



Window of Quebec

Creating Awareness on Racism and Discrimination in the Employment Sector and Building Diversity and Inclusion at Workplace using Digital Story-Telling



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Section I – Introduction

About Window of Quebec

Window of Quebec (WoQ) is an innovative technology program of ZMQ Global which is supported by Canada Heritage under the Anti-Racism Action Program. The program has been conceived to create awareness on racism and discrimination at workplace using digital stories. The larger objective of the program is to uphold values of diversity and inclusion; and confront racism and discrimination at various levels. Window of Quebec works with six marginalized communities in Québec namely Indigenous, Black, Arab, Latin American, South Asian and South East Asian. WoQ has launched digital stories which are collected as grass-root testimonials from the communities to create awareness on racialism and discrimination.

The specific objective of the program is to build knowledge, change attitudes and develop new practices to address systemic barriers in the employment sector. The program has also developed a monitoring and evaluation system through pre-test and post-test assessments to measure impact of these stories. The digital tools have been developed in English and French; and made available on YouTube and mobile phones (App). The stories are being disseminated through multiple modes like corporations, public events and social media. The project takes its inspiration from ZMQ's tested and proven models of **YourStoryTeller** (YST) Initiative and **Includo** project.

The project is divided into three phases: Design, Digitize and Disseminate. The first phase of the program works with community-based organizations by conducting workshops to source various stories of experiences, both challenges and champions. The second phase of the program converts the experiences of communities into storyboard, validating it and converting them into digital stories. The third phase involves the dissemination of the digital storytelling in the corporate and communities as 'Voices in the Community'.

About ZMQ Global

ZMQ Global is a non-profit organization whose mission is to improve the quality of life of communities in different countries using technology. ZMQ Global develops and implements digital solutions in the areas of healthcare, education, diversity & inclusion, livelihoods, skills development and capacity building. Working with local stakeholders and innovative partners, ZMQ Global uses technology as a vehicle for social change, empowerment and sustainable development. ZMQ creates solutions and implements them on the ground with local partners and communities by providing timely information and connecting them with life-saving services, thus achieving sustainable development. ZMQ also works with citizen sector organizations and creates solutions to address their social challenges, increase their outreach and effectiveness; thus empowering both organizations and communities.

ZMQ's d-C4D Approach

ZMQ is a pioneer in d-C4D (digital Communication for Development) and has been successfully using it since 2005, when it globally launched **FreedomHIV/AIDS Program** – mobile phones based games on HIV/AIDS awareness in India and Africa. Three most successful approaches of dC4D used by ZMQ have been Role-play based Gaming, Decision-Tree based Story-telling and Edutainment based Trainings. Till date, ZMQ has globally accomplished over 120 behaviour change campaigns on several critical social issues and challenges using digital technologies. In all, ZMQ behaviour change campaigns have impacted over 92 million beneficiaries.

One of the salient features of ZMQ d-C4D approach is building the capacities of communities to understand, negotiate and participate in decision-making by using real-world scenarios in a risk-free environment. This model of ZMQ for sustained behaviour change is termed as 'Real-World Risk Reduction Method using Game Mechanics'.

Data Analytics & User Behaviour

d-C4D gives an opportunity to measure the effect of a communication tool, its impact and behavior. ZMQ specializes in integrating scientific instruments in its campaigns to measure the effectiveness and impact of the digital tools. ZMQ also captures KAP (Knowledge, Attitude & Practices) of the users through digital tools, which tells us what people know about certain things, how they feel about it and how they behave. Understanding KAP level enables us to design a more efficient process of awareness creation appropriate to the needs of the community.

Every 'in-game' activity provides a scope of embedding measurable footprints (tracker points) to track behaviors. A sophisticated database records the data such as user profile, interaction with different scenarios, decisions taken, influencing factors, consequences of actions, feedback received and points scored. These data points help to assess knowledge gaps, risks taken, behavioral patterns, beliefs and practices that need to be changed to inculcate positive behaviors. Based on the user data, there is also an opportunity to provide customized pathways to different users to adopt healthy behaviors. An efficient way of measuring the change in knowledge is by conducting a pre-test and a post-test within the digital tool based on real-life events which is often referred by ZMQ as co-efficient of learning or virtual change in behaviors.

Inspirations for WoQ

Window of Quebec take its inspiration from two of ZMQ's proven and tested models. The models are:

- **Your-Story-Teller** (<https://yourstoryteller.org/>) is a platform which generates stories of social justice by collecting testimonials from the ground, developing them into digital stories and delivering them back to the communities using mobile and internet with the objective to 'strengthen voices and empower communities'.

Storytelling is a proven methodology for inculcating sustainable behaviours. It has shown a unique capacity for raising awareness among large numbers of people on critical social issues, and motivating them to adopt new behaviours, attitudes and practices (Tsui & Starecheski, 2018). Story-telling helps us to determine the root causes of social problems and also help in finding solutions. For the communities, stories work as best practices which can be shared within them to learn and bring in sustainable ways to change their lives.

