

Anti-Oppressive Practice in Youth Work

Facilitated by: Nene Kwasi Kafele



YOUTHREX
Research &
Evaluation eXchange



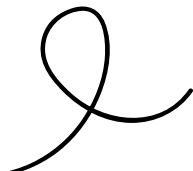

RECOGNIZING THE LAND & THE PEOPLE

Source: native-land.ca



RECOGNIZING THE LAND & THE PEOPLE

YouthREX's provincial office is located at York University. Both YouthREX and York University recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.



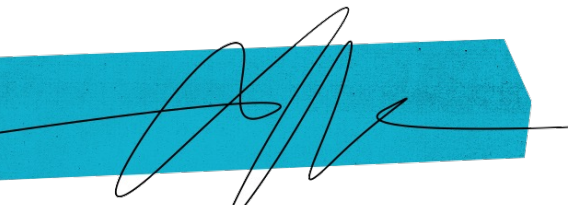
ABOUT YOUTHREX

OUR VISION

An Ontario where shared knowledge is transformed into positive impact for all youth.

OUR MISSION

To make research evidence and evaluation accessible and relevant to Ontario's youth sector through knowledge exchange, capacity building, and evaluation leadership.





Knowledge Exchange

We create and curate evidence-based resources to support youth work practice, and to amplify the voices and experiences of young people in Ontario.



Learn by YouthREX

We offer professional development opportunities for youth workers to learn, connect, and share – both online and offline.

