

# Annual Report on the Operation of the *Canadian Multiculturalism Act* 2017–2018

## FEDERAL INSTITUTION SUBMISSION TEMPLATE

### INSTRUCTIONS:

In accordance with institutional reporting obligations under section 32 of the *Canadian Multiculturalism Act*, please complete the following submission template for the reporting period of April 1, 2017 to March 31, 2018.

- a) **Completed submissions** should be filled out in Word and emailed to Canadian Heritage (PCH) at: [pch.ram.pch@canada.ca](mailto:pch.ram.pch@canada.ca) by **June 29, 2018**.
- b) If you have any questions, contact Nickola Selby at [pch.ram.pch@canada.ca](mailto:pch.ram.pch@canada.ca) or 437-991-7647.

Thank you very much for your participation in this process.

**Please note that the focus placed on reporting is for the outcomes that were achieved by your department. This would be assessed through the corresponding indicators. Establishing outcomes through evidence-based reporting is a change that reflects the Government's priorities. Information provided throughout this process will be included in the *Annual Report on the Operations of the Canadian Multiculturalism Act* and will serve as a tool to help the program support institutions in meeting their obligations under the Act.**

Section 3.2. of the *Canadian Multiculturalism Act* requires that federal institutions carry their activities in a way that is sensitive to the multicultural reality of Canada. As such, and in accordance with the Government's focus on evidence-based reporting, we ask that your submission focus on actual outcomes achieved, as assessed through the indicators.

Submission information coordinators will be responsible for:

- 1) sending the Word template out to all those responsible for reporting on the operation of the Multiculturalism Act in your institution,
- 2) developing a coordinated response,
- 3) seeking necessary signoff's and
- 4) emailing their institutions response, using the Word submission form, back to Canadian Heritage (PCH) at [pch.ram.pch@canada.ca](mailto:pch.ram.pch@canada.ca) by **June 29, 2018**.
- 5) ensure that images/pictures provided have the proper clearance to be published and are 300dpi

Key information to include in reporting, are programs, policies, practices, or services implemented:

- Fall within the requirements of the *Canadian Multiculturalism Act* (section 3.2. (a), (b), (c), (d), (e) and (f)) found here:

3.2 It is further declared to be the policy of the Government of Canada that all federal institutions shall

- ensure that Canadians of all origins have an equal opportunity to obtain employment and advancement in those institutions;
  - promote policies, programs and practices that enhance the ability of individuals and communities of all origins to contribute to the continuing evolution of Canada;
  - promote policies, programs and practices that enhance the understanding of and respect for the diversity of the members of Canadian society;
  - collect statistical data in order to enable the development of policies, programs and practices that are sensitive and responsive to the multicultural reality of Canada;
  - make use, as appropriate, of the language skills and cultural understanding of individuals of all origins; and
  - generally, carry on their activities in a manner that is sensitive and responsive to the multicultural reality of Canada.
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- Submission responses should outline activities that were undertaken during the 2017-2018 reporting period.
  - Responses should demonstrate clear outcomes as defined by the indicators.
  - Responses should demonstrate lessons learned and/or promising new practices.
  - Responses should be communicated in plain language.
  - Images/pictures should have proper clearance to be published and are no smaller than 300dpi.

## **Part One: About Your Institution**

1. What is the name of your federal institution in both Official Languages?  
English [Bank of Canada](#) French [Banque du Canada](#)
  
2. What is the name of the person responsible for approving this submission on behalf of your federal institution?  
Name: [Katherine Murray](#)  
  
Title: [Deputy Managing Director, HR](#)  
  
Telephone Number: [613-782-7488](#)  
  
Email address: [katherinemurray@bank-banque-canada.ca](mailto:katherinemurray@bank-banque-canada.ca)
  
3. What is the name of the contact person responsible for coordinating the submission response on behalf of your federal institution?  
Name: [Tania Magloire](#)  
  
Title: [Senior Policy and Program Specialist, HR](#)  
  
Telephone Number: [613-782-7292](#)  
  
Email address: [TMagloire@bank-banque-canada.ca](mailto:TMagloire@bank-banque-canada.ca)
  
4. What is the name of your institution's champion responsible for Multiculturalism?  
Name: [Katherine Murray](#)  
  
Title: [Deputy Managing Director, HR](#)  
  
Telephone Number: [613-782-7488](#)  
  
Email address: [katherinemurray@bank-banque-canada.ca](mailto:katherinemurray@bank-banque-canada.ca)

## **Part Two: Employees of your institution:**

5. What is the total number of employees employed by your institution for the 2017-2018 fiscal year?
  - Total number of employees: [1,472](#)<sup>1</sup>
  
6. What is the total number of employees in senior management (e.g., EX) positions for the end of 2017-2018? (please provide the number and not percentage)
  - Number of employees in senior management positions: [73](#)<sup>2</sup>

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<sup>1</sup> Includes regular active and on leave employees, as of December 31<sup>st</sup>, 2017.

<sup>2</sup> Includes positions at the Senior Officer level excluding Governor, Senior Deputy Governor and the Board.

7. What is the total number of employees in non-senior management positions for the end of 2017-2018? (please provide the number and not percentage)
  - Number of employees in non-senior management positions: 1,399
8. How many new hires were employed by your federal institution in 2017-2018? (please provide a number and not a percentage)
  - Total number of new hires: 66<sup>3</sup>

### **Part Three: Institutional Obligations**

#### **Part 3.2(a) of the Multiculturalism Act**

- **Outcome:** For Canadians of all origins to have equal opportunities in obtaining employment and advancement in federal institutions.
- **Key Factors:** This outcome is assessed through the following areas of measurement:
  - anti-racism/ discrimination measures (internal to the institution)
  - employment equity (EE) measures (as they pertain to Visible Minorities)
- **Possible Data Sources (for use in response):**
  - Institutional input into OCHRO's Annual report on self-identified EE
  - Institutional input into TBS' Management Accountability Framework
  - Institutional input into TBS' Annual Report on the Public Servants Disclosure Protection Act
  - Ombudsman for your institution

*(See Annex 1 for further details)*

#### **Questions:**

9. How many employees in your organization identified as belonging to a visible minority group in senior management and executive positions? (Please provide a total number and not percentage)
  - Total number of visible minorities in senior management and executive positions: 7
10. How many employees in your organization identified as belonging to a visible minority group in non-senior management / executive positions? (Please provide a total number and not percentage)
  - Total number of visible minorities in non-senior management and non-executive positions: 303
11. How many new hires, employed by your federal institution, identified as belonging to a visible minority group? (Please provide a number and not a percentage)
  - Total number of Visible Minority new hires: 13<sup>4</sup>

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<sup>3</sup> Includes regular employees from January 1<sup>st</sup> to December 31<sup>st</sup>, 2017.

