
Annual Report on the Operation of the Canadian Multiculturalism Act 2021-2022

Purpose

Information collected in this questionnaire is used to create the *Annual Report on the Operation of the Canadian Multiculturalism Act*. This report is tabled in Parliament every year and describes the federal government's efforts in raising their workforce and society's awareness and acceptance of Canada's cultural diversity and inclusivity.

As per section 3(2) of the *Canadian Multiculturalism Act*: It is further declared to be the policy of the Government of Canada that all federal institutions shall:

- a) Ensure that Canadians of all origins have an equal opportunity to obtain employment and advancement in those institutions;
- b) Promote policies, programs and practices that enhance the ability of individuals and communities of all origins to contribute to the continuing evolution of Canada;
- c) Promote policies, programs and practices that enhance the understanding of and respect for the diversity of the members of Canadian society;
- d) Collect statistical data in order to enable the development of policies, programs and practices that are sensitive and responsive to the multicultural reality of Canada;
- e) Make use, as appropriate, of the language skills and cultural understanding of individuals of all origins; and
- f) Generally, carry on their activities in a manner that is sensitive and responsive to the multicultural reality of Canada.

Instructions

When completing this questionnaire please consider the following:

- While the Multiculturalism Act “promotes the acknowledgment of and respect for diverse ethnicities, cultures, races and religions”, this exercise is focused on the collection of ethnocultural data, particularly data pertaining to the lived-experience of racialized communities¹, religious minority communities², and Indigenous peoples. Data relating to other expressions of cultural diversity such as gender, LGBTQI2S, and disability should not be included, unless there is a

¹ Racialization is defined as the process through which groups come to be socially constructed as races, based on characteristics such as ethnicity, language, economics, religion, culture, politics, etc.

² A minority religion is a religion held by a minority of the population of a country, state, or region. In Canada, these are people who identify as being affiliated with a non-Christian religion, for example, Muslim, Hindu, Sikh, Buddhist, Jewish, Traditional (Indigenous) Spirituality, and others.

demonstrable intersection with ethnocultural diversity. For example, an event exploring barriers in the workplace for LGBTQI2S persons would be out of scope, unless the training explicitly dealt with subjects of intersectionality such as Indigenous employees who self-identify as two-spirit.

- Responses should outline activities undertaken during the 2021-22 fiscal year.
- Responses should be in plain language.
- Please provide short examples (1-2 bullets) only.
- To review sample responses from last year, please refer to Part II of the 2020-21 Annual Report on the Operational of the Multiculturalism Act: <https://www.canada.ca/en/canadian-heritage/corporate/publications/plans-reports/annual-report-canadian-multiculturalism-act-2020-2021.html>
- For any questions on the submission, contact the Multiculturalism Annual Report team at pch.ram.pch@canada.ca.
- When the submission is completed and approved, please submit it to pch.ram.pch@canada.ca.
- Please note that any contents contained in this submission may be used in the final published report, if consent is given (see the last question in this questionnaire). However, the entire submission will not be made public, nor will any information that could identify individuals be included.

General Information

1. What is the name of your federal institution in Canada's Official Languages?
English: CBC/Radio-Canada French: CBC/Radio-Canada
2. Please, provide the name of the executive level contact responsible for approving this submission on behalf of your institution:
Name: Marco Dubé
Title: Vice-President, People & Culture
Telephone Number: (613) 288-6135
Email Address: marco.dube@cbc.ca

Please provide the name of the working-level contact responsible for coordinating this submission on behalf of your institution. This will be our contact person if we have further questions about this submission.

Name: Amy Sylla
Title: Senior Specialist, Equity, Diversity and Inclusion, People & Culture
Telephone Number: (514) 229-0438

Collection of Data

This section is designed to capture initiatives that collect and use data to design evidence-based policies, programs and practices that are sensitive and responsive to the multicultural reality of Canada.

