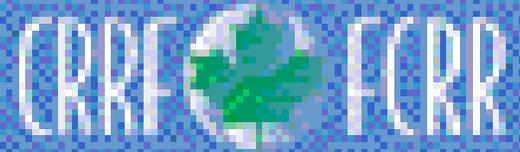




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CONGREGATING THE BEST PRACTICES

Award of Excellence

Inspire Excellence Achieve Change



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2003 Best Practices Reader

CANADIAN RACE RELATIONS FOUNDATION



FONDATION CANADIENNE DES RELATIONS RACIALES

Award of Excellence

Inspire Excellence Achieve Change

ELIMINATE
RACISM

ELIMINATE RACISM

Award of Excellence

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Editor's Note:



The Canadian Race Relations Foundation is proud to have collaborated with Young People's Press (YPP) in the production of the 2003 Best Practices Reader. In particular, the CRRF thanks Randall Meier for bringing together a fine team of students who worked diligently to produce the articles about the five 2003 award winners.

Young People's Press (YPP) is a not-for-profit news service for youth. YPP helps to give youth a "voice" in the forum of public opinion, teaching young people (14-24) to write for publication and disseminating news articles, feature stories and columns to newspapers across Canada.

YPP also publishes stories on its website at www.ypp.net, and produces several electronic magazines (e-zines), including [Equality Today!](http://www.equalitytoday.org) <www.equalitytoday.org>, which features articles on anti-racism and multiculturalism.

YPP received an Award of Distinction from the Canadian Race Relations Foundation in 2001. This year, YPP is involved in the CRRF Award of Excellence by writing stories on the 2003 award recipients. The writers are Silence Genti, who has published several YPP stories in the Toronto Star, as well as high school co-op students David Lee, Samantha Fuss and Ian McIlwain.

For more information on YPP contact editor@ypp.net.

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The graphic features a large, stylized circular logo at the top center, composed of several curved, overlapping lines that create a sense of motion. Below the logo is the word "OMNI" in a large, bold, sans-serif font, followed by "DIVERSITY TELEVISION" in a smaller, all-caps, sans-serif font. The central text reads: "Recognizes Best Practices in Anti-Racism and Promotes the Value of Diversity in Canada". At the bottom right of the graphic is the Rogers logo, which consists of a stylized 'R' inside a circle followed by the word "ROGERS" in all caps. On the right side of the graphic, there is vertical text that reads "TM Rogers Broadcasting Limited".

OMNI Television, comprised of diversity television stations OMNI.1 (CFMT) and OMNI.2, is a free over-the-air system owned by Rogers Communications under its Rogers Media Television division. Combined, the OMNI stations have significantly expanded the variety of languages, number of hours and choice of programming being offered for ethno-cultural communities in the Toronto/Hamilton area, providing programming in more than 30 languages to ethnocultural groups encompassing no less than 40 communities.



**Message from the Chair
– Award of Excellence Jury Panel**

The members of the Jury were greatly impressed with the large number of organizations across Canada so fervently dedicated to the eradication of racism. In communities large and small, from one end of the country to the other, new Canadians, old, established Canadians and first Canadians have demonstrated their understanding of the need for each of us to reach beyond tolerance to understanding, acceptance and respect of others.

The submissions we received were an eloquent testimony to the dedication of individuals and groups working to build bridges of understanding between different people, and to the quality of their efforts. The Jury faced a great challenge in making choices that recognized innovation, community involvement and long term impact. The choice of the Ryerson University School of Journalism's "Diversity Program: was based on our understanding of the powerful role that media plays in shaping our perceptions. We congratulate both Professor John Miller and the Ryerson University, which made it possible for him to develop this very important program. Because of it, we can look forward to higher standards of journalism that reflect the society that we really are.

The Awards of Distinction recognized exemplary efforts, across a broad geographic and demographic landscape, by Canadians who are helping us to shape the human rights-based society we all hope for.

Congratulations to all the winners.



**Fil (Felix) Fraser
Chair, Award of Excellence Jury Panel**

**"Inspiring Excellence to Achieve Change"
CRRF Best Practices Reader 2003**

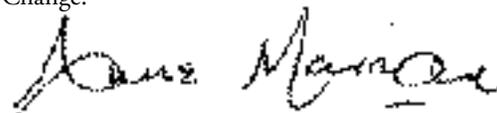
The 2003 Best Practices Reader features the work of the finalists in the Canadian Race Relations Foundation's (CRRF) 2003 Award of Excellence Program. Held every two years, this program recognizes excellence and achievement in the area of race relations and anti-racism practice in Canada.

We received over 50 applications through a call for nominations. The CRRF was overwhelmed by the creative and thought provoking projects that are being undertaken across Canada. The range of initiatives from teachers' federations, to police agencies, professional bodies, to media outlets, presented the Award of Excellence Jury with an enormous task as they worked towards a final decision. An overwhelming number of project proposals targeted racism and youth. A significant number of submissions in 2003 were from Aboriginal organizations and communities.

This reader highlights the Best Practices of the twenty finalists. By providing a profile for each organization, a synopsis of the initiative, and its relative outcomes and challenges, a suggestion about how to share their best practice, and contact information for the organization, we hope that the 2003 Best Practice reader will be a practical resource for you.

Sharing best practices in anti-racism is part of the CRRF's mandate. We recognize the importance of promoting practical strategies to address racism and racial discrimination. We encourage you to contact the organizations if you would like to learn more about their project.

On behalf of the Board, the Executive Director and staff of the CRRF, I would like to extend our appreciation to OMNI Television for their support of the Award of Excellence Program and the journalists from Young People's Press, for interviewing the winners of the Award of Excellence and Awards of Distinction. We value the expertise of all the members of the Award of Excellence Jury Panel and thank them for their assistance. Congratulations to the organizations whose projects are featured. You are the ones who best exemplify "Inspiration and Excellence in to Achieve Change."



**Anne Marrian,
CRRF Programs Director**

RYERSON SCHOOL OF JOURNALISM

a professional tradition

Changing the Media Landscape, One Student at a Time

By Silence Genti, Young People's Press

Every year, scores of third-year students at Ryerson University's School of Journalism take a mandatory course, "Covering Diversity."

The only course of its kind at a Canadian journalism school, it was developed to address its founder's belief that properly educated journalism students offer the best hope of changing the media's marginalization and stereotyping of visible minorities.

Says John Miller, the architect of the pioneer course, "If you watch the media everyday, you can see there is a need for [the course]. They often get the stories wrong for various reasons."

In the early 1990's, Miller, a former Toronto Star deputy managing editor, discovered that the media industry was out of joint. "I began to compare the faces I saw on the street with the faces I saw looking out of the news pages at me."

The multicultural fabric created by the growing immigration population was not reflected in the media. This lack of diversity coverage had serious consequences for harmony in Toronto, Miller says.

"When great social change happens so quickly, most citizens rely on the media to provide them with the information they need to form their attitudes about racial, cultural and religious diversity," he says. "Inclusive coverage can bring people together, just as myopic and stereotypical coverage can drive them apart."

"Crime and race are often linked gratuitously in the media, a phenomenon called 'racialization,' he explains. "That is to say, criminal behaviour committed by whites is usually treated as an aberrant individual act, but when perpetrated by Blacks or Asians it's often seen as a form of group crime, for which an entire minority community is held responsible."

Through the editorial committee of the Canadian Daily Newspaper Association, which he was approached to join in 1995, Miller tried to lobby publishers to recognize the changing make-up of the population and prioritize diversity.

When his efforts failed to propel change, he returned to Ryerson University where, as director of newspaper journalism, he sought to improve the industry from the ground up by training diversity-sensitive journalists.

Miller did research on how to put diversity awareness into the journalism curriculum—with input from schools in the United States, Britain and Australia, he designed "Covering Diversity," a journalism writing and criticism course that began in 1997.

The course was not a big hit with everyone when it was first introduced and there were negative reactions from some of the students.

"Students were not comfortable to cover diversity stories. Some thought it was a corruption of journalism to reflect diversity," says Miller of the infant years of the course. "There were a few petitions. Attendance at lectures dropped. We took some of their ideas and redesigned some writing assignments."

After a while, students began to see the value of the course and the results were impressive, he says. "They began finding wonderful stories, untold stories."

Says one student: "I've learned to step out from my comfort zone in order to report on things that are ignored. This can be frustrating, and maybe that's why this class is likely one of the first of its kind."

"It's easy for people to want to ignore things that seem frustrating to them. This class has given me the initiative to get it right, and to be concerned with getting it right."

Another student says he did not "realize before how serious the issue of 'white being normal' is in a country like Canada. It's non-whites who usually must conform and compromise their cultures in order to fit in."

Has anything changed since Miller's earlier efforts to bring the media into step with the changing population patterns? "CTV, Toronto Star and Montreal Gazette have tried to do it," says a cautious Miller. "Change is very slow."

After successfully lobbying for the course to be accorded mandatory status, Miller's next big move is perhaps obvious. "I want to offer the course to non-journalism students."

Silence Genti, 25, is a frequent contributor to Young People's Press. His stories on Nelson Mandela's visit to Toronto and on the challenges faced by African refugees in Canada have been published in the Toronto Star.





Best Practice: Journalism Diversity Course
 Budget: \$13,500
 Scope: National
 Audience: Students, professional journalists, general public

Since 1997, Ryerson University has required its undergraduate journalism students to take a course called "Covering Diversity." It is the only course of its kind at a Canadian journalism school, and stems from its founder's belief that properly educated journalism students offer the best hope of changing the media's historic marginalization and stereotyping of visible minorities.

In 1995, long-time editor and reporter John Miller was approached to join the Canadian Daily Newspaper Association's (CDNA) editorial committee. He did so upon the condition of setting up a diversity committee. The committee studied diversity coverage and found appalling results. Instead of listening to their readers and improving coverage, Miller was asked to leave the CDNA. Its rebuff prompted Miller to work from the bottom up—in the classroom.

