

# **FOSTERING COMMUNITY CENTERED ANTI RACISM STRATEGY**

**NOVEMBER 26, 2024**

# AHC LAND ACKNOWLEDGEMENT

In the spirit of respect and gratitude, we at AHC-Alberta acknowledge that we live and work within Treaty 6 and Treaty 8 territories, and the Métis Nation of Alberta Region 1, 2, and 4, the ancestral land, traditional meeting grounds, gathering places, travel routes and present day home for many Indigenous communities including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many other First Nations whose histories, languages, and cultures continues to enrich and influence our communities.

We are grateful to have the opportunity to work in the communities that have thrived in these treaty and ancestral lands. As an organization working towards improving peoples' well-being, we strive to learn, understand, and reframe our responsibilities to the land and community, as partners, neighbors and residents.

In the spirit of collaboration and building positive relationships with indigenous people, we are committed to fostering opportunities to educate staff, volunteers, and community members about the lived experiences, resilience and ingenuity of the indigenous people.

# INTRODUCTION



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# ABOUT AHC ALBERTA

Action for Healthy Communities Society of Alberta (AHC Alberta), established in 1995, is a non-profit and charitable organization serving in the Greater Edmonton Metropolitan Region and multiple small and rural communities, municipalities and towns in Central and Northeastern Alberta.

## **Mission:**

AHC is committed to working with all Albertans, facilitating targeted capacity building opportunities, particularly, supporting underserved, equity-deserving individuals and communities improve determinants of wellbeing that contributes to an enhanced quality of life.

## **Vision:**

Active individuals and groups committed to using their skills, knowledge, culture, and values to build a stronger and healthier society.



# AHC PROGRAMS & SERVICES

- Healthy Children & Youth
- Settlement & Integration
- Strategic Workforce Integration & Entrepreneurship
- Adult Literacy & Skills Development
- Rural Small Centres
- Community Capacity Building
- Mental Health Supports

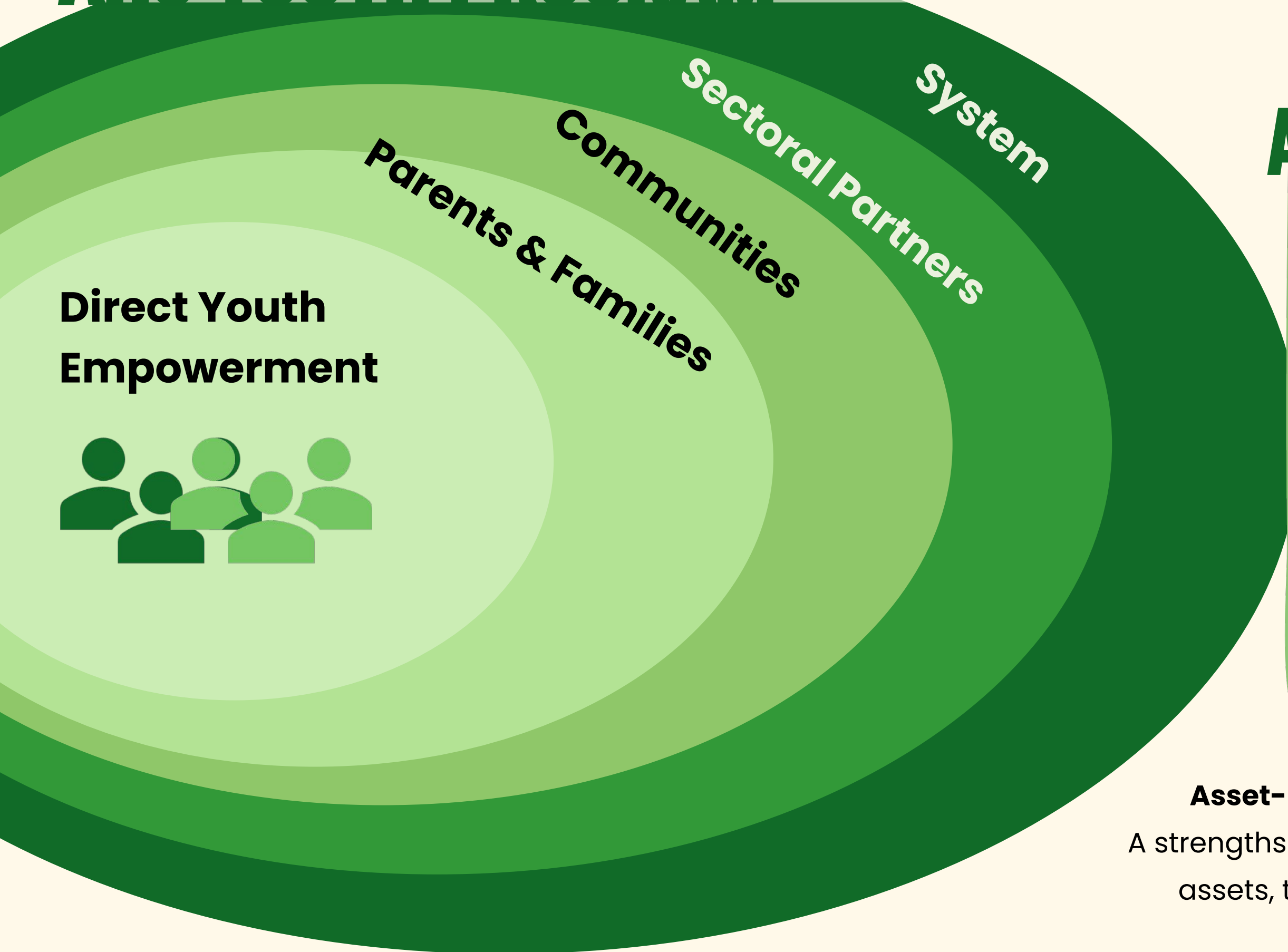
## WHERE WE SERVE



# OVERVIEW

- Introduction – AHC Alberta
- AHC Youth Program approach
- **individual and Institutional level Anti Racism Education**
- **Intersectoral Approaches to Anti-Racism: Addressing systemic barriers**
- **Incorporating community driven initiatives to combat racism: Youth as Catalyst for Change**

# AHC YOUTH PROGRAM



## ANTI RACISM APPROACH

- Anti Racism Education
- Intersectoral Approaches to address Systemic Barriers
- Youth as Catalyst for changes

### **Asset-Based Community Development (ABCD):**

A strengths-focused framework that builds on the existing assets, talents, and capacities within communities.

