voice over: Do I have to use these video presentations and areas of the tool in order? No, you can start with any area in the tool that your organization feels is the most important starting point.</p>	2:59

Strategies for Using this Tool	3:12
Flexible Voice over: <ul style="list-style-type: none"> Using this tool is a journey and not a destination. Your organization should adapt its use to fit your needs. 	3:14
Participatory Voice over: <ul style="list-style-type: none"> We recommend that the tool is facilitated by an impartial person who can encourage all voices to be valued and heard. It's valuable to solicit input from as many individuals representing as many areas of contribution as possible - It is not just for leadership, equity teams, or Boards alone. It's for the entire organization. 	3:25
Conversations Voice over: <ul style="list-style-type: none"> The process of using it is not intended to be stressful It facilitates reflective and sometimes courageous conversations about "how we are doing" and "what we could be doing" The conversations may lead to policy changes, attitude shifts, and best practices It inspires mindfulness, and responsiveness to people's unique needs and rights 	3:48
Continuous process Voice over: <ul style="list-style-type: none"> Using the tool is a constantly evolving process of change and improvement - there is always more to do to ensure greater equity, more respect for diversity, and continuous inclusion. 	4:16
Using the Organizational Self-Assessment Tool for Equity and Inclusion	4:34
Image: Tool There are 4 columns in the tool:	4:40

<ul style="list-style-type: none"> ● Indicators ● Evidence ● Actions Planned ● Score 	
<p>Image: Indicator Tool Scrolling Voice over: Indicators</p> <ul style="list-style-type: none"> ● These are the questions we ask in our conversations and dialogue about continuous improvement. ● Not all indicators apply to every organization or group, and additional relevant indicators that arise in dialogue should be added. 	4:50
<p>Image: Evidence Tool Scrolling Voice over: Evidence</p> <p>Appropriate sources of evidence appear in many ways throughout an organization and reveal how an organization is performing or addressing the various indicators. Evidence proves that the work is being done and reduces individual subjectivity.</p>	5:08
<p>Evidence Voice over: Evidence can be found in:</p> <ul style="list-style-type: none"> ● Written statements, reports and policies ● Action plans or work plans that show responsibilities (accessibility plans, diversity competency/improvement plans) ● Feedback/surveys and focus group recommendations from persons served, personnel, or stakeholders ● Internal or external demographic data ● Practices that have been adopted and documented ● Performance reviews/appraisals and objectives ● Trainings completed 	5:24
<p>Image: Actions planned column of tool Voice over: Actions Planned</p>	5:58

These are the strategies and next steps to either improve or maintain the score in certain areas.	
Dialogue and Input Voice over: <ul style="list-style-type: none"> Dialogue and input from many diverse stakeholders are key to the actions that are required. The importance of the conversations and input cannot be underestimated 	6:07
Documentation Voice over: <p>All recommendations and suggestions for actions should be considered and documented.</p>	6:20
All Actions are valid Voice over: <p>The actions can be large (creating a new policy/manual, or bringing in appropriate training) or small (changing language/words/terms or adding statements to existing policies or documents).</p>	6:28
Template Voice over: <p>In the tool there is a template for a “Further Improvement” plan where actions planned can be expanded upon, with additional areas for responsibility and timeliness.</p>	6:46
Score Voice over: <p>This is a snap shot of “how we are doing” in response to the indicator evidence and actions planned.</p>	6:58
Image: Voice over <p>There is no failing score – creating ongoing awareness of actions for improvement is the true measure of success!</p>	7:06
Guidelines for Scoring: 3 substantial – some actions have been taken and there is good evidence	7:13

<p>2 partial – actions have started or are in progress with some evidence</p> <p>1 minimal – action is intended and conversations or planning has begun</p> <p>Voice over: same as slide</p>	
<p>Image: Summary on Tool</p> <p>Voice over: At the end of the tool, there is a “Summary” for the scoring of each area.</p>	7:38
<p>Image: HEDR Logo</p> <p>This concludes the HEDR training presentation. For more information or to book a facilitator to help you lead the self-assessment process, please contact HEDR.</p>	7:44
<p>HEDR info@ hedroutable.com 905-339-3525</p>	7:56
<p>HEDR would like to thank the resource and outreach workgroup members:</p> <p>Ancilla Ho-Young, Burlington Caribbean Connection</p> <p>Donna Oliver, STRIDE</p> <p>Becky Andrade, Milton community Resource Centre (MCRC)</p> <p>Brian Wrixon, Community Member</p> <p>Bridget Hall, The AIDS Network</p> <p>Donna Miles, Halton Children’s Aid Society</p> <p>Marcus Logan, Oakville Public Library</p> <p>Marlene Beitz, Hillview Active Living Centres</p>	8:00

Peter Hodgson, Red Cross	
Zerezghi Haile, Halton Region	

HEDR Video # 3 - Organizational Foundations

Content/ Slide	Time Stamp
<p>Image: HEDR Logo Voice over: Welcome to the training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p>	0:10
<p>Organizational Foundation Indicators Voice over: In this video we will explore the area of Organizational Foundation Indicators.</p>	0:19
<p>Group Discussion At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	0:24
<ul style="list-style-type: none"> • Everyone speaks for their own experience • Be open to new ideas • Be sensitive and respectful <p>Voice over: same as slide</p>	0:34
<p>Voice over: We may encounter areas that may challenge us and cause discomfort and that’s an important part of growing and learning.</p>	0:43
<p>What is the best way to begin the process of using the tool? Voice over: There are different ways to approach the indicators depending on your unique needs. Here are a few ideas</p>	0:52
<p>a) Prioritize have stakeholders do a “dotmocracy” activity to vote on the indicators that need most urgent attention. See the facilitator’s guide for details. Voice over: same as slide</p>	1:04

<p>b) Adapt Select indicators and adapt them to best meet the needs of your organization</p> <p>Voice over: same as slide</p>	<p>1:19</p>
<p>c) Delegate Divide the indicators among various equity champions, stakeholders or groups in the organization to seek out the examples and suggest action items/ scoring.</p> <p>Voice over: same as slide</p>	<p>1:26</p>
<p>ORGANIZATIONAL FOUNDATION INDICATORS</p> <p>a)Indicator: Diversity and inclusion are embedded within the mission and strategy, and are key values.</p> <p>Voice over: Diversity and inclusion are embedded within the mission and strategy, and are key values. The mission, vision and strategy of the organization provide the basis for demonstrating a commitment to equity and inclusion. Statements should be clear, understandable and obvious to all that equity is a priority.</p>	<p>1:41</p>
<p>Evidence examples:</p> <ul style="list-style-type: none"> ● Mission statement includes inclusive language and “feels” like it embraces all individuals <p>Voice over: same as slide</p>	<p>2:06</p>
<p>Mission Statements Examples of Mission Statements</p> <p>Great mission statements are inclusive</p> <p><i>“Every student will explore and enhance their potential, passions, and strengths to thrive as contributing global citizens.”</i></p> <p>Voice over: same as slide</p>	<p>2:16</p>

Not-so-great mission statements. These don't feel good. 2:36

“Unchallenged Marketplace dominance”

So, for example, if we are creating a mission statement for an organization that provides housing options, we could replace a mission statement with person-first language that is open and non-stigmatizing.

Instead of: **“To give the homeless a home”**

How about this:

“Building a secure community through appropriate housing for everyone”

Voice over: same as slide above plus -

Key values are listed to accompany the Mission Statement – and include statements about reflecting diversity, equity and inclusion

- A philosophy statement includes belief/ethos, or background of the organization and emphasizes the relevance of inclusion and the value of diversity.
- Strategic Planning has an “inclusion lens” – looking at all planning with a vision of building equity into practices that achieve goals

Let's discuss your organization's mission, vision and/or core values statements. List the evidence, score individually and discuss with a table partner 3:43

Voice over:

Let's discuss: Pause the video and discuss your own organization's mission, vision, and/or core values statements, Strategic Plan, multi-year plan or other statements about the organization. List the evidence, score and discuss.

b) Indicator: 4:13

All levels of the organization (e.g. Board of Directors, leadership, staff and volunteers) demonstrate that diversity and inclusion are aligned with the mission and vision.