- **Includo** (<http://www.Includo.in>) is a project developed and implemented by ZMQ (India) along with Center for Research and Interdisciplinary (CRI, Paris) to promote value of diversity and foster inclusivity at workplace through board games, digital games and role-play exercises to build organizational capacity.

Our theory of change is to use games to create awareness on social issues leading to behaviour change. It has been proven that games can serve as an ideal platform to provide real-world environments and its risks on a compact & risk-free platform. The game enhances knowledge and learning in an engaging and entertainment mode, and this provides a basis for promoting behaviour change. The complete model of learning for behaviour change in the world of digital games is based on social cognitive theory (Baranowski, Buday, Thomson, and Baranowski, 2007).

Window of Quebec Strategy

Digital story-telling is a very successful approach to create awareness on various social issues like inclusion & diversity, racism & discrimination, human rights, trafficking, public health challenges, environment and many other social issues. Window of Quebec has been conceived to create awareness on racism and discrimination at workplace using digital stories. The program uses a three-phased strategy - Design, Digitize and Disseminate. With well-defined outcomes, the program has a robust monitoring and evaluation system which helps in impact assessment. The three phases are well defined and described below.

Phase I : Design - Community-Level Workshops

The first phase of the program is Design, where community-level workshops are conducted such as interviews, workshops and community consultations etc. with the six marginalized communities and individuals in Québec (Indigenous, Black, Arab, Latin American, South Asian and South-East Asian) with an objective to document their experiences and stories on racism - overt and micro-aggressions; and their impact on them in different settings like job seeking and workplace. Depending on the government regulations viz COVID-19 restrictions, some of the digital meetings are also being conducted. A robust pre-test and post-test system is being developed for monitoring and evaluation.

The key outcomes of the design phase are:

- To hold workshops in the above communities and document stories on overt and covert racism.
- To develop storyboards based on the community consultation.
- Increased knowledge of the communities in art of sharing and documentation of racist experiences into stories to address the issues with employers and other marginalized communities.

Phase II : Digitize (Story Development)

The second phase of the program is Digitize, where storyboards are converted into digital stories. It includes developing characters, backgrounds, graphic design, animations, writing dialogues, translations, audio recording and visual effects etc. The stories will be developed for various platforms like YouTube and other mobile platforms - Android and iOS.

The key outcomes of the digitize phase are:

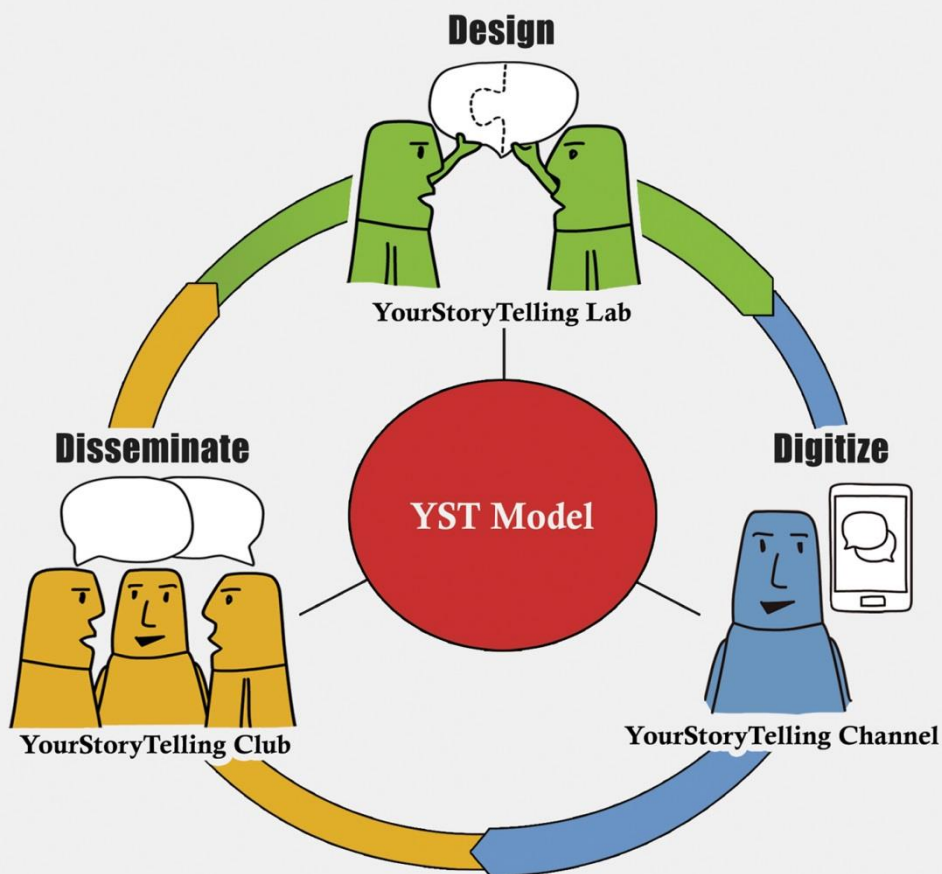
- To create 12 animated digital stories on racism, their impact and solutions in the above mentioned marginalized communities.
- To produce the stories into 3 technology modes: YouTube, Android and IOS App .
- To develop one robust pre-assessment and post-assessment evaluations

Phase III : Disseminate - Storytelling Clubs and Workshops

The third phase of the program is Disseminate, where the digital stories are disseminated through selected organizations (corporations, government organizations, NGOs). The main objective is to create awareness in the staff and at the management level of these organizations by addressing the stories of systemic barriers within the employment sector. In addition to this, we will also set up kiosks and story booths across various public events in the city of Montreal. As such, Phase 3 will be an incubator for awareness, knowledge development and attitudinal change (KAP model) for inclusion.

