



## Window of Quebec

### Strengthening Diversity and Inclusion at Workplace

Creating Awareness and Building Empathy on  
Racism and Discrimination through Digital Story Telling





## **Content**

### **Section I: Introduction**

1. About Window of Quebec
2. About ZMQ Global
3. ZMQ's d-C4D Approach
4. Data Analytics & User Behaviour
5. Inspirations for WoQ
6. Window of Quebec Strategy

### **Section II: Using the Guide**

7. About the Guide
8. Understanding Racism & Discrimination
9. Why Storytelling for Racism & Discrimination?
10. Glossary
11. Social Learning Theory
12. Stories : Themes and Key Messages
13. A Quick Review of Key Concepts
14. Workshop Tips

### **Section III: Stories**

15. Isabella @ Work
16. Oh! Are you Pierre?
17. Dr. Vijay Iyer, Ph.D
18. Jerry's Ally
19. Aaliyah the Quebecer
20. Xtra Intelligent Malina ?
21. Where are you from Sebastián?
22. Sandra's fear
23. Lina's shattered dream
24. Mei's smart idea
25. Prejudice against Farah
26. Maria's continuous struggle

### **Section IV: Conclusion**

27. Acknowledgement
28. Tip for Workplace to reduce Racism and Discrimination

### **Section IV: Bibliography**

29. Bibliography

# Window of Quebec



## **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:

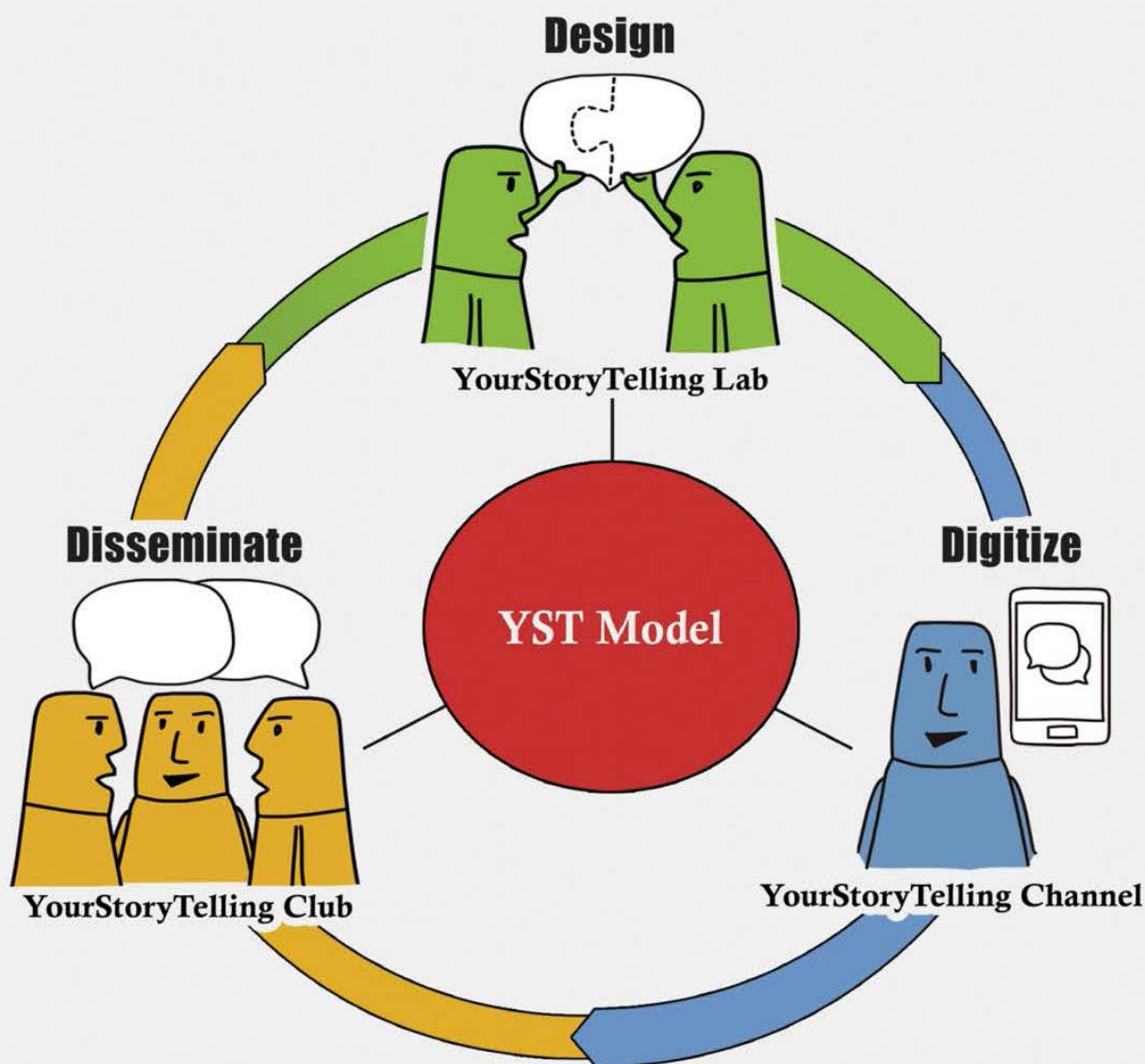
- To create 12 animated digital stories on racism, their impact and solutions in the above mentioned marginalized communities.
- To produce the stories into 3 technology modes: YouTube, Android and IOS App .
- To develop one robust pre-assessment and post-assessment evaluations

### **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

- Conduct workshop with communities and participants
- Train the group on art of story-telling using hands-on session
- Create stories on the drawing sheets

### Digitize

- Generate assets for digital stories like graphics, audio and text
- Publish stories using YST authoring platform
- Promote stories through social media

