Appendix A

WORKING GROUP ON RACIAL EQUITY

SUBMISSION TO CITY COUNCIL'S
WORKING GROUP ON CITIZEN COMMITTEES

PRELIMINARY

We welcome this opportunity to present our findings and recommendations to the City Council Working Group on committee restructuring. We believe that our research has unearthed compelling reasons for action and for a public dialogue on the issue of racialised minority participation in the new City of Hamilton. We believe that certain changes are necessary to allow the City to fulfil its legal and human rights obligations to the community. We are eager to work with City Hall to help it serve the needs of the community better. (Please note that the Working Group on Racial Equity sent a submission in September 2000 to the Transition Board for the new City of Hamilton.)

SUMMARY

The Working Group's recommendations are adapted from our *Unfurling the Flag* project conducted in 1999-2000. The research project, which was funded by the Department of Canadian Heritage, looked in depth at the factors and barriers that influence racial minority participation in the life of the region. A copy of the report, which includes an analysis of the Mayor's Committee Against Racism and Discrimination, is available upon request.

A growing number of new immigrants and racialised minorities call Hamilton their home. We in the Working Group believe that, as part of its duty of care to its citizens, the new City of Hamilton needs to show leadership in addressing community needs. Further, the City needs to ensure that its staff, agencies, boards, commissions, and committees are reflective of the community, that its services are accessible to everyone, and that its resources are equitably distributed among the citizenry. As our city diversifies, City Council needs to develop efficient and appropriate mechanisms, in partnership with affected communities, in order to be proactive on the issue of racism and to reflect the changes in its own structures, policies and procedures.

INTRODUCTION

The Working Group on Racial Equity completed the *Unfurling The Flag* project on civic participation in Hamilton-Wentworth in March 2000. The study, which was funded by the Department of Canadian Heritage, focused on racial minority participation in municipal politics in Hamilton-Wentworth since 1974. The final report identified and analysed the barriers experienced by racial minorities in seeking municipal office in the region.

Our research goals were

•   to develop an improved understanding of the barriers and factors influencing racial minority participation in municipal politics in Hamilton-Wentworth since 1974.

•   to develop the learnings, experiences, recommendations of racial minority municipal candidates into an implementation plan(s) with strategic community actions to eliminate identified barriers to racial minority participation in municipal politics in Hamilton-Wentworth.

The project found overwhelming evidence of historical patterns of discrimination and neglect of racial minority communities in the region. The study isolated several types of barriers that the respondents encountered in the regional political process, including systemic obstacles.

The systemic barriers identified in the study include: disincentives to run, the culture of municipal politics, incumbency, family ties/name recognition, the Mayor's Committee Against Racism and Discrimination, electoral systems, and restructuring. We believe that your committee and City Council have the power to shape the systemic factors affecting participation in the Region.

CONTEXT

The Human Development Report of the United Nations Development Program noted that "people's participation is becoming the central issue of our time... People today have an urge — an impatient urge — to participate in the events and processes that shape their lives." We believe that the current restructuring provides an appropriate vehicle to have these issues addressed proactively as part of the municipal planning process for the new millennium. The *Unfurling the Flag* project underlined the need to include all communities in the rapidly diversifying region that is now the new City of Hamilton.

About 120 languages are currently alive in the area. According to immigration statistics for the last ten years, at least 85 different languages were used by residents of Hamilton-Wentworth who do not speak or write any English or French. Despite this diversity, evidence shows that the service and other needs of these communities are still not being planned for or are not being met adequately or appropriately at the regional level. We believe that your team and ours are uniquely positioned to provide leadership on these issues to the region and to other municipalities.

We appreciate that the new City of Hamilton has a legal responsibility to ensure that its provision of services and employment practices are free of racial discrimination, defined by the Human Rights Code on the basis of impact rather than intent. We should like to support your work to ensure that our new city provides effective targeted programs to meet the service and employment needs of racial minority communities in ways that would reduce its own liability under human rights legislation. This may mean planning to ensure that resources are equitably distributed or that City Hall staff and agencies, boards and commissions become reflective of the racial diversity in the new city. It may also mean developing proactive responses to the growing problem of overt racism in the City while addressing the systemic need to have a municipal apparatus that reflects and responds to the diversity in the community.

The Working Group is interested in helping the City maintain its focus on "accessible, effective, accountable representation, taking into consideration population and identity," as provincial special advisor O'Brien stipulated.

RECOMMENDATIONS

The project resulted in practical recommendations that point the way to a more democratic, representative, responsive, participatory and effective political community. It also developed plans for working in partnership with others to remove identified obstacles to participation.

There is a critical need for an effective community committee working with the City on issues of overt and systemic racism both in the community and within the new apparatus. We believe that the City needs an effective, responsive and efficient Mayor's Antiracism Committee with a clear focus on antiracism. Such a committee would need more resources, a proactive role and a simpler structure than MCARD had. We believe that this will enable Hamilton to become a leader among Ontario cities on the issue of ensuring safe and healthy communities.

