From Talks to Action

Summary of the Dais Talks on Anti-Racism

Tiffany Kwok, Rahel Appiagyei-David | February 2024

Toronto Metropolitan University

the dais

Canadian Race Relations Foundation

Fondation canadienne des relations raciales

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The Dais is Canada's platform for bold policies and better leaders. We are a public policy and leadership institute at Toronto Metropolitan University, connecting people to the ideas and power we need to build a more inclusive, innovative, prosperous Canada.

For more information, visit **dais.ca**
20 Dundas St. W, Suite 921, Toronto, ON M5G 2C2

@daisTMU
/daisTMU
The Dais at Toronto Metropolitan University

Design and Illustration
Zaynab Choudhry

Copy-Editing
Suzanne Bowness

Contributors
Tiffany Kwok, Policy Analyst, the Dais
Rahel Appiagyei-David, Leadership Development Facilitator, the Dais
Camara Chambers, Director of Leadership Development, the Dais
Sam Andrey, Managing Director, the Dais
Nina Rafeek Dow, Marketing and Communications Lead, the Dais

Acknowledgments:
Schooling of Ontario's Black Youth
Speakers: Kearie Daniel and Peter Amponsah

Antisemitism Online and Offline in Canada
Speakers: Bernie Farber and Tema Smith

Islamophobic Hate Speech
Speakers: Firdaus Ali and Shawn Ullah

Anti-Black Hate Online
Speakers: Dr. Laura Mae Lindo and Jessica Yamoah

Environmental Racism and Indigenous Communities
Speakers: Janna Wale and Skw'akw'as (Sunshine) Dunstan-Moore

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Authors

Tiffany Kwok
Policy Analyst

Tiffany (she/her) is a policy and research assistant at the Dais. She loves to learn about all things related to tech and urban policy, and service delivery. Prior to joining the Dais, she worked on modernizing social assistance pathways in the Ontario Public Service, and has undertaken research projects both in the public sector (service pathway improvement and digitization in UK healthcare) and the private sector (sociotechnical security in UK railway systems) in Canada and the UK. She has also worked on academic and on-the-ground research, through various roles with the University of Toronto, the City of Toronto's SDFA, and with the NATO Association of Canada. Tiffany holds a Bachelor of Arts in Political Science and Urban Studies from the University of Toronto, and a Master of Public Administration in Digital Technologies and Policy from University College London. In her free time, Tiffany enjoys travelling, trying new food spots, and being outdoors.

t1kwok@torontomu.ca

Rahel Appiagyei-David
Leadership Development Facilitator

Rahel Appiagyei-David (she/her), a postsecondary educator, facilitator, and consultant, uses her skills and experience to structure and develop creative problem-solving regimens.

Her policy experience includes working with the City of Toronto on their Youth Engagement Strategy, the Toronto Youth Cabinet on various City of Toronto budgets and policy advocacy issues, Youth and Policing initiatives as well as as a Board member on the provincially-appointed Youth Challenge Fund.

Her leadership abilities earned her the honour of receiving the Queen Elizabeth II Diamond Jubilee Medal for Community Leadership. She has been recognized by many prominent Canadian and international figures and institutions, amongst whom are: Ann and Ed Mirvish, Michael "Pinball" Clemons in partnership with the Canadian Imperial Bank of Commerce (CIBC) for community leadership, the Canadian Broadcasting Corporation (CBC) Radio, City TV's "The Liveable City", and FLARE Magazine, just to name a few. She comes with over 20 years of experience in industries such as social services, government, corporate, and academia.

rahelad@torontomu.ca

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1 Executive Summary

From September to November 2023, the Dais, supported by the Canadian Race Relations Foundation, hosted a five-part discussion series with over 300 live participants and over 1,000 replay viewers. The series explored public policy issues related to education, climate change, and online hate through the lens of race and identity. The sessions were held in-person and online and ran between one and a half to two hours long.

