



Beyond the Buzzwords: Upholding Human Rights and Equity; Challenging Anti Black Racism

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STARTING IN A GOOD WAY

We can never work to end systematic and institutional violence if we do not centre the narratives of Indigenous peoples in our collective work for social justice and equity. For those of us who are settlers on Turtle Island (Canada), we directly benefit from the colonization and genocide of the Indigenous people of this land. In order to engage in resistance and solidarity against the injustices inflicted on the Indigenous people it is imperative we constantly engage in acts of decolonization.

It is important to acknowledge that we are in the “Dish with One Spoon Territory.” The Dish with One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers, have been invited into this treaty in the spirit of peace, friendship and respect.

Guiding Principles

Adapted from Norms for Safe and Brave Space Created by Tina Lopes
& Mike Saver

- Have the Courage and Wisdom to recognize our Connection and Value our Differences
- Adopt a Stance of Wonder, rather than Judgment
- Befriend Disagreement and Discomfort
- Recognize and Understand How My Identities Affect What I Know and My Relationships
- Don't be afraid to have a change in perspective
- This is not a safe space for ALL ideas. While I encourage you to ask questions and explore different concepts, there is no room for language or actions that dehumanizes another individual- especially not on the bases of race, gender, gender identity, sexuality, ability, and religion.





“There is no concept of justice in Cree culture. The nearest word is kintohpatatin, which loosely translates to “you’ve been listened to.” But kintohpatatin is richer than justice – really it means you’ve been listened to by someone compassionate and fair, and your needs will be taken seriously.”

-Edmund Metatawabin, Up Ghost River: A Chief’s Journey Through the Turbulent Water of Native History



Getting to Know You

Visit: www.menti.com

Enter the passcode: 55 88 04 5



What is a Human Rights Approach to Education?



Human Rights Approach to Education

A human rights approach to education focuses on how we learn and work together , ensuring that every student's right to education is respected and realized and that all members of the school community are welcome and included.

A human rights approach to education:

- Seeks to realize the rights and values set out in the Ontario *Human Rights Code*
- Supports legal compliance through system-wide actions to provide inclusive environments, and prevent and respond to discrimination
- Understands the primacy of the *Human Rights Code* over other laws in the province
- Honours, where applicable, the values in the *Universal Declaration of Human Rights*, the *United Nations Declaration on the Rights of Indigenous Peoples* and other international human rights agreements to which Canada is committed

From presentation on Introduction to Anti-Racism and Anti-Discrimination - Human Rights and Equity in Education, Gov of Ontario



Human Rights Approach to Education

- A human rights approach to education...
- Acknowledges the overlapping, interdependent relationship between equity and human rights
- Respects the shared principles underpinning international agreements, equity work, and Ontario's *Human Rights Code*:
 - Inherent dignity and worth
 - Equal rights and opportunity
 - Freedom from discrimination
 - Creates a climate of understanding and mutual respect, so each person feels a part of the community and able to participate fully

From presentation on Introduction to Anti-Racism and Anti-Discrimination - Human Rights and Equity in Education, Gov of Ontario



Why is a human rights approach critical to education?



Systemic Oppression against Indigenous communities and the legacy of colonialism looks like in schools:

- Lack of access to Indigenous education taught by Indigenous educators ...
- Indigenous languages not taught in schools
- Lower levels of representation amongst students and teachers ...
- Little to no autonomy when it comes to Indigenous education and conflict resolution
- Lack of data on the experiences of Indigenous communities in school systems

**“HOW CAN THERE BE
ANY RECONCILIATION
IN A COUNTRY WHERE
THIS KIND OF INEQUALITY
IS ACCEPTABLE?”**

- SHOAL LAKE 40
CHIEF ERWIN REDSKY





Anti-Black Racism in Canada

The stigma and stereotypes Black Ontarians and communities face have impacted public policies, decision-making and services. As a result, in nearly every measure of opportunity, security and fairness in our society, anti-Black racism is felt.

Black children are more likely to be in foster care or enrolled in lower academic streams.

Black men are more likely to interact with the justice system than their white counterparts at all levels of society.

Black women are more likely than white women to be unemployed or underemployed, despite having higher levels of education: 8.8% of Black women with university degrees are unemployed, compared to 5.7% of white women with high school diplomas.

