BUILDING A SENSE OF BELONGING:
A Community Tool for Action
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By: Rida Abboud & Antoine Huss

May 2005
Ottawa, Canada
“Building a Sense of Belonging: a Community Tool for Action” is the product of an innovative community education and outreach initiative undertaken by the United Nations Association in Canada, Integration & Belonging. The initiative grew out of a desire to address the very real threats to the social fabric wrought by the attacks of 2001 September 11 and the wars that followed; by SARS, avian influenza and the realization that there will be other hazards that threaten our community cohesion. These events have engendered a withdrawal from the ‘commons’ for many Canadians. Integration & Belonging was conceived as a proactive approach to our increasingly multicultural society and the imperative of ensuring that, even at times of heightened risks, we are all invited to the table, and do no retreat from a full enjoyment of the rights and responsibilities of a vibrant multicultural “new mainstream”. There is a broader community to which we all belong, whether brand new to Canada or descendants of fur traders or First Nations or from the waves of peoples who have sought a home in Canada.

Led and edited by the excellent and engaged team United Nations Association in Canada of Rida Abboud and Antoine Huss, no compilation like this comes together without the help of many. First and foremost our heartfelt thanks to the Multiculturalism Program of Canadian Heritage for their support of this initiative from its very nascent stages. The team at Heritage has shaped and nurtured the project; thanks to Kristina Namiesniowsky, Édith Dussault, Abebech Assefa, Donna James, Jacques Paquette, Jeanne Inch, Munro Pace, Sue Lambeth. UNA-Canada is also very grateful to our Advisory Committee members, Zemeta Chefeke, Tamara Dawit, Tom Denton, Guy Drudi, Karima Hashmani, Alia Hogben, Michael Kerr, Georges Lemieux, Chris Pullenayegem, Marie-Claire Rufagari, Nick Summers, and Adnan Türegün, and to Howard Duncan, Metropolis; Katharine Cornfield, Citizenship and Immigration; Nancy Worsfold, OCISO; Patricia Rimok, Conseil des Relations Interculturelles du Québec; Nanda Na Champassak, UNHCR; Christian Giguère, CEDEC; the Canadian Council for Refugees, the Alberta Association for Multicultural Education, and the Canadian Commission for UNESCO, as well as UNA-Canada volunteers, Jia Lu and Anique Montambault, and our regional branches in Calgary, Montreal and St. John’s. Additional thanks to some very special colleagues and friends who, in the days after 2001 September 11, assisted in the thinking on this initiative: Dr. Charles Gordon, Dr. Craig McKie, Meyer Burstein, and Tanya Allard.

To those in communities across the country who put their daily demands aside to assist us in thinking about what our country could be, our special appreciation. Each brought passion and commitment. These ‘communities’ were held together by local liaisons, who were also helpful to us in developing this resource, notably Christine Ebrahim, Christiane D. Guérette, Aaron Holdway, Marie Jurcevic, Angela Korchinski, Adèle Mardoche & HuaLin Wong. Our designers Rafi Abboud and Brent Charbonneau, the UNA Canada team of proof readers and supporters and finally, to each of you who read and use this resource, for caring and acting to make your neighbourhood, your community, your country, and your world a better place where Integration & Belonging becomes a way of life for all.

Kathryn White
Executive Director

Ottawa, Canada
2005 May
The United Nations Associations in Canada (UNA-Canada) is a registered charity, founded in 1946, with a mandate to educate and engage Canadians in support for, and understanding of the United Nations and its issues which have a global impact. A Canadian NGO, UNA-Canada has a wide variety of programmes and activities through which to build Canadian capacity to identify and address emerging international issues on a national basis and to provide a foresight and policy research capacity underpinning this innovative programming. With a professional, national secretariat in Ottawa, UNA-Canada derives much of its strength and community outreach from its network of fifteen, volunteer-based, branches. Working with the private and public sectors, academia, community leaders, like-minded NGOs as well as multilateral organizations, UNA-Canada provides a place for Canadians to offer their made-in-Canada solutions to challenges confronting the global commons and to develop skills in living together in peace and prosperity. Key programmes target Canadian youth, human rights, sustainable development, environment, peacebuilding and corporate social responsibility. For more information, and for a sense of the full scope of our work, we invite you to visit our website at www.unac.org.
STATISTICS CANADA’S MOST RECENT SURVEYS AND DATA ON ETHNIC DIVERSITY, IMMIGRANTS TO CANADA, RELIGIOUS AND VISIBLE MINORITY GROUPS, EVOKE A NEED FOR FURTHER INVESTIGATION OF INTEGRATION AND BELONGING ISSUES BY GROUPS OR COMMUNITIES IN CANADA. FURTHERMORE, THE EVENTS FOLLOWING SEPTEMBER 11TH 2001 (9/11), THE ENSUING ‘WAR ON TERRORISM’ AND OTHER WORLD EVENTS HAVE INDUCED CHANGES TO THE FABRIC OF CANADIAN SOCIETY AND INSTIGATED FEAR AND MISTRUST OF IMMIGRANT OR MINORITY COMMUNITIES IN CANADA AND AROUND THE WORLD. THIS HAS MANIFESTED THROUGH INCREASED RACIAL DISCRIMINATION AND INCREASED VIOLENCE AGAINST MINORITY COMMUNITIES – BOTH NEW TO CANADA AND ESTABLISHED.

WE ARE ALSO IN A TIME WHERE RESEARCH AND POLICY SHOW US THAT CANADA’S PLURALISTIC “FACE” IS RAPIDLYchang. By the year 2017, one in five faces in Canada will be that of a visible minority. Numbers like these show that there is a need to examine the very essence of our Canadian identity. What does it mean to be a Canadian? What are the lessons we can learn from past historical injustices done to communities in Canada? What are the needs of communities to address social marginalization? What are the best practices that have done so?

While Canada has a broad range of initiatives to promote equality and prohibit discrimination, it will require more than legislation to close gaps in social and economic realities of many individuals and communities in Canada. Studies demonstrate that women, Aboriginal people, visible minorities and immigrants are vulnerable to socio-economic disadvantages such as unemployment, underemployment, housing, education challenges and social isolation. Moreover, Canada’s younger population is the most racially and culturally diverse age group in the country.

INTEGRATION & BELONGING, AN INITIATIVE FOCUSED ON YOUTH AND EMERGING COMMUNITY LEADERS ACROSS CANADA, IS AN UNIQUELY CANADIAN INITIATIVE: IT SEeks TO IDENTIFY AND TO BUILD THE SOCIAL CAPITAL OF CITIZENS TO HEIGHTEN COHESION AND CROSS CULTURAL UNDERSTANDING – BOTH THROUGH THE PROCESS OF THE PROJECT AND IN A MORE SUSTAINING WAY BY IDENTIFYING THE PEOPLE AND TOOLS WHO CAN CONTINUE THE DIALOGUE, ACTION AND BEHAVIOURAL CHANGES TO INCREASE INTEGRATION AND BELONGING OF CANADIANS – PARTICULARLY THOSE WHO FACE PERCEIVED OR REAL EROSION OF THESE.

BUILDING A SENSE OF BELONGING: A COMMUNITY TOOL FOR ACTION PROVIDES INFORMATION FROM THE ENSUING DIALOGUE ABOUT INTEGRATION AND BELONGING, COMMUNITY CAPACITY BUILDING, AND CROSS-CULTURAL AND INTER-FaITH AWARENESS AND UNDERSTANDING. BY ADDRESSING IMMEDIATE RISKS TO CANADIAN COMMUNITY SOCIAL COHESION POSED BY EMERGENT AND PERCEIVED RACISM, THE INTEGRATION OF VISIBLE MINORITIES AND NEW CANADIANS TO THEIR COMMUNITIES, AND SEEKING FORWARD-THINKING SOLUTIONS, THE UNITED NATION ASSOCIATION IN CANADA HAS DEVELOPED A TOOL FOR EDUCATORS, YOUTH AND COMMUNITY ORGANIZATIONS AND DIVERSITY TRAINERS.
The first section of the Manual, Integration & Belonging in Details, presents useful background information and how-to procedures to develop this kind of initiative. The second section, Recommendations & Findings, present the sessions analysis and community-specific actions to engage in follow-up activities. Finally, the Resources section contains information such as best practices and references to support materials like books, videos, articles, websites and contacts.

The Rhetoric of Citizenship and the Language of Exclusion

Throughout this report, numerous discussions revolve around active citizenship and inclusiveness. Although the term citizen officially refers to a legal status with rights and responsibilities, it may exclude many people who are not entitled to such status but who are still participating in a meaningful way in their communities. For these reasons, we refer to citizens as people motivated by an interest in public issues and a desire to make a difference beyond their own private lives.

Social Capital: An Underlying Theme

Social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. In that sense social capital is closely related to what some have called “civic virtue.” The difference is that “social capital” calls attention to the fact that civic virtue is most powerful when embedded in a sense network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital. (Putnam 2000: 19)

Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society’s social interactions... Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together. (The World Bank 1999)

Social capital consists of the stock of active connections among people: the trust, mutual understanding, and shared values and behaviors that bind the members of human networks and communities to make cooperative action possible. (Cohen and Prusak 2001: 4)

The basic premise is that interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric. A sense of belonging and the concrete experience of social networks (and the relationships of trust and tolerance that can be involved) can, it is argued, bring great benefits to people.

Trust between individuals thus becomes trust between strangers and trust of a broad fabric of social institutions; ultimately, it becomes a shared set of values, virtues, and expectations within society as a whole. Without this interaction, on the other hand, trust decays; at a certain point, this decay begins to manifest itself in serious social problems... The concept of social capital contends that building or rebuilding community and trust requires face-to-face encounters. (Beem 1999: 20)
There is considerable evidence that communities with a good ‘stock’ of social capital are more likely to benefit from lower crime figures, better health, higher educational achievement, and better economic growth.

**The dimensions of social capital**

`Bonding` social capital, referring to those relationships and norms that strengthen ties within groups, can be thought of as connections to people ‘like you’. Bonding social capital is the glue that binds a community together that might exist for some homogeneous identity-driven reason, such as an ethnicity or religion. It bolsters these communities and makes them stronger, reinforcing ties of loyalty and support.

`Bridging` social capital refers to connections across groups to broaden the conception of the mainstream. Bridging social capital, on the other hand, creates outward-looking networks and can bring together people from a variety of backgrounds and create new common ground, and new identifications with a larger whole. Connections that bridge demographic and social differences, while perhaps being not as “strong” as internal (bonding) links, can better serve a larger society by leading to more information diffusion, a broader identity and more multilateral behaviors.

An additional concept is `linking` which describes connections to people in positions of power. Linking is the lever which facilitates collective action like leveraging resources and can be thought of as the element which, when combined with a presence of both bonding and bridging social capital creates integration, just as bonding and bridging can build belonging.

**Organizational expertise**

The **United Nations Association in Canada** is uniquely placed to implement and sustain this initiative since it is a national organization entrusted to bring international issues to the local sphere. Just entering our sixth decade of existence, we are the peoples’ movement for the UN and the voice of the people of Canada to the international community.

All of the programmes involve efforts to provide the Canadian public, and particularly youth, with information and educational materials about these issues while promoting dialogue between organizations and individuals involved in key areas of domestic and international importance.

Over the course of existence, UNA-Canada has been involved in very successful partnerships with schools, youth, NGOs, federal and provincial government agencies, and the general public. Through these partnerships, UNA-Canada has developed an expertise in education and nation-wide youth-based programming.

“Calgary was a success and I am looking forward to the next steps. The youth participants were amazing and I was impressed by their energy and critical thinking skills. The community roundtable was great as well, from a local perspective I would have to say that we were able to bring together a diverse group and from my experience it was not the standard crowd that I would normally see at events like this and that was a refreshing change”

(Calgary local liaison)
The Integration & Belonging project highlights priorities and objectives that reflect the Canadian government’s Throne Speech of 2004 on social foundations:

“We want a Canada with strong social foundations, where people are treated with dignity, where they are given a hand when needed, where no one is left behind. Where Canadians—families and communities—have the tools to find local solutions to local problems.”

Integration & Belonging’s main objective is to enhance the capacity of communities across Canada to manage external and internal barriers to community social cohesion, especially to the fabric of multiculturalism. Components to this initiative include youth education and the capacity-building of emerging community leaders, as well as the creation and development of community-based identified outcomes and resources.