**INDIVIDUAL AND  
INSTITUTIONAL LEVEL  
ANTI RACISM  
EDUCATION**



# AHC ANTI-RACISM EDUCATION

## **Responsive** **STRATEGY**

- Content is created based off the concerns & questions we receive or observe in the communities we work in

## **Evidence – Based**

- Create programming, workshops, and resources that are based upon proven issues & concerns
- Check-ins on effectiveness of our strategies

## **Adaptive Knowledge Mobilization**

- Using the acquired knowledge from our programming to adapt and enhance workshops and resources for different communities

# AHC ANTI-RACISM EDUCATION

## Responsive STRATEGY

Requests & inquiries came in through our youth programming

1. Started with an environmental scan
2. Utilized the knowledge built from community experience to develop our first Anti-Racism & Cultural Competency course

**Created courses for Elementary & Jr. High students**




# AHC ANTI-RACISM EDUCATION

## Evidence-Based STRATEGY

**In the midst of developing our first workshops we also:**

- Completed academic research into barriers of access in sport for racialized newcomers
- Completed community consultations with minority groups about barriers experienced by their community within the sport sector
- Completed training with the Centre for Race & Culture in Edmonton



**Proved that racism & discrimination is still an issue within specifically  
the sport sector & the wider Edmonton community**

# AHC ANTI-RACISM EDUCATION

## Evidence-Based STRATEGY

Through these experiences we updated our general anti-racism courses while also creating:

### **Anti-Racism in Sport for Athletes**

- History of racism in Canadian sport
- Intersectional identities (esp. considering sport & race)
- Why Anti-Racism is an important topic in Alberta
- How to utilize the power of team in Anti-Racism
- Leadership & anti-racism

### **Anti-Racism Education for Administrations (Sport & Schools)**

- History of racism in their institutions
- Intersectionality (especially considering culture & race)
- Why Anti-Racism is an important topic in Alberta
- Policy & Anti-Racism
- Leadership & anti-racism

# AHC ANTI-RACISM EDUCATION

## Evidence-Based STRATEGY

Further evaluation required:

- When completing courses with teachers the 2 most frequent questions are

**1.**

How to handle when a student uses racial slurs – especially if that student is a student of colour.

**2.**

How to respond to an accusation of being "racist" when disciplining a student

**However...**

# AHC ANTI-RACISM EDUCATION

## Evidence-Based STRATEGY

**Further evaluation required:**

- When we talk with students, they will discuss issues such as:
  1. Difficulties in talking with teachers
  2. Lack of accountability
  3. Racism and discrimination from administration & teachers
  4. Lack of support & follow-through
  5. Feeling misunderstood (willfully or otherwise)
  6. Peer to peer racism



# AHC ANTI-RACISM EDUCATION

## Adaptive Knowledge Mobilization STRATEGY

Always looking to find new data, research, or information to adjust, change, or adapt our presentations for the communities we work with and for.

Survey Responses & the Kids Help Line

helped us to create



### **Building Resilient Roots for Impacted Communities**

- Effects of racism
- Understanding Racism & Racial Trauma
- How to Build Resiliency
- Addressing Stigma & Internalized Racism
- How to Counter Discrimination
- Referrals (mental health supports & lawyer information)

### **Parent Guide to talk about race with your children**

Based off of interactions between teachers/administrations & parents

- Why talking about race is important
- Myths regarding discussions of race
- Tips on how to have the conversation
- Book, Movie, and other resource recommendations

# AHC ANTI-RACISM EDUCATION

Where are we now?

## STRATEGY

Created workshops on:

- Anti-Racism for Elementary Students
- Anti-Racism for High School Leaders
- Anti-Racism for Athletes
- Anti-Racism & Cultural Competency for Teachers
- Anti-Racism & Cultural Competency for Sport Administrations
- Building Resilient Roots for Impacted Communities

Created Resources on:

- How to Talk to Your Child about Racism: A Guide for White Families
- Teacher Curriculum Guides for follow up Anti-Racism Activities
- Resource Posters