-Ontario Anti Black Racism Strategy



The Data: Anti-Black Racism in Schools

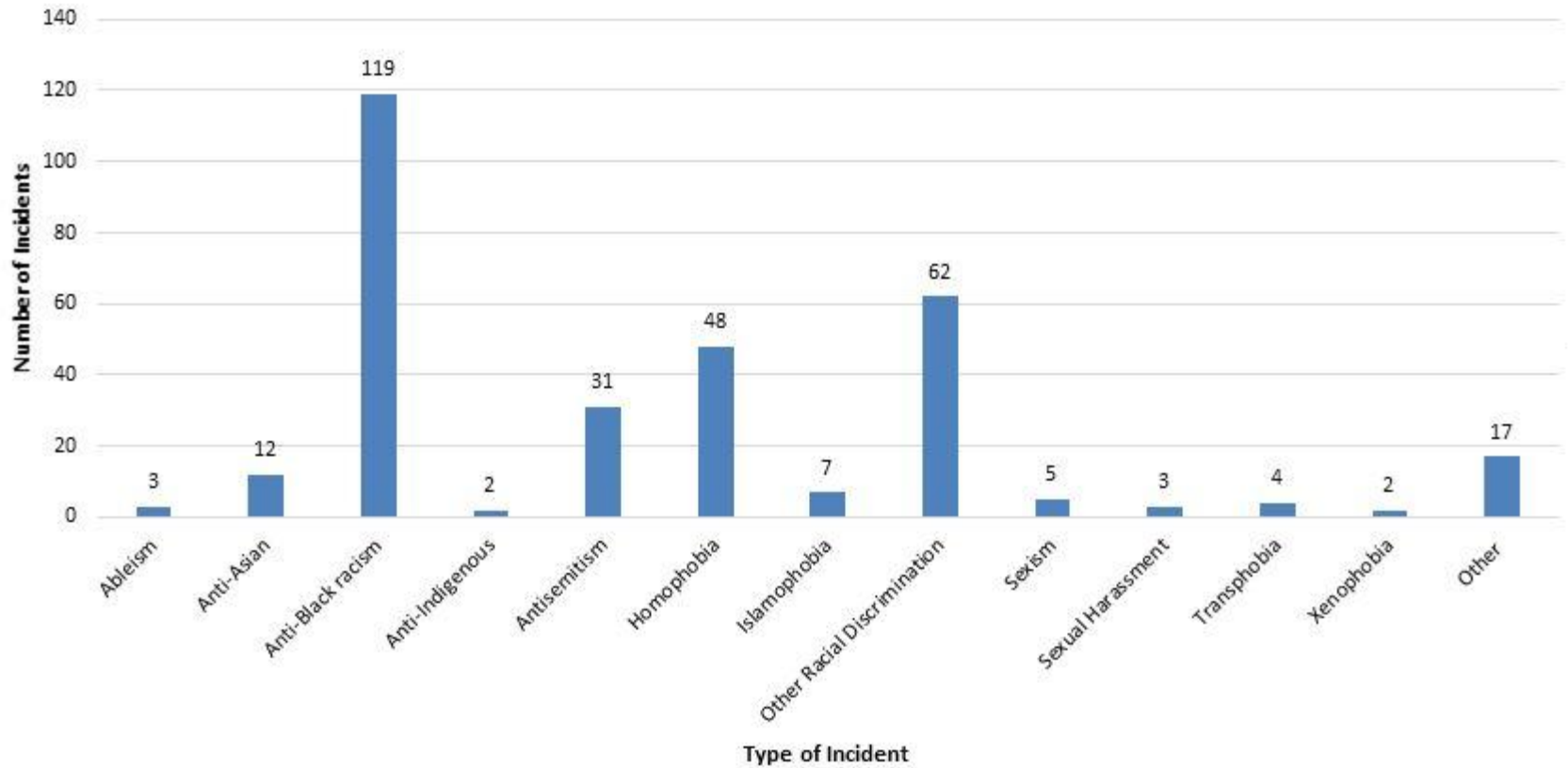
"Black students say they are “being treated differently than their non-Black peers in the classrooms and hallways of their schools.” They say there is still a lack of Black presence in schools. There are few Black teachers, the curriculum does not adequately address Black history and schools lack an equitable process to help students deal with anti-Black racism.”