<p>Voice over: same as slide</p>	
<p>Image: overlapping hands Voice over: Equity and inclusion sometimes fall to one or two champions in the organization, an equity team or department. Organizations who fully embrace equity as everyone’s responsibility move forward towards inclusion in more organic ways.</p>	<p>4:28</p>
<p>Evidence examples:</p> <ul style="list-style-type: none"> ● Messages and communications from people in leadership and management positions include inclusive and respectful language and themes. ● Messages and communications from people in staff and volunteer positions include inclusive and respectful language and themes. ● Respectful and person-first language used in policies, practices and forms <p>Voice over: same as slide</p>	<p>4:41</p>
<p>What kind of language is inclusive? Voice over: Person-first language is respectful and eliminates generalizations and stereotypes by focusing on the person rather than a label.</p>	<p>5:08</p>
<p>Examples of person-first language: Voice over: “a person (or people) on the autism spectrum” “a person who exhibits the symptoms of schizophrenia” “people with disabilities” or “people of varied abilities”</p>	<p>5:21</p>
<p>Examples of language that doesn’t feel respectful: Voice over: “those people” “the problems we deal with” Voice over: same as slide</p>	<p>5:39</p>

<p>Examples of respectful language: “the people we serve” or “persons served” “concerns of the persons served” “needs of the people we serve”</p> <p>Voice over: same as slide</p>	<p>5:47</p>
<p>Evidence examples:</p> <ul style="list-style-type: none"> ● Bill of Rights for Clients or Persons Served; Bill of Rights for Volunteers ● Strategic Plan or Theory of Change includes and emphasizes inclusionary vision and practices ● Promotional materials, annual reports, include information about all people in the organization and not arranged in hierarchical order ● Promotional materials, newsletters or communications have photos or stories about people of various ages, genders, ethnic origins etc. <p>Voice over: same as slide</p>	<p>6:03</p>
<p>c) Indicator: All levels of the organization (e.g. Board of Directors, leadership, staff and volunteers) reflect the diverse community and are selected according to specific skills and competencies.</p> <p>Voice over: same as slide</p>	<p>6:35</p>
<p>Evidence examples: Hiring documents Job/position postings and hiring documents state equity and inclusive hiring practices</p> <p>Skills and competencies Human Resources practices and policies reflect that both recruitment and advancement of all people within the organization are based on skills and competencies, and not on favoritism or appearance</p>	<p>6:49</p>

<p>Community is reflected The personnel within the organization reflect a range of diverse individuals, also reflected within the community</p> <p>Voice over: same as slide</p>	
<p>d) Indicator: Organizational strategic and business planning have incorporated diversity and inclusion objectives.</p> <p>Voice over: same as slide</p>	7:30
<p>Evidence examples:</p> <ul style="list-style-type: none"> ● The Strategic Plan includes detailed demographics of the service area ● Business planning allocates resources to increasing equity and improving inclusion practices ● Meeting agendas and meeting notes give evidence that the topics of equity, diversity and inclusion practices are discussed for the purpose of improvement <p>Voice over: same as slide</p>	7:36
<p>e) Indicator: Relevant demographic data from community assessments have been used to establish targets and support planning.</p> <p>Voice over: same as slide</p>	8:01
<p>Image: checklist Voice over: Demographic and self-identification data may include quantitative and qualitative information and help an organization to understand better who they are serving and what the needs are. Data helps an organization to identify gaps in service. For example, you may notice through demographic data that there is a large group of people who speak a certain language, but they are not currently using your programs/ services.</p>	8:10

<p>Evidence examples: The following may be used in service planning, addressing gaps in services or setting targets/goals:</p> <ul style="list-style-type: none"> ● Collection of reports and “community lens” information ● Demographic data from census information or municipal reports ● Case studies, case examples and human stories with non-identifying details become part of the qualitative measurement and anecdotal support <p>Voice over: same as slide</p>	8:37
<p>f) Indicator: Organizational policies and strategic planning have included input from staff/personnel and stakeholders, and is communicated to staff/personnel and stakeholders.</p> <p>Voice over: same as slide</p>	9:09
<p>Evidence</p> <ul style="list-style-type: none"> ● Policies, procedures and guidelines align with legislation around Accessibility for Ontarians with Disabilities Act and the Ontario Human Rights Code ● The Strategic Plan is shared or is accessible to all levels and areas of the organization – persons served, personnel and stakeholders ● Human Resources manual with inclusive policies is communicated and accessible to every person in the organization ● Volunteer Policies/Practices Manual with inclusive practices is communicated and accessible to every person in the organization <p>Voice over: same as slide</p>	9:23
<p>g) Indicator: Outcomes in implementing inclusion practices are promoted, measured, analyzed and reported on regularly</p>	10:06

<p>for the purpose of improvement and transparency.</p> <p>Voice over: same as slide</p>	
<p>Image: checklist with blue check marks</p> <p>Voice over: We attend to those goals and practices that we measure and check on regularly. Embedding equity and inclusion into ongoing improvement plans ensures that the equity conversation continues and grow.</p>	<p>10:19</p>
<p>Evidence examples:</p> <ul style="list-style-type: none"> ● Annual Reports details continuous focus and actions in improving inclusion practices ● Business Improvement Plan or Performance Improvement Plan shows indicators that focus on increasing diversity or inclusion measures ● Equity, Cultural Competency and Diversity Plan shows progress and updates – especially in training initiatives, collaborative partnerships, new projects or ventures, service additions or modifications, and improving documents/manuals. <p>Voice over: same as slide</p>	<p>10:32</p>
<p>h) Indicator: Organizational culture provides a positive experience and welcoming, inclusive environment for both employees and clients/persons served (e.g. organizational practices align with the written policies and procedures).</p> <p>Voice over: same as slide</p>	<p>11:07</p>
<p>Image: sticky notes with word Culture</p> <p>Voice over: Culture is what we see, hear, experience and feel in an organization as either:</p> <ul style="list-style-type: none"> ● people who utilize services, clients ● stakeholders ● volunteers 	<p>11:24</p>

<ul style="list-style-type: none"> ● staff ● leadership 	
<p>Evidence examples:</p> <p>Welcoming signs multilingual welcome signs, rainbow flag, service animals and welcome stickers that welcome people who may seek confirmation that they are included</p> <p>Positive Space and LGBTQ+ posters and visuals represented on images are visible</p> <p>Reception Areas People are greeted in reception areas and service delivery areas in positive and culturally respectful ways</p> <p>Gender pronouns are not assumed</p> <p>Gender Neutral Washrooms Washroom options provide an all-gender option</p> <p>Representation Photos of people or quotes/testimonials on information which represents the organization show people of various genders, ethnic backgrounds, cultural styles – as appropriate to the organization’s services</p> <p>Voice over: same as slide</p>	<p>11:40</p>
<p>Let’s Discuss What contributes to a positive and inclusive culture in your organization? Identify any gaps.</p> <p>Voice over: Pause the video: Please discuss some of these and other specific evidence in your organization that contribute to a positive and inclusive culture. Identify any gaps that need to be addressed.</p>	<p>12:33</p>
<p>Thanks for considering the indicators and evidence that</p>	<p>12:58</p>