<sup>4</sup> Includes regular employees from January 1<sup>st</sup> to December 31<sup>st</sup>, 2017.

12. What initiative(s) has your federal institution carried out in order to address and/or reduce obstacles that prevent ethnic, racial and religious minorities from entering into your institution's workplace, as well as promote their upward mobility within your institution? (Please provide example(s) of initiatives and plans)

**[Instruction: Please copy and paste the name and description of the initiative. If there is more than one, use the second row]**

1. Name of initiative/plan: The Bank offers training and awareness on identifying and removing unconscious bias from talent management, such as the course "Becoming Bias Aware".
  - Description of initiative/plan:
    - The Bank's employment equity plans include increasing awareness and providing training about unconscious bias. In a half-day session, leaders and employees learn about the unconscious biases we all have, spot inequities and hear about ways to address them, and develop a personal action plan. In 2017 three sessions were held and a total of twenty-two employees participated. Also, a group discussion facilitated by an expert third party (Canada Catalyst<sup>5</sup>) was hosted at the Bank. Participants included leaders and HR specialists from the Bank and other federal organizations. The discussion highlighted how unconscious bias might come into play in conversations and focused on how to evaluate and remove bias in talent management systems. Additional training and awareness about diversity and inclusion will be offered as of 2018.
2. Name of initiative/plan: Consultations with employees who self-identified as a member of visible minority.
  - Description of initiative/plan:
    - Consultations were conducted by a third-party consulting firm in late 2017 with members of visible minorities, persons with disabilities and Aboriginal peoples at the Bank. In addition, the Bank's Working Committee on Diversity and Inclusion were interviewed as part of this study. The feedback obtained will contribute to implementing measures to reinforce diversity and inclusion at the Bank.

13. In 2017-2018, how many employees participated in anti-racism/racial discrimination training? This number should include senior management and executives.

- What types of anti-racism/racial, ethnic, and religious discrimination training did employee(s) attend? (Please answer the following questions per course)

**[Instruction: Please copy and paste course detail(s) response areas, if more than one course]**

1. Name of training course: The Bank's Disclosure Channels and Mechanisms.
  - Name of institution offering the training course: Bank of Canada – Compliance and Ethics Office.
  - Description of training course employees attended:

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<sup>5</sup> A non-profit research and advocacy organization dedicated to creating opportunities for women and employers in Canada, and promoting the advantages of a diverse talent profile in the workforce.

- Departmental scenario-based training was given to educate leaders on how to prevent, detect and respond to breaches of the Code or other policies and the mechanisms the Bank has in place to deal with inquiries about compliance and ethics issues in the workplace. 16 of these training sessions were held in 2017.
- Number of employees from your intuition that attended (please provide a number and not a percentage): 64 leaders
- Percentage of the training course that was dedicated to anti-racism/racial discrimination?
- Though the scenarios presented were wide ranging, at least one was included that focused on anti-racism/racial discrimination in the work place. It is estimated this comprised 5% of the presentation.

2. Name of training course: n/a

- Name of institution offering the training course:
- Description of training course employees attended:
- Number of employees from your intuition that attended (please provide a number and not a percentage):
- Percentage of the training course that was dedicated to anti-racism/racial discrimination?

14. Does your institution celebrate, promote and support events that help to educate employees about racial, ethnic and religious diversity in the workplace?

- Yes:  or No:

• If yes, please explain:

- “Celebrating Diversity and the Power of Inclusion” Conference. On March 9th, 2018 Bank employees and external guests came together for a frank and productive discussion about how these themes affect our workplace. The one-day conference, co-hosted by Senior Deputy Governor Carolyn Wilkins and Assistant Superintendent Carolyn Rogers of the Office of the Superintendent of Financial Institutions (OSFI)<sup>6</sup>, featured speakers, panel discussions and break-out workshops. The conference will now be an annual event.
- The Communications department continues to leverage internal messaging tools such as bank-wide emails and tele-info screens to remind Bank staff of national multicultural and diversity days.
- Employees may access a multicultural calendar and opt to download it to their Outlook profile. The calendar highlights a variety of racial, ethnic and religious celebrations and is also promoted through the Diversity and Inclusion Committee, including representatives from all areas of the Bank.
- Each week, the Bank Bistro (the employee cafeteria), features an entrée with an international theme eg. Asian, Cuban, African, American and European.

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<sup>6</sup> Comprised of The Bank of Canada, the Department of Finance, the Office of the Superintendent of Financial Institutions, Canada Deposit Insurance Corporation and the Financial Consumer Agency of Canada.

**[Instruction: Please copy and paste event detail(s) questions/ response areas, if more than one course]**

1. Type of event celebrated, promoted and/or supported:

Type of event celebrated and/or promote (National)

- Name of event celebrated, promoted and/or supported: The launch and unveiling of the new \$10 note during Black History Month and officially on International Women's Day, 8<sup>th</sup> March 2018. The unveiling was one aspect of the broader launch, which included a number of other elements:
- The launch site for the note:  
<https://www.bankofcanada.ca/banknotes/vertical10/>
- Museum blog:  
<https://www.bankofcanadamuseum.ca/2018/03/the-bank-noteable-woman-is-here/>
- Social media:  
<https://twitter.com/bankofcanada?lang=en>
- Description of event:
  - The unveiling of the new \$10 note featuring Viola Desmond took place in Halifax, NS. It was broadcast live and attendance included the Bank of Canada Governor Stephen S. Poloz, Finance Minister Bill Morneau and Wanda Robson (Viola's sister). All Bank employees were invited to view the event online.
- Number of employees that attended:
  - The Governor and staff from the Currency and Communications departments, and many watched the webcast from their desk or in the Atrium.