We invited 10 knowledgeable speakers who delivered a keynote, followed by a question and answer period with the audience. Listed below, each of the five events aimed to provide actionable and practical solutions to the issues introduced by our speakers:

- **Schooling of Ontario's Black Youth**
- **Antisemitism Online and Offline in Canada**
- **Governing Islamophobia Hate Speech Online**
- **Anti-Black Hate Online in 2023**
- **Environmental Racism and Indigenous Communities**

At the Dais, we describe public policy as the sum of actions taken to solve central problems by institutions on behalf of the public, including laws, regulations, guidelines, funding decisions, and their outcomes. "The Dais Talks on Anti-Racism" event series set out to discuss each topic at a policy level, with a specific focus on considering what actions government and public institutions need to take to create systemic change on each issue. The series gave community leaders a platform to share their concerns and ideas for policy action related to inequities in Canada.

While five different topics were covered over the two-month series, the discussions at all of the events reiterated the need for a multi-stakeholder approach in addressing hate and online harms. The talks also called for policy tools to be backed with effective enforcement, and highlighted the importance of allyship across societal lines as a way to tackle divisive discourse and sentiments. The series shared various personal and community experiences of racism and inequity, underscoring the need for further action to combat hate across the country at a time of growing conflict and complexity.

This report aims to summarize each of the five public talks, identify calls to action recommended by participants, and capture key themes across the series. The report also offers a comprehensive list of resources shared by our participants.

Recap of Key Themes

Several key themes emerged across all of the discussions:

1. **Policy tools need to be enforced with political will**, clear definitions of racism must be established, and existing policies and programs should be continually evaluated and updated.

2. **Educational institutions have a responsibility to teach anti-racism principles** from a young age and equip teachers with the necessary tools and training.

3. **Tackling online hate requires a comprehensive approach**, including government action through stronger legislation against online hate speech and harassment (that still protects free expression), active and transparent enforcement of established regulations by social media platforms, and more active use of platforms as tools to combat online hate.

4. **Decision-making tables need a diverse range of voices** in order to create long-lasting, effective, and community-informed policy changes.

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Setting the Scene

There are clear race-based inequities in the policies that seek to serve Canadians. As an example, in the area of climate change, local Indigenous communities such as the Aamjiwnaang First Nation near Sarnia, Ontario are living in heavily polluted environments. Others continue to survive without clean drinking water. In education, the practice of streaming in Ontario high schools has seen Black students become twice as likely to be streamed into non-academic applied courses than their counterparts, impacting their access to university. Meanwhile, in the social media realm, 92 percent of Black, Indigenous, Muslim and Jewish people have felt uncomfortable because of negative content on social media about their race and/or ethnic origin.

As growing bodies of evidence show the impact of race-based inequalities in the areas of climate change, education, and online hate, the Dais convened this series of public talks in an effort to widen discussion in under-explored areas of concern, share the latest data and trends on each topic, and most importantly, promote clear calls-to-action for community members and policy-makers to take forward.

Schooling of Ontario's Black Youth

Watch discussion

PANELISTS:

Kearie Daniel | Executive Director, Parents of Black Children

Peter Amponsah | Associate Dean, Sheridan College

The Context of Black Youth in the Ontario School System

Panellists discussed the challenges faced by Black students and educators, and suggested actionable strategies to create more equitable and inclusive school environments. Discussions pointed to the prevalence of anti-Black racism in Ontario schools and the impacts on Black student outcomes and experiences, which include higher likelihoods of suspension, and greater challenges to overcome in order to graduate. A study of Black students shows that they accounted for nearly 40 percent of the students in applied classrooms (non-academic courses), despite representing only 12 percent of the Toronto District School Board population.[1] Panellists expressed concerns that Black children are often framed as "problematized" in the school system, while in actuality, educators may not be able or equipped to identify Black giftedness.

Speakers also noted the structural need for decolonization of the school curriculum, as this impacts the tools that educators use. They called for the Black community to be recognized as having unique needs such as preference towards data collection so their experiences can be tracked to highlight racism, and a preference for culturally-informed teaching practices for their children. While schools collect race-based data, panellists raised the need to implement other ways of measuring the experiences of students in school, such as random equity audits of school boards.