The lack of resources for community-specific and community-led programs was identified as a critical service need that has to be planned for. The relative absence of community-specific media means that the voices of these target communities are not being heard.

A common theme throughout the project was the growing alienation of regional government from the lives of the majority of the citizens, specifically racial minorities, youth and women. The problem has been compounded by the growing feeling that the region is a closed club that is not connected, open, or welcoming to most of the community. Some public statements or the lack of action, unintended or not, over issues dealing with sexism or racism have led to some community mistrust of City Hall.

There is a need for City staff and councillors to be connected and open to the changing demographics. This may require some education for City staff and councillors as well as some bridge-building with communities in the new Hamilton. Most respondents believed that the onus of leadership on these issues lies with the mayor.

We further believe that, in the light of the current realities, your committee should seriously consider the following general recommendations:

1   Constitute a Mayor's Antiracism Committee (MARC) as a standing committee to focus solely on anti-racism. MARC would be given the power, responsibility and authority to work directly with the City, including unions, politicians, staff, appointees and others. The Mayor would co-chair this committee with a community person. There should be clear selection criteria for the new committee to ensure a membership with a demonstrated commitment to antiracism. The Committee should be work-focused.

2   Create an Access and Equity Office and hire a full-time Antiracism Coordinator to work with City agencies, boards, commissions, committees, councillors, City staff, appointees and the Mayor's Antiracism Committee (MARC) in 2001. The coordinator, who would report to the City Manager, would be responsible primarily for coordinating equity programs, initiatives, research, community outreach, policy development and systems reviews.

3   Resources need to be committed to ensuring that the City's communications materials are available in different languages and that targeted programs are aimed at increasing racial minority participation in civic life. Such initiatives may entail funding to develop racialised minority-specific media, an internship program for racialised minority youth at City Hall, developing a plan to provide support, funding for specific underresourced racialised minority communities to meet their own social service needs, and for education and development.

4   Fast track efforts and commit resources to encourage the participation of racialised minorities in the new city, with specific reference to women and youth. This can be achieved partly by ensuring that the City and its related agencies, boards, commissions and committees are reflective of the growing diversity of the community. Efforts that ensure that services are accessible to everyone as well as creating targeted programs

aimed at overcoming barriers faced by disadvantaged communities can form part of municipal initiatives for creating a safe, healthy and wealthy community.

Recommendations for the Mandate of the Mayor's Antiracism Committee

In addition to these four recommendations, it is recommended that a specific mandate be given the Mayor's Antiracism Committee (MARC) that empowers it:

1   To act as a conduit for racialised minority communities to voice their issues and concerns to City Hall and to its various agencies, boards, commissions and committees for unified action. MARC would assist the City in developing effective and sustainable responses to specific community issues and concerns in the City.

2   To be updated by Human Resources at the City on efforts made to ensure the reflectiveness of City staff, agencies, boards and commissions. The Committee would take suitable actions to ensure results, including making recommendations for future recruiting, hiring and promotional strategies in municipal bodies in the new City of Hamilton.

3   To assist the City in providing resources and supports for targeted programs (such as an internship program, community-specific media, creation of community-specific services and organisations etc.) that encourage leadership development in racialised minority communities, with specific foci on women and youth.

4   To act as a guide and a resource to the City Antiracism Coordinator in the provision of research and antiracism services and initiatives for elected officials, City employees, staff and appointees, and the community at large.

5   To help the new City of Hamilton take a proactive role in policy development through jointly developing and reviewing City policies and guidelines in the light of community needs and priorities and anticipated impacts of policies on racialised minority communities in Hamilton.

6   To assist the City in jointly reviewing its current practices and services for barriers to accessibility to racialised minority communities and in suggesting alternative service delivery mechanisms.

7   To play an active role in promoting the contributions made by racialised minorities and specific communities in the City.

FEASIBILITY

Please note that in the past City staff from the Human Resources Department of the City of Hamilton had acted as resource members for the Mayor's Committee Against Racism and Discrimination for many years. Human Resources staff can and should be asked for a feasibility review of these recommendations which we think are realistic and necessary.

Appendix B

Submission by Working Group on Racial Equity to the Federation of Canadian Municipalities

May 8, 2002

Welcome
The Working Group on Racial Equity is pleased to welcome the delegates to the Federation of Canadian Municipalities' 65th Annual Conference and Municipal Expo in Hamilton

We are particularly pleased to have this opportunity to share our experiences with the members of the Federation of Canadian Municipalities. You are the form of government closest to the lives of people, yet collectively you represent more than 1,000 democratically elected councils and 82% of Canada's population.