2. Type of event celebrated, promoted and/or supported:

Type of event celebrated and/or promote (National)

- Name of event celebrated, promoted and/or supported: The "C150" note and launch.
- Description of event:
  - In keeping with its [Principles for Bank Note Design](#), the Bank sought broad input from Canadians on the design of the Canada 150 commemorative note. Between 2014 and 2017, the Bank undertook national public opinion research and consultation, and provided Canadians the opportunity to comment directly via its website. The Bank also conducted two rounds of focus group testing to seek public input on the design. For both the national representative surveys as well as the design focus group, the Bank sought input from all age brackets, language (French and English) and regions, and included oversampling for youth, Indigenous, New Canadians (up to 10 years in Canada) and visible minorities. Consultations with Indigenous groups were held across Canada, including the Assembly of First Nations. Additionally, the note itself includes Canada's 1st First Nations Senator, a Metis assumption sash, and Inuit art. In total, over 5,000 Canadians provided input. A diverse group of subject matter experts also provided advice on

visual content throughout the development of the visual content and the bank note design.

- In early April, one hundred dignitaries and guests joined former Parliamentary Secretary to the Minister of Finance (now Minister of Health) Ginette Petitpas Taylor and Governor Poloz at a ceremony in the Bank's atrium to unveil the Bank's special commemorative bank note in celebration of Canada's 150th anniversary. The Currency Department's regional teams travelled far and wide and participated in over 70 events across the country, to introduce the Canada 150 bank note to Canadians. From a kiosk at Canada Place in Vancouver to a note exchange in Cape Dorset, Nunavut, the initiative offered staff an opportunity to celebrate the note and connect with Canadians from different communities and backgrounds.
- Number of employees that attended:
- Many Bank employees attended or watched the video stream.

15. Has there been a clear communication of employee rights and the complaints process related to racism and racial discrimination/harassment within your federal institution?

- Yes:   X   or No: \_\_\_\_\_

- If yes, please specify:

- How has employee rights and complaints process been communicated to employees? (e.g., via the intranet, team meetings, information session, lunch and learns, the union, etc.)

**[Instruction: Please copy and paste the type of communication tool used response area, if more than one]**

- Type of communication tool used:

In 2017, the Bank's Code of Business Conduct and Ethics was updated. Of these changes, most important was the addition of a new appendix on the Bank's Disclosure Channels and Mechanisms, which sets out who employees can contact with questions or concerns regarding ethics and compliance. In collaboration with Human Resources and Corporate Security, the Compliance and Ethics Office launched a Bank-wide campaign to raise employees' awareness and understanding of these channels and mechanisms. These included various communications including:

- Intranet
  - On joining the Bank, annually thereafter, and in the case of a significant change in duties or personal circumstances, Bank employees must complete a Code of Business Conduct and Ethics certification process, certifying their awareness and compliance with the Code. The Code contains a section on the reporting of breaches, the disclosure of wrongdoing and the related procedures. They are asked specifically, in the annual Code Certification, whether they have witnessed a breach of the Code or other Bank policy.

- When the Bank updated its List of Designated Contact Points, employees were reminded to review the Disclosure of Wrongdoing Policy and encouraged to report circumstances which they believe to constitute a wrongdoing in the workplace.
- Type of communication tool used:
- In person
  - A kiosk, at the Bank’s Employee Conference held in May 2017, where staff were encouraged to test their knowledge about the various disclosure options at their disposal.
  - Two “Ask an expert” sessions held in December at the Knowledge Centre where the Compliance team was available to answer employees’ questions on how and when to raise compliance or ethical concerns.
  - Furthermore, all awareness and information sessions given by members of the Compliance and Ethics Office include a section on Disclosure of Wrongdoing and the various avenues open to employees to report breaches or incidents.
- What is the complaints process for racism, racial/ethnic/religious discrimination or harassment in your federal institution? (In 200 words or less please outline the complaint process)<sup>7</sup>

Employees who believe that they have been harassed or subjected to violence, or who become aware of harassment or workplace violence that is taking place, have several options which allow them to raise their concerns without fear of reprisal. The process for addressing inappropriate conduct is divided into stages, each of which consists of an action or actions that can be taken in response to conduct that violates Bank policy. Employees can begin at whatever stage is appropriate for their circumstance and can seek guidance from their leader or HR.

Stages:

- *Stage 1* – Employees are encouraged to express their objection directly to the individual concerned, explaining the problem and asking that the conduct stop (if they are comfortable doing so). If the conduct stops following the request, there may be no further action required.
- *Stage 2* – Seek advice or guidance from their leader, a higher-level leader, or Employee Relations with respect to possible approaches to address the matter.
- *Stage 3* – Report the conduct or incident without delay to one of the following, at their discretion: their leader; Managing Director or equivalent; an Employee Relations Specialist; a leader (Director level or above) in Human Resources; Compliance; the General Counsel and Corporate Secretary; Audit; the Audit Committee of the Board.

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<sup>7</sup> As stated in the Bank’s enhanced Prevention of Harassment and Workplace Violence Policy, approved by Senior Management Council in March and being implemented in 2018. It includes a refined process providing greater clarity and reinforcing accountabilities.

- *Stage 4* –Submit a formal complaint to Employee Relations or to the Managing Director, Human Resources, or the General Counsel and Corporate Secretary.
- What is the process of making a complaint(s) in your institution? (Please outline in 200 words or less)
- In addition to the above four stages, other channels to process a complaint are:

CHANNEL	MECHANISM
Code of Business and Conduct of Ethics	<p>Potential or suspected breaches should be reported to:</p> <ul style="list-style-type: none"> <li>• A Supervisor</li> <li>• An Employee Relations Specialist</li> <li>• The Compliance and Ethics Office</li> <li>• The General Counsel and Corporate Secretary</li> </ul> <p>If an employee feels uncomfortable reporting a breach or an improper activity to the individuals mentioned above, the employee can send a confidential email to an internal mailbox.</p> <p>In suspected cases of fraud or misappropriation of funds, concerns may also be reported to the Chief Internal Auditor or to the Chair of the Audit and Finance Committee of the Board.</p> <p>Serious wrongdoing in the workplace can also be disclosed to the Public Sector Integrity Commissioner (disclosure methods outlined in the Disclosure of Wrongdoing Policy).</p>
Disclosure of Wrongdoing Policy	<p>Employees have three avenues to disclose a wrongdoing:</p> <ul style="list-style-type: none"> <li>• Internally to the General Counsel and Corporate Secretary</li> <li>• To the Chair of the Audit and Finance Committee of the Board of Directors</li> <li>• Externally to the Public Sector Integrity Commissioner</li> </ul> <p>When not certain whether a disclosure under this policy is called for, employees can seek advice from:</p> <ul style="list-style-type: none"> <li>• A designated senior officer</li> <li>• An Employee Relations Specialist</li> <li>• The General Counsel and Corporate Secretary</li> <li>• The Public Sector Integrity Commissioner</li> </ul> <p>In known or suspected cases of fraud or misappropriation of Bank assets, concerns may also be reported to the Chief Internal Auditor.</p>
Corporate Security Policy	<p>Managers are responsible for reporting security incidents through the appropriate channels (including Corporate Security Staff or an internal mailbox).</p> <p>Employees are responsible for reporting and seeking guidance from managers or Corporate Security Staff if presented with, or observing, a situation that may have security implications for the Bank.</p>