Systemic Change in the Media from the Bottom Up

Research has shown that Canada does not exemplify best practices in anti-racism training in the media and that journalism schools should develop curriculum to address blind spots in media coverage. Miller designed this diversity course to show journalism students how to recognize stereotypes, develop sources and story ideas in diverse communities, and apply the same standards of news judgement to all groups. The course has spawned development workshops and a website.

"Covering Diversity" encourages students to build a journalistic tool kit that subjects all groups in society to the same

Ryerson University, Journalism Diversity Course

standards of news judgement—this underscores journalism's core values. Its ultimate goal is systemic change of the media industries—from the bottom up. This course is practical. Students do content analyses to see how media reflect diversity and learn how to find great stories in places no mainstream journalists are looking.

Encouraging Students to Cover Diversity

Upon the introduction of this mandatory course, Ryerson University received very negative responses from the students, who signed petitions demanding that the course be dropped. Organizers began to realize that talking and writing about diversity threatened most students. As such, the course has undergone many changes and most students are now enthusiastic partners.

Although some students still fight against the course, many have bought into it, learning to step out of their comfort zones in order to effectuate change and sharpen reporting skills. The course continues, constantly evolving, as its organizers learn new ways of encouraging students to become more comfortable covering diversity.

Sharing Best Practices?

Any presentation by the course's organizers would highlight how stereotypes undermine the core values of journalism while practising "diversity reporting" reinforces these values.

Best Practice Tool

Ryerson's "Covering Diversity" Course Outline (2002), which describes the necessity of the course, course goals and rules, topics covered, and assignments.

Contact

School of Journalism, Ryerson University, Toronto, ON
 Tel: 416-979-5000 ext. 6396
 Email: jmiller@ryerson.ca
www.diversitywatch.ryerson.ca



Changing Communities Through Youth Leadership

By Silence Genti, Young People's Press

Caring is cool.

That's the message an innovative community-based program is getting out by empowering students in Grades 5 through 8 to educate their peers about how racism and other forms of mistreatment and exclusion affect us all.

The Community Builders Youth Leadership Initiative was developed and operates in partnership with elementary schools. The idea is that schools are a natural meeting place for the community, a focal point where the broadest, most diverse cross-section of people often meets.

Jerry Brody, one of the founders of the Community Builders, says the struggle to eliminate racism and bridge differences between people must include the participation of children.

"Young people have been told that they are not as important as adults," he says. "The time for young people to be leaders is now. They have to know that some things may be harmful to others. They have to take responsibility."

Community Builders runs a three-year youth leadership institute that teaches participants about non-violent conflict resolution, peer support listening and how to promote inclusion.

In the first year, students explore how racism, sexism, boys' oppression, as well as pressures to belong and be "cool" affect them and their classmates. They learn strategies for standing up for someone who is being mistreated.

In year two, participants learn to listen to peers who may be experiencing academic, emotional or social challenges. They learn to help others solve conflicts in non-violent ways that leave each person's dignity intact and also act as mentors for the new team of students starting the program.

The final year of the youth leadership institute sees the students put the skills they have developed into action by addressing a social justice or inclusion-related challenge facing their school. They learn how to do research with their peers to find out more about the needs in the school. Then with the support of their teachers and project staff they design and implement their leadership project.



Pioneered in Brantford, Ont., in 1998-, the initiative has since expanded across the province. Over the last three years, 326 student leaders have been trained and more than 3,250 have taken part in student-led workshops.

Many say the program has had a big impact on them.

"Before I didn't care if people made racist comments. Now I do, because I learned how it makes people feel when they are hurt by those things," says a Grade 5 student.

"I am more aware of how I can help and support people," says another. "I think I can make a difference in my school."

Educators involved with the initiative are pleased by the outcomes they have seen.

"One of the most exciting and rewarding aspects of Community Builders is witnessing the development in the thinking of young people involved," says Anria Loubser, a teacher at Howard Public School in Toronto.

"I have seen them grow in self-confidence because they have been informed and consulted on difficult issues."

Marie Haddad, Vice principal at Annette St. Public School in Toronto, adds, "As a vice principal, Community Builders makes my job easier. It's not adults constantly trying to discipline, but kids teaching each other."

Brodey has big hopes for Community Builders. "I see us expanding our team in many different parts of Ontario and collaborating with other organizations."

Silence Genti, 25, is a frequent contributor to Young People's Press. His stories, on Nelson Mandela's visit to Toronto and on the challenges faced by African refugees in Canada, for example, have been published in the Toronto Star.





Best Practice: Community Builders Youth Leadership Initiative
 Budget: \$205,793
 Scope: Provincial
 Audience: Children, teachers, parents

The Youth Leadership Initiative is an innovative community-based program developed in partnership with elementary schools that aims to make sustainable change in school cultures. It is based on a leadership model that empowers students (grades 5-8) to educate their peers about how racism and other mistreatments/exclusion affect us all. The goal is to make schools more inclusive.

Canada is entering the 21st century as one of the most racially and culturally diverse societies in the world. Canadians face the challenges of bridging differences, stopping racism and other oppressions and healing their scars, and creating an environment with a strong sense of community. Meeting these challenges requires knowledge and skill in the areas of anti-oppression, relationship-building, and conflict resolution.

Student Leadership has a Ripple Effect

Community Builders' purpose is to empower young people with the vision, skills, and confidence to be leaders in the building of caring and equitable school communities. The program takes elementary students through three years of leadership development in the areas of inclusion, non-violent conflict resolution, and peer support listening. Each year, the students attend a very full experiential four-day leadership institute with students from other schools. When they return to school, they take leadership in a variety of ways.

Community Builders works yearly with several hundred student leaders and teachers, who in turn go back to their schools and through workshops, special projects, and the use of new skills, impact thousands of other children. As the number of participants from each school grows over time, they

Community Builders, Youth Leadership Initiative

begin to have a growing impact on the school culture. Many students in younger grades look up to these students and are eager to join the program, showing that it's "cool" to care.

Combating Peer Pressure and Resistance in a Difficult Political Climate

There are several challenges continuously faced by Community Builders: 1) Peer pressure experienced by student leaders; 2) Fear, discomfort and denial about the subject of racism amongst some of the adults worked with; and 3) Difficult state of morale in Ontario schools due to political climate.

Community Builders has had a major impact on student leadership. Its cadre of young leaders (supported by trained teachers) is committed to creating inclusive schools and has worked to eliminate racism, sexism, and classism in schools through workshops, school projects, and informal discussions.

Sharing Best Practices?

"Building inclusive communities of friends and allies" is the overall theme of a typical Community Builders workshop. Participants are introduced to some basic community building principles and develop an increased understanding of the hurtful impact of oppression on individuals. They learned to stand up for others who are experiencing mistreatment.

Best Practice Tool

The Community Builders Youth Leadership Initiative's Leadership Institute 1: Introduction to Building an Inclusive Community, a workbook for students leading the "Everyone Counts, Everyone Belongs" workshop

Contact

Community Builders, Toronto, ON
 Tel: 416-699-9986
 Email: combuild@inforamp.net

Group takes Unique Approach to Promote Anti-racism Message

By Ian McIlwain, Young People's Press

Imagine hopping on the subway and seeing brightly coloured posters with catchy slogans that get you thinking about racism as a social issue.

Residents of Montreal have been seeing thought provoking posters like this for the past four years as part of Action Week Against Racism.

The annual awareness campaign is run by Images Interculturelles, a non-profit organization founded in 1992 to promote intercultural harmony and generate dialogue on issues like racism, citizenship and pluralism.

Alix Laurent, one of the founders of the organization, says the idea for the anti-racism campaign grew out of a conference he helped to plan. In the first year, participants viewed films about racism and there were anti-racism exhibits organized by youth.

He and other organizers then decided to develop a week-long event that would get the message out to as many people as possible.

"The whole idea was to inform society about diversity and to promote diversity and the fight against racism," says Laurent, as discussion of racism as a social issue was waning.

The Action Week Against Racism, or Semaine d'actions contre le racisme as it is better known in Montreal, has grown to a week of anti-racist art exhibits, concerts and other events, along with the now famous subway posters.

The Action Week is designed to get the issue of racism on the minds of Canadians by getting people talking about it. And organizers know that one of the best ways to accomplish this is by getting as much attention as possible.

So from the outset they chose not to go with a message that simply says: "Let's eliminate racism." The group wanted a message that would make each person reflect, individually, about the way they behave on a daily basis.

For the first slogan, Images Interculturelles used a very well-known saying: "I'm not a racist, it's just that..." ["J'suis pas raciste, c'est juste que..."].

The Montreal transit system was plastered with posters sporting this provocative message and it hit a nerve. There was an overwhelming public response, says Laurent.



"It was the reaction of the public that pushed us to continue," he says. "The whole idea of the campaign was to present racism to people in a different way. Through our posters we have asked people questions about racism."

In 2001, the posters posed the question, "People are not born racist. Why do they become racist?" And again there was a big response.

The posters prompted many debates on television and in the print media. And there was so much interest in these posters and the matching stickers that Image Interculturelles' office was flooded with phone calls asking for copies.

Since Images is a small organization, it was unable to keep up with all the requests and is now focusing more on developing its Web site.

And the organization continues to explore ways of reaching people with its anti-racist message.

Last year the theme of the event was "Art in All its Forms," and included many activities to inform the public – young people and the media especially – about racism through various artistic mediums.

And as part of the 2003 Action Week, Images Interculturelles has put together some writings from four multi-cultural high schools around Montreal. These texts will provide a youth perspective of racism.

So far the group has organized Action Week events only in Quebec. But Images is working with partners in the Maritime Provinces and is considering expanding the poster campaign to this region.

