


3 Steps to Making Space for Everyone



Identify your starting point using the
“Where Are We Now”
tool



Choose a goal/strategy from
the “Where Could
We Grow” tool



Implement 2-3
small steps to reach
your goal using the
“Inclusion in Action”
tool



WHERE ARE WE NOW?

HOW TO USE THIS TOOL

Break out the flip charts! Ask those in your organization the following questions. Be specific. Identify demographic markers (age, economic power, education, marital status) and discuss lived experiences based on outside perceptions (race, religion, gender, dis/ability). Get uncomfortable and honest. Be respectful and honour others experiences and ideas.

WHO DO WE SERVE?

WHY DO WE SERVE THEM?

WHO DON'T WE SERVE?

WHY DON'T WE SERVE THEM?



WHERE ARE
WE NOW?

WHERE TO FIND MORE DEMOGRAPHIC INFORMATION

Use the links below to learn more about who lives in your service area.

Ontario Demographics including projections

<https://www.ontario.ca/page/ontario-demographics>

Statistics Canada

<https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/search-recherche/lst/results-resultats.cfm?Lang=E&GEOCODE=35>

Statistics Canada – GeoSearch

<https://www12.statcan.gc.ca/census-recensement/2016/geo/geosearch-georecherche/index-eng.cfm?client=census&language=EN&DGUID=2016A000011124>

Public Health Ontario – Ontario Marginalization Map

<https://www.publichealthontario.ca/en/Data-and-Analysis/Health-Equity/Ontario-Marginalization-Index>

Where Are We Now? Obstacles that Block the Path to Equity

Adapted from "From Equity Talk to Equity Walk" by Tia Brown McNair, Estela Mara Benismon & Lindsey Malcom-Piqueux

1

Claiming Not to See Race or an Experience Outside your Lived Experience

- Understand others experience critically – seek voices who tell stories firsthand

2

Not Being Able or Willing to Notice Consequences of those who are Marginalized

- Review your educational sources – include more diversity of creators

3

Skirting Around Race

- Avoid racially-coded language – at-risk, minority, low-performing, underrepresented minorities, nonwhite, better-served – which lumps everyone other than white people into sweeping categories

4

Resisting Calls to Focus on Issues in Specific Groups

- The term "Underrepresented Groups" is too large and lumps too many experiences together, name specific groups (Indigenous, People on Social Assistance, People with Mental Health issues) and work on strategies to support their unique experiences

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5

Interchanging Race and Poverty Talk

- Racial inequality is a consequence of slavery, residential schools and conquest, the experience of someone who has been racialized and lives in poverty is different than someone who has not received the same discrimination

"But freedom is not enough. You do not wipe away the scars of centuries by saying: Now you are free to go where you want, and do as you desire, and choose the leaders you please."

– US President Lyndon B. Johnson, 1965 Commencement at Howard University

6

The Pervasiveness of White Privilege and Institutionalized Discrimination

- Most positions of power are still held by white men – disagreeing or offering a view point other than theirs is often seen as not objective
- Acknowledge that limited experiences have shaped our institutions

7

Evasive Reactions to Racist Incidents

- Racist, sexist, homophobic, transphobic and other discriminatory statements/actions are often made because people feel safe to do so – Create policies that make discrimination and hate unacceptable in your program

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8

Incapacity to See Discrimination in Familiar Routines

- We tend to add equity policies, but not review old, habitual practices to see if we can imbed inclusion in the foundations of our organizations
- Write an Inclusion Policy and use it to magnify the foundational habits that should be adapted in your program

9

The Myth of Universalism

- Not all learners have the same experience therefore not all strategies and tools will work for everyone
- Adapt and apply for grants/project that can help target specific learner gaps/needs

10

Seeing Inequities as a Reflection of Learner Deficiency

- Instead of trying to review where a learner has gaps because of their lived experience, review your program to find the gaps where you are not serving the learner



