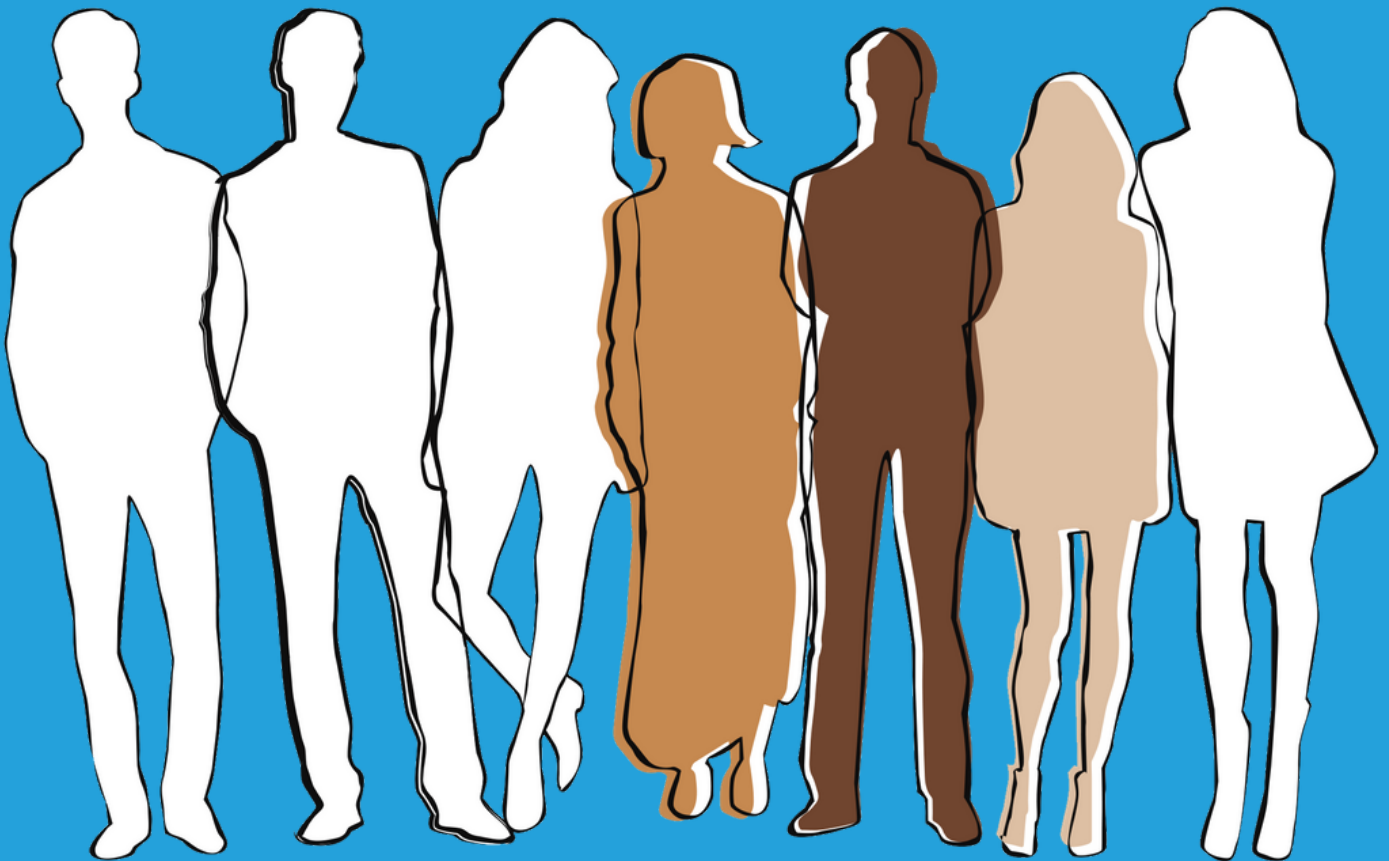


# Dialogue on Race Relations

COMMUNITY CONSULTATIONS 2020



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THE  
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# Introduction

(January 2021)

Racial and ethnic plurality are at the heart of what it means to be Canadian. We are unquestionably one of the most diverse countries in history. Whether we are an inclusive country is the question of our time.

Arguably, our national mission is to build a country where every person enjoys an equal share of human dignity, where we recognize that we are stronger together not in spite of our differences, but precisely because of those differences. But there is a world of difference between a national aspiration and a national mythology.

This report, compiled by the Mosaic Institute, is meant to provide a clear-eyed assessment of the perceptions and realities of race relations in the province of Ontario.

We began with the findings of the landmark study *Race Relations in Canada 2019: A Survey of Canadian Public Opinion and Experience*. We then convened community organizations from across Ontario to respond to the findings. In particular, we asked them to offer guidance to decision makers on what we are now called to do, to fulfil our shared mission to build an inclusive, just, and strong province and country.

As Ontarians and Canadians, we often assess our social progress by casting our eyes south of our border, and rarely do so without a sense of self-satisfaction.

The past four years have stripped Americans of their illusions. But they have also caused too many Canadians to clasp our own illusions still more tightly to our chests.

Most recently, we have looked on with disgust mingled with condescension, as assorted racists, extremists, and domestic terrorists stormed the US Capitol. They called themselves patriots, while waving the banner of Confederate treason. They carried signs praising the “thin blue line”, while bludgeoning a police officer to death. They shouted their love of America, while screaming hatred at Americans.

It is easy to reassure ourselves that these horrors could never happen here. It is far too easy. Many Americans, too, told themselves that such things could never happen in their country; they are not saying that anymore.

As Ontarians and Canadians, we can certainly take pride in the province and country we have built together. But just as certainly, we deceive ourselves if we believe that our task is complete, or our success is assured.

Building an inclusive society is a sleepless struggle against social entropy and decay.

We have come far. We have far to go. We hope this report will help us chart the path.

Akaash Maharaj  
CEO of the Mosaic Institute

**The Mosaic Institute** is a think-and-do tank which brings together people, communities, and nations to advance pluralism and reduce conflict. A charitable not-for-profit organization founded in 2007, we are a national platform operating through Track II diplomacy; people-to-people engagement to foster mutual understanding and to create strategies for peaceful coexistence.

We believe that Canada's diversity is not a problem to be solved, but rather the solution to many of Canada's and the world's conflicts. Our work is built on a foundation of rigorous, impartial, public research and we believe that the shortest path to peaceful solutions is the one that follows truth.

Our programs cultivate the skills and qualities in youth to become the next generation of leaders in inclusion and pluralism. We also hold public events to raise the level of discourse and engagement on issues related to conflict, our responsibilities towards one another, our legitimate expectations of one another, and Canada's place in the world.

For more information about our work, visit [www.mosaicinstitute.ca](http://www.mosaicinstitute.ca)

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# Executive Summary

*On 12 December 2019, the Mosaic Institute convened a roundtable to discuss the findings of "Race Relations in Canada 2019: A Survey of Canadian Public Opinion and Experience" (referred to here as the "Report"), published by the Environics Institute for Social Research (Environics) and the Canadian Relations Foundation (CRRF).*

The Report confirms that many Canadians across different racial backgrounds experience racism and racial discrimination. It also showed that most survey participants believe that racism is interpersonal rather than systemic, a perspective that does not reflect the predominant view of the roundtable participants regarding the existence of systemic racism in Canada. The roundtable saw participation from representatives of nine (9) organizations in Ontario. The discussion was centered around three questions designed to elicit ideas and perspectives on actions that can be taken to address and educate on the systemic nature of racism.

Approximately six months later, in June and early July 2020, Mosaic conducted eleven (11) interviews with representatives from ten (10) community organizations, five (5) of which had attended the roundtable, and five (5) of which had not. These consultations followed the Report and roundtable, and sought to elicit comments and critiques of the survey, expand on the ideas of the roundtable, and provide recommendations to relevant stakeholders. Thus, the purpose of this report is to: 1) outline the perspectives and ideas that emerged during the roundtable; and 2) share the interviewees' thoughts and recommendations on steps they ought to take in response to the Report's findings with relevant decisionmakers and stakeholders.

Through this project, the Mosaic Institute sought to connect with diverse community groups to hear their individual recommendations on how to improve race relations in Ontario. Our findings, captured in this report, offer concrete, actionable steps for a variety of decisionmakers in public, private, and civil society. We are deeply grateful to all who participated in the project, for their time, expertise, and trust.