3. Does your institution collect statistical data on racialized communities, religious minority communities and/or Indigenous peoples (other than Employment Equity data) to develop and/or improve policies, programs, practices, and/or services?
☒ Yes
☐ No
4. What mechanisms, if any, do you have in place to gather input from racialized communities, religious minority communities and/or Indigenous peoples on the design, development, and/or delivery of policies, programs, practices and/or services (select all that apply)?
☒ Networks
☒ Partnerships
☒ Consultations
☒ Advisory councils
☒ Other outreach mechanisms: Cultural Census
☐ No mechanisms
5. In 2021-22, did your institution gather input from racialized communities, religious minority communities and/or Indigenous peoples to gain feedback on the design, development, and/or delivery of policies, programs, practices and/or services?
☒ Yes
☐ No

6. If applicable, how have the efforts mentioned in Q3-5 informed the design, development and/or delivery of policy, programs, practices and/or services? In your response, please provide specific examples (specify what data was used and the context).
- The organization has a community producer whose role consists of finding new ways of listening to the people we don't currently reach in underserved communities. For example, we hold listening sessions (i.e. [My Brampton Day](#), in March 2022), bringing the community together to discuss their concerns, get sources and story ideas, and build trust. We're also working on setting up a community advisory board to be part of our editorial process, providing us with guidance on how we cover communities and how we think about journalism.
7. Are there any success stories and/or challenges your institution would like to highlight regarding its data collection efforts? If yes, please share.
- Our employee self-identification efforts have paid off, with our Corporation-wide completion rate for employees in 13+ week roles standing above 90% in all main business areas. Since 2011 and through our self-identification questionnaire, we can now understand the demographics of our workforce beyond employment equity, with sections on ethnocultural diversity, religions, languages spoken, place of origin, citizenship status and more. Efforts are underway to identify better ways to understand the demographics of our production partners, and the representation of all people living in Canada through our programming.

Education and Awareness

This section is designed to capture initiatives that educate and raise awareness on ethnocultural diversity and the challenges diverse groups face, and efforts to promote social inclusion.

8. Did your employees participate in any training relating to racism or discrimination against racialized communities, religious minority communities and/or Indigenous peoples?
- ☒ Yes
- ☐ No

If yes, please provide relevant and brief examples of training delivered. In your response, please note whether the training was mandatory/optional, who the training was for (e.g., senior management, frontline workers), and who delivered the training:

- Introduction to Anti-racism

Type: Self-Directed Learning, Online Interactive, Optional, 30 minutes, all staff

Description: This adaptation of an e-learning course developed by the Ontario Human Rights Commission offers a historical overview of racism and racial discrimination, as well as the main steps in preventing and addressing racial discrimination. It allows gaining awareness of the history of racism in Canada, including insights into how racism continues to influence the way our systems and workplaces operate today.

- Psychological Harms of Racism

Type: Instructor-Led, Learning, Virtual, Optional, 2 hours, all staff

Description: A registered social worker shares how racism can impact the mental health of colleagues. This session offers ways to recognize how psychological distress can present itself in the newsroom - in the stories we cover, in the people we interview, and in the story treatments we use. Through guided conversation and reflection, the instructor explains the stress and mental health impacts that current events can have on people, and how this can surface at work. Strategies are discussed for what actions we can take to create a healthier and safer work environment.

- Exploring Anti-Racism as a Team

Type: Instructor-Led, Learning, Virtual, 2 x 90 minutes, Optional, all staff

Description: This course, intended for teams, consists of customized sessions for each team who will develop a better understanding of the roots of racism in Canada and of

current issues as well as explore strategies to remove barriers that exist for "racialized" people.

- Unconscious Bias

Type: Self-Directed Learning, Online Interactive, Mandatory, 60 minutes, all staff

Description: This training consists of learning proactive steps we can take to overcome unconscious bias in the workplace and reduce their negative impact. It allows the staff to gain awareness of their unconscious bias and how it can influence their workplace behaviour and decisions and better understand the impact of unconscious bias and micro-inequities on people. The goal is to recognize the importance of diversity and inclusion within CBC/Radio-Canada and identify concrete and tangible actions to mitigate biases in our workplace and be an ally.

- Inclusive Newsrooms

Type: Instructor-Led Learning, Virtual, 10 x 2 hours, Optional, newsrooms staff

Description: A one-of-a-kind program aiming at helping employees create a more inclusive and representative newsroom, where participants will hear how the lived experience of others may inform workplace interactions, learn a common language when talking about matters of race, ethnicity, and other forms of identity and how to identify and navigate through any fear, anxiety, and unconscious biases.

Also included in this program are tips for having more inclusive story meetings, identifying what voices are missing in our coverage, and broadening our overall definition of the news.

- Inclusive Leadership in Action

Type: Instructor-Led Learning, Virtual, 3 hours, Optional, leaders

Description: In this entry-level Equity, Diversity and Inclusion (EDI) course, leaders will learn the fundamentals and explore examples of actions an inclusive leader takes to generate inclusiveness. By participating, they will help ensure we are an inspiring public service media company and working environment, tackling together with our own biases and developing inclusive practices in our leadership; fostering innovative ideas, creativity, new ways of doing things and an increased sense of belonging for all employees.