### Disseminate

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

<p><b><i>Xtra Intelligent Malina!</i></b></p> <p><i>Indigenous communities (Inuit in the story)</i></p>	<ul style="list-style-type: none"> <li>● Biases against Indigenous</li> <li>● Lack of knowledge of Indigenous culture and colonial history</li> </ul>	<ul style="list-style-type: none"> <li>□ Everyone needs to educate themselves on indigenous culture and colonial history</li> <li>□ Importance of Cultural competence to improve understanding and relations with the indigenous community</li> </ul>
<p><b><i>Where are you from Sebastián?</i></b></p> <p><i>Latin community</i></p>	<ul style="list-style-type: none"> <li>● Microaggression</li> <li>● Sense of belonging</li> <li>● Feeling excluded</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work environment has a determining role in the construction of a sense of belonging</li> <li>➤ The sense of belonging influences well-being and job satisfaction</li> </ul>
<p><b><i>Sandra's fear</i></b></p> <p><i>Black community</i></p>	<ul style="list-style-type: none"> <li>● Deep rooted anti Black racism</li> <li>● Denial of anti Black racism</li> </ul>	<ul style="list-style-type: none"> <li>➤ Racial profiling has individual and collective consequences</li> <li>➤ Disproportionate representation of certain communities in the prison population</li> </ul>
<p><b><i>Lina's shattered dream</i></b></p> <p><i>Arab community</i></p>	<ul style="list-style-type: none"> <li>● Disqualification of skilled immigrants</li> <li>● Professional integration</li> <li>● Subemployment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Foreign-trained doctors and difficulties in professional integration</li> <li>➤ Highly qualified migrants face multiple barriers</li> </ul>
<p><b><i>Mei's smart idea</i></b></p> <p><i>South-East Asian community</i></p>	<ul style="list-style-type: none"> <li>● Negative bias based on accent</li> <li>● Anti Asian racism surge</li> </ul>	<ul style="list-style-type: none"> <li>➤ There has been a significant increase in anti-Asian racism with the pandemic</li> <li>➤ Accent and differences should not impact a person's professional growth and skills</li> </ul>

<b>Prejudice against Farah</b> <i>South Asian community</i>	<ul style="list-style-type: none"> <li>● Discrimination based on headcover (Hijab)</li> <li>● Allyship</li> <li>● Health Impacts of racism</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discriminating situations have individual and societal consequences</li> <li>➤ Prejudice sometimes plays a decisive role in the recruitment process</li> </ul>
<b>Maria's continuous struggle</b> <i>Indigenous communities (Cree in the story)</i>	<ul style="list-style-type: none"> <li>● Anti Indigenous racism</li> <li>● Stereotyping</li> <li>● Residential schools and intergenerational trauma</li> </ul>	<ul style="list-style-type: none"> <li>➤ Everyone needs to develop cultural competence to improve understanding and relationships with Indigenous peoples</li> <li>➤ There are still deep rooted stereotypes about Indigenous peoples</li> </ul>

### 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 alos can run the workshop independently. Kiosks or booths can also be placed where workforce can separately see the stories and respons 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:**

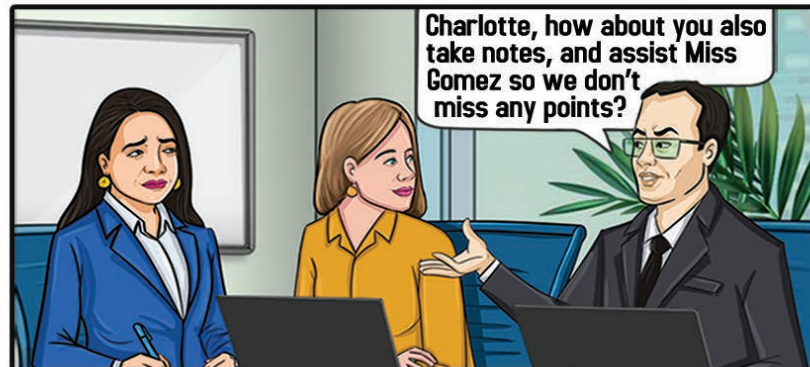
A great way to think about microaggression is to imagine it as a mosquito bite. Getting bitten once may hurt a little, but repeated bites can lead to more long lasting pain.

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



Olivier Côté and Isabella Gonzales go to an office for a meeting on collaboration.



“Hi, My name is Isabella Gonzales. I immigrated to Quebec with my parents when I was 15. 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?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



[WindowofQuebec.com](http://WindowofQuebec.com)



[facebook.com/WindowofQuebec](https://facebook.com/WindowofQuebec)



[@QuebecWindow](https://twitter.com/QuebecWindow)



[tinyurl.com/WOQZMQ](https://tinyurl.com/WOQZMQ)



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

✉ [Hilmi@ZMQ.in](mailto:Hilmi@ZMQ.in)