Ian McIlwain, 18, is an OAC student at Northern Secondary School in Toronto.





Image Interculturelles, Semaine d'actions contre le racisme

Best Practice: Semaine d'actions contre le racisme (SACR)
Budget: \$200,000
Scope: Provincial
Audience: Youth, the general public, media, parents, teachers, and governments

Racism is a social problem with many causes and factors—historical, economic, political, and cultural. Despite many previous anti-racism gains, racism is becoming more violent and may use very extreme measures. Images Interculturelles believes that the only way to combat racism is through its demystification. This is the goal of the Semaine d'actions, which has been held for two years.

For many years, Images Interculturelles has been organizing public activities aiming to raise consciousness and educate the public regarding the manifestation of racism. In 1999, it discovered that tackling racism was not a priority in Québec. As such (and coinciding with the UN's Year Against Racism), Images Interculturelles decided to create SACR to rally public, private, not-for-profit, and community resources to fight against racism.

Raising Public Consciousness of Racism

The SACR is a unique and growing initiative. Taking into consideration that our society does not talk openly about racism, Images Interculturelles developed an approach that promotes communication, is full of interesting activities, and recruits partners and collaborators. The week's activities present the anti-racist education tools Images Interculturelles has developed; these serve to inform the public on how prejudice leads to racist attitudes and actions.

One success has been raising public consciousness about racism. Twenty thousand people participated in the SACR. The simple slogans received immediate public reaction,

inciting debates in newspapers and on television. Many requests for posters have been received. Media (including ethnic media) has taken a keen interest in the SACR as an excellent opportunity to talk openly about racism.

Bringing Together Canadian Experiences Despite Resourcing Issues

Financing the activities has continuously been the greatest challenge. Governments were initially leery of funding this initiative, but its proven success has brought them on board. Resourcing remains an issue, and prevents Images Interculturelles from reaching one of its objectives—bringing together Canadian experiences (inter-provincial).

One of SACR's major objectives is to demystify racism in order to better fight it. It is impossible to eliminate racism if society refuses to understand it. Images Interculturelles says "Non au racism" and believes that this problem should be taken as seriously as woman abuse or drinking and driving.

Sharing Best Practices?

Images Interculturelles would share its vision by explaining how simple activities could contribute to the fight against racism.

Best Practice Tool

The Action Week Against Racism's Official Program. The program includes the week's discussion, cultural, and education components as well as special events and other activities.

Contact

Images Interculturelles, Montréal, PQ

Tel: 514-842-7127

Email: info@inforacisme.com

www.inforacisme.com

Award of Excellence

Council takes Diversity Message to Northwest Ontario Youth

By David Lee, Young People's Press

Moffat Makuto, executive director of the Regional Multicultural Youth Council (RMYC), says the best way for youth to solve their problems is to discuss them with their peers.

"We feel that they can connect better with their peers. Whether it's talking about racism, violence, careers and jobs, you minimize the whole issue of the generation gap."

And the key to supporting young people is to empower them, he adds.

"The whole idea is really to encourage young people to be positive role models," says Makuto. "They don't have to be stressed out to try and save the whole world, but they can just make the contribution of what they can do for their peers."

Formed in 1985 as a regional project coordinated by the Multicultural Association of Northwestern Ontario, the RMYC is a network linking youths in small isolated communities across Northwestern Ontario, a region covering two-thirds of Ontario's land mass.

The Council works to promote diversity in a large, relatively homogenous area by trying to change attitudes of youth and children during their formative years.

It does this through presentations at schools and hold workshops for youth-to-youth discussions about problems concerning racism and discrimination.

Since its conception, the RMYC has developed several programs and initiatives to improve race relations among youth.

The organization gives out red, white, black and yellow bows – which represent the colours of the human race – for people to wear on March 21st, the International Day for Elimination of Racial Discrimination.

As well, it has developed material aids like booklets, posters and handouts for children and youth. These are meant to encourage equality and educate young people about social justice issues.

One example of this is "The A-B-C-s of Multiculturalism," a booklet designed to teach children about ethnic diversity.

Makuto believes in teaching children about diversity and equality at a young age because that's when stereotypes are often formed. The idea is that by reaching out to children

Award of Distinction



when they're young, you can get them thinking critically about racist stereotypes.

"If we empower young people not to judge each other or be judged themselves, to be more accepting and learn to get along, I believe that with close friendships and not segregating people, we are building bridges."

The RMYC has been recognized for their efforts on several occasions. It was awarded the J.S. Woodworth Award for work on race relations and social justice. And Council members Terra Campbell and Miriam Figueroa both received the Lincoln M. Alexander Award for their contributions to race relations.

The main challenge facing the RMYC now is generating the funding needed to continue and improve their programs.

In previous years, the RMYC was self-reliant and raised funds from casinos and bingos. However, the opening of a new Charity Casino made the roving casinos obsolete, and the Ontario Trillium Foundation has not compensated the RMYC for the lost profit of the bingos.

"They should really take the time to invest in young people, the greatest human resource we have," Makuto says.

Still, the Council receives plenty of encouragement to back their cause. Makuto says community support has been overwhelming.

"When you have people making donations and say, 'You guys are doing a good job and you need to continue,' it's really reassuring."

Makuto believes that with additional financial support, the Council can continue to pave the way for a society that appreciates and respects cultural diversity.

"If you provide the support and empowerment to them on an ongoing basis, they can be part of the solution to problems."

David Lee, 18, is a student at Don Mills Collegiate Institute in Toronto.





Regional Multicultural Youth Council, Empowering Youth to Make a Difference

Best Practice: Empowering Youth to Make a Difference
Budget: \$12,000
Scope: Regional
Audience: Children and youth

Since its establishment, RMYC has been involved in a campaign to mobilize youth toward a fair and just society in which there is equal access, opportunity, and participation in every aspect of Canadian life by all citizens, regardless of race, ethnicity, or cultural background. RMYC acknowledges that racism is learned from adults, the media, and misinformation in the education system.

RMYC has taken up the challenge to spearhead a youth-to-youth campaign in small, isolated communities across Northwestern Ontario, a region that covers nearly two-thirds of Ontario's landmass. The strategy has been to target children and youth because RMYC feels that it is much easier to change attitudes during the formative years. Almost half of RMYC's members are Native and newcomer youth.

Engaging Youth in Proactive Anti-Racist Strategies

RMYC owes its success to a youth-to-youth approach, engaging young people in proactive strategies to improve race relations. Examples of ongoing work include: 1) A survey of how schools are implementing their race relations policies, educator understanding, and use of resource materials; 2) A survey on the status of race relations in Thunder Bay; and 3) Hosting the Race Relations Image Awards to honour people who have made a significant contribution to improving race relations in the region.

RMYC has received much positive feedback. It is most impressed with the enthusiastic youth teams it creates each year to lead group discussions and make in-class presentations to other students. RMYC receives invitations for presentations and workshops from various groups, such as teachers and other professional workers on diversity. RMYC has gained a reputation as a persistent and strong advocate.

Promoting Diversity in a Large, Relatively Homogeneous Area

The main challenge faced is increasing funding to involve more youths—it is costly to serve such a large geographic area. Another difficulty lies in the fact that with the exception of Aboriginal people, there are few racial minorities in many Northwestern communities, and, as such, it is a challenge to promote appreciation of diversity to people who feel there is no need because the population is homogeneous.

RMYC uses a youth-to-youth approach to enhance communication with peers, empower them with information, and engage them to be part of the solution to problems, thus breaking negative cycles. RMYC's strengths in the race relations campaign hinge on its ability to be inclusive. It has been particularly successful at involving Aboriginal youth. By working together, we can create harmony.

Sharing Best Practices?

RMYC could present strategies to engage youth in anti-racism work, develop and design user-friendly resources for youth, and use a youth-to-youth approach to mobilize and sensitize youth to make a difference.

Best Practice Tool

A collaborative survey on the status of race relations in the City of Thunder Bay's report "A Community of Acceptance: Respect for Thunder Bay's Diversity".

Contact

Regional Multicultural Youth Council, Thunder Bay, ON
Tel: 807-622-4666
Email: manwoyc@tbaytel.net
www.tbaytel.net/manwoyc



Students Create Video to Battle Discrimination

By Samantha Fuss, Young People's Press

"It's not enough to lecture kids, we need to empower them," says Gail Morong, a high school drama teacher at DP Todd Secondary in Prince George, BC.

Morong helped organize Students Against Discrimination. The school-based anti-racism initiative led to the creation of Say What!?, a video that gets students to address the issue of discrimination.

Say What!? is different from most educational videos of its kind in that it is written, directed and produced by students.

And it's interactive.

The video features a series of short scenarios that reenact incidents of discriminatory language used in schools. After each scene, the video can be paused to allow students to discuss the incident and how best to deal with it.

The video was titled Say What!? because the phrase expresses the shock many feel when they hear certain statements made in the scenarios. It also sends a message that students should speak up when they see anyone in the school being picked on.

"Most adults are shocked after seeing the video. They don't realize how cruel kids can be to each other and educators are struggling to find ways to deal with discrimination," Morong says, adding that discrimination of all kinds is still a big problem in schools.

As someone who immigrated to Canada from Trinidad and Tobago, Morong is aware of how discriminatory words affect individuals and she felt that the issue was not being properly dealt with.

She says art can be a powerful medium for delivering a message and raising awareness, but adds that it's more about the process than the product.

Students Against Discrimination grew out of a Drama Teachers' Association of BC initiative to investigate the use of theatre and video making to tackle bullying and discrimination in schools.

Nic Waller, 17 and a student at DP Todd Secondary School, participated in the production of Say What!? "We saw that students were discriminating against others, specifically in regards to race. We didn't like what we saw, so decided to do something about it," he says.

Morong says racism is not the only form of discrimination among young people today. The students brainstormed the various types of prejudices they had seen at school, which included homophobia, sexism and weight issues.