- How does your institution address complaint(s)? (Please outline in 200 words or less)
- The process for addressing inappropriate conduct under this policy is divided into stages, each of which consists of an action or actions that can be taken in response to conduct that violates this policy. The stages are intended to give individuals options to deal with situations that may involve harassment or workplace violence.
  - *Informal resolution of complaint* - once a complaint is submitted, Employee Relations will advise on a range of informal resolution options, ranging from facilitated discussion to mediation, as may be appropriate in the circumstances.
  - *Conducting an investigation of complaint* - The Bank has the discretion to launch an investigation of an incident of harassment or workplace violence based on a complaint, a report, or any other circumstances that suggest an investigation is warranted. If a determination is made that an investigation is required, an internal or external investigator will be appointed in accordance with the

Internal Investigations Standard and a statement of allegations will be developed.

- *Rendering a decision* - following receipt of an investigation report or other satisfactory confirmation of the circumstances giving rise to a complaint, the Bank will render a decision as to whether the conduct described in the complaint represents a violation of this policy and whether remedial measures are required, which may include disciplinary measures under the Bank's Disciplinary Measures Policy.
  - *Implementation of measures following decision* - The Bank will implement any remedial measures that are put in place and may also take any other appropriate measures to prevent further incidents from occurring, and to restore the work environment following a report or complaint.
- How many complaints did your federal institution address related to racism and racial/ethnic/religious discrimination in 2017-2018?
    - Total number of complaints received:
      - Zero
    - Total number of complaints resolved:
      - Zero
    - Total number of complaints that are ongoing:
      - Zero
  - If no, please specify:
    - Why? (In 200 words or less)

### Part 3.2(b) of the Multiculturalism Act

- **Outcome:** Internal and external policies, programs, practices and services promote inclusion, diversity and equitable participation.
- **Key Factors:** This outcome is assessed through the following areas of measurement:
  - *internal* policies, practices, programs and services that promote inclusion, diversity and equitable participation of Canadians of all origins.
  - *external* policies, practices, programs, and services that promote inclusion, diversity and equitable participation of Canadians of all origins.
  - funding, resources and/ or in-kind support given to initiatives that promote inclusion, diversity and equitable participation.
- **Possible Data Sources:**
  - GBA+ analysis performed.
  - Analyses of differential impacts of policies/ programs/ services with different ethno-cultural/ racial/ religious groups.
  - Records of discussions with partners on issues related to Multiculturalism.
  - Review and analysis of the various languages of materials available to the public.
  - Canvass of policy/ program/ service branches.
  - Canvass of regional, satellite, and/or service delivery offices.

#### Questions:

16. Has your federal institution taken into consideration the perspectives of cultural, ethnic, linguistic, racial and religious communities in the development of policies, programs, practices and services?

- Internal policies, programs, practices and services: Yes:   X   or No:

**[Instruction: Please copy and paste the name of policies, programs, practices and services and description response areas, if more than one]**

- If yes, please specify:
  - Name of policies, programs, practices and services: [Employee Engagement Survey](#).
  - Description of policies, programs, practices and services:
    - Every three years the Bank conducts an employee engagement survey, to find out what employees value about working at the Bank and how we can continue to enhance our great work environment. A record 88 per cent of employees participated in the Bank's 2017 survey. The survey was updated and streamlined compared to prior years' and now includes a leadership and departmental pulse check in the years between the full survey. Overall, the survey results were very positive. Most notably, the employee engagement score, at 86 per cent, puts the Bank in the top 10 per cent among comparable organizations. The results demonstrated a high level of trust and confidence in senior management, and employees gave very positive feedback on our renewed work environment. A broad overview was shared with staff via communications from the Senior Deputy Governor and then in greater detail at the departmental level.

- Overall positive attitudes with respect to the *Diversity, Integrity, Ethics, Respect* dimension make a substantial contribution to overall employee engagement.
- The viewpoints of members of the designated employment equity groups and linguistic (English and French are compared against the overall Bank population.
  
- Name of policies, programs, practices and services: Human Resources Policies
- Description of policies, programs, practices and services:
  - The Bank has instituted comprehensive human resources policies and programs to promote and support an equitable work environment. These policies are available to all employees and are reviewed periodically for systemic and attitudinal bias so that we can continue to attract, develop, retain and promote high-performing, talented people with diverse backgrounds and perspectives. In 2017, as part of our commitment to ensuring our policies are relevant and understood by all employees, we consolidated and clarified several existing policies, this work continued this year. Relevant policies include the following:
- Code of Business Conduct and Ethics
  - updated in 2017, most importantly was the addition of a new appendix on the Bank’s Disclosure Channels and Mechanisms, which sets out who employees can contact with questions or concerns regarding ethics and compliance
- Resolution Policy
  - updated in 2018, it provides formal processes for the efficient handling and equitable hearing of requests for review of management decisions
- Prevention of Harassment and Workplace Violence
  - updated in 2018 to include process for making a complaint and how it will be followed up
  
- External policies, programs, practices and services: Yes:   X   or No: \_\_\_\_\_

**[Instruction: Please copy and paste the name of policies, programs, practices and services and description response areas, if more than one]**

- If yes, please specify:
  1. Name of policies, programs, practices and services: Canada 150 note.
    - Description of policies, programs, practices and services:
      - Prior to the launch of the new note, extensive consultations were held with Indigenous groups across Canada, including the Assembly of First Nations. Additionally, the note itself includes Canada’s 1st First Nations Senator, a Metis assumption sash, and Inuit art. These aspects of the note were highlighted on the launch site, which was our most viewed/shared online content ever, approximately 1.5 million Canadians reached (see <https://www.bankofcanada.ca/banknotes/bank-note-series/commemorative-notes/banknote150/>).
      - Once the design was unveiled, a prominent theme in unveil media reports was that this was the first time the portrait of a Canadian woman and Indigenous

Senator were featured on a Canadian bank note, underscoring the broad representation of its design. A national survey conducted following the unveil of the design of the note and its issue, gathered the following feedback from Canadians:

- 80 % of Canadians agree note contributes to marking 150th anniversary
- 85 % feel the front is meaningful
- 87 % feel the back is meaningful
- 81 % Canadians expressed feeling proud to be Canadian (85 % at end of survey)
- 86 % like the design of the bill somewhat or very much
- 90 % feel the front reflects Canada
- 92 % feel the back reflects Canada
- 87 % like the design of the front of the note somewhat or very much
- 90 % like the design of the back of the note somewhat or very much

- Name of policies, programs, practices and services:
- Opening of the Bank's museum on Canada Day 150.
- Description of policies, programs, practices and services: The new Bank of Canada Museum proudly opened on Canada Day, 2017 – a day to celebrate the culturally diverse heritage Canada was founded upon - as the Bank's contribution to the Canada 150 celebrations. On that first day it attracted nearly 3,000 visitors, and a further 4,000 participants in the activities on the plaza. While still showcasing Canada's National Currency Collection, which reflects the history of currency from a multi-cultural perspective, the museum now also educates Canadians on the Bank's core functions and how the economy works with a wide range of informative and interactive exhibits for all ages. The number of visits to the museum in 2017 exceeded expectations, and by the end of March 2018, it had attracted 51,801 visitors.

17. In 2017-2018, has your institution developed partnerships with relevant stakeholders to promote multiculturalism and/or to learn more about multiculturalism communities?

- Yes:       X       or No:

**[Instruction: Please copy and paste the name of policies, programs, practices and services and description response areas, if more than one]**

- If yes, please specify:
  - Type of partner/stakeholder: (National)
  - Name(s) of partner/stakeholder: Indspire
  - Description of the partnership and initiative:
  - Scholarship Program for Indigenous Students – we partner with Indspire, a well-established charitable organization managing scholarships for Indigenous students across Canada. This partnership has made it possible to expand our outreach and promote our scholarship program in Indigenous communities

beyond our head office in Ottawa, Ontario. In 2017, Indspire provided several student applications and after careful assessment, we awarded two new scholarships to the third cohort of our scholarship program. Indspire identified high caliber students pursuing studies in an area that is relevant to our business and with grade point averages that surpass our minimum requirements. In 2017, we renewed one previous year's recipient's scholarship and they completed a second work term at the Bank along with one of the 2017 winners. Our partnership with Indspire has contributed to the promotion and success of the scholarship program and to those who have taken part in it.

18. Does your institution provide direct programs and services to the public?

- Yes:     X     or No: \_\_\_\_\_

**[Instruction: If no, please skip questions 21 and 22.]**

19. Does your institution have policies, programs, practices and services (such as materials and websites) translated into languages other than English and/or French?

- Yes:     X<sup>8</sup>     or No: \_\_\_\_\_

**[Instruction: Please copy and paste the name of the program/service/initiative and description response areas, if more than one]**

- If yes, please specify:

1. Name of program/service/initiative with material translated:

- Description of initiative: **An individually based initiative.**
- What languages are your institutions materials and/or websites translated into?
  - **English and French**
- How has the program/service/initiative improved the quality of service that your institution is providing to Canadians?
- **Bank employees in the Montréal office have self-initiated speaking in Spanish, Romanian and Vietnamese at occasional informal meetings with various stakeholders, as the opportunity arises.**

Name of program/service/initiative with material translated:

- **Verbal interview on CHIN Radio (a community radio talk show).**
- Description of initiative:
  - **A member of one of Currency's regional teams, gave an interview in Portuguese during the 1-hour program. Topics discussed included the C-150 note, security features of Canadian Bank notes, the next bank note series (specifically Viola Desmond and the new \$10 note), how to detect counterfeiting, how to protect your business from counterfeit losses,**

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<sup>8</sup> The Bank's Currency department has regional teams, consisting of 12 people, who are able to communicate to the Canadian public in the following languages (other than English and French): Arabic, Portuguese, Romanian, Vietnamese, Tamil and Spanish.

counterfeiting in Canada and the Bank's currency education and awareness program.

- What languages are your institutions materials and/or websites translated into?
- English and French
- How has the program/service/initiative improved the quality of service that your institution is providing to Canadians?
- It reached an audience, living in the Greater Toronto Area, that might not have been able to get bank note information in English or French.

20. Does your institution provide the public access to translators (other than English or French) so that they may gain a better understanding of your institutions programs, policies, practices and services (if requested)?

- Yes: \_\_\_\_\_ or No:   X

**[Instruction: Please copy and paste the name of the program/service/initiative and description response areas, if more than one]**

- If yes, please provide:
  1. Name of institutions program, policy, practice and service: \_\_\_\_\_  
Description of program, policy, practice and service: \_\_\_\_\_
  2. Name of institutions program, policy, practice and service: \_\_\_\_\_  
Description of program, policy, practice and service: \_\_\_\_\_
- If no, please specify:
  - Why?
  - Bank communications occurs primarily via the Bank of Canada's website, which is accessible in both official languages. All members of the public have the option to request additional information or provide feedback in either English or French.
  - Will it be addressed?
  - The Bank does not have a separate pool of translators for the public to access as we do not have many external services to the public. That said, when there is an internal requirement for a document to be translated to a language other than English or French, the Bank's translation services department can fulfill this request.

### **Part 3.2(c) of the Multiculturalism Act**

- **Outcome:** Policies, programs, practices and services promote the understanding of and respect for the diversity of Canadians.
- **Key Factors:** This outcome is assessed through all initiatives, both internal and external to the institution, that promote inter-cultural and inter-faith understanding as well as respect for diversity.
- **Possible Data Sources:** Consultations with Champion responsible for issues related to Multiculturalism, diversity and EE committees; HR/ training branch.