The key outcomes of the disseminate phase are:

- To setup 'Window of Quebec' kiosks in corporations, run the stories with their staff and sensitize them on the challenges of racism and discrimination faced by the marginalized communities.
- To create public events in the city of Montreal to create awareness on racism and discrimination in the general public
- To disseminate the tools with the public for wider reach and sensitization
- To capture Pre-test and Post-test information of each story and its level of engagement by the users to assess KAP indicators.



Design	Digitize	Disseminate
<ul style="list-style-type: none"> • Conduct workshop with communities and participants • Train the group on art of story-telling using hands-on session • Create stories on the drawing sheets 	<ul style="list-style-type: none"> • Generate assets for digital stories like graphics, audio and text • Publish stories using YST authoring platform • Promote stories through social media 	<ul style="list-style-type: none"> • Disseminate stories with communities and beneficiaries • Conduct focus group discussions with communities on critical issues • Evaluate impact by capturing Knowledge, Attitude & Practice

Section II – Using the Guide

About the Guide

Racism and Discrimination is an uncomfortable topic to talk about. Here the objective of ZMQ is to use digital storytelling to tell real story of the communities which will sensitize people and build a more equitable, diverse and inclusive environment at the workplace.

This book is used by facilitators, peer educators, volunteers and community members as a training guide to conduct workshops to use digital comics under the Window of Quebec. It is a complementary tool to the digital comics to encourage discussion about the racism and discrimination in the employment sector experienced by the six communities in Quebec (Canada). The communities are Indigenous, Black and other racialized communities - Arab, Latin, South Asian and Sout-East Asia.

In a workshop environment, the role of facilitator is important in deployment of this social innovation. The facilitator will raise awareness about the existence of racism and discrimination, showcase the digital stories, prepare discussion groups and ensure that a healthy discussion takes place. There will be a lot of take-away for participants like handouts, posters and learnings.

This book can also be used as a reference guide for partners, donors, international organizations and non-profit organizations to understand how edutainment based digital strategies can be used effectively for various SBCC (social and behavior change communication) programs.

Understanding and Racism & Discrimination

Racism is the process by which systems and policies, actions and attitudes assign values and create unequitable opportunities and outcomes for people based on their physical appearance, skin color, hair texture or other racial features. This 'process' grants unfair advantages to individuals belonging to socially and politically dominant racial groups, while unfairly disadvantages 'other' individuals and racial groups. Racism then enables advantageous dominant groups to exercise power to discriminate against, oppress and limit the opportunities and rights of the disadvantageous groups.

Impact of racism ranges from short term daily interpersonal interactions shaped by race, to long lasting race-based opportunities for good education, housing, employment, healthcare access, justice etc. It manifests as serious disparities in, but not limited to socioeconomic status (wealth, income, qualifications, housing), health outcomes (mental and physical health) and representation in the criminal justice system (incarceration rates etc.) between the dominant and the 'marginalized' racial groups.

In multiracial societies, racist prejudices and actions create barriers for individuals to experience inclusion, equity and dignity owing to their racial identity. Racism adapts and changes over time, and can impact different racial groups in different ways. For example, with legislations on Human Rights, the racial prejudices have become more covert than overt, and difficult to pinpoint. Hence many authorities deny the existence

of racism. However, when we compare the racial disparities through statistical methods, it becomes obvious that racism is still alive and kicking. Racism can be structural, institutional, interpersonal or internalized.

In the Phase 1 of Window of Quebec (WoQ) Project, we engaged with over 800 individuals from the marginalized racialized communities in Quebec, in person or online, to document their experiences of racism at work, or while seeking work, as grass root testimonials. The 6 ethno-specific communities were the Black, the South Asian, the Latin American, the South East Asian, the Arab-Muslim and the Indigenous community. Their individual experiences with difficulty in securing a job, or being underemployed despite high qualifications or unable to climb the professional ladder despite being skilled, are living testimonies of how their race has acted as a barrier in their work lives. The comparative racialized data, on employment and income confirms this finding.

Why Story-telling for Racism & Discrimination

Storytelling is a proven methodology for inculcating sustainable behaviours. Best evidence suggests, storytelling possesses a unique capacity for raising awareness among large numbers of people on critical social issues, and motivating them to adopt new behaviours, attitudes and practices. Story-telling helps us to reach to the root cause of social problems and also help in finding indigenous solutions.