Some of the recommendations appear to be simple changes (e.g., Recommendation 4A; capitalization), while others require a long, deep audit of past and current policies and institutional behaviour (e.g., Recommendation 5, implement systemic change). It is our hope that decisionmakers will carefully reflect on

these recommendations and implement as many as possible as we all seek to improve race relations in Ontario.

## Links to Important Reference Resources

[Report, "Race Relations in Canada 2019" Survey Executive Summary of the Survey](#)  
[Media Release of the Survey](#)  
[Survey Data Tables](#)

## Recommendation Summary

### 1. Increase Community Engagement

- a. Address language barriers in surveys
- b. Consult the Community

### 2. Reconceptualize the research process and data collection

- a. Collect disaggregated data
- b. Reconfigure and reconcile the data collection process

### 3. Re-think Education/Learning

- a. Change the Ontario curriculum
- b. Use open dialogue
- c. Educate holistically – show the connections between systemic racism, oppression, and white supremacy
- d. Go beyond professional development and training days – have more holistic approaches to anti-racism

### 4. Develop an anti-racist framework

- a. Use language effectively
  - i. No group is monolithic
  - ii. Black and Indigenous must be capitalized
  - iii. The term "visible minorities" or "visible minority" should not be used.
- b. Ensure that Indigenous perspectives and leadership are at the forefront

### 5. Implement systemic and structural change

- a. Action must work to be systemic
- b. Education alone is not enough
- c. Surface-level changes will not last
- d. Do not wait on public will

### 6. Use Canada's relationship with the United States effectively

- a. Understand where and why comparisons to the United States are distracting
- b. Use nuance wherever possible

# Background

On 12 December 2019, the Mosaic Institute convened a roundtable to discuss the findings of *Race Relations in Canada 2019: A Survey of Canadian Public Opinion and Experience* (“the Report”). The Report, created by the Environics Institute (“Environics”) in partnership with the Canadian Race Relations Foundation (CRRF) and released on 10 December 2019, documents the state of race relations in Canada and captures Canadians’ attitudes towards, and experiences of, race relations and discrimination. Additionally, the Report provides key insights into Canadians’ personal experience with discrimination and racism, as well as their perception of the treatment of their own racial group.

The Report’s findings are drawn from the first-ever national survey on race relations, conducted between 17 April 2019 and 6 May 2019, with 3,111 Canadians over the age of 18 years. The survey includes significant oversamples of the country’s largest racial groups (i.e., Chinese, Black, South Asian, and Indigenous Peoples) to measure perspectives and experiences of both racialized and non-racialized Canadians. Some of the key findings of the Report are as follows:

## Experimental

- The majority of Canadians have experienced discrimination due to their race, at least occasionally, if not more often. Specifically, 54% of Black respondents and 53% of Indigenous respondents have experienced racial discrimination either regularly or from time to time.
- Racial discrimination happens in a range of settings such as in the workplace, in schools or universities, in stores, or restaurants.

## Observational

- Most Canadians have witnessed mistreatment of others belonging to either the same racial group or a different racial group. This finding includes non-racialized (white) Canadians. Some 45% of non-racialized (white) Canadians said that they witnessed discrimination against someone from a different race. Indigenous Peoples are most widely believed to experience racial discrimination, followed by Black and Muslims or Middle Eastern people; few ascribe this to Chinese Canadians.<sup>1</sup>

- A large majority of Canadians, irrespective of their racial background, believe that some in their country experience discrimination and unfair treatment due to their race. Some 77% of all survey respondents believed that Indigenous people face discrimination, whereas 75% and 73% believe that South Asian and Black people are discriminated against in Canada.

## Attitude towards Racism

- Generally, racism and racial discrimination are seen more as functions of individual attitudes, rather than of systemic discrimination.
- Canadians – across all racial groups – believe people from different races generally get along, and to a lesser extent, believe that all racial groups have equal opportunities to succeed.
- People are generally optimistic about progress toward racial equality happening in their lifetime – a perspective largely shared across racial groups

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1. Importantly, this survey was conducted pre-COVID-19. It does not, therefore, include any analysis of the reported increase in racism against Chinese Canadians during the pandemic. The social response to COVID-19 has illustrated how fragile race relations in Canada can be. This should be a matter of concern for decisionmakers. See <https://www.covidr Racism.ca/> for additional information.

# The Roundtable

(December 2019)

## Objective

The objectives of the roundtable were to:

1. Amplify the Report's findings to the Canadian public and Canadian decisionmakers
2. Enable public policy actors and community actors to employ the Report to develop and inform practical public policy and social steps to strengthen race relations
3. Provide feedback for the Environics Institute and CRRF on the impact and efficacy of its work
4. Produce a summary report and letters addressed to community leaders and policy makers, including the Minister of Heritage and the Minister of Diversity and Inclusion and Youth. The letters outline the public policy steps the government of Canada should take in response to the Report's findings, and community steps ethnocultural communities should take in response to the Report

## Participants of the Roundtable

The roundtable convened by the Mosaic Institute on 10 December 2019 to discuss the findings of the Report and to discuss potential next steps was attended by a wide spectrum of ethnocultural community leaders, academics, and decision makers. Representatives of the following nine organizations were present:

1. Black Policy Conference
2. Board of the National Ethnic Press and Media Council of Canada
3. Canadian Race Relations Foundation
4. Centre for Israel and Jewish Affairs
5. Institute for Canadian Citizenship
6. Canadian Centre for Victims of Torture
7. Ryerson University
8. The Baha'i Community of Canada
9. United Nations High Commission for Refugees

## Discussion

The roundtable discussion was centered around three key questions.

*Question 1: With reference to the Report findings which highlight perceptions of discrimination between various ethnocultural communities in Canada, what work can be done to address inter-community discrimination?*

Participants discussed three distinct strategies for addressing inter-community discrimination:

### **1. Reform legal frameworks to focus on improved race relations.**

While there was agreement that legal frameworks to address discrimination have evolved over the years, participants felt that these practices have failed to truly improve race relations. One suggestion was to adopt a holistic approach that recognizes the complex historical narratives that often support inter-community discrimination in Canada. Subsequently, the solution to improving race relations is not simply more severe penalties for offenders, but also general education to promote positive interactions.

### **2. Race-based data collection and statistics need to be maintained.**

Reliable data is the foundation for effective group advocacy and research. Moreover, wide dissemination of existing data is important so that it is easily available to decisionmakers addressing racial issues. Additionally, barriers to accessing government-led census data and community consultation research needs to be removed.

### **3. Build public will in support of dismantling systemic racism.**

Participants suggested that breaking down systemic racism would improve inter-community relationships, because systemic racism often places different groups in adversarial positions. Public will can help push for systemic changes, such as an overhaul of the legal system or a change in political representation. Participants agreed that civic engagement through human stories is one of the best ways to build public will.

No matter which strategy or combinations thereof are employed, participants agreed that inter-community discrimination can only be addressed using a **multi-stakeholder approach**. It is important to talk to communities, so they can give recommendations to the people who are making the decisions on how to address the problem of racial discrimination and improve the situation.

# The Roundtable

(December 2019)

*Question 2: Where are the gaps in public (or inter-group) understanding, and how can these be addressed? Can they be addressed through public dialogue and education?*

A key challenge identified by roundtable participants was the prevalence of a view amongst Canadians that racism is an inter-personal issue, and not a systemic one. Many participants felt it is a social imperative to create a public understanding that racism has deep systemic roots, and are not just the results of individual personality flaws. Many participants also felt that there is an insufficient social understanding that racism is an outgrowth of historical colonialism and slavery.

Participants generally agreed that developing a deeper and more complete social understanding of the nature and prevalence of racism in Canada is possible, but will be difficult. In a similar vein as the discussion around Question 1, many participants felt that education and raising awareness are key. Some participants suggested that simple exercises, like activities that encourage those with significant privilege to see the benefits that their privilege affords them compared to those who face systemic racism, could be persuasive. Moreover, participants felt that engaging with those with differing viewpoints and having tough discussions through community consultations is important. Community discussions are crucial because systemic racism can be perpetuated by individuals who wield social, economic, and political decision-making power. Discussion can help get to the core of this and also spread awareness.