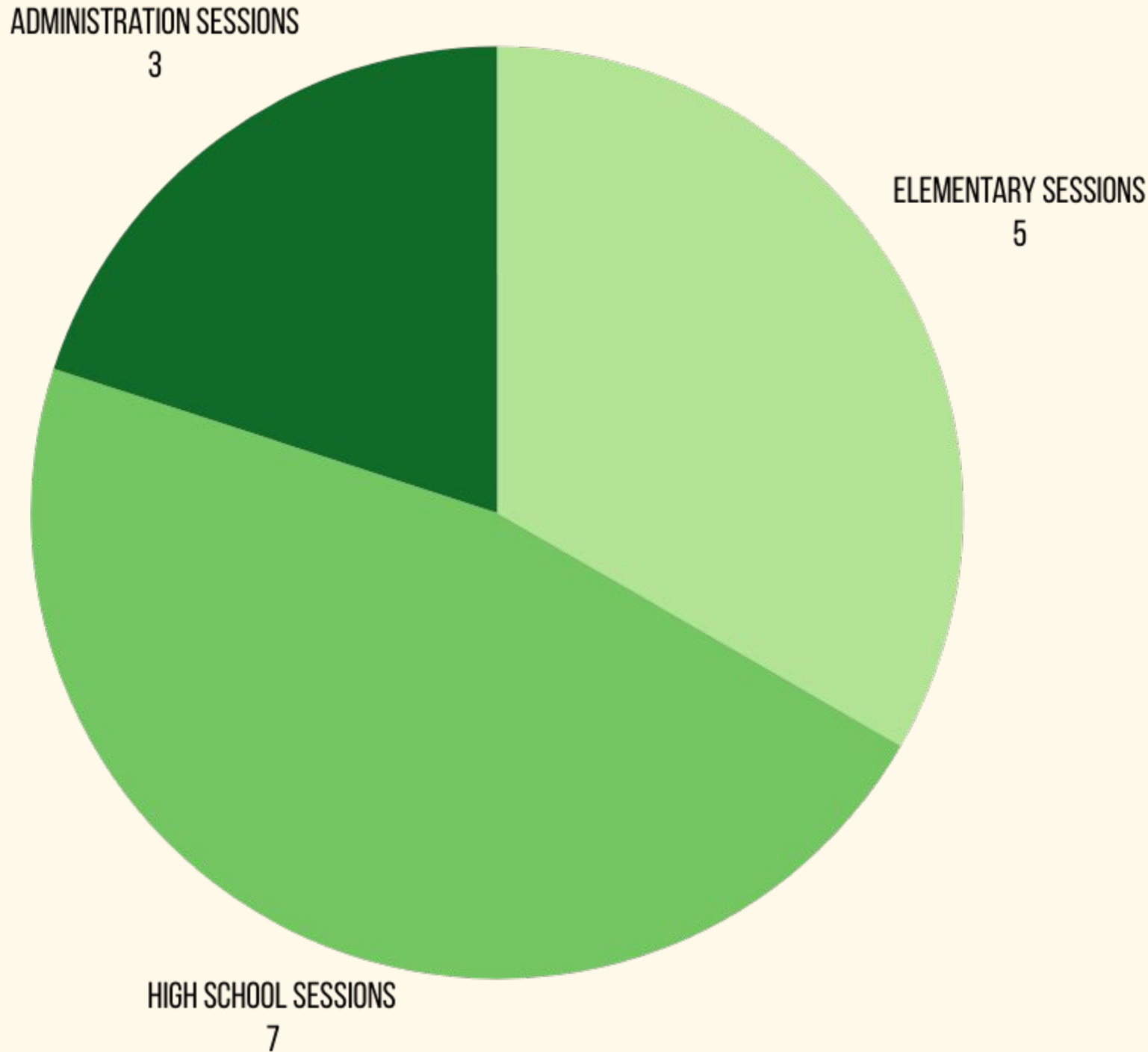


# AHC ANTI-RACISM EDUCATION

By the numbers: 2023

## STRATEGY

17 sessions with 309  
total participants

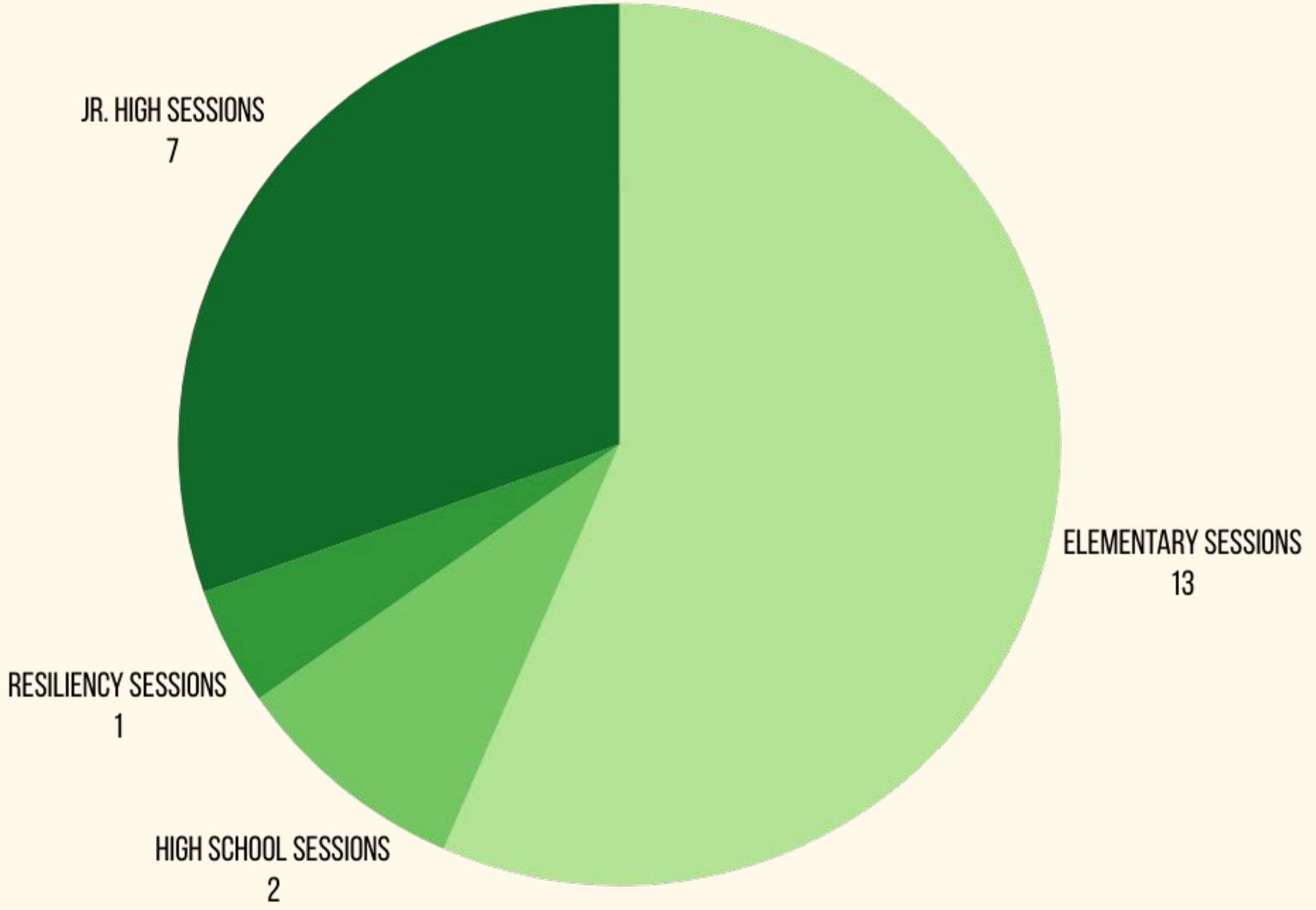


# AHC ANTI-RACISM EDUCATION

By the numbers: 2024

## STRATEGY

23 sessions  
with 647  
participants



# AHC ANTI-RACISM EDUCATION

Thoughts & Perspectives: 2024

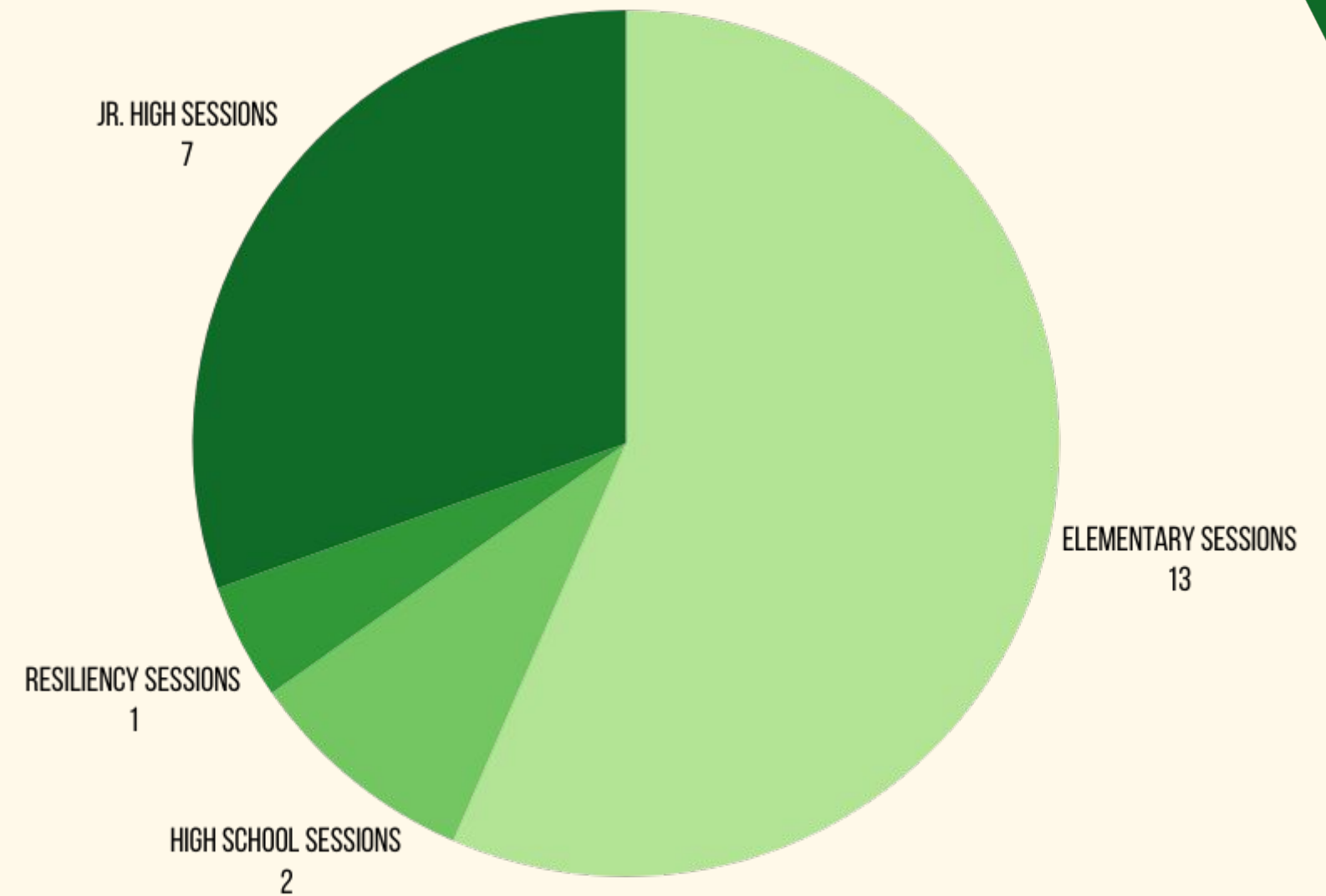
## STRATEGY

"I found this presentation to be very useful and informative. I had never realized that we don't learn about Canadian activists at school before this presentation. I feel like I learned a lot."

- Respondent 4

57% said that the course **changed** how they **thought** about the effects of racism & discrimination.

65% of respondents stated that the course **changed** how they will **act when witnessing racism & discrimination in the future.**



# AHC ANTI-RACISM EDUCATION

## What's Next? STRATEGY

After evaluating the data from our current study, we want to implement:

- Follow-up sessions for accountability within the schools & classes we provide education for
  - Situation practice
  - Anti-Racism Student Clubs
  - Administrative Support for AR initiatives
  - & more
- Train the trainer models within the wider communities we support
- AR education for newcomers & their parents

# REFLECTION 1

How does your programming address (or how do you wish your program addressed) education around racism and discrimination (with impacted and general populations)? How effective is it?

**INTERSECTORAL  
APPROACHES TO  
ANTI-RACISM**

**ADDRESSING SYSTEMIC  
BARRIERS**

# INTERSECTORAL APPROACHES TO

## ANTI-RACISM in Art, Sport, & Society (PASS)

Objective: Based on prior experience of newcomer youth struggling to become integrated in the sport system, we looked to identify & lower barriers to sport participation for racialized newcomers.

“ They say, Oh, '[wrong Asian name]', ... Why don't you count [passes]? You should be good at math. Just things like that which are not very like malicious. It's just kind of poking fun at those kinds of stereotypes...”

Athlete 2