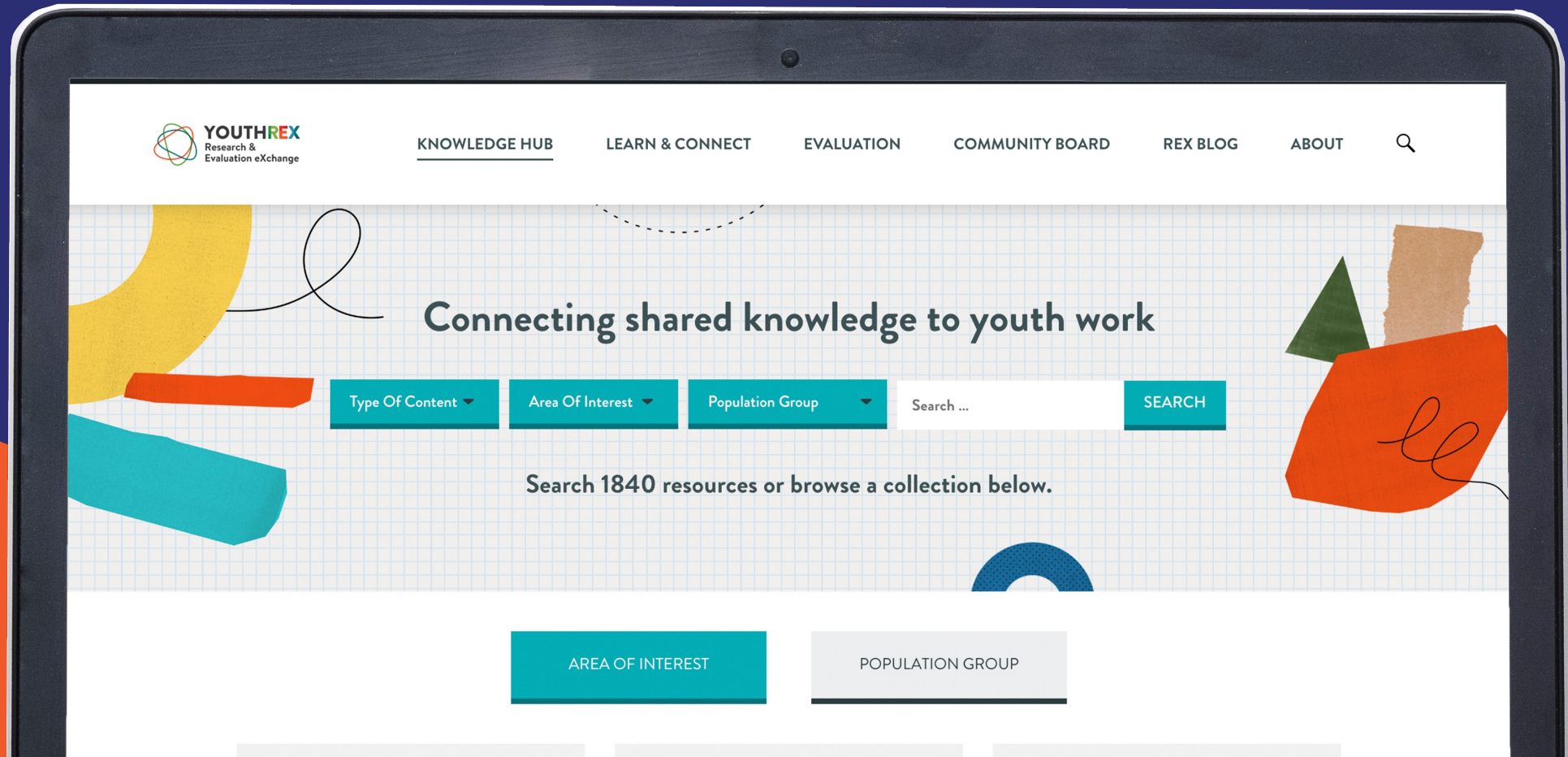


Youth Program Supports

We work with youth programs to support the design, development, and evaluation of their work with young people.

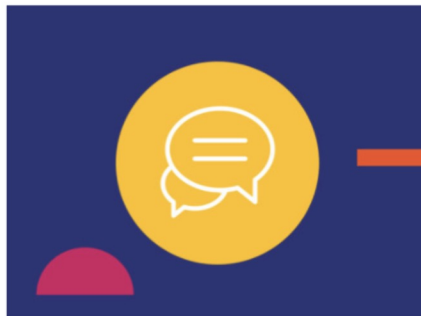
Visit Our Knowledge Hub!

Browse 1800+ resources to support youth work practice and amplify the voices and experiences of young people.



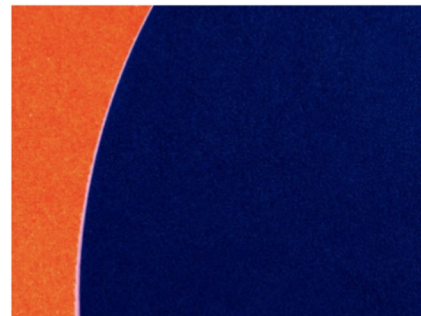
Connect. Share. Learn.

Join our Virtual Café for Ontario's youth sector!



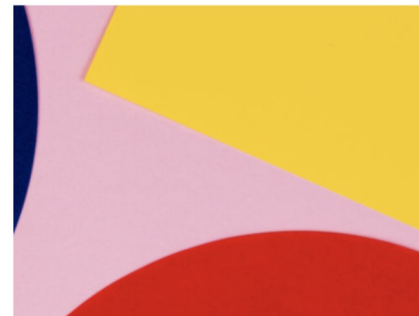
Centering Black Youth Wellbeing

4 days, 23 hours ago



Critical Youth Work

1 month, 1 week ago




Evaluation and Youth Work


1 week ago




RECENT DISCUSSIONS

What challenge with evaluation mentioned by participants in the Beyond Measure study is similar to a challenge that your youth program / organization experiences? by  REX Virtual Cafe

1 week ago

What are good practices for making sure that youth can make an informed decision about participating in an evaluation of a youth program? by  REX Virtual Cafe

1 week ago

What is your youth program's "recipe"? What are the key components (activities / interventions)? by  REX

Nene Kwasi Kafele

Nene Kwasi Kafele is an Elder and community organizer. For close to 40 years, Nene has provided human rights and social justice leadership in Canada (especially Toronto and Halifax), the Caribbean and Africa.

Nene is an organizer, teacher, trainer, researcher, community advocate, motivational speaker, youth advocate and conflict transformer.

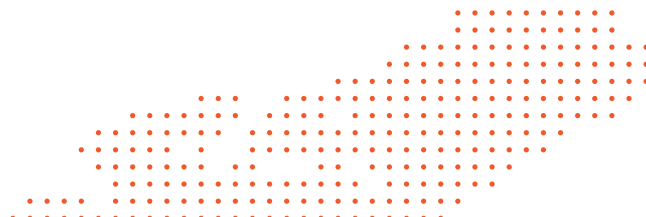
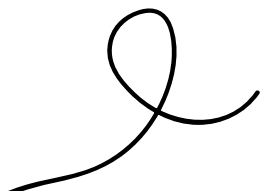


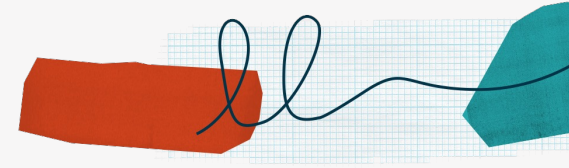


ANTI-RACISM, ANTI-OPPRESSION SOLIDARITY STATEMENT

We observe a moment of silence to honour those who have led lives of service; those who have stood up for social and economic justice, have sacrificed so that we may be here, have confronted and dismantled oppressive practices and institutions and have built affirming and equitable examples to inspire us all.