*Question 3: What recommendations should be provided to the new government/Minister of Heritage and the Minister of Diversity and Inclusion and Youth to respond to the issues raised by the Report?*

Two main recommendations were discussed during the roundtable. **First, the government should discontinue its practice of using public resources to delay, divert, or evade judicial or tribunal processes or rulings meant to halt racism in policies or measures by government bodies.** Several participants brought up the example of persistent efforts by the federal government to evade rulings by the Canadian Human Rights Tribunal on reparations for the removal of Indigenous children, and to exhaust

Indigenous litigants through the predatory use of legal maneuverings. **Second, governments should consult with racialized groups to seek their insights and guidance on the most important measures to eradicate racial oppression.** Such measures will be different for different communities, and thus it is important to engage with all affected communities.



# Consultation and Recommendations

(June - July 2020)

## Objective

The community consultations were conducted to be a follow-up to the Report (December 2019) and Mosaic's Roundtable (December 2019), as well as a starting point to discuss larger themes and issues. Below is a series of observations and proposals that emerged from these discussions.

All the following proposals were discussed in the consultations, and so were related to us at one point or another during the interviews. Therefore, none of the observations, conclusions, or proposals below are Mosaic's or necessarily reflect a consensus among the participants. They are instead a compilation of what we heard in those consultations. We acknowledge that the perspectives brought to these consultations emanate from generations of community activism, struggles against racism, academic studies, and data collection. Those we interviewed had significant expertise and experience in their respective fields, and drew upon a history of community work. Each set of observations and recommendations features quotations from those conversations.

## Participants

Interviews were conducted with eleven (11) representatives from ten (10) community organizations. Five (5) were participants in the roundtable, while five (5) were invited but were unable to attend. The interviews were conducted between June-July 2020. The organizations are as follows:

1. Black Policy Conference
2. Byblacks.com
3. Canadian Arab Institute (CAI)
4. Canadian Race Relations Foundation (CRRF)
5. Centre for Israel and Jewish Affairs (CIJA)
6. Chinese Canadian National Council for Social Justice (CCNCSJ)
7. Council of Agencies Serving South Asians (CASSA)
8. South Asian Legal Clinic of Ontario (SALCO)
9. The Baha'i Community of Canada
10. The Canadian Centre for Victims of Torture (CCVT)

## Methods

A standard series of seven questions (included in the appendices) were provided in advance to maintain consistency through all the interviews and to enable our qualitative analysis to identify major themes and

suggestions. However, we occasionally also asked follow-up questions, allowing the conversation to develop in organically.

The interviews were recorded and transcribed, providing approximately 80 pages of material to analyze. This data was then aggregated (using quantitative data analysis, clarified in the Appendix) to draw out major concepts and themes, as well as hierarchies and relationships between ideas. This data provided the material for the six recommendations identified below, including all their subordinate suggestions as well as selected quotations from the interviews.

## Observations and Recommendations

These observations and recommendations reflect the range of what we heard during the consultations. They do not necessarily represent a consensus among the participants or the views of the Mosaic Institute itself.

Once common thread throughout the consultations is the reference to "anti-racist" practices (see Appendix for definitions). While the goal of this project was to seek recommendations on improving race relations in Ontario, the consistent call to implement "anti-racist" strategies and methods is noteworthy.



### 1. Increase Community Engagement

Community engagement is essential for the development of any kind of approach or policy that strives to be anti-racist. Careful consideration must be taken to ensure accessibility of engagement, who is included, and what

# Recommendations

voices are recognized. While communities will try to make their voices heard, the onus cannot be solely on them. Governments and other decisionmakers must reach out and actively reflect and assess whether their consultation efforts are adequate.

## 1-A. Address Language Barriers in Surveys

Language is an important consideration in the accessibility of surveys. While English and French are the official languages of Canada, neither is the first language of many Canadians, and some (predominantly racialized) Canadians do not speak English or French fluently or at all. Surveys that attempt to reach out to racialized participants must consider the language barriers. Wherever possible, barriers should be removed, and language accessibility should be provided. Otherwise, there is going to be an overrepresentation of fluent English and French speakers, which cannot reflect the lived realities of individuals who face racism and barriers because of limitations in Canada's official languages.

## 1-B. Consult the Community

*"It is important to talk to the people... for whom you hope the policy will benefit"*

*"There also needs to be a willingness on behalf of the public and also decisionmakers to participate in dialogues that are uncomfortable and to continually challenge that status-quo."*

Community consultation is critical. At the very least, if a policy or intervention would affect an identifiable group, that group must be consulted. The onus is on decisionmakers to do the work to identify and reach out to relevant organizations, groups, and individuals who can effectively convey the experiences of racialized communities. Surveys and interviews can be effective tools.

Importantly, a variety of voices within communities must be included. One experience never speaks for all and an effort should be made to seek out unseen and unheard voices. As well, grassroots organizations can provide alternative perspectives compared to those that are associated with more established and "traditional" power structures. Furthermore, academic voices do not usually reflect the lived realities of all individuals and cannot speak on behalf of a whole community alone.



## 2. Reconceptualize the Research Process and Data Collection

Data collection is vital to understand systemic racism and race relations. There are, however, critical considerations that decisionmakers must incorporate when conducting, publishing, and using research. Reconceptualizing the research process, and conducting data collection intentionally and equitably, would benefit the collection of data on race relations in Ontario.

## 2-A. Collect Disaggregated Data

*"Data collection is a structural tool of oppression in Canada. We do not collect race-based data for a particular reason."*

Disaggregated data must be collected. This was a constant recommendation that emerged from the consultation process. Without data disaggregated by race (and religious/creed), structural inequalities are much harder to measure and the marginalization of racialized people in Ontario can remain unquestioned and unexamined. Far too often, groups that know they face racism or significant discrimination are required to provide "proof" to receive consideration from the government or other decisionmakers. Since there is a lack of disaggregated data, there is often no "official" proof, and communities are faced with the further burden of collecting the data themselves.

Disaggregated public data can more effectively educate the public, and advise governments and other decisionmakers on what needs addressing, and is an

# Recommendations

important tool for communities in their fight for racial justice. Decisionmakers must also take careful consideration of how populations are divided in disaggregated data, and how it could be aggregating groups that have very different lived realities (see recommendation #4). For instance, the relative “success” of one racialized group can be used to skew the harm facing another if both sets of data are aggregated together.

## 2-B. Reconfigure and Reconcile the Data Collection Process

*"At some point this information can become harmful just because it depends on how the data is gathered, how its collected, who is being asked the survey questions, what is the sample size, what are the metrics that are being used to analyze the data... the first step is to collect the data but more so, the important question is who's collecting the data and who is analyzing the data and who's being asked these questions"*

It is not enough to just conduct research and publish data in a vacuum. The very act of data collection must be in concert with the communities that it directly impacts. This means removing the need for centralized control and top down management, as well as decisions over what data gets used for and what is deemed “reliable” information. Although communities are often overburdened with the onus of data collection, this problem can be alleviated. Funding can be increased to make such research viable and sustainable; government agencies can conduct research with the direction, oversight, and consultation of the affected communities; and critically, **the experiences of racialized communities must be taken seriously.** Often lived realities of racialized individuals are not taken seriously or require third-party “proof” for others to believe them. Rather than overburden and potentially retraumatize people, we should believe survivors of racist incidents and treat their experiences as legitimate and important.

## 3. Re-think Education/Learning

Education and learning must be readily available and happen often. It should not occur only within the classroom for students, but everywhere and with everybody. Any place and any time can be a moment of learning, and this must inform decisionmakers' approaches. Consistently throughout the consultation process, we were told that Canada, and the Ontario

government more specifically, are not teaching the important histories and perspectives of racialized people, including historic harms, successes, and struggles. Decisionmakers should assist racialized communities in ensuring that their stories are heard.

### 3-A. Change the Ontario Curriculum

*"We need to consider the burden that we're asking young people to take on in education. With a curriculum that is racist, that is sexist, that is homophobic. Because it doesn't include those narratives, those histories from the country. And so, to me, education is about the pursuit to better our knowledge. That knowledge can come in many forms, it can come through storytelling, it can come through research. We can create more critical thinkers, and work towards problem solving and see better future."*



The Ontario curriculum must change. Especially in subjects like history, students are given an education that is based on predominantly white, Eurocentric narratives that ignore or minimise some of the most destructive, and critical, parts of Canadian history. When children, teenagers, and young adults do not understand how historical harms have contributed to what Canada is now, it becomes much harder for them to identify systemic racism and its relationship to the history of our country.