<p>support equitable Organizational Foundations.</p> <p>Voice over: same as slide</p>	
<p>We encourage you to continue to apply the Organizational Self-Assessment Tool for Equity and Inclusion to one of the other five content areas that your organization has selected to explore.</p> <p>Voice over: same as slide</p>	13:05
<p>You can continue with scoring and action planning. If you need assistance view video #2 using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p> <p>Voice over: same as slide</p>	13:17
<p>Image: HEDR Logo This concludes the HEDR training presentation. For more information or to book a facilitator to help you lead the self-assessment process, please contact HEDR.</p>	13:30
<p>HEDR info@ hedroutable.com 905-339-3525</p>	13:40
<p>HEDR would like to thank the resource and outreach workgroup members:</p> <p>Ancilla Ho-Young, Burlington Caribbean Connection</p> <p>Donna Oliver, STRIDE</p> <p>Becky Andrade, Milton community Resource Centre (MCRC)</p> <p>Brian Wrixon, Community Member</p> <p>Bridget Hall, The AIDS Network</p> <p>Donna Miles, Halton Children’s Aid Society</p>	13:54

<p>Marcus Logan, Oakville Public Library</p> <p>Marlene Beitz, Hillsview Active Living Centres</p> <p>Peter Hodgson, Red Cross</p> <p>Zerezghi Haile, Halton Region</p>	
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HEDR Video # 4 – Leadership

Content/Slide	Time Stamp
<p>Image: HEDR Logo Voice over: Welcome to the training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion. In this video we will explore the area of Leadership.</p>	0:10
<p>Group Discussion Voice over: At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	0:25
<ul style="list-style-type: none"> ● Everyone speaks for their own experience ● Be open to new ideas ● Be sensitive and respectful <p>Voice over: same as slide</p>	0:36
<p>Image: people talking Voice over: We may encounter areas that may challenge us and cause discomfort and that’s an important part of growing and learning.</p>	0:45
<p>What is the best way to begin the process of using the tool? Voice over: What is the best way to begin the process of using the tool? There are different ways to approach the indicators depending on your unique needs. Here are a few ideas:</p>	0:52
<ul style="list-style-type: none"> a) Prioritize - have stakeholders do a “dotmocracy” activity to vote on the indicators that need most urgent attention. See the facilitator’s guide for details. b) Adapt - Select indicators and adapt them to best meet the needs of your organization 	1:05

<p>c) Delegate - Divide the indicators among various equity champions, stakeholders or groups in the organization to seek out the potential examples and suggest action items/scoring.</p> <p>Voice over: same as slide</p>	
<p>Leadership</p> <p>Leadership sets the tone Leadership makes equity everyone’s work</p> <p>Voice over: In this video we will explore the area of Leadership. Leadership in an organization is crucial to setting the organizational tone for equity and inclusion so that it’s positioned as valuable work that brings strengths and assets to the organization. Solid equity leadership ensures that equity is not the work of a certain department or equity champion but of everyone in the organization.</p>	1:40
<p>Image: Leadership Indicators in the tool</p> <p>Voice over: Let’s look at the various Indicators listed under the heading of Leadership on the Organizational Self-Assessment Tool and see where you might find of these Indicators in your organization. Not all the Indicators listed may be applicable to your organization and there could be others that you wish to add.</p>	2:09
<p>What kind of evidence are we looking for?</p> <p>Voice over: Before we begin with the equity and inclusion indicators for Leadership, some of the evidence that supports these indicators may be based on opinions or personal accounts and not documented reports or the written practices we most often refer to as evidence. Let’s consider a few definitions to help us:</p>	2:28
<p>Evidence is information that supports a position or is</p>	2:48

<p>used as “proof”.</p> <p>Empirical Evidence is based on experiences and direct observation through research, and is documented.</p> <p>Logical Evidence is based on facts and a clear rationale.</p> <p>Anecdotal Evidence is based on personal accounts of incidents as they are remembered.</p> <p>Voice over: same as slide</p>	
<p>Empirical Logical Anecdotal</p> <p>Voice over: In this section on Leadership, we can use all of these types of evidence.</p>	3:12
<p>a) Indicator</p> <p>Senior leaders are role models in their discussions and actions in diversity and inclusion practices.</p> <p>Voice over: same as slide</p>	3:17
<p>Image: paper boats</p> <p>Voice over: Leaders consciously create the conditions for equity and inclusion instead of only responding to issues or perceived problems.</p>	3:25
<p>Evidence:</p> <ul style="list-style-type: none"> • References to equity are made in public speaking and messaging to stakeholders • The organizational philosophy has an equity lens. • Strategic Plan documents indicate actions planned for inclusionary practices 	3:35

<ul style="list-style-type: none"> • Anecdotal evidence of discussions and actions show respect for inclusion and equity • Job descriptions for executive leadership positions - include equity as a priority. • Advocacy for rights is practiced and apparent • Anecdotal evidence or an advocacy file of activities <p>Voice over: same as slide</p>	<p>3:53</p>
<p>b) Indicator Leaders support and are actively involved in equity and diversity networks.</p> <p>Voice over: same as slide</p>	<p>4:10</p>
<p>Image: laptop and desk Voice over: The presence of leadership in equity networks demonstrates their commitment and places importance on the work for others to see in the organization. It also helps them to understand the specific equity and inclusion assets and challenges that the organization experiences.</p>	<p>4:17</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Attendance and involvement at meetings and events. • List of organizations and partnerships that show support, involvement and contribution. • Minutes of meetings or supporting documents from learning events • Shared learning with information from equity trainings, networking. <p>Voice over: same as slide</p>	<p>4:35</p>
<p>Let's Discuss Consider how Leadership is involved in equity network in your organization. Discuss the evidence and scoring a</p>	<p>4:58</p>

<p>table partner. Identify any gaps.</p> <p>Voice over: Let's pause the video and consider how Leadership is involved in equity networks in your organization. Discuss the evidence and scoring with a table partner. Identify any gaps.</p>	
<p>c) Indicator Leaders encourage inclusion ideas recommended by employees, volunteers, persons served, and stakeholders.</p> <p>Voice over: same as slide</p>	5:18
<p>Image: statue</p> <p>Voice over: Responsive leadership takes equity ideas and empowers others to make them happen in an organization. They listen and act upon suggestions as much as they lead.</p>	5:28
<p>Evidence</p> <ul style="list-style-type: none"> • Openness to trying and adopting new ideas • Assigning budget to new ideas and ventures • Encouraging risk and valuing innovation • Guidelines are documented and practiced in meetings so that all voices are heard • Anecdotal evidence of active listening taking priority over leadership voices. <p>Voice over: same as slide</p>	5:37
<p>Active Listening</p> <p>Voice over: Active listening is so important! Let's look at a video that will help us recognize and practice great listening skill</p>	5:57
<p>Active Listening Video</p>	6:04

<p>d) Indicator Leaders respond to challenging issues, such as conflicting rights or unconscious bias.</p> <p>Voice over: same as slide</p>	<p>7:53</p>
<p>Image: Policy On Competing Human Rights Voice over: Demonstrating how to resolve equity issues in positive and productive ways help all members of the organization to see equity and inclusion as a strength.</p>	<p>7:59</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Acknowledging their own biases and publicly correcting themselves • Setting clear guidelines for conflict resolution in alignment with the human rights code, (in employee handbook, and ethical code of conduct) <p>Voice over: same as slide</p>	<p>8:09</p>
<ul style="list-style-type: none"> • Building capacity and understanding of human rights and competing rights. • Maintaining current knowledge of legal and legislative changes • (AODA guidelines for accessibility) • Accessing expertise in mediation, training in human rights, and legal advice <p>Voice over: same as slide</p>	<p>8:23</p>
<p>e) Indicator Leaders ensure that policies, including policies and practices of inclusion and equity, are communicated to the Board, committees, groups, staff, volunteers,</p>	<p>8:38</p>