For communities, stories work as best practices to share, learn and bring sustainable change. Racism and discrimination are sensitive issues that require difficult conversations. Victims of racism often are hesitant to share their adverse experiences, while the perpetrators often have the tendency to deny its existence. Stories being well known tools for raising knowledge, and sustainable behaviour change, the use of digital talking comics, a ZMQ strategy through YourStoryTeller (YST), provides an additional veil of anonymity to the true stories. Hence the victims of racism and discrimination are at ease in sharing their experiences, while it provides an opportunity to the deniers to learn through indirect role-play.

Dissemination of these digital stories as workshops in workplaces enables initiation of difficult conversations among coworkers, and encourages further sharing of individual experiences. When displayed in public places or through kiosks, they serve as quick and thought provoking testimonials for the audience. The digital stories are a tangible and easy to use tool, which can be disseminated through multiple innovative ways with a far wider outreach.

Glossary

A glossary of most common words and concepts which are often used in racism and discrimination have been prepared. This will guide the participants for better understanding and lead to enriched focus group discussions. Some of the terms are :

- Stereotypes: false beliefs held in society about members of a group other than one's own. They can be positive (e.g. Asians are good at mathematics, Japanese are polite) or negative (e.g. Indigenous are alcoholics, Jews are cheap) (Amnistie

Internationale, 2019)

- Prejudice: a generally negative opinion based on a person belonging to a group other than our own (e.g. because of their origin, sexual orientation, gender, age, abilities, accent) (Jeunesse, J'écoute, 2022)
- Discrimination: direct manifestation of a stereotype or prejudice (e.g. through words, actions, gestures, rules, laws, systems) (Confédération des syndicats nationaux, 2019)
- Unconscious bias: a misconception of a person based on characteristics such as age, weight, skin color, gender, etc. It is a shortcut of thinking embedded in our behaviors and institutions that creates a major barrier to inclusion. However, being aware of it and thinking about how to mitigate its impacts is a first solution (e.g. being more receptive in an interview with a person who has a familiar name compared to a person from another cultural group) (Oberai et Anand, 2018)
- Micro-aggression: a form of repetitive discrimination, whether verbalized or not. There are generally three types:
 - Microassaults: deliberate attacks through discriminatory actions and behaviors (e.g. offensive terms for indigenous peoples)
 - Micro-insults: subtle actions that degrade a person's cultural and racial identity. (e.g. not taking the time to pronounce a colleague's name correctly)
 - Micro-validations: actions that ignore, isolate, or invalidate the realities of a person of color (e.g. asking a person where they are "originally" from or where they are "really" from)

All of these actions have consequences for the mental and physical health of individuals while being detrimental to all organizations (Sue et coll., 2007)

- Racism: a social construct based on the assumption that one group is inherently superior to others. This ideology is deeply rooted and fueled by stereotypes and prejudices, whereas there is only one human race (Commission des droits de la personne et des droits de la jeunesse, 2022)
- Racialized person : means a person who has undergone some form of racialization and by extension, some form of discrimination based on "race", skin color, ethnic origin, etc. (Ligue des droits et libertés, 2017b)
- Systemic racism: social production of inequity based on race that causes forms of economic, cultural and political exclusion due to differential treatment and a process of racialization (Commission des droits de la personne et des droits de la jeunesse, 2021)

- Ally: a person who is not a victim of oppression but who will join the fight of the discriminated persons. This is above all a recognition of one's privileges and does not represent a form of rescue, but a taking of a position in one's rightful place. (Wiki, GCcollab, n.d)
- *Advocate* : an individual action to take a stand against actions of racism and discrimination for a better organizational, political, economic and social life (Race Forward, 2015)
- Equity: principle that defends the consideration of the most equal treatment possible with regard to the different characteristics of people (Université Laval, 2022)
- Diversity: a range of attributes and modes of expression of different groups defined by: age, sexual orientation, Indigenous status, religion, disability status, language, "race", place of origin, ethnicity, culture, socio-economic status, etc. Diversity can be seen as the "what". (Université Laval, 2022)
- Inclusion: collective responsibility that respects and values the uniqueness of each individual. This means ensuring that pre-existing visible and invisible barriers are removed so that all people can contribute to political, economic and social life. Inclusion can be seen as the "how" (Université Laval, 2022).

Social Learning Theory

This digital story-telling program on Racism and Discrimination takes its inspiration from Social learning theory, proposed by Albert Bandura (1977), which emphasizes the importance of observing, modelling and imitating the behaviors, attitudes and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. In these stories, the audience will learn by observing the consequences of other people's behavior towards a model, motivating them to identify with him and what they specifically want to possess. The presentation of the tools has been based on ZMQ's Edutainment strategy, pioneered by Sabido, Mexican television director using Entertainment-Education.

Stories : Themes and Key Messages

Each story is divided into 5 parts :

- A narration of the true story of incident of racism and discrimination,
- Impact on the victim in their own words,
- Projection of an inclusive scenario,
- After thoughts and lessons learnt by other characters and
- Evidence based reference to the advantages of diversity and inclusion.

The table below summarizes the key elements of the story being conveyed through the story content and the discussion groups.