As well, a new curriculum should embrace a multicentric “way of knowing”. Different perspectives, especially racialized ones, should be included. Indigenous forms of governance and culture for instance, or the impact of the Haitian revolution on

# Recommendations

Canada's political development, rather than the usual appeals to purely British and French philosophies and origins are potential starting points.

While steps have been taken in this direction in recent years, this progress ought to be a reason to continue changing and critically assessing the education curriculum, rather than assuming that it is sufficient. Community consultation, especially from grassroots organizations, can play a critical role here in ensuring that untaught histories are included.

Importantly, this does not mean teaching that Canada is bad. Rather, it is including the histories that are left out, histories that help to show the struggles and triumphs racialized communities, and histories that improve the understanding of systemic racism in Canada today, rather than fictionalizing a past that was at many points violent and racist.

### 3-B. Use Open Dialogue

*"We often confuse education with propaganda. And raising awareness with a one-way communication"*

*"Perhaps as an initial step is having a common understanding of reality."*

Open dialogue is key for intercultural understanding. Decisionmakers should create safe space for this kind of exchange. Education in a classroom environment is one strategy, but alternatives beyond it should be explored. Government does not always have to be a mediator or a conduit for understanding, and indeed ought to not monopolize (but should fund) education and dialogue.

Dialogue means an equitable two-way communication, with the simultaneous understanding that the majority of "dialogue" throughout Canadian history has been largely top-down and imposed upon communities. As well, although dialogue must occur in a "safe" space, this should not be a reason to avoid difficult conversations. Indeed, improper dialogue often involves those in power actively avoiding uncomfortable or unsettling conversations that are essential to impart the realities of race relations and systemic racism in Canada. Perpetuated harm must be understood, even when it may be hard to hear.



### 3-C. Educate Holistically - Show the Connections Between Systemic Racism, Oppression, and White Supremacy

*"All oppression is linked. So, if my white counterpart doesn't recognize it is detrimental to our Collective Humanity we can't move forward, racialized people can't move forward without White folks getting on board. How do we work towards that? There's a lot of learning and unlearning required."*

*"There's that kind of complete understanding of Oppression [that] makes people really realize and think about their actions and I think that's where it succeeds, where people begin to change the way that they think about how oppression works"*

Systemic racism is real and dangerous in Canada. As the name implies, systemic racism is built into the very structures of Canadian society. It is a part of our institutions, identity, and government. It stems from historical harms and the active goal of excluding and oppressing those who are not part of the majority. This discrimination goes beyond race and includes religions that are often inappropriately but nevertheless frequently race-coded, such as Islam. This, therefore, has created a society that is based around the practice of white supremacy.

Even if Canadians do not actively ascribe to white supremacy, systemic racism allows this kind of oppression and thinking to continue. Any kind of education, therefore, must show structurally how systemic racism thrives, and its mutual relationship to white supremacy, heteropatriarchy, colonialism, and slavery. Holistic education should also include conversations about intersectionality, and how multiply marginalized communities are often not consulted or acknowledged in decisionmaking spaces.

### 3-D. Go Beyond PD and Training Days – Have More Holistic Approaches to Anti-Racism

*"I think education and raising awareness should be embedded into everything the organization does and not just the once in a year kind of thing."*

# Recommendations

*"I think when we are educating and raising awareness, we have to kind of accept it completely for what it is."*

Anti-racist education should not be something to assign to a specific day or workshop. It is not just an element of staff training or a box to check. Rather, while staff training and Professional Development (PD) days can be important, anti-racism must be a constant, overarching framework. If schools, libraries, community centers, and other government funded places of learning do not operate continuously with a clearly articulated set of values and a mandate to maintain them, then staff, and the institution itself, cannot effectively confront systemic racism.

This recommendation also spreads to parts of our education system that are not immediately associated with learning. For instance, our schools' approaches to discipline and order are deeply steeped in practices such as over-policing and racial profiling, which are racist practices. Only by fundamentally rethinking and critically examining the entire environment of learning and viewing education as something that needs to happen to our institutions and not just by them, can such systemically racist foundations be identified and dismantled.



## **4. Develop an Anti-Racist Framework**

Good intentions are important, but if they are not backed up with a strong framework that maintains anti-racist principles, then positive intentions can have very negative effects. Such a framework, like education, must be constant, and ought to be developed in consultation with a diverse group of community organizations. Effective strategies and policies are still necessary, but an overall anti-racist framework can help to reevaluate past approaches and direct novel ones on the right path. The following pillars are part of an anti-racist framework.

### **4-A. Centre Racialized Voices in Anti-Racist Work.**

*"It's a flawed reporting to say abusers don't think we have a problem with violence."*

Discussions of systemic racism should intentionally make space for those with lived experience of racism to directly inform suggested solutions. In discussions of systemic racism, certain voices can be distracting and problematic. This is not to say that perspectives should be ignored or excluded. Rather, context is important when seeking to dismantle systemic barriers to improved race relations in Canada. For example, in broadly reflecting the demographic composition of Canada, as the Report did, non-racialized (white) voices played a key and important role in accurately reflecting Canada's majority perspective. In confirming the existence and manifestations of systemic racism, however, racialized voices should be centered, as they reflect a lived experience with racism that is imperative to include in order to create actionable, impactful solutions. Especially in contending with white supremacy, non-white voices must always come first. To quote Audre Lord, "[...] the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change."

### **4-B. Use Language Effectively**

*"I think that we need to recognize that communities are not monolithic and will come from different perspectives."*

The way that terms and concepts are defined and shared is important. Such language can shape ideas, approaches, and perspectives in profound ways. During the interviews, one participant highlighted the way in which the term "social distancing" has become commonplace, easily communicable, and descriptive of necessary action, and is thus a prime example of the power of language. It is also an example of government's ability to profoundly shape public understanding. Considering this, therefore, language used by government and other decisionmakers matters considerably. Conscious and comprehensive language can be a beneficial tool for change. Narrowminded and uncritical language, however, can further harm oppressed communities and strengthen the foundations of systemic racism. The representatives of community

# Recommendations

organizations that we interviewed repeatedly stressed the importance of language. Thus, any key terms and concepts must be developed in consultation with relevant community organizations, and any decisions must be taken seriously, with an awareness of how language can be used to shape public understanding.

Some contributions from our consultations on this point are as follows:

## 4B-i. No Group is Monolithic.

This importantly means that no descriptive label, such as European, African, Black, or white, can ever properly describe all individuals in that group. Broad terms certainly have their uses (such as initial groupings or wide distinctions), but using them uncritically, thoughtlessly, or in any way that uses a broad brush without nuance over a large population will only further enforce stereotypes, erase diversity, and greatly reduce the effectiveness of any kind of anti-racist mandate.

Some terms, like South Asian or Black, are so broad and encompass so many different countries and cultures that they do not define anything specific or are appropriately descriptive at all. Anti-racist policies or statistics that deal only with broad terms for communities will inherently be insufficiently broad and may reproduce harmful stereotypes.

Similarly, some terms, like Arab or “Indigenous” when used as a homogenising term, are often imposed and are a product of colonial structures. Indigenous on its own ignores the diversity and interdependence of various Indigenous nations and cultures, from  $x^w m \theta k^w \dot{a} y \dot{a} m^2$  (Musqueam) to Mi’kmaq. “Arab” ignores the intersectional experiences of the Arab community. The Arab community is the largest newcomer population across Canada and it also includes Muslim, Queer, Indigenous and Black community members, which is often not highlighted in research and/or discussions about the community. Arab community members often get lumped under ‘Muslim’ or ‘Middle Eastern’ categories only, further taking away from the various intersectional experiences and demographics of the Arab community in Canada.

A best practice when engaging with individuals or groups, is to ask how they would like to be identified

and then proceed accordingly. Additionally, consider intersectionality of experiences and identities when seeking community consultation; community members will identify differently depending on how they are being asked to participate.