“ I would go to the change room, and I would say - "good morning". And then he (the coach) would say, we Canadians, we don't say "good morning", we just say "morning". I think it wasn't unnecessary thing to say, as if that you just want to pick on somebody, right? That but more things other than good morning”

# INTERSECTORAL APPROACHES TO ANTI-RACISM

## PARTICIPATING IN ART, SPORT, & SOCIETY

What did we do?





# INTERSECTORAL APPROACHES TO ANTI-RACISM

## PARTICIPATING IN ART, SPORT, & SOCIETY

Stakeholder Engagement Strategy:

1. Identify Stakeholders:
  - a. Youth & their families
    - i. Schools
    - ii. Communities
  - b. Sport Organizations
    - i. NSO
    - ii. PSO
    - iii. Local Sport Organizations
    - iv. Professional Sport Organizations
  - c. Financial Aid



# INTERSECTORAL APPROACHES TO ANTI-RACISM

Stakeholder Engagement Strategy:

## PARTICIPATING IN ART, SPORT, & SOCIETY

2. Connect & Determine Perspectives from stakeholders

- Community Consultations **25 sessions 181 participants in 9 different languages**
- In-depth interviews **9 sport organization professionals**
- In-depth interviews with **9 competitive level athletes**
- In-depth interviews with **5 parent's of competitive athletes**

# INTERSECTORAL APPROACHES TO

# ANTI-RACISM

Participating in Art, Sport, & Society (PASS)

Stakeholder Engagement Strategy:  
**PARTICIPATING IN ART, SPORT, & SOCIETY**

3. Identify orgs that share like-minded or mutually beneficial goals to partner



Sport orgs looking to increase membership



PSO's looking to implement action with their EDI policy

Resulted in 16 sport partners

# INTERSECTORAL APPROACHES TO ANTI-RACISM

## Participating in Art, Sport, & Society (PASS)

Stakeholder Engagement Strategy:

4. Demonstrate to organizations that do not share (or do not focus on) likeminded goals/perspectives how our information impacts them

**Collective Action Forum:** A space for the stakeholders of sport (BIPOC youth leaders, LSO's, PSO's, & NSO's, Policy Makers, etc) to **discuss, learn** about the impacts of racism & discrimination, and **collaborate** to find solutions.