Name of the story and community represented	Theme addressed	Key message
<p>Isabella @ Work</p> <p><i>Latin community</i></p>	<ul style="list-style-type: none"> ● Language discrimination ● Microaggression 	<ul style="list-style-type: none"> <input type="checkbox"/> Microaggression and its long term effects <input type="checkbox"/> Accent and other racial differences must not impact one's professional growth and efficiency
<p>Oh, are you Pierre?</p> <p><i>Black community</i></p>	<ul style="list-style-type: none"> ● Anti Black Racism ● Hiring and unconscious bias 	<ul style="list-style-type: none"> <input type="checkbox"/> Anti-Black racism has marginalized Black community for centuries <input type="checkbox"/> Unconscious bias can impact recruitment <input type="checkbox"/> To actively challenge one's unconscious bias
<p>Dr Vijay Iyer, PhD</p> <p><i>South Asian community</i></p>	<ul style="list-style-type: none"> ● Diversity & Inclusion ● Overqualification 	<ul style="list-style-type: none"> <input type="checkbox"/> Challenges faced by highly Skilled immigrants to Canada <input type="checkbox"/> Impact of underemployment on health and self esteem. <input type="checkbox"/> Diversity is meaningless without Inclusion
<p>Jerry's Ally</p> <p><i>South-East Asian community</i></p>	<ul style="list-style-type: none"> ● Discrimination on appearance ● Trivializing microaggressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Discrimination on the basis of appearance, skin color exists. <input type="checkbox"/> Surge of Anti-Asian racism post COVID-19 <input type="checkbox"/> Being an Ally /Advocate against racism
<p>Aaliyah the Quebecer</p> <p><i>Arab community</i></p>	<ul style="list-style-type: none"> ● Unconscious bias ● Multicultural diversity 	<ul style="list-style-type: none"> <input type="checkbox"/> Positive bias can be detrimental too <input type="checkbox"/> Possible to live with multiple identities in a plural/Multicultural society <input type="checkbox"/> Senior Management attitude matters in DEI

<p><i>Xtra Intelligent Malina!</i></p> <p><i>Indigenous communities (Inuit in that story)</i></p>	<ul style="list-style-type: none"> ● Biases against Indigenous ● Lack of knowledge of Indigenous culture and colonial history 	<ul style="list-style-type: none"> □ Everyone needs to educate themselves on indigenous culture and colonial history □ Importance of Cultural competence to improve understanding and relations with the indigenous community
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A Quick Review of Key Concepts

Let us take a quick look at the levels on which Racism exists:

1. Internalized Racism: Race based beliefs and feelings within individuals.
2. Interpersonal Racism: Bigotry and biases shown between individuals with words and action.
3. Institutional Racism: Discriminatory policies and practices within organizations and institutions.
4. Systemic Racism: Ongoing racial inequalities maintained by the society.

All the above levels of racism could be intentional (conscious) or unintentional (unconscious) but what is common between them is the consequences it has on the victims of racism. It is important to understand that just being unintentional does not take away the pain, exclusion and the resultant long term inequities.

Find below some of the common patterns of discrimination & biases against the racialized communities at workplace that leads to exclusion.

- CV being rejected/ not selected (on foreign names)
- Rejected at the time of interview due to accent, appearance, skin color etc.
- Underemployment: Low/entry level jobs despite high qualification and skills
- Less salary (with equal/better qualifications)
- More hours of work (unpaid extra hours)
- Non recognition of foreign experience/demanding Canadian experience.
- No person of color promoted above a particular level in the management.
- Workplace microaggressions, bullying, intimidation and violence.

Some of the consequences of Systemic Racism and Discrimination at workplaces as reflected in the data (as 'perpetuating inequality') are:

- Higher Unemployment Rates in racialized communities as compared to the dominant community.
- Precarious Employment Rates: Jobs with no or low benefits or salaries.
- Underemployment Rates: Overqualified people getting low ranking jobs.

- Higher Incidence of Low Income in the racialized communities as compared to the dominant community.
- Lower Family Income
- Poverty Rates
- Higher incidence of Physical and Mental Health issues which are due to stress, lack of sense of belonging etc.

Workshop Tips

The workshop will be held at workplaces where the workforce staff will attend. It is always good if someone from the management attend it together. There can be 10-25 participants in each workshop. The duration of the workshops may vary from one hour to three hours. It includes :

1. Overview of the project and its objective
2. Introducing the 3 phases of the project according to the YST model
3. Distribution of handouts to participants
4. Running the stories on the screen and/or on Phones/Tabs
5. Initiating the discussion on the stories by the participants
6. Receiving feedback from the participants
7. Conducting activities
8. Closing remarks and collecting feedback forms

Within an organization, it is preferred to create a volunteer who also can run the workshop independently. Kiosks or booths can also be placed where workforce can separately see the stories and respond to pre and post tests.

Section III – Stories

Isabella at Work

Theme: Microaggressions, Discrimination based on accent

Objectives:

- Build knowledge about microaggression and its long term effects
- Create awareness about accent based discrimination at workplace, and other such minor differences which can impact one's professional growth and efficiency

About the story:

A branch manager and his intern are waiting for the partner company's manager and their administrative assistant Isabella Gonzales for a meeting. Isabella immigrated to the province of Quebec with her family from a Latin American country when she was 15 years old. A few years later, she completed her Bachelor's degree in Business Administration and found a job as an administrative assistant in a company. But for some colleagues, her name and accent will raise a doubt or even presume about her competence and skills.