<p>personnel, and persons served.</p> <p>Voice over: same as slide</p>	
<p>Evidence</p> <ul style="list-style-type: none"> ● Budgeting for training and knowledge transfer around equity topics ● Board meetings are practiced according to Bylaws - minutes are current and accessible ● Minutes of meetings with committees, groups and personnel are documented <p>Voice over: same as slide</p>	<p>8:52</p>
<ul style="list-style-type: none"> ● Bill of Rights for Employees and Volunteers ● Bill of Rights for Persons Served ● Human Resources manual is accessible to all staff and all volunteers <p>Voice over: same as slide</p>	<p>9:10</p>
<ul style="list-style-type: none"> ● Documented Policies on: ● Equity and Inclusion (previously called Cultural Competence) ● Social Justice ● Ethical Code of Conduct ● Equitable Employment Practices ● No-Reprisal (may be in the Ethical Code of Conduct) ● Conflict Resolution ● Health Equity Plan (applicable in some organizations) <p>Voice over: same as slide</p>	<p>9:20</p>

<p>Let's Discuss</p> <p>Look at how leadership ensures communication of equity policies your organization. Discuss evidence and scoring with a table partner. Identify gaps.</p> <p>Voice over:</p> <p>Let's pause the video here to look at how leadership ensures communication of equity policies in your organization. Discuss evidence and scoring with a table partner. Identify any gaps.</p>	<p>9:44</p>
<p>f) Indicator</p> <ul style="list-style-type: none"> • Leaders are equipped with inclusive leadership skills needed for diverse work teams. <p>Voice over:</p> <p>Leaders are equipped with inclusive leadership skills needed for diverse work teams. Leaders seek out opportunities to grow their own equity leadership capacity from formal and informal sources of equity information and training.</p>	<p>10:05</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Attending community based learning that are both formal and informal (visiting a round house, places of worship and cultural events to understand and gain insight into the needs of a given community) <p>Voice over: same as slide</p>	<p>10:22</p>
<ul style="list-style-type: none"> • Training, resources and education are provided for enrichment not only to respond to an issue or need. • Focus groups, committees or teams are organized with broad representation • Organizational chart which includes all positions and groups <p>Voice over: same as slide</p>	<p>10:41</p>

<p>Equitable Leadership embraces the values of accountability and responsibility to the organization’s stated mission. Leaders demonstrate attention to people within the organization and served by the organization, viewing social responsibility through the equity lens.</p> <p>Voice over: same as slide</p>	<p>10:58</p>
<p>Thanks for considering the indicators and the evidence that supports equitable leadership. We encourage you to continue to apply the Organizational Self-Assessment Tool for Equity and Inclusion to one of the five other content areas that your organization has selected to explore.</p> <p>Voice over: same as slide</p>	<p>11:20</p>
<p>You can continue with scoring and action planning. If you need assistance view Video #2 Using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion</p> <p>Voice over: same as slide</p>	<p>11:36</p>
<p>This concludes the HEDR training presentation.</p> <p>For more information or to book a facilitator to help you lead the self-assessment process please contact HEDR info@hedroundtable.com 905-339-3525</p> <p>Voice over: same as slide</p>	<p>11:49</p>
<p>HEDR would like to thank the resource and outreach workgroup members:</p>	<p>12:05</p>

Ancilla Ho-Young, Burlington Caribbean Connection

Donna Oliver, STRIDE

Becky Andrade, Milton community Resource Centre (MCRC)

Brian Wrixon, Community Member

Bridget Hall, The AIDS Network

Donna Miles, Halton Children's Aid Society

Marcus Logan, Oakville Public Library

Marlene Beitz, Hillview Active Living Centres

Peter Hodgson, Red Cross

Zerezghi Haile, Halton Region

Voice over: HEDR would like to thank the following.

HEDR Video # 5 - Service Delivery

Content/ Slide	Time Stamp
<p>Organizational Self-Assessment Tool Voice over: Welcome to this training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p>	0:12
<p>Service Delivery Indicators Voice over: In this video we will explore the area of Service Delivery Indicators</p>	0:20
<p>Group Discussion Voice over: At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	0:26
<ul style="list-style-type: none"> ● Everyone speaks for their own experience ● Be open to new ideas ● Be sensitive and respectful <p>Voice over: Everyone speaks for their own experience. Be open to new ideas. Be sensitive and respectful. We may encounter areas that may challenge us and cause discomfort and that’s an important part of growing and learning.</p>	0:35
<p>What is the best way to begin using the tool? Voice over: What is the best way to begin the process of using the tool? There are different ways to approach the indicators depending on your unique needs. Here are a few ideas.</p>	0:53
<p>a) Prioritize Have stakeholders do a “dotmocracy” activity to vote on the indicators that need most urgent attention. See the facilitator’s guide for details.</p>	1:05

<p>b) Adapt Select indicators and adapt them to best meet the needs of your organization</p> <p>c) Delegate Divide the indicators among various equity champions, stakeholders or groups in the organization to seek out the evidence/ examples and suggest action items/ scoring.</p> <p>Voice over: same as slide</p>	
<p>Service Delivery Indicators</p> <ul style="list-style-type: none"> ● Meeting service users' unique needs ● Removing barriers <p>Voice over: Building equity and inclusion into service delivery means meeting service users unique needs and how to best meet them. Sometimes clients need specific accommodations to remove barriers to access and experience the full effectiveness of an organization's services and programs.</p>	<p>1:41</p>
<p>a) Indicator Accessible facilities allow all users to have full access to services.</p> <p>Voice over: Accessible facilities allow all users to have full access to services. Accessibility is not only the physical features but also may include language, gender, cultural and faith accommodations.</p>	<p>2:05</p>
<p>Evidence</p> <ul style="list-style-type: none"> ● Interpreters and resources like Language Line ● TeleTouch ● Physical barriers removed (ramps, railings) ● Braille ● Closed Captioning 	<p>2:21</p>

<p>Voice over: same as slide</p>	
<p>Accessibility Plan with barriers listed and actions planned in these areas:</p> <ul style="list-style-type: none"> ● Architecture and environment ● Employment ● Technology ● Communication ● Attitudes and ease of service <p>Voice over: same as slide</p>	<p>2:34</p>
<p>What are reasonable accommodations?</p> <p>Voice over: What are reasonable accommodations? Requests sometimes are made which are outside the parameters of regular service delivery. Policies and procedures should never be an excuse or prevent us from considering how we can provide a service to meet the needs of an individual. For example changing the time of delivery for a meals on wheels program to accommodate fasting in Ramadan.</p>	<p>2:51</p>
<p>Ontario Human Rights Code</p> <p>Voice over: The Ontario Human Rights Code has a legal limit for accommodations called undue hardship which does not include inconvenience. Organizations have a duty to accommodate and people are encouraged to find mutually agreeable solutions when a request for accommodation is made.</p>	<p>3:15</p>
<p>b)Indicator Accessible customer services policies and practices</p>	<p>3:37</p>

<p>(Ontario Regulation 429/07) allow people to be served with independence, dignity, integration and equality of opportunity.</p> <p>Voice over: same as slide</p>	
<p>Evidence</p> <ul style="list-style-type: none"> ● Interpreters ● Accessible Customer Service Policy ● Training provided for accessible customer service ● Bill of Rights and information on services is given to persons served. ● Information meets requests and needs: large print and read verbally if requested <p>Voice over: same as slide</p>	<p>3:53</p>
<p>c) Indicator</p> <p>Community consultation and stakeholder input is encouraged and analyzed for equity practices within current services and proposed services.</p> <p>Voice over: same as slide</p>	<p>4:13</p>
<p>Evidence</p> <ul style="list-style-type: none"> ● Focus groups ● Person self-identification and surveys ● Accessibility Survey ● Stakeholder Survey has questions about accessibility ● Board is consulted and completes Accessibility Survey ● Analysis of surveys and feedback show that actions are planned or in progress <p>Voice over: same as slide</p>	<p>4:24</p>

