

2017-2018 Annual Report on the Operation of the
Canadian Multiculturalism Act

Part One: About Your Institution

1. What is the name of your federal institution in both Official Languages?
English **CBC/Radio-Canada** French **CBC/Radio-Canada**

2. What is the name of the person responsible for approving this submission on behalf of your federal institution?
Name: **Monique Marcotte**
Title: **Vice-President, People and Culture**
Telephone Number: **613-288-6044**
Email address: **monique.marcotte@cbc.ca**

3. What is the name of the contact person responsible for coordinating the submission response on behalf of your federal institution?
Name: **Marie van Berkel**
Title: **Senior Specialist, Strategy and Planning, People and Culture**
Telephone Number: **613-288-6050**
Email address: **marie.vanberkel@cbc.ca**

4. What is the name of your institution's champion responsible for Multiculturalism?
Name: **CBC/Radio-Canada does not have a champion, but strongly believes in the importance of senior management guidance and support. See question 21 for more details.**
Title: _____
Telephone Number: _____
Email address: _____

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 **7,588**

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: 50
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: 7,538
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: 612

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: 3
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: 911
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: 102

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) see below

[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: **Programme de stages professionnels pour Autochtones (Indigenous Internship Program).**
Description of initiative/plan: **At Radio-Canada, the Programme de stages professionnels pour Autochtones returned for a second year. Developed in collaboration with the First Nations Education Council (FNEC), it provides a one-year paid internship opportunity. By the end of 2017, five Indigenous students from across Quebec had been hired since the launch of the program. They are based in newsrooms in Quebec City, Montreal, Trois-Rivières and Saguenay.**

Diversity and Inclusion Committee

Radio-Canada has created a Diversity and Inclusion Committee that meets monthly. Its mission is to increase the diverse representation of staff and content based on cultural, gender and sexual identity, Indigenous people's identity, and accessibility of both workplaces and content. The committee members represent each sector of the organization.

2. Name of initiative/plan: **Developing Emerging Leaders Program**
Description of initiative/plan:

CBC launched a pilot project that involved matching all program participants with a leader. Leaders were provided with one day of mentorship training and the mentor and mentee then met and worked together for 10 months. The program was renewed to include another 35 mentors from middle management. The program allowed these new mentors to pursue questions around leadership and advancement and to support mentees in navigating everything from office politics to human equity. A key learning from this initiative is that mentors benefit as much from sharing their wisdom as the mentee does from having a safe space to talk about the challenges of taking on a leadership role.

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: **Unconscious Bias Training: 1) Inclusive Leadership and Unconscious Bias 2) Blind Spots: Tackling Unconscious Bias 3) Unconscious Bias – HR and Recruitment**

- Name of institution offering the training course: **Catalyst**
- Description of training course employees attended: **see below**
- Number of employees from your intuition that attended (please provide a number and not a percentage): **409**
- Percentage of the training course that was dedicated to anti-racism/racial discrimination? **100%**

Inclusive Leadership and Unconscious Bias - Offered jointly with the with the talent management team, this course encourages a deeper understanding of people’s own unconscious biases. Participants learn how their behaviour is influenced by biases and explore remedial actions.

Blind Spots: Tackling Unconscious Bias

Geared toward newsroom management and staff, this one-day workshop teaches how to better reflect a spectrum of communities and voices and draw on the widest range of sources. Participants learn strategies to understand and deal with unintentional blind spots and practice creating more inclusive programming.

Unconscious Bias – HR and Recruitment

This workshop is centered on building the awareness of HR partners or recruiters by addressing their own biases, and being better able to support managers in addressing their own bias.

2. Name of training course: **see below**

- Name of institution offering the training course: **Indigenous Link**

Description of training course employees attended: **To aid in our efforts in attracting individuals from Indigenous communities and those who share this heritage as part of their background, we teamed up at the beginning of this year with Indigenous Link. Since 1999, this has been completely focused on developing tools to communicate with First Nations, Inuit and Métis groups across Canada. In working with them, and to help raise greater awareness of career opportunities at CBC/Radio-Canada, we created a page on their [career site](#) which profiles our organization and features job postings. Our partnership with Indigenous Link also includes access to a Webinar for hiring managers to learn more about engaging with Indigenous peoples. Employees in People and Culture (i.e., our HR department) have piloted this training, and sessions are now being offered to managers.**

Recruiting Indigenous Peoples – This course provides learning about Indigenous peoples and how Canada’s history has shaped relationships between Indigenous peoples and non-Indigenous Canadians. It provides important tips and techniques that can help throughout the hiring process – from creating job posters to conducting interviews.

Retention of Indigenous Employees – This course focuses on creating an inclusive environment where Indigenous employees feel welcomed and can

unleash their full potential and which fully engages them and sets the stage for meaningful and long-term careers. Using actual case studies, it examines proven strategies and techniques that can help retain Indigenous employees.

