

How to Make Space for Everyone in Your Program

2023-24

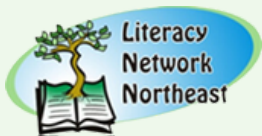


Table of Contents

PROJECT OVERVIEW	2
ABOUT THE CONSULTANT	3
PROJECT DELIVERABLES.....	4
OVERVIEW OF EDI&D	5
NORTHERN PROGRAMS SURVEY	6
WEBINAR.....	7
EDI&D TOOLS	8
RESOURCE “LIBRARY”	8
3 STEPS TO MAKING SPACE FOR EVERYONE	8
BIBLIOTHERAPY PACKAGES	9
SUGGESTED NEXT STEPS.....	10
APPENDIX.....	12
APPENDIX A – One-Page Overview Document	
APPENDIX B – Survey Results	
APPENDIX C – 3 Steps to Making Space for Everyone tool	
APPENDIX D – Webinar Presentation	

Project Overview

Literacy Network Northeast (LNN) identified Equity, Diversity, Inclusion & Decolonization as a core deliverable for 2023-24. The goal of the deliverable was to support Literacy Network Northeast (LNN) and its agencies with research and training in equity, diversity, inclusion and decolonization.

Literacy Network Northwest (LNW) and Mid North Network (MNN) joined as partners to support the development and dissemination of resources.

In 2023-24, the Ministry of Labour, Immigration, Training & Skills Development (MLITSD) heavily promoted an EDI&D dialogue within Literacy & Basic Skills (LBS) agencies and encouraged agencies to implement and expand services to underrepresented groups. This deliverable was one of many undertaken by LBS networks and agencies in the province of Ontario. Serving underrepresented groups was prioritized through one-time funding (Skills for Success) and core deliverables (annual business plans.)

About the Consultant

Ashley Hoath-Murray is Not-for-Profit Management Consultant and owner of Ashley Hoath-Murray & Associates. She is passionate about treating people in a manner that speaks to their needs and experiences. She is well-versed in the legal requirements and social expectations around human rights as they relate to identity. As a former Women and Gender Studies student with more than 15 years of experience serving clients from diverse backgrounds, she believes in client-centered service. She is the former Co-Executive Director of Literacy Link Niagara where she implemented practices and encouraged dialogue to attempt to give every client a voice. As progressive practices related to gender, race and economic status are entering the mainstream, she feels it is the responsibility of non-profit agencies to be aware of changing social norms and expectations.

Project Deliverables

The identified deliverables included

- a one-page document to describe the initiative, steps that will be coming, and the intended outcome to move programs along the continuum of understanding and implementing EDI in a realistic manner (APPENDIX A)
- a survey of Northern LBS programs to gain an understanding of steps programs may already have taken to further understand equity, diversity and decolonization (APPENDIX B)
- research of training, webinars and resources are already available (Resource “Library”)
- a tool for LBS staff- Who are they serving? Who are they not serving? (APPENDIX C)
- a planning tool for LBS programs to use to look at objectives from a strategic perspective (APPENDIX C)
- promotion of new bibliotherapy packages to increase dialogue
- delivery of a webinar to explain how to put EDI&D into Action - delivered February 29, 2024 (APPENDIX D)

Overview of EDI&D

Equity, Diversity, Inclusion and Decolonization (EDI&D) are 4 values. They focus on providing support, opportunities, access and awareness about groups that have been left out or “marginalized” from the experience of more privileged individuals.

EDI&D can be confusing. What does each value mean?

Equity focuses on the “what”. In contrast to equality, which means everyone gets the same, equity focuses on what each person needs to have access to equal opportunities and experiences.

Diversity focuses on the “who”. Who is represented in your program and who is not? Diversity is about broadening your client base to ensure representation from multiple groups.

Inclusion focuses on the “how”. It’s not enough to invite people in. Your space should give people the opportunity to share in the creation of their own experience and that of others.

Decolonization is about the right and ability of Indigenous people to practice control over their land, cultures, and political and economic systems.

A one-page document to describe the initiative, upcoming steps, and the intended outcomes of the project was created and distributed through all participating networks in Fall 2023. It can be found in APPENDIX A.

Northern Programs Survey

The full survey results can be found in APPENDIX B.

The survey was distributed to programs of all 3 participating networks. It focused on understanding the knowledge, current policies & procedures and organizational culture in agencies as it relates to Equity, Diversity, Inclusion & Decolonization (EDI&D).

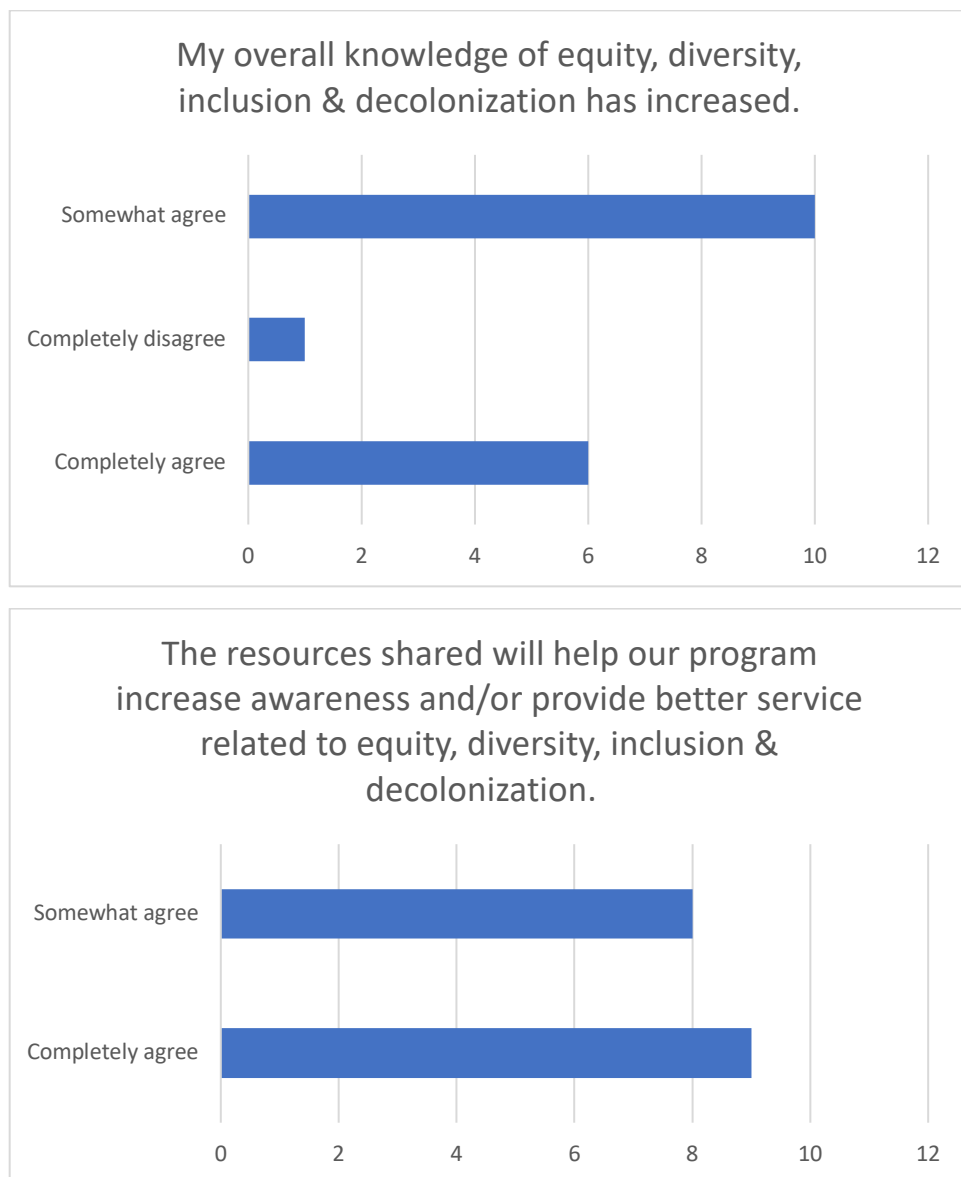
Some high-level learnings from the results include

