



City of Saskatoon
Cultural Diversity and Race Relations Office
Youth Perception of Race Relations
Final Report Summary

December 2007

**City of Saskatoon
Cultural Diversity and Race Relations Office**

**Final Report Summary
Youth Perception of Race Relations**

Prepared for:

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I Executive Summary

Executive Summary

This Fast Consulting survey was conducted on behalf of the City of Saskatoon Cultural Diversity and Race Relations Office by telephone, in-person and in the classroom interviews between August 29th and November 21st, 2007 among a cross section of high school students in Saskatoon. The primary objective of this survey is to assess and gain a better understanding of Saskatoon's youth perceptions and attitudes of race relations and to explore their opinion in areas of: (i) quality of life in Saskatoon, (ii) the current state of race relations in the City of Saskatoon, (iii) race relations issues that require immediate attention and (iv) the future of race relations in Saskatoon.

The results presented in this report are based on 302 completed surveys with high school students in Saskatoon. With a sample of 302 students we can say with a 95% level of certainty that the final results of the survey are within plus or minus 5.6% of what they would be if all high school students in Saskatoon were surveyed. The survey sample was further broken down into defined segments, this included: (i) general population 69% (or 209 Saskatoon youth), (ii) Aboriginal 23% (or 70 Aboriginal youth) and (iii) visible minority 8% (or 23 visible minority youth).

HIGHLIGHTS OF FINDINGS

What Race Relations Means to Youth

- When asked what race relations means, slightly less than one-third (32%) of Saskatoon youth think it is the co-existence, relationship and interaction between different races and cultures. Another 17% think it defines people of different races and 13% say the meaning is based on differences in colour, culture and background (pg.1).
- Slightly less than one-half (48%) of visible minority youth are more likely to think that race relations means the co-existence, the relationship and interaction among various cultural and ethnic groups, followed by 35% of youth in the general population youth and 16% of the Aboriginal youth (pg.2).

Current Picture of Race Relations

- The majority (51%) of Saskatoon youth think relationships between different cultures, ethnic and racial groups of people living in Saskatoon are good (41%) or very good (10%) (pg.3).
- In comparison, Saskatoon youth (51%) are more likely than adults surveyed in 2005 (23%) to think race relations in Saskatoon are good or very good (pg.4).
- Saskatoon's general population youth (57% vs. 21% of general population adults in 2005) are more likely than Aboriginal youth (37% vs. 26% Aboriginal adults in 2005) and visible minority youth (39% vs. 37% of visible minority adults) to rate the relationship between different cultures and ethnic groups in Saskatoon as good or very good (pg.5).

Racially Diverse Neighbourhood

- The large majority (86%) of Saskatoon youth think they live in a neighbourhood that has people of different race (pg.6).
- When asked, “do you think you live in a neighbourhood that has people of different race,” general population youth (82%) are less likely to say their neighbourhood is ethnically diverse, in comparison to Aboriginal youth (95%) and visible minority youth (96%) (pg.7).
- The large majority of Saskatoon youth agree that they feel safe living in their neighbourhood (87%), people are willing to help their neighbours (84%), they live in a neighbourhood where they know their neighbours and have friends (82%) and they can trust people in their neighbourhood (81%) (pg.8).

Racially Diverse School

- The large majority (88%) of Saskatoon youth think they attend a school that has students of different race (pg.16).
- The large majority of Saskatoon youth agree that they attend a school where they know students and have friends (99%), they feel safe in their school (96%), students are willing to help other students (86%) and they can trust students in their school (86%) (pg.17).
- Close to one-half (45%) of Saskatoon youth describe their school as multi-racial where they identify at least four different cultural groups (pg.19).
- Close to one-half (47%) of Saskatoon’s high school youth within the general population describe their school as a multi-racial school; followed closely by 44% visible minority youth and 39% Aboriginal youth (pg.20).
- The majority of comments from Saskatoon youth about attending a school with many students of different races are positive. Approximately 43% of youth say attending a school with many students of different race feels good and they enjoy it, 17% indicate it makes no difference in how they feel and 13% say it is a positive learning experience (pg.21).
- Of those Saskatoon youth with an opinion on ways to encourage students of different races to feel they belong 16% identify education and special classes, 12% say get everyone involved in school activities, 12% think more acceptance and understanding and 10% mention assemblies and cultural days are things that could happen at their school to make a better environment (pg.24).

Positive Environment in School

- The majority (56%) of youth think students are the most important to help create a more positive environment in their school so that all students regardless of their race feel that they belong (pg.27).
- Opinions about what could be done to make their school a place that is even more accepting of students of various races include being more accepting, open-minded and tolerant (19%), being more interactive and involved (12%) and more education to increase awareness (6%) (pg.28).

Treated Less Favourably

- Three-quarters (76%) of Saskatoon youth indicate they have not been treated less favourably because of their skin colour or race. (pg.30).
- Approximately 21% think they have been treated less favourably because of their skin colour or race (pg.30).
- Approximately one-half (49%) of Aboriginal youth say they have been treated less favourably because of their skin colour or race, followed by 35% of visible minority youth. A smaller percentage (10%) of the youth from the general population say they were treated less favourably (pg.31).
- Of those who indicate they have been treated less favourably, close to one half (48%) indicate they have been treated less favourably but **do not** wish to share an example of how they were treated. Approximately 27% say they have been the victim of name calling or verbal abuse and 22% have been mistreated or have had lower expectations placed on them (pg.32).

Observed Acts of Racism

- Two thirds (67%) of Saskatoon youth have seen or heard acts of racism against others. This compares to 66% of adults surveyed in 2005 who indicate they have seen or heard acts of racism against other people (pg.33).
- The majority of the general population, Aboriginal and visible minority youth (62%, 76% and 78% respectively) say they have seen or heard acts of racism against others (pg.34).

Positive Change for Race Relations in Saskatoon

- Examples of what Saskatoon youth would personally do to be part of a positive change for race relations in Saskatoon include get more involved in cultural programs and education (18%), be more accepting and tolerant (17%), take a stand against racism and lead by example (9%) and treat all people the same with respect and dignity (9%) (pg.36).
- Slightly more than one-third (35%) of Saskatoon youth are unsure what they would do to be a part of a positive change for race relations in Saskatoon (pg.36).

Comments provided by Saskatoon youth:

“Education is key to understanding everyone and having different programs to help with that.”

“If there were more programs available for students to learn about other races and cultures, it would help students to better understand the different races.”

II Methodology

Methodology

The City of Saskatoon Cultural Diversity and Race Relations Office retained Fast Consulting to conduct a youth perception survey with Saskatoon high school students. The primary objective of this survey is to assess and gain a better understanding of Saskatoon's youth perceptions and attitudes of race relations, and to explore their opinion in areas of: (i) quality of life in Saskatoon, (ii) the current state of race relations in the City of Saskatoon, (iii) race relations issues that require immediate attention and (iv) the future of race relations in Saskatoon.

This Fast Consulting survey was conducted by telephone, in-person and in the classroom interviews between August 29th and November 21st, 2007 among a cross section of youth in Saskatoon. The sample frame for this youth perception survey was constructed to obtain complete interviews from a random sample of Saskatoon high school students attending grades nine (9) to twelve (12), or approximately fourteen (14) years of age and up to twenty (20) years of age. The sample was also constructed to ensure a representative sample of the Aboriginal and visible minority communities.

Interview respondents were selected using an electronic sample frame and standard polling practices to ensure random selection of Saskatoon youth.

Survey Sample

The sample size of 302 respondents yields public opinion measurements within an overall confidence level of 95 percent and a margin of error of plus or minus 5.6 percentage points. The margin of error will be larger for smaller sub-groups of the survey population (Aboriginal and visible minority).

This means that if this survey were to be conducted with a similarly constructed sample of Saskatoon youth, the results would be within 5.6 percentage points of the values shown in this preliminary report, 19 times out of 20. For example, 51% of those surveyed think relationships between different cultural and racial groups in Saskatoon are good or very good. This means that there is a 95 percent certainty that between 45.4% (51% - 5.6 %) and 56.6% (51% + 5.6%) of all Saskatoon youth think relationships between different cultural and racial groups in Saskatoon is good or very good. In short, this indicates that the survey is an accurate representation of youth perceptions in Saskatoon.

Questionnaire Review and Design

The effectiveness of research depends largely upon the design of the survey instrument and the manner in which the data collected can be used to clearly identify issues. Prior to the start of the research a meeting was arranged with the Cultural Diversity and Race Relations Office to discuss research objectives, goals and the design of the questionnaire. Fast Consulting, in consultation with the Steering Committee reviewed the questionnaire administered in the 2005 adult perception survey to create the foundation for the youth questionnaire. The questions were reviewed, redeveloped and transformed into a readable format for the younger person to understand.

The questionnaire was than pre-tested with youth at EGADZ, Saskatoon Community Youth Arts Programming and with randomly selected Saskatoon youth to ensure that all of the questions being asked in the interview were understood by Saskatoon youth and that the data collected addresses the research objectives.

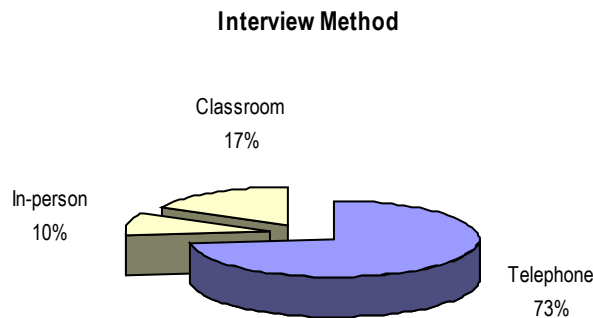
Interviewing Methods

Fast Consulting programmed the questionnaire into its DASHcati survey and pre-tested the survey instrument both internally and in the field. Pre-testing ensure that the survey incorporated the correct skip patterns, flowed efficiently, that residents understood the questions, and that the information gathered effectively addressed the research objectives.

This survey was conducted by telephone, in-person and in the classroom among a cross section of high school students in Saskatoon. Two hundred and twenty (220) youth were interviewed between August 29th and September 24th, 2007. These interviews were conducted exclusively by telephone at times that were appropriate and convenient for the respondent - weekdays (Monday to Thursday) between the hours of 5:00 p.m. and 9:00 p.m. and weekends between the hours of 10:00 a.m. and 4:00 p.m.

To augment our efforts, we conducted thirty (30) in-person interviews with various students throughout the city and thirty-seven (37) classroom interviews with students from Nutana Collegiate, City Park Collegiate and Oskayak School. We extend our thanks to the students for taking the time to participate and the school staff for making the necessary arrangements.

We would also like to take this opportunity to thank the Saskatoon Public Schools, in particular, Cort Dogniez, Shirley Figley and Kerry Alcorn, and the Greater Saskatoon Catholic Schools, Angella Pinay, Darryl Bazylak and Michelle Chuhaniuk for their valuable contribution and involvement with the interviewing process.



DASHcati and SPSS

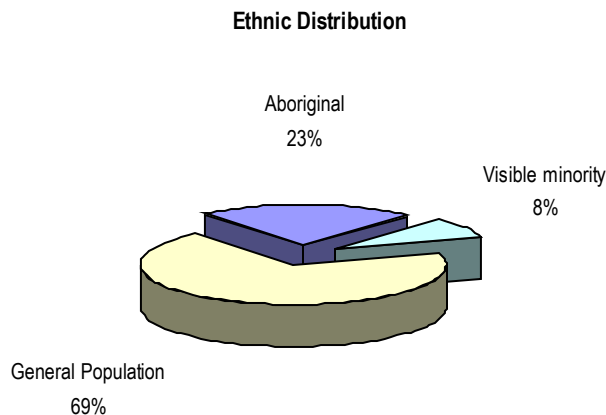
The DASHcati software program utilized by Fast Consulting moves data seamlessly into the industry standard SPSS (Statistical Package for Social Sciences) computer program. Fast Consulting utilizes the SPSS program for statistical analysis of all survey data. Statistical analysis of the survey data initially involves generation of frequency tables for all issues being explored. This is followed by a more detailed

analysis and preparation of detailed tables that include cross-tabulation tables of all survey questions and issues by key variable of interest.

Data checking procedures were utilized at all times to ensure accuracy of the data. In addition, statistical tests were conducted on the demographics to check for reliability and validity of the survey data.

Sample Frame Design

Survey respondents for the telephone survey were selected from telephone lists provided by ASDE Survey Sampler using the random digit dialling methodology. ASDE provides methodologically sound, statistically accurate telephone samples to the majority of the best-known and most sophisticated market research companies in Canada. Random selection allows for equal probability of any Saskatoon youth being selected for participation in the survey. Respondents for the in-person interviews were randomly selected at a remote site. Arrangements for the in the classroom interviews were approved by the Saskatoon Public Schools and the Greater Saskatoon Catholic Schools. Principals at the participating schools (Oskayak, Nutana, and City Park) organized the room and randomly selected the students from grades nine to twelve and in accordance with the project parameters.



Charts and Tables

Through out this document information is illustrated and broken down into defined segments: (i) general population 69% (or 209 Saskatoon youth), (ii) Aboriginal 23% (or 70 Aboriginal youth) and (iii) visible minority 8% (or 23 visible minority youth). The 'Aboriginal' segment includes, First Nations, Métis and Inuit youth.

With a sample of 302 students we can say with a 95% level of certainty that the results of the survey are within plus or minus 5.6% of what they would be if all high school students in Saskatoon were surveyed. The margin of error will be larger for smaller sub-groups of the survey population - general population, Aboriginal and visible minorities.

Definition of Ethnic Groups

Visible Minorities

For the purposes of this research the Saskatchewan Human Rights Commission defines members of visible minorities as “persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour.” Members of visible minorities may, for example, be persons of African, Chinese, Filipino, Japanese, Korean, Pacific Islander, East Asian, Southeast Asian, West Asian, Arab or Latin American ancestry. Under the Act, Aboriginal persons are not considered to be members of visible minority groups.

Source: Saskatchewan Human Rights Commission

Aboriginal Identity

By definition, Aboriginal persons are further divided into Aboriginal groups, based on their responses to the 2001 Census form. Included in the Aboriginal population are those persons who reported their identity with at least one Aboriginal group, that is “North American Indian”, “Métis” or “Inuit (Eskimo)”, and/or who reported being a Treaty Indian or a Registered Indian, as defined by the Indian Act of Canada, and/or who reported they were members of an Indian Band or First Nations.

Source: Statistics Canada. 2001 Community Profiles

Caucasian

Caucasian is defined as a broad division of humankind including peoples indigenous to Europe, western Asia, India and northern Africa. Of or being a major human racial classification traditionally distinguished by physical characteristics such as very light white-skinned to brown.