This gave the video a unique edge, she says, as the scenarios displayed are realistic and at times all too familiar for students.

"The kids learned a lot from simply making the video and this learning continued when Say What!? was shown in schools" says Morong, who hopes that other schools will begin their own initiatives against discrimination.

She says every school has its own set of problems that have to be addressed, and once the problem is localized it can be eliminated.

Adds Waller, "We want to provide students with the courage to speak out against racism, because we know that some people just watch it happen and pretend it doesn't exist."

The video often sparks heated discussions, which Morong believes are a good sign. "Just getting kids to talk about the subject means that they are thinking about what discrimination is and how to stop it."

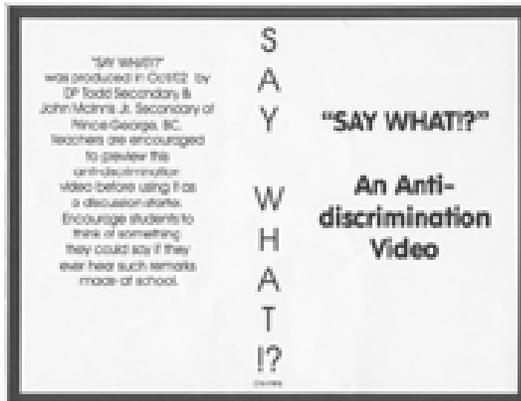
"We can't just expect kids to know how to react in discriminatory situations and most students say that lectures don't work," Morong says. "We need to teach them how to stand up for themselves and their peers, let them practice what they'd say in every situation."

Waller is eager to continue the group's battle against discrimination.

"We hope to create another video, specifically geared towards elementary school students. We think that that is where students are first exposed to racism, and we want to show them the hurt that it causes – before it becomes a part of their life."

Samantha Fuss, 16, is a student at Northern Secondary School in Toronto.





Best Practice: "Say What!?" Video
Budget: \$500
Scope: Local
Audience: Youth, teachers,
other community adults

The video "Say What!?" has been very successful in initiating sometimes heated discussions among students about its many short scenarios that depict discriminatory school language. Both the process of making the video and the product are considered to have educational value—students were able to share their stories, discuss discrimination, raise awareness among peers, and learn the skill of speaking out.

SAD was born in D P Todd Secondary School through the innovation of one teacher, Gail Morong. The group (ten girls and one boy) was very enthusiastic and committed to taking action against discrimination in the school system. A 16-minute anti-discrimination video entitled "Say What!?" was written, filmed, and edited by SAD members with the help of Steve Baker and his drama students from John McInnes Jr. High. The video is now being presented to schools in Prince George.

Students Develop a Tool to Promote Equity and Social Justice

There were 8 stages to this project: 1) Students brainstormed on all types of discrimination; 2) Mrs. Morong enlisted the help of drama teacher, Steve Baker, with expertise in videomaking and his students; 3) SAD students rehearsed and filmed scenarios on their own time; 4) The Name "Say What!?" was chosen; 5) SAD students were trained in the use of Anti-Racism Response cards; 6) Video was copied and distributed to several schools; 7) Video were sent to the school

Students Against Discrimination (SAD), "Say What!?"

superintendent and other SD #57 personnel/community agencies/interested educators; and 8) Media was informed.

Though SAD began publicizing this project only recently, it has already generated a lot of local interest. Teachers from many programs have been asking for copies of the video. Students and teachers who have viewed the video said that they enjoyed it and that it developed empathy for people with differences. Finally, the video has given teachers and others a tool in the fight to promote equity and social justice.

Involving more Ethnic Minority Students and more Adults

SAD experienced three challenges: 1) Getting more students from ethnic minority groups to participate in the project; 2) Getting more adults to help with the anti-discrimination work (they generally attributed school difficulties to personality problems as opposed to race, gender, etc. difficulties); and 3) Lack of resources (schools don't have money to buy digital cameras, microphones, etc.).

The video "Say What!?" is an innovative project, which could be undertaken by many others trying to fight racism in Canada. It has been piloted in several Prince George schools with very positive results. While using the video, even adults feel empowered and motivated to speak up whenever they witness discrimination. This project can have a ripple effect into school districts and the community at large.

Sharing Best Practices?

Ms. Morong would like to explain to other educators the process of engaging students through videomaking as well as how to use the video with students.

Best Practice Tool

Several newspaper articles featuring Students Against Discrimination. The articles describe the initiative and highlight the video produced.

Contact

Students Against Discrimination, Prince George, BC
Tel: 250-562-9525 or 250-564-9873
Email: morong@shaw.ca



**Anishinabek Nation — Union of Ontario Indians,
 Nijjii ("Friends") Circle Initiative in Public Education**

Best Practice: Nijjii ("Friends") Circle Initiative in Public Education
 Budget: \$21,000
 Scope: Local and regional (Anishinabek Nation territory)
 Audience: General public, non-native

Nijjii Circle is a First Nations led initiative that facilitates discussion leading to pro-active public awareness activities that encourage a broader understanding of the Aboriginal community. The Nijjii Circle strives to build relationships that create respect and understanding among all peoples in the Anishinabek Nation territory. The guiding principles are: the respect of all cultures; honesty in messages; sharing visions and hopes for the future; and strength in convictions.

Union of Ontario Indians' (UOI) Communications Department started in 1989 with the still-circulating Anishinabek News. Since then UOI has broadened its mandate of public education, as recommended by the Royal Commission of Aboriginal Peoples (RCAP). In 2000, UOI was approached by other organizations to provide Aboriginal public education and cross-cultural training. In the past two years, the Union has held conferences and meetings and produced a video. The Nijjii Circle was officially launched on June 21, 2002, National Aboriginal Day.

The Nijjii Circle Facilitates Dialogue between Native and non-Native Partners

The Nijjii Circle engages interested non-Native partners and the Anishinabek Nation-Union of Ontario Indians in discussions focusing on public awareness of Aboriginal issues and cross-cultural training. As a result of discussions involving a steering committee and other interested community groups, many partnerships have been created to support the vision Statement and Guiding Principles of the Nijjii Circle.

The move to positive comments and feedback from a variety of sources, participants, and partners has confirmed the success of the Nijjii Circle initiative.

Building a Forum for Discussion with Few Resources

UOI's main challenge is resources, given that Nijjii Circle is basically un-funded; our communications unit has been able to fund Nijjii activities through in-kind contributions and

the support of our partners. There have been no challenges in establishing relationships and partnerships within the community.

The UOI has been very pleased with the contribution of the Nijjii Circle participants and appreciate their commitment and dedication. The UOI feels that, without a doubt, Nijjii Circle's organizations and partners are off to a good start in providing a positive public education/awareness program within the territory.

Sharing Best Practices?

The focus of a workshop would be on the need for public awareness/education of Native people and issues (ideally through partnerships between Natives and non-Natives in educational institutions, mainstream media, and community organizations).

The UOI would share approaches and successes.

Best Practice Tool

"The Aboriginal Beat: Building bridges between First Nation communities and mainstream media" Final Report, which includes this conference's findings and recommendations as well as a 20-minute video of the conference highlights.



Contact

Anishinabek Nation—Union of Ontario Indians,
 North Bay, ON
 Tel: 705-497-9127
 Email: info@anishinabek.ca
 www.anishinabek.ca/uoi



Canadian Bar Association, Political and Administrative Structural Change of the Canadian Bar Association

Best Practice: Political and Administrative Structural Change of the Canadian Bar Association
Budget: \$1,647,683
Scope: National
Audience: Legal profession, federal government, general public

Over the past 10 years, the Canadian Bar Association (CBA) has implemented several changes within its political and administrative systems and structures to both advance racial equality within the legal profession (legal education and practice as well as within the judiciary), and within Canadian law and society. These changes are evident in by-law amendments, committee structures, and allocation of resources.

Consistent with changes to legislation, the increasing recognition of the rights to self-determination of Aboriginal peoples, and the increasing racialization of Canadian society, the CBA has initiated several activities in the legal community and within the community at large to advance access to the legal profession and to promote as well as advocate for equality rights.

Taking an Anti-Racism Leadership Role through Powerful Internal Reforms

Changes have occurred in the establishment of CBA's committee and section structure to address equality issues impacting on Aboriginal people and subordinate racialized groups—the Aboriginal Law section, the Citizenship and Immigration Law section, the Standing Committee on Equality, and the Racial Equality Implementation Committee.

The CBA has adopted numerous resolutions, presented briefs to governments, and convened many educational sessions on equality issues. The CBA has developed leadership amongst its own members and increased the involvement of Aboriginal peoples and subordinate racialized groups in all facets of the organization. Some initiatives have prompted outside organizations to take on leadership roles.

Examining the 'Universality, Objectivity, and Neutrality of the Rule of Law'

The CBA has faced numerous challenges in addressing issues of racial equality. Members of the legal profession have a strong belief in the objectivity of the 'rule of law' and, as such, do not generally adhere to notions that the law is inherently flawed, betraying biases that have a demonstrably negative impact on socially subordinate groups. The CBA has had to address this within its governing structure and membership as well as in taking on its advocacy and public education work.

Based on its decade of commitment to promoting equality in the Canadian legal profession, the CBA is preparing to set future priorities. Key amongst these are ensuring that its own house is in order and that equality is a key consideration in all its activities. Further, the CBA will be looking to assess how best to play a leadership role in challenging discriminatory legislation, policies, and programs.

Sharing Best Practices?

The CBA would convene a workshop on the process of developing organizational leadership on issues of equality based on CBA's experiences.

Best Practice Tool

The Action Plan for Equality (2001), the eighth report card on the implementation of the recommendations in the Bertha Wilson Report.