- several programs have a strong **knowledge** of the concepts of EDI&D
- several programs are regularly dialoguing about EDI&D to increase **knowledge**
- some programs have strong **policies & procedures** related to EDI&D
 - some programs do not – opportunity to explore and develop specific EDI&D **policies & procedures**
- **organizational culture** in many programs lacks collaboration in areas related to EDI&D
- EDI&D is often not included formally as a core, foundational value (**organizational culture**)
- several programs have resources and practices that are already working in the North
 - opportunity to share

Webinar

The PowerPoint presentation slides can be found in APPENDIX D. The webinar was attended by 33 people. The recording can be found by visiting this link <https://www.youtube.com/watch?v=tPBzx3Sg3tg>

Attendees were asked to rate 2 statements after the webinar. 17 people responded. The results are below.



EDI&D Tools

Resource “Library”

A resource “library” was created to promote a better understanding of Equity, Diversity, Inclusion & Decolonization (EDI&D). The library includes articles that are categorized into equity, diversity, inclusion, decolonization and other. The purpose is to strengthen the understanding of each concept separately.

The library is a living document that can be added to in a continued effort to strengthen knowledge and understanding.

It can be found here

- <https://docs.google.com/spreadsheets/d/1SgG1S5KSOSRI4d8TPHjydU4MyhQY67xGdg5OLMr9EqE/edit?usp=sharing>

3 Steps to Making Space for Everyone

Originally, 2 separate tools were to be created. The first was a tool for LBS staff that promoted dialogue of who was being served and who was not being served. The second tool was to be a planning tool for LBS programs to use to look at objectives from a strategic perspective.

When the consultant was creating the tools, it was evident that these tools flowed well together. It was also identified that the first original tool could benefit from being broken into 2 steps.

A 3-step tool was created. Each tool builds on the last but can also be used independently.

The steps include

- Where Are We Now – find your starting point
- Where Could We Grow – identify opportunities
- Inclusion in Action – opportunities into action

The tool can be found in APPENDIX C.

Bibliotherapy Packages

The consultant was working on an Equity, Diversity, Inclusion & Decolonization (EDI&D) project for Literacy Link Niagara at the same time as this one. The deliverable for that contract was bibliotherapy packages to help bring voices of underrepresented groups into LBS staff meetings and learner environments. Because of the overlap, the consultant was asked to share the resources through the webinar.

More on the Serving Underrepresented Groups Bibliotherapy resources and how to use them can be found at

<https://www.literacylinkniagara.ca/lbs-resources/>

Suggested Next Steps

Equity, Diversity, Inclusion & Decolonization should be key values in all community agencies. They are foundational to providing service that is accessible to all.

Potential next steps include

- growing the resource “library” through ongoing promotion of its use
- adding EDI&D as a standing agenda item at Literacy Service Planning meetings
- including EDI&D related professional development on the annual network calendar
- using the tools developed in this project

APPENDIX

APPENDIX A – One Page Overview Document

APPENDIX B – Survey Results

APPENDIX C – 3 Steps to Making Space for Everyone tool

APPENDIX D – Webinar Presentation



IMPLEMENTING EDI&D

PROJECT OVERVIEW

Equity, Diversity, Inclusion and Decolonization (EDI&D) are 4 values. They focus on providing support, opportunities and access to groups that have been left out or “marginalized” from the experience of more privileged individuals. EDI&D can be confusing. What does each value mean?

Equity focuses on the “what”. In contrast to equality, which means everyone gets the same, equity focuses on what each person needs to have access to equal opportunities and experiences.

Diversity focuses on the “who”. Who is represented in your program and who is not? Diversity is about broadening your client base to ensure representation from multiple groups.

Inclusion focuses on the “how”. It’s not enough to invite people in. Your space should give people the opportunity to share in the creation of their own experience and that of others.

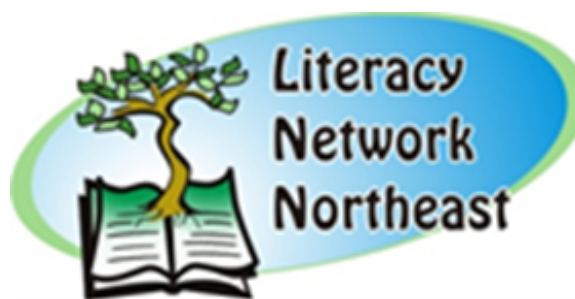
Decolonization is about the right and ability of Indigenous people to have control over their land, cultures, and political and economic systems.

Literacy Network Northeast (LNN) has received funding to provide resources and training to help LBS programs imbed these 4 values in your organization.

Before March 15, 2024, LNN will

- survey programs to learn their current understanding and implementation of the 4 values
- research and create a summary document of existing materials, resources and tools for programs to increase understanding and implementation
- create a tool that helps programs access demographic information to who is in their community
- develop a planning tool to help programs strategically implement EDI&D practices into the daily operations of their program
- host webinar to demonstrate tools and learn how to imbed inclusion practices into their organization

LNN has hired Ashley Hoath-Murray (she/her) to manage this project. You will be hearing from her soon with more information on how to participate. She can be reached at ash@ashleyhoathmurray.com.