III Survey Results

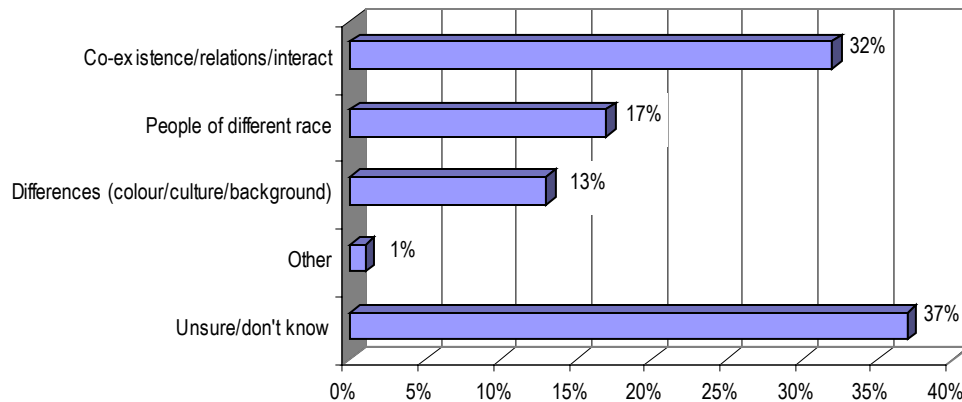
Survey Results

RACE RELATIONS

This section addresses the perceptions of the state of race relations in Saskatoon according to Saskatoon youth. Over the past few years, the Cultural Diversity and Race Relations Office has undertaken actions to work towards racial understanding and harmony.

Question 1. In your own words, can you tell me what race relations means to you? That is, what do you think about when you hear the words 'race relations'?

Overall - Current Understanding of Race Relations



- When asked what race relations means, slightly less than one-third (32%) of Saskatoon youth think it is the co-existence, relationship and interaction between different races and cultures. Another 17% think it defines people of different races and 13% say the meaning is based on differences in colour, culture and background.
- More than one-third (37%) of youth are unsure of what race relations means.

Comments provided by Saskatoon youth:

- ✓ *“Race relations to me means that different cultures express themselves freely and are not judged by colour. To be open and not ashamed of your culture.”*
- ✓ *“I think it means people from different nations coming together and interacting together.”*
- ✓ *“I think of how all the different races interact with each other.”*

The following table illustrates the perceptions regarding the meaning of race relations held by high school youth - general population, Aboriginal and visible minority.

Segment Comparison

Meaning of race relations.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Co-existence/relationship/interaction	35%	16%	48%
People of different race	17%	14%	22%
Differences/colour/culture/background	15%	7%	13%
Equality	1%	-	4%
Unsure/don't know	32%	63%	13%

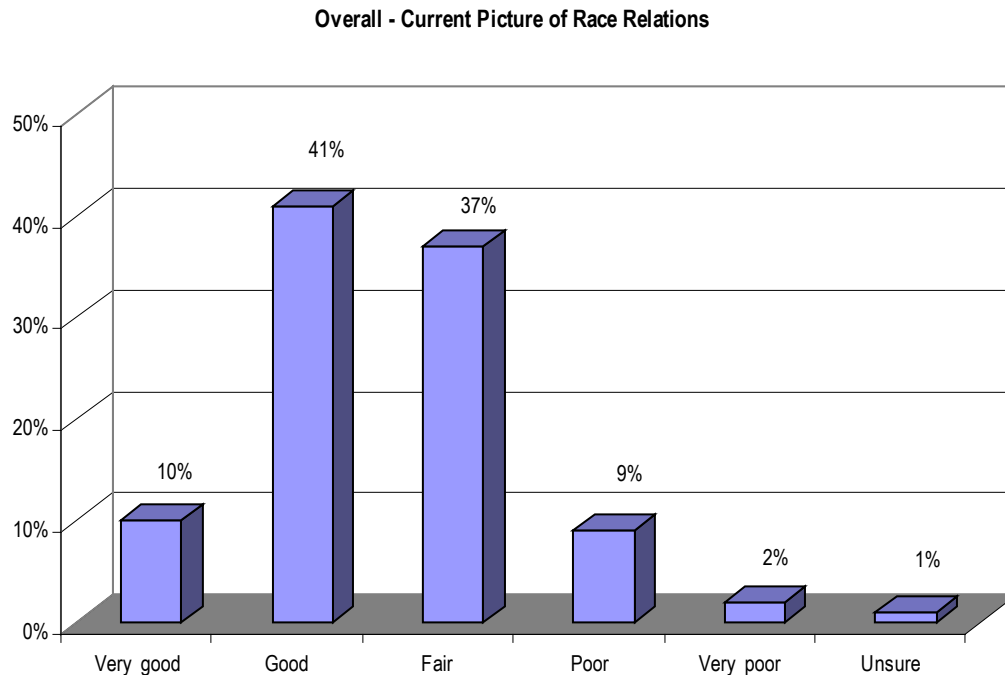
Note: The segment category 'Aboriginal' includes, First Nations, Métis and Inuit youth.

With a sample of 302 students we can say with a 95% level of certainty that the results of the survey are within plus or minus 5.6% of what they would be if all high school students in Saskatoon were surveyed. The margin of error will be larger for smaller sub-groups of the survey population - general population, Aboriginal and visible minorities.

- Slightly less than one-half (48%) of visible minority youth are more likely to think that race relations means the co-existence, the relationship and interaction among various cultural and ethnic groups, followed by 35% of youth in the general population and 16% of the Aboriginal youth.
- Another 22% of visible minority say race relations is defined by people of different race, followed closely by 17% of the general population.
- Close to two-thirds (63%) of Aboriginal youth are unsure when asked what race relations means.
- Females (18%) are more likely than males (8%) to think race relations is the co-existence, the relationship and interaction among various cultural groups. On the other hand, males (20%) are more likely than females (14%) to define race relations as people of different race.
- Youth in grades ten (30%), eleven (35%) and twelve (44%) are more likely to think that race relations means the co-existence, the relationship among various cultural and ethnic groups.

CURRENT PICTURE OF RACE RELATIONS

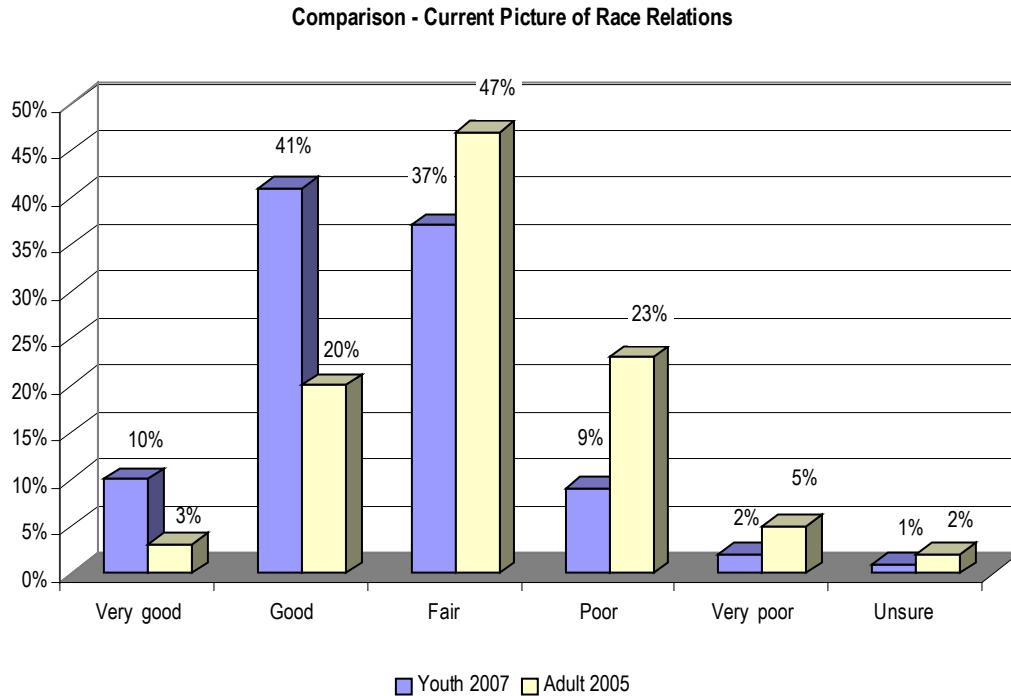
Question 2. How well do you think people of different race living in Saskatoon get along? That is, do you think relationships between different cultures and racial groups of people living in Saskatoon are...?



- The majority (51%) of Saskatoon youth think relationships between different cultures, ethnic and racial groups of people living in Saskatoon are good (41%) or very good (10%).
- More than one-third (37%) of Saskatoon's youth think the current picture of race relations is fair.
- Approximately 11% think the current picture of race relations is poor or very poor.
- When combining good or very good, youth between the age of 17 and 20 (40%) are less likely to rate the current picture of race relations in Saskatoon as good (34%) or very good (6%), compared to youth aged 13 to 14 (57%) and 15 to 16 (54%).

Comparison of Adult 2005 to Youth 2007

The chart below illustrates the comparison of the Youth 2007 to Adult 2005 Survey Findings.

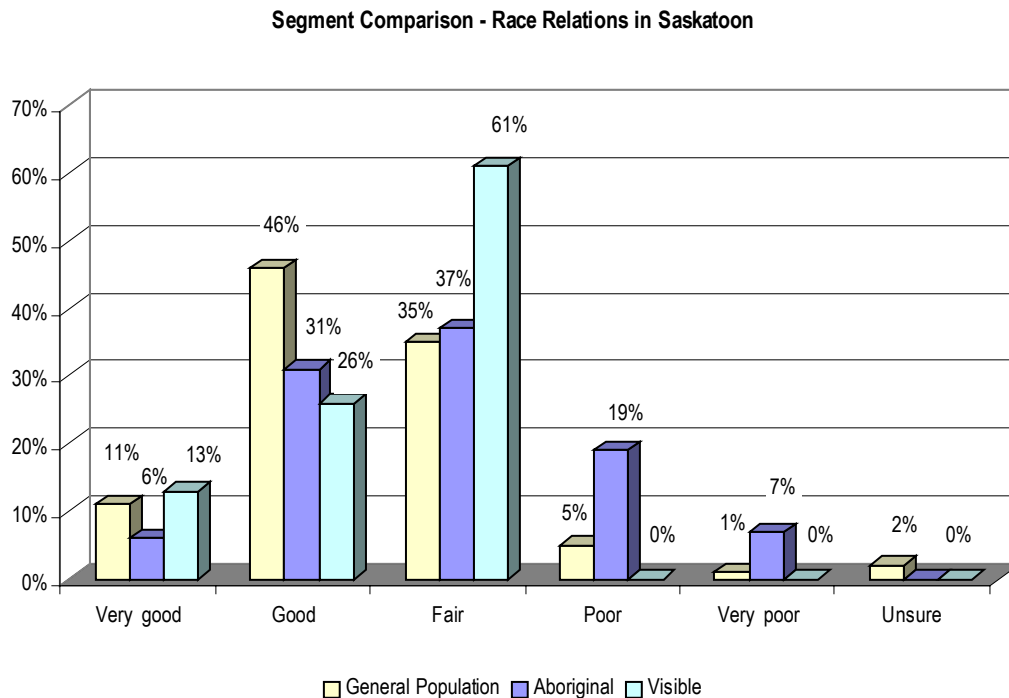


- In comparison, Saskatoon youth (51%) are more likely than adults surveyed in 2005 (23%) to think race relations in Saskatoon are good or very good.
- Saskatoon youth (37%) are less likely than adults surveyed in 2005 (47%) to think relationships between different cultures, ethnic and racial groups of people living in Saskatoon are fair.

The following chart illustrates the current picture of race relations held by the general population, Aboriginal and visible minority youth.

Segment Comparison

The chart below is an illustrative comparison of perceptions of the current picture of race relations between the general population, Aboriginal and visible minority youth.



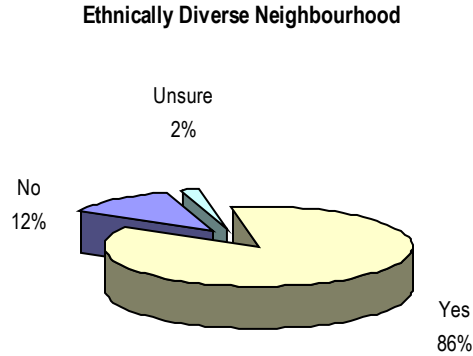
Note: The segment category 'Aboriginal' includes, First Nations, Métis and Inuit youth.

With a sample of 302 students we can say with a 95% level of certainty that the results of the survey are within plus or minus 5.6% of what they would be if all high school students in Saskatoon were surveyed. The margin of error will be larger for smaller sub-groups of the survey population - general population, Aboriginal and visible minorities.

- Saskatoon's general population youth (57% vs. 21% of general population adults in 2005) are more likely than Aboriginal youth (37% vs. 26% Aboriginal adults in 2005) and visible minority youth (39% vs. 37% of visible minority adults) to rate the relationship between different cultures and ethnic groups in Saskatoon as good or very good.
- Almost two-thirds (61%) of Saskatoon's visible minority youth believe the relationship between different cultures and ethnic groups is fair, while one-quarter (26%) of Aboriginal youth view the relationships as poor or very poor.
- When combining good and very good, students in grade twelve (39%) are less likely to rate the current picture of race relations as good, in comparison to grade nine (56%), ten (56%) and eleven (53%).

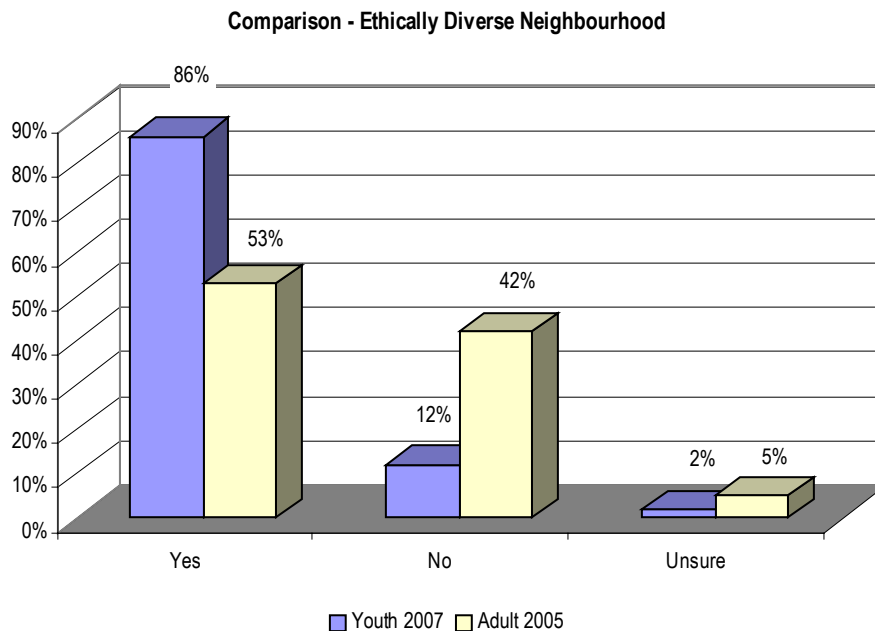
RACIALLY DIVERSE NEIGHBOURHOOD

Question 3. Do you think you live in a neighbourhood that has people of different race?