Integral to this model is the emphasis placed on youth engagement — making it a priority to engage young Canadians on our multicultural society and “creating the tools to find the solutions.” Policy leaders in an increasing number of pluralistic countries are recognizing Canada as a model in understanding how to connect diverse peoples to each other—yet balancing this diversity with a sense of common purpose or national unity. This Canadian comparative advantage is something that Integration & Belonging identifies and supports in order to ensure its protection – and in some ways, to overtly describe it.

Community Capacity-Building: From Dialogue to Action Planning

Integration & Belonging’s main objectives, outcomes and range of activities include Youth Education with a particular outreach to young Canadians and opportunity for them to share knowledge, stories and discussion with their peers. Secondly, Community Outreach is facilitated through 5 workshops to promote knowledge sharing, an exchange of best practices and networking. This network is meant to strengthen dialogue and connections among communities, between community leaders and youth, and to promote solutions identified by the community itself.

Inherent in both the community and youth components are facilitated workshops where questions are posed to understand the perceptions and realities in relation to the rights and responsibilities of citizenship in a pluralistic country. We also sought to identify places, persons and symbols of Canada which increase perceptions of security and affirm integration and a sense of belonging.

PRESS RELEASE

UNA-CANADA LAUNCHES TIMELY ‘INTEGRATION & BELONGING’ INITIATIVE – SEPTEMBER 2004

The United Nations Association in Canada, with support from the Department of Canadian Heritage, launched a new initiative, Integration & Belonging, October 2004. In five city sessions in Calgary (Alberta), Saskatoon (Saskatchewan), St. John’s (Newfoundland), Kingston (Ontario) and Montreal (Québec), a youth workshop and community roundtable are engaging youth, emerging community leaders in a series of workshops to provide an open platform for participants to discuss the rights and responsibilities of citizenship in a multicultural society.
I&B PROJECT MODEL

- The number of people from visible minority communities in Canada is expected to double by 2017. If current trends hold, one in every five faces will be non-white in 12 years when Canadians mark the 150th anniversary of Confederation. (Stats Canada, March 22, 2008)
- One in six adults, 17% surveyed, have experienced racism personally (Ipsos-Reid, March 2009)
- 7% of 1.2 million Canadians would not welcome someone of another race as a next-door neighbour (Ipsos-Reid, March 2009).

While Canada has a broad range of initiatives to promote equality and prohibit discrimination, it requires more than legislation to close gaps in social and economic statuses. Studies show that women, Aboriginal peoples, visible minorities and immigrants are vulnerable to socioeconomic disadvantages such as unemployment, underemployment, low incomes and social segregation. Moreover, Canada's younger population is the most racially and culturally diverse age group in the country. More than one-in-six Canadians (16%) ages 15-34 belong to a visible minority group.

Local liaison team. 6 local community experts were engaged on a long term commitment to identify participants and schools, plan logistics and implement the city sessions and follow-up.

Youth Education
- Grade Nine class engaged through one day workshop and group discussions.
- Agenda items included identification and discussion of “Five Important Words” where groups answered pointed questions about definitions, impact and action around the terms: identity, belonging, mainstream, discrimination and diversity.
- Other agenda items included taking a closer look at the Charter of Rights and Freedoms, and a workshop that asked “What Kind of School...?” where questions were asked about the school environment and integration of all students.
- The class created their own “Charter of Integration & Belonging”, including basic rights and responsibilities that each student has to ensure a safe and inclusive school.
- Two youth ambassadors were peer-selected to represent the school and their work during the workshop in the following 1-day community session.

Please see the Youth Education section for more details.

Community Outreach
- 15-17 community members were identified by the local liaisons in each city to participate in the community forum. The participants were chosen for their commitment to ensuring community cohesion, their work on issues of integration and their identification as being 'emerging' leaders in their community. Two youth from the school session were also present and presented their work from the previous days' workshop session.
- The agenda included sections that asked participants to identify and define the term and impacts of the following words: belonging, integration and mainstream as well as the identification of barriers to individuals and communities to full integration and best practices that work to address them.
- The group was lead through an action planning exercise that both identified the best practices and areas for improvement – tied to action items for communities and other stakeholders to work towards social cohesion and protection of our pluralism in Canada.

• Identification of youth leaders
• Network of emerging Canadian community leaders
• Report from the data collected
• Resource manual
• Bath community and youth leader Action Plans
• Interactive website
• Newsletter digest

National Forum – held in Ottawa with representatives from each city and the local liaison to discuss the local and national context and build the resource manual content.
Youth Education

A grade 9 class in each city was engaged through workshops, group discussions, and the creation of a classroom Charter of Integration & Belonging to promote integration and diversity.

In preparation to the workshop, UNA-Canada consulted with provincial education ministries and local school boards, as a formal process of seeking jurisdictional authorization, and identifying schools willing and interested in participating. School principals identified classes and youth participants in their communities. Attention was given to schools that have a range of students representing visible and religious minority communities. Reaching youth in their safe and comfortable environments helped to open up a less intimidating space to speak freely about issues such as isolation, integration, safety—issues they may not feel comfortable addressing with older members of their own communities. This program elicited honest knowledge, which then was fed through to the community roundtables for further probing and action. We believe this inter-generation process enhanced the outcomes and lead to a more comprehensive and integrated project.

Steps:
- Identify communities/schools to participate.
- Interview principals/teachers to assess their willingness to participate.
- Find the student body context – diversity, socio economic status, activism in school, provincial curriculum related to the issues at hand.
- Administer youth survey to gain information on perspectives of inclusion and belonging. Some question examples are as follows:
  - Who and what influences youth when thinking about identity and belonging? (Media, parents, friends, school)
  - What do the words...Identity, Diversity, Mainstream, Discrimination, Belonging mean to you? What do they look like? How does it make people feel?
  - What kind of school do we have? What does integration look like in our school?
- Implement full-day debrief session and interactive discussion about their perceptions on safety and participation in their school and community and the relationships with Canadians of all races and backgrounds.
- Facilitate the creation of the school “Charter for Integration & Belonging”.
- Facilitate an election process where two students are elected by their peers to attend the community roundtables and bring forth their “made in class” findings.

Youth Charters of Integration & Belonging are available at: www.belonging-appartenance.org

Connecting Youth & Community – Benefits and future

The integration of youth into mainstream community activities, issue identification and action planning is an important component to the whole philosophy of “integration and belonging”, and is essential to confirm the place for young Canadians at the table, playing an equal role in the shaping of our society. Not only has this built the skills and capacity of the young participants while raising awareness around important issues, but it has allowed for the unique perspectives and the fresh
ideas of youth to be integrated into the larger community plans. While allowing the space for the youth participants to create their own action plans within their classrooms, their integration into the community leaders’ action plan has undoubtedly added to the effectiveness and outreach of the community action.

There is a huge range of possibility for community leaders, and other members at large, to act as mentors to the young people in their community. Possibilities can be as far as having community leaders being invited into the classrooms to share stories, motivate and inspire the young people to action. The occurrence of this post-workshop/roundtable has not only sustained the momentum of the project but has also kept the lines of sharing and action open.

"The youth brought a sense of hope and integrity to the table that was unparalleled, and the adults nicely seasoned that with experience".
(Saskatoon local liaison)

Community Outreach

The community roundtable portion took place over 1 1/2 days, following the youth workshop, and included community leaders who were identified for their existing commitment to the issues at hand. The session moved from issue identification, to discussion of best practices, to community action planning. Two students chosen from each participating school attended and were part of the community roundtable process as well.

Roughly 15-20 emerging community leaders who were identified by the community, through faith groups and local civil society were approached as key informants in identifying community leaders (an innovative risk management model that asks “Who do you trust?” and that facilitates bridging and capacity building by consulting the community in the development phase). These identified leaders were key stakeholders in the community, already proving their dedication and commitment to the issues that not only affect their communities, but the collective community at large. These leaders were not necessarily those with an already confirmed high-profile status, but instead also included some of the “next generation” of emerging leaders ready to take on the task of leading the community to a more integrated society.

“Community Roundtable Participants Lists are available at: www.belonging-appartenance.org

Steps

• Project Officers took a “pre-visit” trip to each community to meet community members, teachers, principals, etc. to build trust and relationship with partners.

• Identification of local liaisons in the community who had local knowledge and contacts necessary for success.

• Through community liaisons identified and confirmed communities (and community leaders) as well as central and neutral venues.

• Community workshops were conducted. The community dialogue provided relevant and important data for analysis and reporting and from which to build sustainable community resources. Some sample questions were as follows:

  – What is a truly inclusive society? How do certain people, communities, section of the population not feel fully integrated?
– What does that word mean in a Canadian context. How does identity relate to it? Identity to self, community or nation?
– What does that mean in Canada? Who has historically belonged and defined this term. Who belongs and defines it now?

Community Session Reports are available at: www.belonging-appartenance.org

• Identified barriers to full integration and a sense of belonging in their society/community, particularly at times of heightened risk. They were engaged in both articulating and story-telling around risks and risk reduction solutions to impediments to the project.

• Ensured full participation of youth members at the roundtable, through skillful facilitation, and focusing on the joint collaboration between the youth members and community participants. Youth shared their experiences and views, and presented their Charters to larger roundtable.

• Facilitated the creation and development of community action plans that addressed issues identified by and particular to each community, describing ways to integrate all community members and ensuring a community in which all members are accepted and integrated regardless of current world situations and events. These community action plans were carefully facilitated to ensure that they would be sustainable.

• Ensured an on-going dialogue between UNA-Canada Project Officers and participants from each youth workshop and community roundtable through a comprehensive communication plan - which included e-announcements, information and resource sharing.

Outcomes: Towards a Comprehensive Model for Social Cohesion

Measurable Outcomes

• The identification of youth leaders to create action in their school environments, and to act as liaisons to the community roundtables who brought forth the youth perspectives and action plans;

• A clearly identified network of emerging Canadian community leaders from all 5 communities, to build capacity in integrating Canadians into a more understanding society, who can deal with emerging issues and who will have sustained capacity to build community resilience;

• Reports from the data collected through the 5 community and youth sessions with in-depth information and analysis on the process and findings, including current perspective of risks and barriers, identifying strengths and gaps on citizen integration and today’s understanding of unity and diversity in Canada’s communities;

• A Resource manual for youth and community leaders, as tools for reaching out and bridging communities and youth towards community social cohesion;

• Both community and youth leaders developed Action Plans and follow-up activities for on-going engagement in issues of integration & belonging;
• An interactive website was designed to encourage contribution of views from youth, teachers and general public, to enhance on-going dialogue that is within a safe open space;

• A special issue newsletter digest was sent out to monitor project development and for public distribution;

**Strengthening Social Cohesion**

Creating a socially safe environment is a multi-faceted and complex process that involves a range of fields, from education to health, housing, urban planning and job creation. Also essential is the creation of a public space, such as roundtable discussions, where marginalized peoples can build their social networks and participate in the cultural and civic life of the community.

It has been clearly identified that it is essential to have such a basic – but crucial – conversation about the ties that bind us together. Therefore, the challenge we face today, is to nurture the multiculturalism of Canada. This model must be sustained and adapted to the new realities to develop a stronger society. There is a need for increased dialogue and engagement, both formal and informal, to find solutions to emerging challenges.

Doing so means that citizens, and residents, must be allowed to communicate among themselves and to their representatives any concerns they have about integration and their sense of belonging. They must be able to make their own choices about whom to support and under what conditions. There must be a space for the expression of skepticism as well as enthusiastic support within our own society.

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**NATIONAL FORUM – IN FOCUS**

In February of 2005, the project culminated in a National Forum in Ottawa. This workshop brought together representatives, selected by and from each of the participating communities together with representatives of national organizations with interest in integration and belonging issues. UNA-Canada was best placed to offer such space to bring together members from different communities to an equal and equitable table to share realities and perceptions. As a perceived neutral ground, where mediation and understanding are seen as integral to the United Nations and its philosophy, UNA-Canada has in the past, and will continue to act as a bridging organization, striving to create a common space for a diverse representation of our Canadian society. The concluding national workshop fully engaged participants from the target groups and encouraged them to make commitments to mid and longer term follow-ups, such as the commitment to their action plans, integration of the resource manuals into their own work, and to lend their resources to support for the nascent network of new community and youth leadership.
RECOMMENDATIONS & FINDINGS

A Canadian Diversity Model for All

In total, Integration & Belonging involved over 75 community participants and over 150 youth who engaged themselves with enthusiasm and a desire to make change in their communities. The message that echoed throughout the series was loud and clear: “The face of our country is changing and we have to change with it”. This is solidified in the key recommendations and actions to the challenges that were presented and discussed during each workshop. We hope that these recommendations will help in developing strategies for ensuring that equality and justice are pursued.

