

# Annual Report on the Operation of the *Canadian Multiculturalism Act* 2006-2007

## FEDERAL INSTITUTION SUBMISSION TEMPLATE

### Multiculturalism Policy of Canada

It is the policy of the Government of Canada to recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and that multiculturalism is a fundamental characteristic of the Canadian heritage and identity.

All federal institutions shall undertake projects or programs in respect of multiculturalism and carry on activities in a manner sensitive and responsive to the multicultural reality of Canada.

Ministers of the Crown shall, in the execution of their respective mandates, take such measures as they consider appropriate to implement the multiculturalism policy of Canada.

SECTION 1	FEDERAL INSTITUTION INFORMATION	
<b>Name of federal institution</b> (please provide in both official languages): CBC/Radio-Canada		
<b>Name of person responsible for approving submission</b> (on behalf of your institution): George C.B. Smith		
<b>Title:</b> Senior Vice-President, Human Resources and Organization		
<b>Address:</b> 181 Queen Street		
<b>Telephone number:</b> 613 288-6179	<b>E-mail address:</b> george.smith@cbc.ca	
<b>Contact person</b> (responsible for submission): Maryse Graham		
<b>Title:</b> Senior Analyst, Employment Equity and Official Languages		
<b>Address:</b> 181 Queen Street, Ottawa, ON K1P 1K9		
<b>Telephone number:</b> 613-288-6047	<b>E-mail address:</b> Maryse.graham@cbc.ca	

<b>SECTION 2</b>		<b>PROJECT AND PROMOTE RESPECT AND APPRECIATION FOR THE MULTICULTURAL REALITY OF CANADA</b>	
		<b>YES</b>	<b>NO</b>
Q. 2.1	Does your institution's vision, mission, mandate and/or priorities statement(s) include reference to multiculturalism?	√	√
	<p>If yes, please provide related vision, mission, mandate statement(s).</p> <ul style="list-style-type: none"> <li>• CBC/Radio-Canada has a mandate to reflect Canadian culture. The 1991 Broadcasting Act states that the programming provided by the CBC should among others "be predominantly and distinctly Canadian and should reflect the multicultural and multiracial nature of Canada".</li> <li>• The notion of diversity is integral to both the Corporation's mission and vision which state respectively that CBC must "tell Canadian stories reflecting the reality and diversity of our country" and "reflect the remarkable regional and cultural diversity of our people".</li> <li>• Included in the key corporate priorities which guide the way CBC/Radio-Canada does business is recognizing the importance of regional reflection and the changing face of Canada.</li> </ul>		
Q. 2.2	Does your institution have policies related to multiculturalism?	√	
	<p>If yes, please provide details of related policies.</p> <ul style="list-style-type: none"> <li>• Human Resources Policy Non-Discrimination and the Duty to Accommodate</li> <li>• Human Resources Policy on Employment Equity</li> <li>• Human Resources Policy on Staffing</li> <li>• Human Resources Policy on Harassment</li> <li>• Program Policy on Stereotypes in CBC Programming</li> <li>• Program Policy on Sex-Role Portrayal</li> <li>• Program Policy on Multicultural Programming</li> </ul>		
Q. 2.3	Does your institution have programs related to multiculturalism?	√	
	<p>If yes, please provide details of related programs.</p> <ul style="list-style-type: none"> <li>• Initiatives in Human Resources are aimed at increasing the diversity of employees, encouraging respect and implementing policies that will enhance our corporate culture.</li> <li>• Some of the television and radio programming deals with multicultural issues, such as <i>The Dragonboys</i>, <i>Little Mosque on the Prairie</i>, <i>In Between</i>, <i>C'est la vie</i>, etc.</li> </ul>		
<b>SECTION 3</b>		<b>ENCOURAGE AND PROVIDE SUPPORT FOR THE PURPOSE OF PRESERVING, ENHANCING, SHARING AND PROMOTING MULTICULTURALISM IN CANADA AND PROMOTE EXCHANGES AND COOPERATION AMONG DIVERSE COMMUNITIES OF CANADA</b>	
<b>2006-2007 Reporting Period</b>		<b>YES</b>	<b>NO</b>
Q. 3.1	Did your institution undertake initiatives to foster a corporate culture	√	√