Canada 

**EMPLOYMENT
ONTARIO**

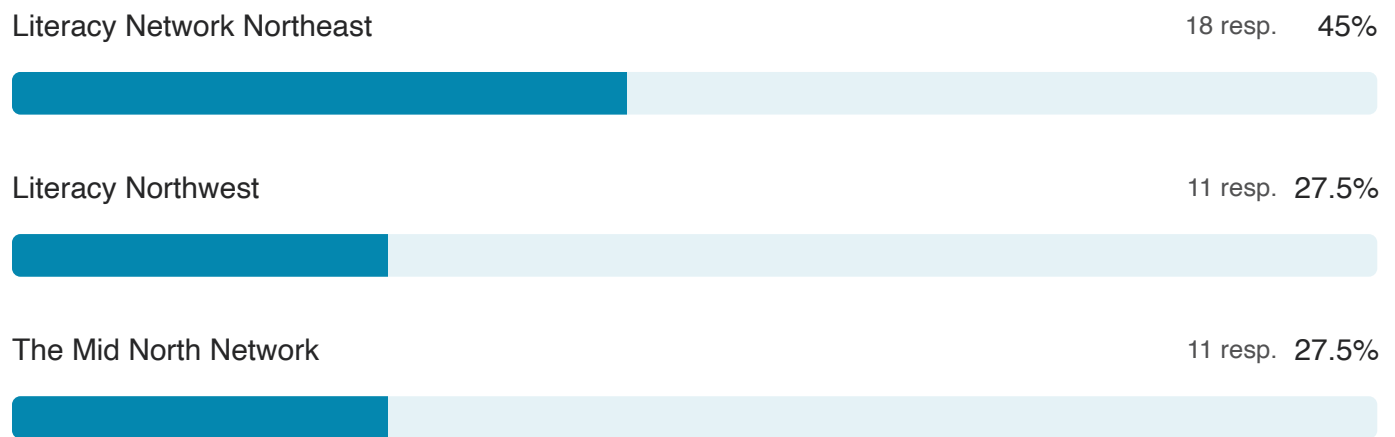
Ontario 

EDI&D LBS Northern Networks

41 responses

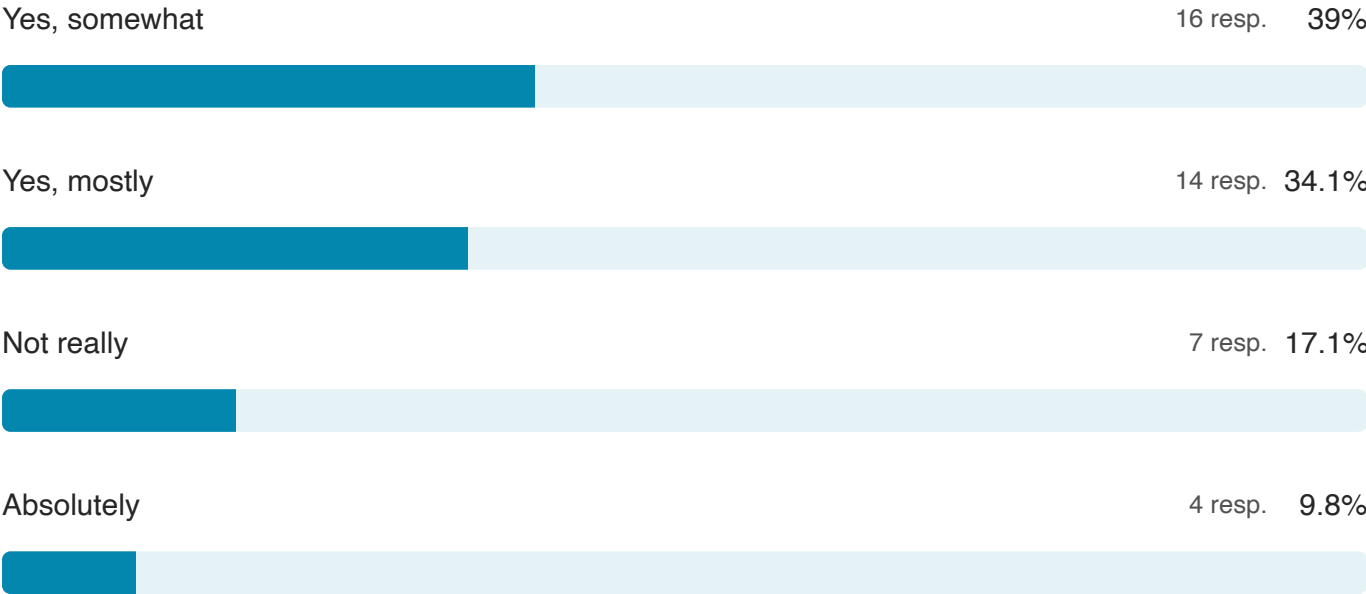
Which network are you a part of?

40 out of 41 answered



KNOWLEDGE - Before reading the definitions, were you aware of what each piece of EDI&D meant and how they differed?

41 out of 41 answered



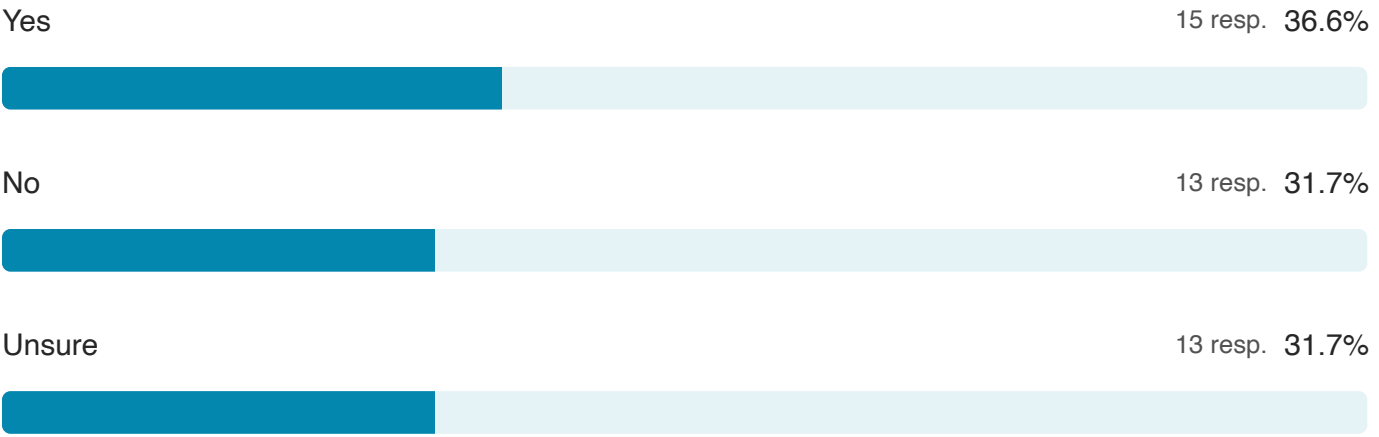
KNOWLEDGE - Would you be open to learning/implementing new practices that could increase EDI&D in your organization?