Personal Stories: Pushback Against Advocacy Efforts

As participants shared their experiences, their stories highlighted challenges in their efforts to advocate for Black students' needs. These included facing pushback from the Ontario Human Rights Commission (OHRC), and finding that institutions lack measures and reporting mechanisms that would help to hold them accountable when trying to report experiences of racism.

Parents of Black Children, an advocacy organization for Black students, recalled failed efforts to request that the OHRC launch its first inquiry into the experiences of Black children from Kindergarten through Grade 12. Another parent described seeking to report incidents of racism and being directed to a racism reporting tool instead of being able to speak

with an administrator directly. This was cited as an instance of institutions being unresponsive to the needs of Black students. As Black oral traditions have been a vehicle for resistance and storytelling in the face of oppression, the institution's redirection to a racism reporting tool was seen as dismissive. This type of response creates further barriers for Black communities who want to voice their concerns and stories in education systems.

Other stories highlighted the ignorance and inability to create a safe space for advocacy against racism, citing letters being written by principals to individuals in advocacy organizations, describing themselves as feeling threatened by Black women, and accusing individuals of not knowing how to compose themselves at stakeholder meetings. Many of the stories shared during this discussion underlined the pushback individuals faced when attempting to hold educational institutions accountable, or while pushing for institutions to become more informed about the experiences of Black students in school.

Existing Models of Good Practice

Peel District School Board's Black graduation coaches program: While participants expressed that there were not any perfect examples of programs or interventions that fully addressed these issues, one panellist shared details of the Peel District School Board's Black graduation coaches program. This initiative was developed to create "safe spaces"[2] for underserved Black students. The school board's graduation coaches assist with implementing programs, services, and supports to meet the needs of underserved Black students, in an effort to help students succeed in school and graduate. The program idea has now been adopted by several other school boards.

Toronto District School Board's Africentric program: Another promising program mentioned was the Toronto District School Board (TDSB)'s Africentric program, drawing on African-centered sources of knowledge and perspectives to teach a culturally-relevant curriculum. Explaining how this program is able to allow Black students to see themselves reflected in their education, thus building their confidence, one panellist shared how he was able to teach his own talents and passions for traditional African drumming at TDSB's Africentric school.

Calls to Action

- Community members should be active participants in the discourse around anti-Black racism in Ontario schools, and advocate for student and educator needs. This can be accomplished by asking critical questions, speaking up for students, and equipping students with the knowledge and skills to understand the system and advocate for themselves.

- School boards need to enhance and expand the scope of data, data collection methods, and data usage to better understand and advocate for the needs of Black students and educators in the education system. Random equity audits of school boards are another method to collect fulsome information, beyond race-based data

- School boards need to create an "educational best practices'' framework alongside the Black community, to be implemented across schools. This framework can broadly inform pedagogical approaches, culturally-relevant teachings, and appropriate and accountable mechanisms for incident reporting. **The Black community must be a part of this framework development process from the beginning to the end – "nothing about us, without us."**

Antisemitism Online and Offline in Canada

Watch discussion

PANELISTS:

Bernie Farber | Chair, Canadian Anti-Hate Network

Tema Smith | Director of Jewish Outreach & Partnerships, Anti-Defamation League

Contextualizing Antisemitism in Canada

Panellists provided the context that the Jewish community in Canada is the fourth largest in the world. They noted that there are four to five different definitions of antisemitism, and added that many Jewish community members were advocating for the adoption of the International Holocaust Remembrance Alliance (IHRA)'s working definition. This non-legally-binding definition states that "antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."[3]

Panellists discussed how antisemitism operates differently from other forms of racism and is not often recognized, providing examples of Jewish people being used as scapegoats for a wide variety of issues, including events like the recent Buffalo and New Zealand mass shootings, and for political tensions within a country. Antisemitic manifestos, and defamation of Jewish people continue to proliferate. The Internet was seen to simply expand the reach of the existing antisemitic movement, a transitioning from past actions such as "flyers being handed out at the corner of Yonge and Bloor," or "holding meetings at country clubs."

Discussions also noted institutional challenges in addressing antisemitism, due to law enforcement's lack of training and therefore unfamiliarity with how to enact the Criminal Code when dealing with hate. The panel also pointed to the federal government's hesitancy to govern speech on social platforms, for fear of limiting freedom of expression.