The following report is a synopsis of the series of roundtable discussions. It is composed by a summary of major issues, as well as recommendations, discussed by participants and keynote speakers at the community session and the National Forum, illustrated by report snapshots from each of the five cities. The report also summarizes participants’ discussions using their own words where possible. However, to facilitate reading, ideas have been regrouped under common themes without diminishing significance.

Civic Participation

Cultural bias and racism, often real and sometimes perceived, is a significant barrier, and there is a feeling that there is a lack of meaningful engagement on the part of Aboriginal peoples, visible minorities and immigrants in civic life. In order to rectify this, full membership in civic life needs to be motivated by the perception that there will be tangible results and reciprocal benefits. This means that both minority groups and the larger society should understand that it is in their best interest to ensure full and active involvement of all members of society.

• There needs to be more opportunities for communities to participate in inter-cultural and inter-faith dialogue. Such activities should also involve the so-called mainstream, such as different levels of government, education institutions and the private sector;

• Education, resources and training on community outreach, networking and civic partnerships should be provided for minority groups to facilitate their engagement within larger community associations or councils;

• Capacity must be built within ethno-cultural communities to encourage larger community engagement and, vice versa, strategies by ethno-cultural and faith-based groups must be developed to attract and maintain minority groups as members of diversity initiatives;

• Education and training should be available to minority communities, and especially immigrants, on the nature and functioning of the Canadian civic institutions, and the means to facilitate their engagement in the civic process at all levels.

Public support for minorities and immigrants

Public opinion is related to minorities’ and immigrants’ successful integration into the community. Thus, findings of persistent immigrant poverty and greater difficulty in finding jobs are worrisome as they may lead the public to believe that integration is not progressing, further leading to a desire to withdraw support from integration programs at precisely the time when it is most needed.
Increase education and awareness for all Canadians about diversity and different cultural groups, the group’s backgrounds and strengths, and how diversity offers an advantage to the Canadian social landscape;

Lobby the media to promote integration and a sense of belonging for all;

Focus on success stories and raise awareness of the positive contributions of cultural diversity in society;

Promote multiculturalism by ensuring representation for the diverse range of cultural expression and heritage of citizens in cultural programmes, collective memory and public space;

Raising awareness, consciousness and the ideals of citizenship by educating mutual tolerance, respect for cultural diversity, intercultural dialogue, peaceful coexistence, human rights and democratic values.

Political involvement

Recreation programs, child care, policing, public health, children’s aid, land-use zoning, fire services, garbage collection, libraries, roadways: these basics are all the purview of the city, and decisions on these issues have an effect on daily life. Through civic and political participation – voting, running for office, attending town hall meetings, writing letters, advocating, becoming involved in community groups, and protesting – citizens express interests, influence decisions, and potentially contribute to the making of policies that better respond to the needs of the community.

When segments of the population do not participate, or are excluded from participating, the decisions and resulting policies may not reflect the community’s interests and, in some cases, may harm those interests. This may result in public outcry, ineffective policies and, in some cases, a reversal of decisions.

Lobbying all levels of government to create explicit strategies to gain the meaningful input from diverse groups in civic life;

Acknowledge that certain models of political activism do not work for everyone and encourage diverse community groups to develop political activism models which suit their needs.

Special events and public festivals can create a more tolerant environment in communities and are particularly effective when they involve face-to-face collaboration among groups in planning the events. Such efforts must lead to continued opportunities for inclusion and full participation. One-time efforts often exacerbate rather than resolve tensions.

“Diversity is really important because we need it to make our world better. The students helped build the new charter by discussing discrimination and studying the Charter of Rights and Freedoms. One of the ideas presented was to study the English language and identify words which are discriminatory and eliminate their use.”

(Grade 8 student at Bob Edwards)
Indifference
Abstract from the St. John’s Session Community Action Plan

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<td>resources strategies, and corporate strategies</td>
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Social Inclusion

Governments have been grappling with how to build socially inclusive societies for the past several decades. By social inclusion we mean a state of affairs or condition where all citizens have access to the social, political and economic benefits of society in ways that enable them to realize their full potential.

However, this begs the question: “Is it about the inclusion of ethno-cultural and faith-based groups into the mainstream or do we want to create a new Canadian identity that truly reflects the diverse characteristic of our society?” Demographically, the old line between ethno-cultural and faith-based groups and the mainstream is increasingly blurred. Some have said that diversity has become the new mainstream.

Partnerships

The wide range of services provided by community-based organizations may complement or supplement those provided by government agencies. These organizations often have better access than public servants to ethno-cultural and faith-based groups and are able to deliver services to various communities. Their members can also provide minority groups and immigrants with information about available government services, act as advocates in public forums, and provide valuable assistance such as translation and cultural interpretation for municipal staff.

• There is a need to improve social networks beyond the ties that bind people to their most intimate friends and family;
• To organize cross-sectoral forums for coalition building and consultation with emphasis on policy, research and intervention;

• A concerted effort to ensure meaningful participation by the private sector and by public authority in community initiatives.

Labour Market & Economic Inclusion

Statistics demonstrate that visible minorities fare worse in Canada’s labour markets than their similarly aged and educated white counterparts, meaning that the differential in earnings has not dissipated over time.

Issues related to economic integration include: the problem of foreign credential recognition, discrimination in the workplace, lack of Canadian work experience, a deficit of language skills, and the absence of a social network that can facilitate finding work.

• Communities must get organized and mobilized to have a voice, and must be present and active at the decision making table in the consulting process at every level of involvement in employment;

• Need to push forward quickly on the front of recognizing credentials and emphasizes the need for public education policies that focus on the problem of ethnocultural discrimination in employer/worker relations;

• Employment equity policies must be seen as a matter of power sharing within the community and representation of the community;

• A more pragmatic picture of the Canadian labour market landscape should be offered to immigrants before they make their decision about moving to Canada.
Racism & Intolerance
• All forms of racism – cultures, races, religions or nationalities.
• Narrow-minded
• Lack of open dialogue
• Fear or judgement of others

Access to services and social policies
• Ghettoisation
• Systemic obstacles (processes that exclude and defy their objectives)
• Lack of political will power and representation of decision-makers
• Generational poverty

Labour
• Inaccessibility to the job market and labour networks
• Discrimination in hiring practices and in employment
• Work as defining the person (primarily happens in North America)

Culture Shock
• Misinformation of the social rules and norms
• Disaccordance with the values of the host society
• Host society being « closed » and the lack of knowledge of diversity
• Language barriers

Immigration
• Difficulty of transferring skills and experience
• Feelings of exclusion, marginalization
• Being labeled an immigrant for life
• Family separation

*Barriers identified at the Montreal Community Session.

Inequity & Poverty
The gap between rich and poor in Canada is increasing rapidly. Also true is the fact that those hit very hard in this widening income gap are minority and immigrant communities

• Build strong cross-sectoral collaborations between social justice groups to create a unified voice to demand accountability from decision-makers;

• Acknowledge that poverty impacts ethno-cultural and faith-based communities, and moves beyond it being an “individual” problem.

Aboriginal Inclusion
Over the past two hundred years, Canadian society has systematically stripped Aboriginal people of land, culture, language, education, spiritual beliefs, and way of life. While Canada has a broad range of initiatives to promote equality and prohibit discrimination, it will require more than legislation to close gaps in social and economic outcomes.

To contribute fully to civic life and to achieve their potential as an integral part of Canadian identity, Aboriginal peoples must have a voice in society and a chance to celebrate and strengthen their cultural identity and shape the future direction of the country.

• Raise awareness and understanding of Aboriginal history, legacy of colonialism and present day realities;

• Actively pursue meaningful Aboriginal participation in community consultations and action planning by non-Aboriginal groups;
• Identify the tools, knowledge, coordinating mechanisms and mutual engagement that are needed to increase partnership opportunities between civil society and Aboriginal communities.

Fostering Cultural Understanding

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Anti-Racism

Although racism erodes Canada’s social foundations and runs counter to the values of Canadian citizens, recent public-opinion surveys confirm that racism and discrimination continue to exist. A 2003 Ipsos- Reid survey, commissioned by the Centre for Research and Information on Canada and The Globe and Mail, reports that 74 percent of Canadians polled believe that racism is prevalent in Canada. Analysis of Statistics Canada’s 2002 Ethnic Diversity Survey reveals disturbing levels of reported discrimination and unfair treatment experienced by visible minorities, in the last five years. Moreover, domestic and international events have focused greater attention on issues of hate, racial bias, systemic discrimination, allegations of racial profiling, and weaker citizen engagement.

Racism has a negative impact in all aspects of life - housing, employment, education, access to social and health services – and also has serious psycho-social effects. Systemic racism, which is often subtle and unobtrusive, plays an integral role in the social inequalities faced by ethno-cultural minorities. The media also plays an important role in influencing and shaping people’s opinions.

• Establish diverse groups that consistently lobby the media to include positive stories and op-ed pieces;

• Create a national campaign against racism led by the federal government;

• Create an intergovernmental programs developing the capacity of organizations to be anti-racist at a professional and personal level;

• Funding for anti-racism training and advocacy for community based organizations providing services to ethno-cultural communities;

• There is a need for more comprehensive social marketing campaigns on diversity, and its benefits and strengths;

• Building more opportunity in the communities for bringing people together in a dialogue that will lead to greater understanding and less stereotyping.

Intergenerational Challenges

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Challenges & Opportunities

Transmission of culture occurs primarily through household intergenerational relationships. Parents and grand-parents, educators and community members are still the main means by which youth assimilate the values held by a community. Of course, youth also pick up values from their peers at school, through social activities and from the media, but few would deny the immense influence of adults in passing on to youth the history, traditions, symbols and values of national and ethnic identity across generations.

In a constantly changing society, however, conflict issues can arise around many matters. Assertiveness, independence, manner of dress, freedom of expression, questioning authority in class, disagreeing with parents, freedom to quit school, work, relationships and marriage are all potential areas of conflict. More particularly, in mixed families this can cause conflicts with family members who are unable, unwilling or slower to adapt.
Youth are then perceived as rejecting his or her own original culture and past heritage.

Exploring this freedom can also create self-identity and self-esteem issues for youth facing intense peer pressure to conform. The young person may feel that he or she must face this dilemma alone for fear of being rejected or ostracized by parents, other family members or even the cultural group.

- **Build long-term connections between youth and adults in a way that is safe and culturally meaningful;**

- **Full collaboration between the larger community and “youth centered” groups (schools, youth organizations, etc.) is required to ensure that the youth of today become the fully integrated adults of tomorrow;**

- **Support and encourage partnerships between school boards, administration and teachers, and community-based organizations and involve youth in the consultation process and community action planning.**

**Education**

Formal education is recognized in most countries as an important mechanism of socialization, cultural identity, social control, labour force production, social mobility, political legitimation and stimulation of social change. The education system has succeeded to a certain level in responding to our increasingly diverse society and yet there is still much to be done. There are several issues that have been identified which need to be addressed including ESL/FLS education for newcomers, diversity training for school boards and teachers, anti-racism education, cross cultural understanding and bias free education. The need for teachers colleges to attract more minorities and for school boards to ensure equity in its systems especially among teachers and principals has also been stressed.

- **There is a need for targeted and culturally relevant school programs and curricula to support understanding of cross-cultural relations;**

- **There is a need for education about racism and about different cultural groups, their backgrounds and strengths and the strengths of a diverse society;**

- **There is a need to support schools and teachers to promote integration.**

**Public Services**

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**Health and Social Services**

While Canadians share many similar concerns related to health care, most members of Aboriginal, immigrant and visible minority communities experience additional risks that impact their health. Research on various communities within Canada provides an alarming portrait of the systemic barriers and risks faced by these

**The Right to Individual Expression**

- **Everyone is to be treated equally, regardless of socioeconomic status, race, mental/physical abilities, and sexual status and preference.**

- **Everyone has the right to enjoy inoffensive freedom of speech and opinion**

- **Everyone has the right to express their personal identity and cultural identity.**

- **This right must ensure an equal and safe environment for everyone, encouraging personal growth and tolerance within a diverse environment**

- **Everyone can affect change by accepting and respecting the uniqueness of each individual.**

*Adapted from the Bedford Road Collegiate (Saskatoon) Charter of Integration & Belonging*
IDENTITY
Each individual should be able to express themselves without being judged. It is a right. Peers, parents, the media and culture/religion can change the impact of identity. Role models such as Kofi Annan, Oprah and Terri Fox are influential because they are not afraid of being the way they are or what they stand for. One does not represent the others, do not generalize. You can define yourself!