The crisis of anti-Black racism in schools persists across generations

Carl James, York University, Canada

August 26, 2019

Racism, Bias and Hate Incidents Impacting Students September 1, 2019 to August 31, 2020





Layers of Impact

Interpersonal



- What are my biases?
- What are my experiences and how my they influence how I interact with marginalized people
- What are my beliefs, values, feelings?

Professional

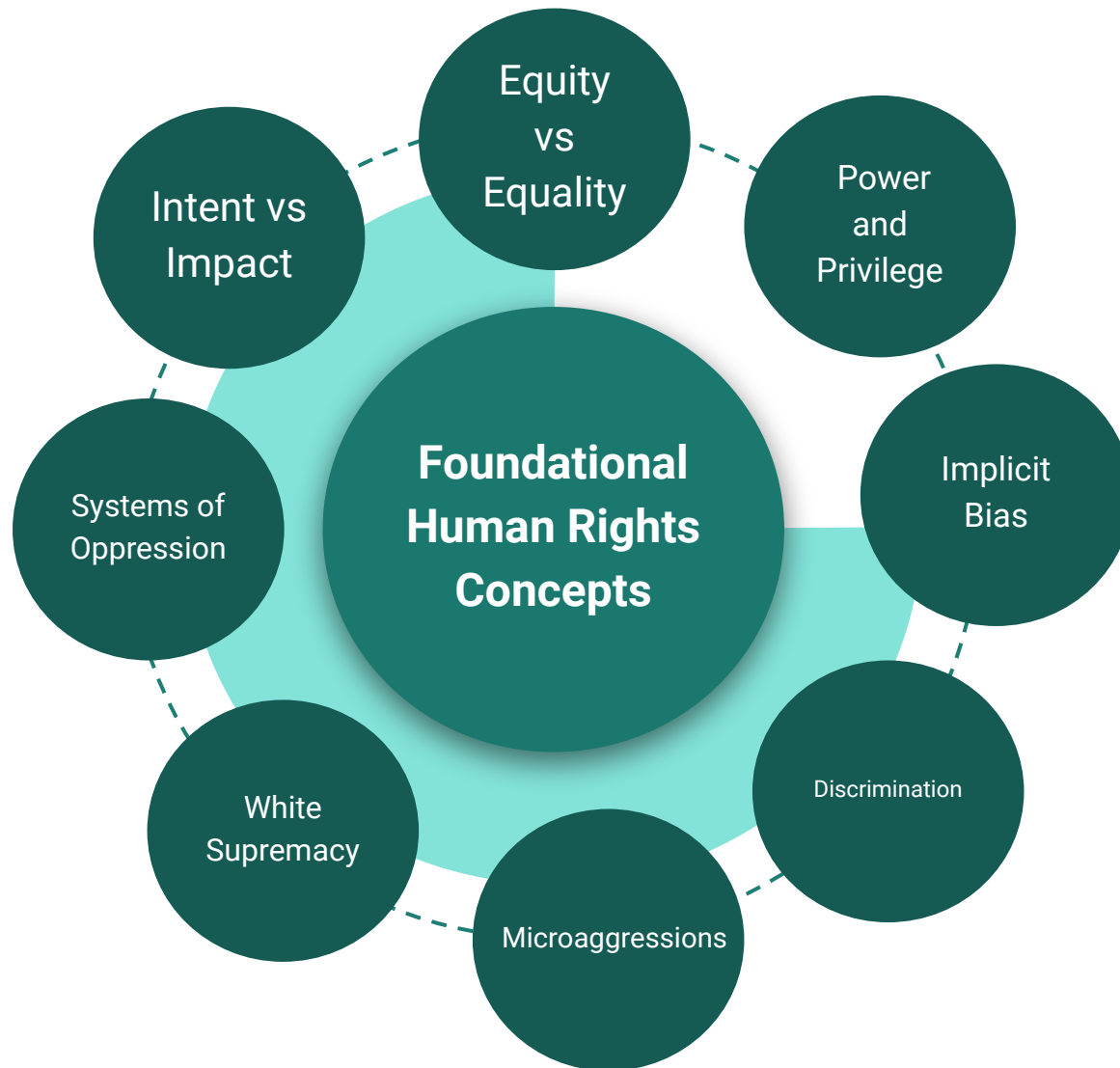


- Who are my relationships with?
- What are my actions and inactions?
- How might I contribute to discrimination in the workplace?