**Questions:**

21. Does your institution have a “Champion” in place who is responsible for issues related to Multiculturalism?

- Yes: X or No: \_\_\_

**[Instruction: Please copy and paste the name(s)/title of your institution’s “champion” and responsibilities response areas, if more than one]**

- If yes, please specify:
  - The name/title of the “Champion” (e.g., Multiculturalism Champion, Champion for Visible Minorities, Diversity Champion, Employment Equity Champion, etc.):
  - Katherine Murray, Deputy Managing Director, HR
  - What responsibilities does the role of the “champion” entail?
  - To build awareness and understanding of the importance of multiculturalism and the importance of diversity and inclusion in general.
  - To stress the importance of diversity and inclusion, including multiculturalism, in the development and implementation of policies, programs and practices of their institutions.
  - Play a leadership role as an agent of change within their institutions.
- If no, please specify:
  - Why? \_\_\_\_\_

### Part 3.2(d) of the Multiculturalism Act

- **Outcome:** Development of policies, programs, practices and services make use of statistical data to ensure sensitivity and responsiveness to Canada's multicultural reality.
- **Key Factors:** This outcome is assessed through the extent to which data on the differential impact to various groups is used in the development of policies, programs, practices and services.
- **Possible Data Sources:** Canvass of policy/ program/ service branches to obtain information on the nature and examples of statistical data collected to support diversity in the development or improvement of policies, programs, practices and services (e.g., data collected in GBA+ analyses, Statistics Canada reports, TBS reports, private sector or think tank reports, etc.).

22. Does your institution collect statistical racial, ethnic and religious diversity data (other than EE data) to develop and/or improve internal and/or external policies, programs, practices and services?

- Yes:  or No:

**[Instruction: Please copy and paste the internal/external program/service/initiative and description response areas, if more than one]**

- If yes, please specify:
  1. Internal:  or External: 
    - Name of the policy, program, practice and/or service the data is used to improve: Qualitative research was conducted by an expert third party to gather insight from specific diverse groups to further analyze employee engagement survey results from a diversity lens.
    - Description of the policy, program, practice and/or service:
    - Consultations with employees who self-identified as a member of a visible minority as well as the Bank's Diversity and Inclusion Committee, were conducted to gain insight and recommendations for enhancing diversity and inclusion and ensuring equal opportunities at the Bank. These consultations focused in three key areas: equitable career opportunities, accommodation for individual needs and a sense of belonging, friendliness and openness.
    - How has the collection and use of statistical racial, ethnic and religious diversity helped to improve the policy, program, practice and/or service?
    - Employee feedback gathered as a result of this exercise, as well as findings and recommendations highlighted by the expert third party will be integrated in the Bank's overall diversity and inclusion strategy.
  2. Internal:  or External: 
    - Name of the policy, program, practice and/or service the data is used to improve: Employee self-identification questionnaire.
    - Description of the policy, program, practice and/or service:
    - Currently we ask about the four designated employment equity groups but are redesigning our self-identification forms to include groups like LGBTQ2, and sub groups for employment equity designated groups.

- How has the collection and use of statistical racial, ethnic and religious diversity helped to improve the policy, program, practice and/or service?
  - It is more inclusive of differences, provides information on the make-up of our workforce, and helps the employee to see themselves in the options we provide.
- If no, please specify:
    - Why?

### Part 3.2(e) of the Multiculturalism Act

- **Outcome:** Language skills and cultural understanding are used, as appropriate, to support the development of policies, programs, practices and services to Canadians.
- **Key Factors:** Language statistics internal to the reporting institution.
- **Possible Data Sources:**
  - Institutional language statistics
  - Canvass of policy/ program/ service branches
  - Consult institution's programs and policies
  - Contracts with consultants
  - Partnerships or consultations with academics

23. Does your institution leverage the multilingual capacity (other than English or French), cultural competency and/or cultural expertise of its employees to inform and/or improve your institution's policies, programs, practices and services?

- Yes: \_\_\_\_\_X<sup>9</sup>\_\_\_\_\_ or No: \_\_\_\_\_

**[Instruction: Please copy and paste the name of the initiative and description response areas, if more than one]**

- If yes, please specify:
  1. Name of initiative: **Technical Assistance Program.**
    - Description of the initiative:
      - **Technical Assistance applies to any program being organized in which our employees provide and share advice, training and/or research with other central banks - primarily to central banks in emerging markets and developing economies. We provide strategic and protocol advice on requests, coordinate logistics and monitor the resources devoted to these activities.**
      - How has the leveraging of your employee's multilingual capacity (other than English or French), cultural competency and/or cultural expertise helped to inform and/or improve your institution's policy, program, practices and/service?
      - **Due to the high level of diversity within the population at the Bank, it is able to leverage those who speak other languages and/or come from different cultural backgrounds, when interacting with central banks from different countries.**
  2. Name of initiative: \_\_\_\_\_
    - Description of the initiative: \_\_\_\_\_
    - How has the leveraging of your employee's multilingual capacity (other than English or French), cultural competency and/or cultural expertise helped to inform and/or improve your institution's policy, program, practices and/service? \_\_\_\_\_

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<sup>9</sup> The Bank does not have a formal initiative in place but we leverage our employees' multilingual capacities as well as cultural competencies and expertise as required.

- If no, please specify:
  - Why? \_\_\_\_\_

## Part 4: Additional Input

### Part 3.2(f) of the Multiculturalism Act

- **Outcome:** Institution's activities are carried out in a manner that is sensitive and responsive to Canada's multicultural reality.

24. Has your organization encountered and/or identified factors that foster inequities for ethnic, linguistic, racial and religious minorities in your institutions internal and/or external policies, programs, practices and services?

- Yes:  or No:

**[Instruction: Please copy and paste the issue and description response areas, if more than one]**

- If yes, please specify:
  1. What are they? And how will your institution address them?
    - Issue:
      - A need for greater awareness about differences, whether they be cultural or otherwise.
    - Description:
      - Communications coming from the employee engagement survey, as well as observations coming from our employment equity practices, show there is an identified need for additional awareness to gain a better understanding of cultural differences.
    - How will your institution address it?
      - Education and awareness programs (still to be developed).
      - What resources and/or tools are needed to address the identified issue?
      - Videos, simple documents, a website for referral which offers explanations of cultural differences, to help initiate dialogue. For example, to help a manager prepare to welcome a new team member who may be from a unique cultural background.
  2. What are they? And how will your institution address them?
    - Issue: \_\_\_\_\_
    - Description: \_\_\_\_\_
    - How will your institution address it? \_\_\_\_\_
    - What resources and/or tools are needed to address the identified issue?  
\_\_\_\_\_

25. Does your institution have additional information, examples, initiatives and/or challenges to the implementation of the Multiculturalism Act that you would like to provide?

- Yes:  or No:

**[Instruction: Please copy and paste the name of the example/initiative/challenge and description response areas, if more than one]**

- If yes, please specify:
  - Name of example/initiative/challenge:
  - The Bank of Canada's principal role is to promote the economic and financial well-being of Canadians through four core functions: monetary policy, financial system, currency and funds management. The achievement of this mandate relies mostly on research and work that is performed in-house by employees, so there is limited opportunity for interaction with the Canadian public. That being said, as seen in this report, there were many initiatives and events that occurred during 2017-2018 to show how the Bank has recognized the cultural heritage of Canada.
  