- The vast majority (86%) of Saskatoon youth think they live in a neighbourhood that has people of different race.

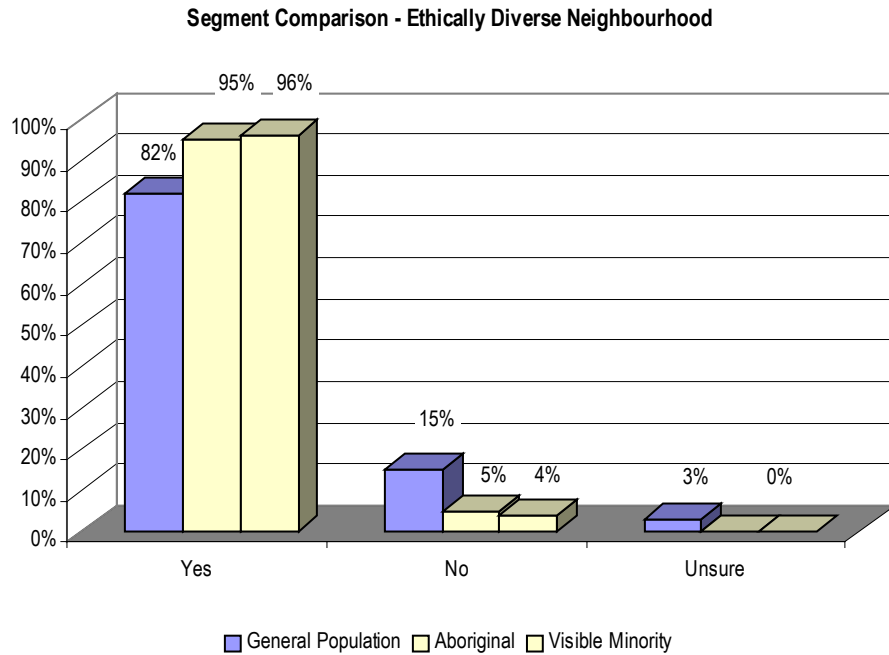
Comparison of Adult 2005 to Youth 2007



- In comparison to the finding from the adult survey in 2005, slightly more than one-half (53%) of adults think they live in a racially or ethnically diverse neighbourhood.

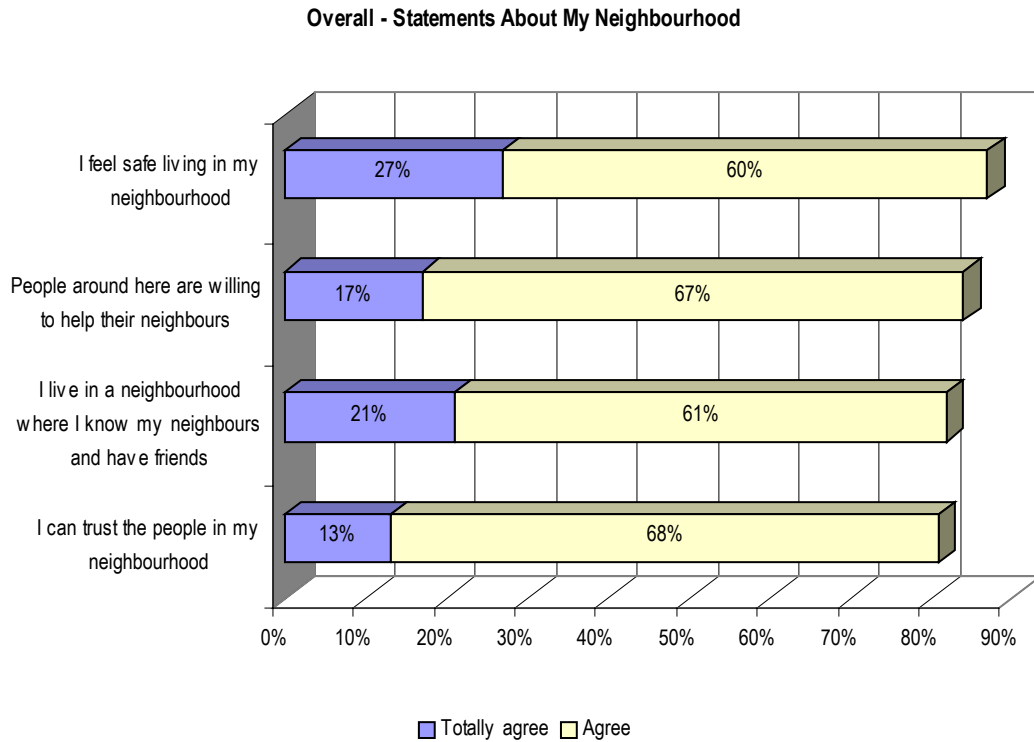
The following chart illustrates the comparison between the general population, Aboriginal and visible minority youth regarding the ethnicity of their neighbourhoods.

Segment Comparison



- When asked, “do you think you live in a neighbourhood’ that has people of different race,” general population youth (82%) are less likely to say their neighbourhood is ethnically diverse, in comparison to Aboriginal youth (95%) and visible minority youth (96%).

Question 3a. Please tell me whether you, 'totally agree', 'agree', 'disagree' or 'totally disagree' with the following statements about your neighbourhood.



- The large majority of Saskatoon youth agree that they feel safe living in their neighbourhood (87%), people are willing to help their neighbours (84%), they live in a neighbourhood where they know their neighbours and have friends (82%) and they can trust people in their neighbourhood (81%).
- As age increases Saskatoon youth are less likely to agree with each of the above statements. Saskatoon youth between the ages of 17 and 20 are less likely to agree that they feel safe living in their neighbourhood (82%), people are willing to help their neighbours (76%), they can trust people in their neighbourhood (72%) and they live in a neighbourhood where they know their neighbours and have friends (77%).
- When asked “I live in a neighbourhood where I know my neighbours and have friends” Saskatoon youth in grade eleven (73%) are less likely to agree, in comparison the youth in grades nine (85%), ten (86%) and twelve (82%). Females (79%) are less likely than males (85%) to agree.
- When asked “people around here are willing to help their neighbour” youth in grade twelve (76%) are less likely to agree - grades nine (86%), ten (86%) and eleven (87%).

The following tables illustrate the ratings high school assign to each statement about their neighbourhood.

Segment Comparison

Question 3a.1 I live in a neighbourhood where I know my neighbours and have friends

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	25%	16%	9%
Agree	60%	56%	78%
Disagree	13%	24%	13%
Totally disagree	1%	4%	-
Unsure/don't know	1%	-	-
Combined agree/totally agree	85%	72%	87%

Question 3a.2 I can trust the people in my neighbourhood.

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	16%	6%	9%
Agree	73%	50%	78%
Disagree	9%	36%	13%
Totally disagree	1%	8%	-
Unsure/don't know	1%	-	-
Combined agree/totally agree	89%	56%	87%

Question 3a.3 People around here are willing to help their neighbours.

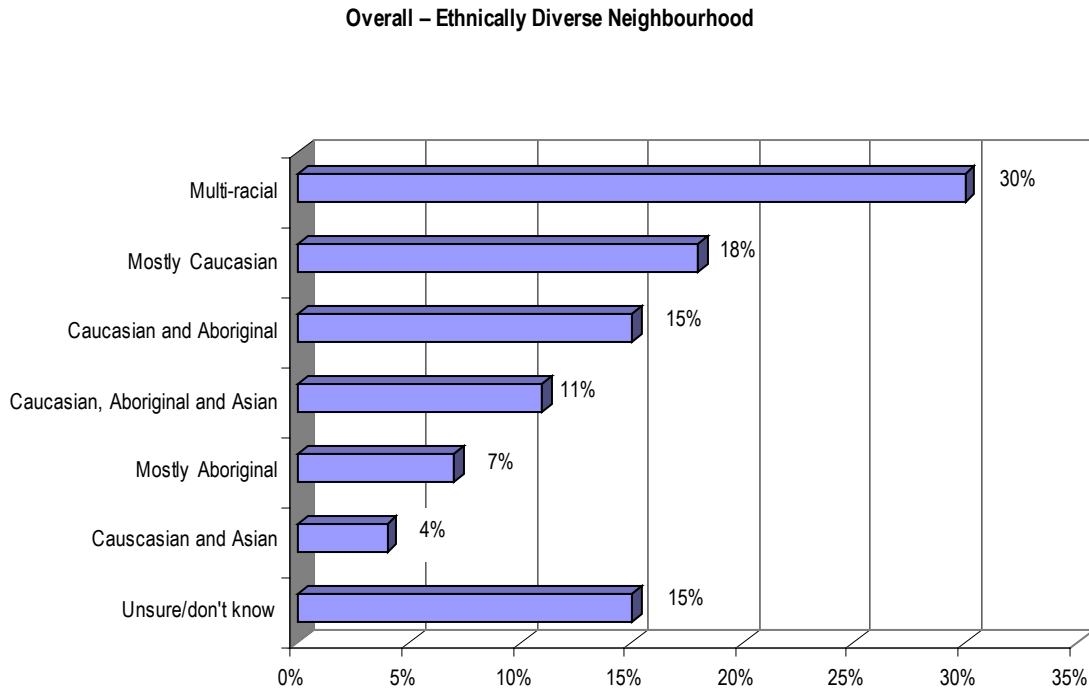
Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	19%	7%	26%
Agree	71%	59%	52%
Disagree	9%	30%	18%
Totally disagree	1%	4%	4%
Unsure/don't know	-	-	-
Combined agree/totally agree	90%	66%	78%

Question 3a.4 I feel safe living in my neighbourhood.

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	31%	20%	13%
Agree	60%	56%	74%
Disagree	8%	23%	13%
Totally disagree	1%	1%	-
Unsure/don't know	-	-	-
Combined agree/totally agree	91%	76%	87%

Note: The following questions (3b and 3c) were asked of those respondents (86% or 260 Saskatoon youth) who say they live in a racially or ethnically diverse neighbourhood.

Question 3b. How would you describe your neighbourhood in terms of the people of different race who live there? That is, what is the make-up of your neighbourhood?



- When asked to describe the make-up of their neighbourhood, 30% of youth describe their neighbourhood as multi-racial where they identify at least four different racial or ethnic groups. Approximately 18% describe their neighbourhood as mostly Caucasian and 15% say their neighbourhood's make-up is Caucasian and Aboriginal.
- Females (19%) are more likely than males (11%) to describe their neighbourhood in terms of the people of different race who live there as Caucasian and Aboriginal.

Illustrated below is the ethnic representation held by the general population, Aboriginal and visible minority youth within their neighbourhood.

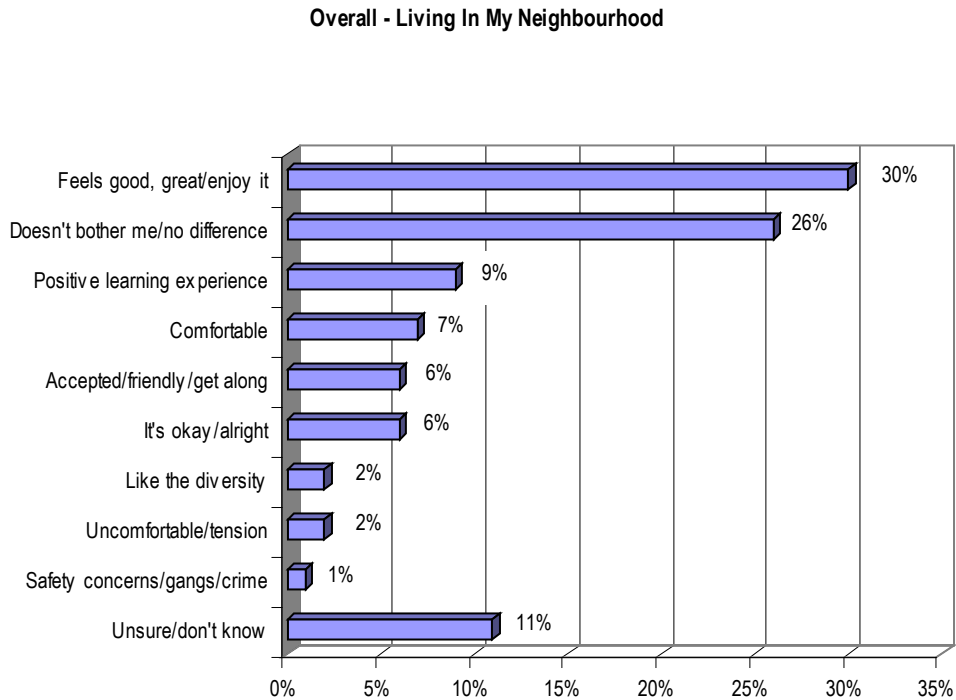
Segment Comparison

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Multi-racial	31%	41%	28%
Mostly Caucasian	7%	27%	21%
Caucasian and Aboriginal	24%	9%	13%
Caucasian, Aboriginal and Asian	18%	9%	9%
Mostly Aboriginal	10%	5%	6%
Caucasian and Asian	-	5%	6%
Unsure/don't know	10%	4%	17%

When high school youth were asked, "how would you describe your neighbourhood in terms of the people of different race who live there"...

- Less than one-third (31%) of general population youth describe their neighbourhood as multi-racial, 24% think it is Caucasian and Aboriginal and 18% describe their neighbourhood as Caucasian, Aboriginal and Asian.
- More than one-third (41%) of Saskatoon Aboriginal youth describe their neighbourhood as multi-racial, followed by 27% who think it is mostly Caucasian. A small percentage (9%) think their neighbourhood is Caucasian, Aboriginal and Asian.
- More than one-quarter (28%) of visible minority youth describe their neighbourhood as multi-racial, followed by 21% as mostly Caucasian and 13% as Caucasian and Aboriginal.

Question 3c. How does living in a neighbourhood with people of different race make you feel?



- The majority of comments from Saskatoon youth about living in a neighbourhood with people of different race are positive. Approximately 30% of youth say living in a neighbourhood with people of different race feels good and they enjoy it and 26% indicate it makes no difference in how they feel.

Comments provided by Saskatoon youth:

- ✓ *"I think it is great that everyone is coming together and learning not to hate each other just because of their race."*
- ✓ *"I think that it is good for people to live with people of different cultures and should not be afraid of intermingling with different races. It is a good thing to learn about people of different cultures because it teaches us to become more tolerant and not afraid."*

When asked, “how does living in a neighbourhood with people of different race make you feel” Saskatoon youth provided their comments. The following table illustrates commonly held feelings amongst the youth of the general population, Aboriginal and visibly minority.