Personal Stories: The Power of Recognition and Solidarity

Participants shared both personal and community-related stories, many of which highlighted the lack of recognition for the Jewish experience of oppression. One panellist told the story of her mother who, while attending Toronto Metropolitan University (formerly Ryerson University)'s social work program, was told that she had no right to speak when sharing about experiences of oppression. She was also always told to go with the White-identifying group. Yet growing up in Toronto in the 1950s and 60s, she had experienced exclusionary practices like being denied entrance to her friend's birthday party held

at restricted clubs (clubs where diverse folks were not allowed). Likewise, another panellist shared their experience at an anti-racism workshop where he was told that he would have to take responsibility for White supremacy, despite being Jewish. His refusal to do so led to his cooperative effort with the school board to find a proper definition for White supremacy, while continuing to ask the question, "Can Jews be victims of White supremacy, while at the same time be a part of White supremacy culture?"

Encouraging stories were also shared about the Anti-Defamation League's work, highlighting the ability to find solidarity across borders through a synagogue engagement initiative. Participants in the initiative were able to educate themselves about antisemitism, and participate in a community program by reaching out across lines of difference on issues that impact both themselves and another community body such as a church, mosque, city council, or school board. The panellist emphasized the power of this cross-community relationship was in the allyship that came about as a result.

Existing Models of Good Practice

Participants recognized the efforts that schools have been making to educate administrators and teachers when dealing with hate and antisemitism. An example of this effort included **schools inviting external speakers to speak on their experiences and related topics.**

Calls to Action

- Be an ally to the Jewish community. This can include forming a solidarity group, confronting individuals spreading hate, supporting those who are protesting, and actively combating the spread of hate in the school system. Depending on the situation, one can attend protests, file a complaint/report an incident, etc.

- Hold leaders at every level of government accountable to stop the spread of antisemitism. The Anti-Defamation League's COMBAT Plan offers policymakers and officials a framework to fight antisemitism through authorizing and improving hate crime laws, stopping the spread of antisemitism online, and protecting Jewish institutions often targeted by antisemitic acts.

Governing Islamophobic Hate Speech Online

Watch discussion

PANELISTS:

Firdaus Ali | National Project Manager, Canadian Council of Muslim Women (CCMW)

Shawn Ullah | Government Relations Officer, National Council of Canadian Muslims (NCCM)

Contextualizing Islamic Hate Speech Online

Panellists defined Islamophobia as racism, perpetuated stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam. In online spaces, Islamophobia has been prevalent in spreading misinformation, hate speech, and censorship. Citing an exponential increase in reported hate following the September 11, 2001 attacks, panellists shared that the majority of hate crimes (90 percent) go unreported due to police potentially discouraging victims to report, or victims not knowing that they have the ability to file a report.[4] Ignorance was noted as a major factor leading to hate and the spread of hate speech online, which has unfortunately led to many violent attacks at mosques.

Personal Stories: Collective Action and Awareness

Participants raised the urgent need to raise awareness of online hate and Islamophobia both through the work of their organizations and their personal stories. One panellist shared the motivator behind his work at National Council of Canadian Muslims, describing his early experience of Islamophobia in elementary school and recalling his feeling of being let down by educators while growing up in Alberta. Another panellist expressed her sense of urgency to advocate for Canadian Muslim women through the Canadian Council of Muslim Women, citing the increase in hate crimes against Muslims and women who are abused online worldwide.

Existing Models of Good Practice

Panellists discussed several existing models that could be used to combat Islamophobia. A panellist suggested that the **Whatcott standard** (a Canadian constitutional law case regarding hate speech that originated in Saskatchewan) should be a benchmark for dealing with hate speech cases, both online and offline. That is, prohibiting expression "that exposes or tends to expose to hatred, ridicules, belittles or otherwise affronts the dignity of any person or class of persons on the basis of a prohibited ground."[5] **Adopting Germany's steep penalties for hate speech and Holocaust denial** were also suggested as another option to penalize hate speech perpetrators. **Peel District School Board and Toronto District School Board's Anti-Islamophobia strategies** were identified as

effective mechanisms in the school system to prepare in response to roll out in the event of students becoming victims of an attack. As a result, these mechanisms were suggested as a model for other school systems to adapt.