# INTERSECTORAL APPROACHES TO ANTI-RACISM

## PARTICIPATING IN ART, SPORT, & SOCIETY

Stakeholder Engagement:

Results of stakeholder engagement/partnership? **Adaptable partnerships**

1. Sport Partnerships with 16 different organization/sports - now expanded to 31 different organizations
  - a. "Try-It" events: 31 different events with 693 participants
  - b. After School Sport Programming (Soccer, Multi-sport, Dance): 118 participants
2. Creation of the Newcomer Coach Mentorship Project with Coaching Association of Canada
3. Refereeing Courses with Soccer Alberta

# **INTERSECTORAL APPROACHES TO ANTI-RACISM**

## **Pathways to STEM for Racialized Immigrant Girls**



# INTERSECTORAL APPROACHES TO ANTI-RACISM

## PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS

### Project Overview:

- **Partnership:** In 2020 Action for Healthy Communities (AHC) and Women in Scholarship, Engineering, Science and Technology (WISEST)
- **Goal:** Address systemic barriers for racialized immigrant girls in STEM a while providing them accessible opportunities to explore STEM and related career paths.
- **Funded by:** The project was approved by Women and Gender Equality (WAGE) Canada in 2021, with AHC as the primary grant holder.



Women and Gender  
Equality Canada

Femmes et Égalité  
des genres Canada

# INTERSECTORAL APPROACHES TO

## ANTI-RACISM

Systemic Barriers:

## PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS

- **Intersectional Challenges:** Racialized immigrant girls face barriers in STEM, including race, gender, immigrant status, bias in education, lack of mentorship, and economic obstacles.
- **Underrepresentation:** Indigenous, Black, and racially diverse professors are underrepresented, limiting mentorship for students in STEM (Adams, 2021).



**Statistics:** In 2010, 44% of women aged 19 or younger were first-year STEM students; by 2015, 11% left STEM, 66% stayed, and 23% transferred to Business, Humanities, and Social Sciences (BHASE) (Wall, 2019).



# INTERSECTORAL APPROACHES TO

# ANTI-RACISM

What did we do?

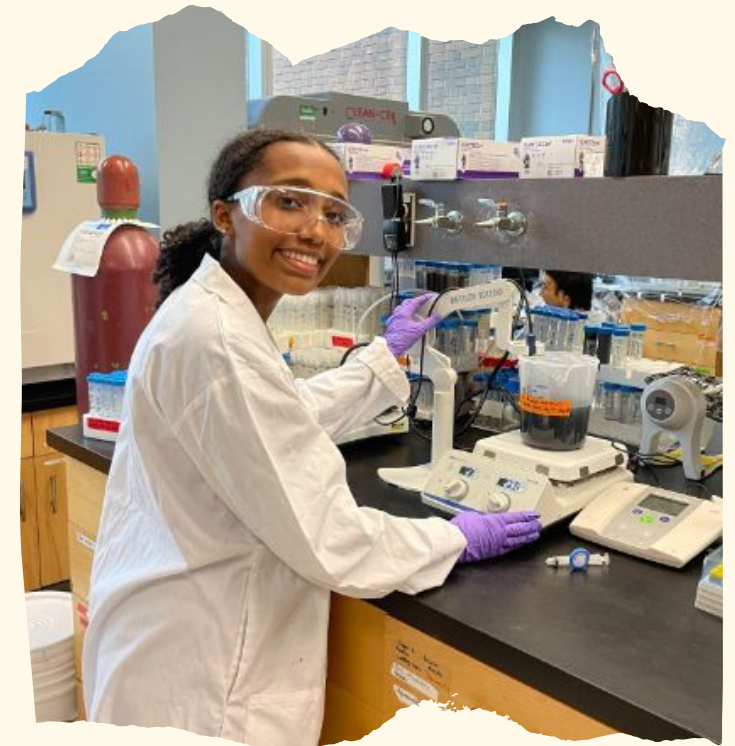
## PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS



**Environmental  
Scan/Sector  
Conversations**



**GELL Program**



**Youth Networking &  
Work Experience**

# INTERSECTORAL APPROACHES TO

# ANTI-RACISM

So what did we find?

## PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS

Barriers

Motivating Factors

- Sociocultural Biases
- Multiple Cultural Identities
- Systemic Biases
- Gender Barriers

- Personal Interests and Aptitudes
- Financial and Career Prospects
- Influence of Family & Friends

**Biracial identity is hard to navigate, as it requires to exist in two different worlds, easily can be lost in the gaps...**