☎ +1-514-691-1811

## ***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.

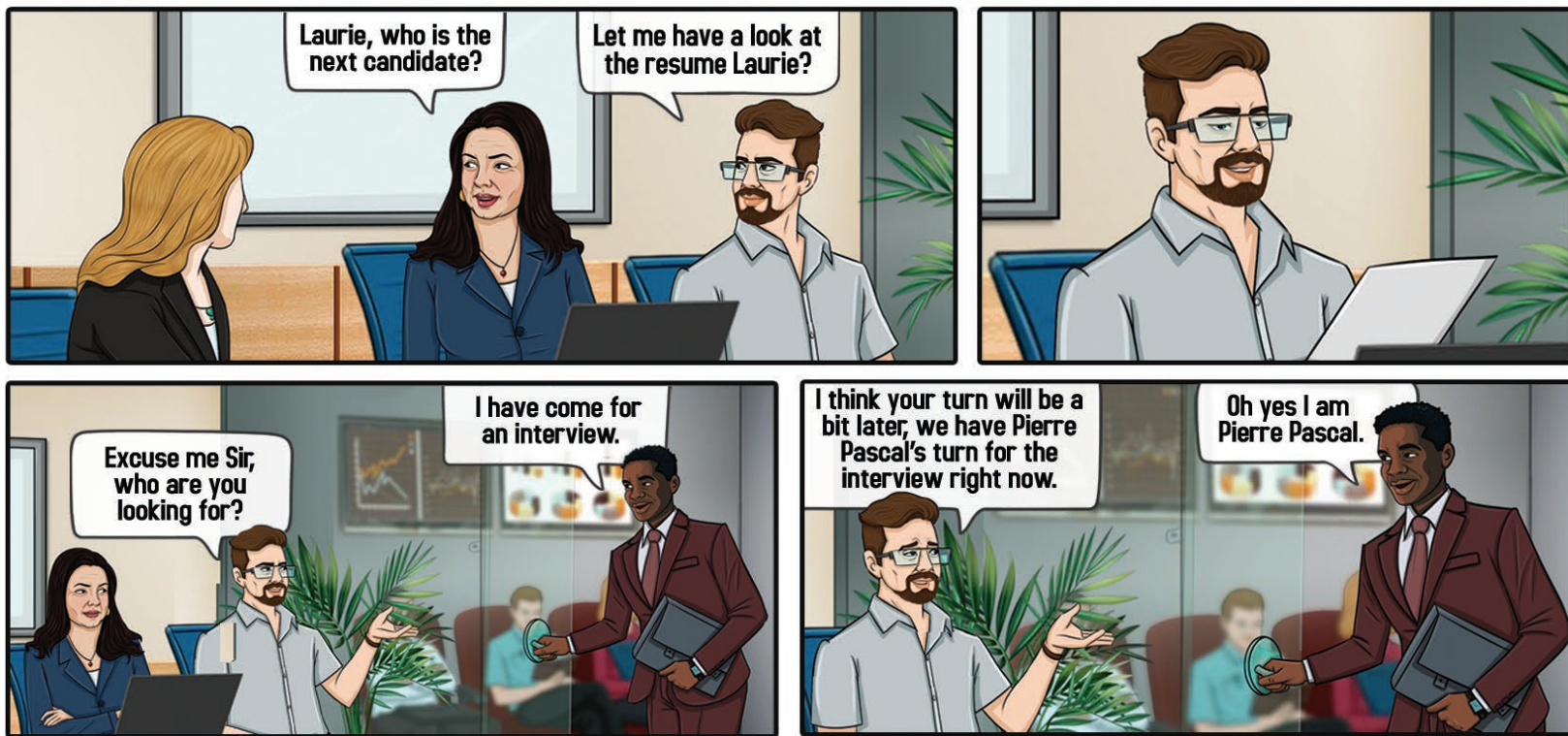
**Facts :**

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?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

✉ Hilmi@ZMQ.in

☎ +1-514-691-1811

## ***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 accepts 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



“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?”

Window of Quebec (WoQ) is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.

-  WindowofQuebec.com
-  facebook.com/WindowofQuebec
-  @QuebecWindow
-  tinyurl.com/WOQZMQ



Canada



ZMQ Global

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

Hilmi@ZMQ.in

+1-514-691-1811



## ***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



Jerry Chu and some others who work in the same building are going in the elevator.

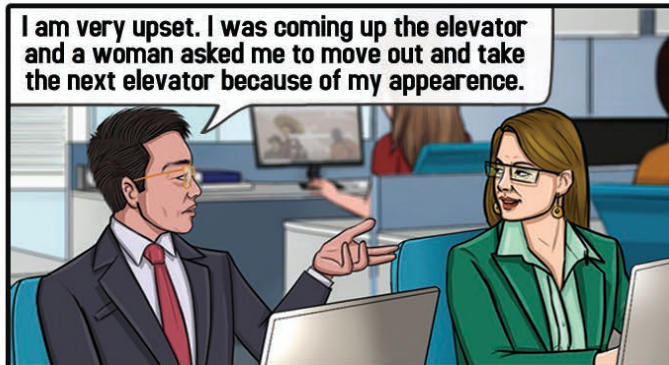


I think we are a bit too crowded in the elevator.

Yes we need to be 4 people in the elevator.



Excuse me Sir with golden glasses, could you please take the next elevator?



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?”

Window of Quebec (WoQ) is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



ZMQ Global

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

Hilmi@ZMQ.in

+1-514-691-1811

## ***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



A few colleagues in an office are sitting around the dining table and having a casual chat.



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!



Oh yes, Aaliyah would easily pass for a real Quebecer!



Okay I understand Aaliyah, we value you very much. Please don't take 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?”

Window of Quebec (WoQ) is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



ZMQ Global

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

Hilmi@ZMQ.in

+1-514-691-1811

## ***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!



Two colleagues are sitting in a law Office.



My Mother lives in Nunavik.  
We are from the Inuit  
community.



That's such a wonderful  
thing to know. I always  
found you extra intelligent.



Do you not feel the same for  
yourself- 'extra intelligent'?  
Why just me?



“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 Inuk 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?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

✉ Hilmi@ZMQ.in

☎ +1-514-691-1811

## ***Where are you from Sebastian?***

**Theme:** Microaggressions, Sense of belonging, feeling excluded

**Objectives:**

- To build knowledge on the importance of sense of belonging and that it does not relate to one's place of birth, skin shade or ethnicity
- To sensitize how a simple question as "Where are you from?" can hinder in building that sense of belonging.

**About the story:**

Sebastián is 69 years old. He was a university professor in Chile but he was forced to immigrate from Latin America 35 years ago due to his political activism. When he arrived in Quebec, he worked in the construction industry in Montreal for over 30 years. He is respected among his friends and coworkers for his knowledge about the city which grew huge during his stay over the decades. His sense of belonging to the province is frequently challenged by microaggressions through questions like "Where are you from?"

**Questions for discussion:**

- 1) What do you understand by the sense of belonging?
- 2) What are the factors that can strengthen or weaken one's sense of belonging to a country, province or community?
- 3) Why do you think 'sense of belonging' is important in a multicultural province like Quebec?

**Activity:**

Participants are handed the poster/shown the story and asked to form random groups and create a story on discrimination based on real life experiences. Then they are asked to assign the roles to themselves randomly (not choose). In such a way, some of them may get the opportunity to play the role of a different ethnic background, and are asked to think as if they are in the 'other' person's shoes.