41 out of 41 answered



POLICIES & PROCEDURES - Do you have specific EDI&D policies, procedures and initiatives that you have implemented in your organization?

41 out of 41 answered



If yes, please describe.

12 out of 41 answered

School board policies

We have a policy that discourages discrimination, with a process in place to report discrimination and work with clients and staff to address this issue. It is more with a lens of human rights.

Our organisation has a position dedicated EDI&D

Starting level but getting to know the people who work in your organization and then those who

you serve. From there, we can look at our baseline and begin there real work

EDID lens is embedded within every policy and procedure. We also have specific roles within organization directly related to EDID principles.

We implement accommodations for all students who need extra support for learning disabilities. We offer subsidies for students who otherwise cannot afford to attend due to childcare and transportation costs. We are targetted in our program to seek out clients who are marginalized as this is mandated as our target group of ideal candidates. We offer food in our class to those who cannot otherwise afford to eat during their day so that they can have a fair chance to focus on their studies while here and not the fact that they are hungry.

We are working on inclusion by using posters thru out the Centre.

We have an EDI Department that create and share policies and expectations.

As part of a school board, these types of policies are in place.

we respect gender diversity and our registration forms reflect that

Le collège Boréal est pour toutes les diversités

Being part of a school board, we have many policies to implement, therefore great guidelines to follow. We can also count on the Equity, Diversity and Inclusion for more information, strategies and activities to respond to the needs of various communities.

POLICIES & PROCEDURES - Are staff given the opportunity to shape and support EDI&D initiatives in your organization?

41 out of 41 answered



If yes, please describe.

22 out of 41 answered

Input is sought from staff

flexible program planning

Through our strategic planning and participation in shaping the diversity and growth strategic priority. Each staff member must include in their yearly performance plan an item on what their contribution will be to this strategic priority.

Staff are asked to review all new and updated policies to provide feedback

We are always encouraged to share our views with each other and the things we discuss are taken seriously

EDI&D is part of our work culture

Staff are encouraged to bring forward any and all suggestions on revising policies and procedures. We do have a general focus on EDI&D but we could use more specific policies and resources to ensure it is appropriately implemented.

During dedicated PD days, different aspects are shared by professionals in the field

Through committees and consultation every voice is able to be heard regarding policies, strategic planning, etc.

Staff provide input on practices in place, share knowledge and experience with working directly with clients and their learning needs and barriers. Administrative staff often times draft policy to be considered by board of directors for approval, amendment and adoption.

Our staff are integral in shaping the way we operate our "program". Our organization however manages the overarching policies and procedures.

sharing of ideas

Consultations are consistent and all staff are expected to complete and respond to our Benchmarking Document

Participating in PD days on this subject.

Through our School Board PD we receive training and information for this.

Oui, car nous avons des procédures pour cela

We have a EDI taskforce that was started in 2021. We are soon entering the second phase of exploring what that looks like for organization and to start putting together policies and procedures.

Staff are invited to share with policy makers; feedback and recommendations based on practice and knowledge of type of learners accessing services

As staff, we are presented with different initiatives, activities and lesson plans to follow and implement.

Everyone is welcomed in our centre, diversity is an important facet in our Center

All input is accepted

As a team, we openly dialogue and share how we can invite, include, understand and encourage learners and future participants.

POLICIES & PRACTICES - Do you actively promote EDI&D as foundational values in your organization?

41 out of 41 answered

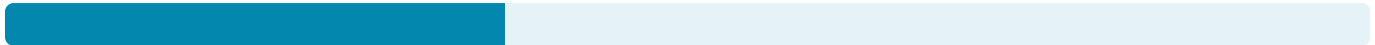
Yes

24 resp. 58.5%



Unsure

15 resp. 36.6%



No

2 resp. 4.9%



If yes, please explain.

17 out of 41 answered

we actively promote EDI&D

We have a charter posted in room

We invite all members of our community to participate, register and apply to our organisation.

We activately participate in other groups in our community.

Through our strategic plan values (inclusivity, respect and compassion) and strategic priority of diversity and growth (...to meet the needs of a diverse community)

We speak about it with everyone who asks and we talk openly about such things without qualification in order to normalize them

We do this mostly. We speak to safe spaces and supportive environments within our values. We

work to ensure we are inclusive in our roles and processes.

When we advertise our programs and services we try to use an equity lens to ensure it meets the needs of all

As a member of multiple equity-seeking groups I embody and live these principles in my daily personal and professional life.

Yes, within our program, however not as much within the overarching organization. When opportunities arise to promote these values with other staff who struggle with some equality, equity, diversity and inclusion issues, we encourage staff to lead with these values.

We host and participate in EDI activities internally and externally as well as have access to all material on our internal staff professional development site

Listening and catering to learners' needs.

with our registrations and being present in our community showing our support for diversity and equality

We are aware and trained on inclusion via Board initiatives

We are always open and aware of the individual needs of our students and thus promote the appropriate foundational values.

It's a part of College Boreal's mantra.