You who stood against economic exploitation, homophobia, racism, gender discrimination, religious bigotry and other oppressive forces; we stand on your sturdy, courageous shoulders. We thank you. We honour you.





NETIQUETTE EXPECTATIONS

1. **Use of video.** *If you are comfortable and have the technology, please turn on your cameras. This will really help me to facilitate and engage with everyone. This will also help you to engage as well.*
2. **Values:** *Respect of shared space, opinions, identities, etc.*

AGENDA

DAY 1

- Welcome/Warm Up
- Introductions/Expectations
- Values and Assumptions
- Setting the Context: Understanding Power and Privilege
- Self Assessment Checklist

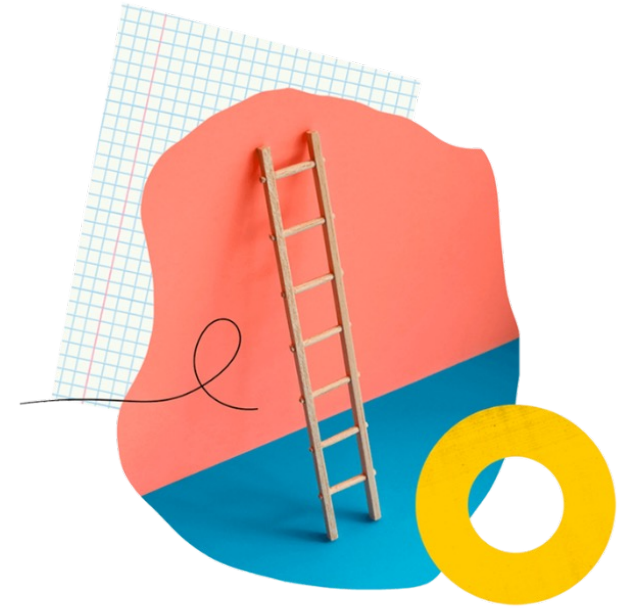
DAY 2

- Anti-Oppression Principles and Practices: A Youth Focus
- Trauma: The Impact of Oppression and Marginalization
- : Case Snippets
- Group WorkOrganizational Practice Tools
- Some Next Steps: Personal, Organizational

Close

WELCOME & INTRODUCTIONS

1. Your name (noun/pronoun)
2. What skills & tools do you want to leave the training with?





LEARNING OBJECTIVES

- **Build awareness**, analysis and skills to work effectively with youth by enhancing the **understanding of anti-racism, anti-oppression and equity**.
- **Build effective program delivery practice capacity** by using an anti-oppression, anti-racism approach
- **Provide relevant tools, resources** and connections to support ongoing work in this area



VALUES AND ASSUMPTIONS ACTIVITY

1. Most people who claim to be oppressed often use this as an excuse to cover up unprofessional behaviour in the workplace (punctuality, work production, etc.).
2. Staff members who commit acts of racism, sexism, heterosexism, or other discrimination should be fired.
3. Although we have an important role in our youth work to be social justice advocates, not just workers, we are simply too stretched and busy to do this well.
4. Too strong a focus on anti-oppression in our agency might make some staff uncomfortable. We simply need to be respectful and professional.
5. Addressing privilege in our agency should be the work of all, not just those victimised.

Strongly Agree

Agree

Strongly Disagree

Disagree

Not Sure



POWER, PRIVILEGE AND OPPRESSION



[Click here to watch the video!](#)