- Number of employees from your intuition that attended (please provide a number and not a percentage): **38**
- Percentage of the training course that was dedicated to anti-racism/racial discrimination? **100%**

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

- Yes: **YES** or No: _____
- If yes, please explain: _____

[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:

National

- Name of event celebrated, promoted and/or supported: **Lunch & Learn on Disabilities at work: “Travailler avec un handicap visuel” (Working with a Visual Disability).**
- Description of event: **In November, Radio-Canada held the first of a series of “Lunch & Learns” on disabilities at work. It was co-hosted by an ICI MUSIQUE host and a blind radio host and aimed to discuss the tools employees need to work effectively with a visual impairment. The series goal is to prepare staff for the move to the new Maison Radio-Canada in Montreal two years from now.**
- Number of employees that attended: **over 50 participants**

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

National

- Name of event celebrated, promoted and/or supported: **Creation of Employee Resource Groups (ERGs)**
- Description of event: **ERGs are groups of employees who come together to share common backgrounds and experiences and foster a greater sense of belonging. Information on existing ERGs and on how to create other groups can be found on our Intranet as well as on the Diversity and Inclusion internal web page launched in June 2017. Examples include AbiliCrew – disabilities at work, Visible Women, Women in Technology, Diversify – Cultural Intelligence at Work and Voix LGBTQ+.**
- Number of employees that attended: **814**

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: **YES** 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:

Training plays an important part in ensuring a workplace that is respectful and safe for all of us.

Two training modules called *Preventing workplace bullying and harassment* are available and mandatory for all employees: one training module for all and one for managers. It is important to know that managers must complete both modules. This training includes realistic scenarios that are specifically geared to addressing some of the challenges that CBC/Radio-Canada employees might face in their workplaces. Alongside the training modules are a number of job aids, links to all relevant policies and information on where to reach out if informational or psychological support is needed. Communication about this mandatory training is included on our Intranet, in the new employee onboarding module and in our Learning Portal.

- Type of communication tool used:

In October, the CBC/Radio-Canada’s Values and Ethics Commissioner launched the Corporation’s new [Code of Conduct](#). It was followed, in December, by mandatory online training to ensure all employees know and understand the Code. The new Code was widely communicated to the Board of Directors, the Senior Executive Team and staff.

The online training includes information on expectations regarding behaviour in the workplace and CBC/Radio-Canada’s zero tolerance for comments, behaviours, actions or gestures that would be reasonably considered to create an intimidating, humiliating, hostile or offensive work environment. It includes a capsule that addresses discrimination and harassment based on an employee’s ethnicity.

The Code also provides employees with information on how to file a complaint.

- 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) **Details on prohibited behaviours and the processes for addressing concerns and complaints on these matters can be found in our [Policy on Anti-Discrimination and Harassment](#) and in our [Code of Conduct](#).**

- What is the process of making a complaint(s) in your institution? (Please outline in 200 words or less) **Details on prohibited behaviours and the processes for addressing concerns and complaints on these matters can be found in our [Policy on Anti-Discrimination and Harassment](#) and in our [Code of Conduct](#).**
- How does your institution address complaint(s)? (Please outline in 200 words or less) **Details on prohibited behaviours and the processes for addressing concerns and complaints on these matters can be found in our [Policy on Anti-Discrimination and Harassment](#) and in our [Code of Conduct](#).**
- How many complaints did your federal intuition address related to racism and racial/ethnic/religious discrimination in 2017-2018?
 - Total number of complaints received: **NA**
 - Total number of complaints resolved: **NA**
 - Total number of complaints that are ongoing: **NA**

While we do track complaints on matters found in our [Policy on Anti-Discrimination and Harassment](#) and in our [Code of Conduct](#), we do not track for each prohibited ground in this question.

- 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: YES 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: **CBC launched its first Inclusivity Task Force in British Columbia. Its first official meeting was held in October 2017. Its goal is to commit to growing and fostering a culturally sensitive workplace, understanding the communities we serve, and using that knowledge to inform our programming in a deeper way.**
 - Description of policies, programs, practices and services: **At Radio-Canada, the Programme de stages professionnels pour Autochtones returned for a second year. Developed in collaboration with the First Nations Education Council (FNEC), it provides a one-year paid internship opportunity. By the end of 2017, five Indigenous students from across Quebec had been hired since the launch of the program. They are based in newsrooms in Quebec City, Montreal, Trois-Rivières and Saguenay.**
 2. Name of policies, programs, practices and services: **Unconscious Bias Workshops (please refer to the answer to question 13 1.)**