	that embraces diversity?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>• In the last year, the institution has worked at providing resources regarding diversity, recruitment, internships and retention to Human Resources Managers so that they can foster a climate of respect and cooperativeness and encourage diversity initiatives.</li> <li>• A workshop on Respect in the Workplace is ongoing and has so far been attended by approximately 2,000 employees. This is a national initiative aiming to meet all employees by the end of March 2008.</li> </ul>		
Q. 3.2	Did your institution undertake initiatives to celebrate Canada's cultural heritage among employees?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>• A multi-cultural calendar has been prepared highlighting various religious and cultural holidays. This tool was prepared, along with other resources and tools for CBC/Radio-Canada' employee portal.</li> <li>• Diverse employees often take the lead in community outreach activities, as further described in question 5.2.</li> <li>• The various EAP (Employee Assistance Program) committees of CBC/Radio-Canada organize activities in their regions that bring employees together and remind them of the resources available to them. Some of the particular activities included: interpersonal relationships workshops on wellness, diabetes, work-life balance and stress management. Also, some film screenings, walking clubs and speaker lunches were held on a variety of wellness subjects.</li> </ul>		
Q. 3.3	Did your institution undertake initiatives to celebrate Canada's cultural heritage with the general public?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>• As part of Asian Heritage Month, several CBC/Radio-Canada locations participated in events in the community.</li> <li>• CBC Vancouver offered a series called "BC 's RED EDGE", a radio-television initiative highlighting young First Nations people making a difference in BC.</li> <li>• CBC Saskatchewan celebrated Canada's Citizenship week in October by focusing their Television and Radio programming on citizenship and immigration.</li> <li>• CBC Winnipeg personalities hosted Multiculturalism Day Events.</li> <li>• CBC Sudbury launched a regular ethnic 'food column' focusing specifically on ethnic-based restaurants in Northeastern Ontario. The stories presented went beyond the food, to offer the personal stories of people who run these restaurants and what brought them to Canada and Northeastern Ontario.</li> <li>• English Network Radio's "As it Happens" is participating in a cross-cultural project focusing on Muslim women.</li> <li>• CBC played an important role in the opening of "Canada's Immigration Museum" and continues to partner on specific projects with this National Historic Site in Halifax.</li> <li>• CBC Partnerships worked to promote the premiere of Little Mosque on the Prairie, a new comedy series, which first appeared on CBC Television on January 9, 2007. The Montreal and Winnipeg partnership managers reached out to the Muslim community prior to the show airing to receive their reviews and comments.</li> <li>• CBC Radio and Television programming, as well as internet content continues to highlight multiculturalism on their respective platforms.</li> </ul>		

Q. 3.4	Did your institution undertake initiatives to promote exchanges and cooperation among diverse communities of Canada?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>• Some of the programming serves as a springboard to initiate discussion and exchange, for example, call in shows. CBC/Radio-Canada also participates in town-hall meetings, and hosts events in the community (Asian Heritage Month, Black History Month, etc).</li> <li>• Monthly breakfasts and Editorial Boards are held with members of the community in order to get their input. These round-table discussions are also used to build a network of resources concerning diversity issues.</li> <li>• CBC Windsor participated in a 'Canada Reads' event that included members of the Deaf, Mennonite and Native Canadian communities. They spoke about how three of the 'Canada Reads' recommendations reflected their realities as children growing up.</li> <li>• Promotion and coverage of the FIFA soccer Under 20 World Cup encouraged exchange, cooperation and friendship among children of various backgrounds.</li> </ul>		