YOUTHREX
Research &
Evaluation eXchange

SETTING THE STAGE

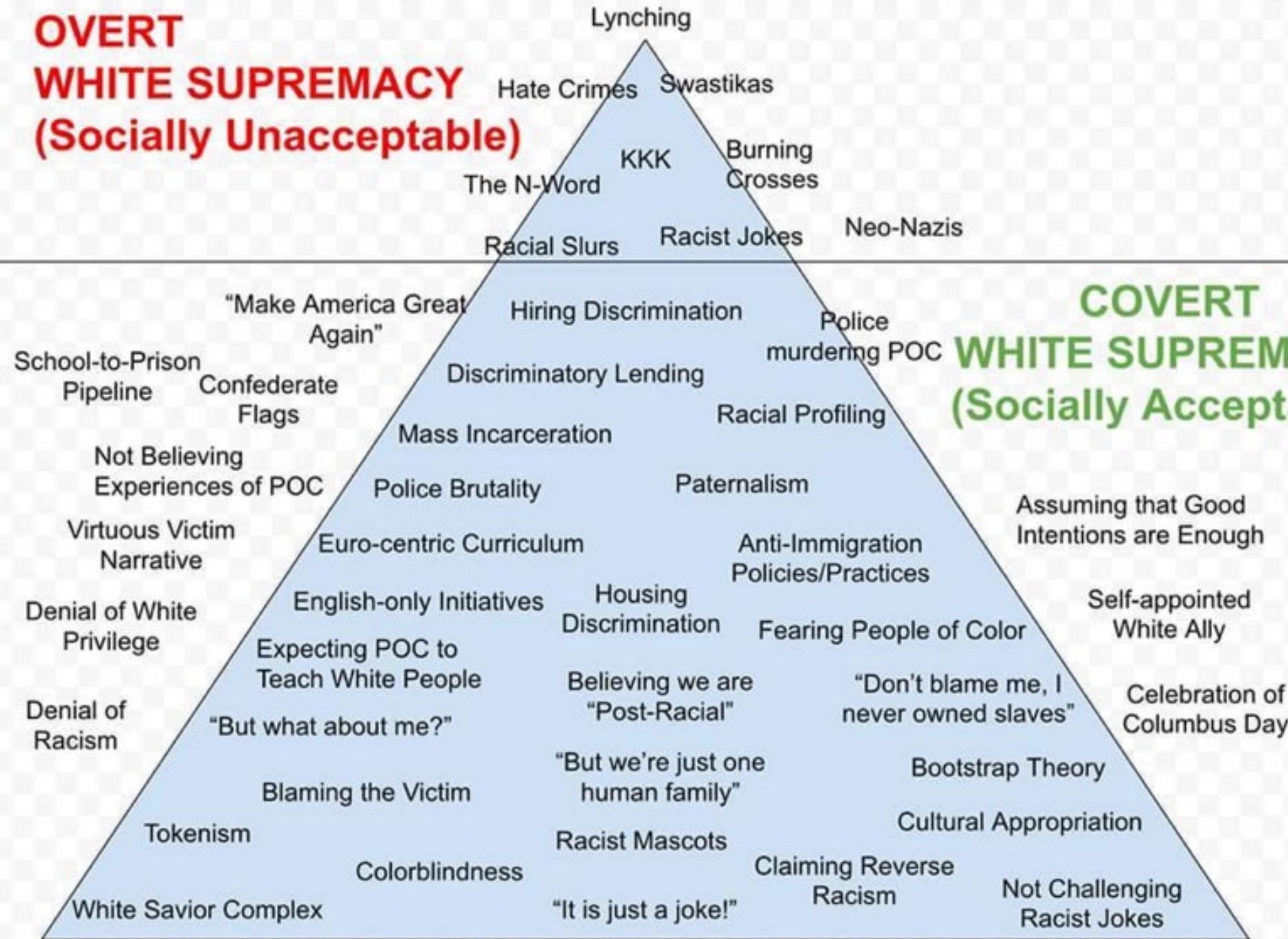
- An **anti-oppression framework** starts from the premise that privilege and oppression exist within society, resulting in unequal access to power.
- This **unequal access to power** results in privileged groups gaining greater access to information, resources and opportunities whereas those **groups that are oppressed experience the opposite.**



SETTING THE STAGE ...CONT'D

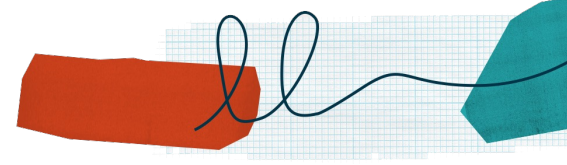
- **Oppression** is defined as “the systematic mistreatment of a people or group based on a belief in the innate superiority of one group or idea over another.”
- One experiences oppression based on her or his belonging to a particular social group or groups
- An ARAO approach consciously challenges and questions the status quo or the norms of the **organization to find the systemic inequalities.**

OVERT WHITE SUPREMACY (Socially Unacceptable)





ANTI-BLACK RACISM



ANTI-BLACK RACISM

Anti-Black racism is a particular form of systemic and structural racism in Canadian society, which historically and contemporarily has been perpetrated against African Canadians.