- Leading Across Differences

Type: Instructor-Led Learning, Virtual, 3 hours, Optional, leaders

Description: This interactive workshop will provide leaders with an opportunity to explore how their own social identities shape their professional decisions and leadership style. It will teach them how to "lead across differences" (generational, ethnic, racial, spoken

language, etc.) to create a feeling of inclusivity within their team. Leaders will have discussions and explore ways to increase their cultural agility; the ability to act, adapt and react appropriately to different cultural norms, approaches and worldviews.

9. Did your institution organize any initiatives (e.g., events or communication products), either within or outside the workplace, to educate and raise awareness on ethnocultural diversity and the challenges diverse groups may face (select all that apply)?

☒ Yes, internal initiatives for employees

☒ Yes, external initiatives for the public

☐ No

If yes, please provide relevant and brief examples of these initiatives:

- In June 2021, the organization hosted an internal five-part Indigenous learning series covering territorial acknowledgements, the spirit and intent of the treaties, the Canadian heritage historical timeline, the UN Declaration on the Rights of Indigenous Peoples, and how to support the young Indigenous journalists.
- In November 2021, CBC Studios launched the internal CBC Studios - Diversity of Voices (DOV) microsite, designed to be used by CBC Studios staff as a resource of information and discussion to further foster a more inclusive and equitable department: one where all staff feel like they belong, bring their whole selves to work, and where their opinions matter. Included in the site is an ongoing series of interviews named The Sit Down, with Black, Indigenous, People of Colours (BIPOC) movers and shakers in the Canadian production industry discussing their experiences.
- Senior reporter Omayra Issa and radio host Ify Chiwetelu created a multiplatform multimedia collection of articles, essays, stories, audio, music and poetry highlighting the achievements and histories that affirm the influence of Black life on the Prairies. Many of these can be found on the immersive interactive website, named [Black on the Prairies](#). From CBC Manitoba, CBC Saskatchewan, and CBC Alberta, the Black on the Prairies guide provides a selection of support materials including activities, videos and book recommendations to help students and teachers explore stories about the richness, complexity, depth and multiplicity of Black Prairie life — past, present and future. The content explores the history and present lives of Black people on the Prairies through their triumphs and challenges and places their contributions at the very centre of the Prairie narrative as part of the Canadian story.
- In March 2022, CBC/Radio-Canada signed a new agreement with APTN to ensure more Canadians see more great Indigenous content. The memorandum of understanding (MOU) will create more First Nations, Inuit and Métis programming, increase access to and awareness of this content, and connect Indigenous and non-Indigenous people across the land.
- Online harassment has become one of the most serious safety issues affecting media professionals, particularly racialized women journalists. To support them, CBC/Radio-Canada brings together others in the industry to tackle this problem and support journalists, by convening media organizations at events such as the #NotOk forums; by working with social media platforms and the government to make sure they take action; and by providing practical resources to help those affected by this abuse, such as the [#NotOK website](#). It offers several resources including a Newsroom Guide for Managing Online Harm.

- At the national public broadcaster, Black History Month has a threefold purpose: to celebrate, enlighten and educate by highlighting the legacy of Black communities locally and internationally; the individual and collective achievements of members of the Black community in the political, economic, social, cultural, and scientific spheres; the plurality of Black cultures and experiences; and the challenges Black people continue to face in exercising their rights. CBC/Radio-Canada planned non-programming activities such as a cultural break, interviewing four of our colleagues from the Black communities, and sharing the challenges they face in the organization as part of the internal culture project.

10. Does your institution have any committees, groups or forums to represent the concerns and ideas of employees of racialized communities, religious minority communities and/or who are Indigenous?

☒ Yes

☐ No

a) If yes, how has the presence of such committees, groups or forums shaped education and awareness efforts? Please provide relevant and brief examples.