BELONGING
Belonging means feeling accepted and respected, it is about trust. It makes people feel part of something. People should not have to change their cultural background and should decide to wear traditional clothes or not. Keeping traditions is important. Belonging is about having something in common but not necessarily culture. Canada is about choice. Who my friends are is more important. We are all responsible for working together to eliminate racism and creating a sense of belonging.

DIVERSITY
Diversity promotes cultural differences, such as the Diversity Council in our school. Diversity can cause conflict between different beliefs but more importantly teaches us about the world around us. We should celebrate our differences but not put them into boxes. Everyone, starting by you, has the ability to change the perception of diversity because we are a part of it. We are the people, we have to stand up! “When we all think alike no one thinks much!”

Definitions from Bob Edword’s Junior High School (Calgary)

communities. The racism, social isolation, reduced autonomy, poverty, discrimination, language and cultural barriers that permeate the daily life experiences of minorities prevents many from fully using health services or understanding disease causation and prevention.

• There is a growing need for cultural competence, gender sensitivity and anti-racism within public system.

Municipal services such as good public transit, accessible childcare and employment information and programs to enhance diverse job opportunities are essential as they for encourage civic participation.

• There is a need for better communication on the availability of programs and services. This could include media other than print and the opportunity to use existing community organizations to help with distribution of information;

• The central importance of good public transit (importance of respect, accessibility, safety);

• One-stop information services, where immigrants have access to information on, for example, health, education, settlement, social and support services.

Public Institutions
As Canada’s big cities are changing dramatically in terms of diversity, the face of public service does not reflect this, particularly at senior levels and decision-making levels of government.

• Encourage employment equity in the public service;

• Increase cooperation and collaboration among ministries, including support for research on visible minority issues to help streamline policies and make them more effective.
Over the past 25 years, cities in Canada have experienced significant transformations in their demographic make-up, especially in relation to ethno-cultural groups. This has posed challenges for cities, particularly in terms of the provision of services and programs. While attempts have been made over the years to try to respond to the needs of different ethno-cultural groups, there is still a lingering perception that existing services have not been sufficiently responsive.

- Bring visible minority skills and experience, and the significance of ethnocultural diversity to the Government’s emerging Cities agenda;
- Lobby municipal government to be important actors in shaping diversity and equity measures, as well as immigration policies.

**Conclusion: Building A Common Vision**

These discussions reveal numerous societal barriers to the integration and sense of belonging of diverse groups in Canada. While many of the challenges raised in the roundtables are typical of socio-economical problems, this project has highlighted that although many barriers to successful integration occur across, the solutions for the local community can be community-specific. A community-based approach, with a full range of community, business, and government representatives, is thus vital to build the common spaces essential for the sustainability of pluralism that is beneficial to all Canadians.

The objective of sustainable diversity is not to even out differences and create homogeneous communities. Community development conducive to social sustainability must build bridges between people of diverse origins and create the conditions for the full inclusion of various communities into neighbourhood life, the labour market and the cultural life of the society. However, we must do so from a perspective that fully recognizes differences. This is the challenge Canada faces. It is in many ways a positive challenge: that of creating the best possible conditions for diversity to become a great asset in the new economy.

**LIST OF REFERENCES**


The following four sections will help you in your quest for further resources and information regarding the issues raised in the Integration & Belonging project. We would like to assure you that although significant research went into building a comprehensive resource list, we fully acknowledge that the magnitude and wealth of resources available could not be represented in its entirety in this manual. We hope that these sections act as a launching pad for your search. We would also encourage you to look in the French resource section as there are some resources in French that may be of use that have not been included in the English section.

THE CANADIAN LEGACY

Welcome to Canada: A People’s History
http://history.cbc.ca

National Film Board – Categories: Cultural Diversity and Multiculturalism
www.nfb.ca

Culture.ca
Travel through Canada’s rich history; experience the creativity of Canadian culture; tune in to Canada's media; tour uniquely Canadian landscapes; train with our athletes; and, visit the homes of our peoples. You can also view opinions on Canadian culture and search thousands of quality cultural resources.
www.culture.ca

Multiculturalism

Multiculturalism legislation and interpretation
Canada recognizes the potential of all Canadians though multiculturalism, encouraging everyone to integrate into society while retaining their own identities and take an active part in our social, cultural, economic and political affairs.

Bilingual - Canada

Canadian Heritage
Provides a wealth of information on programs and national policies that strengthen connections among Canadians through promoting and fostering cultural participation, active citizenship, and participation in Canada’s civic life.
www.canadianheritage.gc.ca/progs/multi/index_e.cfm
Bilingual - Canada

The CRRF – Canadian Race Relations Foundation
Has extensive publications on racism in Canada. One that may be of particular interest is a piece called “Legalized Racism”, dealing with racism throughout the Canadian Legacy.
http://www.crr.ca/Load.do?section=26&type=2

Facing Hate in Canada
http://www.crr.ca/Load.do?section=26&type=2
Bilingual - Canada

Wikipedia.org – The Free Encyclopedia
Multiculturalism or cultural pluralism is a policy, ideal, or reality that emphasizes the unique characteristics of different cultures in the world, especially as they relate to one another in immigrant receiving nations.
http://en.wikipedia.org/wiki/Multiculturalism
English - International
“No Place Like Home”
Neil Bissoondath uncovers the cracks in Canada’s multicultural mosaic ‘Culture’ is a most complex creature; in its essence, it represents the very breath of a people. For the purposes of multiculturalism, the concept has been reduced to the simplest theatre. Canadians, neatly divided into ‘ethnic’ and otherwise, encounter each other's mosaic tiles mainly at festivals. There's traditional music, traditional dancing, traditional food at distinctly untraditional prices, all of which is diverting as far as it goes - but such encounters remain at the level of a folkloric Disneyland.

The Canadian Charter of Rights and Freedoms
The Canadian Charter of Rights and Freedoms is a part of the Constitution of Canada, the Supreme law of Canada. The Charter is an inyegal document in Canada as it sets out our basic fundamental rights and freedoms that are essential in a free, equal and democratic society.

Section 15 – Equality Rights Provision
Section 15 of the Charter, which guarantees our equality rights came into effect on April 17, 1985, 3 years after the Charter came into force. This year will be the 20th anniversary of Section 15 - equality rights under the Charter.

Newfoundland-Labrador Human Rights Association
The NLHRA has a wonderful website with information pertaining to human rights. There is an extensive youth section and they have recently developed a series of Adult Literacy Readers, one entitled “Towards a just society: A Literacy Reader on the Charter of Rights and Freedoms”.

Immigration Refugee Protection Act
The Immigration and Protection Act Passed by parliament on June 28, 2002. Information on IRPA can be found at the Citizenship and Immigration website:
Since the Sept. 11 attacks, the restrictions on national security have eroded the principal of a quality highlighted in section 15 of the Charter. Section 15 guarantees protection from discrimination. Since this time the government has enacted Security Certificates that allow government and policing authorities to detain permanent residents and refugee claimants on national security/terrorism concerns.

The International Civil Monitoring Group, Submission on the Review of the Anti-Terrorism Act

Questions About Canada’s Security Agenda…And it's impact on Refugees and Immigrants

Anti-terrorism and the Security Agenda, Impacts on Rights, Freedoms and Democracy

Forum of the International Civil Liberties Monitoring Group (ICLMG)

There is substantial evidence that in the course of the global “war on terrorism,” an increasing number of governments have transferred, or proposed sending, alleged terrorist suspects to countries where they know the suspects will be at risk of torture or ill-treatment.

http://hrw.org/reports/2005/eca0405/

“Historically First Nations have a unique and special relationship with the Crown and the people of Canada, as manifested in treaties and other historical documents. This special relationship is one of negotiated agreement with a view toward peaceful coexistence based on equitable sharing of lands and resources, and ultimately on respect, recognition, and the right of First Nations to govern themselves.” (Assembly of First Nations)

“Aboriginal people, including those living on reserves, are among the poorest in Canada. It is well documented and researched that Aboriginal people experience discrimination on the basis of race. It is also well documented and researched that Aboriginal women, living on and off reserve, are targets of discrimination, both by the broader society and also in Aboriginal and reserve communities. Recently, the United Nations said that most First Nations reserves are no different than Third World countries. In this country with resources appropriated from Indigenous traditional territories, there is no reason for Indigenous Peoples living in Canada to be in the situation that we are currently in.” (National Aboriginal Women’s Association)

Although not exhaustive in the least, here are some key websites that will offer some insight into Aboriginal Peoples in Canada.
**First Nations Project**
It contains links to First Nations Organizations across the country, cultural links, links to Native businesses, and is a general forum intended to share knowledge, resources and aims to be an effective way to connect the Aboriginal communities.

[www.johnco.com/firstnat](http://www.johnco.com/firstnat)
English - Canada

**The Aboriginal Portal- Government of Canada**
A comprehensive window to Canadian Aboriginal on-line resources, contacts, information, and government programs and services. Extensive resource list and directory.

[www.aboriginalcanada.gc.ca](http://www.aboriginalcanada.gc.ca)
Bilingual - Canada

**Canadian Broadcasting Company**
Offers a comprehensive and in-depth look and timeline of the history of Aboriginal People in Canada.

Bilingual - Canada

**Assembly of First Nations**
The Assembly of First Nations (AFN) is the national organization representing First Nations citizens in Canada. The AFN represents all citizens regardless of age, gender or place of residence.

[www.afn.ca](http://www.afn.ca)
Bilingual - Canada

**The Canadian Metis Council**
The Canadian Métis Council (CMC) is dedicated to the concerns of the Métis people regarding culture, harvesting rights, education, health, youth, justice and other related issues. CMC is also dedicated to the promotion of Métis culture and history. CMC also encourages involvement of our members with other political and cultural organizations.

[www.canadianmetis.com](http://www.canadianmetis.com)
English - Canada

**Inuit Tapiriit Kanatami**
Among numerous objectives, ITK represent the interests of the Inuit of Canada through their settlement claim organizations on matters of a national nature and act o preserve and promote the unity of Inuit as a single people within Canada, and to ensure that Inuit of their settlement claim organizations are capable of speaking collectively on matters of a national nature.

[www.itk.ca](http://www.itk.ca)
English - Canada

**Canadian Race Relations Foundation – Worksheets on Aboriginal Peoples in Canada**

**Racism in the Justice System**

[www.crr.ca/Load.do?section=26&type=2](http://www.crr.ca/Load.do?section=26&type=2)
Bilingual – Canada
Community Specific Legacies

The Chinese Head Tax and Exclusion Act
Chinese immigration to Canada began around 1858 in response to the gold rush in British Columbia. When the Canadian Pacific Railway was constructed between 1881 and 1885, however, Chinese were brought in from China to help build the railway. Between 1881 and 1884, over 15,000 Chinese came to Canada. About 6,500 of these were employed directly by the CPR.

Japanese Internment Camps
As Canadian soldiers were fighting overseas in the name of democracy, the federal government was staging the largest mass exodus in Canadian history at home. During the Second World War, roughly 22,000 Japanese Canadians were forcibly evacuated from the west coast and resettled in other parts of the country.

Boat People: A Boat Crisis
They were prepared to risk everything. In the years following the Vietnam War, over one million refugees fled the war-ravaged countries of Vietnam, Cambodia and Laos. Those Vietnamese who took to the ocean in tiny overcrowded ships were dubbed the "boat people." The survivors sometimes languished for years in refugee camps. The luckier ones were taken in by countries like Canada. Includes Teachers Resources.

Ukrainian Internment
The purpose of these pages is to inform the general population about the Canadian Government's First National Internment Operations during the period of 1914-1920 which interned Ukrainian Canadians in Concentration Camps across Canada.

Davis Inlet: Innu Community in Crisis
"We are a lost people." That description by an Innu chief seemed fitting when a shocking video of six gas-sniffing teens, screaming they wanted to die, was broadcast to the world. The once-nomadic Innu of Labrador have struggled under a haze of isolation, poverty and addiction ever since their 1967 settlement.