Beyond these examples, panellists emphasized the need for the further development and release of online safety legislation in Canada. One panellist reflected on a past unsuccessful attempt at passing legislation to combat Islamophobia, referring to **Motion 103** from MP Iqra Khalid of Mississauga-Erin Mills.

Calls to Action

- Law enforcement officers need to apply the Criminal Code when there are instances of hate speech and discrimination. While the NCCM continues to work with police to push for the enforcement of laws for in-person hate crimes, more work needs to be done to ensure this enforcement is improved across all police forces.

- Policy-makers need to regulate hate speech online with clear definitions. Social media platforms need to be held accountable for accurately and effectively enforcing clear standards.

- Public awareness of Islamophobia and discrimination, and debunking of common misconceptions through community initiatives, can educate the public and combat ignorance. Refreshed training for law enforcement and teachers, and anti-Islamophobia strategies akin to Peel District School Board's should be put in place in every region.

Anti-Black Hate Online

Watch discussion

PANELISTS:

Dr. Laura Mae Lindo | Assistant Professor, University of Waterloo

Jessica Yamoah | Founder & CEO, INNOVATE INC

Contextualizing Anti-Black Hate Online

Panellists discussed the nature of anti-Black online hate, noting that the design of social media in many ways replicates our society. Other Black Canadians have had the experience of their stories and reports being invalidated, being told that what they experienced isn't racism. Due to the anonymous nature of social media, panellists said that individuals likely felt more comfortable exploring the topic of race online, which allows users to act differently than they would if they were identifiable. This anonymity also shields individuals who are organizing White supremacy actions, as they spread anti-Black messaging, mobilize participants, and spread information about rallies against school boards and diversity training. Panellists felt X (formerly Twitter) was the "worst" social media platform for anti-Black hate online because of word count limits on posts along with a limited ability to share full post threads.

Personal Stories: Moving Solutions Forward

Panellists shared both exasperating and encouraging stories. Discussions regarding the Canadian Human Rights Commission (CHRC) revealed disappointment and helplessness, as the organization was accused of participating in anti-Blackness towards its own employees. Dr. Laura Mae Lindo shared her experience as a Member of Provincial Parliament as she tabled Bill 16, Racial Equity in the Education System Act, 2022. She explained how she experienced no major issues while she was initially working on this bill, eager to provide tools to educators. However, once she tabled the bill, she started to encounter a lot of hate both in-person and online. She expressed her frustration and disappointment with the pushback and hateful sentiments that she encountered as she tried to push this bill forward. **"Hate comes when you're putting a solution forward — not just when you're talking about it."**

Participants also told encouraging stories of Black content creators being able to share their voices and anti-racist messaging through their social media platforms. Referencing an abundance of existing research that points to Black communities as major drivers of pop culture, panellists shared how Black creators are using their platforms to creatively engage with and criticize existing systems,

challenging people to think differently. Participants also shared examples of social media being used to combat and highlight the prominence of police brutality against Black people.

Existing Models of Good Practice

Panellists discussed the legislation and policy that currently exists, but pointed out the lack of political will to enforce it. Pointing to **Ontario's Anti-Racism Act**, panellists noted that it does not define racism, with its absence of a definition being an impediment for communities to use it as a tool to address racism both online and offline. Similarly, participants mentioned the **Black Youth Action Plan**, although criticized it for its lack of intentional continuity, with uncollected or unshared data and unstated next steps. Panellists noted that although the government was allocating resources to the plan, the project has not been properly evaluated. Participants suggested that policy alone was seen to be unable to make real change, but rather raises questions around whether more policy, or support from decision-makers to enforce that policy is needed.

"When you create any kind of legislation, [you] need to define the terms and speak explicitly about what [you're] trying to create/imagine in a real way, [or] you won't get anywhere."