Later debrief: how did it feel role playing for a different ethnospecific person?

**Facts:**

Work is an important determinant in building a sense of belonging. People who feel accepted and valued for who they are will 2.15 times more likely to develop a sense of belonging. This has a positive impact on their well-being and job satisfaction (Achievers, 2021).

# Where are you from Sebastián?



“Hi My name is Sebastián. I was a University lecturer in Chile but to escape political persecution I came to Montreal in my youth. I started my life from a scratch and contributed with my hands in the building of Montreal for almost 35 years. I am still made to feel at times at my workplace that I do not belong to Montreal. Do you want to know how it feels and why?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada

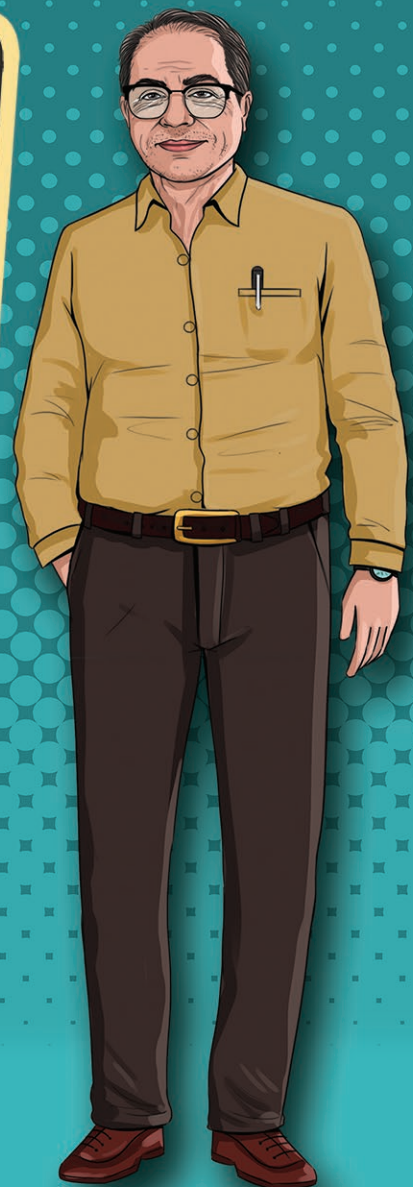


**ZMQ Global**

📍 401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

✉ Hilmi@ZMQ.in

☎ +1-514-691-1811



## ***Sandra's fear***

**Theme:** Deep rooted anti Black racism, denial of anti-Black racism

**Objectives:**

- To highlight the fact that vulnerability of black young men being profiled by the Police and criminal justice system does not limit to US but it happens in Canada too.
- To sensitize others ethnospecific communities, how to feel being in a black mother's shoes, and understand her genuine fears for the safety of young men in her family.

**About the story:**

The story takes place when the George Floyd murder took place in the US in May 2020. When videos of the incident were released, families all over the world were shaken, as was Sandra's family, which included her husband and two teenage sons. She could not sleep at night fearing what if it was her son? And as she left the home for work the next day, she instructed the boys to stay home. However, as she reaches office, not many of her colleagues seem to be disturbed by the incident as she was. Some of them see it as America's problem, while others do not realize what intense fears mothers of Black young boys live with, due to the Anti Black racism in the criminal justice systems even in Canada.

**Questions for discussion:**

- 1) Do you understand why mothers of Black young boys dread when they go out of home, for any reason?
- 2) Have you ever heard or witnessed profiling of Black men/boys by the Police? Are you aware of Anti Black bias in the Canadian criminal justice system?
- 3) How can we communicate our support to our friends and colleagues in the Black community after any such Police brutality is highlighted in the media?
- 4) How can we break this stereotyping/bias against the Black youth to make ours a more inclusive society?

**Activity:**

Participants are handed the poster/shown the story and asked to form random groups and create a story on discrimination based on real life experiences. Then they are asked to assign the roles to themselves randomly (not choose). In such a way, some of them may get the opportunity to play the role of a different ethnic background, and are asked to think as if they are in the 'other' person's shoes.

Later debrief: how did it feel role playing for a different ethnospecific person?

**Facts:**

According to the Office of the Correctional Investigator's report (Minister of Public Safety, 2020), Blacks made up 9.2% of the overall prison population, compared to 3.5% of the Canadian population. Quebec is the second province with the highest proportion of Blacks incarcerated (19.2%).

Racial profiling has consequences on individuals (post-traumatic stress, stress-related pathologies) and also on society (financial/social costs) (Ontario Human Rights Commission, n.d)

# Sandra's Fear



“Hi, my name is Sandra. I was born into a black family. I saw my mother and all the other ones be afraid when their sons came out. My ancestors have been dealing with this for centuries and now I am a mother of two black teenagers myself. Sometimes I get so scared that I feel like my heart stops. It is an open secret that law enforcement in Canada is suspicious of Black youth. How long will this systemic racism continue?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

Hilmi@ZMQ.in

+1-514-691-1811

## ***Lina's shattered dream***

**Theme:** Disqualification of skilled immigrants, professional integration, subemployment

**Objectives:**

- To highlight how thousands of doctors who immigrate to Canada as skilled workers are left out of the system despite completion of all the qualifying exams and the lack of physicians all over Canada.
- To show the difficulties faced by highly qualified Health Professionals who fail to get into the system and their consequences on physical and mental health.

**About the story:**

Dr. Lina Mansour is a Lebanese trained obstetrician gynecologist with 20 years of international experience. She immigrated to Canada with her husband Wael under a special program in the hopes of continuing to practice her profession. After arriving in Quebec, she passed her various certification exams on the first attempt. However, her real struggle began when she started applying for Residency programs. After several years of efforts and thousands of dollars spent, she could not get back into clinical practice. All she was offered was to become a Lab assistant, Ultrasound technologist, ECG technologist which again required money to complete their training courses. Exhausted, she finally resigned herself to becoming a saleswoman in a thrift store.