<p>Let's Discuss Discuss how your organization encourages community consultation and stakeholder input for service delivery. Consider the evidence and scoring with a table partner. Identify gaps. Voice over: Pause the video and discuss how your organization encourages community consultation and stakeholder input for service delivery. Consider the evidence and scoring with a table partner. Identify gaps.</p>	<p>4:50</p>
<p>d) Indicator Consultation mechanisms such as surveys or ratings/measures of services are used to establish needs and satisfaction levels of diverse group service users. Voice over: same as slide</p>	<p>5:09</p>
<p>Evidence</p> <ul style="list-style-type: none"> ● Focus group minutes/ reports ● Service Satisfaction Surveys ● Stakeholder Surveys (persons served, staff and volunteers) ● Feedback process through website is documented and analyzed ● Feedback process through social media is documented and analyzed <p>Voice over: same as slide</p>	<p>5:22</p>
<p>e) Indicator Practices are in place to review the implications for diverse group service users or prospective users, in order to increase, decrease, or reallocate funding.</p>	<p>5:41</p>

<p>Voice over: same as slide</p>	
<p>Evidence</p> <ul style="list-style-type: none"> ● Equity strategies and reviews feed budget process ● Strategic Plan invites diverse group representation to assist in planning ● Environmental scan is done to assess populations of diverse groups ● Gap analysis is in progress to understand needs and allocate funds <p>Voice over: same as slide</p>	<p>5:53</p>
<p>f) Indicator</p> <p>Written procedures are in place to attend to complaints, comments or suggestions regarding service delivery.</p> <p>Voice over: same as slide</p>	<p>6:14</p>
<p>Evidence</p> <ul style="list-style-type: none"> ● Policy for handling Comments and Complaints ● Forms for gathering comments and complaints ● Process for feedback through website and social media <p>Voice over: same as slide</p>	<p>6:20</p>
<p>Let's Discuss</p> <p>Discuss the written procedures that are in place in your own organization to attend to complaints, comments or suggestions regarding service delivery. Discuss the evidence and scoring with a table partner. Identify gaps.</p> <p>Voice over:</p> <p>Pause the video and discuss the written procedures that are in place in your own organization to attend to complaints,</p>	<p>6:32</p>

<p>comments or suggestions regarding service delivery. Discuss the evidence and scoring with a table partner. Identify gaps.</p>	
<p>g) Indicator There are adequate resources for full implementation of actions needed or identified to ensure service delivery with diverse and inclusionary practices. Voice over: Same as slide</p>	<p>6:52</p>
<p>Evidence</p> <ul style="list-style-type: none"> ● Bill of Rights for Persons Served ● Budget allocation results from feedback and gap analysis ● Sufficient levels of personnel to ensure inclusionary practices. <p>Voice over: same as slide</p>	<p>7:03</p>
<p>h) Indicator Contacts or partnerships with external organizations or suppliers include requirements to deliver services equitably and without discrimination, and systematic checks insure that there are no systemic barriers. Voice over: same as slide</p>	<p>7:16</p>
<p>Evidence</p> <ul style="list-style-type: none"> ● Contracts with partnering service provider are in place and are reviewed annually or as needed ● Partners or collaborators who share service location are consulted and included in site Accessibility Plan. ● Sufficient levels and number of personnel to ensure and complete inclusionary practices. 	<p>7:31</p>

<ul style="list-style-type: none"> • Health Equity Plan(where applicable) <p>Voice over: same as slide</p>	
<p>Service Delivery Equitable service delivery is a key area for organizations to attend to. Diverse persons served are aware of and are able to fully access your organization’s services in authentic ways that provide greater quality care and engagement.</p> <p>Voice over: same as slide</p>	<p>7:57</p>
<p>Thanks for considering the indicators and the evidence that support equitable service delivery. We encourage you to continue to apply the Organizational Self-Assessment Tool for equity and inclusion to one of the five other content areas that your organization has selected to explore.</p> <p>Voice over: same as slide</p>	<p>8:20</p>
<p>You can continue with scoring and action planning. If you need assistance view video#2. Using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p> <p>Voice over: same as slide</p>	<p>8:37</p>
<p>Image: HEDR Logo Organizational Self-Assessment Tool HEDR info@hedroundtable.com 905-339-3525 Voice over: This concludes this HEDR training presentation.</p>	<p>8:50</p>

<p>For more information or to book a facilitator to help you lead the self-assessment process please contact HEDR.</p>	
<p>HEDR would like to thank the resource and outreach workgroup members:</p> <p>Ancilla Ho-Young, Burlington Caribbean Connection</p> <p>Donna Oliver, STRIDE</p> <p>Becky Andrade, Milton community Resource Centre (MCRC)</p> <p>Brian Wrixon, Community Member</p> <p>Bridget Hall, The AIDS Network</p> <p>Donna Miles, Halton Children’s Aid Society</p> <p>Marcus Logan, Oakville Public Library</p> <p>Marlene Beitz, Hillview Active Living Centres</p> <p>Peter Hodgson, Red Cross</p> <p>Zerezghi Haile, Halton Region</p> <p>Voice over: HEDR would like to thank the following.</p>	<p>9:05 12:05</p>

HEDR Video # 6 - Personnel Practices

Content/ Slide	Time Stamp
<p>Organizational Self-Assessment Tool Voice over: Welcome to this training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p>	<i>0:10</i>
<p>Personnel Practices Voice over: In this video we will explore the area of Personnel Practices.</p>	<i>0:19</i>
<p>Group Discussion Voice over: At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	<i>0:24</i>
<ul style="list-style-type: none"> ● Everyone speaks for their own experience ● Be open to new ideas ● Be sensitive and respectful <p>Voice over: same as slide</p>	<i>0:34</i>
<p>Voice over: We may encounter areas that may challenge us and cause discomfort and that's an important part of growing and learning.</p>	<i>0:43</i>
<p>What is the best way to being the process of using the tool? Voice over: What is the best way to begin the process of using the tool? There are different ways to approach the indicators depending on your unique needs. Here are a few ideas:</p>	<i>0:52</i>
<p>a) Prioritize have stakeholders do a “dotmocracy” activity to vote on the indicators that need most urgent attention. See the facilitator’s guide for details. b) Adapt Select indicators and adapt them to best meet the needs of your organization</p>	<i>1:04</i>

<p>c) Delegate Divide the indicators among various equity champions, stakeholders or groups in the organization to seek out the examples and suggest action items/scoring.</p>	
<p>Image</p>	<p>1:41</p>
<p>Employees are your greatest asset</p> <p>Voice over: same as slide</p>	<p>1:50</p>
<p>A diverse and equity competent workforce may include:</p> <ul style="list-style-type: none"> • full-time employees • part-time employees • contractors • per-diem workers • volunteers • peer support • students • any other individuals involved in the delivery of services provided by the organization <p>Voice over: same as slide</p>	<p>1:52</p>
<p>Personnel Practices</p>	<p>2:22</p>
<p>a) Indicator Employment practices including recruitment, retention, advancement, compensation and job classifications are fair, equitable and inclusive.</p> <p>Voice over: same as slide</p>	<p>2:25</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Personnel practice guidelines • Varied recruitment strategies in diverse media • Compensation is transparent • Job descriptions include equity statement • Language and forms are respectful of all genders <p>Voice over: Equity policies, human resources and volunteer manuals include</p>	<p>2:39</p>