Africville: Expropriating Nova Scotia's blacks
When dump trucks roared in to ship Africville residents out, it seemed like a good idea. By the 1960s, years of neglect and racism had made Halifax's oldest and largest black neighbourhood one of the worst slums in the country. But the relocation of Africville also meant the end of a vibrant community. As one former resident put it, they lost more than a roof over their heads, they lost their happiness.
Anti-Semitism: Discrimination Against the Jewish Community
On March 15, 2005 the League for Human Rights of B’nai Brith Canada released its 2004 Audit of Antisemitic Incidents, an annual study on antisemitism in this country. The Audit documented an increase in the number of individuals acting out on their feelings of prejudice in a progressively less restrained way. The Audit also noted signs that a climate is being created in which open expressions of antisemitism are becoming increasingly acceptable.
www.bnaibrith.ca/audit2004.html
www.cic.ca
Bilingual – Canada

Islamophobia: Discrimination Against the Muslim and/or Arab Community
Islamophobia is the irrational fear and/or hatred of Islam, Muslims or Islamic culture. Islamophobia encompasses the belief that all or most Muslims are religious fanatics, have violent tendencies towards non-Muslims, support Islamist terrorism and reject concepts such as equality, tolerance, democracy and human rights as contrary to Islam. It is viewed as a new form of racism whereby Muslims, an ethno-religious group, not a race, are nevertheless constructed as a race. A set of negative assumptions are made of the entire group to the detriment of members of that group.
www.caf.ca
English – International

Memorial University of Newfoundland
The topics covered by this site are: Anti-racism, Diversity, Multiculturalism and Human Rights. Each topic area covered has an accompanying list of web sites such as resources, teaching tools and organizations doing work in the related areas. The sites are a combination of Canadian as well as American content.
www.mun.ca/cassw-ar/links/

African Canadian Legal Clinic
The ACLC is a not-for-profit organization which was officially opened in October 1994, to address systemic racism and racial discrimination in Ontario through a test case litigation strategy. In addition, a significant part of the work of the ACLC is to monitor legislative changes, regulatory, administrative and judicial developments, and to engage in advocacy and legal education aimed at eliminating racism, anti-Black racism in particular.
www.aclc.net/

Debwewin: Three City Anti-Racism Initiative
The Debwewin Three-City Anti-Racism Initiative has taken steps to study racism and discrimination throughout Northeastern Ontario; undertake various anti-racism activities; create a network to promote diversity and race relations; and study the coverage of aboriginal people and issues in the local and national media.
www.debwewin.ca

General Sites of Interest

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Canadian Bar Association
The Canadian Bar Association website is a wealth of information on a potpourri of human rights and civil rights issues in Canada.
www.cba.org/CBA/Home.asp
Bilingual – Canada

A Webography: A History of Racism in Canada
www.hopesite.ca/remember/history/racism_canada_1.htm

English – Canada
**The Canadian Immigrant Magazine**
Helps immigrants to Canada by providing information, tools, resources and strategies for personal growth and success. We help enable immigrants to become successful contributors to the Canadian economy and society.


English – Canada

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**The CCR (Canadian Council For Refugees) has extensive material on the Immigration and Refugee process in Canada.**

[www.web.net/~ccr/](http://www.web.net/~ccr/)

Bilingual – Canada

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**The Canadian Ethnocultural Council**
Founded in 1980, the Canadian Ethnocultural Council (CEC) is a non-profit, non-partisan coalition of national ethnocultural umbrella organizations which, in turn, represent a cross-section of ethnocultural groups across Canada. The CEC’s objectives are to ensure the preservation, enhancement and sharing of the cultural heritage of Canadians, the removal of barriers that prevent some Canadians from participating fully and equally in society, the elimination of racism and the preservation of a united Canada.

[www.ethnocultural.ca](http://www.ethnocultural.ca)

Bilingual - Canada

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**The World Conference Against Racism**
In 1997, the General Assembly decided, in resolution 52/111, to hold the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance. The World Conference which will be held in Durban, South Africa from 31 August to 7 September 2001, will be a landmark in the struggle to eradicate all forms of racism "requiring a strong follow-up mechanism to examine whether Governments have delivered on their promises made," according to the High Commissioner.


Bilingual – United Nations

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**UNESCO – Culture Sector**
The UNESCO Universal Declaration on Cultural Diversity, adopted by acclamation on 2 November 2001 by the General Conference at its 31st session, stresses forcefully the cultural issues raised by globalization and the need for Member States to firmly support the very principle of diversity.

[http://portal.unesco.org/culture/](http://portal.unesco.org/culture/)

Bilingual – United Nations

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**The Canadian Human Rights Commission**
Empowered by the Canadian Human Rights Act to investigate and try to settle complaints of discrimination in employment and in the provision of services within federal jurisdiction.

[www.chrc-ccdp.ca](http://www.chrc-ccdp.ca)

Bilingual - Canada
There are also Human Rights Commissions or Tribunals in the following provinces and territories:

- **Alberta**
  - www.albertahumanrights.ab.ca/

- **British Columbia**
  - www.bchrt.bc.ca/

- **Saskatchewan**
  - www.gov.sk.ca/shrc/

- **Manitoba**
  - www.gov.mb.ca/hrc

- **Ontario**
  - www.ohrc.on.ca

- **Quebec**
  - www.cdpdj.qc.ca

- **Nova Scotia**
  - www.gov.ns.ca/humanrights

- **New Brunswick**
  - www.gnb.ca/hrc-cdp/e/

- **Newfoundland**
  - www.justice.gov.nl.ca/hrc/

- **Prince Edward Island**
  - www.gov.pe.ca/humanrights/

- **Northwest Territories**

- **Yukon**
  - www.yhr.org/

Government sites which may be of interest:

- **Canadian Heritage**
  - www.pch.gc.ca/index_e.cfm

- **Department of Justice Canada**

- **Citizenship and Immigration Canada**
  - www.cic.gc.ca

- **Immigration Refugee Board**
  - www.irb-cisr.gc.ca/en/index_e.htm
CURRENT ISSUES

Diverse Cities

We Are Not Alone - Police Racial Profiling in Canada, the United States and the United Kingdom
An executive summary of two key research documents, commissioned by the African Community Coalition on Racial Profiling (ACCCRP), Crisis, Conflict & Accountability and In Their Own Voices: African Canadians in the Greater Toronto Area Share Experiences of Racial Profiling. Both have captured the essence of experiences, perspectives, perceptions and solutions that African Canadians—particularly in the GTA—have offered up over the last 30 years in the interest of addressing racial profiling and bridging the gap between their communities and the police.

www.crr.ca/Load.do?section=26&type=2
English - Canada

Immigration, Diversity and Social Inclusion in Canada's Cities
Martin Papillon underlines the importance of immigration to the future of Canada's cities and outlines what needs to be done to see that Canada's diversity remains an asset.

Bilingual - Canada

Aboriginal Communities and Urban Sustainability
Assuring the success of the culturally distinct, Aboriginal population in Canada's cities is a key element in any national urban strategy. The paper, Aboriginal Communities and Urban Sustainability explores the federal role in fostering socially inclusive cities.

Bilingual - Canada

PAYING THE PRICE: the Human Cost of Racial Profiling - Inquiry by the Ontario Human Rights Commission
On December 9, 2002, the eve of International Human Rights Day, the Commission announced that it would conduct an inquiry into the effects of racial profiling on individuals, families, communities and society as a whole. The Commission emphasized that racial profiling is a human rights issue by stating that it is wrong and contrary to the principles of the Ontario Human Rights Code.

www.ohrc.on.ca/english/consultations/racial-profiling-report.shtml
Bilingual - Canada

Lessons from Abroad: Towards a New Social Model for Canada's Aboriginal Peoples
Martin Papillon and Gina Cosentino, reviews experience in the United States, New Zealand and Australia for lessons relevant to developing a new social model for Aboriginal peoples in Canada.

Bilingual - Canada

More than 400 participants in ten day-long dialogues from coast to coast grappled with the economic and social changes of the past 50 years and their implications for the roles of governments, businesses, citizens and communities in ensuring the well-being of Canadians.

Bilingual – Canada
The "Canadian Diversity Model": A Repertoire in Search of a Framework

The objective of this paper is to provide an analytical framework for understanding the dynamics of this diversity model. As such, the authors do not propose a new theory of diversity and unity. Rather, by building on the work of many other scholars, they propose an approach to understanding existing practices. The authors call this the repertoire of the diversity model. This repertoire has emerged in response to Canada's long-standing sociological diversity, and comprises both content and process, that is, several dimensions of difference and the practices for locating collective choices about diversity.

www.cprn.org/en/doc.cfm?doc=175
Bilingual - Canada

Our Diverse Cities

It looks broadly at the Canadian experience of the management of diversity that, as we know, is essentially the experience of Canadian cities and their transformation over the past twenty or thirty years. An increasingly large number of all Canadians live in the urban centres of Canada and this is even more so of the newly arrived Canadians—the vast majority have settled in Toronto, Vancouver and Montréal. This issue is therefore looking at the extent to which our cities have met, or can meet, the challenges of diversity.

www.canada.metropolis.net/research-policy/cities/publication/diverse_cite_magazine_e.pdf
Bilingual - Canada

Canadian Council for Refugees

Documents for Public Education on refugees and immigrants.

www.web.net/~ccr/pepage.html
www.web.net/~ccr/doceng.htm
Bilingual - Canada

Canadian Council on Social Development – Cultural Diversity

The Cultural Diversity Program at the Canadian Council on Social Development (CCSD) is a research unit which focuses on immigration, multiculturalism, and ethno-racial relations from social and economic perspectives.

www.ccsd.ca/subsites/cd/docs.htm
Bilingual - Canada

CULTURAL DIVERSITY IN CANADA: The Social Construction of Racial Differences - Peter S. Li

The purpose of this paper is to clarify the facts of diversity and to explain how racial differences in Canadian society have been produced and constructed, with the view of shedding light on policy options for the future.

English - Canada

Labour Market/ Economic Inclusion

Closing the Distance: Social and Economic Inclusion Initiative

Late in 2002, the Social Planning Network of Ontario launched a number of local projects under the Social and Economic Inclusion Initiative supported by the Public Health Agency of Canada (Ontario Region). These projects are designed to help "close the distance" between certain marginalized populations in these local areas and mainstream community life. The following analytic tool has been developed to help understand exclusionary conditions and to identify strategies and approaches that remove such barriers and promote social and economic inclusion.

www.closingthedistance.ca/re_peelhalton.jsp
English - Canada
Developing Integrated Programming for Immigrant Professionals
The vision behind the ETIP model is that the global goal of any program developed on this framework will be labour market access that accelerates the social and economic integration of internationally educated professionals in a substantial and meaningful way. It must maximize the human capital of the IEPs as they strive to make Canada their new home.
English - Canada

Ontario Regulators for Access
Welcome to Regulators for Access, designed to help Ontario regulatory bodies improve access by international candidates to self-regulated professions in Ontario while maintaining standards for public safety. Regulators for Access offers information, tips, promising practices, and guidelines for Ontario regulatory bodies.
www.regulators4access.ca/
English - Canada

Foreign Credential Recognition: An Overview of Practice in Canada
This publication is intended to provide a brief summary of the current practice of foreign credential recognition in Canada as well as in other jurisdictions.
www.caeto.caReports/FCRGuide.pdf
Bilingual - Canada

The Canadian Information Centre for International Credentials (CICIC)
Collects, organizes, and distributes information, and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational and occupational qualifications.
www.cicic.ca
Bilingual - Canada

Study on the Local Integration of Immigrants into the Labour Market- OECD
The OECD Programme on Local Economic and Employment Development (LEED) and the Non-Member Economies and International Migration Division (NEIM) have launched a joint activity related to the analysis of economic and social policies to foster labour market or overall social integration of immigrants and of persons of immigrant descent in host countries.
www.oecd.org/document/13/0,2340,en_2649_34453_29608781_1_1_1_1_1_00.html
Bilingual - International

The Aboriginal Human Resource Development Council of Canada
Their mission is to see full participation of Aboriginal people in Canadian labour markets. Through unique partnerships with corporate, educational, government and Aboriginal leaders, the Council pioneers new ways to increase skills and training opportunities for Aboriginal people in Canada.
www.ahrddc.com/
Bilingual - Canada