## 4B-ii. Black and Indigenous must be capitalized.

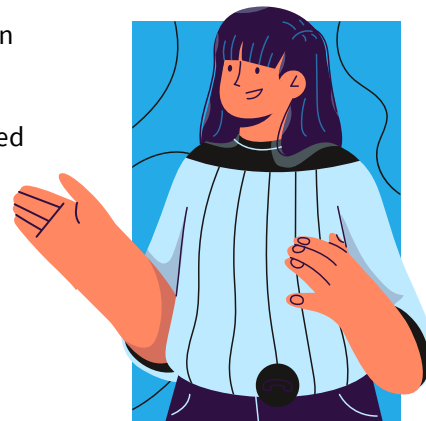
This shows respect for the communities and denotes their status as distinct, rights-bearing groups with living histories. Far too often dominant groups (such as European or white) are capitalized while marginalized groups (such as Black and Indigenous) are not, reinforcing white supremacy. This adjustment is a necessary step to dismantle systemic racism and improve race relations.

## 4B - iii. The term “visible minorities” or “visible minority” should not be used.

This recommendation came up repeatedly in the consultation process as community groups have been advocating for changes to this term to better describe the experience of Canadians.

Canada has also been criticized by the United Nations for its continued use of the term. This term inherently describes an identity of marginalization and existence on the fringe of Ontario society, tying those it describes to a role that is secondary to the majority (white/European Ontarians). This empowers white supremacy and amalgamates non-white individuals into a “visible” grouping that is “other”.

Furthermore, it is not accurate. Some areas in Ontario are a majority non-white. The terms non-white and racialized individuals, while still overly broad, are less problematic.



2.  $x^w m \theta k^w \dot{a} y \dot{a} m$  is the Halkomelem pronunciation of the nation’s name. Musqueam is the anglicized form. For more information visit <https://www.musqueam.bc.ca/>

# Recommendations

## 4-C. Ensure that Indigenous Perspectives and Leadership are at the Forefront<sup>3</sup>

*"If Indigenous leadership is not in the forefront, we are failing everybody."*

In any anti-racist approach, decisionmakers, especially governments, ought to ensure that Indigenous peoples are central to this process. Indigenous peoples, the original inhabitants of what is now Canada, who have been subject to not just racism but ongoing genocide<sup>4</sup>, have to play a central role in deciding the future of our country. This means taking Indigenous knowledge seriously, respecting sovereignty, and understanding where anti-racist struggles overlap and find common threads in the fight against colonialism.



## 5. Implement Systemic and Structural Change

Addressing systemic racism requires systemic solutions. Although public understanding and will is important, especially in learning to identify the ways in which systemic racism is perpetuated, fundamental change is only possible if the systems that perpetuate this harm are changed.

Even if every Canadian understood how systemic racism manifests itself, that would not necessarily mean that racist institutions would operate any differently. Systemic racism is the product of prejudiced individuals who built societal structures, and unless these structures are actively changed or dismantled, then they will keep operating without hinderance.

Specific recommendations that we heard on how to create systemic change include:

### 5-A. Action Must Work to Be Systemic

*"It doesn't really change anything until the actual system is revamped."*

Systemic racism is deeply connected and embedded throughout Canadian society. It is resilient and able to reproduce itself when its foundations remain intact. It is mainly perpetuated by average Canadians, rather than intentional racists. Thus, any kind of anti-racist strategy, especially by government decisionmakers, must be systemic too. This is why anti-racist frameworks are so important, and why education must be a constant, because racism has to become ingrained into the very processes of Canadian society.

As such, government action, based on a clearly defined set of values, is critical. Decisionmakers must lead by example and fund, legislate, overturn, and amend wherever and whenever possible, based on thorough consultation and understanding.

### B. Education Alone Is Not Enough

*"You cannot organically make social assistance rates go up because people who are in disproportionate levels of poverty are suffering the most. That is something that governments have to have the will to just do, right? and so no, education is not enough. We need action."*

As demonstrated in the above quote, education is important, but it is not enough. Education will not necessarily, in and of itself, motivate individuals, and if there is no action, nothing will change.

If decisionmakers are to measure their success, it should be by how much they acted and encouraged others to act to make systemic change.

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<sup>3</sup> Report of the Committee on the Elimination of Racial Discrimination' (New York: United Nations, 13 March 2012), 9; "Visible Minority": Is It Time for Canada to Scrap the Term?', <https://www.theglobeandmail.com/canada/article-visible-minority-term-statscan/>.

<sup>4</sup> [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Supplementary-Report\\_Genocide.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Supplementary-Report_Genocide.pdf)

# Recommendations

## 5-C. Surface Level Changes Will Not Last

*"Symbolic actions and attention to language can be very important steps in this process... but they're not sufficient."*

While certain symbolic actions are necessary, such as ensuring language is adequate, or apologizing for past harms, they are not sufficient. They ought to be a starting point, rather than a means to the end. For example, spreading the idea of “social distancing” would have likely been wholly ineffective in Ontario if the government did not simultaneously enact firm rules for stores, restaurants, offices, and individuals. Ensuring a common understanding was important, but it actually worked when there was government action alongside it. Creating “buzzwords” and spreading ideas can be great for building momentum, but unless that momentum is sustained with action, initial steps will fail to lead to any real change.

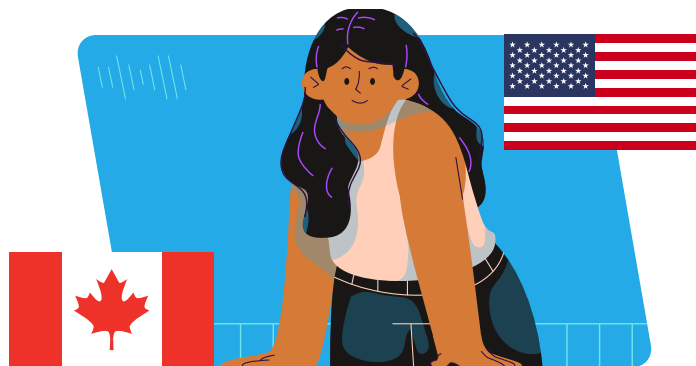
## 5-D. Do Not Wait on Public Will

*"We need to see change happening from the federal government."*

*"For the change that we need for communities that are you know, really desperate for change, we actually just need decisionmakers to legislate and make those changes, right? That doesn't happen."*

Public will is a critical factor in winning elections or maintaining political popularity. But when it comes to anti-racist action, waiting for a palpable “public will” is playing it safe and appealing to the status quo of systemic racism. Inspiring Ontarians can be a way to build momentum, but actual change will only come when governments act. Public will is not necessary when it is clear where the harm is, how it is happening, and what can be done to fix it, especially if the affected communities have communicated the harm. Decisionmakers are so called because they have the power to make decisions. Thus, decisionmakers, especially in government, are always accountable.

Leaning too heavily on public will is an excuse for inaction and can turn into largescale political apathy. Rather than wait for public will to permit action, decisionmakers should act to build the momentum of public will.



## 6. Use Canada's Relationship with the United States Effectively

Comparisons, especially to the United States, have the significant potential to be misleading and problematic. Although it is easy to see the United States as struggling with race relations and systemic racism, focusing on their issues can serve to obscure the ways in which Canada struggles with many of the same endemic problems. The United States is used as a foil; Canadians use it to absolve ourselves of guilt. Canada's deep and inseparable relationship with the United States, however, can offer important and illuminating insights if used effectively.

### 6-A. Understand Where and Why Comparisons to the United States are a Distraction

*"No, it's not possible to use comparison in a positive way. It's possible to look at research and community led initiatives in the United States for best practices, but in terms of comparing the two spaces it is an exercise in futility."*

Comparing the United States and Canada is rarely productive. While it may seem like the two countries are similar, the United States has approximately ten times the population of Canada, a very different political culture, and a different relationship to imperialism and colonialism, among many other things. The United States is constantly sensationalized in the mass media, especially with its current leadership, and therefore the comparison can seem far worse without that being the case.



# Recommendations and Conclusion

It is far more effective and helpful to identify historical **links** between the two countries' evolutions, for example, their common relationship to slavery, or their relationship to Indigenous peoples (whose traditional lands often cross the Canada-US border). Additionally, the public exposure of questions of race relations in the US is aided in part by their far more extensive collection and use of disaggregated data. Thus, a lack of data can obscure Canada's problems by diverting attention to problems in the United States. This perception of Canada as being "better" only further entrenches systemic racism, as it allows Canada to avoid critical conversations about race. It is crucial, therefore, to understand that facile comparisons should be avoided, but properly exploring Canada's relationship to the US can be productive.