<p>an equity statement and outline personnel practice guidelines. A variety of recruitment strategies are employed in various media formats and communities. Compensation plans are transparent. Job descriptions including volunteer position descriptions include equity statements about fair and inclusive interviewing and hiring practices. Forms include options to identify gender and policies and manuals include language that is respectful to all genders and not just male or female, his or her, he or she.</p>	
<p>b) Indicator</p> <p>Employment opportunities are advertised using various channels including diverse, community networks to encourage applicants from all communities.</p> <p>Voice over: same as slide</p>	3:22
<p>Evidence</p> <p>Human resources manual includes policy on diverse recruitment strategies</p> <p>Advertising in cultural or language specific media</p> <p>Succession plans outline recruitment strategies</p> <p>Voice Over:</p> <p>Policy documents, Human resources manual and/or the volunteer resources manual outline advertising strategy which reaches a diverse market of applicants. Advertising in cultural/ language specific newspapers, social media and radio/tv avenue. Succession Plan outlines advertising strategy for management positions.</p>	3:33
<p>Image - Arabic Job Search website</p>	3:59
<p>Let's Discuss</p> <p>Pause the video and discuss how your organization currently attracts and recruits a diverse and equity competent workforce and volunteer resources.</p> <p>Voice over: same as slide</p>	4:05
<p>c) Indicator</p>	4:17

<p>Opportunities for advancement and skill development are equally available and based on competency</p> <p>Voice over: same as slide</p>	
<p>Evidence</p> <ul style="list-style-type: none"> • Professional Development and training is accessible and is based on learning goals of the employee • Encourage innovation • Performance Evaluations • Equitable advancement processes in Human Resources and Volunteer Resources manuals <p>Voice Over: Professional development and training is accessible and meets the learning goals of the employee. For example an organization can offer professional language development courses for workers who speak another language as their first language. Training sessions on equity and inclusion should be mandatory for all staff. There is a training and development plan for all employees and volunteers. Employees are encouraged to bring innovative ideas, new ways of learning and skill development to their professional learning goals. Opportunities are given to all employees and volunteers to suggest training and skill development. Performance evaluations provide opportunities to discuss skill development. Human resources manual and volunteer resources manual includes policy on equitable opportunity for advancement.</p>	4:26
<p>d) Indicator Requests for flexible work arrangements for appropriate positions are responded to with consideration and without negative impact to career development, service delivery or job performance.</p> <p>Voice over: same as slide</p>	5:26
<p>Evidence</p> <ul style="list-style-type: none"> • Working from home opportunities • Flexible work hours • Use of technology to create accessibility for flexible work Human Resources Manual includes policy on 	5:39

<p align="center">flexible work arrangements</p> <p>Voice Over: Employees are provided with work from home opportunities and flexible work hours where appropriate. The use of technology is encouraged to create flexibility and accessible work times and locations. For example using video conferencing instead of face-to-face meetings. The Human resources manual includes policy on flexible work arrangements.</p>	
<p>e) Indicator There are reasonable accommodations made for schedules, holidays or leaves and these are regarded as fully legitimate.</p> <p>Voice over: same as slide</p>	6:05
<p>Evidence Examples</p> <ul style="list-style-type: none"> • Human resources manual includes policy on accommodations for ability, faith and gender • Faith accommodations guidelines are in place • Contracts or job offers include process for religious absences • Days of Significance calendars posted • Programming considers days of significance for clients and employees <p>Voice Over: Human Resources Manual includes policy on accommodations made for holidays or observances. Job contracts or job offers include process for taking religious days off work. Faith accommodations for dress code, prayer, fasting and other faith observances are accommodated through established guidelines. A calendar of faith and days of significance are posted for employees. Planning for programming considers days of significance for clients and employees. For example plan important events and deliverables around days of significance.</p>	6:18
<p>Image</p>	7:00
<p>f) Indicator Job descriptions are clear and do not include factors such as appearance preferences. If specific characteristics are</p>	7:02

<p>mentioned, such as gender or age, it is to increase the equitable outcomes of a marginalized population.</p> <p>Voice over: same as slide</p>	
<p>Evidence examples</p> <ul style="list-style-type: none"> • Job descriptions for employees and position descriptions for volunteers are clear and equitable • Job description for gender related job (women’s shelter staff) • Hiring policy on equitable interviewing and selection processes <p>Voice over: Job descriptions for employees and position descriptions for volunteers are clear and equitable. A job description for a gender related job would be applicable for a women’s shelter. The Human resources manual includes hiring policy on equitable interviewing and selection processes.</p>	7:18
<p>g) Indicator Diversity and inclusion are emphasized in continuous training and education, providing employees and leaders with skills in inclusion competency.</p> <p>Voice over: same as slide</p>	7:45
<p>Evidence</p> <ul style="list-style-type: none"> • Professional development on equity and inclusion are stand alone and embedded • Job embedded learning prioritized • PD plans include education on inclusion competency • Strategic plan has an inclusion lens <p>Voice Over: Professional development on equity and inclusion are included as both stand-alone topics and embedded into other job related pd and training. Equity and inclusion job embedded learning is prioritized through coaching, mentoring, books clubs and staff meeting agendas. Training and development plan for employees, volunteers and board members includes education on inclusion</p>	7:53

competency. The Strategic Plan is created with an inclusion lens with reference to continuous focus on inclusion competency.	
Image - Workshop	8:28
<p>h) Indicator Employees and their partners of all genders are included in organizational events and benefits.</p> <p>Voice over: same as slide</p>	8:34
<p>Evidence examples Invitations to staff events Human Resources and Volunteer Resources Manuals HR forms include all genders and partners/ spouses of all genders</p> <p>Voice over: Invitations to staff events are inclusive and portray diverse partnerships and family structures. Human Resources Manual and Volunteer Resources Manual are written with an inclusionary lens with respect for all genders and partners or spouses of all genders. Human resources forms are written to include all genders and partners and spouses of all genders</p>	8:40
Image	
<p>Let's Discuss: Pause the video and discuss how employees and their partners of all genders are included in your organization's events and benefits plans.</p> <p>Voice over: same as slide</p>	9:07
<p>i) Indicator Employment practices and policies are regularly reviewed and updated to ensure equity and inclusion are advanced.</p> <p>Voice over: same as slide</p>	9:20
<p>Evidence:</p> <ul style="list-style-type: none"> • Review employment practices 	9:30

<ul style="list-style-type: none"> • Process for equity concerns related to employment • HR staff are equity competent • HR policies are written according to applicable legislation and ethical human rights codes <p>Voice over: There is a process in place to review employment practices and policies annually using an equity tool. Staff have a process to bring forward equity concerns related to employment to HR staff or senior staff. Employment practices and human resources policies are written according to applicable legislation and human rights codes. Management staff, human resources specialist or person responsible for written employment practices is educated or knowledgeable about equity and inclusion.</p>	
<p>Image: Ontario Human Rights Code</p>	<p>10:03</p>
<p>j) Indicator Employees are supported in their professional development.</p> <p>Voice over: same as slide</p>	<p>10:07</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Performance evaluation goals are co-created • Innovative and culturally specific professional development • Professional development and related expenses paid • Regular meetings support professional development <p>Voice over: Performance evaluations show professional development goals are co-created by the employee and supervisors in alignment with organization goals, including equity goals. Innovative and culturally specific professional development is valued. Professional development and related expenses to be paid by the employer. Regular meetings of employees or workforce groups promote discussion of tools or learning that supports professional development.</p>	<p>10:13</p>
<p>Thank you for considering the indicators and evidence that support equitable Personnel Practices. We encourage you to continue to apply the Organizational Self-Assessment Tool</p>	<p>10:48</p>