Contact

Canadian Bar Association, Ottawa, ON
Tel: 416-364-5024 Email: charles@cba.org
www.cba.org



Centre
for Addiction and
Mental Health
Centre de
toxicomanie et
de santé mentale

**The Centre for Addiction and Mental Health,
Health Promotion and Prevention Action Plan
for French-speaking Ethnoracial Communities**

Best Practice: Health Promotion and Prevention
Action Plan for French-speaking
Ethnoracial Communities (HPPAP)
Budget: \$262,450
Scope: Provincial
Audience: Diverse ethnocultural
francophone communities

Francophones have been able to voice their concerns through five focus groups leading to a forum organized by Centre for Addiction and Mental Health (CAMH). Over and over again, stories were told about barriers to access, inappropriate services, unmet needs, marginalization, experiences of discrimination, and second-class treatment. These consultation initiatives provided a natural opportunity to address the needs of these individuals.

This collaborative project began in 2001 as an attempt to identify addiction and mental health needs for ethnoracial/ethnocultural Francophones living in Toronto and to provide a collaborative response to those needs. The project is informed by community participation.

Increasing Francophone Community Capacity

While seeking community feedback in order to respond to needs and concerns, the wide gap in services for this population was made clear. CAMH is attempting to implement an innovative coordinated response to provide information to marginalized communities while opening the lines of communication. CAMH is also building a database of existing provincial French-language services.

HPPAP will utilize its products and the broader resources of CAMH to assist in the enhancement of community capacity, including the building of leadership skills and the development of important partnerships and links across other communities with similar challenges. The generation of research data will further augment and inform future program and community planning. The provision of culturally appropriate education and information will serve to enhance professionals' capacity to provide effective services.

**Tackling Issues Raised at the Intersection
of Mental Health, Culture, and Racism**

Currently, there is little coordination of health promotion activities in Francophone ethnoracial communities. There

also exists little information regarding the links between culture, race and related issues, and mental health. Research shows that a lack of representation demonstrates a possible lack in service delivery. There remains much to be done at the intersection of mental health, culture, and racism.

CAMH's future aim is to conduct in depth research to create, implement, and evaluate innovative and effective approaches in health promotion and prevention as well as advocate and contribute to the development of healthy public policies as a means to positively influence the general cultural, social, economic, and spiritual health of French-speaking ethnoracial and other diverse communities.

Sharing Best Practices?

A presentation by CAMH (pending approval) would focus on the connection between racism and its impact on consumers/survivors in mental health and addiction.

Best Practice Tool

Open Windows,
Opening Doors:
Ethnoracial/
Ethnocultural
Communities
Addiction and
Mental Health,
Report on
Consultations with
Francophone
Ethnocultural/
Ethnoracial
Communities,

which describes the initiative, participants' stated priorities, and recommendations for access.



Contact

The Centre for Addiction and Mental Health, Toronto, ON
Tel: 416-535-8501 ext. 6904
Email: antoine_derose@camh.net
www.camh.net





**Elementary Teachers' Federation of Ontario,
The Power of Story**

Best Practice: The Power of Story
 Budget: \$40,000
 Scope: National
 Audience: Children and youth

The Power of Story Volume I is a Kindergarten to Grade 8 resource that links the experiences of Canadian girls and women to the Ontario curriculum. This resource offers a collection of stories from a diverse group of Ontarians (not limited by age, race, or cultural or religious background). The stories provide a means for provoking thought and examining attitudes and assumptions.

Elementary Teachers' Federation of Ontario (ETFO) is proud to work to foster a climate of social justice and equity. One of the main objectives of the project was to provide children with tools and strategies to deal with discrimination. The content in Power of Story Volume I empowers students by providing opportunities to learn how to value their experiences through authentic learning experiences of the women featured in the resource. These real life stories effectively address issues of human rights and interdependence.

Integrating Anti-Racist Education into the Curriculum

A diverse group of writers and storytellers created the document. Those featured in the book had not previously thought themselves role models, but they have become so to the readers. Discussion raised through reading the stories provides the necessary dialogue to discuss discrimination and explore strategies to combat it. This initiative had inspired the development of other practical projects. Currently, The Power of Story II is being developed. Over 15 teacher locals across the province are using the resource. ETFO provides workshops to members on how to effectively use the resource.

Understanding the lack of resources that appropriately tackle oppressive attitudes, Power of Story was created for teachers and educators to assist them in integrating anti-racist education into the curriculum. The ability to foster a comfortable climate of story sharing and discussion about inequities and discrimination within a classroom is pivotal in creating a society of acceptance and understanding. This integrated approach aids in the development of an inclusive classroom.

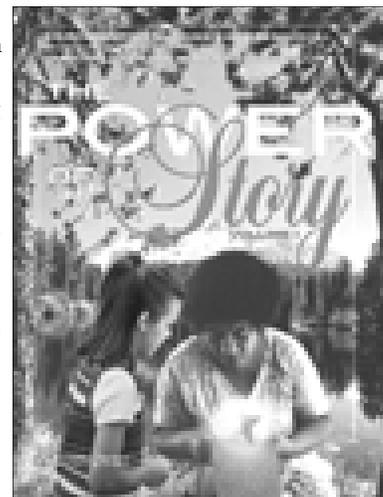
Maintaining the Authenticity of the Voice

The creation of this document posed some difficulties for the authors as they had the responsibility to maintain the authenticity of the voice. The obligation to edit the stories due to length and space restrictions also posed obstacles to the authors, who realized that every part of the story is valid.

The Power of Story Volume I cultivates meaningful school and community connections, promoting representation from diverse members of society and ensuring the inclusion of perspectives and experiences for all to learn from. This link is vital as it promotes a better understanding of the impact of social injustices in society.

Sharing Best Practices?

The focus of workshops would be on how to effectively integrate anti-racist education and tackle uncomfortable issues in a non-threatening way. ETFO could also teach others the process involved in creating such resources.



Best Practice Tool

The Power of Story Volume 1, a kindergarten to grade eight resource that links the experiences of Canadian girls and women to curriculum (19 stories).

Contact

Elementary Teachers' Federation of Ontario, Toronto, ON
 Tel: 416-962-3836
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 www.etfo.ca



Jewish Family Services of Ottawa-Carleton, Community to Community

Best Practice: Community to Community
 Budget: No budget
 Scope: Local
 Audience: Somali community of all ages

Jewish Family Services (JFS) has done extraordinary work in mentoring the Somali Centre for Family Services. That these two groups are working together sends a positive and encouraging message. This model of collaboration works, and can be replicated anywhere if the will and true communal spirit exists in both organizations. It is a unique experiment that has positive ramifications for international collaboration.

JFS has a keen interest in the welfare of the Somali community as there are many parallels between the Jewish and Somali communities. Through much outreach, JFS recognized that the Somali community could not alone advocate for itself. JFS actively promoted the rationalization of service delivery to the Somali community through meetings and collaborative endeavours. Somali Family Services was created under the mentorship of JFS.

Building Community Relationships Based on Respect and Trust

JFS strongly believes in mentoring, and provides professional training (leadership, advocacy, project development, and management skills) to the staff of the Somali Family Centre. Part of the aid came through opening doors to funding opportunities and accepting the financial responsibility of the organization. The relationship between JFS and the Somali Family Centre is built on respect and trust and came about through the actions of people who deeply care about the community.

This collaboration has made a significant impact on the Somali community as a whole. There is strong leadership

coming out of the community and Somali professionals are now delivering services to their own community. The Centre is viewed as a credible Somali organization that is sought after for information and collaboration on many initiatives.

Overcoming Suspicions and Cultural Barriers

The two organizations now collaborate on a number of issues. However, this relationship took some time to develop due to suspicions and cultural barriers faced by both groups. The crucial issue of trust required many frank and honest discussions to overcome.

These past two years have been extremely difficult and rewarding for both the Jewish and Muslim communities—as such, JFS believes this story needs to be told. There has been a focus on negativity for too long, and if we hope to continue building strong, active communities, we need to work together.

Sharing Best Practices?

JFS would share the ways in which two very different and often hostile communities are able to work together for the benefit of both their communities and break down social barriers.

Best Practice Tool

JFS' 2002 *Annual Report*, outlining its vision, mission, programs and services, ED's Report, financial information, and staff and volunteer updates.

Contact

Jewish Family Services of Ottawa-Carleton, Ottawa, ON
 Tel: 613-722-2225
 Email: sbrereton@jewishfamilyservices.org





Multicultural Association of Nova Scotia, Youth Against Racism

Best Practice: Youth Against Racism (YAR)
Budget: \$68,745
Scope: Provincial, (but currently only funded within the Halifax Regional Municipality)
Audience: Junior and senior high school youth, teachers, school staff

YAR educates junior and senior high school youth around social justice issues through examining racism, discrimination, and equality; by exposing them to the realities and experiences of others; by providing a supportive environment in which to ask questions, learn, and share; and by encouraging their active leadership and involvement with their schools and communities.

Nova Scotia's population includes a large number of African Nova Scotians, many Aboriginal communities, as well as growing numbers of racially visible and new Canadians. However, Nova Scotia remains largely Euro-centric. YAR was developed in 1996/97 in response to the need to provide a forum for youth to discuss racial issues and develop pro-active strategies.

Creatively Responding to Youth-Identified Needs

The format for YAR has continued to be "youth train-the-trainer." Originally focusing on educating senior high school youth through conferences and workshops, the program has evolved in response to the needs identified by youth. YAR now takes the message to a younger audience; goes to the schools; includes more creative ways to teach; encourages youth to express themselves creatively; reaches youth at their own level; and encourages youth to create their own action plans and set their own goals, while working with teachers and administrators to help support the group.

YAR hopes to achieve success in pro-actively addressing issues of racism and social justice within schools; establishing groups for youth support and development; empowering youth to change their environments by working with others;

connecting youth to resources within their communities; and reducing the incidents of racial conflict within schools.

