



**CENTRE  
FOR RACE  
AND CULTURE**

# Recommendations for addressing racism in Alberta

## Executive Summary

For over 20 years, the Edmonton Centre for Race and Culture (CFRAC) has brought together diverse people with an interest in promoting and supporting individual, collective, and systemic change to address racism and encourage intercultural understanding. CFRAC is a trusted source for generating, gathering, and sharing reliable and accurate information on anti-racism. Our expertise spans workplace development, community building, research, and education.

The work of the Centre for Race and Culture is research-based and ground-tested for relevance to a variety of contexts. Our publications include resource manuals, research reports, and ethno-cultural compilations. The attached document highlights some of our previous research that has resulted in a number of consistent findings and recommendations for addressing racism and discrimination in Alberta, particularly in the context of education and workplaces. These include:

- The collection of race-based data, especially in schools (for both students and staff)
- Equity in hiring, including recruiting and retention of racialized and Indigenous staff
- Providing consistent, system-wide training to staff on cultural awareness and racism

We also strive to learn from the work of other initiatives and organizations, both nationally and internationally. Some of the promising practices we recommend, which are highlighted in the attached materials, include:

- Create collaboration between government, non-profit, community, and academic partners
- Conduct robust community engagement through all stages of project planning, implementation, and evaluation
- Increase public education and awareness of systemic racism
- Ensure an anti-racism perspective is applied in creating, implementing and evaluating policies, programs and services

Copies of some of the research reports referenced in this compiled document are included on the attached USB. Additional copies of most of these documents, as well as other research and program documents, can be downloaded from our website at [www.cfrac.com](http://www.cfrac.com).



# Recommendations for addressing racism in Alberta

	Projects/ Programs	Description and Key Lessons Learned	Recommendations
<b>How do community members experience racism?</b>	<b>Mapping Journeys Research Project (2016 - 2017)</b>  Research conducted by CFRAC  A copy of a background document is enclosed on the attached USB.	The purpose of this research project is to explore the gaps and barriers individuals face when accessing complaint processes or other avenues of recourse/support after experiencing a critical incident of discrimination or harassment related to their racial, religious or cultural identity.  Research involves two phases:  Phase One involves interviewing Edmonton-based organizations who are first points of contact for individuals to understand the landscape of supports available to individuals.  Second phase involves interviewing and documenting case studies of individuals' experiences navigating organizations.	Final recommendations will be forth-coming in release of research paper Fall 2  Preliminary analysis includes recommendations related to the difficulties of navigating support and reporting systems, cultural barriers within these systems, barriers/disconnects between organizations/systems, awareness of support/reporting options, and mismatch between individual experiences and legislative/policy remedies.
	<b>Needs Assessment and School-wide survey of experiences of racial discrimination at Strathcona High School (2013-2014)</b>  Research conducted by CFRAC	Staff survey completed by 73 teachers found teachers did not feel they received sufficient cultural diversity or anti-racism training. 70% of the teachers would be interested in further training if provided. Only 50% of the staff were familiar with the EPSB Multicultural Education Policy and the Aboriginal Education Policy.  Student survey was completed by 883 students; 1/3 of students' identified as racialized and 25% identified as being born outside of Canada.  Half of students reported that they felt staff at their school deal effectively with bullying and 53% said they felt comfortable reporting a racist incident to school staff.  The most commonly reported form of discrimination was racial/ethnic jokes and the students perceived that top two groups of students targeted were Blacks and Asians.	Recommend the collection of race-based data within the Alberta school system for both students and education staff.  Recommend regularly collected surveys on students and staff experiences and perceptions of equity and discrimination in schools.  Recommend equity in hiring of teachers of colour