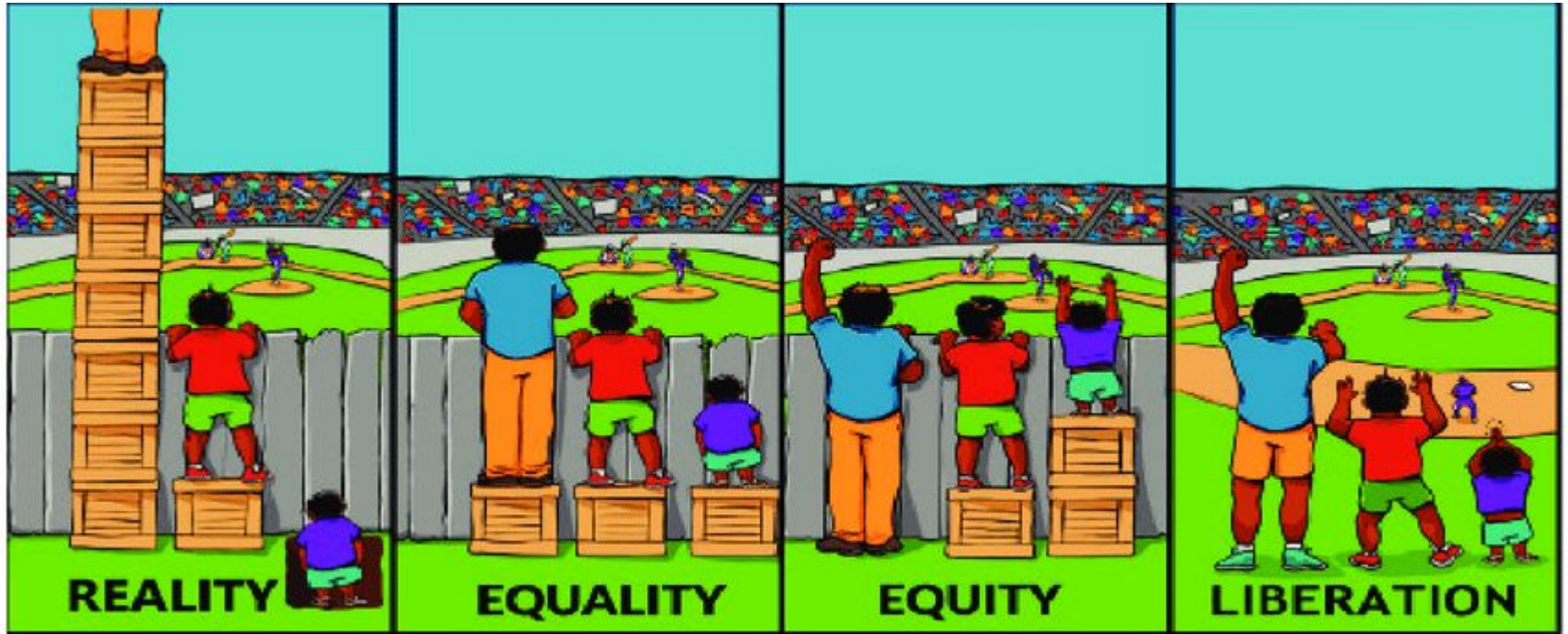
Institutional



- How do the policies and procedures uphold systems of oppression and discrimination?
- Who is in leadership?
- Who gets to make decisions?



Equity vs Equality



Equity: It's not about giving everyone a shoe, It's about giving people the shoe that fits.



- Equity is the fair treatment, access, opportunity, and advancement for all people, **while at the same time striving to name and eliminate barriers that have prevented the full participation of some groups**
- Equity recognizes that every person has a unique identity profile that is profoundly impacted by oppressive interactions and experiences
- Equity occurs as a result of positive, courageous and creative **conversations and actions**
- Equity requires the redistribution of resources and initiatives based on individual and group needs
- Equity requires action that is informed by community driven data and input
- Equity leads to engaged, inspiring successful communities, workers, volunteers etc

Adapted from: Building Equity: Practices That Empower All Learners (Dr. Fisher, San Diego State U)

Power and Privilege



Premiers across Canada - 2019, BlogTO



Privilege is....