<b>SECTION 4</b> s. 3.2(c)	<b>PROMOTE POLICIES, PROGRAMS AND PRACTICES THAT ENHANCE THE UNDERSTANDING OF AND RESPECT FOR THE DIVERSITY OF THE MEMBERS OF CANADIAN SOCIETY</b>		
<b>2006-2007 Reporting Period</b>		<b>YES</b> √	<b>NO</b> √
Q. 4.1	Did your institution develop policies that took into consideration multiculturalism and diversity?		√
	If yes, please provide details. No new policies developed in 2006-07, see question 2.2 for list of current policies		
Q. 4.2	Did your institution develop programs that took into consideration multiculturalism and diversity?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• Multiculturalism is embedded into everything we do at CBC/Radio-Canada, whether through communications, human resources or on-air programming. We constantly look at ways to be representative of the community in which we live.</li> <li>• See initiatives listed in question 3.3.</li> </ul>		
Q. 4.3	Does your institution encourage employees to integrate diversity and multiculturalism into regular activities?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• Through the policies of the Corporation, the programming guidelines, the institution strives to represent the community and encourage respect in the workplace.</li> </ul>		
Q. 4.4	Did your institution deliver training to employees to increase awareness and knowledge of multiculturalism and diversity issues?	√	
	If yes, what sort of training was provided?		

	<ul style="list-style-type: none"> <li>Diversity/Cross-Cultural Understanding (informal)</li> </ul>		√
	<ul style="list-style-type: none"> <li>Communicating in a Multicultural Workplace</li> </ul>		√
	<ul style="list-style-type: none"> <li>Anti-Racism/Discrimination</li> </ul>		√
	<ul style="list-style-type: none"> <li>Employment Equity</li> </ul>		√
	<ul style="list-style-type: none"> <li>Policy Development and Multiculturalism</li> </ul>		√
	<ul style="list-style-type: none"> <li>Program Development, Delivery and Diversity</li> </ul>		√
	<ul style="list-style-type: none"> <li>Other (please specify): <ul style="list-style-type: none"> <li>Respect in the Workplace Workshops are underway and will be presented to all employees;</li> <li>The distribution of a book on recruiting, retaining and promoting culturally different employees was distributed to a number of Managers at CBC.</li> </ul> </li> </ul>	√	
Q. 4.5	<p>Number of employees from your institution that participated in multiculturalism/diversity training activities.</p> <ul style="list-style-type: none"> <li>As of the end of September 2007, the Respect in the Workplace workshop was presented to approximately 2000 employees with a goal of reaching all employees by March 2008.</li> </ul>	Approximately 2000 employees + and additional 7000 by March 2008.	
Q. 4.6	Are multiculturalism and/or diversity elements further incorporated into other training courses and learning events?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>Training and resources materials are prepared for Human Resources Managers who will then train and encourage their employees. These include guidelines for bias-free interviews, inclusive recruitment strategies, information on reaching out to multicultural candidates via outreach, career fairs, and internships, as well as diversity awareness tools and training resources. See also question 5.5.</li> </ul>		
Q. 4.7	Is senior management in your institution responsible for implementing multiculturalism in your institution?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>Senior Management is key in implementing multiculturalism. They approve the budget to fund workshops as well as the HELP fund. (see question 5.7). They support and encourage corporate initiatives as well as set the tone for the participation of the employees.</li> </ul>		

<b>SECTION 5</b> s. 3.2 (a)		<b>ENSURING CANADIANS OF ALL ORIGINS HAVE AN EQUAL OPPORTUNITY TO OBTAIN EMPLOYMENT AND ADVANCEMENT IN FEDERAL INSTITUTIONS</b>	
<b>2006-2007 Reporting Period</b>		<b>YES</b> √	<b>NO</b> √
Q. 5.1	Does the workforce in your institution reflect Canada's diversity?	√	
Q. 5.2	Does your institution benefit from having a multicultural workforce?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>Some of the programming staff and on-air personalities represent various</li> </ul>		