A word about the Working Group
The Working Group is an ad hoc committee of Hamiltonians committed to addressing the challenge of racism in all its forms in our community – which, ultimately, in a moral sense, is the responsibility of the city we live in. The Working Group received support in 1998 from the Department of Canadian Heritage to research the barriers and factors affecting the civic political participation of racialised minority communities in Hamilton.

Our findings, published in our Unfurling The Flag report, found that, despite our city's great diversity, there were only 24 racialised minority candidates out of a total of more than 5000 candidates in municipal and school board elections between 1974, when Hamilton-Wentworth became a region, and 1997, when moves for amalgamation began. Only four were ever elected, mostly at the school board level. Agencies, boards, committees and commissions in the city have also failed to reflect Hamilton's diversity.

The fate of Hamilton's Hindu Samaj Temple – burned to the ground by arsonists in the wave of racist incidents that swept the continent after the tragedy of September 11th, and shown to the world on CNN – was just the most visible symbol of things that racialised minority people live with every day in Hamilton and around Canada.

In 2001, the Working Group started a community action project on political participation, again supported by Canadian Heritage,that built on our existing research. The Levelling The Field project is currently at its mid-point, and already much has been accomplished. In March 2002, we delivered the first of three civic political skills trainings, targeted to youth and women from racialised minority communities. These trainings are based on our earlier research, and are designed to give the participants the skills to address identified barriers. We will also be offering other opportunities for skills development, including civics trainings (in partnership with the City of Hamilton) and media training to members of the targeted group.

Some results
After extensive interventions from the Working Group, the recently amalgamated City of Hamilton took solid steps to challenge racism. In reconstituting its infrastructure for citizen participation in spring 2001, a standalone anti-racism committee was created at city hall. In the autumn of 2001, the City created and funded an Access and Equity Office within city hall as recommended by us and, in the last few months, has hired a full-time Access and Equity Coordinator with a mandate to address issues of racism as her top priority.

Recommendations
We recognise the FCM as a leader in encouraging environmental sustainability in Canada's municipalities, and as a source of both expertise and funding. For a community to be truly sustainable, however, it must pay attention not only to questions of ecology and physical infrastructure, but also to its human infrastructure.

Therefore we urge the FCM to take action around anti-racism and access and equity issues, both as individual municipalities and as a federated body.

We recommend that each member municipality:

- create a citizen participation committee with a mandate for dealing with issues of racism in their community
- create an access and equity office to pursue related issues within the civic administration, and to support anti-racism initiatives in the community
- fund research to learn about racialised minority participation in civic politics, barriers to such participation, and appropriate ways of addressing those barriers

We recommend that the Federation as a whole:

- include "Racial Equity" beside "Gender Equity" in the core principles governing the International Centre for Municipal Development
- create a Taskforce on Issues for Racialised Minorities in Municipal Government, like the existing taskforce on women
- develop a dedicated department and expertise on issues of access and equity similar to FCM's Sustainable Communities and Environmental Policy Department which is "a national clearinghouse of municipal expertise in sustainable development"
- lobby the federal government to provide direct federal funding to municipalities for research and action on racialised access and equity and citizen participation issues
- create up-to-date resource guides to help municipalities address issues of racialised access and equity
- produce and distribute election materials in different languages for wide distribution throughout racialzed communities in Canada
- fund community-based pilot projects to encourage political participation among racialised communities in Canadian cities.
- commission, support and disseminate research into and action on the growing issue of "economic apartheid" in Canadian cities
- lobby all levels of government to create set-aside funds to aid racialised minority municipal candidates, particularly women
- promote and fund internships for racialised minority youth and women in civic administrations across Canada

Appendix C

COLOURING THE CITY
March 22-24, 2002
Training Summary

What is *Colouring The City*?

Colouring The City is a three-day, political leadership skills training with an anti-racist perspective. It is part of a community development project called *Levelling The Field*, being done by Hamilton's Working Group on Racial Equity, based on their earlier research into barriers faced by racial minorities in civic political participation published in the report called *Unfurling The Flag*. The work has been funded by the Department of Canadian Heritage. For more background information on the Working Group on Racial Equity, please visit our web site: <http://wgre.tripod.com/wgre.html>.

The first *Colouring The City* training was completed by 24 youth of colour from Hamilton, Ontario, in late March of 2002. The training was delivered by two experienced anti-racist trainers, Rita Kohli and Jojo Geronimo from the Action Research and Training Group, which owns the training design. The bulk of this document is a summary of notes taken during the training.

Day 1: Morning

Introductory Exercises
The day began with a welcome from a member of the Working Group, and a brief introduction to the group's history. This included mention of the *Unfurling The Flag* research report, which was the basis for the current project, as well as discussions of the group's successful interventions at city hall, which have contributed to the creation of a standalone anti-racism committee and an Access and Equity Office.