- 1. Name of example/initiative/challenge: 2019-21 Medium Term Plan
  - Description of the example/initiative/challenge:
  - In order to fulfil the Bank's vision of being a leading, dynamic and engaged central bank, the 2019-21 three-year strategic plan, developed in 2017, includes further cultivating and leveraging a diverse and inclusive workforce with wide-ranging ideas and perspectives to support innovative approaches and solutions.

## Annex A

### Data Sources

Data Source	Objectives	Timing	Participation
OCHRO's annual report on self-identified EE	President of the Treasury Board is required to submit a report to Parliament on the state of employment equity pursuant to the <i>Employment Equity Act</i> .	Submitted annually to cover previous fiscal year. <ul style="list-style-type: none"> <li>• TBS annual call-out request is around the end of May with a 2 week deadline for input.</li> <li>• TBS sends draft for modification/changes in August</li> <li>• Report is published by the end of the fiscal year.</li> </ul>	Core Public Administration (FAA schedules I and IV) – comprised of 77 departments, agencies and commissions.  Under the <i>Employment Equity Act</i> , separate employers that have more than 100 employees (e.g., the Canada Revenue Agency and the Canadian Food Inspection Agency) are required to provide their reports to the Office of the Chief Human Resources Officer (OCHRO) only for the purposes of tabling in Parliament at the same time as the CPA report.
TBS' Annual Report on the Public Servants Disclosure Protection Act	<a href="#">Section 38.1 of the Public Servants Disclosure Protection Act</a> (PSDPA) requires that the Chief Human Resources Officers prepare an annual report for the President of the Treasury Board to table in Parliament. The report must provide information on activities related to the disclosures made in public sector organizations that are subject to the Act.	<a href="#">Subsection 38.1(1) of the Act</a> requires chief executives to prepare a report on the activities related to disclosures made in their organizations and to submit it to the Chief Human Resources Officer within 60 days after the end of every fiscal year. <ul style="list-style-type: none"> <li>• Call out sent in late March or early April</li> <li>• Consolidated report sent to the president of TBS by September 30<sup>th</sup></li> <li>• Report published in October following its tabling to Parliament</li> </ul>	All 134 active organizations in the federal public sector are subject to the Act. Three organizations are excluded from the PSDPA: Canadian Armed Forces (CAF), the Canadian Security Intelligence Service (CSIS) and Communications Security Establishment Canada (CSEC). However, under <a href="#">section 52</a> they are required to establish procedures applicable to their organization for the disclosure of wrongdoing, including the protection of persons who disclose wrongdoing. In accordance with <a href="#">paragraph 11(1)(c) of the Act</a> , it is the responsibility of organizations to provide public access to information describing findings of wrongdoing and any follow-up action taken.

Data Source	Objectives	Timing	Participation
Management Accountability Framework (MAF)	<p>The objectives of the MAF are:</p> <ul style="list-style-type: none"> <li>• To obtain an organizational and government-wide view of the state of management practices and performance;</li> <li>• To inform Deputy Ministers and Heads of Agencies about their organizations' management capacity;</li> <li>• To inform the Treasury Board of Canada Secretariat about the state of policy implementation and practices;</li> <li>• To identify areas of management strength and any areas that require attention;</li> <li>• To communicate and track progress on government-wide management priorities; and,</li> <li>• To continuously improve management capabilities, effectiveness and efficiency government-wide.</li> </ul>	<p>Annual assessment by TBS (1<sup>st</sup> call-out letter during the summer with consultations on methodology; official call-out in September with responses due in November via the MAF portal).</p> <ul style="list-style-type: none"> <li>• Draft results released mid-January giving departments/ agencies a 5 week validation period to review and submit new evidence.</li> <li>• Final results sent to DMs at the end of April.</li> </ul>	<p>All departments and agencies with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Small agencies (organizations with 50 – 500 employees and an annual budget of less than \$300 million) are only subject to a full MAF assessment every three years, completed on a cyclical basis.</li> <li>• Micro agencies (organizations with less than 50 employees and an annual budget of less than \$10 million) are subject to a questionnaire, which informs an interview with TBS senior representatives with the submission of supporting documents, as applicable.</li> </ul>
Public Service Employee Annual Survey (PSEAS)	<p>To provide departments and agencies with evidence on key people management issues and on measuring employees' opinions on different aspects within employee engagement, such as:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Harassment</li> <li>• Discrimination</li> </ul>	<p>The PSEAS is a short survey, which complements the more comprehensive survey that is completed every three years. This year's survey was conducted between February 27 and March 24 2017.</p>	<p>All departments and agencies with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Ministers' exempt staff</li> <li>• Private sector contractors or consultants</li> <li>• Employees on leave without pay</li> </ul>

Data Source	Objectives	Timing	Participation
	<p>The results provide timely insight into employee’s opinions on various aspects of the workplace across the federal public service.</p>		
<p>Treasury Board of Canada Secretariat’s report on Employment Equity (EE) groups in the Federal Government</p>	<p>To detail the ongoing developments made by federal departments that measure the designated groups under the Employment Equity Act. These groups include:</p> <ul style="list-style-type: none"> <li>• Women</li> <li>• Indigenous Persons</li> <li>• Persons with disabilities</li> <li>• Members of visible minorities</li> </ul> <p>Indicators of progress include salary ranges as well as shares of hires, promotions and terminations. The most common indicator is the representation rate, which provides insights on employment equity overall.</p>	<p><a href="#">Subsection 4(4) of the Employment Equity Act</a> requires the President of the Treasury Board to report to Parliament on the state of employment equity in the core public administration. Submitted annually, it analyzes data from the previous fiscal year.</p>	<p>The Office of the Chief Human Resources Officer and the Treasury Board of Canada Secretariat work closely with four stakeholders:</p> <ul style="list-style-type: none"> <li>• Employment and Social Development Canada, responsible for the Employment Equity Act and for monitoring compliance and submitting a report to Parliament on the status of employment equity in the federally regulated private sector</li> <li>• Public Service Commission of Canada, responsible for identifying and eliminating barriers in recruitment and staffing</li> <li>• Canadian Human Rights Commission, responsible for conducting compliance audits of all organizations subject to the Employment Equity Act, and last;</li> <li>• Bargaining agents, which work with each federal organization to develop and implement an employment equity plan</li> </ul> <p>To ensure the consistency of data presented in this report, the Office of the Chief Human Resources Officer uses information on all employees for whom the Treasury Board is the employer, in accordance with <a href="#">Schedules I and IV of the Financial Administration Act</a>.</p>