Questions for discussion:

- 1) What do you understand about microaggressions? Give an example.
- 2) Have you ever experienced microaggression? Or perpetrated one? If so, can you explain?
- 3) Apart from accent, what are the other differences that can be a source of discrimination? (Hint: hair, skin color, etc).
- 4) What did you learn from watching this story?
- 5) Do you want to share anything?

Activity:

Participants are handed the poster or the comic strip of the story to engage in an activity post discussion. They are divided into 2 groups. Based on their real-life experiences, the first group can come up with a story on racism and discrimination. Once it is shared, the other group can come up with their own inclusive version of the story as a solution.

Facts:

A great way to think about microaggression is to imagine it as a mosquito bite. Getting bitten once may hurt a little, but repeated bites can lead to more long lasting pain.

The health effects of microaggressions (also known as "everyday racism") can be multiple: low self-esteem, stress, anxiety, depression, symptoms of post-traumatic stress disorder, substance use, reduced self-efficacy, obsessive-compulsive disorder (Williams, 2019). In 2015 in Quebec, among the discriminated people, 49% mentioned that the work context as the main environment of discrimination. Moreover, language or accent was reported as the most important reason for perceived discrimination: 69% (Institut de la statistique du Québec, 2015).

Isabella @ Work



“Hi, My name is Isabella Gonzales. I immigrated to Quebec with my parents when I was 10. Now I work in an office as an administrative assistant. Would you like to know more about my experience and of many others, with discrimination at workplace?”

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-  tinyurl.com/WOQZMQ



Canada



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Oh, Are you Pierre?

Theme: Anti Black Racism, Hiring and unconscious bias

Objectives:

- Highlight the centuries old anti-Black racism and its related intergenerational trauma and marginalization of the Black community
- Sensitize people about unconscious bias during recruitment and its effects
- Help people recognize that we all have unconscious biases due to our evolutionary process, but we can consciously minimize these biases towards other communities & individuals

About the story:

Three people are looking for the right candidate for the position of an Assistant Manager in a company. They have a few resumes and candidates lined up for the interview. Among those shortlisted, Pierre Pascal has attracted the attention of the recruiters but when he enters the room, the individual, contrary to his image, evokes inappropriate reaction.

Question for discussion:

- 1) What do you understand about unconscious bias?
- 2) In your opinion, what do you think are the ways to minimize our biases?
- 3) Are you aware of anti-Black racism and its historical significance? And how has it led to marginalization of the Black communities?
- 4) What did you learn from watching this story?
- 5) Do you want to share anything?

Activity:

Participants are handed the poster or the comic strip of the story to engage in an activity post discussion. They are divided into 2 groups. Based on their real-life experiences, the first group can come up with a story on racism and discrimination. Once it is shared, the other group can come up with their own inclusive version of the story as a solution.

Facts :

The term anti-Black Racism was first coined by Dr. Akua Benjamin, a Ryerson Professor. It seeks to highlight the unique nature of systemic racism on Blacks in Canada. (Black Health Alliance, 2018).

A study has shown that, for equal competence, a person named Tremblay received 2 to 3 times more invitations for an interview compared to someone named Traoré or Hafid (Beauregard, 2020). This is only one example of discrimination and these forms can be multiple and intersectional: sex, gender, sexual orientation, religious affiliation, ethnic origin, disability, etc.

It is not impossible to face our biases, the first step is to become aware of them while asking ourselves certain questions such as: Do I think I don't have any biases when I perceive others' biases? Do I tend to pay more attention to information that matches my opinions? Am I able to listen to points of view contrary to mine? (Girier, Lamouri, Pulido, 2020).

Oh, Are You Pierre?



“Hi I am Pierre Pascal. I am born, raised and educated in Quebec. Do you want to know my struggle with finding a job or even an interview call in the same city? Do you want to know other true stories of racism and discrimination too?”

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Dr. Vijay Iyer, PhD

Theme: Diversity, Inclusion, Underemployment, Overqualification, Canadian Experience, Foreign Experience

Objectives:

- To enlighten people about the challenges faced by high skilled immigrants in Quebec (Canada). For example : Canadian experience, underemployment, microaggressions etc.
- Explore and inform the impact of highly skilled persons working as underemployed, its financial impact, self esteem, waste of talent etc.
- Help people understand how genuine inclusion of diverse workforce can play a positive role at workplace

About the story:

Vijay is an immigrant with a PhD degree from India. Despite applying to hundreds of job vacancies, and few interview calls, he couldn't succeed in obtaining a job equivalent to his skills and years of experience. So he had to compromise and accept a job as an assistant manager in an IT company. His colleagues know he is highly skilled, and sometimes use his skills to their advantage.

Questions for discussion:

- 1) What do you understand by Diversity and Inclusion?
- 2) What do you think about the expectation of Canadian experience in getting a job appropriate to one's qualification?
- 3) Have you ever experienced your senior/manager demanding from you more work than your job description? If so, can you explain?
- 4) What did you learn from watching this story?
- 5) Do you want to share anything?