The trainers began with a few introductory exercises, to allow participants to get to know one another, and to build an understanding of peoples' expectations. The first was a line-up, in which individuals were encouraged to physically place themselves on a spectrum indicating their experience with municipal political issues, from "a little" to "some" to "a lot". People clustered between "a little" and "some", but questions from the trainers as to the nature of peoples' involvement made participants realise that they really did have more experience than they first thought. Activities included voting, working on a campaign, organising an International Women's Day event, children's rights work, and multiculturalism.

Next, participants stood in a circle. Individuals were asked to step towards the centre of the circle if they met certain characteristics—15 were women, 15 were born in Canada, and 7 were born in Hamilton. Then each participant had to present a goal or expectation for the weekend. These included things like acquiring information, learning how to deal with racism, making connections, and learning how to effectively communicate and

advocate for ideas. One trainer also noted how individuals identified themselves during this exercise: as a mother; as a racial minority or person of colour or Black person or someone who has experienced discrimination or a woman of colour; by religion; as a youth. As well, different spaces for activity were mentioned: school, community, Hamilton, family.

The trainers emphasised that, though all participants were youth of colour, the preceding exercise illustrated many differences amongst them, and that this diversity within unity, however defined, was a strong argument for inclusive politics.

Tables were displayed on flipchart paper on the wall, showing summary statistics of the identities claimed by individuals on their applications in terms of gender, gay/lesbian/bisexual/transgender, religion/spirituality, age, and ethnicity. Participants were given time to look over the tables, and appreciate their own diversity.

The trainers then presented the outline for the weekend. It was important that they start from input from the participants themselves and teach according to what they heard, much as in politics the best model is to listen in the community first. The following diagram was presented:
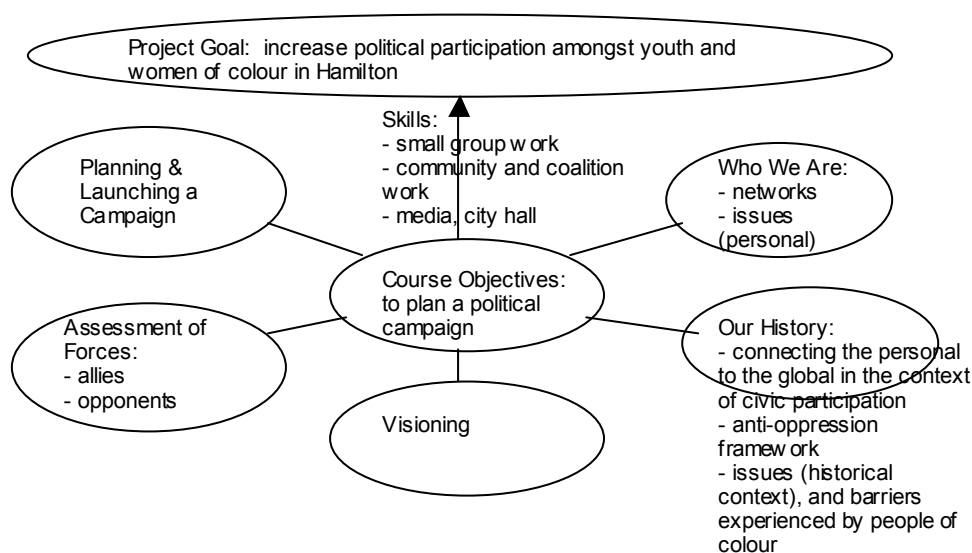
After some discussion of this material, the trainers went over some logistical information, including guidelines for the weekend—they centred around creating a safe space for people and showing respect—as well as the process for dealing with any conflict that might arise.

Mapping Our Network
Each person had to think of connections they had to groups, organisations, institutions, and other spaces in the community, as part of building a map of the strengths, assets, and resources represented in the room. They were to decide if each connection related to service provision, community development, or advocacy and policy, write the

connection on a sticky note, and paste it on a chart under the appropriate heading. The network included educational institutions, organisations involved with women's anti-violence activity, 93.3 FM CFMU radio, peace and social justice groups, student groups, and community agencies. The trainers noted that they were impressed at the concentration of links in the community development area, which is usually a sparse one when they use this exercise with a group. There was then a brief discussion of different kinds of organisations.

Clustering Our Issues

Each participant was instructed to choose one issue that mattered to them, and write it on a sticky note. Then each person said their issue, and they were stuck on flip chart paper in clusters. Three clusters had multiple entries: anti-racism (by far the largest), human rights, and women's rights. Other individuals were also interested in religious awareness, mental health, environment, education, and health.

Day 1: Afternoon

Historical Timeline Exercise

The trainers instructed participants to think about events that they consider to have political significance. Everyone was to write one such event with *personal* significance on a sticky note. Each small group was then to come up with two or three politically significant events at the Hamilton municipal level, and another two or three at the provincial/national/global level. Each individual stuck their event on a timeline stretching from 1974 to the present, and briefly described it. Events of personal significance included educational experiences, travelling to underdeveloped countries, meeting a particular person, or large-scale events with personal impacts.