Calls to Action

- Political will and resourcing is necessary to enforce legislation and policy. The Anti-Racism Act and the Black Youth Action Plan are examples of programs and policies that require greater enforcement and intentional long-term planning by the government to create real and long-lasting change.
- Diverse voices should be involved in developing technology and managing social media platforms. As one panellist shared, technology is structurally and systemically biased based on who programs and shapes the design. Diverse teams within companies and organizations developing these technologies are necessary to ensure inclusion practices are executed at every stage of technological design.
- Community members should use social media for good to tackle anti-Black hate online. Black creators have expanded their content's reach through social media, shaping discourse and providing support, healing, and hope to others experiencing racism.

Environmental Racism and Indigenous Communities

Watch discussion

PANELISTS:

Janna Wale | Policy Advisor, Canadian Climate Institute | Janna is Gitxsan from Gitanmaax First Nation, and is also Cree-Métis on her mother's side.

Skw'akw'as (Sunshine) Dunstan-Moore | Indigenous Climate and Policy Advisor, VIDEA | Skw'akw'as (Sunshine) is a Nlakapamux and Yakama youth from Tlekemstin, also known as Lytton, British Columbia.

Contextualizing Environmental Racism and Indigenous Communities

Panellists discussed how racism and discrimination disproportionately leads to environmental hazards and risks being placed near Indigenous communities. Indigenous peoples are also more susceptible to the impacts of climate change due to colonialism and environmental racism. This affects how communities are able to carry out traditional practices and connect to their seasonal cycles. Panellists agreed on the need to recognize this issue as part of Canada's colonial past and present, and to look at the country's extractive behaviour (extracting natural resources without sustainable measures) both within and beyond Canada's borders. **"We can't just be looking at Canada, [we] need to look at the broader picture. […] Indigenous people don't live within colonial borders."**

Discussions also centered around the ways in which the government engages with Indigenous communities on their experiences of environmental racism. One panellist shared concerns about the lack of follow-up after consultations, with communities getting frustrated with the number of times the government requests to discuss these issues without acting on their concerns. She explained how she comes from a fishing community, and while concerns around reduced salmon numbers are raised annually, there has been little to no action taken by the government. Panellists also pointed to the colonial approach taken with these consultation processes, including engaging with only one or two nations, not following up with communities, not connecting with the land, and showing up to consultations with already-developed plans.

Personal Stories: An Instilled Sense of Responsibility

Panellists shared how their Indigenous worldview impacts the policy spaces that they work in. One panellist emphasized the difficulties she experiences in her work, due to the need to work within existing colonial structures and to respect the policies in place. While she shared that it was a great chance for her to meet other Indigenous peoples not only on Turtle Island, but also across Canada and internationally, she described her experience of needing to "play the game of politics," which at times

goes against her personal moral and ethical standings. Another panellist noted how her connection to her community has instilled a sense of responsibility in her work. Acknowledging her role and expertise as a trained Western scientist, she recognizes that policies created with Indigenous peoples at the forefront are stronger policies to address climate change.

Existing Models of Good Practice

Bill C-226: Panellists mentioned Bill C-226 (An Act Respecting the Development of a National Strategy to Assess, Prevent and Address Environmental Racism and to Advance Environmental Justice) to be a promising opportunity to address environmental racism. Bill C-226, while at the time of writing is passed in the House of Commons and under consideration in committee in the Senate, was mentioned as an opportunity to come up with real solutions to this issue.

Indigenous Guardian networks were described as **an opportunity for "people in power to reconsider Indigenous peoples as leaders, scientists, engineers, and stewards of the lands." The networks would help shift the victim narrative and treat Indigenous communities as leaders in the climate crisis.**

The expansion of Indigenous Guardian networks was mentioned as a viable option in reestablishing connections with territories and promoting intergenerational teaching to monitor and protect the land and ecological health.