- CBC/Radio-Canada has many groups and committees in place for this purpose.
 - The Equity, Diversity and Inclusion (EDI) Working Group is a national steering committee and council including all members of the Senior Executive Team (SET) and representatives from all components (i.e., major business units). It plays a central role in establishing and implementing the Corporation EDI three-year strategy and is our main forum for all SET members to listen, consult and discuss issues with internal EDI leads.
 - The Joint Equity, Diversity and Inclusion (JEDI) Committee is a forum where all unions and other key internal stakeholders are represented, allowing for regular dialogue to continuously improve our organization, particularly in the area of racism and discrimination.
 - Both committees mentioned above play a critical role in ensuring we bring our EDI vision to life and in developing and implementing our [three-year plan](#).
- CBC has three Employee Resource Groups (ERGs) supporting employees of racialized communities, religious minority communities and/or who are Indigenous. They are voluntary, employee-led groups formed to act as a resource for both group members and CBC/Radio-Canada:

- **Diversify** focuses on the recruitment, retention and advancement of diverse employees, the diversification of programming content, and raising awareness/educating internally around diversity issues and providing consistent and mandatory diversity training.
- **Visible Women (VW)** amplifies the voices of racialized women at CBC/Radio-Canada in identifying systemic barriers to advancement. VW celebrates their accomplishments and fosters an inclusive environment for networking and mentorship while recognizing the importance of intersectionality and allyship.
- **All Nations** provides a safe space and is a collective voice to connect, support, mentor and advocate for all CBC Indigenous employees who are members of a First Nation, Inuit or Métis community.

b) If applicable, does your institution provide financial support to such committees, groups or forums for public education and awareness efforts?

☒ Yes

☐ No

11. Are there any success stories and/or challenges your institution would like to highlight regarding its education and awareness efforts (e.g., on training, initiatives, committees)? If yes, please share.

- **Developing Emerging Leaders (DEL) program:** designed to specifically address the needs and support the development of talented staff who are also members of diverse groups, specifically: racialized people, Indigenous Peoples and people with disabilities. Spanning 9 months, the program includes a combination of in-class theory, experiential learning, exposure to senior leaders, assignments, and mentoring. It is meant to equip diverse employees with insights, tools and strategies to help advance their careers with confidence and purpose. 18 students were part of the class of 2021 and graduated in December 2021. Over 100 colleagues attended the virtual ceremony to wish our newest cohort of DEL Fellows well.
- **The EDI Development Fund:** Fund was created to address the needs and support the advancement of talented staff members of underrepresented groups that have had access to fewer development and promotion opportunities due to systemic barriers. In 2021-22, 69 applications were approved with 75% racialized employees, 8% Indigenous employees, and a total budget of \$400,000 allocated.

Promotion and Celebration

This section is designed to capture initiatives that promote and celebrate the historical contribution and heritage of communities of all origins to Canadian society.

12. Did your institution implement any initiatives to promote and celebrate the historical contribution and heritage of communities of all origins to Canadian society (e.g., events or communication products) (select all that apply)?
- ☒ Yes, internal initiatives for employees
 - ☒ Yes, external initiatives for the public
 - ☐ No

If yes, please provide relevant and brief examples of these efforts.

- **Asian Heritage Month:** CBC social media team launched a #ProudlyAsianCanadian campaign on their Facebook and Instagram pages featuring portraits of Asian Canadians across Canada in the style of Humans of New York. They asked participants what it meant for them to be Asian-Canadian in 2021. The Visible Women ERG pitched the same question to their group.
- **National Indigenous History Month:**
 - CBC invited Indigenous employees to take part in a special edition of the Spotlight series, inspired by our podcast [Telling Our Twisted Histories](#) (CBC's adaptation of [Laissez-nous raconter: L'histoire crochie](#) - in French only). CBC asked them to share a word or expression (in the language of their choice) that inspires, describes or guides them.
 - In June 2021, CBC joined radio stations across the country to broadcast A DAY TO LISTEN, a day of radio programming dedicated to sharing stories from Indigenous leaders, residential school survivors, elders, musicians, and teachers in partnership with the Gord Downie & Chanie Wenjack Fund (DWF). Broadcasting on CBC Music and CBC Listen, the special day of programming included hosts Jarrett Martineau and Marion Newman and feature all-Indigenous music and artists.
- **Black History Month:** Rich and diverse special programming showcased the stories, experiences and achievements of Black communities in Canada.
 - CBC News and BEING BLACK IN CANADA offered a series of features on Black men in Canada making a difference, appearing across CBC News Network
 - CBC Arts anthology series 21 BLACK FUTURES from Obsidian Theatre premiered on CBC Gem, featuring 21 visions of the future of Blackness

- Black History Month Collections launched February 1 on CBC Gem, featuring over 70 series, films and documentaries available to stream anytime including a CBC Kids collection celebrating Black Canadian difference-makers
 - New CBC Music weekday national radio program THE BLOCK and focused on the music of Black origin.
 - Radio-Canada offered a special program on ICI PREMIÈRE, a documentary series ESCLAVES, as well as several remarkable documentaries on ICI TÉLÉ, ICI ARTV, ICI RDI and ICI TOU.TV EXTRA.
13. Are there any success stories and/or challenges your institution would like to highlight regarding its promotion and celebration efforts? If yes, please share.