	<p>cultures. Example: The Associate producer of <i>As it Happens</i>, a visible minority, received training and mentoring to travel internationally and cover stories showing the true breadth of Muslim women around the world.</p> <ul style="list-style-type: none"> <li>• The MC of the Vancouver Asian Heritage Month event was South Asian and another produced a blog for the event.</li> <li>• Two Aboriginal journalists will be speaking on a panel in the ImagineNative Film Festival.</li> <li>• In the North, we broadcast in eight Aboriginal languages.</li> <li>• The visible participation of multi-ethnic employees on-air or at community events, will present an open and welcoming work environment to possible candidates.</li> </ul>		
Q. 5.3	Are members of different ethnocultural backgrounds represented throughout your institution?	√	
Q. 5.4	Does your institution have employment, advancement and retention goals for ethnocultural groups?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• Hiring goals were set this past year by the English Network's key TV and Radio managers to improve the overall representation of diversity groups. Building on the modest improvement achieved, managers are setting new goals for 2007-2008. Similarly, managers at Radio-Canada are currently setting hiring goals for those occupational categories where under representation exists within the French Network services.</li> </ul>		
Q. 5.5	Did your institution undertake initiatives to increase the number of employees of different ethnocultural backgrounds?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>• A national recruitment strategy was developed and approved. It is designed to ensure consistency and transparency in the recruitment process across the Corporation.</li> <li>• An Aboriginal Strategy was put in place. Its objective is to increase/improve CBC's aboriginal coverage, and increase/improve the number of Aboriginal People employed at CBC. This would include recruitment and retention, on-air reflection, professional development of aboriginal talent at CBC, better connection with aboriginal audiences, and greater visibility to the public on our activity in these areas.</li> <li>• Participation in career fairs throughout the country, encouraging diverse candidates to apply.</li> <li>• CBC Recruitment DVD/Video: a video was produced and is used to attract diverse candidates to work at the Corporation. It is shown at conferences, career fairs, in schools and universities visited by CBC/Radio-Canada staff as well as on <a href="http://www.cbc.ca/jobs">www.cbc.ca/jobs</a> and on <a href="http://www.radio-canada.ca/emploi">www.radio-canada.ca/emploi</a></li> <li>• A diversity statement is included in every job posting to encourage applications from multicultural and diverse candidates.</li> <li>• CBC/Radio-Canada's hiring boards include at least one qualified diversity candidate.</li> </ul>		
Q. 5.6	Did your institution undertake initiatives to support employees of different ethnocultural backgrounds?	√	
	If yes, what initiatives did your institution undertake?		