Making Connections and Ensuring Support

The program has faced barriers including a general reluctance, systemically, to acknowledge that racism and discrimination are issues faced by youth within schools; competing school and student priorities; and the challenge of encouraging schools to commit to fostering and supporting the youth groups, and recognizing what they can do to work towards creating an inclusive and proactive school environment.

Not only do youth want to make an impact on their schools, they want to contribute to changing society. As such, it is very important to allow youth to set their own goals. By working with youth and empowering them to make a difference, YAR hopes to impact the future. YAR remains committed to the elimination of racism in society and in schools, and continues to work towards these goals.

Sharing Best Practices?

The focus of workshops would be the benefits of involving schools and reaching youth through a conference day and on-going partnership model developed by YAR and the programming flexibility needed. Challenges and successes would be shared.

Best Practice Tool

The Multicultural Association of Nova Scotia's information pamphlet, which includes its mission statement, structure, history, and the programs it offers.

Contact

Multicultural Association of Nova Scotia, Halifax, NS
Tel: 902-423-6534
Email: lmatsell@mans.ns.ca
www.mans.ns.ca



**Multicultural Heritage Society of Prince George,
 Building Safer Communities**

Best Practice: Building Safer Communities
 Budget: \$48,640
 Scope: Local focus, but final report and strategic plan to be shared with region
 Audience: Municipal staff, business leaders, community organizations, and general public

A community wide network of dedicated and concerned agencies and individuals was established to advocate for multiculturalism, anti-racism, anti-hate activities, and related issues through education and consultation. The partners have addressed and expanded the recommendations contained in the report "Hate Activities in Prince George", which was unanimously approved by the mayor and council last year.

In the past few years, racial events have come to the forefront in Prince George. Recognizing that hate activities often precede hate crimes, the Society believes that it is imperative to be proactive in stopping racism and promoting diversity through education and a cohesive community. A partnership was formed between the Intercultural Committee, a task force investigating the activities, and the Multicultural Heritage Society. The report sprung from this partnership.

Establishing Community Networks to Implement Anti-Hate Recommendations

The project was developed to expand on the recommendations contained in the report. These are: 1) To advocate for multiculturalism and anti-racism through education and a community network; 2) To develop a community-wide proactive strategic plan to counter racism; 3) To promote participation and an inclusive community; 4) To discourage hate-promoting groups from acting out of Prince George.

The project established a network of community partners, including a contact list of local media personnel. A working relationship with municipal staff has been built—the network is pushing for these staff to require renters to comply with all legislation (including the Human Rights Code). A resource database of information on Hate Groups and a database of organizations able to assist victims have been created.

Effectively Using Controversy to Promote Change

The rental clause may create controversy since the issue of Freedom of Speech vs. Hate Activities/ Propaganda is to be raised. The City Facility's Manager is seeking advice as to the legality and wording of the clause.

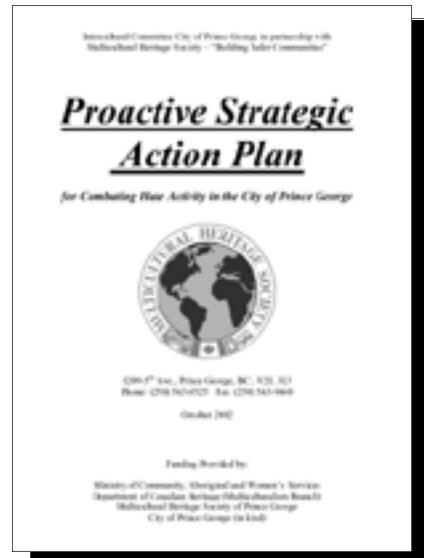
The network has helped the Society understand what occurs in the community. The next steps will be to identify available services, what is needed, and who can best provide the services. Information sharing will avoid duplication of services and work toward a more inclusive community.

Sharing Best Practices?

The Society could offer assistance, information, and resource material (i.e. Strategic Plan) to interested parties, and help them establish their own community network.

Best Practice Tool

The Building Safer Communities Partnership Project's Report to Mayor and Council, which outlines the project's plans and activities, and the Proactive Strategic Action Plan for Combating Hate Activity in the City of Prince George.



Contact

Multicultural Heritage Society of Prince George,
 Prince George, BC
 Tel: 250-563-8525
 Email: mhs.pg@shawcable.com
 www.multiculturalheritage.com



Native Canadian Centre of Toronto, Visiting Schools Program

Best Practice: Visiting Schools Program (VSP)
Budget: \$115,000
Scope: Regional
Audience: Students of all ages, teachers, seniors, and general public

The VSP tours the Greater Toronto Area year-round making cultural presentations to thousands of elementary, secondary, and post-secondary students and teachers. Each presentation is specially customized to meet the needs of the audience. One of the program's objectives is to bring Native people out of the history books and into the lives of young people in Toronto.

NCCT provides a gathering place to deliver programs and services for urban Native people while striving to reflect the traditional Native cultural perspective. It has a 50-year history of delivering community-relevant social, recreational, and cultural programming. The Centre has a variety of programs and services that address the needs of all members of our community.

Promoting Understanding of Aboriginal Cultures Through Drumming and Dancing

The VSP is an outreach program designed to educate and share Native cultures with students and community groups. During presentations, VSP members give drumming and dancing demonstrations, answer questions about First Nations, Inuit, and Métis cultures, and share legends, ceremonies, spiritual, and other cultural practices. When requested, the VSP gives lectures about history and the effects of certain policies on Aboriginal people.

In many instances, this is the first time students have had an opportunity to meet and talk with an Aboriginal person. The VSP is extremely successful in this respect as it showcases Aboriginal cultures and people in a relaxed atmosphere. As the goal is sharing, the VSP encourages participants to ask questions and engage in informal discussions. The continuing success of the program is evident in its increasing number of presentations. This year, there will be more than 25,000 participants.

Overcoming Stereotypes and Meeting the Great Demand for Performances

The biggest challenge faced has been overcoming the stereotypes people hold (based on misinformation and ignorance).

The VSP's purpose is to share Aboriginal culture and sensitize youth so that these youth will become leaders and help make Canada's future better. Another challenge the program is facing is the great demand for performances, which is beginning to outpace the program's ability to meet requests.

The program has received overwhelming support wherever it has toured. In fact, it is now booking for shows six months in advance. The VSP is in a position to expand and handle a greater capacity of requests for performances/presentations. Increased funding is necessary for the program to expand.



Sharing Best Practices?

NCCT would like to present the VSP as a model to be used by other cultural groups in establishing similar programs. NCCT would share experiences (such as overcoming challenges).

Best Practice Tool

The Visiting Schools Program's information manual, a colourful pamphlet which describes the program, its history, and its activities.

Contact

Native Canadian Centre of Toronto, Toronto, ON

Tel: 416-964-9087

Email: derrick_bressette@ncct.on.ca

www.ncct.on.ca





Ottawa Community Immigrant Services Organization, Multicultural Liaison Officer Program

Best Practice: Multicultural Liaison Officer (MLO) Program
Budget: \$723,529
Scope: Local
Audience: Children, youth, parents, and teachers

The MLO program serves the needs of immigrant children in schools. Through the intervention of the MLO—the immigrant/refugee parents, the community, and the school staff are able to work together towards ensuring a good education for the child, increased knowledge about anti-racism, and harmonious integration for immigrants.

The incredible increase in arrival of refugees in the latter part of the 1980s contributed to Canada's cultural mosaic. This new change also brought about friction between the newcomers and the host society. OCISO recognized that the public educational system was a key juncture for cross-cultural communication and miscommunication. As such, the MLO program was piloted.

Partnering Education and Immigrant Settlement Services

The MLO program, which began in 1991, has become an efficient model of service delivery to immigrant families. MLOs come from diverse backgrounds and are able to speak 25 languages, which helps parents and students identify with them. The officers are based at elementary and secondary schools—they conduct formal and informal presentations and private meetings with students, parents, staff, and community service providers in order to meet the stated goals.

This program fulfils a critical role in the development of race relations strategies (through the integration and contribution of immigrants/ refugees into Canadian society) by partnering education and immigrant settlement services. Parents believe that MLOs improved their child's academic progress and social interaction at school, staff have reported that MLO presence and actions have decreased racial tension, and students feel more comfortable at school.

Meeting School Demands for Multicultural Liaison Officers

The greatest challenge is meeting school demand for MLOs. Due to budgetary restraints, OCISO is unable to fulfill these requests. Other challenges and constraints encountered have been the difficulty of changing bureaucracies and systemic discrimination.

Through the intervention of the MLOs, the parents, school staff, and students are able to work together toward shared goals: a good education for the students, increased cultural competence for all school staff, and harmonious integration and contribution of immigrants and refugees into Canadian society. This ongoing initiative has been, and continues to be, very successful.

Sharing Best Practices?

OCISO could provide a workshop sharing the MLO model of service delivery.

Best Practice Tool

OCISO's information manual, which describes the organization and its services, such as the settlement, counseling, MLO, and Language Instruction for Newcomers to Canada programs.

Contact

Ottawa Community Immigrant Services Organization,
Ottawa, ON
Tel: 613-725-0202 ext. 314
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www.ociso.org



Award of Honour



**Sioux Lookout Anti-Racism Committee,
"5 Days for the Future" and "4 Days for Change"
Regional Youth Conferences**

Best Practice: "5 Days for the Future" and
"4 Days for Change"
Regional Youth Conferences
Budget: \$25,000
Scope: Regional
Audience: Youth

In an attempt to reach out to young people growing up in the isolated and often culturally segregated environment of Northwestern Ontario, SLARC set out to develop a successful model for youth education and involvement. The result has been a dynamic and original format for regional youth conferences. The two conferences helped to break down barriers by bringing youth face-to-face with current social justice issues in a stimulating, interactive environment.