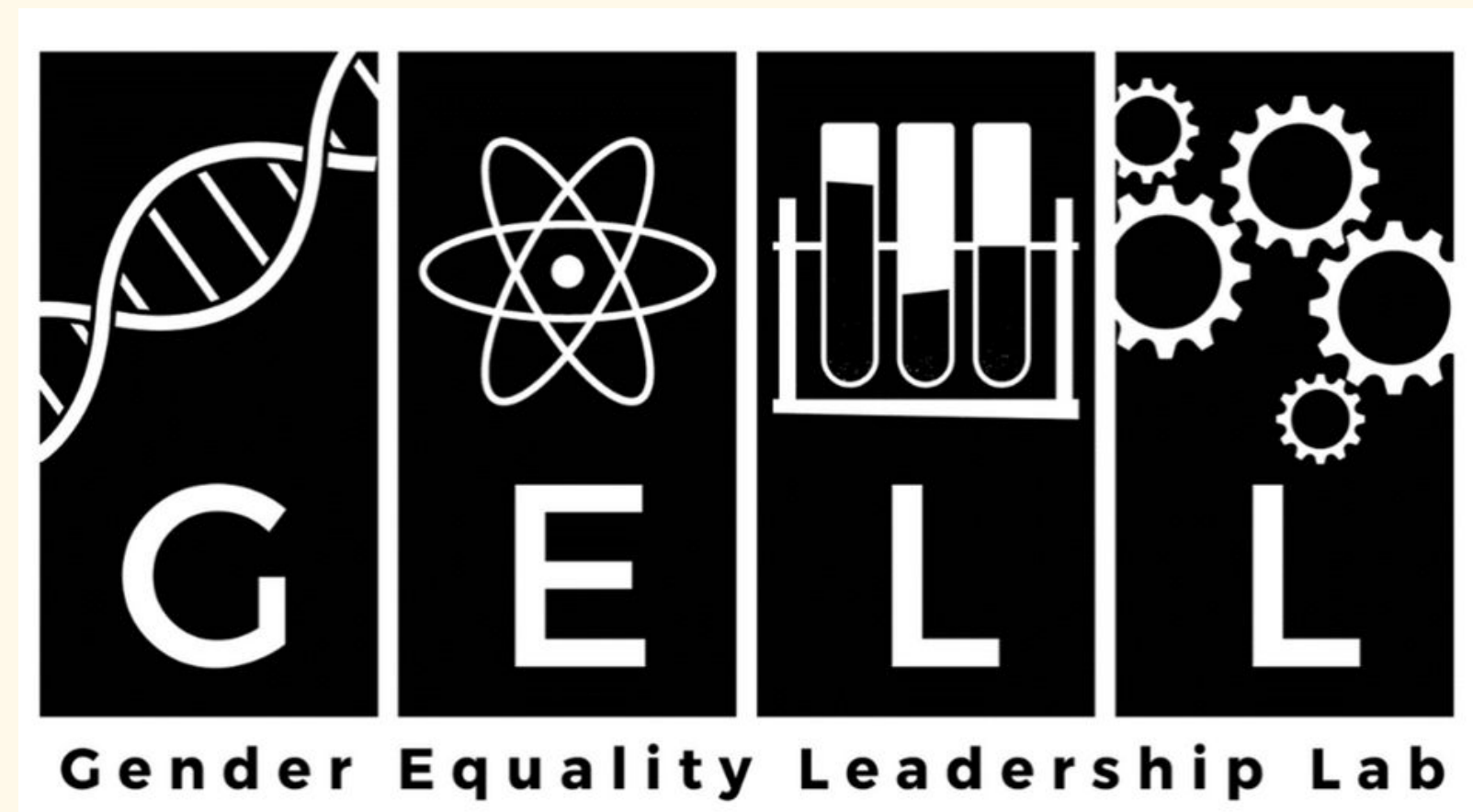
- STEM professionals focus group notes

**Schools and the teachers were biased too.. (I) did not get selected for Olympic Math games at school levels... (My) teacher told me that girls had no potential...**

STEM professionals focus group notes

**Most of my peers see science as interesting and something valuable. However, they view mathematics as somewhat of a joke and a waste of time.**

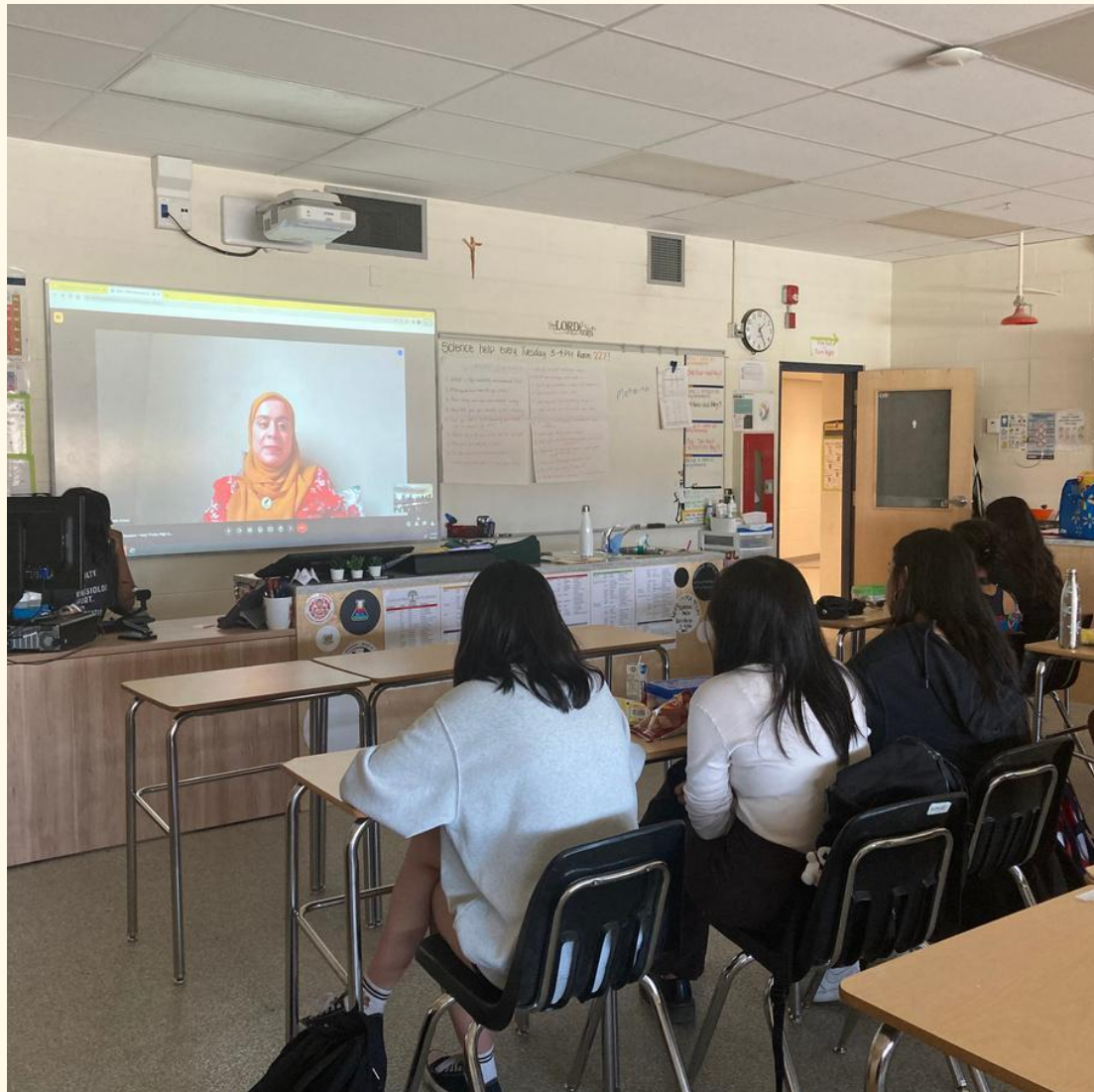
- High School survey respondent



## TAKING ACTION: THE GELL PROGRAM

- **Programming Gap Identified:** Lack of tailored programs for racialized immigrant girls
- **Community-Driven Solution:** Created Gender Equality Leadership Lab (GELL)
- **Inclusive Design:** Focus on gender, race, culture, and socio-economic factors
- **Target Group:** Open to racialized immigrant girls, Grades 7-12
- **Core Components:** Empowerment, leadership, problem-solving, confidence, mentorship
- **Pilot Locations: Alberta – Edmonton, Camrose, Lakeland**
- **Intersectoral Collaboration:** Racialized female university students in STEM study, Faculty members of various post-secondary institutions, relevant representatives of Ministry of higher education

# INTERSECTORAL APPROACHES TO ANTI-RACISM GELL PROGRAM PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS



# INTERSECTORAL APPROACHES TO ANTI-RACISM

## PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS Youth Networking and Work Experience

2022

- WISEST Summer research Program: 6 racialized girls (3 rural, 3 urban)
- Science, Engineering and Technology (SET) Conference: 30 racialized

2023

- WISEST Summer Program: 6 racialized girls (3 rural, 3 urban)
- Mentorship Event: 22 girls connected with mentors
- SET Conference: 60 racialized

2024

- WISEST Summer Program: Application reviews.
- STEM Career Expo: 22 attendees, including parents, explored STEM careers.