**Question for discussion:**

- 1) What do you think when Canadian immigration offers special programs for foreign doctors and then offers them no place in the health care system despite the shortage of doctors in the country?
- 2) What do you think most doctors/PhDs who fail to enter the system end up doing?
- 3) What do you think about the waste of skills of some qualified professionals like doctors/engineers/PhDs?
- 4) How could the skills of professionals who are excluded from the Canadian workforce have been better utilized?

**Activity:**

Participants are handed the poster/shown the story and asked to form random groups and create a story on discrimination based on real life experiences. Then they are asked to assign the roles to themselves randomly (not choose). In such a way, some of them may get the opportunity to play the role of a different ethnic background, and are asked to think as if they are in the 'other' person's shoes.

Later debrief: how did it feel role playing for a different ethnospecific person?

**Facts:**

In Canada, 26% of physicians are trained abroad, while only 9% are in Quebec (CIHI, 2020). Without change, the province could lose more than 1,000 doctors by 2024 in a context where 1 in 5 people do not have a family doctor (IEDM, 2022).

# Lina's Shattered Dream



Lina Mansour is a 46 years doctor trained from Lebanon. She applies for the skilled immigration for Canada.



In Canada, Lina prepares her Canadian Medical Certification exams while her husband Waël is looking for a job.



Unfortunately you do not have any Canadian experience.



I spent two years trying to do a residency in obstetrics and gynecology and another two years waiting to be called up to family medicine.

“Hi, my name is Lina Mansour. When special programs for doctors were opened, I wanted to take a chance as an international medical graduate. I passed all my certification exams but after 5 years and more than \$20,000 spent, I still could not get a residency. Many others are in the same situation...Do you want to know the difficulties faced by hundreds of immigrant doctors like me?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

Hilmi@ZMQ.in

+1-514-691-1811



## ***Mei's smart idea***

**Theme:** Negative bias based on accent, anti-Asian racism surge post COVID

**Objectives:**

- To raise awareness that unconscious/conscious negative bias due to one's accent or appearance is common and need to be consciously addressed.
- To build knowledge that when working with multicultural colleagues, one must make effort to learn about their culture, ethnicity, language etc.
- Highlight the sudden surge of anti-Asian Racism post COVID and its adverse impact on the South East Asian community.

**About the story:**

Mei Xin is a 45 year old woman who migrated from China 10 years ago with a background in statistics. She only learned French after she arrived in Quebec and has a strong accent. Because of this, her suggestions are often not taken into account during office meetings. This has made her less confident and she prefers to stay quiet. She has not seen any growth in the company for the past 7 years. However, one of her friends stands with her as an ally and acknowledges her strong statistical skills. She has also faced intense racism after the COVID-19 pandemic because of her ethnicity.

**Questions for discussion:**

- 1) In your opinion, if a person is not heard or considered in an office environment, how does that impact her/him?
- 2) How can we support someone who is being ignored or not given the due recognition because of a different accent or appearance?
- 3) Can you narrate any personal example of anti-Asian Racism that suddenly shot up during COVID-19 pandemic?

**Activity:**

Participants are handed the poster/shown the story and asked to form random groups and create a story on discrimination based on real life experiences. Then they are asked to assign the roles to themselves randomly (not choose). In such a way, some of them may get the opportunity to play the role of a different ethnic background, and are asked to think as if they are in the 'other' person's shoes.

Later debrief: how did it feel role playing for a different ethnospecific person?

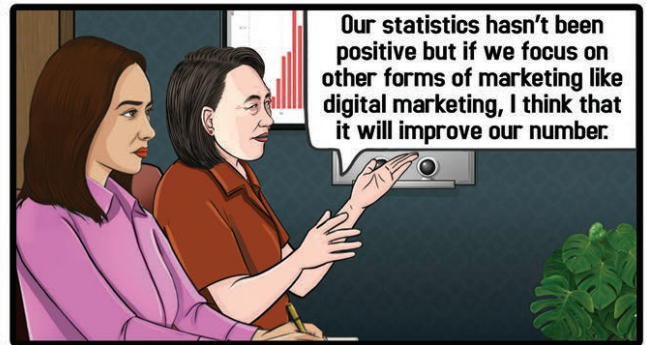
**Facts:**

In a report from Statistics Canada (2020), the proportion of visible minorities who experienced an increase in harassment or attacks based on their race, ethnicity, or skin colour has tripled compared to the rest of the population since the start of the pandemic. The largest increase was seen among Chinese (30%), Korean (27%), and Southeast Asian individuals (19%).

# Mei's Smart Idea



Mei works for an insurance company in Montreal



Our statistics hasn't been positive but if we focus on other forms of marketing like digital marketing, I think that it will improve our number.



Hmm...



A strong digital marketing strategy and pushing it with camaraderie as a team, we can definitely achieve great results.



Excellent suggestion Hannah. I think digital marketing is the way forward.



“Hi my name is Mei Xin. I won't lie to you, I am impacted by racism every day. It has not been once or twice, but several times, that suggestions that I give in the meeting are ignored...Do you want to know how it has impacted my confidence and my self esteem?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

Hilmi@ZMQ.in

+1-514-691-1811

## ***Prejudice against Farah***

**Theme:** Discrimination based on headcover (Hijab), Allyship, Health Impacts of racism

### **Objectives:**

- To highlight the discrimination and prejudice that many women face because of their headcover (Hijab)
- To highlight the impact- health and economic- of the prejudices against headcover (Hijab).
- To build knowledge about how allyship can help support people experiencing racism and discrimination

### **About the story:**

Farah Rahman is a Canadian nurse born to Pakistani immigrant parents. She has faced bullying and racial slurs at school ever since she began wearing a headscarf. Recently, she has experienced much more serious prejudice and hateful comments on her headcover. A year ago, she had to quit a job at the hospital because of the constant racial slurs that had affected her mental deeply. She took a year-long while taking an online mental health counselling course to acquire skills to help others who face similar prejudice or discrimination.