Generational Challenges & Opportunities
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Citizenship: A Challenge for All Generations
This public opinion survey shows that young people do not understand the ideals of citizenship, they are disengaged from the political process, they lack the knowledge necessary for effective self-government, and their appreciation and support of American democracy is limited. The older generations have failed to teach the ideals of citizenship to the next generation. But there is hope. The report provides new evidence that civic education makes a big difference in the attitudes toward citizenship, knowledge and civic engagement of young people.
www.cpn.org/topics/youth/k12/pdfs/NCSL_Citizenship.pdf
English – United States
Ethnic Aging Canada
Healthy aging is a concept that has received a great deal of attention in recent years. Four essential elements of aging well are good physical health, sound mental and emotional health, strong support from family or a support group, and a sense of belonging to something larger than the individual.
www.ethnicaging.ca
Bilingual - Canada

Resource and training kit for service providers: Abuse and neglect of older adults
Increasing public awareness is one key to addressing the needs of abused and neglected older adults. This means educating people about the extent of the problem, the underlying causes and ways in which they can become actively involved in the solution. This resource and training kit has been developed to give trainers some valuable tools needed to raise awareness among service providers.
Bilingual – Canada

Health and Wellbeing of Older Chinese in Canada
Canada is aging and increasingly culturally diverse. To better meet the needs of its diverse population, health policies and programs have to be culturally sensitive and appropriate. Even though Chinese belong to the largest visible minority group in Canada, research on health and the impact of cultural factors on health beliefs and practices of Chinese seniors is meagre. This is a barrier to the planning and implementation of culturally sensitive and health care policies and programs.
English - Canada

A Literature Review on Youth and Citizenship
This paper reviews in detail the literature on youth, re-reading it so as to answer the question: What is the citizenship status of young people today, and, in particular, where are the inequalities across social and economic categories as well as between younger and older people? It also assesses whether young adults have the capacity to achieve full citizenship. As they gain formal civil and political rights, are they also gaining social and economic rights? Do they have the necessary independence to construct the full citizenship that most older adults enjoy?
Bilingual - Canada

Health and Social Services

Achieving Equal Access in Health Care
This inconsistency in health care access is what prompted AMSSA’s Multicultural Health Committee to shape the “Achieving Equal Access in Health Care” (AEAHC) project. Following on the recommendations as outlined in the AMSSA report, Interpreter Services in Health Care: A Call for Provincial Standards and Services (Sasso, 2000) to broaden the scope of investigation and develop a snapshot of current practices, the primary goal of the project is to improve access to health care services in communities outside of the Lower Mainland.
English - Canada

The National Center for Cultural Competence
The National Center for Cultural Competence (NCCC) maintains a database of a wide range of resources on cultural and linguistic competence (e.g. demographic information, policies, practices, articles, books, research initiatives and findings, curricula, multimedia materials and Web sites, etc.).
http://gucchd.georgetown.edu/nccc/resource.html
English – United States
The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds. CLAS has several basic assumptions which define and guide its work. CLAS’ goals are outlined below, as well as some of the issues and concerns important to our work. Finally, a brief overview is included about the outcomes we anticipate accomplishing by the end of this project.

wwwclas.uiuc.edu/
English – United States

Racial Discrimination as a Health Risk for Female Youth: Implications for Policy and Healthcare Delivery in Canada
- Women’s Health in Women’s Hands Community Health Centre

Our report titled “Racial Discrimination as a Health Risk for Female Youth: Implications for Policy and Healthcare Delivery in Canada” is the summary of a one year participatory research process. The research presented in this report was aimed at exploring racial discrimination as a health risk for female youth. The research also aims to generate recommendations for policies and strategies to develop anti-racist modes of practice for this population within Canada's healthcare.

Bilingual - Canada

Cross Cultural Mental Health – Canadian Mental Health Association

The Canadian Task force on Mental Health Issues Affecting Immigrants and Refugees (1988) concluded that migration in itself does not increase the incidence of mental health problems. When accompanied by one of the following seven conditions, however, it becomes a risk factor for psychiatric illness.

www.cmha.ca/bins/content_page.asp?cid=5-33-173&lang=1
Bilingual - Canada

Public Institutions

The Anti-Terrorism Act

The Anti-Terrorism Act (Bill C-36), designed to combat terrorism, was passed in December 2001 shortly after the events of 9/11. Many groups have been deeply concerned that its new powers will be used against minorities, to stifle legitimate dissent, and to deny people basic rights guaranteed in the Canadian Constitution.

Global terrorism must be addressed; existing domestic and international law is, however, sufficient for that purpose.

www.emcn.ab.ca/navigation_folder/Sub_Folder_1/anti_terrorism
www.canadianliberty.bc.ca/liberty-vs-security/muslim.canadian.html
English - Canada

Lessons Learned about Civic Participation among Immigrants

This document is based on information collected through the Civic Participation Initiative sponsored by the Washington Area Partnership for Immigrants (WAPI). The Association for the Study and Development of Community (ASDC) managed and facilitated the activities that were part of the Civic Participation Initiative.

English – United States
**Inclusiveness Toolkit - Agriculture Canada**

major themes of inclusiveness and how inclusiveness, in terms of not only accepting, welcoming, accommodating, and respecting but also valuing and utilizing differences and diversity as integral and beneficial components of an organization's workforce, culture, and functioning, could be pursued within AAFC and other organizations.

[www.agr.gc.ca/inclusiv/toolkit-trousse/index_e.phtml](http://www.agr.gc.ca/inclusiv/toolkit-trousse/index_e.phtml)

Bilingual - Canada

**Integration-net – Citizenship and Immigration**

A communications, information and research tool to support the work of the Canadian settlement community. It also provides a means to develop both a national and international exchange of information and ideas about best practices on integration strategies and programs in order to share and learn from the experience of others.


Bilingual - Canada
COMMUNITY ENGAGEMENT

Facilitation
Developing Facilitation Skills – Community Tool Box
http://ctb.ku.edu/tools/en/sub_section_main_1154.htm
English – United States

Conducting Effective Meetings – Community Tool Box
http://ctb.ku.edu/tools/en/sub_section_tools_1153.htm
English – United States

Core Functions in Leadership – Community Tool Box
http://ctb.ku.edu/tools/en/chapter_1014.htm
English – United States

Training For Racial Equity and Inclusion: A Guide to Selected Programs
This guide is intended to help community leaders, organizations, policy makers, funders, and other stakeholders select and support training that best suits their needs and goals.
www.projectchange.org/publications/training.pdf
English – United States

Building Dialogue/Mobilization
Canadian Community Economic Development Network
The mandate of the CED is to create economic opportunities and enhance social cohesion in communities on a sustainable and inclusive basis, particularly for those who are most disadvantaged.
The Art of Advocacy: A Handbook for Non-profit Organizations

Study Circles Resource Centre
The Study Circles Resource Center is dedicated to finding ways for all kinds of people to engage in dialogue and problem solving on critical social and political issues. SCRC helps communities by giving them the tools to organize productive dialogue, recruit diverse participants, find solutions, and work for action and change.
www.studycircles.org
English – United States

National Issues Forum
National Issues Forums (NIF) is a nonpartisan, nationwide network of locally sponsored public forums for the consideration of public policy issues. It is rooted in the simple notion that people need to come together to reason and talk — to deliberate about common problems. Indeed, democracy requires an ongoing deliberative public dialogue. Includes forum guides, discussion topics and further resources.
www.nifi.org
English – United States

National Coalition for dialogue and Deliberation
Dialogue and deliberation are dynamic processes which can be empathy-enhancing, relationship-changing, problem-solving, action-planning, organization-developing, community-building, conflict-resolving, skill developing, prejudice reducing, consciousness-raising, and more! The various models and methods that are used in our field often emphasize, strive for and obtain different outcomes.
www.thataway.org
www.thataway.org/resources/index.html
English – United States
The Harwood Institute

The Harwood Institute for Public Innovation invigorates people, organizations and communities to improve public life and politics so that we all can do the unfinished work of the nation and reach for our common ideals. We hold this core belief: as a nation, as communities and as individuals, we can do better - in ensuring that every child receives a good education; that people can live in safe neighborhoods and in strong communities; that we find ways to improve race relations and rid ourselves of prejudice; that we make certain that all people and all perspectives have a place at the public table.

Community Tool Box (CTB)

The core of the Tool Box is the "topic sections" that include practical guidance for the different tasks necessary to promote community health and development. There are sections on leadership, strategic planning, community assessment, grant writing, and evaluation to give just a few examples. Each section includes a description of the task, advantages of doing it, step-by-step guidelines, examples, checklists of points to review, and training materials.

Civic Practices Network (CPN)

Born of the movement for a "new citizenship" and "civic revitalization," CPN is a collaborative and nonpartisan project dedicated to bringing practical tools for public problem solving into community and institutional settings across America.

Project/Organizational Development

Starting a Nonprofit or Charity On CharityVillage.com

The nonprofit sector is one of the fastest growing sectors in North America right now, and with almost 150,000 registered charities and nonprofits currently operating in Canada, it shows no signs of slowing down. Of course, as more and more organizations are added to the mix, groups must become increasingly creative in the planning and carrying out of their mission. Keeping this in mind, there are several questions that should be considered before you begin the process of starting your own nonprofit organization or charity.

Starting Nonprofit or Charity

This module is useful to entrepreneurs who are thinking about starting a nonprofit business, or have already started their nonprofit business and want to understand more about what they're really doing. The module also will be useful to practitioners/consultants who want broader understanding about nonprofit organizations, including how they are started. This understanding for practitioners/consultants can help them provide more effective services to clients and establish stronger credibility with leaders and managers in the nonprofit workplace.
Board Development – United Way of Canada – Centraide Canada

Many boards are dedicated and skilled in their work, and provide clear and consistent leadership to their agency. Others, however, are not so effective. Virtually all boards raise concerns at some time that their job is not clear and their work is at times difficult and confusing.

www.boarddevelopment.org/
Bilingual - Canada

Fundraising Ideas That Work for Grassroots Groups

You'll get solid advice on good ideas for fundraising and on how to avoid major errors. You'll find suggestions for sources of help on most topics, so you can do additional research if you need to.

www.canadianheritage.gc.ca/progs/pccp/pubs/e/Fr4gras1.htm
Bilingual - Canada

FUND RAISING: General Sources of Information on Fundraising on the Web

www.vskn.ca/fund.htm
English - Canada

A Framework for Program Evaluation: A Gateway to Tools

But how do we know whether these programs are working? If they are not effective, and even if they are, how can we improve them to make them better for local communities? And finally, how can an organization make intelligent choices about which promising programs are likely to work best in their community?

http://ctb.ku.edu/tools/en/section_1338.htm
English – United States

Canadian Evaluation Society

A repository of documents on the evaluation of communication projects and strategies

www.evaluationcanada.ca
Bilingual - Canada

A Community Builder’s Tool Kit

Produced by the Institute for Democratic Renewal Of Claremont Graduate University and Project Change, this work highlights efforts of 15 U.S. based anti-racism/diversity projects.

www.projectchange.org/publications/toolkit.pdf
English - Canada

Action for Diversity Team

This is an initiative is based out of Nanaimo, British Columbia. The resource link has information on: Cultural Competency, Multiculturalism, Anti-racism, Gender, Human Right, Organizational Change and Tools for Facilitators. It contains information such articles, related web sites, handbooks, links to other organizations and books. The content has a broad target audience.

www.diversityteam.org/resources.htm
English - Canada

Social Capital

Engaging the Social Capital of Immigrants to Create Sustainable Communities

This presentation explores the social capital in the immigrant community and proposes a framework for conceptualizing the dynamics between the social capital of immigrants and traditional American institutions.