- **An unearned advantage that someone receives by identifying or being born into a specific group**
- **Something we all have**
- **Not often visible to its holder; it is merely there, a way of life, simply “the way things are”**

Where do you fit in?

What are the Identities that hold Privilege in this Society?

White

Male

Christian

Hetrosexual

Cisgendered

Rich (no debt) savings for 1 year +

Able bodied

Canadian Citizenship

Networks. Access to resources

Health Status / Brain (Mental) Health

30-55 (might change based on gender)

Shade (Light Skin)

Language (English no accent)

Education (PSE)




Privilege check!

Question to answer in the chat or out loud:

How does the schools and/or your workplace culture reinforce ableism?

****Ableism- discrimination against those who are disabled*



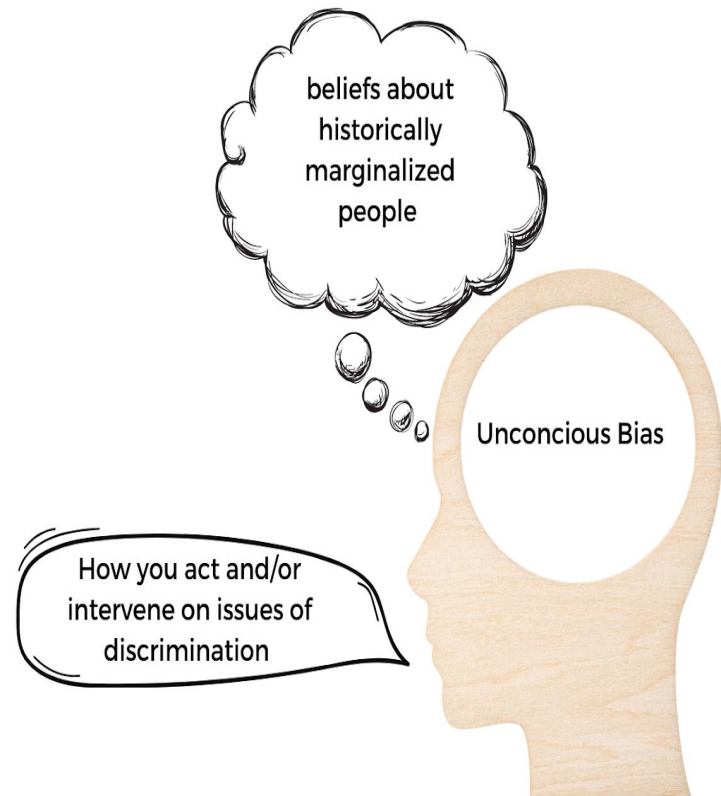
Our privileges inform our implicit bias



Video: Peanut Butter, Jelly and Racism

Implicit Bias

- Ingrained associations from media, education, society
- We breathe these in like smog
- We all have them
- Often incompatible with conscious values





Our identities matter – so humility is key. Who we are shapes the way we experience and understand the world and our relationships with others. Our identities are also complex and layered and we are more than any one singular identity. In the society we live in, some parts of our identity are privileged over others and this shapes how we experience the world and often, what we may choose to share or not. Parker Palmer reminds us, “We teach who we are.” When we sit, speak, listen to each other – our identity plays a role. So, as we listen, we must remember to think about who we are in relation to who is speaking. This will help us build a deeper understanding of each other.”

-Jeewan Chanicka, CEO/Superintendent of a growing International American School system based in Dubai. He is the former Superintendent of Equity, Anti-Racism & Anti-Oppression and Superintendent of Schools in Canada's largest school district – Toronto District School Board.



Discussion Question:

What might be the importance of thinking about individual privilege in the context of leadership and/or work in the education system?



Discrimination

Discrimination includes any rule, act, or failure to act, whether intentional or unintentional, which *results* in the unequal treatment of individuals, or groups of individuals, based on their race, gender, gender identity, creed, disability, sexual orientation or any of the other protected grounds under the Ontario *Human Rights Code*

What can discrimination look like?