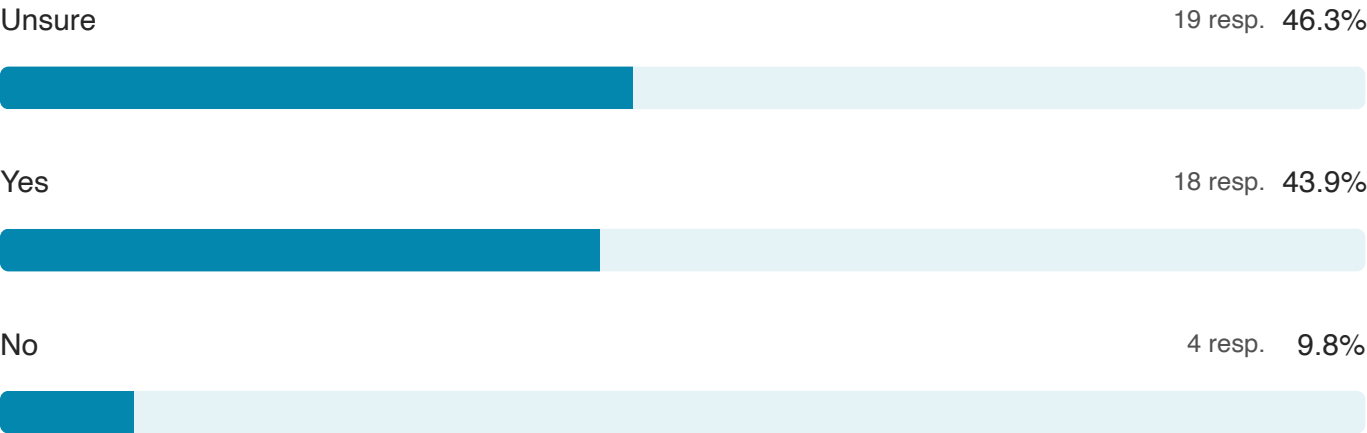
We invite our learners in discussions on what they would like to see in our training sessions

We invite our learners in discussions on what they would like to see in our training sessions

Our space is inviting and welcomes everyone. Our intake process begins informally, to build rapport with those seeking service. We assess the individual goals and barriers of each learner and develop an accessible and supportive plan to help accommodate their goals. Human rights codes are prominently visible and adhered to. We have accessible and adjustable work stations for learners. We refer clients to support services suited to their needs. With client consent, authorized support agencies work together with us and provide a community of resources within reach as they need.

POLICIES & PROCEDURES - Does your organization intentionally review written materials with a lens of EDI&D?

41 out of 41 answered



If yes, please explain.

13 out of 41 answered

we actively review course material for EDI&D

S/O

we review to make sure our material includes specific language.

Policies are reviewed annually with input from all staff. We need more resources to ensure we aren't missing areas of EDI&D

Teaching materials, along with policies, procedures, etc. are created with this lens in mind.

We promote inclusion by recruiting board members that reflect our values.

Our HR and EDI departments review all documents from that lens

S/O

Done at the board level.

Oui, dans la documentations que nous remplissons, cela est spécifié

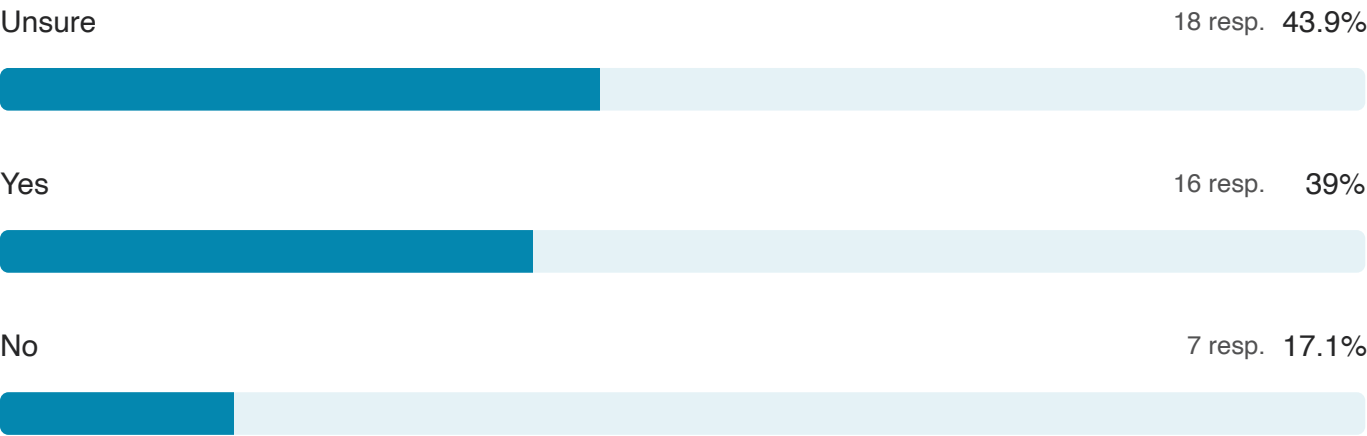
As stated earlier, an EDI taskforce was created two years ago and now when new policy is created or reviewed, it is done so through many lenses, one of them being EDI.

inclusion of everyone,s needs

We are actively in the process of reviewing and updating as needed.

ORGANIZATIONAL CULTURE - Are clients given the opportunity to shape and support EDI&D initiatives in your organization?

41 out of 41 answered



If yes, please describe.

12 out of 41 answered

they are included in our activities and are asked to provide suggestions to our organisation.

We often ask clients for their thoughts on these topics especially if they have expressed experience with them in order to find out if there are gaps in representation and ask if they know

any programs or services that we might be unaware of

Staff is given input during various initiatives

As above.

learners are requested through the course of service to provide feedback through evaluation activities on their learning, services received and on the program overall.

They participate in our planning

Consultations with students are planned and our Student Associations participate on committees that create and review protocols and documents

During the intake interview.

Students are often part of the preparation, presentation and participation of EDI&D initiatives all while following the appropriate materials.