Segment Comparison

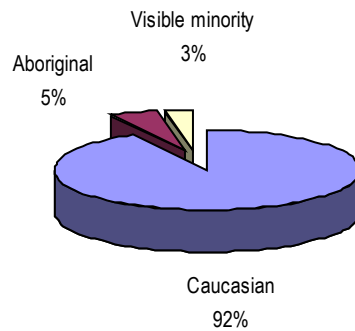
Feelings about neighbourhood.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Feels good/fine/great	35%	21%	23%
Doesn't bother me/no difference	28%	24%	18%
Positive Learning experience	11%	3%	14%
Comfortable	6%	7%	9%
Accepted/friendly/get along	6%	5%	14%
It's okay/alright	2%	16%	4%
Like the diversity	2%	2%	9%
Uncomfortable/tension	2%	5%	-
Safety concerns/gangs/crime	1%	-	9%
Unsure/don't know	7%	17%	-

- Slightly more than one-third (35%) of youth from the general population say it feels good to live in a neighbourhood with people of different race or ethnic background, compared to 23% of visible minority youth and 21% of Aboriginal youth.
- Males (34%) are more likely than females (27%) to say it feels good to live in a neighbourhood with people of different race. Females (31%) are more likely than males (21%) to say it does not bother them or make a difference.
- Males (14%) are more likely than females (7%) to say they are unsure as to how it makes them feel to live in an ethnically diverse neighbourhood.

The following questions (3d and 3e) were asked of those students (12% or 36 high school youth) who say they do not think they attend a racially or ethnically diverse school.

Question 3d. What is the predominant race in your neighbourhood?

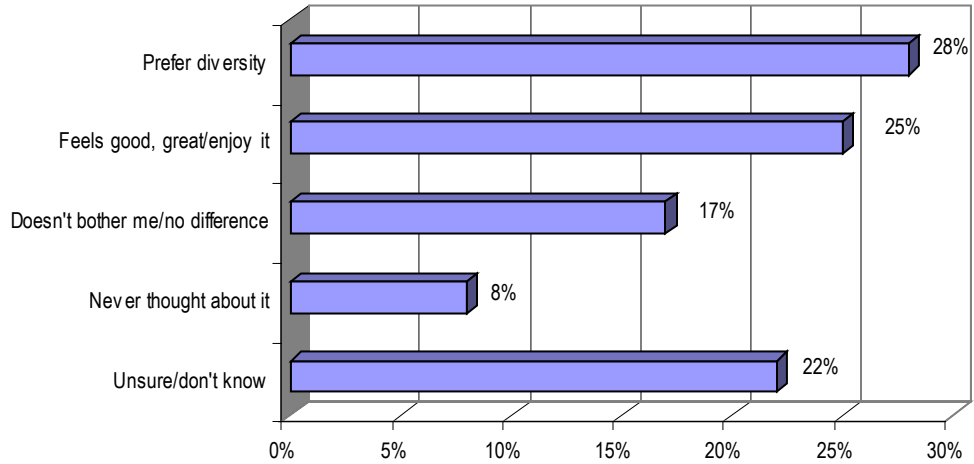
Predominant Race in the Neighbourhood



- Of those high school youth that think they **do not** live in a neighbourhood that has people of different race, the majority (92% or 12% of all students) think Caucasians are the predominant race, 5% (less than 1% of all students) say Aboriginals, and 3% (less than 1% of all students) say visible minority.

Question 3e. Would you like to attend a school with different races of students?

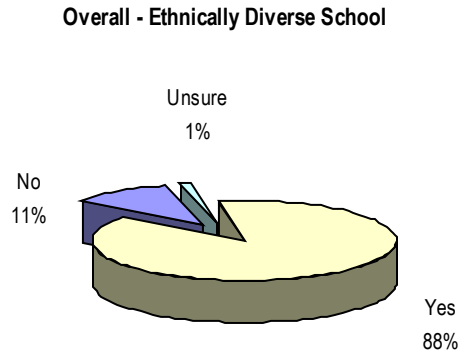
Not Living in an Ethnically Diverse Neighbourhood



- Again, of those high school youth that think they **do not** live in a neighbourhood that has people of different race, more than one-quarter (28% or 3% of all students) say they would like diversity, prefer a diverse neighbourhood, 25% (3% of all students) say it feels good, it's great and they enjoy it and 17% (1% of all students) say it doesn't bother them, there is no difference.

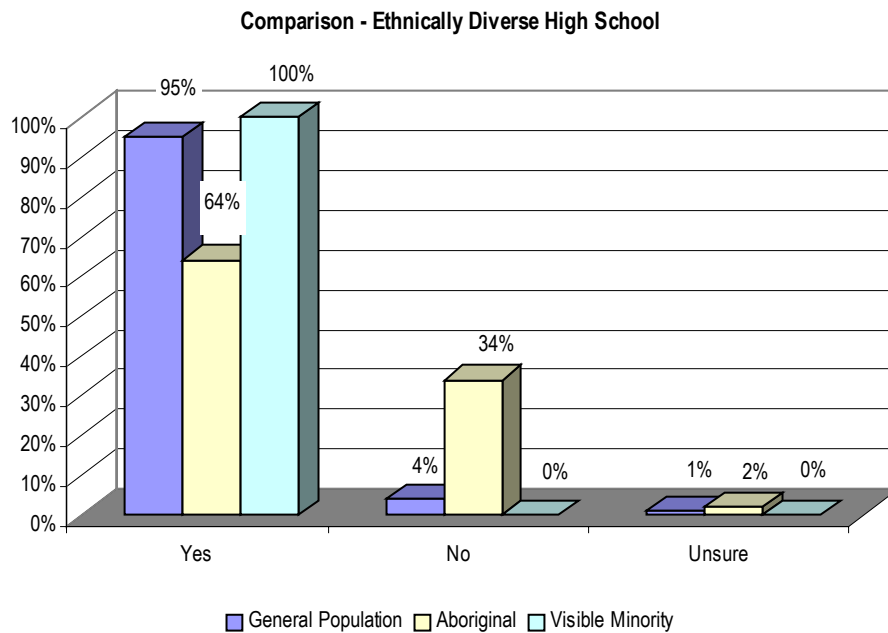
RACIALLY DIVERSE SCHOOLS

Question 4. Do you think you attend a school that has students of different race?



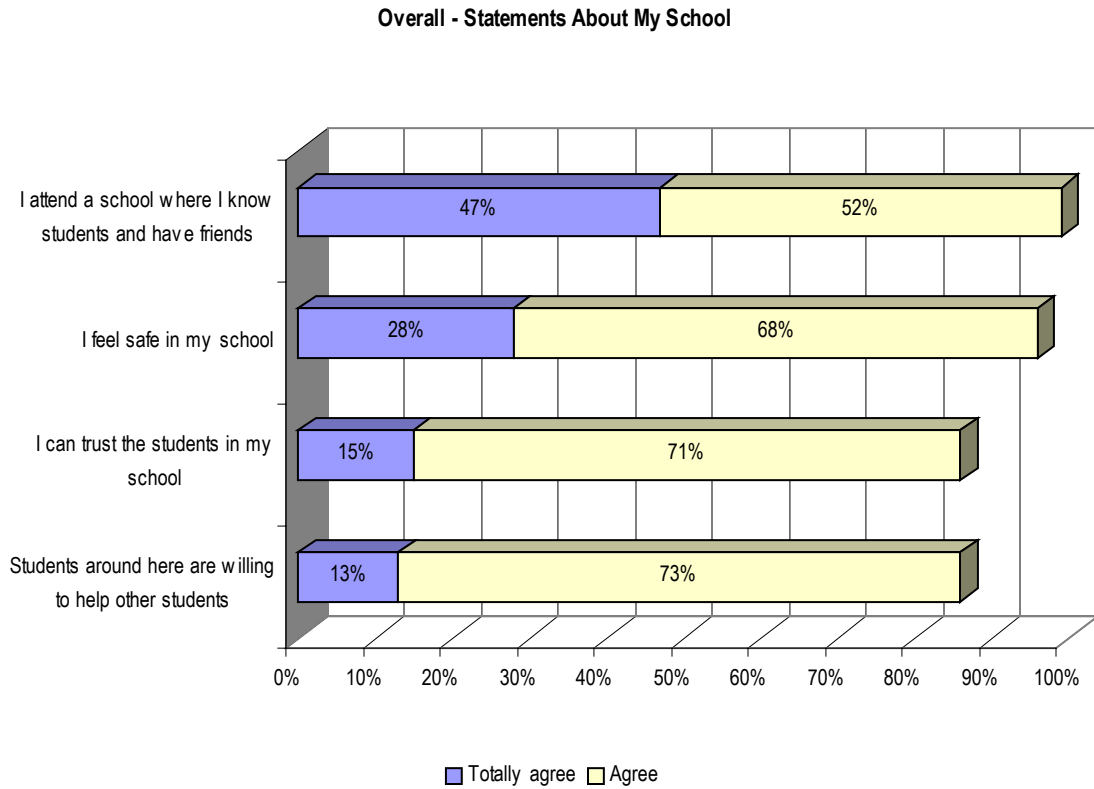
- The majority (88%) of Saskatoon youth think they attend a school that has students of different race.

Segment Comparison



- The vast majority of (95%) general population youth and (100%) visible minority youth say they do attend a school that has students of different race.

Question 4a. Please tell me whether you 'totally agree', 'agree', 'disagree' or 'totally disagree' with the following statements about your school.



- The vast majority of Saskatoon youth agree that they attend a school where they know students and have friends (99%), they feel safe in their school (96%), students are willing to help other students (86%) and they can trust students in their school (86%).

The following tables illustrate the ratings high school youth assign to each statement about their fellow students and school.

Segment Comparison

Question 4a.1 I attend a school where I know students and have friend.

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	47%	43%	61%
Agree	52%	54%	39%
Disagree	1%	3	-
Totally disagree	-	-	-
Unsure/don't know	-	-	-
Combined agree/totally agree	99%	97%	100%

Question 4a.2 I can trust the students in my school.

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	17%	8%	17%
Agree	71%	70%	74%
Disagree	11%	19%	9%
Totally disagree	1%	3%	-
Unsure/don't know	-	-	-
Combined agree/totally agree	88%	78%	91%

Question 4a.3 Students around here are willing to help other students.

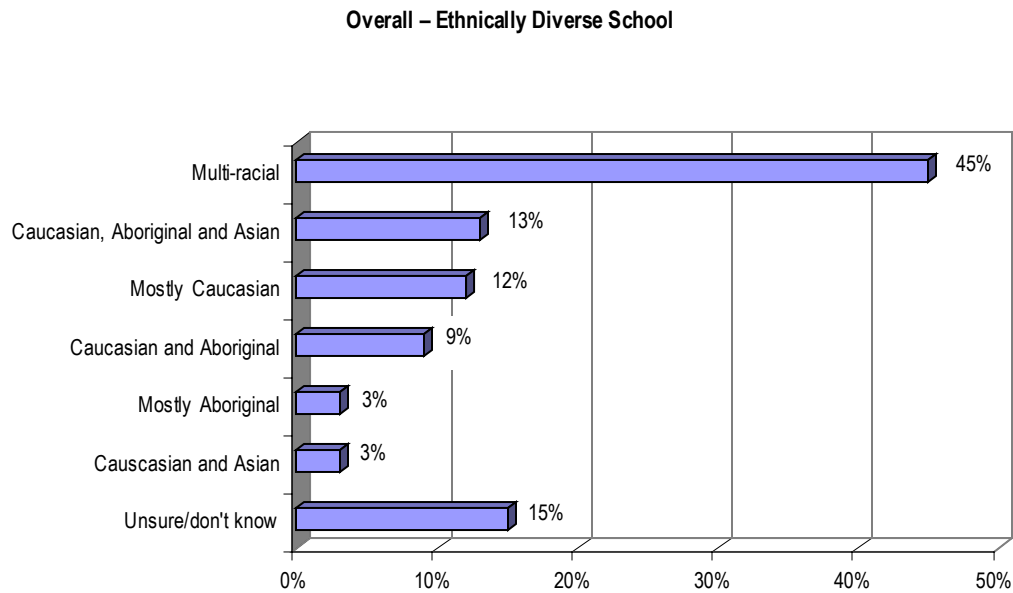
Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	14%	6%	30%
Agree	73%	77%	61%
Disagree	12%	13%	9%
Totally disagree	1%	4%	-
Unsure/don't know	-	-	-
Combined agree/totally agree	87%	83%	91%

Question 4a.4 I feel safe in my school.

Ratings.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Totally agree	26%	30%	39%
Agree	70%	63%	57%
Disagree	3%	7%	4%
Totally disagree	1%	-	-
Unsure/don't know	-	-	-
Combined agree/totally agree	96%	93%	96%

The following questions (4b and 4c) were asked of those respondents (88% or 266 Saskatoon youth) who say they attend a racially or ethnically diverse school.

Question 4b. How would you describe your school in terms of the students of different race who attend? That is, what is the make-up of your school?



- Close to one-half (45%) of Saskatoon youth describe their school as multi-racial where they identify at least four different cultural groups.

The following table compares the ethnic make-up of students in their schools by the general population, Aboriginal and visible minority high school youth.

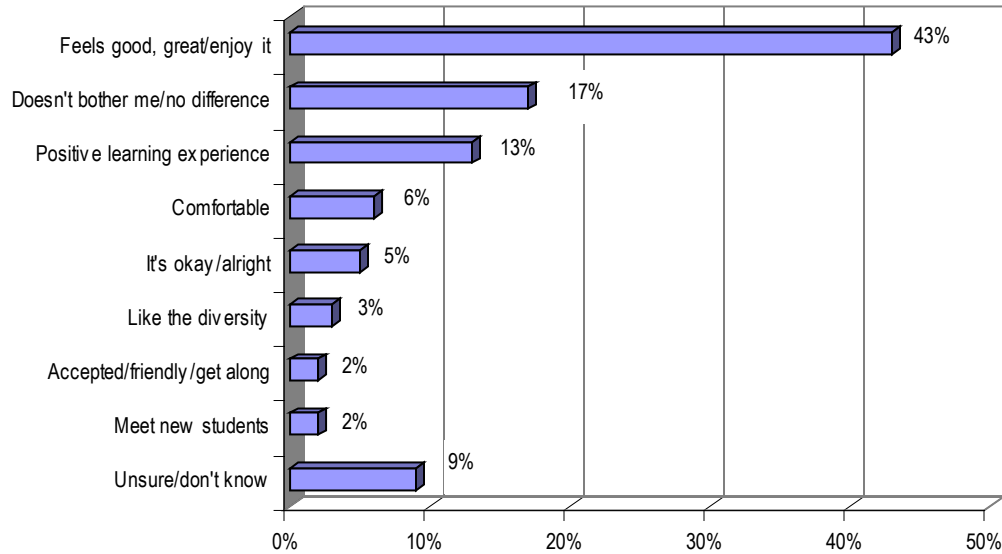
Segment Comparison

Rating.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Multi-racial	47%	39%	44%
Mostly Caucasian	13%	2%	26%
Caucasian and Aboriginal	7%	19%	4%
Caucasian, Aboriginal and Asian	12%	17%	22%
Mostly Aboriginal	2%	6%	-
Caucasian and Asian	4%	-	-
Unsure/don't know	15%	17%	4%

- Close to one-half (47%) of Saskatoon's high school youth within the general population describe their school as a multi-racial school; followed closely by 44% visible minority youth and 39% Aboriginal youth.