Data Source	Objectives	Timing	Participation
GBA+	<p>GBA+ is an analytical tool that assesses the multiple identity factors that intersect. It takes into account gender, sex, race, ethnicity, religion, age, mental and physical disability. As such, it takes into account how initiatives will affect Canadians.</p>	<p>In 1995, the Government of Canada committed to using GBA+ to advance gender equality, as part of the ratification of the <a href="#">United Nations' Beijing Platform for Action</a>. Additionally, <a href="#">subsection 15 (1) of the Charter of Rights and Freedoms</a>, ensures the right for women not to be discriminated against based on their sex/gender. The <a href="#">Action Plan on Gender-Based Analysis</a> of 2016-2020 states that the "rigorous" analyses can be further honed; developed and delivered, through trainings and enhancing delivery approaches. This Action Plan was a renewed commitment to strengthen implementation across departments.</p>	<p>GBA+ is a tool that aims to be used across all governmental departments and agencies. This pertains to the development, renewal and assessment of policy, legislative and program initiatives.</p> <p>All federal officials should incorporate GBA+ into their work by asking some basic questions and challenging personal assumptions about diverse groups of women, men and gender-diverse people. When GBA+ is not being implemented in a certain department, follow-up actions should be addressed to tackle barriers that prevent departments and agencies from taking gender-based analysis into consideration.</p>

## Annex B

### List of Key Terms

<b>Diversity</b>	A term used to encompass all the various national, racial, ethnic, religious and other backgrounds of people, and increasingly used in Canada to describe workplace programs aimed at reducing discrimination, promoting equality of opportunity and outcomes for all groups. The term is also used to describe the presence of a wide range of human qualities and attributes within a group, organization, or society. Diversity encompasses acceptance and respect of individual differences, which includes, but are not limited to, the dimensions of race, language, ethnicity, gender identity and expression, sex, sexual orientation, socio-economic status, age, physical abilities or appearance, religious beliefs, political beliefs or other ideologies, ancestry, culture, race, geographic background, and socio-economic status.
<b>Ethno-cultural</b>	A term used in relation to people and communities that define themselves by at least one of the following: language or culture, religious affiliation, race, ethnic identity, or country or geographic region of origin.
<b>Equality</b>	Equality refers to the notion that all humans are equal in fundamental worth. In Canada, the concept of equal treatment is protected by Section 15 (1) of the 1982 <i>Canadian Charter of Rights and Freedoms</i> which states that every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
<b>Equity</b>	A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same (equal) without regard for individual differences. In Canada, the concept of equity is outlined within an equality framework in Section 15 (2) of the 1982 <i>Canadian Charter of Rights and Freedoms</i> which states that equality rights do not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
<b>Federal Institution</b>	Under the <i>Canadian Multiculturalism Act</i> , “federal institution” means any of the following institutions of the Government of Canada: (a) a department, board, commission or council, or other body or office, established to perform a government function by or pursuant to an act of Parliament or by or under the authority of the Governor in Council; and (b) a departmental corporation or Crown corporation as defined in Section 2 of the <i>Financial Administration Act</i> .
<b>Multiculturalism</b>	A federal policy announced in 1971 and enshrined in law in the <i>Canadian Multiculturalism Act</i> of 1988. It promotes the acknowledgment of and respect for diverse ethnicities, cultures, races and religions, and supports the freedom of these groups to preserve their heritage. The <i>Act</i> also confirms the rights of Aboriginal people and the status of Canada’s official languages. Most Canadian provinces and territories also have multiculturalism legislation and/or policies. The Canadian experience has shown that multiculturalism promotes social cohesion through cultural/interfaith understanding; the full participation of all Canadians in the social, political, civic and economic spheres of Canadian society; and strives to the ideal of equality and mutual respect. Multiculturalism is also used as a term to describe a society characterized by its demographic diversity. Canada has become a multi-ethnic, multi-racial and multi-faith society, and is expected to become more diverse in the upcoming decades.

<b>Racialized Communities</b>	<a href="#">The National Welfare Council's Poverty Profile: Special Edition</a> (2009) defines racialized persons as "...persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour" which belong to communities that face high levels of poverty. <a href="#">Statistic Canada's 2006 Census</a> illustrated that the overall poverty rate in Canada was 11%, but for racialized persons it was 22% as compared to 9% for non-racialized persons. Poverty in racialized communities is a growing problem, stating that the problem is "especially severe" among more recent immigrants, the vast majority of whom belong to racialized groups.
<b>Ethno-racial and ethno-cultural groups</b>	According to <a href="#">Canada for All: Canada's Action Plan Against Racism</a> (2005), published by the Department of Canadian Heritage, race must be compared with other factors, such as gender, age, education and income. This provides a more intersectional standpoint pertaining to the economic, social and political nature of race and its impact on different groups.
<b>Racial Discrimination</b>	Racial discrimination is an action or decision which treats a person or group in a prejudiced manner on the basis of their race. The <a href="#">Canadian Human Rights Act (1985)</a> in section 2, outlines that all individuals are equal members of society and are subject to liberties of which should not be hindered on race. Section 3 of the Act makes it illegal for federally regulated employers and service providers to discriminate against people, or treat them unfairly based on race. Additionally, subsection 15 (1) of the <a href="#">Charter of Rights and Freedoms</a> , prohibits racial discrimination, as it states equal protection is granted "...without discrimination based on race."
<b>Intersectionality</b>	This term, coined by Kimberlé Crenshaw, is the recognition of the overlapping systems of subordination, as it relates to the multiple factors of identity including the various interactions of race and gender. Intersectionality can be used as a tool, which mediates the tensions between assertions of multiple identity factors within social constructions of group politics.
<b>Members of Visible Minorities</b>	Members of visible minorities are defined based on the <a href="#">Employment Equity Act</a> (1995), which indicate persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour. According to Statistics Canada's 2006 census, every one in six Canadians belong to a visible minority group.
<b>Multicultural Perspective (lens)</b>	A perspective that takes into consideration various social and cultural dimensions in order to juxtaposition individual and collective identities. Adopting this lens is meant to expand conceptions of identity development and representation, through adopting a more inclusive and fluid approach through intersectionality.