Sioux Lookout is a small town located in remote Northwestern Ontario with population demographics of approximately 50% Aboriginals and 50% Euro-Canadian settlers. Young people confront significant challenges; many have been raised with intolerant and biased attitudes toward people outside of their own community/cultural group. SLARC's mandate is to help all residents and visitors to the community learn to work and live together while respecting and celebrating differences.

Youth Coming Together to Generate Creative Solutions

Five key elements make this youth conference model unique and effective: 1) Involvement of youth in all stages; 2) Addressing the isolation felt by young people; 3) Shifting the emphasis from dark issues toward creative solutions; 4) Interaction between the two dominant cultural groups; and 5) Focusing on creating initiatives after the conference (such as tackling racism, workers rights, and dealing with the police).

The positive impact of this initiative has been evidenced through increased interaction between Aboriginal and non-Aboriginal youth due to increased cultural understanding; increased involvement of Aboriginal youth in post-conference activities; and the development of successful, on-going post-conference programs for youth (such as those mentioned above).

Bringing Local Schools Aboard

One of the challenges faced is fostering an appreciation for the importance of the conferences with local schools—administrators have often taken the position that time spent away from regular school instruction is expendable. As such, SLARC has tried to include high school teachers as workshop facilitators. Engagement of students from the local First Nations high school has also been a challenge.

Development of a successful model for youth education and engagement has rested primarily on SLARC's ability to involve youth at all levels of planning and implementation. This has required a willingness to let go of pre-conceived ideas about what youth need and believe. The response by conference delegates has been electric, and the commitment to on-going initiatives has demonstrated a deep shift in attitudes.

Sharing Best Practices?

SLARC could share its model for a successful youth conference through presentations made by youth who have been directly involved in the planning and implementation of the conferences.

Best Practice Tool

Colour photographs of SLARC's regional youth conferences, showing delegates, special guests, activities, and the flavour of the symposia.

Contact

Sioux Lookout Anti-Racism Committee, Sioux Lookout, ON
Tel: 807-737-1501
Email: slarc@sioux-online.com



The Canadian Islamic Congress, Media Research Project

Best Practice: Media Research Project
Budget: \$30,000
Scope: National
Audience: General public, journalists,
students of journalism

The distorted perception ("image distortion disorder") that Islam condones and encourages violence is largely created by the media. Image distortion disorder is particularly dangerous in Canada given its diverse population. Since 1998, the Canadian Islamic Congress (CIC) has conducted a pioneering annual study of anti-Islam in the media. This study has led to a modest overall improvement in the usage of anti-Islam language.

Canadian media are creating a social crisis based on the religion of one identifiable group; this manifests itself in loss of identity and self-esteem, especially among teenagers. It also creates discrimination, hate-mongering, acts of vandalism, and false accusations by authorities. Anti-Islam in the media has a devastating effect on every Canadian who cares about the well-being of this country and it insidiously undermines every effort to sustain our social and civil peace.

The Study Showed an Improvement in Anti-Islamic Messaging in Canadian Dailies

Treating the media's entrenched anti-Islam "disease" is not easy. Only if all of us acknowledge the existence of this phenomenon can we begin to effectively deal with it. In order to accomplish this, CIC has studied anti-Islam in the media for several years using a ten point "grading" system. This gives both a measure of anti-Islam as well as a measure of harmful impact on readers (based on newspaper circulation).

This pioneering study has led to a modest overall improvement of 17% in the usage of anti-Islam language (between January 1, 1998 and September 10, 2001). In addition, major Canadian schools of journalism are conducting research on media bias against minorities. Academics have praised CIC's work, saying that it has been instrumental in increasing a greater awareness and sense of responsibility by many Canadian journalists and editors to choose words, images, and stories carefully.

Exposing those who Advance Anti-Islam in the Media

The challenge to combat anti-Islam in Canada is great. If Canadians in general and Canadian Muslims in particular do not work hard to combat anti-Islam and expose those who are advancing it, the practice of anti-Islam will go on and on. This is a question of basic principles.

The CIC would look forward to the opportunity to expand the study to include the electronic media.

Sharing Best Practices?

The CIC would train other organizations to conduct similar research in bias media. The basis of any workshop would be to present the model and approach.

Best Practice Tool

The Fourth Annual Study of Anti-Islam in the Canadian Media's purpose is to evaluate coverage and cite offensive material. It is not an opinion poll, but rather a reflection of what the Muslim community and CIC consider a serious problem.

Contact

Canadian Islamic Congress, Waterloo, ON
Tel: 519-746-1242
Email: cic@cicnow.com
www.cicnow.com





The United Nations
Association in Canada

United Nations Association in Canada, Youth Forums Against Racism and The Kit: A Manual by Youth to Combat Racism through Education

Best Practice: Youth Forums Against Racism (YFAR) and The Kit: a Manual by Youth to Combat Racism through Education
Budget: \$183,000
Scope: National
Audience: Youth

YFAR was launched in 2001 to provide a space where youth could meet to share experiences, discuss pertinent issues, and design educational methods to prevent and combat racism. At the forums, diverse youth worked together to generate ideas/concrete actions to best address racism through education. The end result was The Kit—an innovative, long-term, anti-racism education model developed by youth and for youth.

UNA-Canada launched the YFAR initiative in recognition of the "UN International Year of Mobilization against Racism, Racial Discrimination, Xenophobia, and Related Intolerance." Youth delegates had the opportunity to take part in one of four regional forums leading up to a national forum.

Youth-Directed Process and Product

YFAR and The Kit are a best practice model in two primary ways: 1) In terms of the process used to engage youth and empower participants to then direct a project responding to their own needs and goals, and 2) In terms of the product (The Kit), which was designed, produced, implemented, and evaluated by youth. It is an innovative, action-oriented tool to be used by youth, youth workers, educators, anti-racism groups, ethnocultural organizations, Aboriginal groups, etc.

Canadian youth who have used The Kit have responded positively, seeing it as: 1) An effective and attractive tool that will appeal to a large audience; 2) Containing a wealth of information; and 3) Facilitating their anti-racism work. Because The Kit has been identified as an accessible, youth-friendly, action-oriented, and engaging tool, a wide range of youth groups have employed it in anti-racism work.

Mobilizing Resources to Enable Interested Youth

A surprising challenge has been gaining sufficient resources to facilitate and support the overwhelming amount of interest by youth to "get involved" in community action. The Kit was therefore designed for all youth (regardless of experience). A major current challenge is mobilizing resources to reproduce The Kit.

UNA-Canada believes that the Youth Forums Against Racism and The Kit are indeed a best practice model for youth-focused anti-racism work. This project was built on the knowledge and expertise of youth and will shape the continued struggle against racism in Canadian society.

Sharing Best Practices?

UNA-Canada would share the process used to engage youth and empower participants in directing a project to meet their needs as well as the product itself (The Kit) and encourage participants to use this tool themselves.

Best Practice Tool

UNA-Canada's bilingual manual: The Kit: A Manual by Youth to Combat Racism through Education, which provides tools for youth, information regarding current issues in racism, myths and misconceptions, and resources.



Contact

United Nations Association in Canada, Ottawa, ON
Tel: 613-232-5751
Email: info@unac.org
www.unac.org and www.unac.org/yfar

Vancouver Holocaust Education Centre



Vancouver Holocaust Education Centre, Open Hearts – Closed Doors: The War Orphans Project

Best Practice: Open Hearts – Closed Doors: The War Orphans Project
 Budget: \$87,280 - financial investment provided by the Department of Canadian Heritage for the Virtual Museum of Canada.
 Scope: National
 Audience: Youth, teachers, and the general public

Open Hearts – Closed Doors is an educational, multi-media web project that chronicles the lives of eight war orphans as they emerged from the Holocaust into displaced person camps and onto the ships that led them to new lives in Canada. Between 1947 and 1949, the War Orphans Project brought 1,123 Jewish children and youth orphaned by the Holocaust to Canada.

Canadian immigration policies at the time constituted a "paper wall," of regulations, which barred or severely restricted the entry of many "undesirable" ethnic and racial groups. The War Orphans Project is a case study that young people can use to understand the effects of racism and ethnically selective immigration policies on minority groups in Canada.

Addressing the Distinctly Canadian Aspects of the Holocaust

The innovative content makes use of the orphans' own words and artefacts (such identity cards, diaries, and travel documents) as well as primary documents and photographs to provide students with a powerful learning experience about the Holocaust, racism and Canadian immigration during the 20th Century. It uses the affinity of age between young people today and the young survivors to create a sense of historic empathy and to build a powerful learning experience about the consequences of racism.

This project extends the educational reach of the VHEC as a resource for Holocaust-related anti-racism programs and materials. Available in both English and French, the project provides extensive support for teachers in the form of a teacher's guide, web links, maps, and pop-up glossary terms that can be used online or downloaded as printable classroom materials. The site is unique in addressing the distinctly Canadian aspects of Holocaust history.

Adapting and Building on a Previous Exhibit for an Online Format

The VHEC had no experience using the Internet for purposes of educational outreach. They had to create an entirely different context and a different experience for viewers than they had done for the original 1997 exhibit. An enormous amount of work was demanded by this new medium, new sections added, more interviews conducted and many more images needed.

The online web site presents a smaller, more intimate scale with opportunities for the viewer to trace multiple paths through the materials. However, like the original exhibit, the web version maintains the focus squarely on the orphans' narratives and the artefacts, which carry the weight of evidence, represent the history and speak to the wider issues of systemic racism.

Sharing Best Practices?

The focus of the workshop would be the use of oral histories and artifact-base learning as teaching strategies for developing historical consciousness and anti-racism education.

Best Practice Tool

Several web pages from VHEC's Open Hearts-Closed Doors web project, which include information about Displaced Persons Camps, New Lives, and Learning Resources.