Preventions and Solutions

This section is designed to capture initiatives that ensure the full and equitable access of individuals and communities of all origins.

Recruitment and Career Development

14. Does your institution have a process in place to identify systemic racism or systemic barriers in its employment policies and practices (e.g., hiring and career development)?
- ☒ Yes
- ☐ No

If yes, please provide relevant and brief examples of these processes and elaborate on actions taken to address the issues identified:

- The succession planning process provides more transparency to the identification of talent and aims to offer equal opportunities to all employees at CBC/Radio-Canada. With open conversations with managers and KPIs to assess the talents of the equity deserving groups the process ensures fair representation. Our mentoring program involves a specific focus on unconscious bias and select mentees across regions and diversity of thoughts, and culture.
- Through the work of our EDI Working Group, the JEDI committee and our three-year EDI strategy, our work is ongoing to remove barriers to employment for members of underrepresented groups.

- As part of the staffing process, the hiring manager (as Committee Chair) and the recruiter must establish a selection committee, including at least one member of a group designated by the Employment Equity Act (women, Indigenous peoples, persons with disabilities, racialized people), where feasible.
- The candidate short-list for unaffiliated positions of pay band eight and up must be composed of 50% of individuals belonging to the following employment equity groups, which have historically been under-represented at CBC/Radio-Canada: Indigenous peoples, persons with disabilities, and racialized people.
- In order to make CBC/Radio-Canada more representative of the Canadian population, when selecting the successful candidate, the hiring manager must give preference to equally-qualified candidates who are members of a group designated by the Employment Equity Act where under-representation of a said group exists in the Corporation.

15. Does your institution make a specific effort to recruit or retain students of racialized communities, religious minority communities, and/or who are Indigenous?

☒ Yes, efforts to recruit students (select all that apply):

☒ Works proactively with post-secondary institutions, immigrant service organizations, municipalities, non-profit employment services, community organizations, and/or other third-party organizations

☒ Uses existing targeted hiring or recruitment programs (including internship programs)

☒ Hires through co-op and/or FSWEF

☒ Attends career fairs

☒ Offers scholarships, bursaries, and awards

☐ Other:

☒ Yes, efforts to retain students (select all that apply):

☒ Offers training, mentoring and/or coaching for students

☐ Other:

☐ No specific efforts

16. Official Language requirements can sometimes serve as a barrier to hiring employees from racialized communities, religious minority communities, and/or who are Indigenous. Has your institution developed ways to address this concern?

☐ Yes (select all that apply):

☐ Allows for non-imperative bilingual staffing of employees from racialized communities, religious minority communities, and/or who are Indigenous

☒ Supports language training for all staff (in-house and/or external)

- ☒ Conducts periodic reviews of the linguistic profile of positions
- ☒ Offers self-directed learning resources/self-directed online learning
- ☒ Offers unilingual English or French positions
- ☒ Provides access to language coaches

☐ Other:

☐ No

17. Are there any success stories and/or challenges your institution would like to highlight regarding its efforts to make recruitment and career development practices more equitable? If yes, please share.

- In support of *Your Stories, Taken to Heart*, our 5-year enterprise strategy, and our strategic priority of reflecting contemporary Canada in our workforce, we established a short-term incentive plan metric to increase the representation of underrepresented groups in our new hires. Since the metric was established, we have seen rapid growth in the representation of Indigenous peoples, persons with disabilities and racialized people. Our new hires' representation is now well above external labour force availability, and the metric contributed greatly to this achievement.

Translation and interpretation of services

18. Does your institution have policies, programs, practices and/or services (such as materials and websites) translated into languages other than English and/or French?

☒ Yes

☐ No

19. Does your institution provide the public with access to translation or interpretation services (other than English or French) so that they may gain a better understanding of your institution's programs, policies, practices and/or services (if requested)?

☒ Yes

☐ No

20. Are there any success stories and/or challenges your institution would like to highlight regarding its efforts to make services more accessible through translation and interpretation services? If yes, please share.

- For Beijing 2022, the national public broadcaster provided Inuktitut and Eastern Cree language coverage for men's and women's hockey and both the Opening and Closing Ceremonies of the Paralympics in Beijing 2022.

Leveraging language skills and cultural understanding

21. Does your institution leverage the multilingual capacity (other than English or French), cultural competency³ and/or cultural expertise of its employees to inform and/or improve your institution's policies, programs, practices and services?