# INTERSECTORAL APPROACHES TO ANTI-RACISM

## GELL PROGRAM PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS

### •Quantitative Impact:

- **Introductory Sessions:** 138 participants (Aug 2022 - Oct 2023)
- **GELL Programs:** 10 cohorts, 153 racialized immigrant girls (Aug 2022 - Apr 2024)
- **STEM Mentorship & Work Exposure:** 143 participants (Sept 2022 - Mar 2024)

### •Qualitative Impact:

“my favorite part was getting to meet role models, they talked about how to go from high school to university, and it really helped me especially to think about how I want to become a doctor.”- Ahlam

“The program was very beautiful and I learned a lot. I learned how to ask scientific questions one at a time to find an answer. I learned about chemistry with a lava lamp experiment. We learned why water and oil do not mix and I learned a lot about university, how to apply to it, financial options, and the majors.”- Asia

# **INTERSECTORAL APPROACHES TO ANTI-RACISM**

**Key Considerations for Partnership when working with Racialized Immigrant Youth**  
**PATHWAYS TO STEM FOR RACIALIZED IMMIGRANT GIRLS**

- **Collaboration**
- **Demographic-Specific Support**
- **Curriculum Essentials**
- **Rural vs. Urban Needs**

## REFLECTION 2

What has been your experience with collaboration or intersectoral partnerships in relation to anti-racism, or discrimination programming? How does your own understanding of intersectionality influence the programs & initiatives you create?



# **INCORPORATING COMMUNITY DRIVEN INITIATIVES TO COMBAT RACISM: YOUTH AS CATALYST FOR CHANGES**



# ABCD MODEL AT AHC

## Community Capacity Building Approach:

AHC's framework for community capacity building includes:

- **Community mobilization and development** through community initiatives and other common areas of interest of individuals and communities
- **Capacity building** through engagement, networking, volunteering, skills development, and provision of responsive and outcome-based programs and supports



# UTILIZING THE ABCD MODEL FOR ANTI-RACISM

## Engaging youth using this model:

- Inspires ownership of community issues
- Builds skills and capacity of youth in marginalized communities
- Creates meaningful and lasting connections
- Centering youth voices



# UTILIZING THE ABCD MODEL FOR ANTI-RACISM

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# UTILIZING THE ABCD MODEL TO COMBAT

**RACISM** utilizes this model through **youth-led grassroots initiatives.**

Some grassroots efforts AHC supports include but are not limited to:

- EBG (Empowering Black Girls) program
- ELYCA (Empowering Leadership in Youth Through Community Action) program



# YOUTH-LED ANTI-RACIST INITIATIVES: EMPOWERING BLACK GIRLS PROGRAM (EBG)



## Covid-19 Community Relief Project: Food Hamper Delivery

In 2020, amid the COVID-19 pandemic, EBG participants shifted their project focus to aid low-income families struggling with food security, showcasing their commitment to community support and volunteerism.



## The Black Girl Experience: Growing up in Canada

The video project features interviews with black girls in Canada, emphasizing their challenges, resilience, and recommendations for action.



## The Black Girl Experience: Black Girls' Journey Coming to Canada

The video project presents the challenges and aspirations of immigrant or refugee black girls settling in Canada, presented in an interview style.



## Black Girls Mental Health: The Melanin Experience

The EBG girls organized a virtual event to destigmatize mental health in the black community, showcasing Edmonton's services. Professionals provided insights on addressing barriers, raising awareness, and offering self-care strategies.



## Happy Feet

This showcased black culture and history through dance. EBG girls introduced four dance styles across five online sessions to educate the community about the beauty of black dance forms. They addressed stereotypes and undervaluation compared to Western dance like ballet.



## Education and Career Inspiration

A community project was designed to provide young Black girls with opportunities to explore diverse career paths, network with professionals across various fields, and potentially meet role models. As part of this initiative, three virtual events were organized: the Student Life Crash Course in English, the Student Life Crash Course in French, and the Black Professional Networking Event.



# YOUTH-LED ANTI-RACIST INITIATIVES: STEP UP YEG

## Para-athlete of Colour Digital Museum

We have created a digital museum to provide para-athletes of colour the opportunity to gain the recognition they deserve, and to tell their stories the way they want it to be told. There are a lot of misconceptions regarding para-sport, and addressing them is another primary goal behind this initiative.



A  
Basic Entry



Bianca Borgella  
Entity



Blaise Mutuari  
Entity



Giselle Cole  
Entity



Isaiah Christophe  
Entity



Jesse Zesseu  
Entity



Kenny M'Pindou  
Entity



Nasif Chowdhury  
Entity



Noah Vucsics  
Entity



Saoud Messaoudi  
Entity



Sheriauna Haase  
Entity



# ELYCA YOUTH LED INITIATIVES: STEP UP YEG

The poster is a vertical graphic with a red background and white text. At the top left is the website 'stepupaa.org' and at the top right is the email 'stepupyeg@gmail.com'. The main title reads 'ACSEL STEP UP ANTI-RACIST ASSOCIATION PRESENTS FREE PARA-ATHLETE OF COLOUR DIGITAL MUSEUM LAUNCH EVENT'. The date and time are 'NOVEMBER 30, 2024 2 PM - 5PM'. The location is 'McKernan Community League 11341 78 Ave NW, Edmonton'. A QR code is labeled 'SCAN HERE'. The bottom section features silhouettes of athletes, including one with 'CANADA' on their jersey and another with 'BIANCA BARKELLA' on their bib. The text 'Join us for a Showcasing of the Untold Stories of Canadian Parathletes of Colour!' is positioned above the QR code.

stepupaa.org

ACSEL

STEP UP ANTI-RACIST ASSOCIATION

FREE PRESENTS

PARA-ATHLETE OF COLOUR DIGITAL MUSEUM LAUNCH EVENT

NOVEMBER 30, 2024  
2 PM - 5PM

McKernan Community League  
11341 78 Ave NW, Edmonton

Join us for a Showcasing of the Untold Stories of Canadian Parathletes of Colour!