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<b>How do community members experience racism?</b>	<p><b>Equity in Edmonton Schools Research Report (2004)</b></p> <p>Research conducted by CFRAC</p> <p>A copy of the final report is enclosed on the attached USB.</p>	<p>Research project focused on understanding racial equity in Edmonton schools across the three districts (Edmonton Public, Edmonton Catholic and the Francophone School District).</p> <p>Research methods included: 12 focus groups with 133 parents from Edmonton Public and Edmonton Catholic School Boards, as well as surveys with 148 grade 10 social studies students within Edmonton Public.</p> <p>Key findings include:</p> <ul style="list-style-type: none"> <li>• Racialized students felt less safe in school than mainstream students and experienced more incidents of exclusion.</li> <li>• Racial jokes were quite common within schools, between students.</li> <li>• There was a shortage of racialized and Indigenous staff in school and parents perceived inequities in hiring practices.</li> <li>• Curriculum content often did not reflect accurate representations and histories of students of colour.</li> <li>• When school administration were approached about incidents of racism or discrimination the most common reaction was defensiveness and denial that a problem existed, leaving little room for improvement and change.</li> </ul>	<p>Recommend providing consistent, system-wide training of all school personnel on cultural awareness and racism.</p> <p>Recommend examining the equity of hiring polices across racial groups, and include recruiting and retention of visible minority and Indigenous teaching staff.</p> <p>Recommend developing curriculum resources to assist teachers with cultural sensitivity and positive race relations.</p> <p>Recommend keeping statistics on educational experiences of Indigenous and visible minority students (e.g. on achievement, special labels assigned, movement between schools, disciplinary measures and drop-out rates)</p> <p>Additional recommendations for Indigenous, ESL and refugee students can be found in the report</p>
	<p><b>Challenges faced by Visible Minority Teachers in six Alberta Districts (2005)</b></p> <p>Research conducted by CFRAC</p> <p>A copy of the findings is enclosed on the attached USB.</p>	<p>Qualitative research project with 12 visible minority teachers from six districts in Alberta. Key Findings:</p> <ul style="list-style-type: none"> <li>• Racism is prevalent amongst the staff of Edmonton area schools.</li> <li>• Some teachers belonging to visible minority groups noted they don't "fit in", their competence is questioned, they face harassment or defensiveness from others, and there is active resistance from their colleagues to know or learn about others.</li> <li>• Visible minority students often look to visible minority teachers as a way to feel more secure from discrimination that they may also face themselves.</li> </ul>	<p>Recommend examining the equity of hiring polices across racial groups, and include recruiting and retention of visible minority and Indigenous teaching staff.</p>



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<b>Community Anti-Racism Initiatives</b>	<b>Anti-racism training</b>  Delivered by CFRAC, and CRC Consulting (a social enterprise initiative of CFRAC)	We have 20 years of experience delivering anti-racism education to a range of audiences across many disciplines.  Key Lessons: <ul style="list-style-type: none"> <li>• Training is a good foundation and starting place for anti-racism work, but cannot be the stand-alone initiative.</li> <li>• Effective anti-racism training acknowledges people come to this topic with different understandings and experiences and thus should begin where people are at.</li> </ul>	Recommend anti-racism training for provincial staff in an on-going manner. Training should be at least a full day in length.
	<b>Bamboo Shield Program and Curriculum (2009 – 2014)</b>  Program delivered by CFRAC  A copy of the program guide and evaluation are enclosed on the attached USB.	The Bamboo Shield program ran in newcomer classrooms from 2009-2014 and focused on building resiliency skills in immigrant and refugee students and how to cope with some of the stressors unique to newcomer lives, including racism. Program led to the development of a curriculum for use within the formal education system or within community groups.  Program also included a one-year pilot with Indigenous students	Recommend resources developed for at-risk youth be adapted for racialized or Indigenous youth, as they don't account for the unique circumstances faced by these youth due to their cultural and racial identities.
	<b>March 21st Awareness Campaign</b>	On the day declared by the United Nations to be International Elimination of Racial Discrimination Day (March 21), our efforts to engage our community in becoming more aware of racism and build understanding between all of us has created annual activities such as events, ceremonies, and celebrations in a step towards building an inclusive society free of racism.	Recommend the provincial government continue to fund commemorative projects for March 21st each year.



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<b>Community Anti-Racism Initiatives</b>	<p><b>Peace Ambassadors, Keshotu Leadership Academy, and Oti Nikan Leadership Academy</b></p> <p>Programs delivered by CFRAC</p>	<p>Youth-based Programming for diverse youth (Peace Ambassadors), Black youth (Keshotu Leadership Academy), and Indigenous youth (Oti Nikan Leadership Academy)</p> <p>Program outcomes, evaluations, and other research have shown that programs focused on anti-oppression in youth have significant impacts, because individual identities and norms are still in development and there is greater opportunity to have meaningful change.</p>	<p>Recommend working with youth as an important opportunity to change norms and use anti-oppressive approaches before there is “buy in” to racism</p>
	<p><b>Stophateab.ca Website</b></p>	<p>The Alberta Hate Crimes Committee (AHCC) is a unique multi-sectoral collaboration that brings together law enforcement, government, non-profit, community, and university stakeholders to strategically address hate crimes and incidents in Alberta and collaborate on efforts that contribute to making Alberta a hate-free province.</p> <p>The vision of the AHCC is to foster an environment where Albertans are living in an inclusive, safe, caring and respectful hate-free community.</p> <p>Stophateab.ca was launched in February 2017 by the AHCC as a resource to document hate incidents, something that is not currently tracked, in order to start to get a better picture in Alberta as to what are the hate incidents’ people are experiencing and where.</p>	<p>Recommend financially supporting this website’s continued operation and annual reporting on statistics.</p>