Calls to Action

- Define racism and address colonialism first and foremost, in order to reinforce the basis of good and sustainable policy. **"When writing policy, how can you have good sustainable policy if you haven't addressed the real issue in the room?"**
- Ensure Indigenous representation at decision-making tables when discussing distribution of funding and pipelines being built through Indigenous communities. Doing so will ensure that people with expertise and knowledge are present when making decisions.
- Repair Canadian's lack of knowledge regarding Indigenous communities and history through the education system. Canadians generally don't have much knowledge about the Indian Act and Indigenous territories. Panellists emphasized that this lack of understanding creates fear and using the education system to combat this absence is vital.
- Members of the public and government staff need to learn and unlearn truths about the intersection of racism with the environment. In order to adequately address this issue through policy, there needs to be recognition of the far-reaching impacts of environmental racism on Indigenous peoples not only within Canada, but beyond.
- Governments need to learn how to establish meaningful relationships with nations, and implement these practices accordingly. Consultations need to be co-led and collaborated on with Indigenous communities, and Indigenous traditions must be respected while in consultation.
- Decision makers in all sectors need to ensure that efforts to address environmental racism are led by Indigenous representatives. This will allow for Indigenous community concerns to be heard and appropriately represented in any discussions or action plans.

3 Key Themes Throughout the Series

Policies and Legislation Need to be Paired with Enforcement

Throughout the series, leaders and participants commonly expressed the need to **advance clear definitions of racism** and other related terms. Whether the discussions focused on antisemitism, Islamophobia, anti-Black online hate, or environmental racism and Indigenous communities, each talk highlighted how explicit definitions of racism would be a first "call to action" and a basis for all subsequent actions.

The **need for political will to mobilize existing legislation and policy** also resounded across multiple discussions. Without appropriate resourcing and training for relevant stakeholders to enforce policy, panellists reiterated how it would be useless to pursue policy development in isolation from enforcement action. Alongside advocacy from people in power, **policies and relevant programs need to be evaluated for efficacy** and their progress in meeting pre-set objectives. Insights collected from these evaluations should be used to improve further iterations of the policies and programs.

Recognizing the Responsibility of Educational Institutions

All discussions highlighted the important role of educational institutions in providing accountability and engagement in anti-racism discourse. Panellists also emphasized the need for **active and intentional learning and unlearning** at all ages.

Panellists mentioned the need to **teach anti-racism education from a young age and to train educators and other key stakeholders like law enforcement** multiple times throughout the series. Not only should educators be trained to respond to instances of hate and racism towards students, but educational institutions should also have clear, accessible mechanisms in place for individuals to file reports and to hold perpetrators and systems accountable. In order to respond effectively, educators must be equipped with the necessary tools and training to create inclusive spaces in their teaching environments.

Online Harms Require a Multi-Stakeholder Approach

Addressing online harms and building a safer online environment will require the participation of all stakeholders. Discussions regarding online harms centered around the need for government leadership in responsibly governing online platforms and supporting victims, requiring transparency and meaningful enforcement against illegal hate and harassment, while maintaining respect for freedom of expression. During the discussion on Islamophobia online hate, one panellist acknowledged the existence of the Criminal Code to address hate speech through the justice system, but reinforced the need for **stronger accountability for online platforms directly addressing the speed and reach of online hate speech and harassment**. Other panellists pointed to the Anti-Defamation League's REPAIR plan as a framework to combat hate in the digital world, highlighting strategies like re-orienting and resourcing government, interrupting disinformation, and exposing platform recklessness.

Discussions also outlined the power of **users harnessing their platforms for good** as an approach to combat online hate. The use of social media to "connect the dots from individual stories to the whole broader discourse" was recognized as a unifying and healing opportunity, and users were urged to participate in reclaiming these platforms. While discussions noted concerns around White supremacy organizers using social media to organize, panellists countered this by highlighting the opportunity to use social media to expand reach when it comes to organizing for anti-racist, inclusive discourse.

Diverse Voices at Decision-Making Tables

Addressing racism and hate requires the **involvement and perspectives of a diverse range of people**. In order to create long-lasting, effective, and community-informed policy changes, discussions in this series continually emphasized the need for interdisciplinary and intersectional teams, and representation in decision-making. The discussions on environmental racism and Indigenous communities highlighted the need for Indigenous voices at the decision-making table, especially when discussing and making decisions regarding environmental racism. This contrasts with traditional government practices, which have excluded Indigenous voices, or have only consulted these communities briefly regarding an already-established plan of action.