## 6-B. Use Nuance Wherever Possible

*"I think it's valuable definitely to make those comparisons, but the history is not necessarily the same, the communities are not necessarily the same."*

While large comparative statements about the United States and Canada may appear self-evident, such as "things are worse in the United States", "Canada is far more multicultural", or "the US is a melting pot while Canada is not", these claims lack nuance (and often clear evidence) and can obscure and distract rather than instruct. Comparisons must be made carefully, with a mind to context and historical relationship. Additionally, adding nuance to already existing sensationalized comparisons can expose their fragility and help to illustrate how they hide Canada's problems with racism. For example, if it is pointed out that "based on recent protests and police violence, Canada's Black population is far better off than the United States' Black population," it should be clarified what "better off" means, and whether violence and protests are a sign that things are worse, or that perhaps the United States is further along highlighting harm and organizing against police aggression. With this nuanced approach, Canada's social ills are revealed, and possible remedies present themselves.

## Conclusion

Between February – July 2020, the Mosaic Institute sought to connect with diverse community groups to hear their recommendations on how to improve race relations in Ontario.

Our findings, captured in this report, offer their concrete, actionable steps for a variety of decisionmakers in public, private, and civil society. We are grateful to all who participated in the project, for their time, expertise, and trust.

Some of the recommendations appear to be simple changes (eg Recommendation 4B; capitalization), while others require a long, deep audit of past and current policies and institutional behaviour (eg Recommendation 5, implement systemic change).

It is our hope that decisionmakers will carefully reflect on these recommendations and implement as many as possible as we all seek to improve race relations in Ontario.



# Appendix 1

## Consultation Materials

The conversation will take place as a Zoom video call, provided the willingness and ability of all participants to do so.

Below are seven (7) questions that will be asked in the conversation. These questions serve as a roadmap – if you have any other thoughts, clarifications, questions, or feel uncomfortable about anything at all, please let us know. The questions themselves are bolded. Some include multiple parts, which are listed. Often, there is a blurb before each question that establishes context. The questions draw mainly from the findings of the roundtable (described in depth in the summary report) and the [Environics Race Relations Survey](#).

After the questions, there are definitions of key terms used, as well as links to important external resources, such as information from Environics.

### Question 1

**Do you have any general feedback or questions on the Summary Report, or the definitions provided above?**

### Question 2

The Environics survey sought to mimic the demographic composition of Canada within their sampling and weighted results. This importantly reflects the reality that both Canada as a whole, and the weighted survey results are around 70% white. As a result, while the results were represented by ethnicity and oversamples of racialized minorities were taken, white participants by far had the greatest sample size, and the largest influence on overall percentages.

Further, the survey illustrated that most respondents are of the opinion that racism is an inter-personal issue rather than a systemic one. The Roundtable focused on this finding, a view which they agreed can obscure the actual structural realities – and systemic racism – that racialized minorities in Canada face. Indeed, the results of the survey showed that 81% of all respondents believe that in their own communities, people of different ethnicities generally get along. For most respondents (the weighted majority of whom are white) racism is something that exists elsewhere, perpetuated by individual bad actors.

In a country where white voices and perspectives are the most prevalent, and often unaware of the manifestations of systemic racism, how can we work to make this majority:

- a. Recognize the struggles of racialized minorities**
- b. Identify structural realities for racialized folks**
- c. Move beyond their own echo-chamber**

### Question 3

The roundtable concluded that data collection and statistics need to be maintained. Especially considering the lived realities during COVID-19, reliable data can be essential to illustrate structural inequalities along racial lines that are exacerbated by the virus.

- a. How can groups like Environics, as well as government agencies responsible for data collection, play a positive role in raising awareness through publishing surveys and statistics?**
- b. Can this type of information ever be harmful?**

### Question 4

The roundtable agreed that inter-community discrimination must be addressed using a multi-stakeholder approach. It is important to involve communities, so they can give recommendations to decision makers, including politicians, civil servants, and key private sector actors, on how to address structural, systemic, and ongoing racism.

- a. Is there a critical element that all decision makers ought to understand in order to generate positive change and confront racism in Canada?**

### Question 5

The roundtable repeatedly affirmed that education and raising awareness is key. However, recommending this approach to decision makers in all sectors can be unspecific, and can leave decision makers with the ability to determine what “learning” is on their own terms.

- a. What do the concepts of “education” and “raising awareness” mean to you in practice?**
- b. In your experience, where does this type of understanding succeed, and where does it fail to live up to expectations?**
- c. Who is best to take up this task, and where can it be potentially co-opted?**

# Appendix 1

## Consultation Materials

### Question 6

The Environics Race Relations Survey included frequent contrasts to studies done in the United States on race relations. While this comparison provides an important reflection on attitudes towards racism in both countries, as Canadians, we often compare ourselves to the United States in order to distract ourselves from our own significant issues surrounding race. Police brutality, the repression of Indigenous resurgence and COVID-19 based racism are just a few examples of harm here in Canada.

- a. Is it possible to use comparisons to the United States in a productive and informative way?**
- b. Do such comparisons only serve as a convenient distraction?**

### Question 7

The roundtable identified that building up public will is essential to address systemic racism.

In your experience:

- a. How do we build and support the foundations of public will?**
- b. Is education sufficient or are there other aspects that can further motivate Canadians who are unaware, or apathetic to, the pervasive nature of racism in this country?**

# Definition of Key Terms<sup>5</sup>

## Multi-Stakeholder Approach

An approach that includes various applicable and affected parties. Proposals, especially policy, ought to include full and competent consultation, and not be made unilaterally. This kind of approach embodies the sentiment “nothing about us without us.” Effective solutions include a variety of perspectives and lived experiences, especially from communities that have historically been denied participation in deciding and creating the measures that affect them directly.

## Oversample

An oversample is a survey’s population sample that includes a higher share of a certain group than is present in the total population that the sample is taking from. For instance, although Black individuals make up 3.5% of Canada’s population according to the 2016 census, they make up 9.2% of the Environics Institute’s sample population for this survey. All racialized individuals were oversampled. However, for total results (represented in percentages), these oversamples were corrected (weighted) by the Environics Institute to reflect their actual percentage of the overall Canadian population. Oversamples, therefore, were gathered to ensure more reliable statistics and diminish the effects of potential outliers. Otherwise, the sample size for racialized minorities would have been unreliably small.

## Race

This Environics Institute frames race as the following:

*“The term “race” is problematic from a number of perspectives, in part because there is no consensus on exactly what it refers to. The term is widely used in the context of relations between people from different backgrounds and physical characteristics (e.g., culture, ethnicity, religion, history and skin colour), and as a way to define segments of society facing systematic challenges (racialized people). In this report, the terms “race” and “race relations” are used for purposes of editorial clarity, with full acknowledgement of the limitations they entail.” - Executive Summary pg. 2*

Race “relations,” therefore, ought to not be seen as a fully descriptive term, but rather as an ongoing, inherently nebulous, framing.

## Racialized Individuals

A term used by the Environics Institute as a contrast to white individuals within Canada. It can be a way to define a group of people who face systemic challenges.

It is used as a blanket term by the Environics Institute to speak about Canada’s four largest racialized groups that the survey focuses on, which are Chinese (352 respondents or 11.3% of the total sample population), Black (287 or 9.2%), South Asian (304 or 9.8%), and Indigenous (362 or 11.6%). There is also an additional category of “other” (414 or 13%). Environics further breaks Indigenous people into First Nation (164 or 45% of Indigenous participants), Inuk (22 or 6%), and Metis (176 or 49%). All these groups were weighted in the final totals to represent their corresponding percentage in the overall Canadian population.

## Systemic

Something that is deeply ingrained into contemporary society. It pervades institutions, economies, governments and attitudes, both conscious and unconscious. Systemic racism, therefore, is racism that is inherently built into societal foundations. Eliminating it requires more than just changing individual behaviours, but the very structure of society itself.

## White Individuals

A descriptive term used by the Environics Institute to denote individuals who are not racialized individuals within Canadian society. This descriptor is based upon the physical identifier of skin colour, rather than any specific ethnicity, religion, or ancestral descendency. Out of the 3111 people that Environics surveyed, 1300 (approx. 42%) identified as white. This, therefore, represents an undersample of the actual white population of Canada, which is around 72.9% according to the 2016 census. Environics weighted final total results to approximately reflect this percentage.

