

Mapping & Goal Setting



MAKING SPACE

CENTERING EQUITY
IN PLANNING

Description

This tool facilitates intentional evidence-based thinking around equity within engagement. The matrix identifies a series of questions for identifying the equity-deserving groups and vulnerable communities that must be engaged, asks you to provide any data available on the presence of these communities, supports you to consider the barriers these residents face, outline tactics/strategies for reducing them, and for considering how you can set goals and monitor success.

This tool is an aid for reducing blind spots and increasing intentionality; it is not based on a scientific process. Categories for groups and barriers that may be faced are suggested below, but left open within the tool so that you can provide context-specific responses. Working with this matrix will always be enhanced by the evidence base used, but it can still be useful when available data is limited.

Don't be afraid to get messy – highlight, scribble, draw – this matrix is meant to help you identify, design and track engagement with diverse, equity-deserving humans who hold intersectional identities – use it in a way that works best for your process.

How to use this worksheet

Step 1: Preparation Questions

These are questions to ask as you are doing your initial research and holding conversations to prepare for planning engagements:

• Who are the local Equity Deserving Groups + Vulnerable Communities?

Use the City's neighbourhood profile and demographic data as a starting point to identify the various equity-deserving groups that participate in the life of your focus neighbourhood (who lives, works, plays there). You can also complement demographic data with data collected through conversations with individuals/agencies in your focus neighbourhoods. Refer to the [City of Toronto's official list of Equity Deserving Groups and Vulnerable Communities](#) to help guide your considerations.

It is important to take an intersectional approach while mapping demographics – individuals can occupy more than one category of

Related How-tos

- How to reach a more diverse public
- How to set goals and measure impact
- How to communicate with communities

This tool has been inspired and informed by:

- Inclusive Community Engagement Toolkit. A Practical Guide. Victoria, Australia: Capire Consulting Group, 2012. [https://library.bsl.org.au/jspui/bitstream/1/3140/1/](https://library.bsl.org.au/jspui/bitstream/1/3140/1/Capire-Community-Engagement-Toolkit_Screen.pdf)

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identity. For example, an individual could be a newcomer youth with disabilities who does not use English as a preferred language. Make sure to account for intersectional identities within the matrix by including groups within multiple categories.

• Do we have metrics or data for these communities? (Y/N)

Is there data about this community? You can look to [City of Toronto Neighbourhood Profiles](#) or the census as possible sources of information.

• What are the local population levels?

If you have data on amount or percentage of individuals from this group in the focus neighbourhoods (or at the City level), provide it here.

Step 2: Planning Questions

As you now start planning your engagement, these are questions you can ask for each of the groups you have identified in the first stage:

• What barriers do these residents face to engagement?

Consider the different experiences, perceptions and economic/social realities that may create barriers for these groups to engage in your process. Please refer to the reference guide on page 4 for a list of possible barriers that equity-deserving groups can face as a starting point. Remember that barriers are also intersectional — any individual can face a number of barriers to engagement.

• How will our engagement methods reduce barriers?

Consider specific engagement techniques and tools that can reduce the barriers identified in the previous column. Please refer to [Capire Consulting Group's Inclusive Community Engagement Matrix \(P14-15\)](#) for examples on how strategies for engagement can be identified in response to potential barriers.

• Will we have activities specifically catering to these residents?

While all engagement formats should seek to be as inclusive as possible, you may find it useful to have specific sessions/formats to engage with particular equity-deserving groups — list them here. This can be useful in creating a safe space for sharing, and showing all members of communities that their input is valued.

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• What specific organizations can we engage?

Are there organizations (grassroots groups, community service organizations, faith groups, businesses etc.) you know that directly work with these communities? List them here.

Step 3: Goals/Evaluation

This section is where you consider how you can set goals and track them for each of the identified groups:

• Do we have engagement targets for this community?

Setting goals, especially with hard quantifiable targets, can be difficult especially for short term engagement processes. But consider what goals you can articulate that can be tracked and will help drive accountability.

• How will we measure if we reached our goals?

Only set goals that you can measure. If you are not able to collect demographic data at your sessions, it will be extremely difficult to measure exactly how many individuals from each group were engaged. Consider proxy metrics like measuring participation at focused engagement sessions, or with organizations, if it is not possible to measure participation by individual community members.

• How did we do?

Once the process is complete, this column can be used to report back on how close you came to your goals, thus helping to document the process for the benefit of others.

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Identifying barriers to engagement

While categorizations such as socio-economic factors are helpful in identifying the needs of equity-deserving groups, this list focuses on identifying the intersectional barriers that various people face when participating in (or attempting to participate in) engagement activities. It can then move us towards finding ways to overcome those barriers. Please note that barriers are intersectional and cumulative. This list only begins to provide ways to identify barriers – it is important to ask community members about the intersectional barriers they face and cater engagement activities to their needs and wants.

Personal Resources

- Limited education
- Limited money and resources
- Physical and mental health issues
- Limited mobility
- Geographic isolation
- Disability and sensory impairments
- Limited confidence
- Limited social networks
- Limited time

Motivation & Attitude

- Limited knowledge of benefits or modes of engagement
- Limited understanding of engagement activities
- Limited interest in the subject or process
- Limited understanding of the subject or process
- Consultation fatigue
- Unmet expectations
- Mistrust in local governance

Cultural Practices

- English not being a preferred language for interactions
- Fear of racism, xenophobia, sinophobia or other forms of marginalization during engagement
- Need for separate gendered spaces/for privacy
- Cleanliness or safety of venue

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STEP 1

Preparation

Who are the local Equity Deserving Groups + Vulnerable Communities? Example: Somali Community	Do we have metrics or data for these communities? (Y/N) Example: Y	What are the local population levels? Example: 13% of residents in neighbourhood.

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STEP 2

Planning

What barriers do these residents face to engagement? Example: Languange barriers, consultation fatigue Note: Please see the Identifying Barriers to Engagement reference on page 4	How will our engagement methods reduce barriers? Example: One-on-one interviews with translation, working with local community leaders to co-host sessions.	Will we have activities specifically catering to these residents? Example: We will hold a dedicated session with a local Somali Youth-Serving organization. A second session will take place with the local mosque widely used by the community.	What specific organizations can we engage? Example: Somali Immigrant Aid Organization (SIAO) Note: Remember to provide resources and/or compensation to the organizations and group for their time.

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STEP 3

Goal Setting/Evaluation

Do we have engagement targets for this community?	How will we measure if we reached our goals?	How did we do?
<p>Example: Yes, we will attempt to ensure 13% of our survey respondents are of Somali descent. We will also have two events focused specifically on this community. We will attempt to have 5 one-on-one interviews.</p>	<p>Example: We will ask for demographic information in our online survey. We will record if our focused events take place and number of participants. We will record interviews that take place.</p>	<p>Example: 16% of survey participants indicated they were of Somali heritage. Our two focused events engaged 30 residents, and 12 one-on-one interviews were conducted.</p>