Question 4c. How does attending a school with many students of different race make you feel?

Overall - Attending An Ethnically Diverse School



- The majority of comments from Saskatoon youth about attending a school with many students of different races are positive. Approximately 43% of youth say attending a school with many students of different race feels good and they enjoy it, 17% indicate it makes no difference in how they feel and 13% say it is a positive learning experience (pg.21).
- Females (9%) are more likely than males (3%) to say they are comfortable attending a school with many students of different race or ethnic background.

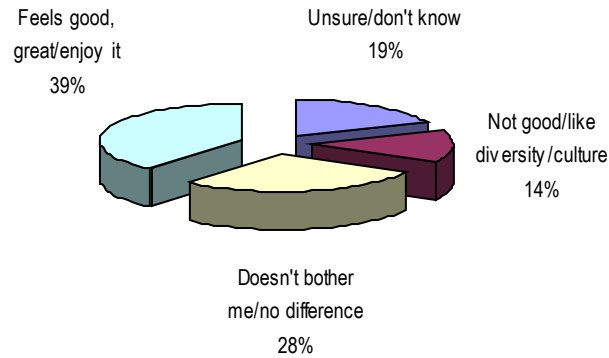
Comments provided by Saskatoon youth:

- ✓ *"I think it is good because it gives everyone a chance to learn about other societies and you can learn more about other cultures."*
- ✓ *"It's great. It's a real opportunity for us to learn from each other."*
- ✓ *"It makes me feel kind of cool because I can get to know them and learn about their culture."*

The following questions (4d and 4e) were asked of those students (12% or 36 Saskatoon youth) who say they do not think they attend a racially or ethnically diverse school.

Question 4d. How does attending a school without students of different race make you feel?

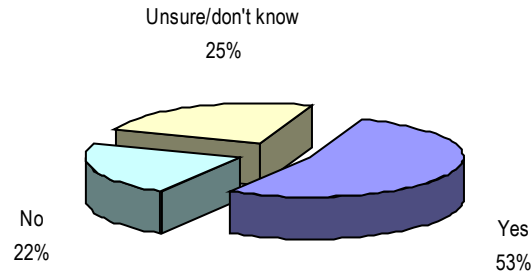
Not Attending an Ethnically Diverse School



- More than one-third (39% or 5% of all students) of high school youth that think they **do not** attend a school with ethnically diverse students say it feel good/great and they enjoy it, 28% (3% of all students) say it doesn't bother them and 14% (2% of all students) think it is not good and they would prefer diversity/culture in their school.
- Another 19% of high school youth are unsure as to how attending a school without students of different race make them feel.

Question 4e. Would you like to attend a school with different races of students?

Like to Attend an Ethnically Diverse School



- The majority (53% or 19 students) of those high school youth who do not think they attend a school that has students of different race indicate they would like to attend (6% of all students).
- Females (59% or 13 students) are more likely than males (46% or 6 students) to say they would like to attend an ethnically diverse school.

Of the nineteen (19) students who say they would like to attend a ethnically diverse school, the following reasons were provided:

- Eight (8) say it would be interesting and provide an opportunity to learn more about different cultures,
- Six (6) indicate it would add diversity to the student body,
- Three (3) would like to meet and interact with different cultures, and
- Two (2) it wouldn't make a difference.

"I would feel better if there were more people of different races because when you are in a high school it is important that you do not judge people because of their colour and race. This would teach us not to pre-judge. People who attend a school of different races are at an advantage in the work place as well because they know how to interact in a positive way with people of all races."

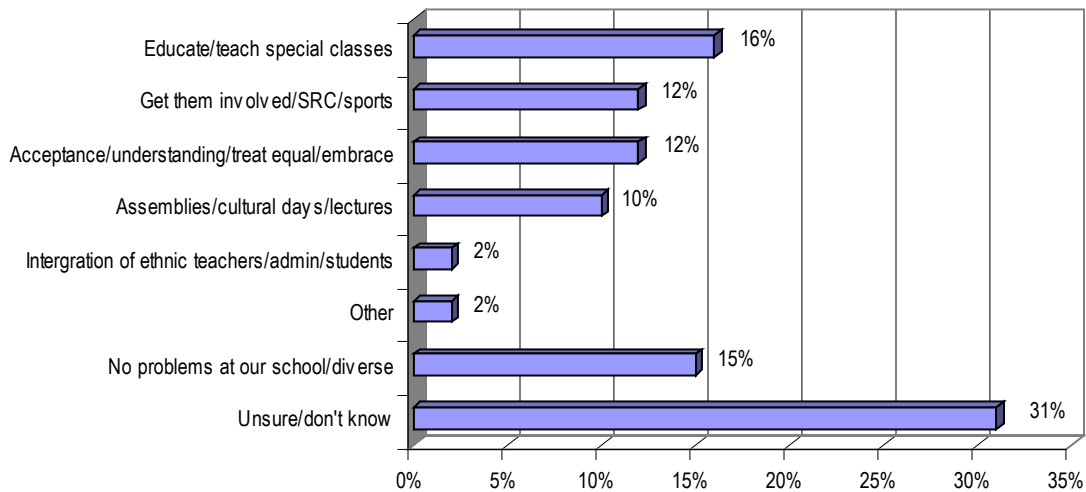
Of the eight (8) students who say they **would not** like to attend a ethnically diverse school (3% of all students); the following reasons were provided:

- Six (6) say they like the native culture of the school and they wish to learn more about their culture,
- One (1) is comfortable with their school, and
- One (1) appreciates the common ethnic background.

"I enjoy the students who attend the school. I like the Native culture and atmosphere of the school."

Question 5. What do you think should happen at your school to encourage students of different races to feel that they belong and to make it a better environment?

What Should Happen to Create a Better Environment



- Of those Saskatoon youth with an opinion on ways to encourage students of different races to feel they belong 16% identify education and special classes, 12% say get everyone involved in school activities, 12% think more acceptance and understanding and 10% mention assemblies and cultural days are things that could happen at their school to make a better environment.

Comments provided by Saskatoon youth:

- ✓ *“In our school we have different cultural months introducing different cultures to students who are not as familiar with them as they could be. Every month we feature a specific racial group.”*
- ✓ *“It is good to have discussions in school with students about these issues.”*
- ✓ *“Maybe educate the students a little bit more on the different cultures of the world and Canada.”*
- ✓ *“There should be more discussion on racism. It should be brought to a higher level of awareness.”*

The following table illustrate suggestions to encourage students of different races to feel they belong and to make it a better environment.

Segment Comparison

Better environment.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Educate/teach special classes	17%	10%	22%
Get them involved/SRC/sports	13%	14%	-
Acceptance/understand/treat equal	13%	9%	13%
Assemblies/cultural days/lectures	11%	7%	17%
Integration of ethnic teachers/admin.	1%	3%	13%
No problems at our school/diverse	16%	7%	30%
Other	1%	-	1%
Unsure/don't know	28%	50%	4%

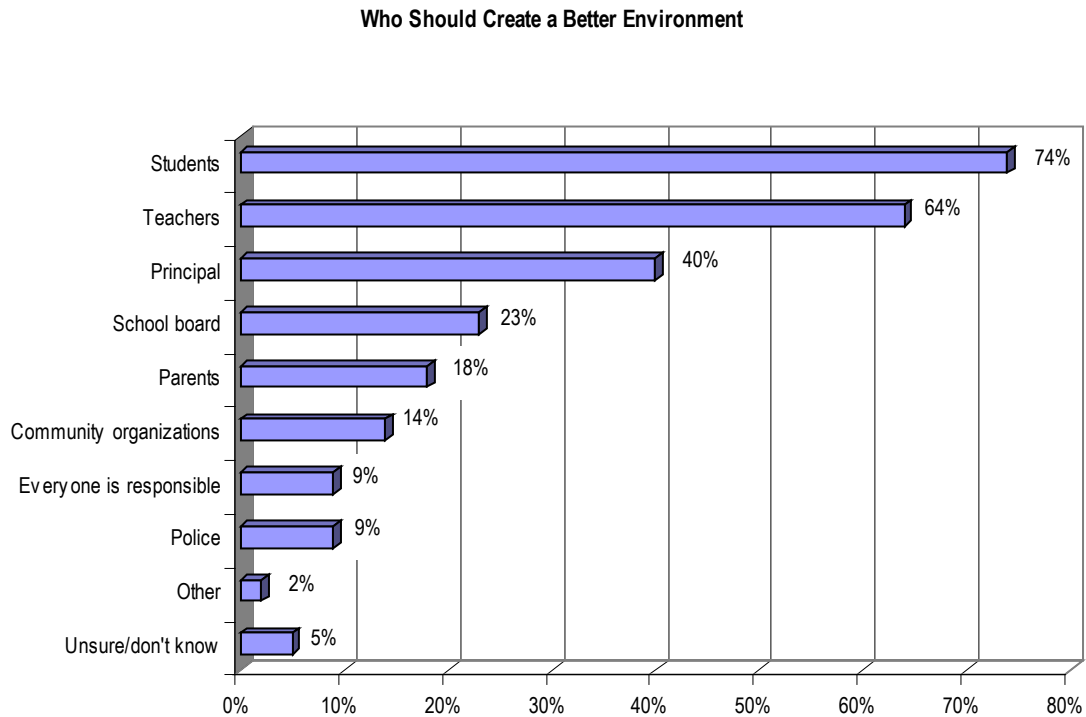
When high school youth were asked, “what should happen at their school to encourage students of different races to feel they belong and to make it a better environment”...

- One-in-five (22%) visible minority youth think education should help create a more positive environment, 17% say the school should have cultural days, and 13% feel acceptance and understanding of other races. Close to one-third (30%) say there is no problem at their school it already is ethnically diverse.
- General population youth think education (17%) is important, followed by 13% involve ethnically diverse students in sports, committees or SRC, 13% say that students should be more accepting and understanding of others, and 16% say their school has no problems,
- Aboriginal youth say involve ethnically diverse students in sports, committees or SRC (14%), 10% say education/special classes, and 9% feel students should be more accepting and understanding of others. Approximately 50% of Aboriginal youth are unsure as to what should happen to encourage students of different races feel they belong and to make it a better environment.

Comments provided by Saskatoon youth:

- ✓ *“In our school we have different cultural months introducing different cultures to students who are not as familiar with them as they could be. Every month we feature a specific racial group.”*
- ✓ *“We should have education about all different cultures and also organize programs like international day/week. More multi-cultural days where you could learn about other cultures from the people who are from other parts of the world.”*

Question 7. Who do you think should help create a more positive environment in your school, so that all students, regardless of their race feel that they belong?



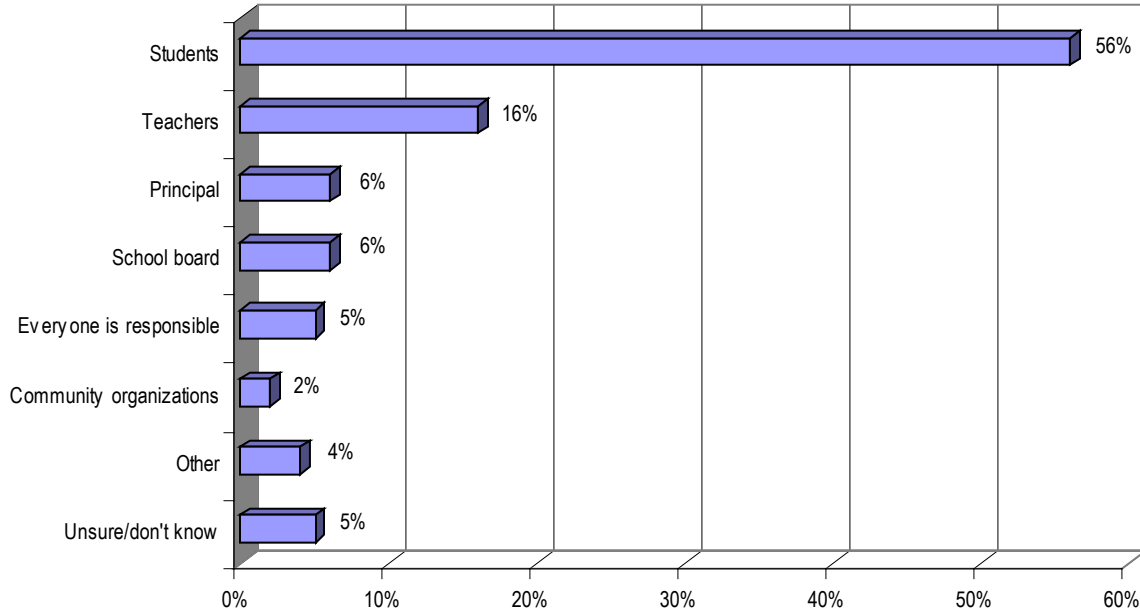
- Approximately three-quarters (74%) of Saskatoon youth think students should help create a more positive environment in their school so that all students regardless of their race feel that they belong and 64% think it should be teachers.

Segment Comparison

Who should create a better environment.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Students	78%	70%	57%
Teachers	64%	61%	69%
Principal	36%	53%	39%
School board	20%	27%	35%
Parents	17%	24%	4%
Community organizations	12%	19%	17%
Everyone is responsible	8%	7%	9%
Police	10%	8%	4%
Other	1%	3%	1%
Unsure/don't know	4%	5%	4%

Question 7a. Of those you chose, who do you think is most important?

Most Important to Create a Better Environment

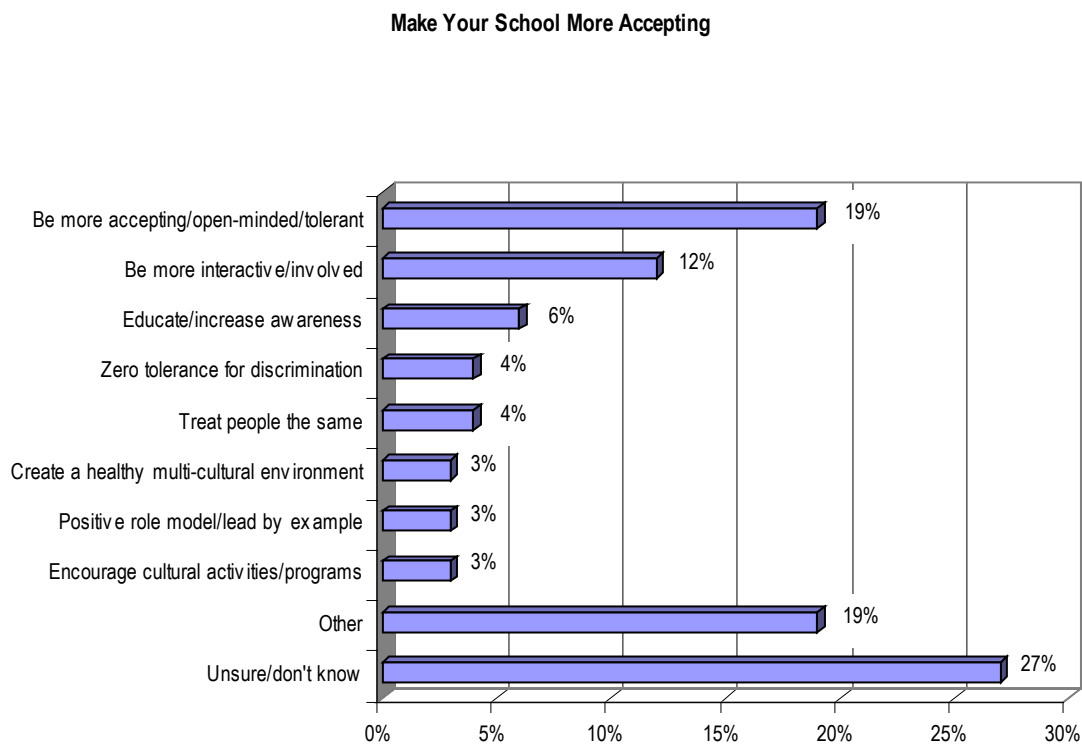


- The majority (56%) of youth think students are the most important to help create a more positive environment in their school so that all students regardless of their race feel that they belong.