Contact:

Vancouver Holocaust Education Centre, Vancouver, BC
 Tel: 604-264-0499
 Email: fmiller@vhec.org
 www.vhec.org



Award of Honour



Vision TV

VISIONTV

Best Practice: Vision TV
Budget: \$5,000,000
Scope: National
Audience: General public, adults (18+)

As a multi-faith/multicultural broadcaster, Vision TV is committed to programming that celebrates diversity and community, and helps to build bridges between people of different faiths and cultures. Vision TV promotes understanding and tolerance by fostering greater awareness of how other cultures view the world. The network has provided apprenticeships for individuals of visible minority backgrounds.

Vision TV was licensed in 1987 by the CRTC because broadcasting policy-makers recognized the need for a national television network that speaks to the spiritual lives of all Canadians. Vision TV reflects the fundamental Canadian values of understanding and tolerance. In 1998, Vision TV celebrated its 10th anniversary with 10 half-hour broadcasts featuring Canadian and international leaders in human rights.

Eliminating Systemic Racism by Bringing Diverse People Together

Vision TV's unique programming is designed to bring together individuals from different faiths and ethnic backgrounds. The network creates public awareness and education designed to eliminate systemic racism in Canada. Approximately half of the broadcast schedule consists of paid programming produced by various faith groups. Vision TV also commissions and broadcasts a wide variety of documentary programs that explore the experiences of visible minorities.

There are many within the industry that would say that Vision TV sets a standard for diversity in broadcasting—it has received many awards. Vision TV has also had successes with its website, namely "Remembering Rwanda" and "Vision TV Insight". As a result of its constant support to racial minorities, Vision TV's current and past employees of visible minority groups have had many successes.

Offering an Even Broader Range of Programs in an Era of Uncertainty

As the Canadian population continues to grow more diverse, Vision TV is challenged to respond by offering an even broader range of programs that explore faiths and cultures. The future holds great uncertainty for independent broadcasters mandated to fulfil public needs. One fear is that the wealth of opinions and insight that viewers enjoy will be diminished—unless society can find some way to maintain a balance between profitability and the public interest.

Vision TV is a unique entity that is committed to offering programming that celebrates diversity in all its forms. At the same time, it works to promote greater diversity within the broadcasting industry at large by helping to provide opportunities for visible minority persons.

Sharing Best Practices?

Vision TV could discuss helping to advance the careers of racial minorities within the broadcasting industry and supporting the production and broadcast of new programming that promotes understanding and tolerance.



Best Practice Tool

Vision TV press releases describing programs to be aired, including "Residential Schools: Moving Beyond Survival," "Of Human Bondage," "Hooray for Bollywood," and the sitcom "Lord Have Mercy."

Contact

Vision TV, Toronto, ON
Tel: 416-368-3194
Email: visiontv@visiontv.ca
www.visiontv.ca



YWCA of Peterborough, Victoria, and Haliburton, Internal Anti-Racism/ Anti-Oppression Committee

Best Practice: Internal Anti-Racism/ Anti-Oppression Committee (ARC)
 Budget: \$15,000
 Scope: Local
 Audience: Social service providers, in particular members of women’s shelter agencies

The Committee actively promotes anti-racism work at the YWCA. While the focus has been primarily agency-based (80 staff/volunteers receive training each year), the impact echoes beyond the confines of the organization to clients, volunteers, and staff family members. In a community such as Peterborough, which often denies the presence of local racism, such a commitment to anti-racism is unusual.

In October 1993, an independent team of consultants hired by the YWCA submitted a Program Review which highlighted the systemic barriers racialized women, lesbians and women with disability were facing in the organization. The YWCA made the document public and committed itself to the recommended changes. As a result of this process, the Anti-Racism Committee (ARC) was created. Its goal was to engage all departments and work sites in charting a path for creating an anti-racist, open, and welcoming organization. The context for ARC’s creation was a clash between Aboriginal women and YWCA staff members.

A ‘Train the Trainer’ Model Makes Anti-Racism Everyone’s Responsibility

Committee members recognized that in order to address racism within the YWCA, diversity needed to be fully integrated within the Committee itself—it represents a cross-section of all levels of the organization and includes racial minority persons. From the onset, ARC adopted a "Train the Trainer" model—internal committee providing internal training and accessing external support—to facilitate anti-racism work. This made clear that Anti-Racism is everyone’s responsibility.

YWCA has been recognized for its work in creating an anti-racist environment. The committee sends a strong signal that racism must be addressed. The training conducted is innova-

tive in nature and impacts the community as a whole. The YWCA has also adopted an Anti-Racism/Anti-Oppression Policy to formally address incidents of racism. Moreover, it has worked at making its hiring processes more equitable—this has led to a diversification in staff/volunteers and a high level of client satisfaction.

Understanding the On-Going Nature of the Work

The challenges faced by the Committee stem from the on-going nature of this work, especially given the broader societal and political context, which does not easily recognize the issue of racism nor does it place this issue as a top priority. ARC also struggles with a lack of funding (also greatly due to the political context), which makes it difficult to maintain its focus on teaching (thus long-term change).

This project sends a strong message to the YWCA and the community that anti-racism work is critical. It clearly indicates that community agencies such as the YWCA are committed to change and have become true allies in the journey of creating a new society built on equity and respect for all citizens.

Sharing Best Practices?

YWCA’s workshop would focus on the need to establish sustainable organizational structures that can lead to long-term change.

Best Practice Tool

YWCA’s pamphlet entitled *Helping Ordinary Women and their families do the Extraordinary*, which states YWCA’s beliefs as well as its programs aiming to eliminate violence, poverty, and oppression.



Contact

YWCA of Peterborough, Victoria, and Haliburton, Peterborough, ON
 Tel: 705-743-3526
 Email: bmcewen@ywcapeterborough.org
www.ywcapeterborough.org

2003 Award of Excellence Nominees



The Canadian Race Relations Foundation would like to thank all the nominees of the 2003 Award of Excellence Program for their dedication and commitment toward eliminating racism in Canada.

- Abbotsford Community Services, B.C.
- Aboriginal Student Centre, University of Manitoba
- Affiliation of Multicultural Societies and Service Agencies of BC
- Anishinabek Nation - Union of Ontario Indians
- Anti-Racism Coalition of Peel
- Calgary Immigrant Women's Association
- Canadian Bar Association
- Canadian Teachers' Federation
- Catholic Community Services of York Region
- Centre d'amitié autochtone de Val-d'Or
- Circle of Life Thunderbird House
- Committee on Race Relations and Cross-Cultural Understanding
- Communauté Ha_tienne du Canada HRR
- Community Builders
- Council of Canadian of African and Caribbean Heritage
- Elementary Teachers' Federation of Ontario (First Nations and Racialized Women's Leadership)
- Elementary Teachers' Federation of Ontario (Power of Story)
- FCJ Hamilton House Refugee Project
- Human Rights and Race Relations Centre
- Images Interculturelles
- Islamic Social Services Association Inc.
- Jewish Family Services of Ottawa-Carleton
- Maison Culturelle Arabe
- Maison des cultures amérindiennes
- Manitoba Interfaith Immigration Council Inc.
- Middle East Police Advisory Committee
- Mission Community Services Society
- Multicultural Association of Nova Scotia
- Multicultural Heritage Society of Prince George
- Native Canadian Centre of Toronto
- Ottawa Community Immigrant Services Organization
- Regional Multicultural Youth Council
- Rencontre Interculturelle des Familles de l'Estrie
- School of Journalism, Ryerson University
- Sioux Lookout Anti-Racism Committee
- Student Union of Confederation College/
Oshki-Anishnawbeg Student Association
- Students Against Discrimination
- The Canadian Islamic Congress (CIC)
- The Centre for Addiction and Mental Health
- Toronto Police Service
(Racial Pride and Consciousness Trilogy)
- Toronto Police Service (Community Relations Section)
- Trinidad & Tobago Cultural Society of B.C.
- Ukrainian Canadian Civil Liberties Association
- United Nations Association in Canada (UNA-Canada)
- Vancouver Holocaust Education Centre
- Vision TV
- YMCA of Greater Halifax/Dartmouth
- YWCA of Peterborough, Victoria and Haliburton

ELIMINATE RACISM

Award of Excellence

CRRF History and Mandate

Established as part of the 1988 Japanese Canadian Redress Agreement, the Canadian Race Relations Foundation works at the forefront of efforts to combat racism and all forms of racial discrimination in Canada.

The Foundation officially opened its doors in November, 1997. Its office is located in Toronto, and its activities are national in scope. The Foundation operates at arm's length from the federal government. Its yearly operational budget of approximately two million dollars comes from the income generated by investing the federal government's one-time endowment fund as well as donations. The Foundation has registered charitable status.

The Canadian Race Relations Foundation is committed to building a national framework for the fight against racism in Canadian society. It strives to shed light on the causes and manifestations of racism; provide independent, outspoken national leadership; and acts as a resource and facilitator in the pursuit of equity, fairness, and social justice.

CRRF Award of Excellence Program

The Canadian Race Relations Foundation's Award of Excellence Program serves to recognize public, private, and voluntary organizations whose efforts represent excellence and innovation in race relations practice in Canada. A total of \$20,000 in cash and prizes is awarded bi-annually.

The Awards Program serves to further the Foundation's mission to eliminate racism in Canada; acknowledge best practices and honour excellence in the field of race relations; collect information and materials aimed at the elimination of racism; establish partnerships with a broad range of organizations; and celebrate achievement in the struggle against racism in Canada.

A major component of the program is the Award of Excellence ceremony and a symposium. These events serve to raise the profile of the CRRF and to highlight the achievement of the many winners. The symposium serves to address key issues in anti-racism in Canada and enables the CRRF to share best practices in the field, and to reach out to anti-racism practitioners across Canada.

In 2003, the Award of Excellence ceremony and symposium was held in Toronto, Ontario. For more information about this program and others, contact the CRRF office.

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