	<ul style="list-style-type: none"> <li>Workplace accommodation initiatives covered a wide spectrum of measures including granting flexible hours, compressed work weeks, self assigned schedules, part-time employment or job sharing for employees with child and elder care responsibilities, or those returning to work from an illness or injury who required flexibility to attend to medical needs. A corporate Ergonomist was hired to evaluate and improve workstations as required for proper accommodation of various employees. It is also a common practice to accommodate employees' religious needs by adjusting work schedules.</li> <li>Quiet rooms have been made available in some regions. They are available for employee personal needs (telephone calls, need to get away, or a space for prayer).</li> <li>The HELP Fund (Help Energize Local Projects) contributes to further training and support of diverse employees.</li> </ul>		
Q. 5.7	Did your institution undertake initiatives to retain employees of different ethnocultural backgrounds?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>The HELP Fund and other internship programs in existence at the CBC serve to strengthen diversity candidates' skills and competencies base to enable them to compete successfully for job opportunities or to bridge employment until vacancies arise for which they're qualified. Since 1999, almost 90% of the interns have been retained in continuing roles.</li> </ul>		
Q. 5.8	Does your institution face particular challenges with respect to employment and advancement of persons of different ethnocultural backgrounds?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>Challenges affecting employment and promotion relate to the difficulty of sorting through the qualifications of foreign trained employees as well as language competency. Employees choosing not to self-identify offers an additional challenge as to reporting an accurate picture of the workforce.</li> </ul>		
<b>SECTION 6</b> s. 3.2 (e)	<b>FACILITATE THE ACQUISITION, RETENTION AND USE OF ALL LANGUAGES AND MAKE USE, AS APPROPRIATE, OF THE LANGUAGE SKILLS AND CULTURAL UNDERSTANDING OF INDIVIDUALS OF ALL ORIGINS</b>		
<b>2006-2007 Reporting Period</b>		<b>YES</b> √	<b>NO</b> √
Q. 6.1	Has your institution undertaken initiatives to incorporate the language skills of employees from various backgrounds?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>'Languages we speak' is a database of the languages spoken by the employees. This is used as a resource when we need interpreters or contacts within specific linguistic communities. Employees can add or update the languages they speak in the database whenever they wish.</li> <li>RCI has been broadcasting around the World since 1945, informing international audiences about Canada and reflecting its social and cultural values. For over 60 years RCI's programs targeted foreign audiences beyond the borders, while at the same time the contingent of immigrants arriving in Canada increased by the year. In 2006, RCI has launched RCI VIVA, a Web</li> </ul>		

	radio service in 8 languages: English, French, Spanish, Chinese, Arabic, Ukrainian, Russian and Portuguese. They all offer such things as information and resources to help immigrants discover their new home, tools and tips to enable and simplify integration, and round tables.		
Q. 6.2	Has your institution undertaken initiatives to incorporate the cultural insights of employees to improve policy-making functions and/or enhance service delivery?	√	
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>• Employees are involved in Editorial boards, hiring and committees, all of which have diverse representation. They also produce or are involved in community events and productions. See initiatives listed in question 3.4 and 5.2</li> </ul>		
Q. 6.3	Did your institution undertake other initiatives related to use of language skills and cultural understandings?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• Galaxie, CBC's Continuous music network, now has seven new stations that offer music and programming that is Asian, Indian, Italian and Arabic.</li> <li>• CBC (online) offers an opportunity for people to learn English as a second language through listening to CBC.</li> <li>• RCI Viva is the companion website to RCI. This site is offered in eight languages. Also, a competition called 'Digital Diversity' permitted Canadians to send videos or audio stories depicting their personal experience of immigration and multiculturalism in Canada.</li> </ul>		
<b>SECTION 7</b> s. 3.2 (d)	<b>UNDERTAKE AND ASSIST RESEARCH RELATING TO CANADIAN MULTICULTURALISM AND COLLECT STATISTICAL DATA TO ENABLE THE DEVELOPMENT OF POLICIES, PROGRAMS AND PRACTICES THAT ARE SENSITIVE AND RESPONSIVE TO THE MULTICULTURAL REALITY OF CANADA</b>		
<b>2006-2007 Reporting Period</b>		<b>YES</b>	<b>NO</b>
Q. 7.1	Did your institution conduct research with multicultural components?	√	√
	<p>If yes, please describe research activities.</p> <ul style="list-style-type: none"> <li>• French Services conducted their annual surveys <i>Baromètre de la Télévision française</i>, <i>Baromètre Internet</i> and <i>Les francophones et la radio</i> among Canadian francophones, as well as a survey on the programming of CBF and CBFX in Montreal. These surveys included questions to identify 1<sup>st</sup> generation and 2<sup>nd</sup> generation Canadians, and assess their interest for various types of content as well as their usage of TV/Radio and Internet services. These surveys also included questions on perceptions vis-à-vis Radio-Canada television and radio services: reflecting ethnic diversity, helping understand other cultures, information on what is happening elsewhere in the world.</li> <li>• This year, French Services also conducted a custom study in relation to a special radio series relating to Family, which aired on Première Chaîne in the Fall of 2006. Ethnic origin was included and used as one of the analysis variables.</li> <li>• CBC/Radio-Canada Research &amp; Strategic Analysis asked about ethnic background as part of its annual QRS survey. This information can be cross-</li> </ul>		