Segment Comparison

Most important to create a better environment.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Students	60%	53%	31%
Teachers	17%	9%	35%
Principal	5%	11%	4%
School board	4%	8%	17%
Everyone is responsible	5%	6%	9%
Community organizations	1%	3%	-
Parents	2%	1%	-
Police	1%	-	-
Unsure/don't know	5%	9%	4%

Question 7b. What should the [insert choice from Q7a] do to make your school a place that is even more accepting of students of various races?



- Opinions about what could be done to make their school a place that is even more accepting of students of various races include being more accepting, open-minded and tolerant (19%), being more interactive and involved (12%) and more education to increase awareness (6%).

Comments provided by Saskatoon youth:

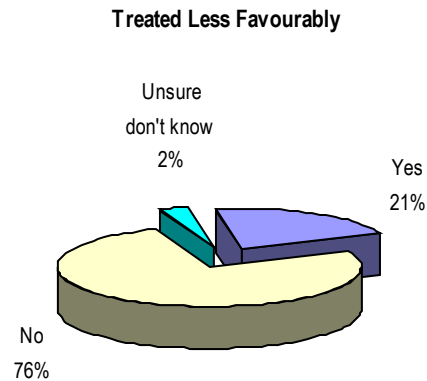
- ✓ *“All the students should work together to make it a racially accepting environment.”*
- ✓ *“Students have to be more open to each other and more willing to help each other.”*
- ✓ *“Encourage students to talk about the issues surrounding race relations. Create a positive environment that will help students through different issues”.*
- ✓ *They should have more different programs at the school that reunite different cultures.*
- ✓ *Try to educate the students more, especially if there is a student of a certain race in their class.*
- ✓ *The students should lead by example so that there would be a more racially accepting environment.*

- ✓ *Get everyone together and make sure everyone are doing activities together and interacting in class projects and sports together.*
- ✓ *Students should organize more groups where people of different cultures can get together and socialize but this should be done under supervision of some adults.*
- ✓ *Just create more awareness of the problem that exists and perhaps create a club where people of different races can learn to get to know and accept each other a little better.*
- ✓ *Have more teachers of different race educating the students. This may make a difference. Again, this is not suggesting that teachers should be replaced just for this purpose.*
- ✓ *Students should definitely learn to be more tolerant of other people's cultures and religions. Learn to accept people who are different, even if they look different. Be tolerant.*
- ✓ *Encourage students to be open to other ethnic groups. Provide opportunities for other groups to showcase their culture.*
- ✓ *We would have the greatest influence because of sheer volume. We need to express ourselves culturally.*
- ✓ *Encourage multi-cultural relations. Make the students feel more safe and comfortable with their school.*
- ✓ *Communicate. Encourage inter-cultural growth and acceptance.*
- ✓ *"School Boards should insist on greater diversity in every school. Don't send students to schools based on their proximity to the area. Maybe free bus service so that poorer communities can go to better-funded schools. Perhaps send some of the rich students to poor areas so as to get a better understanding of tolerance."*
- ✓ *"Everyone should be involved. The issue isn't that simple that only one segment can take care of it. We all have to be involved."*

The following sections address a sensitive topic - racism and racial discrimination. For the purpose of this survey high school youth were informed to use the following definition of racial discrimination when answering the questions; race discrimination is when you are treated less favourably by another individual or group because of your skin colour or race.

TREATED LESS FAVOURABLY BECAUSE OF RACE

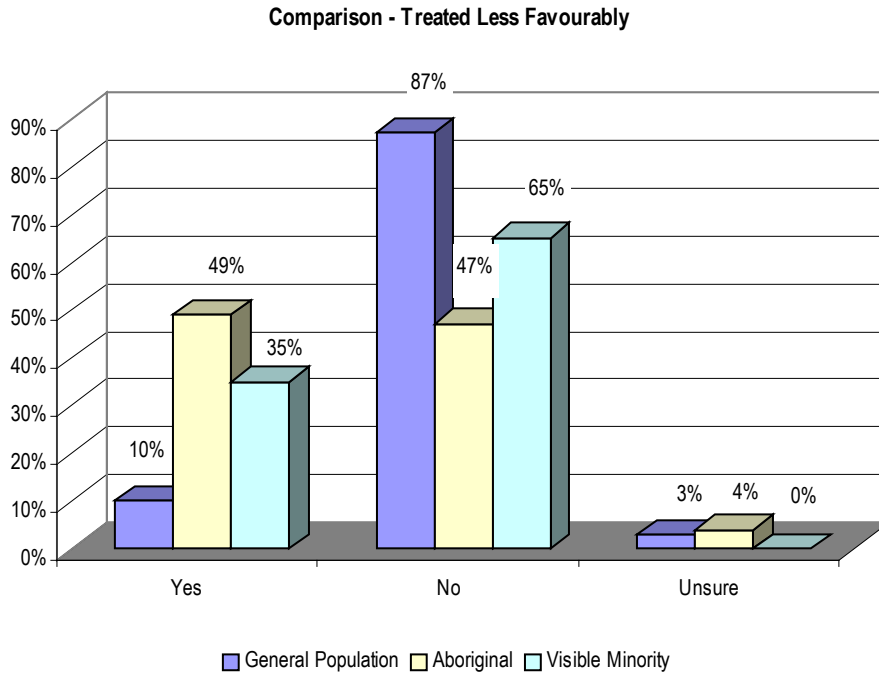
Question 8. Do you think you have been treated less favourably because of your skin colour or race?



- Three-quarters (76%) of Saskatoon youth indicate they have not been treated less favourably because of their skin colour or race.
- Approximately 21% think they have been treated less favourably because of their skin colour or race.
- Compared to the adult survey of 2005, more than one-quarter (28%) of adults indicated they have personally been the victims of racial discrimination.
- Saskatoon youth between the ages of 17 and 20 (34%) are more likely than youth aged of 13 to 14 (10%) and 15 to 16 (17%) to indicate they have treated less favourably because of their skin colour or race.

The chart below is an illustrative comparison between the general population, Aboriginal and visible minority youth who felt they were treated less favourably because of their skin colour or race.

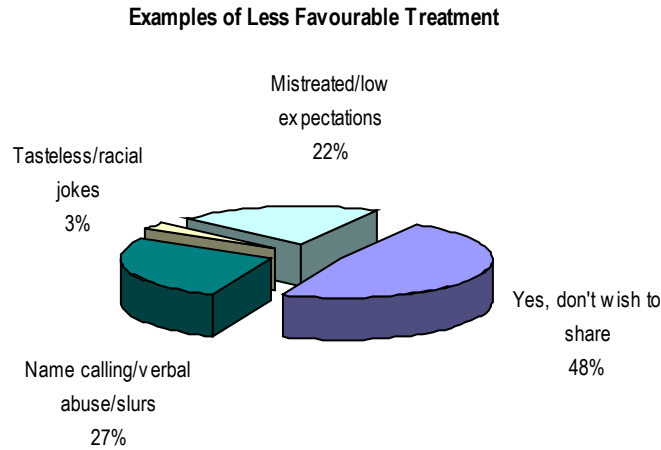
Segment Comparison



- Approximately one-half (49%) of Aboriginal youth say they have been treated less favourably because of their skin colour or race, followed by 35% of visible minority youth.
- A smaller percentage (10%) of the youth from the general population say they were treated less favourably.

The following question was asked of youth (21% or 63 youth) who stated they have been treated less favourably.

Question 9. Can you give me an example of how you were treated less favourably? If you have been in more than one incident, describe the most recent experience.



- Of those who indicate they have been treated less favourably, close to one half (48%) indicate they have been treated less favourably but **do not** wish to share an example of how they were treated.
- Approximately 27% say they have been the victim of name calling or verbal abuse and 22% have been mistreated or have had lower expectations placed on them.
- Females (31%) are more likely than males (22%) to have encountered incidents involving name calling, verbal abuse or racial slurs.

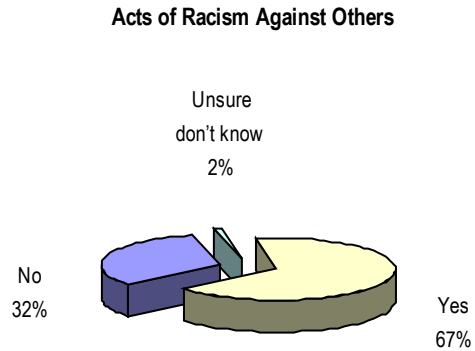
Segment Comparison

Examples of treatment.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Yes, but don't wish to share	38%	50%	63%
Name calling/verbal abuse/racial slurs	33%	24%	25%
Jokes/tasteless jokes	5%	2%	12%
Miss treated/lower expectations	24%	24%	-

- Most Aboriginal (50%) and visible minority (63%) youth who say they have been treated less favourably because of their skin colour or race, do not wish to share the experience.
- Of those who say they have been treated less favourably, one-third (33%) of Saskatoon general population youth have experience name calling, verbal abuse and racial slurs, compare to 25% visible minority and 24% Aboriginal youth.

OBSERVED ACTS OF RACISM AGAINST OTHER PEOPLE

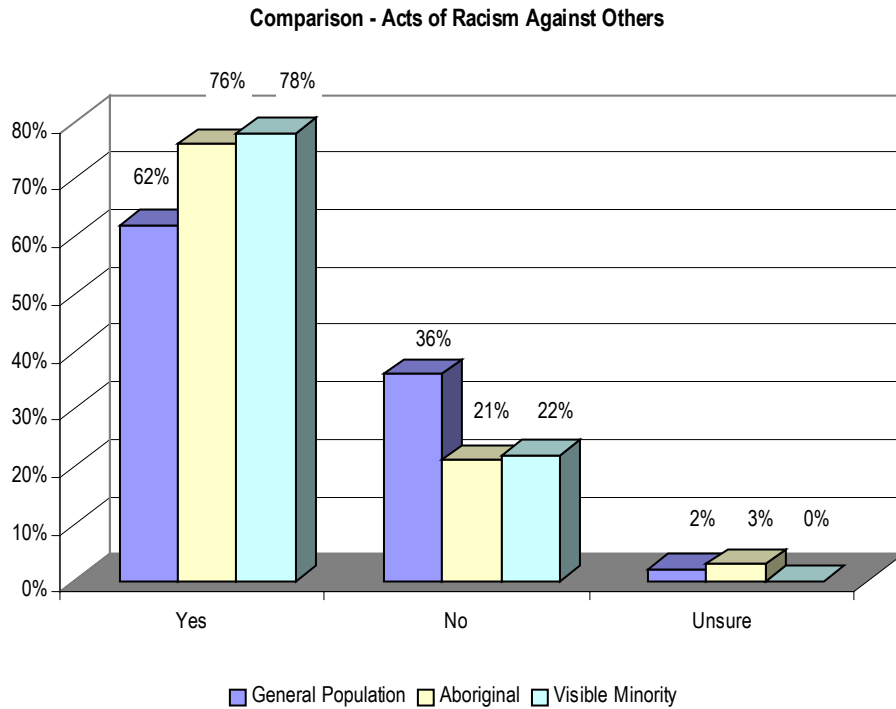
Question 10. Have you seen or heard of acts of racism against other people?



- Two thirds (67%) of Saskatoon youth have seen or heard acts of racism against others. This compares to 66% of adults surveyed in 2005 who indicate they have seen or heard acts of racism against other people.
- Saskatoon youth between the ages of 17 and 20 (72%) are more likely than youth aged of 13 to 14 (64%) and 15 to 16 (64%) to indicate they have seen or heard acts of racism against other people.

The chart presented below illustrates ethnic groups that have seen or heard acts of racism against others.

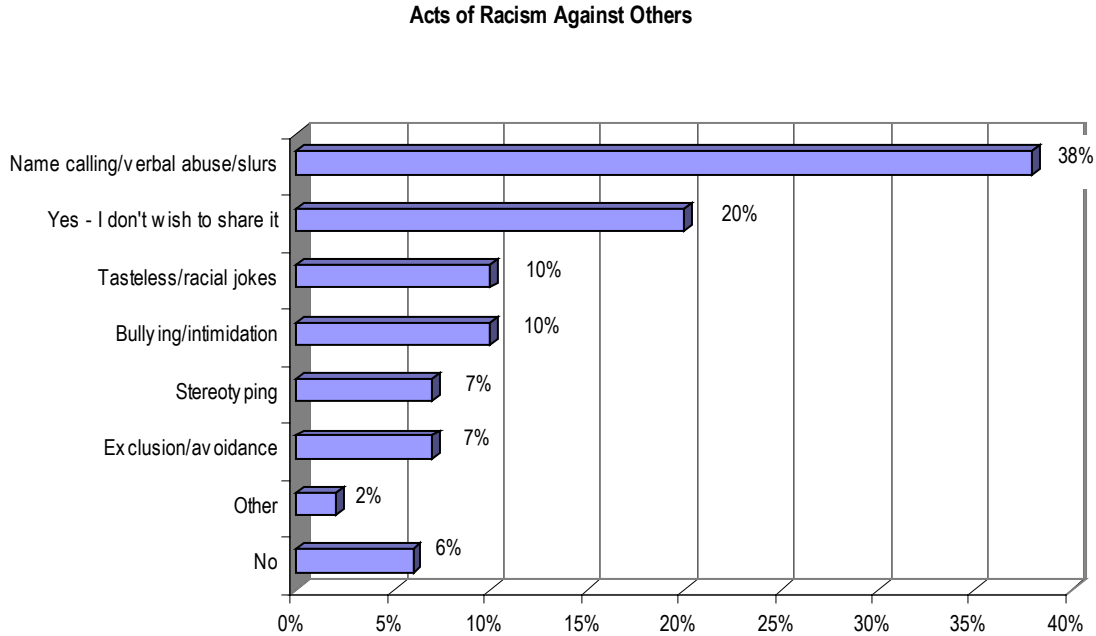
Segment Comparison



- The majority of the general population, Aboriginal and visible minority youth (62%, 76% and 78% respectively) say they have seen or heard acts of racism against others.
- Males (13%) are more likely than females (7%) to say they have heard ethnic and racist jokes.