AGM meeting and board meetings

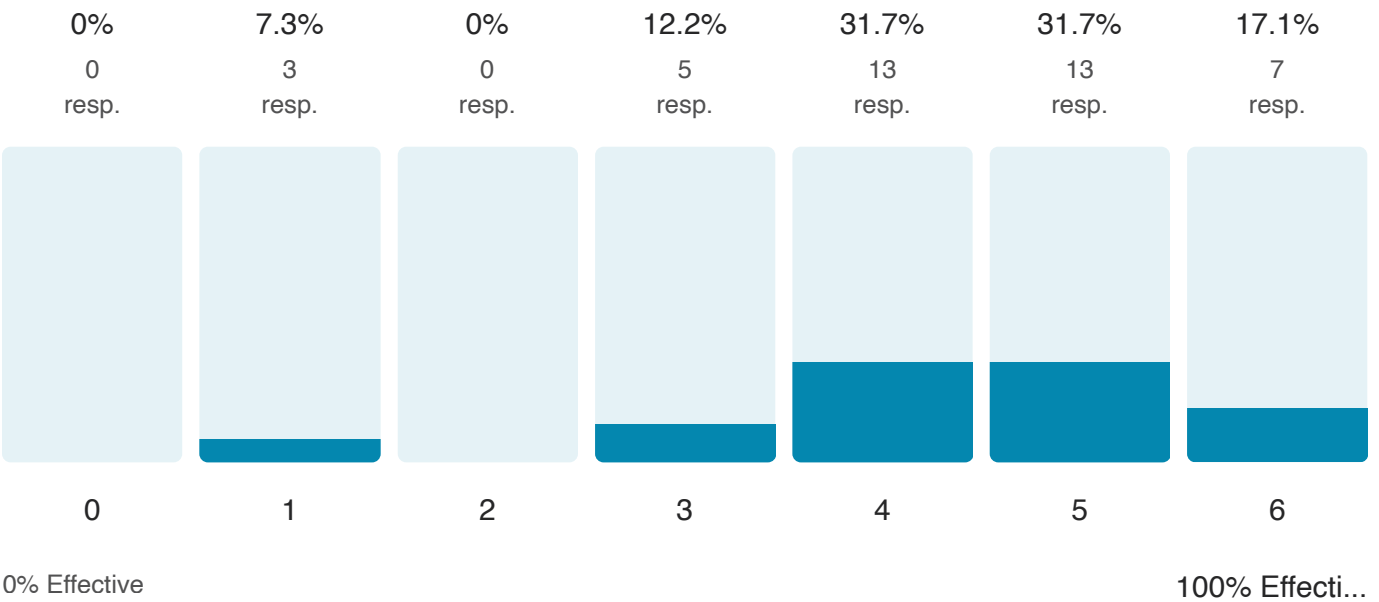
all input is accepted

Our services are client centered and navigated. We seek their input and ideas during informal conversations. We have student representation on our Board of Directors as well.

ORGANIZATIONAL CULTURE - How effective do you think your organization is at creating an environment where all voices are heard and valued, regardless of their background or identity?

41 out of 41 answered

4.3 Average rating



ORGANIZATIONAL CULTURE - Does your organization promote cross-cultural understanding and collaboration between employees, clients and/or partners effectively?

41 out of 41 answered

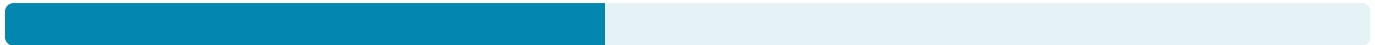
Yes

23 resp. 56.1%



Unsure

18 resp. 43.9%



No

0 resp. 0%



If yes, please describe.

12 out of 41 answered

we actively promote various cross-cultural items

we encourage our people

One of our strategic priorities is to expand and individualize programs and services to meet the needs of a diverse community.

NCLC is open to any and all people as we aim to make everyone feel comfortable to learn in a safe inclusive environment.

During dedicated times, input and feedback is requested

Cross cultural training and experiences are offered to everyone in our college community

Nous employons des immigrants

many training opportunities

I believe there is an effort being made to promote cross-cultural experiences, particularly with indigenous culture.

listening to everyone around the table

Other cultures represented in staff and clientele

Employees participate in professional development opportunities to better serve clients and learners with cultural sensitivity and inclusivity.

ORGANIZATIONAL CULTURE - Has your organization provided professional development opportunities to your staff to help build their knowledge of underrepresented groups or EDI&D concepts?

41 out of 41 answered

Yes

24 resp. 58.5%



Unsure

10 resp. 24.4%



No

7 resp. 17.1%



If yes, please explain.

17 out of 41 answered

we have provided various PD for staff

formation professionnel en tant que formateur

PD sessions often deal with Decolonization and inclusion

Through mandatory online webinars, which all staff are required to take. We have had sensitivity training as well.

We are encouraged to take PD sessions that focus on EDI&D

Every year, we have a speakers series, along with other PD opportunities staff are able to take part in.

Training modules are mandatory for all staff.

attending workshops

Regular opportunities to participate in EDI events and learning opportunities

S/O

PD days

there is always available training and ressources available to staff

School Board professional development has been provided on this topic in recent years.

EDI workshops/webinars are offered regularly through our internal PD opportunities.

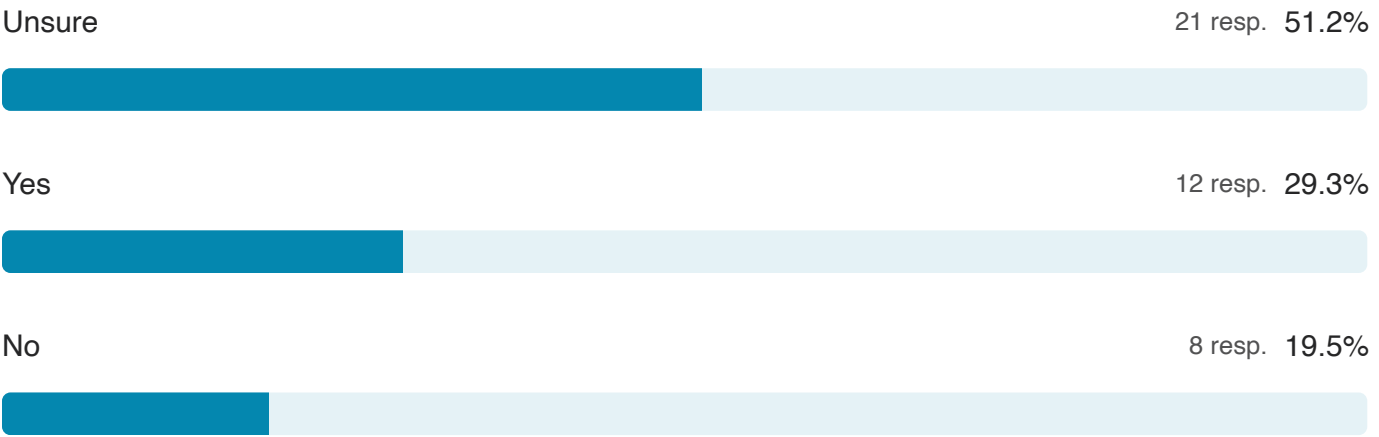
These topics are often, if not always, part of our professional development days.

community engagements

Staff participate PD activities within the Literacy networks as well as community based initiatives.

ORGANIZATIONAL CULTURE - Does your organization regularly self-assess how well EDI&D is imbedded in your daily practices (at least once per year)?

41 out of 41 answered



If yes, please explain.

6 out of 41 answered

Multiple surveys throughout the years are provided to all staff to participate in. We use the data to inform our Strategic plan and initiatives moving forward.

meetings with employyes and board

We have a benchmarking document that is reviewed regularly.