English - Canada

COMMUNITY AND GOVERNMENT RELATIONS: Collaboration and Partnering

Collaboration is a process through which parties who see different aspects of a problem can explore constructively their differences and search for (and implement) solutions that go beyond their own limited vision of what is possible. Collaboration is a mechanism for leveraging resources, dealing with scarcities, eliminating duplication, capitalizing on individual strengths, and
building internal capacities. Collaboration also offers the possibility for increasing participation and ownership strengthened by the potential for synergy and greater impact.

www.vskn.ca/commune/comm_collab.htm
English - Canada

The Opportunity and Challenge of Diversity: A Role for Social Capital?
The main hypothesis underlying the Montréal conference was that the integration process for immigrants and the management of diversity more broadly is an area where the generation of networks of social contacts may potentially play a key role in achieving a number of desired outcomes.

http://policyresearch.gc.ca/doclib/OECD_Synthesis_e.pdf
Bilingual - Canada

Infed.org - explore informal education and lifelong learning
The notion of social capital is a useful way of entering into debates about civil society – and it is central to the arguments of Robert Putnam and others who want to ‘reclaim public life’. It is also now being used by the World Bank with regard to economic and societal development and by management experts as a way of thinking about organizational development. We examine it’s nature - and some of the issues surrounding its use.

www.infed.org/biblio/social_capital.htm
English – United States

Sense of Community Index
The Sense of Community Index is a theory-based measure of an individual's sense of community. The measure was designed for use on urban blocks, but it has been widely used in different settings.

www.capablecommunity.com/pubs/SCIndex.PDF
English – United States

Media

The Institute for Media, Policy and Civil Society (IMPACS)
The Institute for Media, Policy and Civil Society (IMPACS) is a registered not-for-profit charitable organization committed to the expansion and protection of democracy and the strengthening of civil society. IMPACS understands civil society to be the space between the state and the market where people join together to share ideas and take collective action.

www.impacs.org/communications/PubResources/
English – Canada

Communications Kit – Kellogg Foundation
This Communications and Marketing Kit has been compiled by the Kellogg Foundation to help its grantee organizations reach and secure support from their many constituencies. It includes both references and specific, detailed steps necessary to understand options, identify resources, plan, implement, and evaluate the effectiveness of a communications/social marketing initiative for your organization.

www.wkkf.org/Toolkits/Communication/
English – United States

Spin Tool-kit – Spin Tutorials
The SPIN Tool Kit is a collection of tutorials on effective media strategies and tactics to support social change work. It is packaged for quick reference for activists, and are designed to coach social change organizations on some of the common "how-to" questions in your work with the media.

www.spinproject.org/resources/tutorials.php3
English – United States
**Lobbying the Government**

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**Be H.I.P.P: Have Influence on Public Policy Manual & E-Learning Module**

Designed by YMCA Canada to help YMCA leaders and voluntary sector leaders to increase their understanding of the structure, processes, priorities and key players of local, provincial and federal governments in addition to providing tools for developing and influencing public policy strategy.


Bilingual - Canada

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**The Non-Profit Lobbying Guide – Bob Smucker**

This is a handbook for volunteers and staff of charitable organizations, especially new volunteers and staff, to help them take advantage of the liberal rules for lobbying by charities.


English – Canada

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**Participating in Federal Public Policy: A Guide for the Voluntary Sector**

As part of the Capacity JointTable commitments in the area of building policy capacity, this guide was designed to help voluntary organizations participate in Canadian public policy dialogue as well as to give federal departments greater insight on how to involve their sector counterparts more effectively.


Bilingual - Canada

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**Lobbying/ Working with the Private Sector**

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**Cultural Diversity in Organizations and Business: Gaining a Competitive Advantage**

This primer is intended to serve as a guide for organizations – whether business, not-for-profit, or institutions that desire to become more effective in today’s fastchanging markets and demographics. It is for organizations that need help in their process of organizational change to value and manage cultural diversity. This is a primer and not meant to be the definitive guide.


English – Canada

**DiversityInc.com**

[www.diversityinc.com](http://www.diversityinc.com)

English – United States

**Centre for Diversity and Business**

The Centre for Diversity and Business aims to support business and other organisations in this changing landscape.

[www.diversityandbusiness.com/structure/frame.html](http://www.diversityandbusiness.com/structure/frame.html)

English – United States

**Global Diversity Institute**

Our mission is to provide practitioners with an alternative source of education, certification, and collaboration for their diversity and intercultural praxis focused on workplace issues of ethics, justice, pluralism, humanism, identity, autonomy and dialogue, including communicative competencies. This praxis entails advocating a socially responsible stakeholder balance between employee autonomy and customer, supplier, financial and community responsibilities. Our praxis orientation involves the latest theory informing the best practice methods.

[www.globaldiversityinstitute.org](http://www.globaldiversityinstitute.org)

English - International
YOUTH RESOURCES

Laidlaw Foundation
This site contains a list of reports and papers on social inclusion. It is available in PDF format and hard copy (ordering details are provided). The reports and papers are available in both official languages.
www.laidlawfdn.org/page_1069.cfm
Bilingual - Canada

Anti-racism Education
This site contains a bibliography of anti-racism education resources such as books, multimedia kits and videos. The resources from this list are available from the Instructional Resources Unit Manitoba Education, Training and Youth.
www.spcw.mb.ca/uploaded/English%20Youth%20Engagement.pdf
Bilingual - Canada

Alberta Civil Liberties Research Centre
Engaging Students in Social Responsibility: An Annotated Bibliography of Web Sites. The annotated bibliography of web sites is linked to the Alberta Civil Liberties web site. It is intended for teachers and other educators that want to teach and instill the value of social responsibility in youth.
www.aclrc.com
English – Canada

First Nations Education Steering Committee
The Anti-Racism Toolkit consists of resources such as print materials, teaching manuals and videos. The objective of the workshop is to train community members to actively participate in the facilitation of anti-racism training for other community members. The Toolkit is currently being adapted for use by Anti-Racism Youth Leaders and for an elementary level audience.
http://www.fnesc.ca/about_anti_racism.php
English - Canada

Youth Against Racism in Europe
Youth against Racism in Europe (YRE) is a campaigning international youth organization, active in 16 countries in Europe.
www.yre.org.uk
English – United Kingdom

Crosspoint Anti-Racism Canada
The site contains a list of resources on: Anti-racism, Diversity, resources for the Aboriginal, Jewish and Gay Lesbian Bisexual Transgendered communities, information on resources for the Disabilities community, Human Rights and Immigration/Refugees. The resources vary and include: books, links to grassroots organizations, government organizations, teaching tools and magazines.
www.magenta.nl/crosspoint/cnd.html
English - Canada

Cultures Canada
This web site contains a variety of information such as: a community based event calendar, discussion board, links to diversity related media, job opportunities, volunteer opportunities, links to organizations involved in diversity and anti-racism initiatives, online bookstore and other teaching tools. The target audience is broad in scope and suitable for anyone interested in anti-racism and multicultural education.
www.culturescanada.ca
English - Canada

Don’t Buy In
This is a program based out of Calgary, Alberta. It is an initiative of the Calgary Police Service Cultural Resource Unit attached to the Hate Bias portfolio. This site is very interactive and offers: a discussion board; a police car
game that gives participants the chance to answer trivia questions; samples of local music; Public Service Announcements; links to resources; scenarios and role playing activities based on Dr. Ishu Ishiyama's Anti-racism Response Training and a community resource board. This site is great for youth, schools and community organizations working with youth.

www.dontbuyin.ca
English - Canada

Human Rights Education Resources for Children and Adults
Provides a resource list of not for profit organizations and their respective web sites. It also includes a list of books, videos and curriculum related to human rights.

www.yhr Cyrk.ca/pdfs/HumanRightsEducationResourcesForChildrenAndAdults.pdf
English - Canada

The Memory Project
Welcome to the Dominion Institute's Speakers' Bureau, a unique on-line resource containing the names and profiles of community leaders who are ready to visit your classroom or community organization to share their experiences of immigration.

www.passagestocanada.com
Bilingual - Canada

Manitoba Education, Citizenship and Youth
This site contains a bibliography of anti-racism education materials such as books, articles, videos and multimedia kits. It is suitable for teachers and anti-racism educators.

English - Canada

Parentbooks
The target audience for this site is parents and educators. It contains a bibliography of books that are appropriate for children and youth. The primary focus of the books is anti-racism and multicultural education.

www.parentbooks.ca/antiracism_multicultural.html
English - Canada

Racism. No Way
This site is based out of Australia. It is an excellent resource for youth, teachers and anti-racism educators. The content includes country profiles on: demographics, legal and constitutional framework, education policy and anti-racism education policy. It also includes: a resource library, games for youth, strategies and frameworks for organizations and educational resources for varying grades and age groups.

www.racismnoway.com.au
English - Australian

Resist Racism: A Vancouver Public Library Guide
This resource is a bibliography of books related to anti-racism education available through the Vancouver Public Library. It has a broad audience; the resources are suitable for youth and adults interested in anti-racism education. Additionally, the guide also contains a list of local organizations involved in the work of anti-racism education.

English - Canada

Historica – Youth Links
The Historica Foundation of Canada is a charitable organization dedicated to increasing awareness and understanding of Canadian history and its importance in shaping our future. Through its website, www.historica.ca, and its interactive, leading edge educational programs, Historica brings Canadian history to life in classrooms and communities from coast to coast to coast.

www.youthlinks.org
Bilingual – Canada
United Nations Association in Canada – The Kit
An education manual created by youth for youth with a focus on anti-racism education. It includes information on interactive activities, terminology and an extensive resource list.
www.unac.org/yfar/index_e.htm
Bilingual - Canada

Unleashing Youth Potential: Understanding and Growing Youth Potential in Philanthropy and Volunteerism
This paper focuses on youth engagement, volunteerism and philanthropy. It provides helpful tips and suggestions for organizations interested in empowering youth.
www.yipcanada.org/index_e.cfm
English – Canada

Without Prejudice: Resources for Change
This site was developed by the Access to Media Education Society (AMES) an organization based out of British Columbia. This is a youth based initiative that offers a train the trainers program. The resource link includes information on Anti-racism, Anti-homophobia and Aboriginal Issues. Resources include: books, web sites, learning resource guides, videos, links to organizations, other media and publications.
www.accesstomedia.org/change/resources/archives/books.html
English – Canada

Youth Reach Out Against Racism (ROAR)
Youth ROAR is an initiative based out of Calgary, Alberta. Youth ROAR’s focus is anti-racism education for youth. This website offers links to other youth initiatives (local, national and international) with a focus on anti-racism education, human rights and social justice. Additionally, it provides great content on terminology and history as it pertains to anti-racism education. The site also provides an overview of the program itself and opportunities that are offered for youth. Youth are the primary target audience of this site. However, teachers and community organizations with a youth focus will benefit from this site as well.
www.youthroar.ca
English - Canada

Taking a Stand
The focus of this resource is broad. It covers a multitude of social issues that affect youth. Additionally, it provides games and activities as well as links to resources and community initiatives.
www.takingastand.com/links.shtml
English - Canada

YouthEngagementandVoice.org
This site provides a list of links to youth organizations and initiatives with a focus on youth empowerment and engagement.
www.youthengagementandvoice.org
English - Canada

Tolerance.org
Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides educators with free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond. Our magazine and curriculum kits have earned Oscar nominations, an Academy Award, and more than a dozen honors from the Association of Educational Publishers (EdPress) including the Golden Lamp Award.
www.tolerance.org
English – United States
**Diversity Toolkit**
This site is designed for teachers, youth and activists. It includes information on funding sources for programs, a glossaries section, selected readings and links to online resources. Additionally, it includes a section for youth on "Tips to Getting Started". This section provides youth with strategies on how to develop successful youth led social justice initiatives.

[www.ucalgary.ca/~dtoolkit/](http://www.ucalgary.ca/~dtoolkit/)

*English* - *Canada*

**Youth Action Network**
The Youth Action Network (YAN) is a non-profit organization dedicated to empowering youth to take action on social justice and environmental issues. As a fully independent, youth run organization, YAN is committed to ensuring that young people play an integral role in their communities. YAN's Resource Action Centre (RAC) is a practical database for youth to learn how to take action, with guides on fundraising and starting projects. Information on the environment, government, social justice, human rights, international affairs, and many other issues is also available. RAC can be accessed by phone, fax, email or mail.

[www.youthactionnetwork.org/rac/](http://www.youthactionnetwork.org/rac/)

*English* - *Canada*

**Video - Mennonite Central Committee**
This site contains a list of videos related to anti-racism education. A video synopsis is provided for each resource listed along with cost of purchasing, length of video and intended target audience. Mennonite Central Committee has offices in Canada and the U.S. Videos are available for loan.

[www.mcc.org/damascusroad/resources.html](http://www.mcc.org/damascusroad/resources.html)

*English* - *Canada*

**Video - Multicultural Resources: An Annotated Bibliography of Video Resources**
This resource manual is a compilation of videos on a variety of topics. Some of the topics covered include: Canadian History, Human Rights, Immigrant Experience, Media and Culture, Aboriginal Experience, Racism, Religion and Culture, Terrorism and Multiculturalism. The videos identified are suitable for varying age groups (children, youth and adults).

Prepared by the Alberta Association for Multicultural Education

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*English* – *Canada*

**Become a Leader for Social Justice – Advocacy.org**
Become a Leader for Social Justice is a resource guide to encourage and equip young people to pursue social justice work.