A year later, she applied for a job in a small clinic. The doctor there expressed some reservations on how his patients will not like her presence because of her headwear. However, the head nurse stands her ground as an ally and supports her selection, as she found her the most competent of all other applicants.

### **Questions for discussion:**

- 1) What do you think about the prejudice faced by women who wear headscarf? Is this correct to judge them on their appearance?
- 2) Have you heard about bill 21? Do you have an opinion about this?
- 3) In your opinion, what is the role of an ally?
- 4) What do you think are the consequences of discrimination on well-being?

### **Activity:**

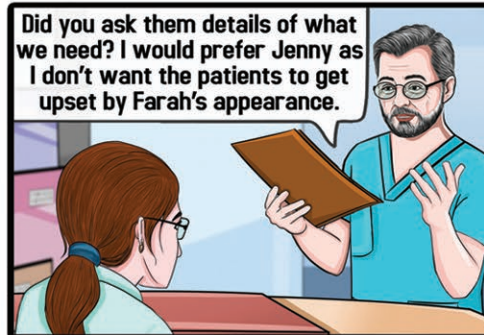
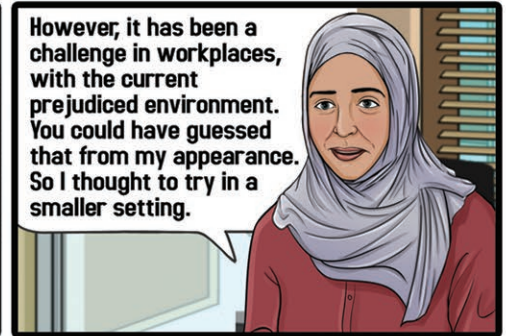
Participants are handed the poster/shown the story and asked to form random groups and create a story on discrimination based on real life experiences. Then they are asked to assign the roles to themselves randomly (not choose). In such a way, some of them may get the opportunity to play the role of a different ethnic background, and are asked to think as if they are in the 'other' person's shoes.

Later debrief: how did it feel role playing for a different ethnospecific person?

### **Facts:**

In 2019 Quebec government passed Bill 21 which prohibits public sector employees, including elementary and high school teachers, said to be "in positions of authority from wearing religious symbols." There was an increase in prejudice against Hijab at workplaces after that. Many women had to quit their jobs due to increased prejudice and hate comments at workplaces. (Ligue des droits et des libertés, 2019)

# Prejudice against Farah



“Hi, my name is Farah Rahman. I am a certified nurse and been working for almost 6 years. I have faced prejudice all through my life, in school, university and even at workplace. The racist remarks against my Hijab have become a lot more common and overt in past years. Do you want to know how has it impacted my life?”

**Window of Quebec (WoQ)** is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.

- WindowofQuebec.com
- facebook.com/WindowofQuebec
- @QuebecWindow
- tinyurl.com/WOQZMQ



Canada



**ZMQ Global**

401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,  
Hilmi@ZMQ.in +1-514-691-1811



## ***Maria's continuous struggle***

**Theme:** Anti Indigenous racism, stereotyping, residential schools, intergenerational trauma

### **Objectives:**

- To share the lived experience of day to day stereotyping and racism experienced by Indigenous.
- To sensitize people on grave issues like Residential Schools and their lasting impacts on the survivors and their subsequent generations.
- To create an understanding of the history of colonization, and its impacts on the Indigenous communities, and create empathy towards its impacts including the intergenerational trauma.
- To encourage the community to read, learn about Indigenous cultures and build bridges (cultural competency training etc.).

### **About the story:**

Maria and her mother, from the First Nations, live in Montreal. Maria has faced prejudices and racism all her life, from an early age. After graduating, she had to change multiple workplaces due to the attitudes of coworkers. She is now joining a new workplace, with fingers crossed, as she is told there is an inclusive work culture in this office. However, as she had feared, even in this office, she is not immune to being the target of stereotypical jokes and microaggressions by some coworkers.

### **Questions for discussion:**

- 1) What is your understanding of colonial history and the injustices suffered by Indigenous people?
- 2) What do you know about the Residential School system?
- 3) What do you understand about intergenerational trauma?
- 4) How can we end the prejudice and negative stereotypes against the Indigenous communities?-
- 5) Have you read anything about the Indigenous cultures, their languages, their lifestyles and current problems?
- 6) Do you know what Cultural Competency Training is?

### **Activity:**

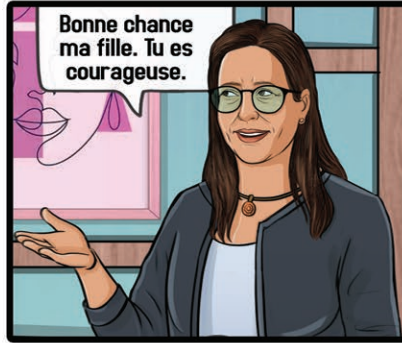
Participants are handed the poster/shown the story and asked to form random groups and create a story on discrimination based on real life experiences. Then they are asked to assign the roles to themselves randomly (not choose). In such a way, some of them may get the opportunity to play the role of a different ethnic background, and are asked to think as if they are in the 'other' person's shoes.

Later debrief: how did it feel role playing for a different ethnospecific person?

### **Facts:**

Various researches, stats and reports across Canada have time and again indicated ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. Non-Native people know too little about colonial history, the realities of residential schools, and other injustices committed against Indigenous people because these topics are not taught from an Indigenous perspective in schools. (National Collaborating Centre for Indigenous Health, 2014)

# La lutte incessante de Maria



“ Je m'appelle Maria Kawâhkatos, je suis d'une communauté crie. Tous les Autochtones du Canada sont confrontés à des commentaires blessants et à des préjugés profondément ancrés. Voulez-vous savoir comment nous sommes encore la cible de discrimination au Canada ? ”

Fenêtre sur le Québec est un programme technologique novateur de ZMQ Global qui vise à sensibiliser au racisme et à la discrimination dans la société par le biais d'histoires numériques. Le programme est soutenu par Patrimoine canadien dans le cadre du Programme d'action et de lutte contre le racisme.