> "Mine was a few different things that happened in one day. First I found a mail-order bride catalogue on a bus, and that made me angry. Then--well, I had this neighbour who was a domestic worker, a woman of colour, and she was not allowed to talk to anyone, by her employer. I smiled at her when I went by, that day, and she smiled back at me, and then her employer, who was there, started verbally cutting her down. That made me very angry, so I did what I do whenever I'm angry and called my Mom. She told me that I was in a time and place where I was allowed to be angry, where it was okay for a woman to be angry, and she encouraged me to use my anger."

> "Well, I didn't meet him, but I was in Toronto when I was, maybe, ten years old, in 1990. I saw Nelson Mandela. He had just been released from prison. He was older than I thought, since all the pictures I'd seen of him were from before he went to prison. But it was just so amazing."

> "Mine was a bit longer ago than most of these. It was in 1983, the U.S. invasion of Grenada. My neighbour's house was destroyed. It made me ask all kinds of questions. Who did this? Why did it happen? Was anything going to happen to us?"

Events identified at the municipal level included the Gandhi Peace Walk, the creation of Hamilton's Access and Equity Office, the burning of the Hindu Samaj Temple, and the resignation of Mike Harris.

Events at the provincial, national, and global level included a wide range of things, from protest against the Summit of the Americas in Quebec City in April 2001, to the ongoing aggression between India and Pakistan, to the World Conference Against Racism, to the signing of the North American Free Trade Agreement, to the Sharpeville Massacre in South Africa, to the election of Mike Harris, to the Vietnam War, to the introduction of multiculturalism in Canada by Pierre Trudeau.

There was then extensive discussion about the events, the levels, and the themes that emerged from the timeline. It demonstrated stories of exclusion and barriers of all sorts, as well as people responding to those barriers by moments of resistance.   The trend towards corporate globalisation or neoliberalism was drawn out from the events that the group had listed, and they were connected to important themes for Canadian society: the growing "economic apartheid" or "racialisation of poverty" in the country, and the impact this has on the ability of racialised people to participate politically.

Another theme that came up was the urge to feel despair in the face of such overwhelming, global-scale events. It was suggested that people could also draw hope and inspiration from victories of the past.   As well, much of the remainder of the weekend would be spent learning skills to help do something about all of this.

Visioning And Framing

The participants were broken into 3 groups—anti-racism, human and women's rights, and mixed—and encouraged to come up with a political vision. What would Hamilton look like in terms of people, places, and events if their vision was realised?

Anti-Racism
It is important to have fair representation in government, inclusive schools and curriculum, and better media representation of racial minorities. Cultural spaces must be better recognized, and businesses would not be "ghettoized". The power dynamics behind current barriers and discrimination must be recognized and addressed.

Human & Women's Rights
There must be free, universal access to social services and supports and the elimination of poverty. City hall should be representative and accessible, corporations should be regulated, and measures should be taken to ensure that voices opposing oppression get heard.

Mixed Group
Representation at city hall may be restructured to ensure diversity. Representatives should spend more time in the community, and multicultural festivals must receive funding.

Model of a Campaign
The image of a tree was used to represent the important elements in a political campaign, and it was used to synthesize the ideas of the day.

branches = strategies (educate, mobilize, organize)

twigs = tactics (newsletters, media, poster, flyer)