	<p>referenced against various media usage and Performance Indicator questions.</p> <ul style="list-style-type: none"> <li>Ongoing custom research conducted by CBC Research Toronto included questions to assess whether CBC TV and CBC Radio programming reflects the cultural diversity of Canada. Questions also address whether our news programming portrays people fairly regardless of their ethnic or cultural background.</li> </ul>
	<p>If yes, please describe how research results were used.</p> <ul style="list-style-type: none"> <li>Survey results on the types of content offered by our services and how to better serve people of various cultural backgrounds were communicated to French Radio Management.</li> <li>Results for <i>Baromètre Internet</i> will be communicated to New Media management shortly while results for the custom survey on Family were posted on the web (<a href="http://radio-canada.ca/famille">radio-canada.ca/famille</a>)</li> <li>Performance Indicators for CBC/Radio-Canada TV and Radio Services among key ethnic communities were communicated to the Board of Director's Special Committee on Public Support. This special Board committee had identified these ethnic communities as a key stakeholder group. (May 2007, based on 2006 QRS results).</li> <li>CBC/Radio-Canada's QRS results regarding adoption and use of new media technologies were used to assess the popularity of Internet video and audio technologies among Canadians of non-North American or non-European background. These results are distributed internally as well as marketed outside the Corporation.</li> <li>Results of CBC Research Toronto's initiatives to measure how English services reflect the multicultural nature of Canada are reported in ETV and ERN annual Report Cards</li> </ul>
Q. 7.2	<p>Did your institution undertake other initiatives related to collecting statistical data?</p> <p style="text-align: right;">√</p>
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>French Services purchased and used Statistics Canada's Census data on ethnic origin in support of a RCI project to serve specific cultural communities in Canada.</li> </ul>

<b>SECTION 8</b> s. 3.2 (b)	<p><b>PROMOTE POLICIES, PROGRAMS AND PRACTICES THAT ENHANCE THE ABILITY OF INDIVIDUALS AND COMMUNITIES OF ALL ORIGINS TO CONTRIBUTE TO THE CONTINUING EVOLUTION OF CANADA</b></p> <p><b>ENCOURAGE AND ASSIST IN ENSURING THE FULL PARTICIPATION OF INDIVIDUALS OF ALL ORIGINS AND THEIR COMMUNITIES IN CANADIAN SOCIETY</b></p>		
<b>2006-2007 Reporting Period</b>		<b>YES</b> √	<b>NO</b> √
Q. 8.1	<p>Did your institution undertake initiatives to improve federal services for ethnocultural groups?</p> <p style="text-align: right;">√</p>		
	<p>If yes, what initiatives did your institution undertake?</p> <ul style="list-style-type: none"> <li>Through our partnership office, our diversity round-tables and our ongoing relationship with the community, we offer information and awareness to the</li> </ul>		