- Description of policies, programs, practices and services: **At the beginning of the year, we rolled out a number of unconscious bias workshops including a town hall session in January 2017 for CBC employees and longer training sessions for specific departments (e.g., Human Resources). Additional sessions continued throughout the year, all with the goal of raising awareness of diversity management challenges in the context of recruitment and human resources and positioning the benefits of diversity and inclusion for the Corporation.**
3. Name of policies, programs, practices and services: **We launched a revised [policy on Official Languages](#) on April 1, 2018.**
- Description of policy, programs, practices and services: **The revised policy reaffirms the Corporation’s commitment to communicate with and serve the public in both official languages at locations designated bilingual for service-to-the-public purposes. It also encourages the effective use of both official languages in the workplace and ensures it includes the appropriate bilingual capacity to meet its obligations. It is reflective of our values as an organization. It’s about inclusiveness and fostering collaboration by creating a work environment where everyone can interact with others and receive the same level of service from MTIS and Partner Services in their preferred official language, regardless of their role or where they work**
- External policies, programs, practices and services: Yes: **YES** 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: **CBC Breaking Barriers Film Fund**
 - Description of policies, programs, practices and services: **2017 was the second year of the CBC Breaking Barriers Film Fund. This Fund supports the production of dramatic feature films led by Canadian female, Indigenous and diverse filmmakers. The commitment is to fund high-quality productions that reflect, represent and reframe diverse perspectives through character-driven stories that are at the centre of the Canadian experience.**

While the international reputation of Canadian cinema has developed steadily over the last 20 years, particularly for films and filmmakers from Quebec, the Breaking Barriers Film Fund offers new opportunities for filmmakers who have historically been at a disadvantage in accessing financing and making their unique voices heard.

The goals of the Breaking Barriers Film Fund is to establish CBC as Canada’s leading advocate of diverse cinematic voices, establish and promote the Breaking Barriers Film Fund to audiences and industry stakeholders in Canada and around-

the-world, tell stories through the eyes of diverse Canadians, provide meaningful content for CBC and CBC-branded platforms in Canada and around the world, and support outreach initiatives to demonstrate our commitment to developing diverse talent.

This year, we commissioned 14 features films produced by female (10), Indigenous (3) and diverse (1) filmmakers.

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

- Yes: _____ **YES** _____ 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:
 - National
 - Name(s) of partner/stakeholder: **Catalyst**
 - Description of the partnership and initiative: **We have recently teamed up with Catalyst to help foster greater inclusiveness in our workplace. As such, all CBC/Radio-Canada employees now have access to the resources available on Catalyst's website. Another example would be Indigenous Link mentioned in Question 13 above.**

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

- Yes: _____ or No: _____ **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: _____ or No: _____ **NO, however we have an international broadcasting service available in five languages – see below.**

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

- If yes, please specify:
 - Name of program/service/initiative with material translated: RCInet.ca. Description of initiative: **Radio Canada International (RCI) is the international broadcasting service of CBC/Radio-Canada. It is available online at RCInet.ca. NOTE: Each department produces its own content according to the language of its target audience.**
 - What languages are your institutions materials and/or websites translated into? **RCInet.ca is available in five languages: English, French, Spanish, Arabic and Mandarin.**
 - How has the program/service/initiative improved the quality of service that your institution is providing to Canadians? **CBC/Radio-Canada strives to**

speak in the voices of the country by presenting uniquely Canadian perspectives from key locations across the globe. RCInet.ca is CBC/Radio-Canada's multilingual service, providing audiences with an opportunity to discover and, above all, understand and gain insight into the reality of Canadian society, along with its cultural and democratic values. RCInet.ca targets audiences who know little to nothing about Canada, whether they live in Canada or abroad. About 45% of our audience is in Canada. Our content helps Canadians and newcomers better understand the realities of Canada. Allowing newcomers to learn in both official languages, as well as in their original language, is something that no other media offers. RCInet.ca offers content in the five most spoken languages in the world.

1. Name of program/service/initiative with material translated: **CBC North**
 - Description of initiative: **CBC North broadcasts award-winning radio and television services in English, French and eight Indigenous languages.**
 - What languages are your institutions materials and/or websites translated into? **We offer programming in eight Indigenous languages (Dogrib, Inuktitut, Inuvialuktun, Chipewyan, North Slavey, South Slavey, Gwich'in and Cree) via CBC North.**
 - How has the program/service/initiative improved the quality of service that your institution is providing to Canadians? **CBC/Radio-Canada strives to speak in the voices of the country by bringing together the diverse communities that make up Canada's vast North.**

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: **_NO_** _____

[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? _____
 - Will it be addressed? _____

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: _____ or No: **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.): _____
 - What responsibilities does the role of the “champion” entail? _____
- If no, please specify:
 - Why? **Although CBC/Radio-Canada does not have a multiculturalism champion, we strongly believe that diversity and inclusion are vital if we are to be the best public broadcaster for all Canadians. Through the Senior Executive Team Committee on Diversity and Inclusion, senior executives guide our national Diversity and Inclusion Program and ensure support for its major initiatives. For more information, please refer to our three-year Diversity and Inclusion Plan available at www.cbc.radio-canada.ca.**