Anti-Black racism is prejudice, attitudes, beliefs, stereotyping, and discrimination directed at people of African descent and is rooted in their unique history and experience of enslavement, colonization and imperialism.

DEAR CHILD: WHEN PARENTS TALK ABOUT RACISM WITH THEIR CHILDREN



[Click here to watch the video!](#)



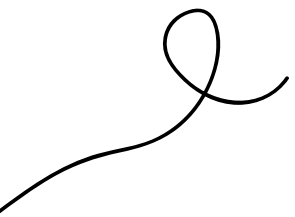
"While Indigenous children were being mistreated in residential schools by being told they were heathens, savages and pagans and inferior people -- that same message was being delivered in the public schools of this country."

- Justice Murray Sinclair, Truth and Reconciliation Commission of Canada Chairperson

Anti-Indigenous Racism

Anti-Indigenous racism is defined as policies and practices rooted in Canadian institutions, such as education, health care, and justice, that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards people of indigenous descent.

Video



THE ROOTS OF ANTI-INDIGENOUS IDENTITY



[Click here to watch the video!](#)

islamophobia

islamophobia-definition.com

Islamophobia
is rooted in racism
and is a type of racism
that targets
expressions of Muslimness or
perceived Muslimness

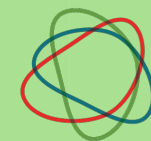
APPG on British Muslims

Despite Muslims being from diverse ethnic backgrounds, they are often racialised and discriminated against based on their name, their perceived cultural identity or beliefs

People may be targeted for their ethnicity, their gender and/or their Muslimness. If Muslimness is one of the reasons for the racism, it is Islamophobia

It is not Muslims who are targeted – but expressions of Muslim identity e.g., a woman with a headscarf or niqab, a man with a thobe, a mosque or a Muslim cemetery.

For example, Sikhs are sometimes targeted because a racist perceives their turban is an expression of Muslimness



YOUTHREX
Research &
Evaluation eXchange

DEAR CHILD: MUSLIM PARENTS' OPEN LETTER TO THEIR CHILDREN



[Click here to watch the video!](#)



Patriarchy is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property.

everyday SEXISM...

"comments about my boobs" "obscene gestures" "grab my breast" "unsafe in my body" "uncomfortable" "asking for trouble" "touched me from behind" "like I was an animal" "everyone around pretended nothing was happening" "made me feel dirty" "confused and betrayed" "because I was female" "whistle and make remarks about how sexy I was" "I keep my head down" "try not to make eye contact with groups of males" "humiliating to me" "accepted behaviour by everyone" "I was scared" "I'm still scared" "being honked at and whistled at" "I was told that there was nothing they could do" "it was so common" "he began masturbating" "a lot of people say that it is flattering" "I am mortified and paralysed" "they could get away with it" "disturbing" "all of



YOUTHREX
Research &
Evaluation eXchange

Examples of the 4 Is of Gender Discrimination

Ideological

- The belief that gender differences are biologically based.
- The belief that men should be the sole financial providers to a household, and that women should focus on raising children.
- The belief that there are only two genders, and that a person's gender identity cannot change over time.

Institutionalized

- A lack of paid family leave gives caretakers, who are most often are women, with no pay if they take time off to care for a new child or family member.
- In many religions, leadership roles have traditionally only open to men.
- Most states ask individuals to choose "female" or "male" on their drivers licenses.

Interpersonal

- Some people feel uncomfortable using or refuse to use another person's requested gender pronouns, such as "they/them".
- People tend to ask women more questions about their children, or their decision about whether or not to have children, than they would ask a man.
- On average, men speak more often in work meetings and are rewarded more often for their ideas.

Internalized

- Those of privileged gender identities, including men and cisgender individuals, believing that they are inherently better than people of other identities.
- A person believing they must act a certain way, such as powerful or submissive, based on their gender assumed at birth.
- Individuals may feel ashamed for questioning their gender assumed at birth.





Transphobia encompasses a range of negative attitudes, feelings or actions towards transgender people or transness in general. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

Video

LGBTQ: WHO HAS BEEN LEFT BEHIND?