<p>for Equity and Inclusion to one of the other five content areas that your organization has selected to explore.</p> <p>Voice over: same as slide</p>	
<p>You can continue with scoring and action planning. If you need assistance view video #2 using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p> <p>Voice over: same as slide</p>	11:07
<p>HEDR infor@hedroundtable.com 905-339-3525</p> <p>Voice over: This concludes the HEDR training presentation. For more information or to book a facilitator to help you lead the self-assessment process, please contact HEDR.</p>	11:19
<p>HEDR would like to thank the Resources work group and Coordinating Committee members:</p> <p>Ancilla Ho-Young, Burlington Caribbean Connection</p> <p>Bridget Hall, The AIDS Network</p> <p>Daniel Ridsdale Town of Oakville</p> <p>Lisa Kohler, Halton Environmental Network</p> <p>Donna Miles, Halton Children’s Aid Society</p> <p>Marcus Logan, Oakville Public Library</p>	11:36

<p>Marlene Beitz, Hillsview Active Living Centres</p>	
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<p>Sita Jayaraman, Halton Catholic District School Board</p>	
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<p>Voice over: HEDR would like to thank the following.</p>	
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HEDR Video # 7 - Communication

Content/ Slide	Time Stamp
<p>Organizational Self-Assessment Tool Voice over: Welcome to this training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p>	<i>0:10</i>
<p>Communication Voice over: In this video we will explore the area of Communication.</p>	<i>0:19</i>
<p>Group Discussion Voice over: At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	<i>0:24</i>
<ul style="list-style-type: none"> ● Everyone speaks for their own experience ● Be open to new ideas ● Be sensitive and respectful <p>Voice over: same as slide</p>	<i>0:34</i>
<p>Voice over: We may encounter areas that may challenge us and cause discomfort and that’s an important part of growing and learning.</p>	<i>0:43</i>
<p>What is the best way to begin the process of using the tool? Voice over: What is the best way to begin the process of using the tool? There are different ways to approach the indicators depending on your unique needs. Here are a few ideas</p>	<i>0:52</i>
<p>a) Prioritize have stakeholders do a “dotmocracy” activity to</p>	<i>1:04</i>

<p>vote on the indicators that need most urgent attention. See the facilitator’s guide for details.</p> <p>Voice over: same as slide</p>	
<p>b) Adapt Select indicators and adapt them to best meet the needs of your organization</p> <p>Voice over: same as slide</p>	1:19
<p>c) Delegate Divide the indicators among various equity champions, stakeholders or groups in the organization to seek out the examples and suggest action items/ scoring.</p> <p>Voice over: same as slide</p>	1:26
<p>COMMUNICATION Voice over: Communications are the way an organization provides branding and messaging about their values, programs and services to the community. Inclusive communications are an important way of ensuring that people in your community know that your services include them and the values you stand for. Communications should include equity lenses: ability, languages, race, culture, faith, gender, sexual orientation and socio-economic consideration.</p>	1:41
<ul style="list-style-type: none"> • Branding and messaging • Community knows they are included • Your values are made clear • Equity lenses are included <p>Voice over: same as slide</p>	1:52

<p>Ability Languages Race Culture Faith Gender Sexual orientation Socio-economic</p> <p>Voice over: same as slide</p>	<p>2:03</p>
<p>Arabic Mandarin Urdu Spanish Tagalog</p> <p>Voice over: In Halton the top five languages spoken are: Arabic, Mandarin, Urdu, Spanish and Tagalog.</p>	<p>2:16</p>
<p>a) Indicator Current data and reports on demographic data are made available throughout the organization.</p> <p>Voice over: same as slide</p>	<p>2:25</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Top languages are used on posters and signage • Client profiles and self-identification • Strategic plan includes environmental scan and demographic data <p>Voice over: Top languages spoken are listed and used on posters and signage. Client profiles include voluntary self-identification where</p>	<p>2:32</p>

<p>possible and voluntary self-identification is offered upon client intake. The strategic plan includes an environmental scan that provides demographic data of the catchment area and the persons served.</p>	
<p>Image</p>	<p>2:55</p>
<p>b) Indicator The commitment to diversity and inclusion practices is actively endorsed regularly to the public and to stakeholders through all forms of communication.</p> <p>Voice over: same as slide</p>	<p>3:00</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Equity, Diversity and Inclusion statements are posted • Print materials • Annual report includes updates on inclusion • Surveys include questions on inclusion • Equity and accessibility plans are updated and accessible <p>Voice over: Equity, Diversity and Inclusion statements are posted in visible and nonvisible locations. EDI statements are included on pamphlets, brochures, reports, and other print materials. Annual report includes updates and progress on commitment to inclusion and commitment to accessibility for all. Surveys sent to persons served, and to stakeholders include questions on satisfaction with inclusionary practices and areas for improvement. The organizational equity plan and accessibility plan is updated regularly and is accessible to anyone requesting it.</p>	<p>3:11</p>
<p>Image - HDSB Multi-Year Plan Document</p> <p>Voice over: Here is an example of how the Halton District School Board has built equity and inclusion into their multi-year plan.</p>	<p>3:50</p>

<p>Let's Discuss: Discuss how diversity and inclusion practices are actively endorsed regularly to the public and to stakeholders in your organization through all forms of communication.</p> <p>Voice over: same as slide</p>	<p>4:00</p>
<p>c) Indicator Mechanisms have been established to ensure and enhance communications available in languages, based on relevant language priorities</p> <p>Voice over: same as slide</p>	<p>4:14</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Telephone interpretation • In-person interpreters • Client support encouraged • Training provided on use of language interpretation <p>Voice over: Telephone language interpretation services are available, and staff are trained. Face to face interpreters are used for critical meetings with clients. Clients are encouraged to be accompanied by interpreters or family members or support persons in all service interactions. Training for personnel providing service delivery includes education on communication based on relevant language priorities</p>	<p>4:23</p>
<p>d) Indicator Outreach and public events positively reflect diversity.</p> <p>Voice over: same as slide</p>	<p>4:52</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Public events represent diverse clients and 	<p>4:58</p>

<p>stakeholders</p> <ul style="list-style-type: none"> • Outreach is culturally appropriate • Advertising and marketing reflects diversity <p>Voice over: Public events represent diverse client groups and stakeholders. Outreach efforts are culturally appropriate. Outreach strategies are discussed with cultural brokers and people with lived experience in the target communities. Advertising and marketing materials which promote public events reflect diversity</p>	
<p>Image: Halton Pride Picnic clip</p>	<p>5:20</p>
<p>e) Indicator Information, publications, and visual or written portrayals of individuals or groups are inclusive, written in plain language and portray positive, inclusive images.</p> <p>Voice over: same as slide</p>	<p>5:22</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Names and case studies are diverse • Same sex and non-binary gender examples included • Families depicted are not homogenous • Plain language and inclusive images <p>Voice over: Names and case studies are diverse in staff training. Same sex relationships and non-binary gender examples are included on all publications. A variety of family types are depicted on all publications. When groups identify that a publication is lacking diversity an effort is made to change it. Brochures or organizational marketing materials are written in plain language and portray inclusive images.</p>	<p>5:37</p>
<p>Image: Families Love Each Other book page by Positive Space Network</p>	<p>6:02</p>