☒ Yes

☐ No

³ The ability to understand, communicate and interact with people across different cultures

If yes, please provide brief examples of how your institution leveraged the language skills and cultural understanding of employees, and the results of these efforts:

- **Radio-Canada International (RCI):** RCI is CBC/Radio-Canada's multilingual service that allows people to explore and understand the reality of Canadian society, including its democratic and cultural values. Radio-Canada International offers content in seven languages (French, English, Spanish, Arabic, Mandarin, Punjabi and Tagalog), available online.
- CBC/Radio-Canada pays special attention to the needs and reflection of Indigenous peoples in Canada. The organization offers programming in eight Indigenous languages (Chipewyan, Cree, Gwich'in, Inuktitut, Inuvialuktun, North Slavey, South Slavey and Tlicho).

22. Are there any success stories and/or challenges your institution would like to highlight regarding its efforts to leverage the skills, cultural expertise and/or cultural competency of employees? If yes, please share.

- In September 2021, two CBC/Radio-Canada's Indigenous advisors formed an Indigenous Strategy Working Group composed of Indigenous and non-Indigenous employees. Since then, they have been developing an Indigenous Strategy at the public broadcaster with meaningful input from Indigenous stakeholders. In alignment with the [2022-2025 national Equity, Diversity and Inclusion Plan](#), their approach focuses on content, culture, workforce and community engagement. The Indigenous Strategy Working Group seeks to build a body of work that will sustain across time. Once adopted, the Indigenous Strategy will create equitable opportunities, support representation and self-determination for Indigenous Peoples, and guide the advancement of reconciliation across the organization.

Programs

23. Did your institution implement any initiatives to address the specific needs of racialized communities, religious minority communities and/or Indigenous peoples adversely affected by the pandemic (select all that apply)?

- ☒ Yes, internal initiatives for employees
- ☐ Yes, external initiatives for the public
- ☐ No

If yes, please provide brief examples of what actions were taken, how these addressed the specific needs of racialized communities, religious minority communities and/or Indigenous peoples, and how these needs were identified:

- **Employee Assistance Program (EAP):** these services are strictly confidential, accessible 24/7 and available to eligible family members. If necessary, employees can ask to speak to a counsellor with expertise on issues related to racism, ableism, gender identity, sexual orientation or religious/spiritual affiliation. They can also request a counsellor who shares specific identity characteristics.

24. Are there any anti-racism and/or anti-hate initiatives currently planned or underway that your institution would like to highlight (e.g. key mandate letter items)?

☒ Yes

☐ No

If yes, briefly describe these programs. In your response, please include the name of the initiative and a description:

- **Be Heard:** Anti-racism platform launched in July 2020, it originally responded to the needs of our Black, Indigenous, and other employees of colour to raise concerns or experiences of racism. In February 2022, Be Heard was expanded to all prohibited grounds of discrimination covered by the *Canadian Human Rights Act* (race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered). This change allows for an alignment with [our new policy on Equity, Diversity and Inclusion \(EDI\) and Prevention of Discrimination \(HUM-11\)](#).

25. Does your institution have any transfer payment programs (e.g. Grants and Contributions) that directly address systemic racism or systemic barriers⁴ in the areas of employment, justice, social participation⁵, or other aspects of Canadian society?

☐ Yes

X No

If yes, please provide the name of the program, website link, program description, and indicate what systemic barriers the program addresses (if applicable):

Program name:

Link to website (if applicable):

Program description:

Systemic barriers addressed (if applicable):

☐ Employment

☐ Justice

☐ Social Participation

☐ Other. Explain:

26. Are there any success stories and/or challenges your institution would like to highlight regarding anti-racism and/or anti-hate initiatives? If yes, please share.

In particular, we would like to highlight those two training initiatives, launched during 2021-22, which received great feedback from our employees, with the first available for any employee, and the second available on request to teams.

- Introduction to Anti-racism:
 - Type: Self-Directed Learning, Online Interactive, Optional, 30 minutes, all staff, and employees interested in learning about anti-racism.
 - Description: This adaptation of an e-learning course developed by the Ontario Human Rights Commission offers a historical overview of racism and racial discrimination, as well as the main steps in preventing and addressing racial discrimination. It allows gaining awareness of the true history of racism in Canada, including insights into how racism continues to influence the way our systems and workplaces operate today.

⁴ Systemic barriers are institutional-level policies, practices, traditions and/or values that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation in employment, services or programs.