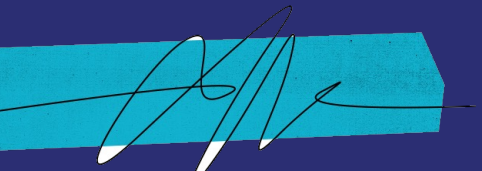


[Click here to watch the video!](#)

SAFE SPACES ARE NOT ENOUGH TO CHANGE THE WORLD



[Click here to watch the video!](#)



ABLEISM





ABLEISM

Discrimination in favour of able-bodied people. Ableism is discrimination and social prejudice against people with disabilities and/or people who are perceived to be disabled. Ableism characterizes persons who are defined by their disabilities as inferior to the non-disabled.

Recognizing the
dynamics of
privilege, power,
oppression.



“What’s the matter?
It’s the same distance!”

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



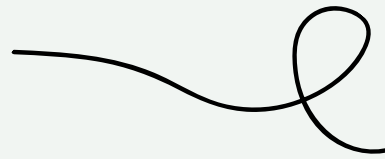
In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

GROUP WORK: CASE SNIPPETS





**SETTING
THE STAGE
....CONT'D**

- This can identify **alternative strategies** that recognize differences in **peoples' ability to participate and access resources, supports and systems.**
- Can result in the **organization finding multiple ways of doing things to accommodate these differences** and, in turn, **create fairer, more equitable and more inclusive participation and distribution of resources.**



YOUTHREX
Research &
Evaluation eXchange

- A commitment to social justice and to a fair society
- A more comprehensive analytical framework than “Diversity” or “Cultural Competence”
- Addresses use of power, access to resources, inclusive practices, accountability, representation and equitable service/program practices

Meaningful Anti-Oppressive Change Involves:

SETTING
THE STAGE
....CONT'D

1. Engaging a comprehensive organizational communication approach
2. Building a clear ARAO strategy and plan
3. Advancing learning and development – building analyses, skills and practice tools – self, agency, community
4. Addressing Human Resources practices
5. Involving service users meaningfully
6. Leadership and change management
7. Working with the community

Let's look at how your organizations can do this better in programming and service delivery

AN ARAO CHANGE PROCESS



GROUP EXERCISE!



A SNAPSHOT OF SELECTED CHILDREN'S AND YOUTH ISSUES IN MARGINALIZED COMMUNITIES

- 1) Aboriginal Community
- 2) LBGTQ2S
- 3) Racialized Communities
- 4) Muslims

Some Examples of social Inequalities/racilaized disparities affecting those marginalized in Toronto (low income, women, immigrants, LBGT, members of Aboriginal and racilaized communities, religious minorities, etc)

INCLUSIVE, RESPECTFUL ENGAGEMENT

What does that look like in my agency?

THE DANGER OF A SINGLE STORY



[Click here to watch the video!](#)



YOUTHREX
Research &
Evaluation eXchange

THE PERSONAL CRITICAL SELF-REFLECTION

- What are the structures of Canadian society, in particular, those structures related to power, inequality, and marginalization?
- On what basis are these structures rationalized/ justified by members of society?

- What is my personal location in relation to each of these structures?
- Who benefits from structural arrangements and who loses? How do I benefit or lose?
- In what ways do my assumptions and activities contribute to the maintenance or transformation of such social structures?

THE STRUCTURAL (SOCIAL)

- Popular Culture
- Media
- Education
- Health and Health Care
- Social Services
- Criminal Justice
- Employment
- Academia

THE STRUCTURAL (ORGANIZATION)

- Organizational rules and policies
- Staff behaviour
- Learning Culture
- Accountability/Transparency measures
- Management Leadership
- Allocation of Resources
- Anti-oppressive practice approaches with clients/ service participants
- Relationship with communities

SOME BARRIERS TO CHANGE

- Not enough time
- Not enough money to implement policy changes
- Not understanding what ‘integrated anti-oppression’ means and how to put it into practice
- Feeling overwhelmed by how broad the work is
- Being afraid of change or of losing
- Not enough will power
- Being afraid of change or of losing position, status, privilege
- Being afraid of not being able to accommodate everyone, or of making a mistake
- Not having the formal power to make needed changes
- Not being supported by others, or doing the work alone
- Everyone involved is at a different level of understanding



SOME NEXT STEPS....

2 Things I will change/work on in my personal growth and capacity

2 Things I will address in my organization



WRAPPING UP!

Questions or Comments –
any remaining items to take forward.....



YOUTHREX
Research &
Evaluation eXchange