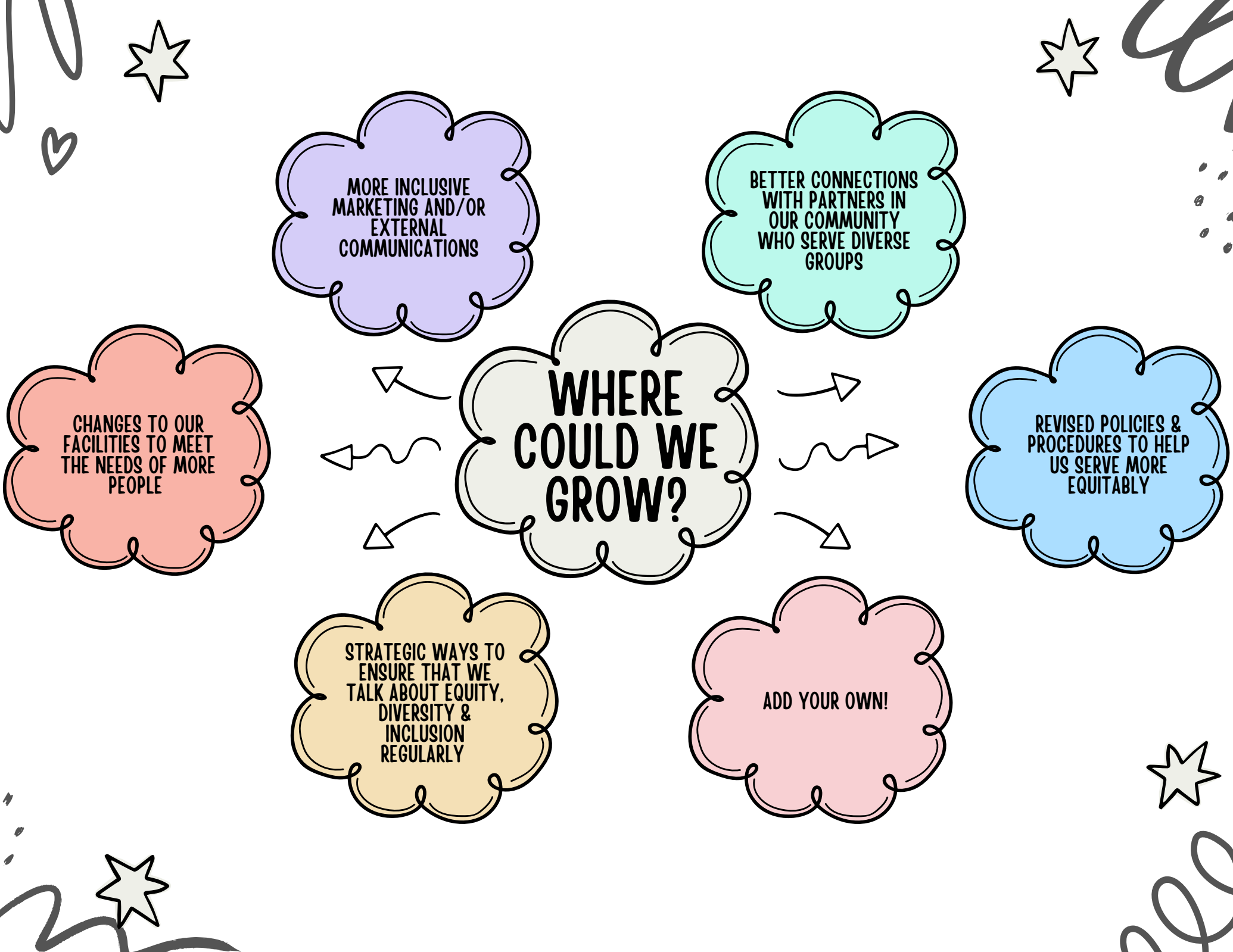
WHERE
COULD WE
GROW?