The following question was asked of youth (67% or 201 youth) who stated they have seen or heard acts of racism against others.

Question 11. Can you describe an example of an act of racism that you saw or heard?



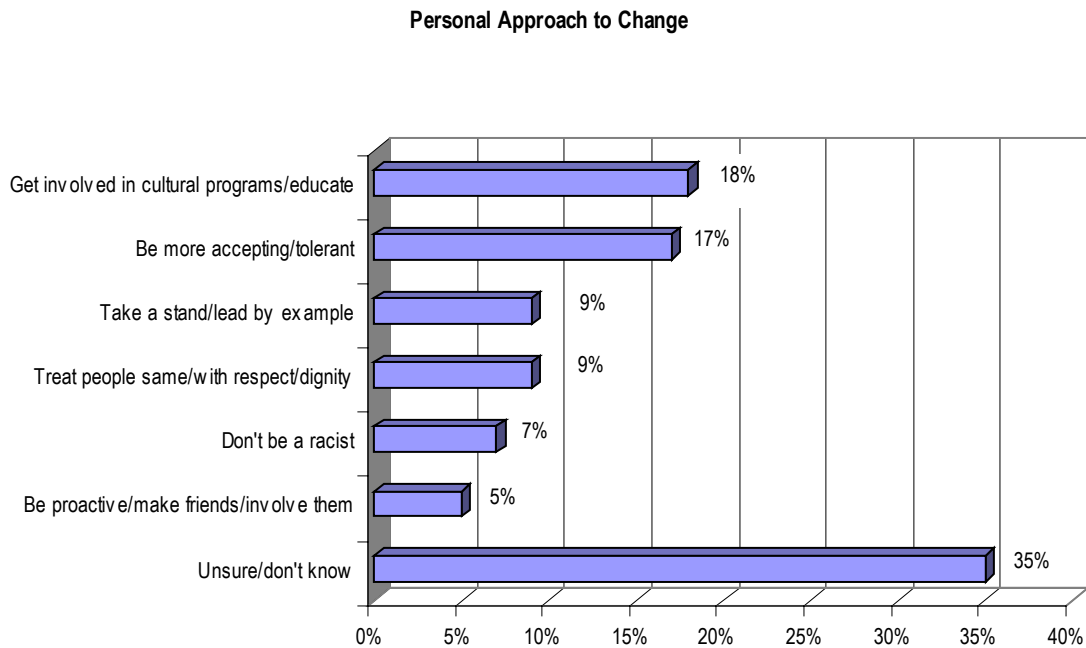
- Examples of acts of racism that Saskatoon youth have seen or heard include name-calling and verbal abuse (38%), tasteless racial jokes (10%) and bullying or intimidation (10%).

Segment Comparison

Acts of racism.	Segment Comparison		
	General Population	Aboriginal	Visible Minority
Yes, but don't wish to share	13%	39%	17%
Name calling/verbal abuse/racial slurs	39%	40%	33%
Exclusion/avoidance	9%	2%	-
Bullying/intimidation/physical abuse	11%	9%	6%
Rude gestures	2%	-	5%
Few opportunities based on ethnicity	2%	-	-
Poor jokes/ethnic jokes/racist jokes	10%	2%	28%
Stereotyping based on ethnicity	6%	6%	11%
No	7%	2%	-
Unsure/don't know	1%	-	-

POSITIVE CHANGE FOR RACE RELATIONS IN SASKATOON

Question 12. Personally, what would you do to be a part of a positive change for race relations in Saskatoon?



- Examples of what Saskatoon youth would personally do to be part of a positive change for race relations in Saskatoon include get more involved in cultural programs and education (18%), be more accepting and tolerant (17%), take a stand against racism and lead by example (9%) and treat all people the same with respect and dignity (9%).
- When combining the personal approach - get involved (18%), be accepting (17%), take a stand (9%) and treat people with respect (9%) as part of a change for race relations, more than one-half (53%) of Saskatoon's youth indicate an 'action' as their approach to positive change.
- Slightly more than one-third (35%) of Saskatoon youth are unsure what they would do to be a part of a positive change for race relations in Saskatoon.
- Females (21%) are more likely than males (15%) to get involved in cultural programs and educate on racism.

Comments provided by Saskatoon youth:

- ✓ *"Education is a key to understanding everyone and having different programs to help with that."*

- ✓ *“If there would be more programs available for students to learn about other races and cultures, it would help these students to better understand the different races.”*
- ✓ *Be an advocate for diversity. Support multi-cultural policies that encourage growth, understanding and tolerance among various ethnic groups.*
- ✓ *Be more supportive, and get involved with minority groups. Educate myself about other cultures.”*
- ✓ *Don't take any racism remarks with out saying or doing something. Accept all races into our groups. Don't be a racist.”*
- ✓ *First, try to get a message across to the people who are making fun of people, by asking, “what if you were that skin colour?”*
- ✓ *I'm going to find the 'good' in everyone. Accept everyone. Treat everyone the same, no matter their ethnic background.”*
- ✓ *I don't know what I can do. It needs to start with governments, school boards and school administrators. We as students need to push the issue, and stand up and let our voices be heard.”*
- ✓ *I will continue to do my best to be nice to everyone and treat them with respect.”*
- ✓ *I would try to stand up for as many people as I saw who are being picked on and try to raise awareness with my friends about being more accepting and tolerant of other races and cultures.”*
- ✓ *I would want to encourage people. I would attend outdoor activities to get the message across that we are doing something about racism.”*

Segment Comparison

Personal approach.	Segments Comparison		
	General Population	Aboriginal	Visible Minority
Be more accepting/more tolerant	21%	9%	13%
Take a stand/lead by example	7%	11%	17%
Involved cultural programs/educate	18%	11%	40%
Treat people with respect/dignity	10%	7%	-
Be proactive/make friends/involve	6%	3%	4%
Don't be a racist	8%	3%	13%
Unsure/don't know	30%	56%	13%

IV Appendices

Appendix 1 - Additional Comments

ADDITIONAL COMMENTS

At the end of the interview, respondents were given the opportunity to provide a final comment regarding Race Relations and issues covered in the survey. Below are the comments of Saskatoon's youth.

- ✓ Why can't we just get along?
- ✓ I think elementary schools need to do more in educating for all the races. They focus more on natives, but should do more for other cultures as well.
- ✓ ED Feehan High School is a very good school as far as being accepting and tolerant because they have such a diverse group of students. They do a very good job of making all students feel welcome regardless of race or colour.
- ✓ I'm all for race relations going smoothly. It's better for everyone.
- ✓ I can't think of anything, except I know that I'm safe with people of different races.
- ✓ I find that in my school that there are a lot of races and they all seem to get along fine. Unfortunately, there is a bigger problem with native people, and how they are treated in our city.
- ✓ I hope this helps our people understand about our culture.
- ✓ I believe that Saskatoon has been really great to us and I enjoyed coming here. Everything felt totally comfortable.
- ✓ I just think better media portrayal towards different races would help people to understand other cultures more easily. Media, at times, is somewhat biased, thinking that Caucasians are better people. The media influences teenagers because they are the ones most exposed to it.
- ✓ I know that gangs are a problem, and you see these people walking around at night. You know that they are up to no good.
- ✓ I think it's not really bad in Saskatoon and people are really good about it.
- ✓ I think it is very good.
- ✓ I think race relations in Saskatoon is swept under the rug and not talked about much. If we talk about it, we may be more open to all races.
- ✓ I think that a lot of racism I see is in form of jokes - bad jokes. Certain groups try and take control, to show that they are superior. They tend to make others stick to their slangs and racist comments, thereby making others to use them too.

- ✓ I think that it would be helpful if certain groups were required to do volunteer work to help those who are impoverished. This would broaden sense of community and change opinions of kids about other kids.
- ✓ I think that there is racism towards the native community. It's kind of true that the Native population is involved in more crime, but I think it is just the way that history has played a role in their fate. Now they seem to be stuck in a rut. This is not impossible to change.
- ✓ I think the media and dignitaries (people with power) should step up and use their influence to educate the public and to celebrate diversity in a positive light.
- ✓ I think there is a problem in Saskatoon that has to be addressed but I don't know what can be done. I do know that something does need to change.
- ✓ I think things are ok right now, but there is always room for improvement. It is good to get the word out. People have to be more tolerant of other people's culture and race.
- ✓ I wish we had more of our Treaty Rights back.
- ✓ I would love to do an exchange program. I want to learn other cultures.
- ✓ If people understood more about other cultures, they might be more accepting.
- ✓ In today's world, we don't care that our friends are different colours. Most kids and teens are into drugs and are throwing their lives away. What people don't see is the world is dying and nobody really cares. When you really thinking about it, there's much more going on. Gang wars are increasing and some people have nobody to turn to for help or guidance. My point is, there so much stuff corrupting young minds - gangs, drugs, peer pressure and so much more. So why ask us about other teens when you could try to ask yourself.
- ✓ It is not as big a deal in the eastside. We just bought a house in the west side and I noticed that it is worst there but they are getting better and they are cleaning up.
- ✓ People need to be more accepting and tolerant of others races, even if they don't understand them.
- ✓ Everyone should be accepted.
- ✓ Make native people work for a living, so they are not so screwed up. Stop with the handouts and giving them everything free.
- ✓ Make poverty history.
- ✓ More cultural diversity everywhere, not just between the whites and natives. More immigration would mean more diversity and understanding.

Appendix 2 - Survey Demographics

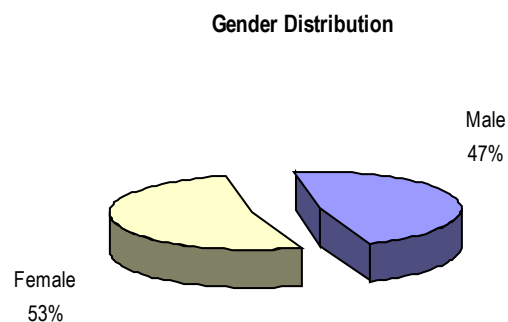
The City of Saskatoon Cultural Diversity and Race Relations Office - Youth Race Relations Survey sample frame is constructed to facilitate a representation of various demographic characteristics evident within City of Saskatoon's youth population. This ensures that the opinions of the various types of Saskatoon youth are represented in the statistical measurements documented in this report.

The survey sample size of 302 Saskatoon youth yields public opinion measurements with a statistical level of confidence of 95 percent within an overall margin of error for point estimates contained in this report of plus or minus 5.6 percentage points. The margin of error will be larger for smaller sub-groups of the survey population (Aboriginal and visible minority)

Aboriginal (First Nations, Métis, and Inuit) and a range of diverse cultures that reflects our ethnic diversity are included in the survey.

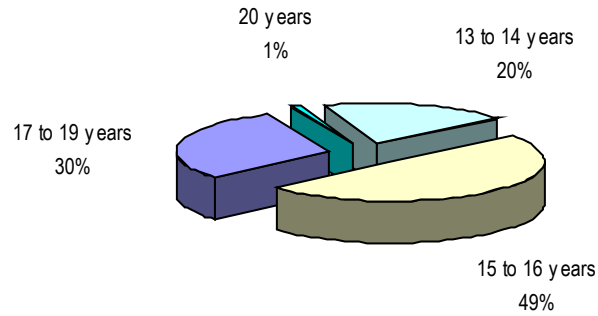
RESPONDENT PROFILE

Survey respondents for the telephone, in-person and in the classroom interviews were selected randomly. Random selection allows for equal probability of any Saskatoon youth being selected for participation in the survey. The survey sample was further broken down into defined segments, this included: (i) general population 69% (or 209 Saskatoon youth), (ii) Aboriginal 23% (or 70 Aboriginal youth) and (iii) visible minority 8% (or 23 visible minority youth). The results presented in this report are based on 302 completed surveys with high school students in Saskatoon.

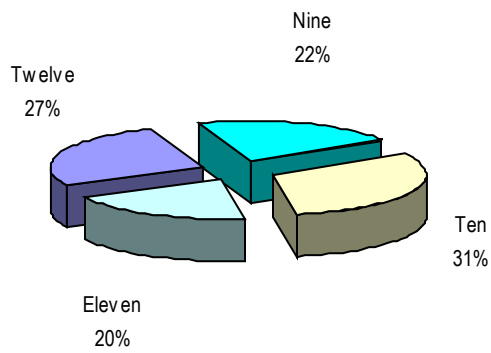


The charts below illustrate the age, grade, and ethnicity distribution of the survey sample.

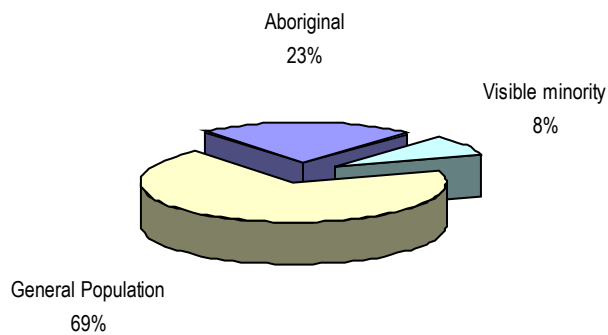
Age Distribution



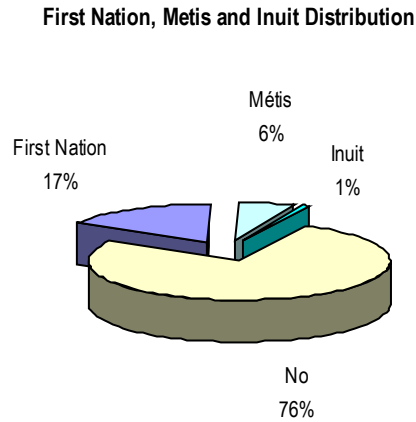
Grade Distribution



Ethnic Distribution

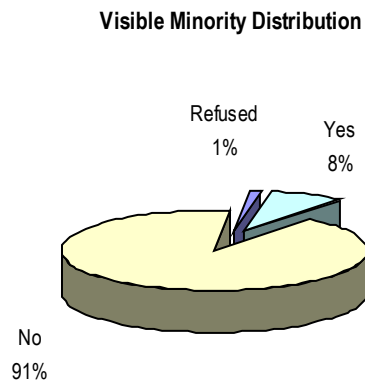


Below is an illustration of the ethnic breakdown of the Aboriginal sample.



- Close to one-in-five (17%) of the youth identify themselves as First Nations, 6% Métis and another 1% Inuit. Three-quarters (76%) of youth are part of the general population.