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: 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: Internal or External: _____
 - Name of the policy, program, practice and/or service the data is used to improve: **Cultural Census**
 - Description of the policy, program, practice and/or service: **We carried out our annual cultural census campaign in the first quarter of 2018 in a more personalized and targeted manner that pushed the completion rate to more than 90% by the end of the year. High-level results were also shared with all employees on our intranet to raise greater awareness of the makeup of our workforce, with diversity dimensions (e.g., place of origin, languages spoken other than English and French) published on our Intranet.**
 - How has the collection and use of statistical racial, ethnic and religious diversity helped to improve the policy, program, practice and/or service? **As Canada's national public broadcaster, fostering diversity and inclusion are imperative for us to remain relevant to the audiences we serve. It shapes the content we deliver and constitutes a big part in the role we play in the lives of Canadians. To effectively fulfill its mandate, the CBC/Radio-Canada must reflect Canada's diversity from within. This is also why relevance and inclusiveness are part of our core values, the others being creativity and integrity.**
 2. Internal: _____ or External: External
 - Name of the policy, program, practice and/or service the data is used to improve: **Media Technology Monitor (MTM) semi-annual survey, Mission Metrics survey, 2017 Diversity in Canadian Media Study, Toronto 2017/18 KPI Tracking Study**
 - Description of the policy, program, practice and/or service: _____

- How has the collection and use of statistical racial, ethnic and religious diversity helped to improve the policy, program, practice and/or service?

The CBC/Radio-Canada Research Department in Ottawa conducted its Media Technology Monitor (MTM) semi-annual survey, which is based on interviews with 12,000 Canadians to track technology adoption and use across media platforms. Visible minority status is measured in this tracking survey and cross-referenced against media technology adoption and usage. It is a standard demographic breakout reported in all of our reports, trending and demographic tables and data files available on the MTM public portal. A report is provided to examine how visible minorities are adopting and using media and technology; it is available to all CBC/Radio-Canada employees and external clients (several who publish publicly).

The CBC/Radio-Canada Research Department also conducts its Mission Metrics survey, which interviews 4,800 Canadians semi-annually to measure the Corporation's performance in implementing its strategic plan. The survey measures visible minority status, as well as two audience perception metrics regarding diversity: the degree to which each CBC/Radio-Canada service used by the respondent "reflects the multicultural diversity of Canada" and "reflects [their] cultural background." The results are reported in the Corporation's bi-annual Report Card, which is presented to CBC/Radio-Canada's Board of Directors and is available to the public in the Corporation's Annual Report, Corporate Plan and Financial Reports.

The CBC Research Department in Toronto explored and mined the 2016 Census data. They looked at overall population trends among the ethno-cultural diverse population in Canada, and also conducted a close examination of 10 different regions. Specifically, they looked at demographics, ancestral origins and mother tongue. The team produced an extensive resource deck and overview presentations for different programming and business unit. They also produced summary slides for the largest Canadian Census Metropolitan Areas.

The 2017 Diversity in Canadian Media Study surveyed over 1,400 English-speaking residents of the Greater Toronto Area and the Greater Vancouver Region who identified as visible minorities. The goals of the research were to determine general media consumption habits/preferences of ethno-cultural groups, understand expectations of ethno-cultural groups as they relate to their representation in Canadian media and measure how well CBC represented ethno-cultural groups in its programming/content.

The CBC Research Department Toronto 2017/18 KPI Tracking Study tracks a series of questions regarding the network's cultural diversity performance. Specific statements include: "has programs that reflect

the cultural diversity of Canada," "has entertainment programming that reflects the cultural diversity of Canada" and "CBC's *The National* reflects the cultural diversity of Canada."

- 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: __YES – please refer to Question 19__ 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: _____
 - 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? _____
 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? _____
- 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: YES or No: _____

Please refer to our three-year Diversity and Inclusion Plan available at www.cbc.radio-canada.ca.

[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: _____
 - Description: _____
 - How will your institution address it? _____
 - What resources and/or tools are needed to address the identified issue?

Please refer to our three-year Diversity and Inclusion Plan available at www.cbc.radio-canada.ca.

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?

Please refer to our three-year Diversity and Inclusion Plan available at www.cbc.radio-canada.ca.

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: 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:

1. Name of example/initiative/challenge: _____
 - Description of the example/initiative/challenge: _____

Please refer to our three-year diversity and inclusion plan available at www.cbc.radio-canada.ca.

2. Name of example/initiative/challenge: _____
 - Description of the example/initiative/challenge: _____