Similarly, discussions around the design of technology reiterated the need for a diverse team, in order to use diverse experiences as a strength in both policy-making and the development of technology. Recognizing that technology is structurally biased, based on the inputs and ideas provided by the development team, ensures a variety of voices contributing to its development can help manage that risk.

4 Conclusion

The battle against hate requires allyship across societal lines of division, and the political will to enforce protections through policy and regulations. In an effort to create a space for cross-community partnerships pushing for change, the Dais Talks on Anti-Racism series brought together community members, policymakers, and scholars across Canada to have rich discussions on the ways in which their communities have been impacted, highlight the work they have been doing in their respective roles, and identify what remains to be done to combat hate and inequality.

The series drew over 1,000 individuals from across the country to listen and participate in discussions, ask insightful questions, and provide calls to action to motivate attendees to continue supporting movement on these issues into the future.

We are grateful to all of the speakers and attendees who took part of this series and contributed to this invaluable, action-oriented discourse to mobilize the public in combating hate.

Resources

Below is a list of organizations recommended by the speakers for those who are interested to learn more and take action.

Schooling of Ontario's Black Youth

Speakers: Kearie Daniel and Peter Amponsah

- Turner Consulting Group
- Black Community Action Network (BCAN Peel) – F.A.C.E.S. Report
- Ontario's Bill 16, Racial Equity in the Education System Act
- Parents of Black Children – 10 Demands
- Coalition for Alternatives to Streaming in Education (CASE)
- African Canadian Coalition against Hate, Oppression and Racism (ANCHOR)
- Dr. Andrew B. Campbell (Dr. ABC)
- Rites of Passage youth program
- Student and Family Advocate support program
- Roots Community Services
- OMO Afrocentric Virtual Campus – online learning space

Antisemitism Online and Offline in Canada

Speakers: Bernie Farber and Tema Smith

- Anti-hate.ca - The Canadian Anti-Hate Network - Pride Defence Guide
- Anti-Defamation League
  - COMBAT Plan
  - PROTECT Plan
  - REPAIR Plan
- International Holocaust Remembrance Alliance
- The Leadership Conference on Civil and Human Rights (LCCHR)
- Open Letter in The Jewish Daily Forward

Islamophobic Hate Speech

Speakers: Firdaus Ali and Shawn Ullah

- Islamophobia Support Line
- Islamophobia Legal Assistance Hotline
- National Council of Canadian Muslims
- Muslim Women's Family Law and Legal Rights Project
- Saskatchewan (Human Rights Commission) v. Whatcott
- M-103 Systemic Racism and Religious Discrimination

Anti-Black Hate Online

Speakers: Dr. Laura Mae Lindo and Jessica Yamoah

- Bill 16, Racial Equity in the Education System Act, 2022
- Anti-Racism Act, 2017
- Ontario's Black Youth Action Plan
- Innovate Inclusion

Environmental Racism and Indigenous Communities

Speakers: Janna Wale and Skw'akw'as (Sunshine) Dunstan-Moore

- Home on Native Land course
- VIDEA - Decolonization Toolkit
- Indigenous Climate Action
- International Indigenous Peoples' Forum on Climate Change
- Yellowhead Institute
- Canadian Climate Institute
- Indigenous Clean Energy
- David Suzuki Foundation
- National Collaborating Centre for Environmental Health

End Notes

[1] C.E. James, C.E. and T. Turner, "Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area," Toronto: York University, 2017. https://youthrex.com/report/towards-race-equity-in-education-the-schooling-of-black-students-in-the-greater-toronto-area/.

[2] Mickey Scott Bey Jones speaks to the importance of having brave spaces, because safe spaces are nonexistent in the real world.

[3] "Working definition of antisemitism." International Holocaust Remembrance Alliance. https://holocaustremembrance.com/resources/working-definition-antisemitism.

[4] J.H. Wang and G. Moreau, "Police-reported hate crime in Canada, 2020." Statistics Canada. March 17, 2022, https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00005-eng.htm.

[5] Saskatchewan (Human Rights Commission) v. Whatcott [2013] 1 SCR 467, 2013 SCC 11. https://decisions.scc-csc.ca/scc-csc/scc-csc/en/item/12876/index.do?q=2013+SCC+11.