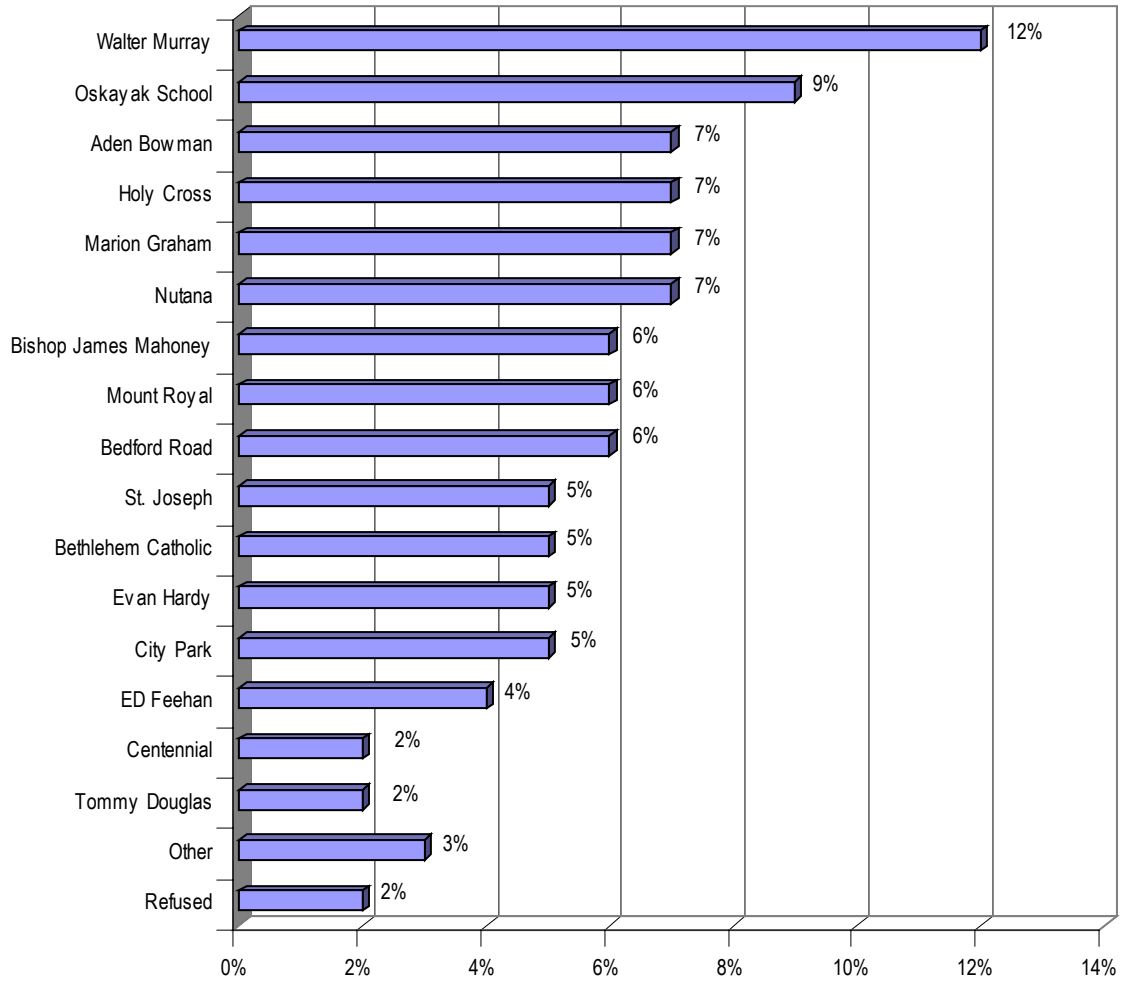
The question, “do you consider your child/yourself to be a member of a visible minority group” was asked of all respondents. This question measures how respondents view or perceive themselves.



- Approximately 8% of Saskatoon youth view or perceive themselves as a visible minority.

The chart below illustrates the distribution of the sample throughout the various high schools in the City of Saskatoon.

High School Distribution



Appendix 3 - Survey Instrument

DEFINITIONS

Throughout the survey a number of terms and phrases have been used. In order to assist respondents in understanding, Fast Consulting interviewers will have access to the definitions:

Discrimination: Unfavourable treatment - whether intentional or not - of individuals or groups because of their race, gender, religion, disability, class, ancestry, place of origin, colour, citizenship, sexual orientation, age or marital status.

Ethnicity: Refers to membership of in a culturally- and geographically defined group that may share language, cultural practices, religion, or other aspects. Examples include Italian, East Indian, and Asian...

Gender: Refers to a person's identity as a male or female

Racism, sexism - (ism): "isms" are based on the false belief that one group/individual is superior to another group/individual.

- ✓ **Racism:** The belief that race accounts for differences in human character or ability and that a particular race is better than racial groups/individuals based on skin colour and race. A hatred or intolerance of another race or other races.
- ✓ **Multiculturalism:** Individuals from various culturally distinct groups make-up Canadian society and identity.

Prejudice: A body of unproven opinions or attitudes (usually a negative attitude) toward an individual or group that represents them in a particular light. It can be an opinion that is based on not enough thought or knowledge, similar to holding a bias. Prejudice often leads to discrimination.

Race: Has been used to describe people who were grouped together by any number of physical similarities such as skin colour, shape of eyes, hair texture, height, and people thought to share similar cultural and social traits. Race is a way to categorize people based on perceived differences in physical appearance and behaviour.

Visibly minority: It applies to a person or persons who are a non-Caucasian in race or non-white in colour. Aboriginal persons are not considered to be members of visible minority groups.

Interviewers: Please ensure to speak to an adult or parent of the household.

SURVEY QUESTIONNAIRE

Race Relations Fall 2005 Survey

Hello, my name is _____ and I'm calling from Fast Consulting. We're a professional research firm in Saskatoon that gathers opinions from individuals. Today we're calling on behalf of the City of Saskatoon and Cultural Diversity and Race Relations to speak with a sample of Saskatoon high school students regarding an issue important to all youth.

Over the past ten years the City of Saskatoon has undertaken actions to work towards racial understanding and harmony. In late 2005, we conducted a survey with adults to gain a better understanding of attitudes and perceptions of race relations among adult residents in the City.

The City of Saskatoon is interested in discussing ideas, which will help build a positive and welcoming community. Today, we wish to speak to the youth of Saskatoon to get better understanding and perception of race relations. The survey will take a few minutes to complete and we encourage youth to participate – their opinions are very important to the success of racial harmony.

Please keep in mind; the answers you and your child provide are confidential, and in no way are the answers recorded that will identify you or your child. All information that is gathered will be summarized and reported as a whole.

Is there someone in the household currently attending high school?

- 1) Yes - continue
- 2) No - thank the individual and politely end the survey.

Could I have your permission to conduct the survey with your child?

- 1) Yes - continue
- 2) No - thank and end survey.

Is now a good time to conduct the survey with your child?

- 1) Yes - continue
- 2) If no, read...when would be a better time that I can call back to complete the interview? (set up call-back date and time).

Before I ask your child about race relations issues could I ask you a few questions about your child? These questions are designed to help us analyze the data we receive. Please keep in mind that everything you tell me is **CONFIDENTIAL** and used for statistical purposes only.

- 1) Yes - continue
- 2) No - thank and end survey.

Please respond to these questions with respect to only your oldest child enrolled in high school.

D1. What is their gender?

- 1) Male
- 2) Female

D2. How old is your child?

- 1) Record age _____

D3. What grade are they in?

- 1) Grade 9
- 2) Grade 10
- 3) Grade 11
- 4) Grade 12

D4. What high school do they attend?

Public schools:

- 1) Aden Bowman Collegiate
- 2) Bedford Road Collegiate
- 3) City Park Collegiate
- 4) Centennial Collegiate
- 5) Evan Hardy Collegiate
- 6) Marion Graham
- 7) Mount Royal
- 8) Nutana Collegiate
- 9) Walter Murray Collegiate

Catholic schools:

- 10) Bishop James Mahoney
- 11) Bishop Murray
- 12) ED Feehan
- 13) Holy Cross
- 14) St. Joseph
- 15) Bethlehem Catholic
- 16) Tommy Douglas Collegiate
- 17) Other (please specify) _____
- 18) Refused

D5. Is your child an individual of First Nations, Métis and Inuit descent?

- 1) Yes – First Nations
- 2) Yes – Métis
- 3) Yes – Inuit
- 4) No
- 5) Refused

D6. Do you consider your child to be a member of a visible minority group?

- 1) Yes – (please specify)...which ethnic group they you a part of?
- 2) No
- 3) Refused

D7. In what neighbourhood do you live in?

- 1) Record neighbourhood or postal code _____
- 2) Refused

Thank you, may I now ask your child a few questions about their thoughts about race relations in Saskatoon?

- 1) Yes - continue
- 2) No - thank and end survey.

Hello, my name is _____ and I'm calling from Fast Consulting. We're a research company in Saskatoon that gathers opinions from people. Today I'm calling on behalf of the City of Saskatoon and the Cultural Diversity and Race Relations Committee to speak with Saskatoon high school students regarding an issue that is important to all youth. Over the past ten years the City of Saskatoon has undertaken actions to work towards racial understanding and harmony. The City is interested in discussing ideas, which will help build a positive and welcoming community.

I am going to ask you some questions about your level of awareness of race relations in the City of Saskatoon. The survey should take approximately 5 to 8 minutes to complete. Please keep in mind; your individual answers are not shared with anyone.

1. In your own words, can you tell me what race relations means to you? That is, what do you think about when you hear the words 'race relations'?

- 1) Please describe _____
- 2) Unsure/don't know

2. How well do you think people of different race living in Saskatoon get along? That is, do you think relationships between different cultures and racial groups of people living in Saskatoon are...?

- 1) Very good
- 2) Good
- 3) Fair
- 4) Poor
- 5) Very poor
- 6) Unsure/don't know

3. Do you think you live in a neighbourhood that has people of different race?

- 1) Yes
- 2) No
- 3) Unsure/don't know

3a. Please tell me whether you, 'totally agree', 'agree', 'disagree' or 'totally disagree' with the following statements about your neighbourhood.

i) I live in a neighbourhood where I know my neighbours and have friends?

- 1) Totally agree
- 2) Agree
- 3) Disagree
- 4) Totally disagree

- ii) People in my neighbourhood I can trust?
- iii) People around here are willing to help their neighbours?
- iv) I feel safe living in my neighbourhood?

3b. **If 'YES' to Q3...**

How would you describe your neighbourhood in terms of the people of different race who live there? That is, what is the make-up of your neighbourhood?

- 1) Please describe _____
- 2) Unsure/don't know - do not read

3c. **If 'YES' to Q3...**

How does living in a neighbourhood with people of different race make you feel?

- 1) Please describe _____ - **go to question 4**
- 2) Unsure/don't know - **do not read - go to question 4**

3d. **If 'NO' to Q3...**

What is the predominant race in your neighbourhood? Is it...read the list?

- 1) White
- 2) Aboriginal
- 3) Métis
- 4) Visible minority
- 5) Other (please specify) _____

3e. **If 'NO' to Q3...**

How does living in a neighbourhood that does not have people of different race living there make you feel you?

- 1) Please describe _____
- 2) Unsure/don't know - do not read

4. Do you think you attend a school that has students of different race?

- 1) Yes
- 2) No
- 3) Unsure/don't know - do not read

4a. Please tell me whether you 'totally agree', 'agree', 'disagree' or 'totally disagree' with the following statements about your school.

i) I attend a school where I know students and have friends?

- 1) Totally agree
- 2) Agree
- 3) Disagree
- 4) Totally disagree

ii) Students in my school I can trust?

iii) Students around here are willing to help other students?

iv) I feel safe in my school?

4b. **If 'YES' to Q4...**

How would you describe your school in terms of the students of different race who attend? That is, what is the make-up of your school?

- 1) Please describe _____
- 2) Unsure/dk - **do not read**

4c. **If 'YES' to Q4...**

How does attending a school with many students of different race make you feel?

- 1) Please describe _____ - **go to question 5**
- 2) Unsure/don't know - **do not read - go to question 5**

4d. **If 'NO' to Q4...**

How does attending a school without students of different race make you feel?

- 1) Please describe _____
- 2) Unsure/don't know - **do not read**

4e. **If 'NO' to Q4...**

Would you like to attend a school with different races of students?

- 1) Yes - why? _____
- 2) No - why? _____ - **go to question 7**

5. What do you think should happen at your school to encourage students of different races to feel that they belong and to make it a better environment?

- 1) Please describe _____
- 2) Unsure/don't know - **do not read**

7. Who do you think should help create a more positive environment in your school, so that all students, regardless of their race feel that they belong?

(Do not read - select all that apply)

- 1) Principal
- 2) Teachers
- 3) Students
- 4) Parents
- 5) School board
- 6) Community organizations
- 7) Police
- 8) Other (please specify) _____
- 9) Unsure/don't know - **do not read**

- 7a. If more than one in Q7...
Of those you chose, who do you think is most important?

(Select only one)

- 1) Principal
- 2) Teachers
- 3) Students
- 4) Parents
- 5) School board
- 6) Community organizations/associations
- 7) Police
- 8) Other (please specify) _____
- 9) Unsure/don't know - **do not read**

- 7b. What should the [insert choice from Q7a] do to make your school a place that is even more accepting of students of various races?

- 1) Please describe _____
- 2) Unsure/don't know - **do not read**

Now we're going to turn your attention to a sensitive topic – racism and racial discrimination. For the purpose of this survey please use the following definition of racial discrimination when answering the questions; race discrimination means that you are treated less favourably by another individual/group because of your skin colour or race. Once again, your individual answers to these questions are NOT shared with anyone. In no way are your answers recorded to identify you. All information that is gathered will be summarized and reported as a whole. Please take as much time as you need when answering, and feel free to refuse if you don't feel comfortable answering.

8. Do you think you have been treated less favourably because of your skin colour or race?

- 1) Yes
- 2) No - **go to question 10**
- 3) Unsure/refused - **do not read - go to question 10**

9. Can you give me an example of how you were treated less favourably? If you have been in more than one incident, describe the most recent experience.

- 1) Yes - please describe _____
- 2) Yes, but I don't wish to share it with anyone
- 3) No
- 4) Unsure/don't know - **do not read**

10. Have you seen or heard of acts of racism against other people?
- 1) Yes
 - 2) No - **go to question 12**
 - 3) Unsure/refused - **do not read - go to question 12**
11. Can you describe an example of an act of racism that you saw or heard?
- 1) Yes - please describe _____
 - 2) Yes, but I don't wish to share it with anyone
 - 3) No
 - 4) Unsure/don't know - **do not read**
12. Personally, what would you do to be a part of a positive change for race relations in Saskatoon?
- 1) Please describe _____
 - 2) Unsure/don't know - **do not read**
13. Do you have any other comments you would like to make regarding anything we talked about in this survey or race relations in general in Saskatoon?
- 1) Yes, (please let us know your comment) _____
 - 2) No further comments - **do not read**

End of Survey

This concludes our survey. Thank you very much for taking time to give us your opinions. They are important and appreciated.

Have a pleasant morning/afternoon/evening!