WindowofQuebec.com



facebook.com/WindowofQuebec



@QuebecWindow



tinyurl.com/WOQZMQ



Canada



ZMQ Global

📍 401, 417 Rue Saint Pierre, Montreal QC H2Y 2M4 Canada,

✉ Hilmi@ZMQ.in

☎ +1-514-691-1811

## **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.

## Section V – Bibliography

- Amnistie Internationale. (2019). *Tu n'as pas l'air autochtone*. <https://amnistie.ca/sites/default/files/2020-09/livretautochtonefinal.pdf>
- Achievers. (2021). *Belonging at work - 2021 culture report*. [https://www.achievers.com/wp-content/uploads/2021/09/Achievers-Workforce-Institute\\_2021-Culture-Report\\_Belonging-at-Work.pdf](https://www.achievers.com/wp-content/uploads/2021/09/Achievers-Workforce-Institute_2021-Culture-Report_Belonging-at-Work.pdf)
- Baranowski, T., Buday, R., Thomson, D. and Baranowski, J. (2007), "'Playing for Real': Video Games and Stories for Health-Related Behavior Change", *American Journal of Preventive Medicine* 34(1): 74–82
- Beauregard, J.P. (2020). *Les frontières invisibles de l'embauche des Québécois minoritaires : hiérarchie ethnique, effet modérateur du genre féminin et discrimination systémique - Dévoiler la barrière à l'emploi par un testing à Québec [thèse de doctorat, université Laval]*. <https://corpus.ulaval.ca/jspui/bitstream/20.500.11794/66769/1/36170.pdf>
- Black Health Alliance. (2018). *Anti-Black Racism*. <https://blackhealthalliance.ca/home/antiblack-racism/>
- Canadian Institute for Health Information. (2020). *A profile of physicians in Canada, 2020*. <https://www.cihi.ca/en/a-profile-of-physicians-in-canada-2020>
- Change Catalyst. (2021). *State of Allyship Report : The Key to Workplace Inclusion*. <https://changecatalyst.co/allyshipreport/>
- Commission des droits de la personne et des droits de la jeunesse. (2022). *Lexique*. <https://www.cdpm.qc.ca/fr/lexique>
- Commission des droits de la personne et des droits de la jeunesse. (2021). *Document de réflexion sur la notion de « racisme systémique »*. [https://www.cdpm.qc.ca/storage/app/media/publications/document\\_reflexion-racisme-systemique.pdf](https://www.cdpm.qc.ca/storage/app/media/publications/document_reflexion-racisme-systemique.pdf)
- Confédération des syndicats nationaux, 2019. *Normal, le racisme au travail ?*. [https://www.csn.qc.ca/wp-content/uploads/2021/05/csi\\_csn\\_fiche4\\_v19\\_final\\_web.pdf](https://www.csn.qc.ca/wp-content/uploads/2021/05/csi_csn_fiche4_v19_final_web.pdf)
- Conseil local de planification en matière d'emploi. (2018). *Guide to developing Indigenous inclusion policies*. [https://www.nswpb.ca/wp-content/uploads/2020/10/IW\\_-\\_The\\_Inclusion\\_Policy\\_Development\\_Guideonline.pdf](https://www.nswpb.ca/wp-content/uploads/2020/10/IW_-_The_Inclusion_Policy_Development_Guideonline.pdf)
- Couture, P.P. (2018). *La déqualification des immigrants économiques au Québec - causes, conséquences et pistes de solution* [mémoire de maîtrise, Université Paris 1]. *La déqualification des immigrants économiques au Québec* <https://www.ena.fr › version › file › COUTURE>
- Emploi-Québec. (2005). *Guide pratique de la gestion de la diversité interculturelle en emploi*. [https://www.emploiuebec.gouv.qc.ca/uploads/tx\\_fceqpubform/06\\_emp\\_guidediversite.pdf](https://www.emploiuebec.gouv.qc.ca/uploads/tx_fceqpubform/06_emp_guidediversite.pdf)
- ERASME. (2019). *Mémoire sur le racisme et la discrimination systémiques déposé par l'équipe de recherche et d'action ÉRASME, le 31 octobre 2019, dans le cadre de l'Activité contributive citoyenne – dans le cadre de la consultation publique de l'OCPM*. [https://ocpm.qc.ca/sites/ocpm.qc.ca/files/pdf/P99/8-14\\_erasme.pdf](https://ocpm.qc.ca/sites/ocpm.qc.ca/files/pdf/P99/8-14_erasme.pdf)
- Fight Covid Racism. (2021). *Anti-Asian Racism Across Canada Two Years Into The Pandemic*. [https://ccncsj.ca/wp-content/uploads/2022/03/Anti-Asian-Racism-Across-Canada-Two-Years-Into-The-Pandemic\\_March-2022.pdf](https://ccncsj.ca/wp-content/uploads/2022/03/Anti-Asian-Racism-Across-Canada-Two-Years-Into-The-Pandemic_March-2022.pdf)
- Girier, D., Lamouri, J., Pulido, B. (2020). *Biais inconscients et recrutement*. [https://observatoire-ia.ulaval.ca/app/uploads/2020/03/feuille-biaisinconscientsetreclut\\_finaleweb.pdf](https://observatoire-ia.ulaval.ca/app/uploads/2020/03/feuille-biaisinconscientsetreclut_finaleweb.pdf)
- Gouvernement du Québec. (2021). *Les personnes immigrantes et le marché du travail Québécois*. <http://www.mifi.gouv.qc.ca/publications/fr/recherches-statistiques/ImmigrantsMarcheTravail2019.pdf>
- IEDEM. (2022). *Une prescription pour contrer la pénurie de médecins au Québec*. [https://www.iedm.org/wp-content/uploads/2022/05/note072022\\_fr.pdf](https://www.iedm.org/wp-content/uploads/2022/05/note072022_fr.pdf)