	public which, in turn results in the improvement of federal services.		
Q. 8.2	Did your institution collaborate or partner with ethnocultural community organizations to help promote federal programs?	√	
	<p>If yes, please provide details related to the ethnocultural organizations and purpose.</p> <ul style="list-style-type: none"> <li>• CBC Winnipeg is involved with Multicultural Day and Celebrate Canada Week- a federally funded program to promote Canada and raise awareness of Multiculturalism. CBC works as the lead in this project, along with many community leaders.</li> <li>• CBC and Manitoba Labour and Immigration are launching a site called "Learning English with The CBC". The site will have teaching and learning tools to teach English as an additional language and will utilize radio stories from the weekly CBC Radio One podcasts. This program will be promoted to Canadian Embassies as a tool to encourage immigration plus it will expose newcomers to English and life in Manitoba. The site will be utilized by EAL teachers and will be promoted by The International Centre and other agencies in Manitoba that welcome our new immigrants. The new program for EAL will be launched in October on the Manitoba website. It will be updated weekly with new tools for teachers and new lessons for adult learners based on the CBC Radio One weekly podcasts.</li> <li>• In cooperation with Canadian Heritage, CBC is a sponsor of The MAPLE BAMBOO, helping newcomers become more aware of public processes.</li> </ul>		
Q. 8.3	Did your institution collaborate or partner with ethnocultural community organizations to help deliver federal programs?	√	
	<p>If yes, please provide details related to the ethnocultural organizations and purpose.</p> <ul style="list-style-type: none"> <li>• See answer to 8.2 (Multicultural Day)</li> </ul>		
Q. 8.4	Did your institution consult ethnocultural communities?	√	
	<p>If yes, please provide details related to purpose of consultations.</p> <ul style="list-style-type: none"> <li>• The community is consulted via editorial boards, diversity round tables, town hall meetings, caller-feedback. As well, CBC/Radio-Canada often acts as a host for different events in the community – this association results in higher profile and connection with the multicultural community.</li> <li>• English Radio's 'New Faces/New Voices' initiative continues and results in a larger representation of people, stories and perspectives being represented on-air. New Faces/New Voices Rolodex is an intranet database that is available to journalists and researchers. More than 400 new listings of expert sources from a variety of backgrounds are available.</li> <li>• The Muslim community in Winnipeg and Montreal was consulted prior to the airing of Little Mosque on the Prairie in order to receive their reviews and comments.</li> </ul>		
	<p>If yes, please describe how information/input was used.</p> <ul style="list-style-type: none"> <li>• As a result of consulting with the Muslim community in the above mentioned cities, Little Mosque on the Prairie was launched at the beginning of 2007.</li> </ul>		
Q. 8.5	Did your institution undertake other initiatives that promote policies, programs and practices to enhance contributions from ethnocultural communities?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• In Quebec, CBC/Radio-Canada is sponsoring some community consultations</li> </ul>		

	<p>regarding 'Reasonable Accommodation'. These public consultations are being broadcast on RDI (Radio-Canada's French language news station). CBC has been a leader in providing information and public awareness on this topic of accommodating and integrating a multicultural population. These consultations are giving the various communities a voice and a chance to learn from others.</p> <ul style="list-style-type: none"> <li>• In the last year, CBC launched an Aboriginal website. It brings together CBC's coverage of aboriginal issues on Television, Newsworld, Radio and CBCNews.ca. The website is located at <a href="http://www.cbc.ca/aboriginal">www.cbc.ca/aboriginal</a>. The website features current and archival content with accompanying history and background to topical issues. Content includes weekly news stories, art and culture insights, regional content, on-line polls and profiles of aboriginal personalities.</li> <li>• CBC launched <a href="http://cbc.ca/citizenship">cbc.ca/citizenship</a>: a website to promote Canadian culture, as well as encourage immigration and multiculturalism.</li> </ul>		
<b>SECTION 9</b>	<b>BEST PRACTICES</b>		
<b>2006-2007 Reporting Period</b>		<b>YES</b> √	<b>NO</b> √
Q. 9.1	<p>Considering your responses to the preceding questions, which best practices would you like to showcase as an example of how your institution furthered the principles of the Canadian Multiculturalism Act?</p> <p>Please provide details related to project/initiative, objectives, issue being addressed and intended outcomes, process, results, etc.</p> <ul style="list-style-type: none"> <li>• The HELP fund (see description in question 5.7)</li> <li>• New Faces/New Voices initiative continues to help us increase our resources of multicultural voices for on-air and editorial consultation (see description in question 8.4)</li> <li>• CBC/Radio-Canada offers a variety of scholarships/internships to encourage multi-ethnic candidates to work in the journalism/broadcasting industry.</li> <li>• The launch of CBC-Aboriginal and Citizenship both promote multicultural cooperation and understanding as well as providing tools, news and resources for the public.</li> <li>• Recruitment videos featuring employees of CBC/Radio-Canada are available in French and in English on the respective job websites. They are also used during career fairs and when visiting schools.</li> <li>• Cultural and linguistic understanding is promoted through the use of music, linguistic tools and podcasts on RCI Viva, and <i>Learning ESL with the CBC</i>.</li> </ul>		
Q. 9.2	<p>Last year, in your submission to the 2005-2006 Annual Report, you were asked the following: "What steps will your organization take to advance the Canadian Multiculturalism Act in fiscal year 2006-2007?"</p> <p>Did your institution implement the planned initiatives?</p>	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• CBC/Radio-Canada managers will continue to seek to increase the representation of diverse candidates through targeted recruitment and selection processes.</li> <li>• Succession Planning is an integral part of our Diversity strategy.</li> <li>• Much effort and funding is being spent on the <i>Respect in the Workforce</i> workshops being given across the country. As well, many efforts have been and are being spent on looking into providers and resources for cross-cultural</li> </ul>		