## Links to Important Reference Sources

[Final Report of the Environics Race Relations Survey](#)  
[Executive Summary of the Survey](#)  
[Media Release of the Survey](#)  
[Survey Data Tables](#)

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5. These are the definitions sent before interviews were conducted and are shared for the sake of transparency. As such, they do not represent Mosaic’s current definitions and should be understood as insufficient and erroneous where changes have been made. Like all important anti-racism work, we must be open to change and criticism, and these past definitions are evidence of that change.

# Appendix 2

## Interview Codes and Quantity

### Methodology

A standard series of seven questions (included in the appendices) were provided in advance to maintain consistency throughout all the interviews and allow for more easy comparison to draw out major themes and suggestions. However, follow-up questions were occasionally asked, allowing the conversation to develop in organic and often insightful ways.

The interviews were recorded and transcribed, providing approximately 80 pages of material to analyze. This data was then aggregated (using quantitative data analysis) to draw out major concepts and themes, as well as hierarchies and relationships between ideas. This aggregation is listed in the table below. Hierarchy is represented through indentation.

“Name” refers to the specific code, “Files” is the number of interviews that the code was referenced in, and “References” is the total number of times across all interviews that the code was referenced.

Name	Files	References
Action	1	1
Lack of action	1	1
Lack of Control of action	1	2
People make strong emotional reactions before thinking through things	1	1
Tasks for White People	2	3
Dedication and Humility Required	1	2
Step outside of your own experiences and be uncomfortable	3	14
White people need to listen to the experiences of non-white folks	6	12
Unsure of an answer	4	7
Canadian Identity	2	2
Individualism	1	2
meritocracy	1	3
Meritocracy is not equal in Canada	1	1
Comparisons to the US	8	12
comparisons are problematic	5	6
Comparisons cause us to abdicate responsibility	1	1
Comparisons to the US are not positive	5	5
Comparisons to the US can be helpful	5	6
Context Matters in Comparison	2	2
Differences not Distraction with US comparisons	1	1
lack of a social welfare system	1	1
Look at experiences beyond the US	1	2

# Appendix 2

## Interview Codes and Quantity

We are similar to the US	1	1
Create Spaces for Communities	3	3
create an environment that fosters transformation	4	4
Data Collection	2	3
Clear intent with data	2	3
community led data collection	6	8
Create a usable framework for data collection	7	8
Data can be Harmful	4	7
Concerns from the community about data collection	4	4
Prevent the misuse of data	1	1
Data informs policy solutions	2	2
Data needs to be collected	8	10
Data needs to be shared as widely as possible	1	1
Jurisdiction matters in data collection	2	2
Lack of Disaggregated Data	3	4
Mimicking Demographic Composition	4	4
Need for disaggregated data	8	12
Need for targeted data collection	1	2
Not enough Data	2	2
Onus of data collection put on communities	2	2
Race Based Data	1	3
The youth voice is important	1	1
There is enough data, need action	1	1
Understand Survey Methods and their Limitations	3	4
US has better disaggregated data	2	4
Who collects data is important	1	1
Definitions	3	3
Capitalize Names	1	1
Caution about using broad terminology	3	6
Definition of Race	3	6
Definitions determined by those impacted	2	2
Groups are not monolithic	2	3
Highlight dignity rather than victimization	1	1

# Appendix 2

## Interview Codes and Quantity

Importance and power of buzzwords	1	1
Importance of Language	4	5
Missing Anti-Faith Sentiments	1	1
Not capitalizing names	1	1
Participant Description	7	7
Racism of language hierarchy	1	1
Visible Minority is a Problematic Term	2	2
Dialogue	1	1
Abolish the echo-chamber	3	4
centring voices	2	2
consult with those affected	6	10
Include people who are impacted by systemic racism in conversations	8	9
intentional Outreach	1	1
Intellectualized voices do not speak for the community	2	2
Discussed at Roundtable	1	1
Distrust from a group or community	1	2
Grassroots Organizations	3	5
Lack of a conversation	1	1
Missing Pieces of the Report	2	3
Need for Engagement	1	1
Need to Create Relationships of Genuine Dialogue	2	7
Race is difficult to talk about	1	1
Distraction	4	4
Excuses are Dangerous	2	2
Example	8	32
Importance of Stories	1	1
Have Shared Values	2	2
Do not require consensus, just a values and goals	4	9
Historical Relationships	2	4
Continuation of Historical Struggles	2	2
Historical Harms	4	4
Human Nature	1	1
Important History not Taught	5	10

# Appendix 2

## Interview Codes and Quantity

Important to talk about the present	1	1
Need to Recognize Historical Harms	3	5
honestly if indigenous leadership is not in the forefront we are failing everybody	1	1
Learn	0	0
Burden of learning should be on the individual, not the impacted community	2	3
community led education	3	7
Consider who education reaches	1	1
Context matters in education	1	1
Educate a complete understanding of oppression	1	1
Education	4	8
Change School curriculums	4	6
Difference Between Education and Propaganda	1	1
Education creates dialogue	2	2
Education helps public will	2	2
Education will not convince everyone	4	6
Heightened awareness of racism is spurring conversation	2	4
Ignorance of a problem	1	1
Importance of Education	5	9
Lack of racialized teachers	2	2
Lack of racialized voices leading to individualistic understanding	3	5
School System	1	1
education needs to be a constant	3	6
Education needs to be honest	1	1
Have clear education goals	1	2
Have faith in the ability of others to learn and change	2	3
Leadership is more important than education	1	1
Learn	3	6
Learn from Differences	1	1
Need better awareness of racism	2	4
Need for Common Understanding	2	3
Prejudice comes from Ignorance	2	2
Privilege must be learned	3	6



# Appendix 2

## Interview Codes and Quantity

Racialized communities can provide education resources	1	1
Racialized groups having to teach white people is exhausting	2	2
Racism is Learned	1	1
Self-Education is critical	2	2
Shallow Education is inadequate	2	2
Share stories of persistence and resilience	1	1
start education early	2	2
Tell personal stories	1	1
Understand how Implicit bias manifests itself	2	2
Understand Positionality	1	1
Unlearning is required	3	4
White people do not know the realities of systemic racism	6	8
Political System	2	2
Any harm is harmful	1	1
Balance of Rights	1	1
Class Divisions based on wealth	1	1
Cooperation is Key	1	1
Government needs to take action	2	2
Importance of Multidisciplinary Approach	2	2
Media Representation	4	10
Need to share power	1	2
Paternalistic Approach to dealing with communities	1	1
Policy Solutions	2	5
Changing Staff Behaviour is the last option	1	1
Legislation creates dialogue	1	1
Policy Framework of Values	3	7
Policy needs to include the voices of those impacted	4	10
Well-meaning intentions can lead to bad results without consultation	4	5
Public Will not always necessary	1	2
Society not prepared to help certain groups	1	1
System based on incentives and consequences	1	1
Urgency of Action	1	4
Use Public Momentum	5	6

# Appendix 2

## Interview Codes and Quantity

World has changed significantly	2	2
Questions	0	0
Question 1	10	10
Question 2	10	10
Question 3	10	10
Question 4	10	10
Question 5	10	10
Question 6	10	10
Question 7	10	10
Race Relations	0	0
Co-option	3	7
Dismantle the hierarchy of racism	1	1
Double Standards between races	1	1
Hierarchy of Racism	5	9
no one is born better than somebody else	1	1
People are exhausted by having to prove their oppression to others	1	1
Recognize Privilege	1	1
Scared to give up privilege	1	1
Shifting Identities	2	2
Representation of Racialized Folks	2	2
We need to rethink ourselves before criticizing others	1	1
Significant Differences between Canada and US	1	1
Symbolic Gestures	1	1
Showing Respect	1	1
symbolic gestures are problematic	2	3
symbolic gestures can be important	1	1
systemic racism	9	31
All societies have systemic features	1	2
Covid-19 Based Racism	6	8
Funding Allocation helps to illustrate systemic racism	1	1
Must see the Big Picture of Racism (Systemic)	4	12
Invisibility of Systemic Racism	6	9
Islamophobia	1	1