- Direct and overt
- Subtle (decision influenced by unconscious bias)
- Effect of facially neutral rules or practices
- Individual
- Systemic/Cultural
- Often unintentional

Protected Areas



The *Human Rights Code* prevents discrimination in the areas of:

- **Employment**
- Goods, services and facilities
- Contracts
- Memberships in unions, trade or professional associations
- Accommodation (housing)

Protected Grounds



- Age
- Ancestry, colour, race
- Citizenship, ethnic Origin, place of Origin
- Creed
- Disability (includes mental, physical, perceived)
- Family Status
- Marital Status
- Gender identity, gender expression
- Record of offences (employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual orientation
- Association with a person identified by a protected ground



When it comes to Human Rights

- Intention doesn't matter
- Factor test
- Primacy of the Code

Microaggressions

Theme	Microaggression	Message
Ascription of intelligence	"You are so articulate."	It is unusual for someone of your race to be intelligent.
Criminality/assumption of criminal status	A White person waits to ride the next elevator when a Black person is on it.	You are dangerous.
Myth of meritocracy	"Everyone can succeed in this society, if they work hard enough."	Poor people are lazy and/or incompetent and need to work harder.

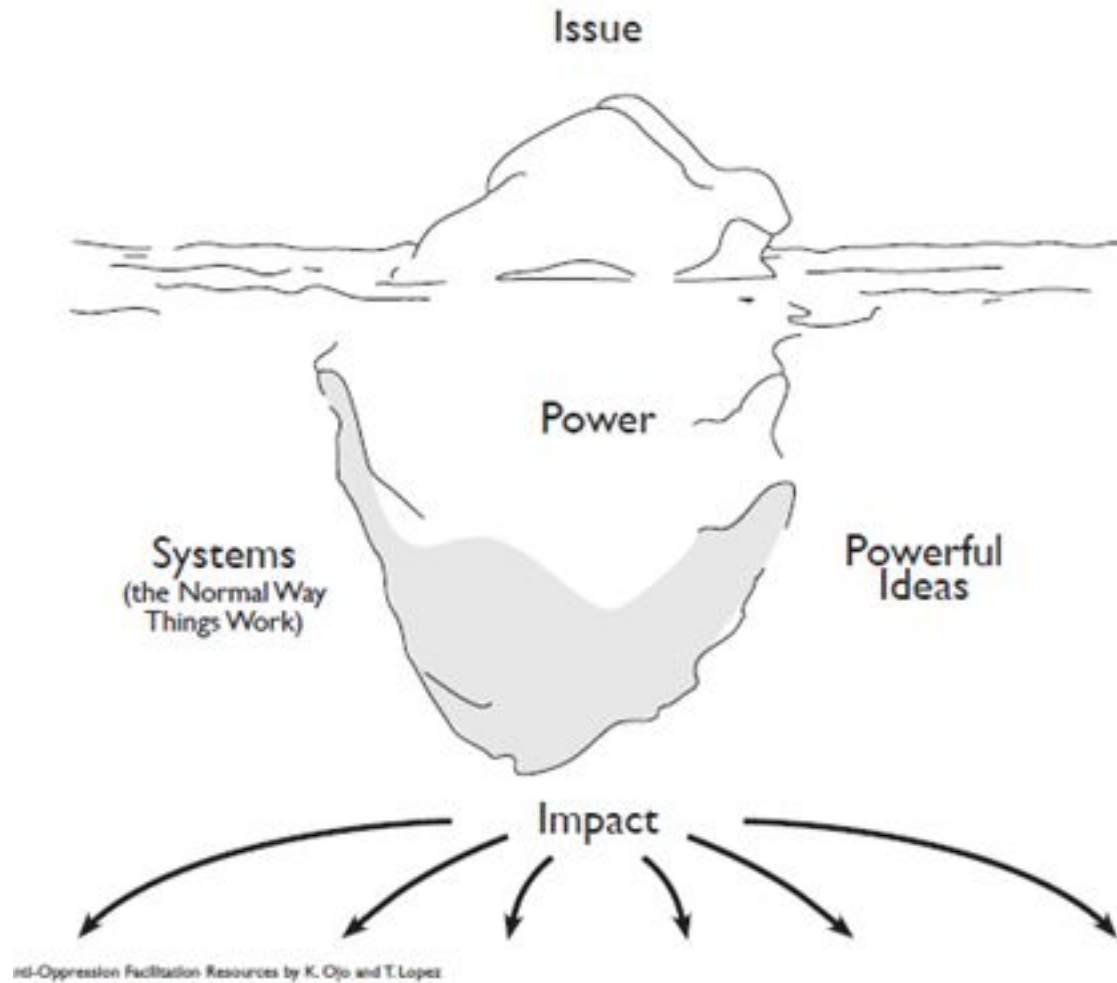