S/O

meetings

This is yearly discussed during staff & board gatherings, as we evaluate and develop Learner Service Plans and Agency Business Plans.

Is there anything else your would like to share about EDI&D and your organization?

10 out of 41 answered

S/O

no

EDI & D are not absolute values.

Im am not well versed enough on this subject to speak to it properly.

we welcome the opportunity to learn how to better offer inclusive services for all

Just to be clear, our program and organization run fairly independently of each other, so it is difficult to know how the greater culture of EDI&D is addressed.

Difficulty answering the survey correctly because it is in English.

S/O

no

Although there are many categories of underrepresented groups, the desire to be accepted and included in community is desired by all humanity.

3 Steps to Making Space for Everyone

```
graph LR; A([Identify your starting point using the "Where Are We Now" tool]) --> B([Choose a goal/strategy from the "Where Could We Grow" tool]); B -. wavy arrow .-> C([Implement 2-3 small steps to reach your goal using the "Inclusion in Action" tool]);
```

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

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

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

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

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.

WHERE COULD WE GROW?

MORE INCLUSIVE
MARKETING AND/OR
EXTERNAL
COMMUNICATIONS

BETTER CONNECTIONS
WITH PARTNERS IN
OUR COMMUNITY
WHO SERVE DIVERSE
GROUPS

CHANGES TO OUR
FACILITIES TO MEET
THE NEEDS OF MORE
PEOPLE

REVISED POLICIES &
PROCEDURES TO HELP
US SERVE MORE
EQUITABLY

STRATEGIC WAYS TO
ENSURE THAT WE
TALK ABOUT EQUITY,
DIVERSITY &
INCLUSION
REGULARLY

ADD YOUR OWN!



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



Goal




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



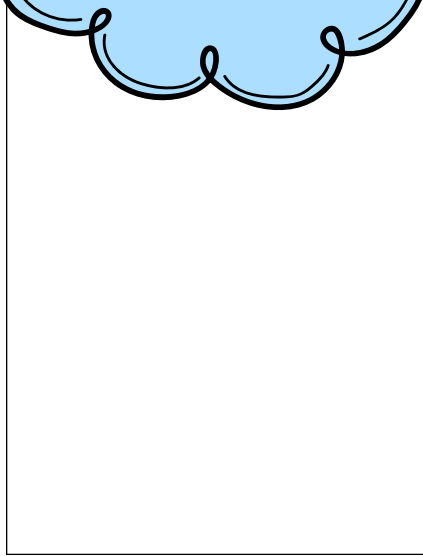
1



2



3



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.



IMPLEMENTATION PERIOD:

PERSON(S) RESPONSIBLE:

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.



IMPLEMENTATION PERIOD:

PERSON(S) RESPONSIBLE:

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.



IMPLEMENTATION PERIOD:

PERSON(S) RESPONSIBLE:



HOW TO MAKE SPACE FOR EVERYONE

In your program



WELCOME

Land Acknowledgement

Project Overview

Overview of EDI&D

EDI&D and LBS

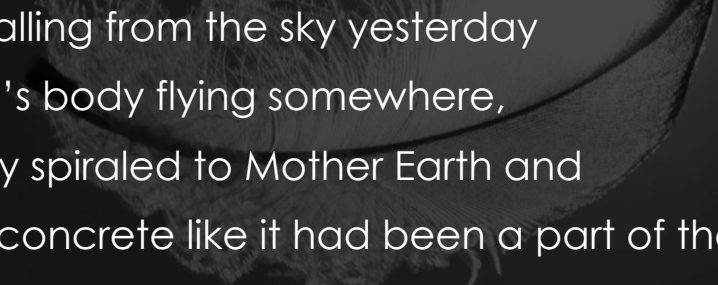
Northern program survey

Tools to use

- Existing resources library
- 3 Steps to Making Space for Everyone
- Bibliotherapy packages

LAND ACKNOWLEDGEMENT

THE SKY IS BUSY



I saw my first feather falling from the sky yesterday
separated from a bird's body flying somewhere,
but it was how it gently spiraled to Mother Earth and
then it landed on the concrete like it had been a part of the scenery forever.
How could such beauty, gentleness and serenity be a part of this fast,
honking, concrete Earth jungle?

The feather reminded me of a story a man once told me about his son
watching
an eagle's feather float from the sky until he caught it between the tips of his
fingers!

I saw but I didn't catch the glory of this moment.

- *Pat Christie*

WELCOME

Who is your presenter?

Not an expert, but a lifelong learner



Why EDI&D matters to me

PROGRESS OVER
PERFECTION





PROJECT OVERVIEW

- Literacy Network Northeast (LNN) core deliverable
 - Goal of supporting LNN and its agencies with research and training in equity, diversity and decolonization
- Literacy Network Northwest (LNW) and Mid North Network (MNN) joined as partners
- Ministry focus - promoting edi&d dialogue, encouraging programs to serve underrepresented groups
 - Skills for Success
 - Business plan priorities



PROJECT DELIVERABLES

- One pager to describe the initiative, steps that will be coming, and the intended outcome
 - to move programs along the continuum of understanding and implementing EDI in a realistic manner
- Survey Northern LBS programs to gain an understanding of steps programs may already have taken to further understand equity, diversity and decolonization
- Research what training, webinars and resources are already available



PROJECT DELIVERABLES

- Develop a tool for LBS staff- Who are they serving? Who are they not serving?
- Develop planning tool for LBS programs to use to look at objectives from a strategic perspective
- Promote new bibliotherapy packages to increase dialogue
- Prepare and deliver a webinar to explain how to put EDI&D into Action



OVERVIEW OF EDI&D

- Equity, Diversity, Inclusion and Decolonization (EDI&D) are 4 values
- Equity focuses on the “what”
- Diversity focuses on the “who”
- Inclusion focuses on the “how”
- Decolonization is about the right and ability of Indigenous people to have control over their land, cultures, and political and economic systems



SHAPING OF BIAS

Cultural Learning (norms, language, values, behaviors, practices)

Historic Group Learning & Cultural Narrative (experiences, stories, history, thematic beliefs)

Individual Learning & Narrative (individual experiences, trauma, & history)

Social & Institutional Learning (patterns of historic behavior in relevant institutions)

SERVING UNDERREPRESENTED GROUPS

- Issues with the term “URG” – politically correct “othering”
- Not everyone who finds identity in a group is the same
- Not everyone who finds identify in a group has the same experience



PROBLEM OF "OTHERING"