Activity:

Participants are handed the poster or the comic strip of the story to engage in an activity post discussion. They are divided into 2 groups. Based on their real-life experiences, the first group can come up with a story on racism and discrimination. Once it is shared, the other group can come up with their own inclusive version of the story as a solution.

Facts :

New arrivals in Quebec experience higher unemployment, have lower incomes and are more overqualified for their jobs than Quebecers, according to a report published by the Institute for Socio-Economic Research and Information (IRIS, 2016).

At an individual level, underemployment and overqualification lead to demotivation, loss of confidence and self-esteem (Couture, 2018). In 2019 in Quebec, the overqualification rate for migrants was 44.2% compared to 30.1% for the general population (Government of Quebec, 2021). Across Canada, 850,000 people have difficulty getting their education and apprenticeships recognized. If recognized, these individuals would earn an average of \$18,000 more per year (The Conference Board of Canada, 2015).

Dr Vijay Iyer, PhD



This is an IT company with several employees. Vijay is an Indian immigrant with a PhD degree and is employed as an Assistant Manager.



Hi Vijay, I am stuck up in an important project. You are a PhD, and I know for you this is very easy. Can you help me with it?



But I have family coming over on the weekend.



Vijay you have to spare that time over the weekend. We need this to be done before Monday.



Okay, if you insist.

“Hi. I am Vijay Iyer, PhD from India in Computer Sciences. I came to Quebec, thinking my qualifications will find me good work. However, it did not turn out to be. Do you want to hear my true story and of many others, who face discrimination at workplace in Quebec?”



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Jerry's Ally

Theme: Discrimination based on Appearance, Racism against Asians post COVID-19, Trivializing Discrimination

Objectives:

- Sensitize people about discrimination based on a person's appearance and other 'differences'
- Discuss the surge of anti Asian hate after COVID-19
- Encourage people to stand up against discrimination as allies or advocates

About the story:

Jerry Chu is a 27 year old Canadian. Born in Quebec, he studied at the University of Quebec in Montreal in administration and now works as a sales consultant for an insurance company. The offices are located in a tower in downtown Montreal that houses other companies. One morning, Jerry takes the elevator to his office but is explicitly asked to leave. Jerry wants to talk to one of his colleagues about the incident, but she fails to validate his feelings.

Questions for discussion:

- 1) Do you think it is wrong to trivialize someone's experience of discrimination as being "too sensitive?"
- 2) What do you think is the right way to address a person's feeling of discrimination?
- 3) How would you define a good ally & what are the associated challenges?
- 4) What did you learn from watching this story?
- 5) Do you want to share anything?

Activity:

Participants are handed the poster or the comic strip of the story to engage in an activity post discussion. They are divided into 2 groups. Based on their real-life experiences, the first group can come up with a story on racism and discrimination. Once it is shared, the other group can come up with their own inclusive version of the story as a solution.

Facts :

In 2015, 13% of the Quebec population experienced discrimination based on their skin color. For the Asian community, this effect was exacerbated with the COVID-19 pandemic (Institut de la statistique du Québec, 2015; Fight Covid Racism, 2021).

Being an ally means above all using qualities that are useful for others: honesty, listening, kindness and trust. And, people who have at least one ally in their workplace are twice as likely to: be satisfied at work, develop a sense of belonging to the organization, and feel psychologically safe (Change Catalyst, 2021).

Jerry's Ally



This is an IT company with several employees. Vijay is an Indian immigrant with a PhD degree



I think we are a bit too crowded in the elevator.

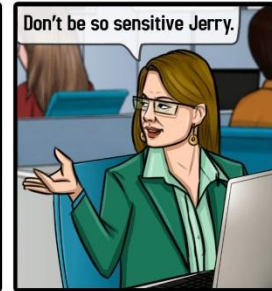
Yes we need to be 4 people in the elevator.



Excuse me, could you please take the next elevator? It's a bit stuffy here.



I am very upset. I was coming up the elevator and a woman asked me to move out and take the next elevator because of my appearance.



Don't be so sensitive Jerry.

“Hi I am Jerry Chu, born and raised in Quebec. Yet I face racist looks and taunts on a regular basis. Do you want to know the terrible experience that thousands others in a similar situation go through at workplace ?”



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Aaliyah the Quebecer

Theme: Unconscious bias, Positive Bias, Multicultural diversity, Role of Management in DEI

Objectives:

- Help people understand how positive bias can be pejorative
- Understand that in a multicultural Quebec (Canada), one can hold multiple identities with pride
- Role that Senior Management can play in creating a culture of inclusion at the workplace

About the story:

Aaliyah is a 28 years old second-generation immigrant. At her job and during break time, Alaliyah and two of her other co-workers are discussing their weekend. As the discussion progresses, Aaliyah tells them that she took her son to his hockey match. The reaction of her colleagues is disturbing and unexpected.

Questions for discussion:

1. Why are positive biases pejorative? Can you explain with examples ?
2. Do you think one can live in Canada with multiple identities and thrive?
3. What actions do you think management can take to ensure that the workplace is inclusive and safe from microaggressions?
4. What did you learn from watching this story?
5. Do you want to share anything?