- Institut de la statistique du Québec. (2015). *Portrait de la discrimination au Québec*. <https://statistique.quebec.ca/fr/fichier/portrait-de-la-discrimination-au-quebec.pdf>
- IRIS. (2016). *Portrait du revenu et de l'emploi des personnes immigrantes*. <https://iris-recherche.qc.ca/publications/portrait-du-revenu-et-de-lemploi-des-personnes-immigrantes/>
- Jeunesse, J'écoute. (2022). *Comprendre les stéréotypes, préjugés et la discrimination*. <https://jeunessejecoute.ca/information/comprendre-les-stereotypes-prejuges-et-la-discrimination/>
- Laur, E. (2016). *Mesure de la participation des Québécoises et Québécois des minorités ethnoculturelles*. [http://www.mifi.gouv.qc.ca/publications/fr/recherches-statistiques/RAP\\_Mesure\\_participation\\_2016.pdf](http://www.mifi.gouv.qc.ca/publications/fr/recherches-statistiques/RAP_Mesure_participation_2016.pdf)
- Ligue des droits et libertés. (2017a). Le racisme systémique... Parlons-en!. [https://liguedesdroits.ca/wp-content/fichiers/ldl\\_brochure\\_racisme\\_final\\_20170905.pdf](https://liguedesdroits.ca/wp-content/fichiers/ldl_brochure_racisme_final_20170905.pdf)
- Ligue des droits et libertés. (2017b). *Mots choisis pour réfléchir au racisme et à l'anti-racisme*. <https://liguedesdroits.ca/lexique/personne-racisee-ou-racialisee/>
- Ligue des droits et libertés. (2019). Le projet de loi 21 : un projet de loi discriminatoire et contraire aux principes fondamentaux d'un État de droit. <https://numerique.banq.qc.ca/patrimoine/details/52327/4232123>
- Meyers, V. (2014). *How to overcome our biases? Walk boldly toward them [vidéo]*. rences TED. [https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them/transcript?language=en](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them/transcript?language=en)
- Minister of Public Safety. (2020) *Office of the Correctional Investigator, Annual Report 2021 - 2022*. <https://www.oci-bec.gc.ca/cnt/rpt/annrpt/annrpt20212022-eng.aspx>
- National Collaborating Centre for Indigenous Health. (2014). Indigenous experiences with racism and its impacts. <https://www.nccih.ca/docs/determinants/FS-Racism2-Racism-Impacts-EN.pdf>
- Oberai, H., Anand, I.M. (2018). Unconscious bias: thinking without thinking. *Human Resource Management International Digest*, 26(6), 14-17. <https://doi.org/10.1108/HRMID-05-2018-0102>
- Ontario Human Rights Commission. (n.d.). *The effects of racial profiling*. <https://www.ohrc.on.ca/en/paying-price-human-cost-racial-profiling/effects-racial-profiling>
- Parikh, A.K., Leschied, J.R. (2022). Microaggressions in our daily workplace encounters: a barrier to achieving diversity and inclusion. *Pediatric Radiology*. <https://doi.org/10.1007/s00247-022-05307-9>
- Race Forward. (2015). *Race Reporting Guide*. [https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward\\_V1.1.pdf](https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf)
- Regroupement des centres d'amitié autochtone du Québec. (2016). Les cultures autochtones en milieu urbain: une richesse du patrimoine collectif. [https://www.rcaa.qc.ca/wp-content/uploads/2017/11/Memoire\\_RCAAQ\\_2016\\_Politique\\_culturelle.pdf](https://www.rcaa.qc.ca/wp-content/uploads/2017/11/Memoire_RCAAQ_2016_Politique_culturelle.pdf)
- Santelli, E. (2007). De la "seconde génération" aux descendants d'immigrés: construction identitaire et enjeux sociaux. *Migrations Société*, 113(5), 51-56.
- Statistics Canada. (2020). Perceptions of personal safety among populations groups designated as visible minorities in Canada during the COVID-19 pandemic. <https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00046-eng.htm>
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist*, 62(4), 271. DOI: 10.1037/0003-066X.62.4.271

- The Conference Board of Canada. (2015). *Brain Gain 2015: The State of Canada's Learning Recognition System*. <https://www.conferenceboard.ca/infographics/brain-gain.aspx>
- Tsui, E.K., Starecheski, A. (2018). Uses of oral history and digital storytelling in public health research and practice. *Public Health*, 154(1), 24-30. <https://doi.org/10.1016/j.puhe.2017.10.008>
- Université Laval. (2022). *Concepts clés en EDI*. <https://www.ulaval.ca/equite-diversite-inclusion/concepts-cles-en-edi>
- Wiki GCcollab. (n.d.). Lexique de certains termes importants à connaître sur le racisme. [https://wiki.gccollab.ca/images/9/9b/Lexicon\\_-\\_FR.pdf](https://wiki.gccollab.ca/images/9/9b/Lexicon_-_FR.pdf)
- Williams, M.T. (2019). Microaggressions: Clarification, Evidence, and Impact. *Perspectives on Psychological Science*, 15(1), 3-26. <https://doi.org/10.1177/1745691619827499>



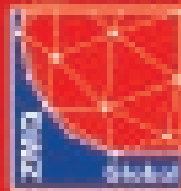


Powered by:

YourStoryTeller

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

Window of Quebec (WoQ) is an innovative technology program of ZMQ Global to create awareness on racism and discrimination in society using digital stories. The program is supported by Canada Heritage under the Anti-Racism Action Program.



Canada



[tinyurl.com/WOQZMQ](https://tinyurl.com/WOQZMQ)



[WindowofQuebec.com](http://WindowofQuebec.com)



[@QuebecWindow](https://twitter.com/QuebecWindow)



[facebook.com/WindowofQuebec](https://facebook.com/WindowofQuebec)



ZMQ Global

📍 401, 417 Rue Saint Pierre, Montréal QC H2Y 2M4 Canada,

✉ [Helmi@ZMQ.in](mailto:Helmi@ZMQ.in)

☎ +1-514-691-1811