fruit = realization of your vision for Hamilton

trunk = your campaign organization

seed = idea, concept

ground = community, the base for your campaign

roots = values and principles that anchor your campaign
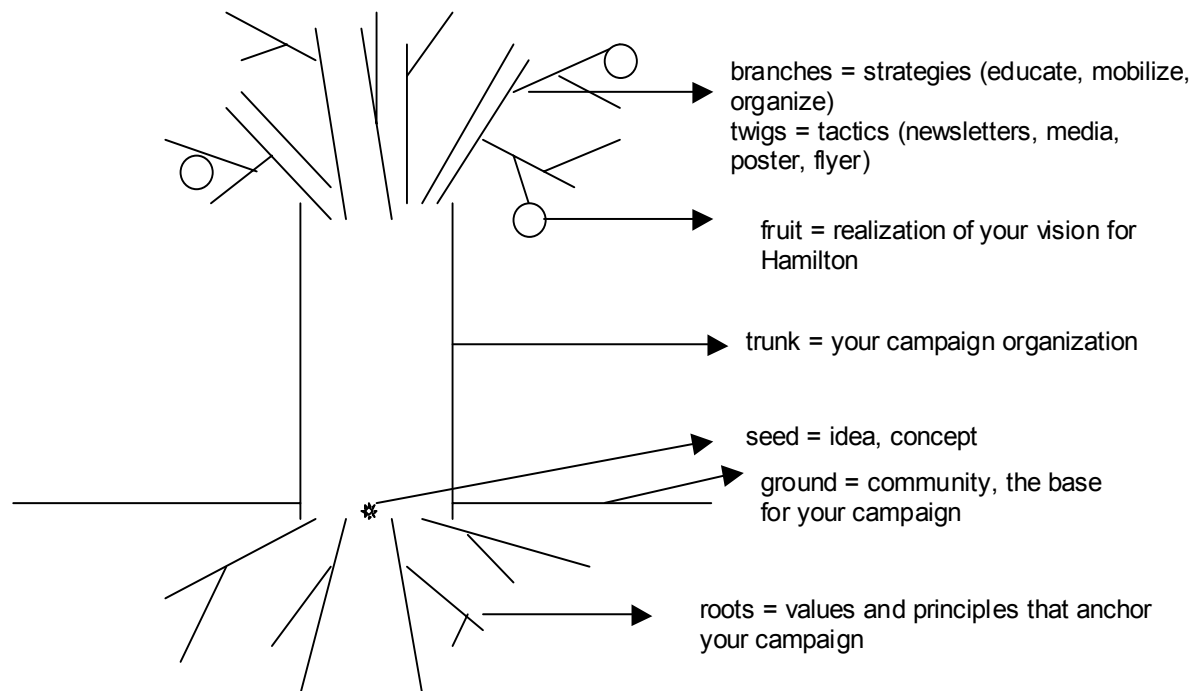
Day 2: Morning

Review of Day 1
Participants were generally happy with the pace and content of the training. The trainers felt that the work so far from the participants had been "absolutely amazing". There was some discussion of guidelines and use of language, using a couple of comments made on the previous day to illustrate the ways in which oppressive behaviour can slip past our best intentions, and how it can be addressed maturely and sensitively.

There was then an explicit recognition of the tension within the group between anti-racist understandings, which seek to get at root causes of power and privilege imbalance, and multicultural understandings, which trust explorations of difference as sufficient to address issues of racism. The tension was not resolved, but there was good discussion. Trainers emphasised the importance and appropriateness of having space designated for people of colour, be it political organising space or services or something else. This was all related back to a framework introduced on Day 1, in which political practice can be seen as Conformist, Reformist, or Transformative—the last is what the training is shooting for.

Anatomy of a Political Campaign
The important features of a political campaign were discussed, using the following diagram as a focus:

Anatomy of a Political Campaign

Planning
- agenda
- strategies
- tactics

MOBILIZING
- outreach
- community development/organization
- coalition building
- lobbying (politicians, media)

Getting Started
- services
- issues
- vision
- our team

Asessment
- community profile
- forces for/against

The groups were then encouraged to further define their issues using a tool called "diamond analysis". Their current, broad issue would placed on a line in the middle of a page. Above and below there would be smaller lines, to contain more focused components of the central topic, and then above and below each of those would be a further focusing. In the course of this exercise, the group with mixed issues decided to focus on employment, and the group concerned with human & women's rights decided to focus on child poverty. Each group held a 3-minute, mock press conference to present their candidate, and their issue.

Day 2: Afternoon

After a brief review of the morning's activities, the trainers suggested that the anti-racism group split into two different groups, approximately along age lines. This was well received by participants. During the following exercise, the younger anti-racism group did both that exercise, and the diamond analysis, and decided to focus on anti-racism at the school council level. The group doing anti-racism at the municipal level decided to focus more narrowly on poverty in communities of colour.

Defining Your Constituency

Participants were introduced to the idea of "constituency groups"—groupings of people within society who, because of their membership in that group, might be more or less likely to support a particular platform. This included many different kinds of groupings: gender, race, age, ability, literacy level, employment status, and many others. It was

emphasised that "constituency groups" was a more appropriate term than "special interest groups" because many of these groups so labelled are people who have been marginalised by those with power, and the term "special interest groups" further dismisses their concerns.

Child Poverty Group
- Constituency Groups: 1) Single parents, 2) Un/underemployed, 3) People of colour, 4) New immigrants/refugees
- Reasons:
  - less income, high childcare costs
  - language barriers
  - deprivation of work opportunities

Poverty in Communities of Colour Group
- Constituency Groups: 1) People of colour, 2) Immigrants/refugees, 3) Women of colour, especially single moms, 4) People with ESL needs
- Reasons:
- 15-35% of Hamilton population are people of colour
- poverty in Hamilton: 41% of racial minorities, vs. only 22% overall
- unfair discrimination in hiring practices
- lack of accessible social services

Employment Group
- Constituency Groups: 1) Un/underemployed, 2) Immigrants/refugees, 3) Educationally marginalized people, 4) Disabled people
- Reasons:
- health impacts
- poverty
- barriers to education, employment

Anti-racism at School Council Group
- Constituency Groups: 1) People of colour/aboriginal, 2) Age, 3) Immigrants and refugees, 4) Language groups
- Reasons:
  - many diverse backgrounds in Hamilton
  - Most people in high school are under 21
  - 120+ languages spoken in Hamilton

The next step will be to take this core support, and expand it into soft support and undecided voters.