*English* – *United States*
GLOSSARY OF TERMS

This list includes many of the terms commonly used in diversity, anti-racism and equity discourse today. The terminology is constantly changing; as a result, the list remains a work in progress.

Aboriginal Peoples
The descendants of the original inhabitants of North America. Term used to collectively describe three cultural groups of aboriginal people – ”Inuit”, ”Métis People” and ”First Nations”. These are three separate peoples with unique heritage, languages, cultural practices, and spiritual beliefs, histories and political goals.

Acceptance
Affirmation and recognition of those whose race, religion, nationality, values, beliefs, etc. are different from one’s own.

Acculturation
The process or result of cultural and linguistic contact between members of two speech communities, characterised by borrowing of vocabulary or grammatical patterns, bilingualism and loan words, as between European settlers in North America and the indigenous population.

Anti-Racism
An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.

Assimilation
The full adoption by an individual or group of the culture, values and patterns of a different social, religious, linguistic or national group, resulting in the elimination of attitudinal and behavioural affiliations from the original cultural group. Can be voluntary or forced.

Barrier
An overt or covert obstacle; used in employment equity to mean a systemic obstacle to equal employment opportunities or outcomes; an obstacle which must be overcome for equality to be possible.

Bias
A subjective opinion, preference, prejudice or inclination, formed with reasonable or unreasonable justification, that influences and individual’s or group’s ability to evaluate a particular situation objectively or accurately; a preference for or against.

Capacity building
A coordinated process of deliberate interventions by insiders and/or outsiders of a given society leading to (i) skill upgrading, both general and specific, (ii) procedural improvements, and (iii) organizational strengthening. Capacity building refers to investment in people, institutions, and practices that will, together, enables them to achieve their development objective.

Citizenship
Can be defined as ”the status of having the right to participate in and to be represented in politics.” 1 It is a collection of rights and obligations that give individuals a formal juridical identity. T.H. Marshall, whose work has long dominated the debates about social citizenship, considered citizenship as ”a status bestowed on those who are full members of a community. All who posses the status are equal with respect to the rights and duties with which the status is endowed.”
Civil society
The web of associations, social norms and practices that comprise activities of a society as separate from its state and market institutions. A “healthy”, powerful civil society requires institutions with strong, intellectual, material and organizational bases, reflecting social diversity. It also requires an open, constructive interaction between the civil society organizations (CSOs) and the state and market sectors. Civil society includes religious organizations, foundations, guilds, professional associations, labor unions, academic institutions, media, pressure groups and political parties.

Conventional Refugees
Men, women and children with good reason to fear persecution in their home country because of their race, religion, gender, nationality, political viewpoint, or membership in a particular social group.

Cultural Diversity
The definition of culture has long been a controversy and the term is used in a variety of ways. One commonly used definition is:

"[Culture] is that complex who which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society."

Cross-border population flows, such as migration, lead to increased diversity within societies. This diversity often refers to the co-existence of a difference in behaviour, traditions and customs -in short, a diversity of cultures. UNESCO’s governing body, the General Conference, adopted the UNESCO Universal Declaration on Cultural Diversity in 2001.

• Firstly, the Declaration promotes the principle that "[c]ulture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations." (Article 1)

• Secondly, the Convention emphasizes the understanding of moving from cultural diversity to cultural pluralism. "In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. In-dissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life." (Article 2)

• Thirdly, the Convention delineates cultural diversity as a factor in development. "Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence." (Article 3)

• Finally, cultural diversity presupposes the respect for human rights. "The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon..."
human rights guaranteed by international law, nor to limit their scope." (Article 4)

**Discrimination**
The denial of equal treatment, civil liberties and opportunity to individuals or groups with respect to education, accommodation, health care, employment and access to services, goods and facilities. Behaviour that results from prejudiced attitudes by individuals or institutions, resulting in unequal outcomes for persons who are perceived as different. Differential treatment that may occur on the basis of race, nationality, gender, age, religion, political or ethnic affiliation, sexual orientation, marital or family status, physical, developmental or mental disability. Includes the denial of cultural, economic, educational, political and/or social rights of members of non-dominant groups.

**Diversity**
A term used to encompass all the various differences among people – including race, religion, gender, sexual orientation, disability, socio-economic status, etc. Concerns have been expressed by anti-racism and race-relations practitioners that diversity programs may water down efforts to combat racism in all its forms.

**Empowerment**
The expansion of assets and capabilities of disadvantaged people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives. In its broadest sense, empowerment is the expansion of freedom of choice and action. It is a participatory process which places or transfers decision-making responsibility and the resources to act into the hands of those who will benefit.

**Ethnicity**
The multiplicity of beliefs, behaviours and traditions held in common by a group of people bound by particular linguistic, historical, geographical, religious and/or racial homogeneity. The word ‘ethnic’ is often used to denote non-dominant or less powerful cultural identities in Canada.

**Ethnocentrism**
The tendency to view others using one’s own group and customs as the standard for judgement, and the tendency to see one’s group and customs as the best.

**Exclusion**
The International Labour Organisation defines social exclusion as being "a state of poverty in which individuals cannot access the living conditions which would enable them both to satisfy their essential needs (food, education, health, etc.) and participate in the development of the society in which they live."
The European Union adopted the term, but widened the definition stressing that social exclusion occurs when people cannot fully participate or contribute to society because of "the denial of civil, political, social, economic and cultural rights." It is indicated in the definitions that exclusion results from "a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, bad health and family breakdown."

**Human Rights**
Human rights affirm and protect the right of every individual to live and work without discrimination and harassment. Human Rights policies and legislation attempt to create a climate in which the dignity, worth and rights of all people are respected, regardless of age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender, marital status, place of origin, race, sexual orientation or socio-economic status.
Immigrant
One who moves from his/her native country to another with intention of settling for the purpose of forging a better life or for better opportunities. This may be for a variety of personal, political, religious, social or economic reasons. The word is sometimes used incorrectly to refer, implicitly or explicitly, to people of colour or with non-dominant ethnicities.

Indian Act
Introduced shortly after confederation. The Indian Act was an amalgamation of pre-confederation colonial legislation that had been updated to meet the needs of the merging Canadian state to expand and allow European settlement of the west and other regions. This Canadian legislation governs the federal government’s legal and political relationship with Aboriginal Peoples across Canada. It has been amended many times. In the late 1800s and the first few decades of the 1900s, it was continually revamped to make it more repressive, thus furthering the Canadian state’s goals as assimilation. Since 1945, some of its more draconian elements have been removed to comply with the international human rights law regarding civil and political rights, including opposition to genocide.

Integration
The process of amalgamating diverse groups within a single context, usually applied to inter-racial interaction in housing, education, political and socio-economic spheres or activity, or the incorporation of children, defined as disabled, into neighborhood schools and classrooms. People who are integrated still retain their cultural identity, unlike those who are assimilated. Integration is the policy with action that ends segregation.

Inter-sectionality
The interconnected nature of all forms of oppression (cultural, institutional and social) against particular groups, and the way they are imbedded within existing systems such that they operate in insidious, covert and compounded ways (e.g. gender and colour; religion and race; sexual orientation and race).

Intolerance
Bigotry or narrow mindedness which results in refusal to respect or acknowledge persons of different backgrounds.

Marginalization
With reference to race and culture, the experience of persons who do not speak the majority group’s language, cannot find work or gain access to social services and therefore, cannot become full and equal participating members of society. Refers also to the process of being “left out” of or silenced in a social group.

Minority Group
Refers to a group of people within a society that is either small in numbers or that has little or no access to social, economic, political or religious power. In Canada, refers to the diverse ethno-racial identities that are not of the dominant white group. In some areas, they are not always in the minority numerically. Minority rights are protected by the Canadian Charter of Rights and Freedoms, The Human Rights Acts and Codes, and the UN Convention on the Rights of Minorities. The term may imply inferior social position. In common use, Racial or Visible Minority refers to people whose ancestry is not English or Anglo-Saxon; Linguistic Minority refers to people whose first language is not European (or not French in Quebec).
Multiculturalism
Federal policy announced in 1971 and enshrined in law in the Multiculturalism Act of 1988 which acknowledges the unequal access to resources and opportunities of Canadians who are not of the dominant group, and urges the recognition of their contributions, the preservation of their cultural heritage and the equal treatment of all Canadians.
The existence within one society or nation of two or more non-homogeneous but equally recognized ethnic, racial, cultural, linguistic or religious groups. Canadian (federal) and Ontario (provincial) policies on multiculturalism ensure this diversity and equal rights for and recognition of all groups. (Although it can and should include anti-racism, there has been an increasing recognition of the limitations of this concept because it does not explicitly acknowledge the critical role that racism plays in preventing the achievement of the vision, and also because it may promote a static and limited notion of culture as fragmented and confined to ethnicity).

People of Colour
A term which applies to all people who are not seen as White by the dominant group, generally used by racialized groups as an alternative to the term visible minority. It emphasizes that skin colour is a key consideration in the “everyday” experiences of their lives. The term is an attempt to describe people with a more positive term that non-White or minority which frames them in the context of the dominant group.

Pluralism
A state in society where some degree of cultural, linguistic, ethnic, religious or other group distinctiveness is maintained and valued. Pluralism is promoted by policies of multiculturalism and race relations, the Human Rights Codes and the Canadian Charter of Rights and Freedoms.

Prejudice
A state of mind; a set of attitudes held by a person or group about another, tending to cast the other in an inferior light, despite the absence of legitimate or sufficient evidence; means literally to “pre-judge”. Frequently prejudices are not recognized as false or unsound assumptions or stereotypes, and, through repetition, become accepted as common sense notions. When backed with power, prejudice results in acts of discrimination and oppression against groups or individuals.

Race
Refers to a group of people of common ancestry, distinguished from others by physical characteristics such as colour of skin, shape of eyes, hair texture or facial features. (This definition refers to the common usage of the term race when dealing with human rights matters. It does not reflect the current scientific debate about the validity of phenotypic descriptions of individuals and groups of individuals). The term is also used to designate social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity. Various types of broad-based groups (e.g. racial, ethnic, religious and regional) are rarely mutually exclusive, and the degree of discrimination against any one or more varies from place to place, and over time.

Racial Profiling
Any action undertaken for reasons of safety, security or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin rather than on reasonable suspicion, to single out an individual for greater scrutiny or differential treatment. Profiling can occur because of a combination of the above factors, and/or gender can influence the experience of profiling.
Racism
A mix of prejudice and power leading to domination and exploitation of one group (the dominant or majority group) over another (the non-dominant, minority or racialized group). It asserts that the one group is supreme and superior while the other is inferior. Racism is any individual action, or institutional practice backed by institutional power, which subordinates people because of their colour or ethnicity. Racism and xenophobia often overlap, but are distinct phenomena. Whereas racism usually entails distinction based on physical characteristic differences, such as skin colour, hair type, facial features, etc, xenophobia implies behaviour based on the idea that the other is foreign to or originates from outside the community or nation.

Social capital
The social capital of a society includes the institutions, relationships, attitudes and values that govern interactions among people and contribute to economic and social development. It includes the shared values and rules for social conduct expressed in personal relationships, trust and a common sense of “civic” responsibility, that makes a society more than a collection of individuals.

Stereotype
A fixed mental picture or image of a group of people, ascribing the same characteristic(s) to all members of the group, regardless of their individual differences. Stereotyping may be based upon misconceptions, incomplete information and/or false generalizations about race, age, ethnic, linguistic, geographical or natural groups, religions, social, marital or family status, physical, developmental or mental attributes, gender or sexual orientation.

Systemic discrimination
The institutionalization of discrimination through policies and practices which may appear neutral on the surface but which have an exclusionary impact on particular groups, such that various minority groups are discriminated against, intentionally or unintentionally. This occurs in institutions and organizations where the policies, practices and procedures (e.g. employment systems, job requirements, hiring practices, promotion procedures, etc.) exclude and/or act as barriers to racialized groups. Systemic discrimination also is the result of some government laws and regulations.

Visible Minority
Defined in the Employment Equity Act as referring to persons, other than Aboriginal peoples who are non-Caucasian in race or non-white in colour.

Term used to describe non-dominant groups who are not White. Although it is a legal term widely used in human rights legislation and various policies, currently the terms racialized minorities or people of colour are preferred by people labeled by others to be ‘visible minorities’.

Glossary adapted from the following sources

- Assembly of First Nations
- Ontario Human Rights Commission
- Canadian Race Relations Foundation
- Canadian Council for Refugees
- United Nations Educational Scientific and Cultural Organization (UNESCO)
- World Bank