WHITE SUPREMACY

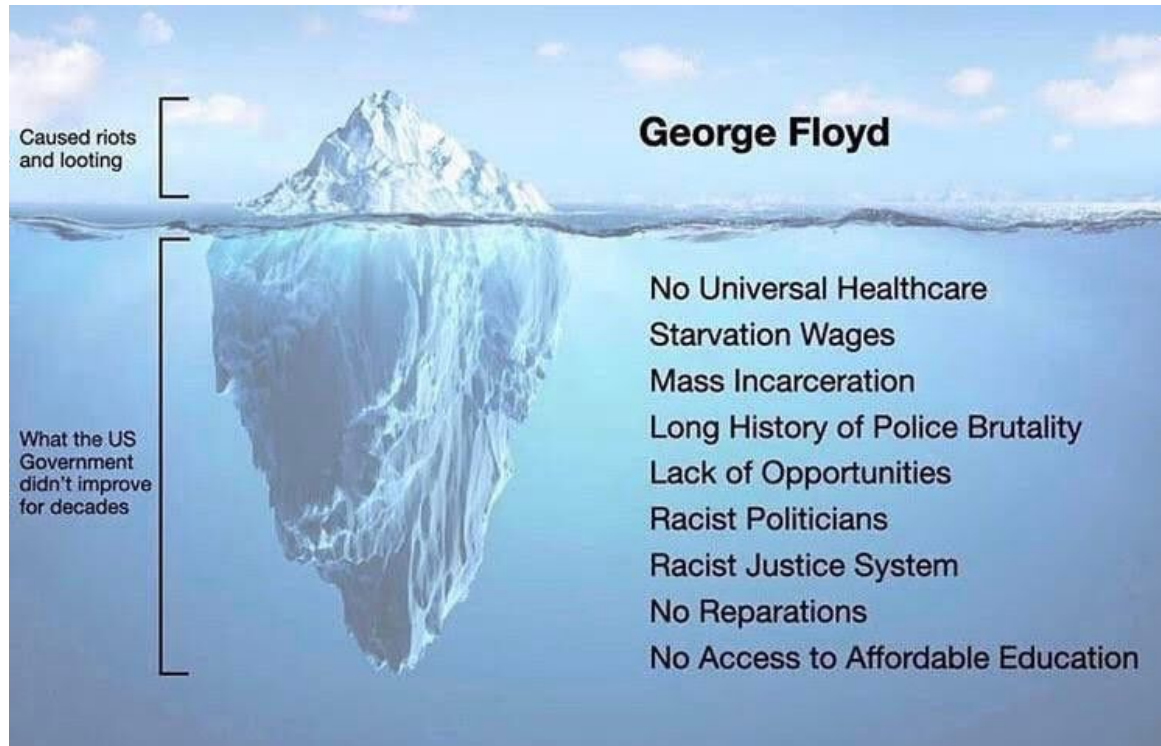
Refers to a culture that offers inherent advantages possessed to white people on the basis of their race in a society characterized by racial inequality and injustice.

It's not about white people!

But does ask those in power and those who belong to the dominant group, to ask themselves.. “How am I hoarding power? How am I benefiting from this system? and “How does my identity influence how I see race?”



Systems of Oppression



Anti-Black Racism as a System of Oppression

Anti-Black
Racism
White
Supremacy
Homophobia
Transphobia
Anti-Semitism

**System of
Oppression**

Sexism
Islamophobia
Racism
Ableism
Classism
Colonization
Imperialism

Responding to Anti-Black Racism (and other forms of hate, bias or racism)



Be Reflective

- Reflect on your own social location and bias and how it might impact how you are seeing an issue
- Consider what more you need to learn about anti-Black racism in Canada.


Be Responsive:

- Stop and Interrupt
- Name
- Support those impacted
- Report and Document (PR728 speaks to your obligations)
- Ensure Accountability
- Examine and Restore

Be Proactive

- Consider ways you are clear about human rights expectations with staff and students.
- Find ways to embed this learning into your classrooms.
- Make sure students know that they can come to you with any issues they may be having.