⁵ Social participation is the involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.

- Exploring Anti-Racism as a Team
 - Type: Instructor-Led, Learning, Virtual, 2 x 90 minutes, Optional, all staff, On-demand, teams who are interested in learning more about anti-racism and make intentional steps to be more inclusive.
 - Description: This course, intended for teams, consists of customized sessions for each team who will develop a better understanding of the roots of racism in Canada and of current issues as well as explore strategies to remove barriers that exist for "racialized" people.
 - Observations: Lots of demands in Marketing and Communication, and Media Operations teams for CBC, and Marketing and Communication teams for Radio-Canada

Conclusion

27. **Optional:** This year, Canadian Heritage welcomes the addition of photographs, images or pictures in or attached to your submission that corresponds to initiatives that you would like to highlight (e.g. a photograph of an event that was held, a digital poster, an icon representing a consultative body within your institution). Please include a caption or description in one official language for each included item.

Note: If applicable, please ensure that you have the written consent of any identifiable individuals that appear in any items you are including in or attaching to this submission.

Did you include or attach any photographs, images, or pictures in your institution's submission?

☐ Yes

☒ No

28. Do you consent to the content contained in this submission to potentially be used in the writing and publication of this year's Annual Report on the Operation of the *Canadian Multiculturalism Act*? Note: The Multiculturalism Annual Report team may make minor edits to your text for proofreading purposes but will contact your institution if they make major edits.

☒ Yes

☐ No

Annex

List of Key Terms

Anti-Asian Racism	<p>In Canada, anti-Asian racism refers to historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian descent, based on others' assumptions about their ethnicity and nationality. Peoples of Asian descent are subjected to specific overt and subtle racist tropes and stereotypes at individual and systemic levels, which lead to their ongoing social, economic, political and cultural marginalization, disadvantage and unequal treatment. This includes perceptions of being a "Yellow Peril," a "Perpetual Foreigner," a "Model Minority," "exotic," or "mystic." These stereotypes are rooted in Canada's long history of racist and exclusionary laws, and often mask racism faced by peoples of Asian descent, while erasing their historical contributions to building Canada.</p> <p>The term Asian encompasses a wide range of identities that the very term Asian can obscure. While all may experience being "otherized," specific experiences of anti-Asian racism vary. Some are constantly being perceived to be a threat, some face gendered exoticification and violence, some are more likely to be subjected to online hate and racist portrayals in the media, while others face Islamophobia and other forms of religious-based discrimination.</p>
Anti-Black Racism	<p>Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, such that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the legacy of the current social, economic, and political marginalization of African Canadians in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.</p>
Antisemitism	<p>Antisemitism is a certain perception of Jews, which may be expressed as hatred or blame. Rhetorical and physical manifestations of it are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.</p>
Colonialism	<p>A practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the</p>

	territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.
Disaggregated Data	In the context of race-based data, this means breaking down composite ("aggregate") categories such as "visible minority" into component parts, such as Black, Chinese, Arab etc.
Discrimination	Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.
Diversity	A term used to encompass all the various national, racial, ethnic, religious and other backgrounds of people, and increasingly used in Canada to describe workplace programs aimed at reducing discrimination, promoting equality of opportunity and outcomes for all groups. The term is also used to describe the presence of a wide range of human qualities and attributes within a group, organization, or society. Diversity encompasses acceptance and respect of individual differences, which includes, but are not limited to, the dimensions of race, language, ethnicity, gender identity and expression, sex, sexual orientation, socio-economic status, age, physical abilities or appearance, religious beliefs, political beliefs or other ideologies, ancestry, culture, race, geographic background, and socio-economic status.
Equality	Equality refers to the notion that all humans are equal in fundamental worth. In Canada, the concept of equal treatment is protected by Section 15 (1) of the 1982 <i>Canadian Charter of Rights and Freedoms</i> which states that every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
Equity	Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.
Equity-deserving individuals and groups	Equity-deserving individuals and groups are defined as those facing significant barriers to participation in different facets of society, primarily due to policies and practices that produce inequitable treatment. This