<p>Voice Over: This image is a page from a multi-lingual resource for families created by Positive Space Network</p>	
<p>f) Indicator Demographic data is collected for the purposes of improving services through knowledgeable planning and evaluation.</p> <p>Voice over: same as slide</p>	<p>6:11</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Voluntary self-identification upon client intake • Client focus groups utilized • Strategic Plan • Networking with other organizations <p>Voice over: Voluntary self-identification upon service delivery intake includes: language, sexual orientation, ethnicity, gender, ability which is used for the purpose of planning of improving services. Client focus groups are utilized based on specific needs due to culture, language, faith, sexual orientation, gender, ability, socio-economic are facilitated to find out how to better serve those communities. The strategic plan includes demographic data in an environmental scan. Networking with other local organizations is done for improved service delivery where gaps exist.</p>	<p>6:19</p>
<p>Let's Discuss: Pause the video and discuss how demographic data is collected and utilized at your organization to improve programs and services.</p> <p>Voice over: same as slide</p>	<p>7:01</p>
<p>Image</p>	<p>7:10</p>
<p>Communicating the equity and inclusion values and goals of an organization ensures that clients and stakeholders understand your commitment to diversity and equity.</p>	<p>7:14</p>

<p>Voice over: same as slide</p>	
<p>Thank you for considering the indicators and evidence that support equitable Communication. We encourage you to continue to apply the Organizational Self-Assessment Tool for Equity and Inclusion to one of the other five content areas that your organization has selected to explore.</p> <p>Voice over: same as slide</p>	<p>7:23</p>
<p>You can continue with scoring and action planning. If you need assistance view video #2 using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p> <p>Voice over: same as slide</p>	<p>7:41</p>
<p>This concludes the HEDR training presentation. For more information or to book a facilitator to help you lead the self-assessment process, please contact HEDR.</p> <p>Voice over: same as slide</p>	<p>7:58</p>
<p>HEDR infor@hedroundtable.com 905-339-3525</p>	<p>8:06</p>
<p>HEDR would like to thank the Resources work group and Coordinating Committee members:</p> <p>Ancilla Ho-Young, Burlington Caribbean Connection</p> <p>Bridget Hall, The AIDS Network</p>	<p>8:10</p>

**Daniel Ridsdale,
Town of Oakville**

**Lisa Kohler,
Halton Environmental Network**

**Donna Miles,
Halton Children's Aid Society**

**Marcus Logan,
Oakville Public Library**

**Marlene Beitz,
Hillsview Active Living Centres**

**Sita Jayaraman,
Halton Catholic District School Board**

Voice over: HEDR would like to thank the following.

HEDR Video # 8 - Performance Improvement

Content/ Slide	Time Stamp
<p>HEDR Self-Assessment Tool for Equity and Inclusion Voice over: Welcome to this training presentation on the HEDR Organizational Self-Assessment Tool for Equity and Inclusion.</p>	0:10
<p>Performance Improvement In this video we will explore the area of Performance Improvement.</p>	0:19
<p>Group Discussion At certain points in this video you will be invited to pause the video and engage in conversations. Please keep the following guidelines in mind:</p>	0:24
<ul style="list-style-type: none"> ● Everyone speaks for their own experience ● Be open to new ideas ● Be sensitive and respectful <p>Voice over: same as slide</p>	0:34
<p>Voice over: We may encounter areas that may challenge us and cause discomfort and that's an important part of growing and learning.</p>	0:43
<p>What is the best way to begin the process of using the tool? Voice over: What is the best way to begin the process of using the tool? There are different ways to approach the indicators depending on your unique needs. Here are a few ideas.</p>	0:52
<p>a) Prioritize have stakeholders do a “dotmocracy” activity to vote on the indicators that need most urgent attention. See the facilitator’s guide for details. Voice over: same as slide</p>	1:04

<p>b) Adapt Select indicators and adapt them to best meet the needs of your organization</p> <p>Voice over: same as slide</p>	<p>1:19</p>
<p>c) Delegate Divide the indicators among various equity champions, stakeholders or groups in the organization to seek out the examples and suggest action items/ scoring.</p> <p>Voice over: same as slide</p>	<p>1:26</p>
<p>Performance Improvement</p>	
<p>Equity and inclusion is an ongoing commitment for every organization. Constant improvement and this journey requires a plan of action and monitoring</p> <p>Voice over: Equity and inclusion is an ongoing commitment for every organization. Constant improvement and this journey requires a plan of action and monitoring</p>	<p>1:44</p>
<p>Image - HEDR Conference</p>	<p>1:59</p>
<p>a)Indicator Leadership develops a framework, such as a Diversity and Inclusion Plan, which is regularly reviewed and updated.</p> <p>Voice over: same as slide</p>	<p>2:04</p>
<p>Evidence</p> <ul style="list-style-type: none"> • Communicated to all members of the organization • Regular reviews • Senior staff are champions • Staff and clients co-create through consultation <p>Voice over: The diversity and Inclusion plan is communicated to all members of the organization and helps everyone to understand their role in achieving shared goals. Regular reviews can include: staff meetings and professional development, department meetings and weekly meeting agenda check ins. All senior staff are champions and implement the Diversity and Inclusion plan with</p>	<p>2:17</p>

<p>their staff. Staff and clients co-create priorities each year through consultation processes and reviews.</p>	
<p>b) Indicator There is a process for identifying and eliminating barriers that may prevent individuals from accessing services.</p> <p>Voice over: same as slide</p>	2:47
<p>Evidence</p> <ul style="list-style-type: none"> • Varied ways of identifying barriers • Barriers are eliminated • Innovation and collaboration <p>Voice over: Mechanisms to identify and overcome barriers may include: online feedback, client focus groups, individuals with lived experience. Review processes will identify barriers to accessing services and prioritize their elimination while Innovative and collaborative ideas are explored. For example partnering with another organization who can provide accessible space or culturally appropriate outreach.</p>	2:57
<p>c) Indicator Annual diversity and inclusion progress reports are widely disseminated through regular reporting and accessible to the public.</p> <p>Voice over: same as slide</p>	3:30
<p>Image: HDSB Annual Report</p>	3:42
<p>Evidence</p> <ul style="list-style-type: none"> • Annual Report • Annual General Meeting <p>Voice Over: The Annual Report includes an explicit section on Diversity and Inclusion goals and results. The Annual General Meeting includes a specific presentation on Diversity and Inclusion goals and results. Reports are made public through online and print publications</p>	3:53

Image - HEDR Workshop	4:09
d) Indicator Equity, diversity and inclusion work is embedded in staff performance reviews. Voice over: same as slide	4:17
Evidence <ul style="list-style-type: none"> • Learning goals are set by staff • Reflection on performance aligned with equity, diversity and inclusion goals Voice Over: Staff will identify an equity, diversity and inclusion learning goal. Staff reflect on equity, diversity and inclusion growth in their performance review based on training, new learning, innovative projects or collaborations they have participated in.	4:28
e) Indicator Promising practices in equity, diversity and inclusion work are shared with the broader community, including HEDR. Voice over: same as slide	4:46
Evidence <ul style="list-style-type: none"> • Create a repository of promising practices and resources, and share with community through presentations at HEDR Voice over: Organizations are encouraged to share their equity, diversity and inclusion promising practices with HEDR and the broader community through participation and presentations at HEDR and community based workshops and conferences.	4:55
Let's Discuss: Pause the video and discuss how the equity, diversity and inclusion work at your organization could be shared with HEDR and the Halton community to improve the capacity of other organizations to be inclusive.	5:11

Voice over: same as slide	
Your organization’s Diversity and Inclusion Plan is the map for continuous growth. This gives you tangible ways to see progress. Voice over: same as slide	5:28
Thank you for considering the indicators and evidence that support Performance Improvement. We encourage you to continue to apply the Organizational Self-Assessment Tool for Equity and Inclusion to one of the other five content areas that your organization has selected to explore. Voice over: same as slide	5:41
You can continue with scoring and action planning. If you need assistance view video #2 using the HEDR Organizational Self-Assessment Tool for Equity and Inclusion. Voice over: same as slide	5:57
This concludes the HEDR training presentation. For more information or to book a facilitator to help you lead the self-assessment process, please contact HEDR. Voice over: same as slide	6:10
HEDR infor@hedroundtable.com 905-339-3525	6:23
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