SCAN HERE

stepupyeg@gmail.com

COLE

CANADA

HAASE

BIANCA BARKELLA

Learn more about them:  
Instagram: @stepup\_yeg

# ELYCA YOUTH-LED INITIATIVES: SHOOT FOR PEACE

[ABOUT](#) [PROGRAMMING](#) [CONTACT](#)

**LATITUDE53**

[GET INVOLVED](#) [ACCESSIBILITY](#) [SHOP](#)

## SHOOT FOR PEACE EDMONTON | HOME

AUGUST 23-SEPTEMBER 7, 2024

Opening Reception: Friday, August 23rd at 7PM

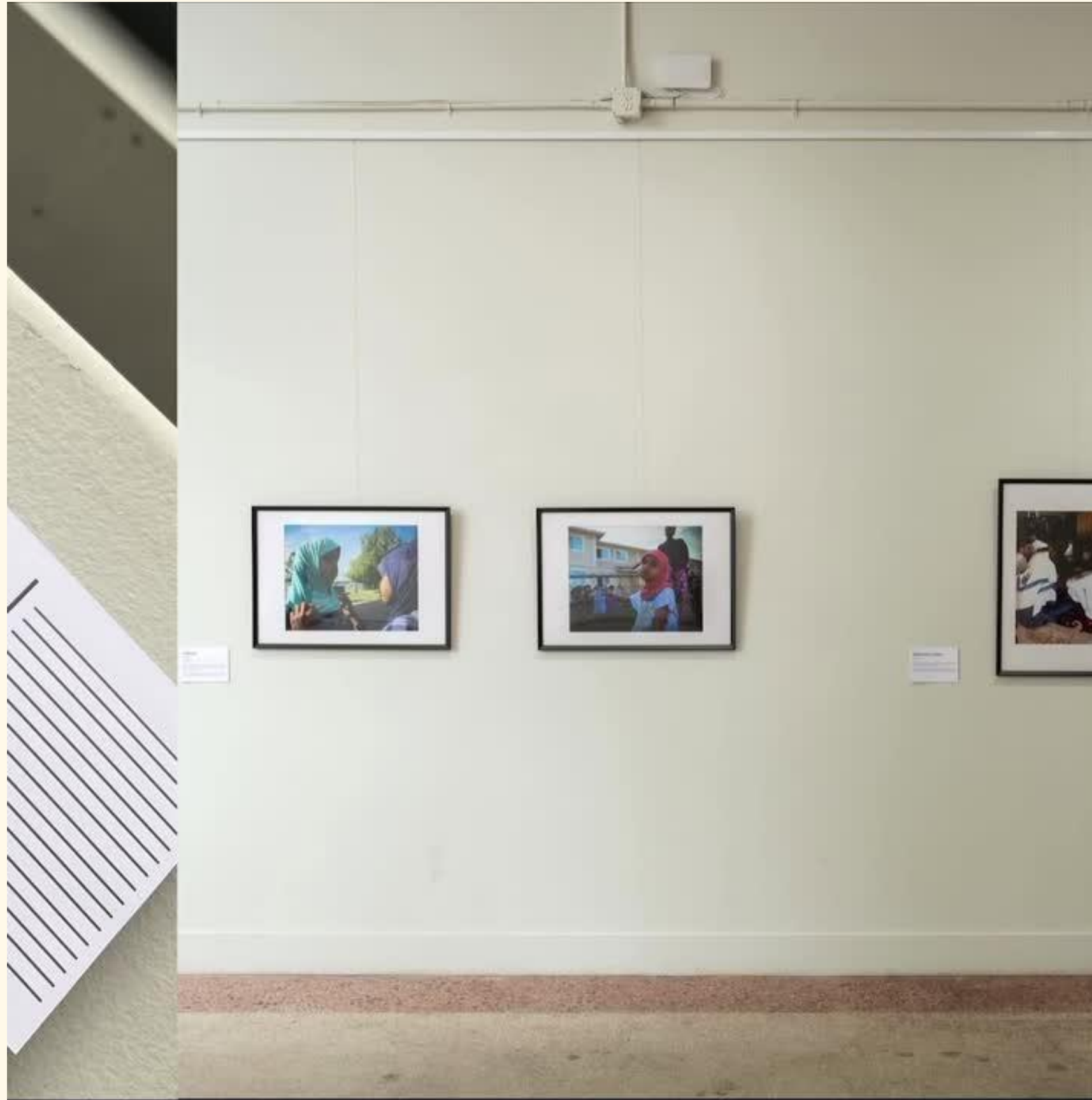


### FEATURED PHOTOGRAPHERS

HAWO GELLE

HIBAQ HASSAN

JIBRIIL DHIMBIL



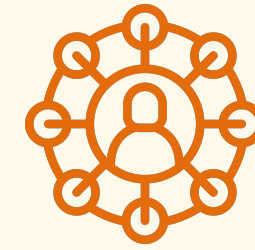
**Learn more about them:  
Instagram: @sfpedmonton**

# ELYCA YOUTH-LED INITIATIVES: INDIGENOUS ARTS



**Learn more about them:  
Instagram: @shep\_kikinaw**

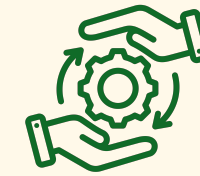
# ECO-SYSTEM OF SUPPORT



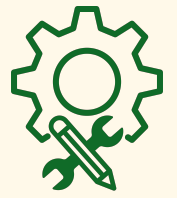
Stakeholder connections



Capacity building



Workshops



# YOUTH-LED INITIATIVE OUTCOMES:

- Increased **community capacity** to combat racism
- Increased **awareness of anti-racist efforts** within Edmonton
  - Groups programs that seek to highlight and or center the voices of marginalized communities
  - Connections to organizations and people working towards combatting racism
- **Sustained community impact** on anti-racist activities:
  - Activities continue beyond the programming
- **Improved mental health and resiliency** for participants:
  - Workshops focused on self-regulation and internalized racism

# NEXT STEPS: TARGETED APPROACHES TO SYSTEMIC

## BARRIERS:

Youth can be energetic catalysts for anti-racist activities as they often have a combination of:

- **Intimate insight into community issues**
- **Time to initiate activities**

However, without **targeted approaches** that help youth leverage these strengths, they often cannot engage in these activities holistically or find it hard to sustain them

Approaches when engaging youth and communities in anti-racist initiatives should also consider centering **de-colonial**

## **REFLECTION 3**

How do you see the ABCD model being used in your organization to center the voices of youth to address anti-racism? What other strategies do you or would you like to use?



**Q&A**