	<p>marginalization could be created by attitudinal, historic, social, economic, legal and/or environmental obstacles, based on such factors as age, ethnicity, disability, economic status, gender, nationality, sexual orientation and transgender status. Equity-deserving individuals and groups are those who face barriers to equal access, opportunities and resources due to disadvantage and discrimination created by institutions, systems, narratives and individuals in power.</p> <p>Equity-deserving individuals and/or groups could be those identifying as:</p> <ul style="list-style-type: none"> • Indigenous (in Canada and from around the world) • Racialized including racialized immigrants/migrant workers; • A member of a religious minority • LGBTQI2S • Women and Gender Diverse • A Person with a Disability (physical, mental, intellectual or sensory impairments) <p>This is a non-exhaustive list.</p>
Ethnocultural group	Refers to a group of people having a common heritage or ancestry, or a shared historical past, often with identifiable physical, cultural, linguistic and/or religious characteristics.
Federal Institution	Under the <i>Canadian Multiculturalism Act</i> , “federal institution” means any of the following institutions of the Government of Canada: (a) a department, board, commission or council, or other body or office, established to perform a government function by or pursuant to an act of Parliament or by or under the authority of the Governor in Council; and (b) a departmental corporation or Crown corporation as defined in Section 2 of the <i>Financial Administration Act</i> .
Inclusion	Inclusion is an active, intentional, and continuous process to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.
Intersectionality	Acknowledges the ways in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers or opportunities.
Islamophobia	Includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition

	to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level.
Multicultural Perspective (lens)	A perspective that takes into consideration various social and cultural dimensions in order to juxtaposition individual and collective identities. Adopting this lens is meant to expand conceptions of identity development and representation, through adopting a more inclusive and fluid approach through intersectionality.
Multiculturalism	A federal policy announced in 1971 and enshrined in law in the <i>Canadian Multiculturalism Act</i> of 1988. It promotes the acknowledgment of and respect for diverse ethnicities, cultures, races and religions, and supports the freedom of these groups to preserve their heritage. The <i>Act</i> also confirms the rights of Aboriginal people and the status of Canada's official languages. Most Canadian provinces and territories also have multiculturalism legislation and/or policies. The Canadian experience has shown that multiculturalism promotes social cohesion through cultural/interfaith understanding; the full participation of all Canadians in the social, political, civic and economic spheres of Canadian society; and strives to the ideal of equality and mutual respect. Multiculturalism is also used as a term to describe a society characterized by its demographic diversity. Canada has become a multi-ethnic, multi-racial and multi-faith society, and is expected to become more diverse in the upcoming decades.
Prejudice	A state of mind; a set of attitudes held, consciously or unconsciously, often in the absence of legitimate or sufficient evidence; means literally to "pre-judge"; considered irrational and very resistant to change, because concrete evidence that contradicts the prejudice is usually dismissed as exceptional. Frequently, prejudices are not recognized as false or unsound assumptions or stereotypes, and, through repetition, become accepted as common sense notions.
Privilege	The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded some people because of their group membership or social context.
Race	Race is a "social construct." This means that society forms ideas of race based on geographic, historical, political, economic, social and cultural factors, as well as physical traits, even though none of these can legitimately be used to classify groups of people.

Racial Discrimination	Racial discrimination is an action or decision which treats a person or group in a prejudiced manner on the basis of their race. The Canadian Human Rights Act (1985) in section 2, outlines that all individuals are equal members of society and are subject to liberties of which should not be hindered on race. Section 3 of the Act makes it illegal for federally regulated employers and service providers to discriminate against people, or treat them unfairly based on race. Additionally, subsection 15 (1) of the Charter of Rights and Freedoms , prohibits racial discrimination, as it states equal protection is granted "...without discrimination based on race."
Racialization	The process through which groups come to be socially constructed as races, based on characteristics such as ethnicity, language, economics, religion, culture, politics, etc.
Religious Minority	A minority religion is a religion held by a minority of the population of a country, state, or region. In Canada, these are people who identify as being affiliated with a non-Christian religion, for example, Muslim, Hindu, Sikh, Buddhist, Jewish, Traditional (Indigenous) Spirituality, and others. In some instances, this can also include those affiliated with a minority Christian denomination (i.e. non-Catholic, non-Protestant, and non-Orthodox).
Social Participation	Involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.
Stereotype	A preconceived generalization of a group of people. This generalization ascribes the same characteristic(s) to all members of the group, regardless of their individual differences.
Systemic Barriers	Policies or practices that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation in employment, services or programs. These barriers are systemic in nature, meaning they result from institutional-level practices, policies, traditions and/or values that may be "unintended" or "unseen" to those who do not experience them, but that have serious and long-lasting impacts on the lives of those affected (e.g., on their career trajectories and/or mental and physical health).
Systemic Institutional Racism or	Consists of patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for racialized

	persons. These appear neutral on the surface but, nevertheless, have an exclusionary impact on racialized persons.
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