# Appendix 2

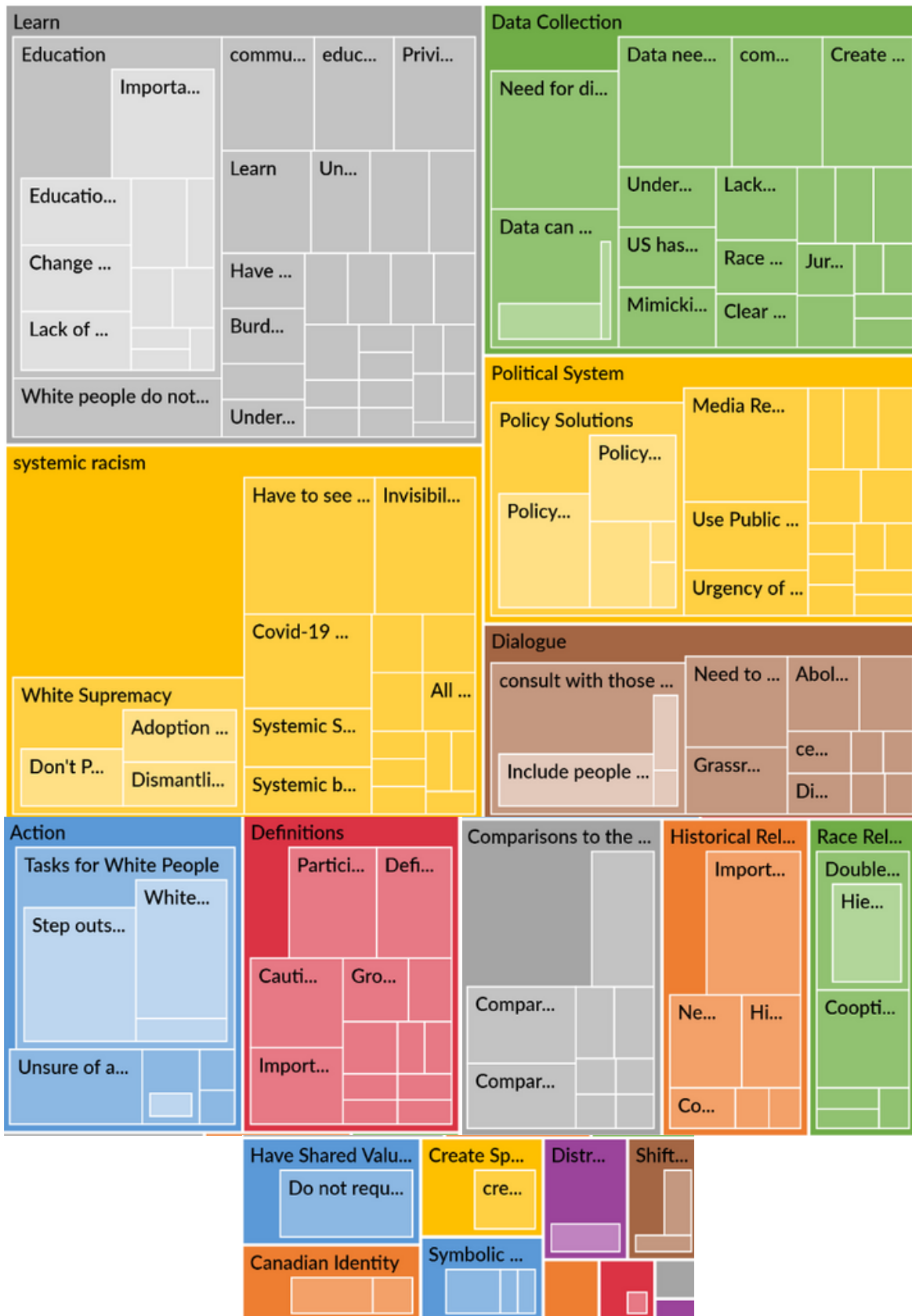
## Interview Codes and Quantity

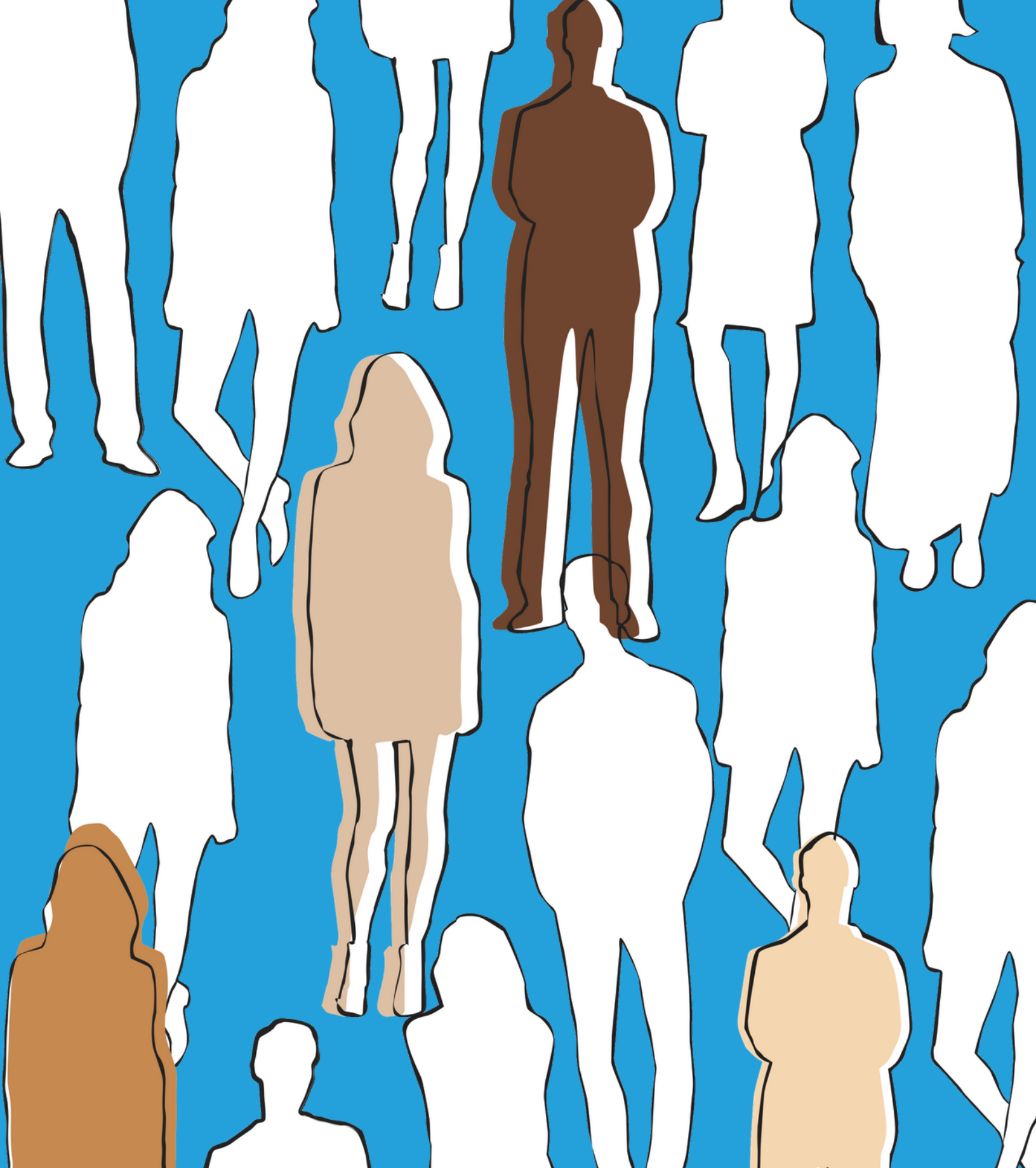
Oppression is linked	1	2
Prioritize the interests of racialized folks	1	1
Systemic barriers for survey participation	1	4
Systemic Racism comes from prejudiced people building societal structures	2	2
Systemic Solutions	3	5
the difference is you cannot use your biased opinion to impact on other people's lives and make them suffer	1	1
Understand how oppression is linked	1	1
Unwillingness to admit racism	1	1
We must examine racism within each societal structure	2	2
White Supremacy	1	4
Adoption into White Superiority	4	6
Dismantling White Supremacy requires trusting experiences that re not white	3	5
Do not Protect White Fragility	3	6
We look to our neighbour to feel better about ourselves	1	2

# Appendix 3

## A Visualization of Code Hierarchy and Quantity

This visualization corresponds to the hierarchy and quantities listed in Appendix 2. Items too small to quantify are unlisted in the figure below.





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