HOW TO USE THIS TOOL

Include as many people as makes sense when completing this exercise. Start with the graphic on the next page. Ask your group, could we grow in these areas to serve our clients better? Circle all areas where you could grow. Narrow down your first growth goal/strategy by asking the following questions:

- Do we have the capacity to make change in this area?
- Do we feel like small changes in this area will have an impact?
- Do we have the knowledge or know where to get the answers to make change in this area?

Move on to the “Inclusion in Action” tool.





**INCLUSION
IN ACTION**

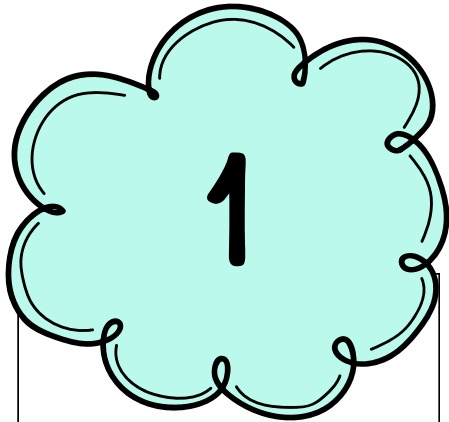
HOW TO USE THIS TOOL

Use the following pages to put the growth goal/strategy you identified in the last exercise into action.

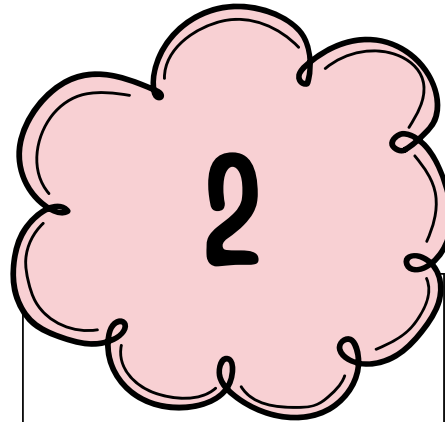
Inclusion in Action



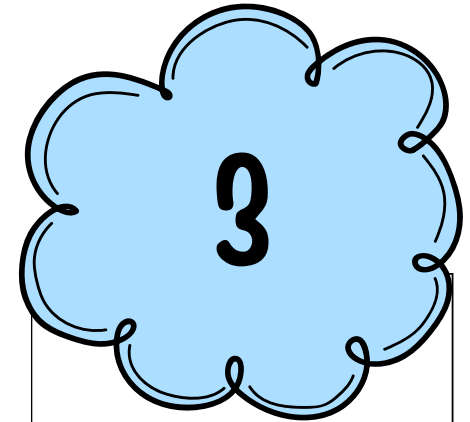
Name 1-3 simple steps you can take to grow towards your goal.



A vertical rectangular box for writing the first step.



A vertical rectangular box for writing the second step.



A vertical rectangular box for writing the third step.

Inclusion in Action

Break down each step into "tip-toes" or small steps that are manageable. Identify the resources/knowledge you will need to be successful. Pick a completion date and assign someone to manage the step to ensure accountability.

Step 1

TIP TOES TO SUCCESS

RESOURCES NEEDED INCLUDING PEOPLE

ACCOUNTABILITY

IMPLEMENTATION PERIOD:

PERSON(S) RESPONSIBLE:

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Inclusion in Action

Break down each step into "tip-toes" or small steps that are manageable. Identify the resources/knowledge you will need to be successful. Pick a completion date and assign someone to manage the step to ensure accountability.

Step 2

TIP TOES TO SUCCESS

RESOURCES NEEDED INCLUDING PEOPLE

ACCOUNTABILITY

IMPLEMENTATION PERIOD:

PERSON(S) RESPONSIBLE:

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Inclusion in Action

Break down each step into "tip-toes" or small steps that are manageable. Identify the resources/knowledge you will need to be successful. Pick a completion date and assign someone to manage the step to ensure accountability.

Step 3

TIP TOES TO SUCCESS

RESOURCES NEEDED INCLUDING PEOPLE

ACCOUNTABILITY

IMPLEMENTATION PERIOD:

PERSON(S) RESPONSIBLE:
