

<b>PRIORITY: DIVERSE &amp; INCLUSIVE</b>	
<b>PRIORITY CO-OWNERS: LEIGH SCOTT AND SUNITA MATHUR</b>	
<b>STRATEGY #5: DIVERSITY &amp; INCLUSION FRAMEWORK</b>	<b>AUTHOR: LEIGH SCOTT</b>
<b>LAST UPDATED: July 25, 2017</b>	
<b>STRATEGY OVERVIEW</b>	
<b>DESCRIPTION AND RATIONALE:</b>	
<p>GGC has made it a priority to become an organization that attracts and reflects the diverse identities, communities, and lived experiences of Girls and women in Canada. GGC seeks to be an organization that is understood to value and respect diversity and to create a place of belonging for all Girls. In assessing where GGC currently stands in relation to this vision, we find that we are currently not attracting members from visible minority, low socio-economic status, or non-English speaking populations. The current Girl membership is 90% Caucasian, 56% Christian, and 50% coming from families in middle class families (&gt; \$80,000 household income)</p> <p>The need to become more inclusive and diverse are in response to the Consultation Findings (<i>Doc #2</i>) and to become aligned with Design 2025 and the GGC model as the Ideal Organization for Girls:</p> <ul style="list-style-type: none"> <li>• For specific visible minority groups, there are cultural needs that must be addressed for greater inclusion of these groups (eg. meeting spaces that are non-culturally or religiously specific, etc.) <ul style="list-style-type: none"> <li>• With respects to inclusion and diversity, however, this does not only pertain to race, but also socioeconomic status, health status, etc.</li> <li>• Diversity and inclusion is of upmost important to Girls and their parents for their desire to be more open minded – this includes the exploration of different cultures, being accepting of diversity, having empathy for others, and being educated &amp; informed.</li> </ul> </li> </ul> <p>The Strategy will take the following approach in pursuit of our vision:</p> <ul style="list-style-type: none"> <li>• Identify barriers GGC currently faces in reaching and acquiring Girl members from under-represented communities and populations (i.e. based on ethnicity, religion, language, socio-economic status, etc.)</li> <li>• Develop cultural awareness and competency as an organization</li> <li>• Develop and implement cultural awareness and competency training to meet the requirements of all roles within the organization (Board, staff, volunteers, and Girls)</li> <li>• Implement tailored strategies based on clearly defined under-represented communities and populations</li> <li>• Implement locally focused strategies within provinces to support improved alignment with the regional mosaic</li> <li>• Reach out to community groups and agencies with whom we might develop mutually beneficial partnerships in support of this strategy</li> </ul>	
<b>2020 EXPECTED OUTCOMES (measures of success / KPIs):</b>	
<ul style="list-style-type: none"> <li>• <b>Goal:</b> 4% increase in alignment between GGC and the Canadian mosaic</li> </ul>	

**Sub-Metrics:**

- Penetration rates in diverse communities
- % of Guiders who self-identify within the target populations
- % of Board, staff and Provincial Council members who self-identify within the target populations
- % increase in Girls that receive financial assistance
- # community partnerships (quantity and quality?)
- Retention rates among target populations (Girl and Guider)
- Experience ratings from members of target populations (compared to overall population)
- Staff turnover and exit interview themes
- To be defined: Some measure of cultural competency/awareness?

**YEAR 1 PROPOSED ACTIONS:**

- Research
- Partnerships
- Systemic Barriers Removal
- Cultural Competency
- Outreach Pilots

**YEAR 2 PROPOSED ACTIONS:**

- Evaluate results from Year 1 pilots and adjust accordingly
- Develop strategies to sustain Year 1 gains
- Spread Year 1 tools and learnings to other provinces and communities
- Launch 3 more pilots
- Continue implementation of cultural competency training with Provincial Councils, adult members
- Link to mentoring program
- Conduct assessment of policies procedures, processes using tools and framework developed in Year 1
- Develop more detailed action plan to address barriers revealed during assessment
- Implement “communities of practice” to support delivery of inclusive programming, membership growth and retention in diverse communities etc.
- Identify inclusion skill sets and include in job descriptions, recruitment and selection processes, performance management tools, etc.
- Update orientation materials

**YEAR 3 PROPOSED ACTIONS:**

- Evaluate results from Year 2 pilots and adjust accordingly
- Develop strategies to sustain Year 2 gains
- Spread Year 2 tools and learnings to other provinces and communities
- Launch 3 more pilots
- Continue implementation of cultural competency training with adult members and Girls
- Incorporate diversity & inclusion learnings into programming for Girls
- Communication program
- Develop program for recognizing and celebrating diversity and accomplishments
- Multicultural and Multi-Faith Observance Calendar
- Fully transition to in-house capacity for ongoing training needs

<ul style="list-style-type: none"> <li>Review Member Experience surveys to ensure questions are asked about Inclusivity</li> </ul>	
<p><b>NOT INCLUDED IN SCOPE:</b></p> <ul style="list-style-type: none"> <li>Disability accommodation, AODA (&amp; comparable legislation from other provinces)</li> <li>Mechanism for regular surveying of member experience (i.e. survey operation) – DEPENDENCY</li> </ul>	
<p><b>RISKS &amp; MITIGANTS:</b></p> <ul style="list-style-type: none"> <li>Staff and member resistance to change</li> <li>Making cultural mistakes or missteps, building cultural competency to address this</li> </ul>	

YEAR 1 STRATEGY DETAIL	
<p><b>YEAR 1 EXPECTED OUTCOMES</b></p> <p>While the first year is a year of learning and we anticipate very little movement in the overall goal (alignment with Canadian mosaic), we expect to see movement in the following measures by the end of Year 1.</p> <ul style="list-style-type: none"> <li>% of Board, staff and Provincial Council members who self-identify within the target populations</li> <li>% increase in Girls that receive financial assistance</li> <li># community partnerships</li> <li>To be defined: Some measure of cultural competency/awareness</li> </ul>	
<p><b>DEPENDENCIES &amp; PRECEDENTS:</b></p> <ul style="list-style-type: none"> <li>Resources to support ongoing evaluation</li> <li>Member experience survey</li> <li>Staffing resources</li> </ul>	

#	Proposed Actions and Work Items	Action Lead	Working Group	Q4'17	Q1'18	Q2'18	Q3'18	Q4'18
5.1	<b>Research</b>							
	Recruit Diversity & Inclusion Specialist(s)							
	Inventory existing knowledge/research							
	Cultural Audit to identify barriers							
	Analyze regional variations/demographics							
	Inventory historical efforts by provinces and identify successes/ leading practices							

5.2	<b>Engagement</b>								
	Member engagement strategy (Girl and Guider)								
	Grassroots Partnerships								
5.3	<b>Systemic Barriers Removal</b>								
	Governing Philosophy								
	Financial Assistance								
	Barrier Removal implementation plan								
5.4	<b>Cultural Competency</b>								
	Identify Training Requirements by role								
	Strategy to address senior leadership competency levels first								
	Basic content to include in onboarding								
	Sustainability strategy								
5.5	<b>Outreach Pilots</b>								
	Consult & Approach Communities (Learning)								
	Develop Pilot in 3-4 communities								
	Learning & Evaluation framework								

<b>YEAR 2 &amp; 3 STRATEGY DETAIL</b>	
<p><b>YEAR 2 PROPOSED ACTIONS:</b></p> <ul style="list-style-type: none"> <li>Evaluate results from Year 1 pilots and adjust accordingly</li> <li>Develop strategies to sustain Year 1 gains</li> <li>Spread Year 1 tools and learnings to other provinces and communities</li> <li>Launch 3 more pilots</li> <li>Continue implementation of cultural competency training with Provincial Councils, adult members</li> <li>Link to mentoring program</li> </ul>	<p><b>YEAR 2 DEPENDENCIES &amp; PRECEDENTS:</b></p> <ul style="list-style-type: none"> <li>Resources to support ongoing evaluation</li> <li>Member experience survey</li> </ul>

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