Case Scenario



Josue is a newcomer to Canada from Cuba. He speaks intermediate English and has completed his high school in his home country. He is 19 years old and his parents have enrolled him at a local school to help him improve his English and finish off the credits he needs to apply to his local university. Josue arrived to Canada in the middle of the school year with his parents and two younger siblings. At school, he is having a hard time fitting in and making friends.

As part of his one of his classes, his teacher has assigned him to a group with two other students. The group has already been working together for a while and Josue is having a hard time keeping up. His group member Leila (who is not Black), frustrated that Josue is not doing his part with their assignment, tells him, “You are Black right? why don’t you know how to speak English?” In another instance, one of his classmates Craig, stops him before class and asks him if he knows where to buy weed. Perplexed, Josue answers no, to which his classmate responds, “What kind of N***a are you?, relax im just kidding”

Josue approaches his Guidance Counselor to speak to her about the challenges he is having with his classmates and with keeping up in class. His Guidance Counsellor tells him, “ maybe you should consider moving down to applied. No shame in that, university is not for everyone”

The next day, as class is starting, Craig approaches Josue again. He nudges him and says “ Yo, you find that weed yet?” Frustrated Josue yells. “ I am not Black!”

The teacher, who is getting ready to start that class, hears Josue yelling, reprimands him and asks him to go cool down in the principal's office.

Discussion Questions

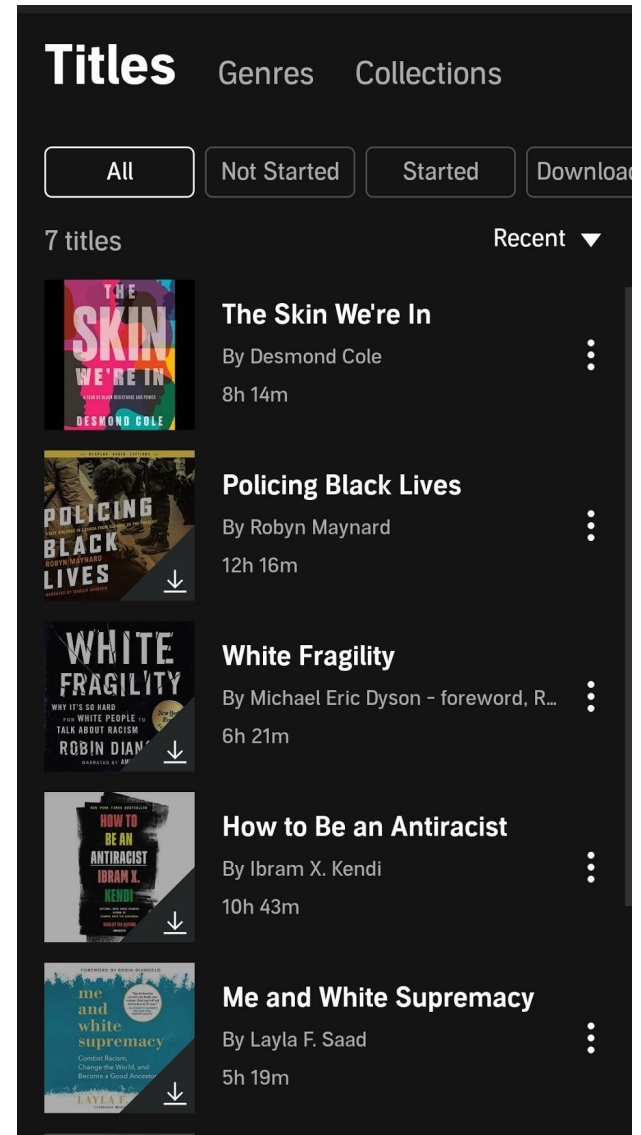


- What are the important considerations necessary for addressing this issue?
- Do you think there are any of the human rights grounds that have been violated? If yes, which one?
- How do you best address behavior while also understanding and addressing broader context?
- How can you support both victim and alleged perpetrator?
- How do you restore classroom/school culture?
- Does there need to be any communication to the community?



On My Reading List

- **The Skin We're In-** Desmond Cole
- **Policing Black Lives-** Robyn Maynard
- **White Fragility-** Robin Diangelo
- **How to Be an Anti-Racist-** Ibram X. Kendi
- **Me and White Supremacy-** Layla F. Saad



DEBRIEF AND QUESTIONS



WRAP UP

1. Something Learned
2. Something Affirmed