Activity:

Participants are handed the poster or the comic strip of the story to engage in an activity post discussion. They are divided into 2 groups. Based on their real-life experiences, the first group can come up with a story on racism and discrimination. Once it is shared, the other group can come up with their own inclusive version of the story as a solution.

Facts :

Generally, second generation immigrants will feel that they are not equal to others because "they feel like" but they are not necessarily "seen like" Quebecers. This impacts their sense of belonging and generates a feeling of exclusion (Santelli, 2007).

In Quebec, the sense of belonging for second generation individuals was 74.9% compared to 89.9% for third generation individuals (Laur, 2016).

Individual behaviours count: knowledge (knowing a culture), know-how (adapted communication) and behaviour (reflection on biases and stereotypes) have positive impacts on the autonomy, recognition and sense of belonging of individuals (Emploi-Québec, 2005).

Aaliyah the Quebecer



There are a few colleagues sitting around the dining table in the dining hall. And having a general conversation.



I had to take my son for his Hockey match, so had little time for anything else.



Your son plays hockey? That's incredible Aaliyah!



Okay I understand Aaliyah, we value you very much. Please don't these remarks personally.

And no action was taken..



“Hi ! My name is Aaliyah Mohammed. I am born and raised in Quebec and I am proud of that. I still wonder why am I made to feel as being an 'other' in everyday life. I am not alone, there are thousands who feel the same. Do you want to know our stories?”

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Extra intelligent Malina!

Theme: Racism and Prejudices against the Indigenous communities, Lack of knowledge on Indigenous culture and colonial history, Lack of Awareness on how to interact positively with the Indigenous Canadians.

Objectives:

- Deconstruct the negative and prejudiced images against the Indigenous communities in Canadians
- Encourage to proactively learn about Indigenous culture and colonial history
- Guide people to acquire appropriate skills through Indigenous Cultural Competency Training (ICCT), to interact with the Indigenous peoples with respect and understanding

About the story:

Malina is Inuk (a person from the Inuit community) and grew up in Inukjuak in Nunavik. She went to school which was exclusively taught in Inuktitut until grade two before learning French. After high school, Malina left her village to attend CEGEP and then began a Bachelor of Law degree. Afterwards, she passed the bar exams. At 32 years old and after several experiences in civil law, Malina has been working for a few weeks in a new position in a law firm. During a discussion, one of her colleagues learns that she is Inuk and exposes his negative bias.

Question for discussion:

- 1) What did you learn in school about Indigenous cultures and their colonial history ?
- 2) When you think of an " indigenous person ", do certain characteristics come to mind? Where do these ideas come from? Are they facts or opinions? How can you be sure they are true?
- 3) How do you think can one improve one's understanding about the Indigenous peoples and build bridges with them?
- 4) What did you learn from watching this story?
- 5) Do you want to share anything?

Activity:

Participants are handed the poster or the comic strip of the story to engage in an activity post discussion. They are divided into 2 groups. Based on their real-life experiences, the first group can come up with a story on racism and discrimination. Once it is shared, the other group can come up with their own inclusive version of the story as a solution.

Facts :

In Quebec, 54% of Indigenous people live in urban areas. The main reasons for moving are studies (35.4%), work (24.6%) and housing (11.1%) (Regroupement des centres d'amitié autochtone du Québec, 2016).

Indigenous Cultural Competency Training(ICCT) enables us to build skills, knowledge, attitudes and values essential to fostering positive and productive relationships with indigenous people. Our relationship is a first step to mobilize for more understanding of Indigenous realities. This involves:





- Empathy: the ability to understand feelings
- Education: being aware of the impact of identity, history and social factors. It is by being better informed that we become more respectful
- Cultural awareness: being aware of the impact that our experiences and values have on others. It is also recognizing that different experiences are valid. (Local Employment Planning Council, 2018)

Xtra Intelligent Malina!



“Hi ! My name is Malina Wang. I am a lawyer and belong to the Inuit community. You cannot imagine how surprised most people are to know an Inuit woman can be a lawyer. But their lack of awareness and knowledge about all Indigenous communities and biases are not surprising at all. Would you like to hear my story and many more?”

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Section IV – Conclusion

Acknowledgement

We want to thank our partners, communities, donors, supporters and teams for work hard to make this project a success. Many of them have requested us not to mention their names.

Tips for workplaces to reduce Racism and Discrimination

1. Acknowledge the existence of racism at workplace in Quebec, and commit to fight racism at one's workplace.
2. Highly objective selection processes and clearly defined hiring criteria- People of color are not expecting lower standards or special concessions. All they want is to be fair and objective.
3. Leadership and senior management to challenge their own stereotypes and unconscious biases.
4. Create a DEI plan and conduct annual/periodic mandatory training on racism.
5. Have difficult conversations at the workplace- Talk about race across different groups during lunch time etc.
6. Management to send out a supportive email, or a quick staff huddle of support to the staff, following any prominent incident of racism that is in the news.
7. Challenge your peers who may be racist or biased.
8. Create a safe opportunity for anonymous or in person complaints on racism, discrimination or microaggressions.

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