	<p>and recruitment workshops. We are looking at innovative ways to construct this training, starting with HR Managers. A book on the subjects, has been purchased for a group of managers to encourage this effort. This will remain one of our priorities.</p> <ul style="list-style-type: none"> <li>We have continued sponsorship and outreach initiatives focused on multiculturalism. (please see questions 3.3, 3.4, 5.5 and 8.2)</li> </ul>		
	<p>If no, please provide details.</p> <ul style="list-style-type: none"> <li>In the absence of guidelines regarding the role of a champion, no champion was nominated.</li> </ul>		
Q. 9.3	Does your institution face barriers with respect to implementing the <i>Canadian Multiculturalism Act</i> ?		√
	If yes, please provide details.		
Q. 9.4	Are there activities your institution would like to carry out but has been unable to undertake?		√
	If yes, please describe activities.		
	<p>If yes, what has prevented your organization from carrying out these activities?</p> <ul style="list-style-type: none"> <li>Resources and budget constraints are constant considerations in all our initiatives.</li> </ul>		
Q. 9.5	<p>In fiscal year 2007-2008, what initiatives does your institution plan to undertake to further advance the <i>Canadian Multiculturalism Act</i>?</p> <ul style="list-style-type: none"> <li>An HR priority is to incorporate a more comprehensive recruitment strategy that will incorporate diversity.</li> <li>Continue to improve awareness to employees.</li> <li>Continue to improve outreach to diversity candidates to attract them to apply for jobs at CBC/Radio-Canada.</li> <li>Launch the diversity intranet site that will be a communication tool designed to promote, inform, educate and sensitize CBC employees.</li> </ul>		

SECTION 10		STATISTICAL INFORMATION	
<b>Total Number of employees in your institution</b> (as of March 31, 2006):		8,891	
Number of Aboriginal employees		115	
Number of Visible Minority employees		522	
Number of Women		3,977	
<b>Name of Multiculturalism Champion</b> (if one has been appointed):			
In the absence of guidelines regarding the role of a champion, no champion was nominated.			
<b>Title:</b>			
<b>Address:</b>			
<b>Telephone number:</b>		<b>E-mail address:</b>	
SECTION 11		COMMENTS/SUGGESTIONS	
		<b>YES</b> √	<b>NO</b> √
Q. 11.1	Can the process for submissions to the Annual Report be improved?		√
	If yes, please provide suggestions for improving the process. •		
Q. 11.2	Can the Annual Report be improved (content, structure, length, etc.)?	√	
	If yes, please describe. • The format has been improved over last year, however some of the questions seem to overlap.		
Q. 11.3	Do you have additional comments or suggestions?		√
	If yes, please provide. •		