- Land Acknowledgments
- "Crab in bucket" theory
- Issues with the organizing of the "left"
- Finding similarities in our differences



EDI&D AND LBS

- Streams – already identified URGs
- Blanket as a provincial issue, but communities have different demographics
- Who is working in LBS? – opportunity to provide better service starts with hiring practices

EQUITY MINDED STAFF

Adapted from Public School Equity by Manya C. Whitaker



Beliefs

Diversity is an asset and resource

Knowledge is co-created

If uninterrupted, organizations are sites of social and cultural reproduction



Values

Democracy

Resistance

Affective learning experiences

Equity

Authenticity

Self-awareness



Attitudes

Empathy

Cultural humility

Hope

Love

NORTHERN PROGRAM SURVEY

- Goals
 - To see what knowledge of EDI&D already existed
 - To learn what was already being implemented to strengthen EDI&D
- 41 responses
 - 18 from LNN
 - 11 from LNW
 - 11 from MNN
 - 1 did not identify

NORTHERN PROGRAM SURVEY

- KNOWLEDGE - Before reading the definitions, were you aware of what each piece of EDI&D meant and how they differed?
 - Yes, somewhat – 39%
 - Yes, mostly – 34%
- KNOWLEDGE - Would you be open to learning/implementing new practices that could increase EDI&D in your organization?
 - Yes – 85%

NORTHERN PROGRAM SURVEY

- POLICIES & PROCEDURES - Do you have specific EDI&D policies, procedures and initiatives that you have implemented in your organization?
 - Yes – 37%
 - No – 32%
 - Unsure – 32%
- POLICIES & PROCEDURES - Are staff given the opportunity to shape and support EDI&D initiatives in your organization?
 - Yes – 68%

NORTHERN PROGRAM SURVEY

- POLICIES & PROCEDURES - Do you actively promote EDI&D as foundational values in your organization?
 - Yes – 59%
- POLICIES & PROCEDURES - Does your organization intentionally review written materials with a lens of EDI&D?
 - Unsure – 46%
 - Yes – 42%

NORTHERN PROGRAM SURVEY

- ORGANIZATIONAL CULTURE - Are clients given the opportunity to shape and support EDI&D initiatives in your organization?
 - Unsure – 44%
 - Yes – 39%
- ORGANIZATIONAL CULTURE - How effective do you think your organization is at creating an environment where all voices are heard and valued, regardless of their background or identity?
 - Scale of 0 to 6 – 0 being 0% effective, 6 being 100% effective
 - 4 – 32%
 - 5 – 32%

NORTHERN PROGRAM SURVEY

- ORGANIZATIONAL CULTURE - Does your organization promote cross-cultural understanding and collaboration between employees, clients and/or partners effectively?
 - Yes – 56%
 - Unsure – 44%
- ORGANIZATIONAL CULTURE - Has your organization provided professional development opportunities to your staff to help build their knowledge of underrepresented groups or EDI&D concepts?
 - Yes – 59%
 - Unsure – 24%

NORTHERN PROGRAM SURVEY

- ORGANIZATIONAL CULTURE - Does your organization regularly self-assess how well EDI&D is imbedded in your daily practices (at least once per year)?
 - Unsure – 51%
 - Yes - 29%



NORTHERN PROGRAM SURVEY LEARNINGS

- Strong KNOWLEDGE in several programs
- Lots of dialogue about EDI&D
- Good level of POLICIES & PROCEDURES related to EDI&D – room to grow
 - Opportunity to be specific about EDI&D processes



NORTHERN PROGRAM SURVEY LEARNINGS

- Opportunity to increase ORGANIZATIONAL CULTURE of collaboration related to EDI&D
- Opportunity to make EDI&D a core, foundational value
- Opportunity to share resources and practices that are already working in the North

TOOLS TO USE

Resource
“Library”

3 Step Tool

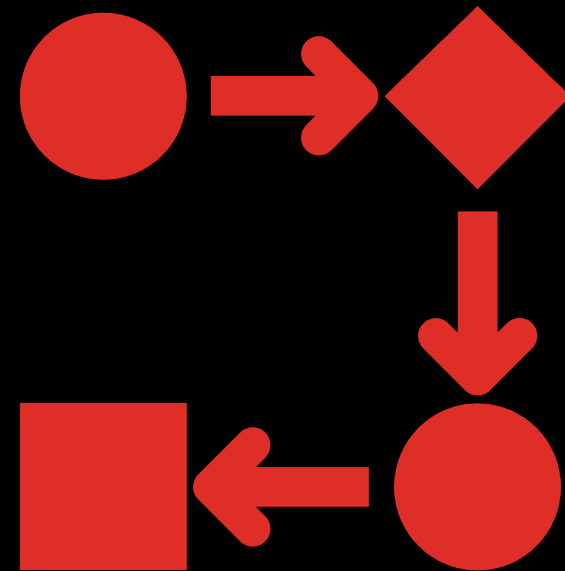
Bibliotherapy
Packages

RESOURCE “LIBRARY”

- <https://docs.google.com/spreadsheets/d/1SgG1S5KSOSRI4d8TPHjydU4MyhQY67xGdg5OLMr9EqE/edit?usp=sharing>
- Focus on concepts of EDI&D instead of naming URGs
- Resources can be added – living document

3 STEPS TO MAKING SPACE FOR EVERYONE

- 3 tools in one – progressive
- Choose to use what works/is needed
 - Where Are We Now – find your starting point
 - Where Could We Grow – identify opportunities
 - Inclusion in Action – opportunities into action



BIBLIOTHERAPY PACKAGES

- 2 sets of bibliotherapy resources – LBS staff and learners
- Bibliotherapy is a non-clinical development intervention that promotes connectedness and wellbeing through guided reading
- Use in project context – social arena for discussion of the experiences and perspectives of groups that have underrepresented, underserved and/or historically excluded
- LLN consultants & LiNDR staff created the documents



BIBLIOTHERAPY PACKAGES

STAFF packages

- Created to help staff better understand the experience of those they are serving or underserving
- Package of guided readings broken into topics of lived experiences
- How-to video at www.literacylinkniagara.com

BIBLIOTHERAPY PACKAGES

LEARNER Packages

- Created to integrate discussions of diversity into LBS learning experiences
- PowerPoint "A Voice Other than My Own" – use to introduce the topic and set the groundwork for respectful discussion
- Package of guided reading materials to pull from – general readings representing all identified groups
- Optional reflective writing exercises included in package
- How-to video at www.literacylinkniagara.ca



THANK YOU



Progress Over Perfection



ash@ashleyhoathmurray.com