Day 2: Informal Evening Session

This optional session, attended by most participants, began with a few exercises to get people talking and comfortable, but was mostly a general discussion of peoples' experiences and concerns. Participants related experiences of racism, and some of the very personal suffering those experiences have caused.

- "I thought I was home in Canada, I was accepted, but I'm defined by skin colour."
- From a classmate after September 11th: "Don't sit next to me. You'll kill me."
- being Black, and living in North America because of the slavery of ancestors and 400 years of oppression: "I have a right to rant and rave."

There was discussion of relating to White people, and of developing relationships with the struggles of First Nations people, and issues of relating to family members with different experiences or understandings or ways of dealing with things, and conflict within and between communities of colour.

- "How do we harness hope?"
- "How do we claim power and use it as a building tool?"

Day 3: Morning

Review of Previous Day
There was another productive discussion of experiences of skin colour racism, for example its influence in experiences of immigration. All immigrants face barriers, but those who also experience racism based on the colour of their skin experience more and different barriers. The trainers talked about how barriers could be systemic—how they could appear to be neutral, but have discriminatory and oppressive effects. For example, the design of a building may be neutral in that it is the same for anyone who wishes to enter the building, but if the only way in is up a flight of stairs, it would present a discriminatory barrier for someone confined to a wheelchair.

Then there was some discussion of process issues from the previous day. The guidelines were reaffirmed, and the participants encouraged the trainers to be more assertive in stopping side conversations amongst participants. There was also some discussion of the issue of creating space for those who are less comfortable speaking, and trying to understand the reasons behind peoples' silences.

Finally, material was reviewed for the groups to consider in putting together their final campaign plans. They were encouraged to think about having a focused platform, about how they might expand their base of support, and about how they might act in creative, mobilising ways.

Day 3: Afternoon

Simulated Campaign Launch
Each group prepared a simulated community event or campaign launch event, to include promotional material, and a question and answer period.

Anti-Racism at the School Council Level
- group name = STAR (Students and Teachers Against Racism)
- level = school council
- main issue = racial equality
- slogan = "Reach for the STAR!"
- platform = will promote anti-racism events and clubs, including multicultural events, speakers on racism, and peer support for people who experience racism
- material = campaign buttons in the shape of a star, graphical overhead

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Poverty in Communities of Colour
- campaign slogan = "From Margin To Centre", title of a book by Black feminist bell hooks, because both book and campaign focus on how to empower ourselves and get our views heard
- main issue = elimination of poverty within marginalized communities
- level = municipal
- campaign team = actual representatives on the campaign team from various relevant constituencies
- platform = increase resources for employment, childcare, accessibility of city hall, education
- event = "The Party With A Purpose", a fundraising party

Child Poverty
- chant = "It takes a community to raise a child."
- event = Child Outreach Picnic, candlelight vigil
- level = school board trustee
- main issues = child outreach and poverty
- platform = use school system to identify problems, promote mutual aid and networks within community, work with the community to develop further agenda, form coalitions with other organizations, support parents
- material = posters, candles at the vigil
- vigil = included speech by community member experiencing issue, moment of silence


Employment
- chant = long and musical, rest of group got to learn it
- slogan = "Equality Employment in Hamilton Means A Healthy City"
- name = Coalition of Hamiltonians Addressing Municipal Priorities
- material = signs, campaign logo
- level = municipal
- platform = decrease cost of equivalency tests for immigrant professionals, increase bursaries, skills exchange for immigrants/refugees, better educational needs assessments, better physical accessibility of workplaces, more social/therapeutic centres for overall health

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Final Wrap-Up

The trainers had the participants put in chronological order a series of sheets, each naming an activity in the training. This refreshed everyone's memory as to what had been done. Then the trainers provided some general feedback, mostly positive, and also gave some specific suggestions about the campaigns.

A brainstorm of possible next steps arrived at a fairly emphatic desire to remain active. Some people wanted to be involved in research. Others wanted more training, or more opportunity for informal discussion. Many wanted more information. Somebody suggested having an email list.

The final exercise was an evaluation based on the following diagram:
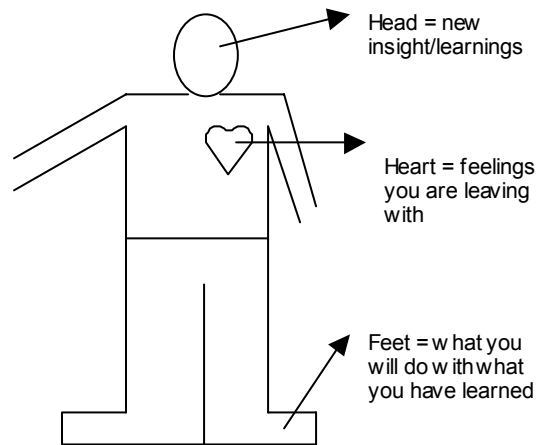
Each person was encouraged to say something about their own experience of the training, under the "head", "heart", and "feet" categories. Some sample responses:

Insight/learning:
- increased awareness of own marginalising practices
- realisation that change is possible
- there are others who care
- political activity

Feelings:
- excited, motivated, inspired
- "I am not alone"
- comfortable
- hope
- connected

Intended actions:
- learn more
- more community involvement
- act in more culturally appropriate ways
- be louder
- change my community

And after good-byes, hugs, and photographs, the training was complete. Watch out world, here we come!

Summaries of Colouring The City *#2 and #3*

The basic assumptions and design was common amongst all three Colouring The City trainings.

The second training involved a group of "peer mentors", graduates from the first training. It involved a greater presentation of local, factual content than the other two versions of the training. As well, the group appeared to need more time spent discussing the basics of the anti-racism framework. Instead of an informal session on the Saturday evening, this group had time to work on their mock campaign preparations.

The third training was for racial minority women instead of youth. A small number of graduates from the second training were present, but played a smaller role than the peer mentors in training #2. The first afternoon of the training was spent in a women-only caucus--one of the trainers and two of the WGRE members supporting the training were men, and this afternoon was spent creating some safe space with only women present. In this session, the anti-racist feminist framework was established. The first two groups of participants had the opportunity to participate in separate networking sessions about a month after Colouring The City, but for this group the most important elements of the networking session were incorporated into the basic, 3-day block of time. The Saturday evening was spent in a formal networking session.

Both the second and third groups felt a need for a more detailed discussion of the importance and wisdom of focusing on electoral politics. Both also spent more time discussing how the network of graduates would be maintained after the training. As well, both incorporated a mock town hall meeting into the final presentation of the campaigns, where candidates were asked challenging questions by "audience" members.

Appendix D
Colouring The City Participant Demographics

One of the goals of the Colouring The City application and selection process was to select the strongest possible field of participants, with the greatest level of diversity along as many axes as possible. The following charts describe the self-identified characteristics of the participants in terms of sexuality, gender, heritage, religious or spiritual identity, age, and occupation.

Sexual Orientation

	March	June	October	Total
Total Number of Graduates	24	23	14	61
GLBT				
Gay	0	0	0	0
Lesbian	0	0	0	0
Bisexual	1	1	0	2
Transgendered	0	0	0	0

Gender

	March	June	October	Total
Total Number of Graduates	24	23	14	61
Female	15	8	14	37
Male	9	15	0	24
Transgendered	0	0	0	0

Heritage

	March	June	October	Total
Total Number of Graduates	24	23	14	61
Black/African	2	4	1	7
Caribbean	1	2	3	6
Chinese	0	1	0	1
East Asian	2	1	1	4
Filipino	0	0	0	0
First Nations	0	0	0	0
Latin	4	2	3	9
Mixed	3	6	2	11
Other	0	0	0	0
Pacific Islander	0	1	0	1
Roma/Sinti	0	0	0	0
South Asian	11	3	4	18
Souteast Asian	1	2	0	3
West Asian	0	1	0	1
White Canadian	0	0	0	0

Religious or Spiritual Identity

	March	June	October	Total
Total Number of Graduates	24	23	14	61
Hindu	4	1	3	8
Hindu,Muslim	1	0	0	1
Buddhist	0	0	0	0
Hindu,Sikh	1	0	0	1
Agnostic	0	1	2	3
Christian	8	8	5	21
Muslim	3	5	0	8
Sikh	3	0	0	3
Atheist	0	0	1	1
Other	4	8	3	15

Age

	March	June	October	Total
Total Number of Graduates	24	23	14	61
15-17	6	5	0	11
18-21	7	8	2	17
22-25	10	10	1	21
26-30	1	0	4	5
31-35	0	0	1	1
36-40	0	0	0	0
41-45	0	0	2	2
46-50	0	0	1	1
no age	0	0	3	3

Occupation

	March	June	October	Total
Total Number of Graduates	24	23		
High School Student	12	7	0	19
High School/Working	0	2	0	2
University Student	9	5	4	18
University/Working	0	2	2	4
University/Unemployed	0	0	1	1
College Student	1	2	0	3
College/Working	0	2	0	2
Working	2	3	3	8
Unemployed	0	0	1	1
Unemployed/Stay at Home Mom	0	0	1	1
Stay at Home Mom	0	0	2	2

Appendix E & F

contain reproductions of articles about racism in Hamilton and articles by the WGRE and its members. These articles are not included in the electronic version of the report.