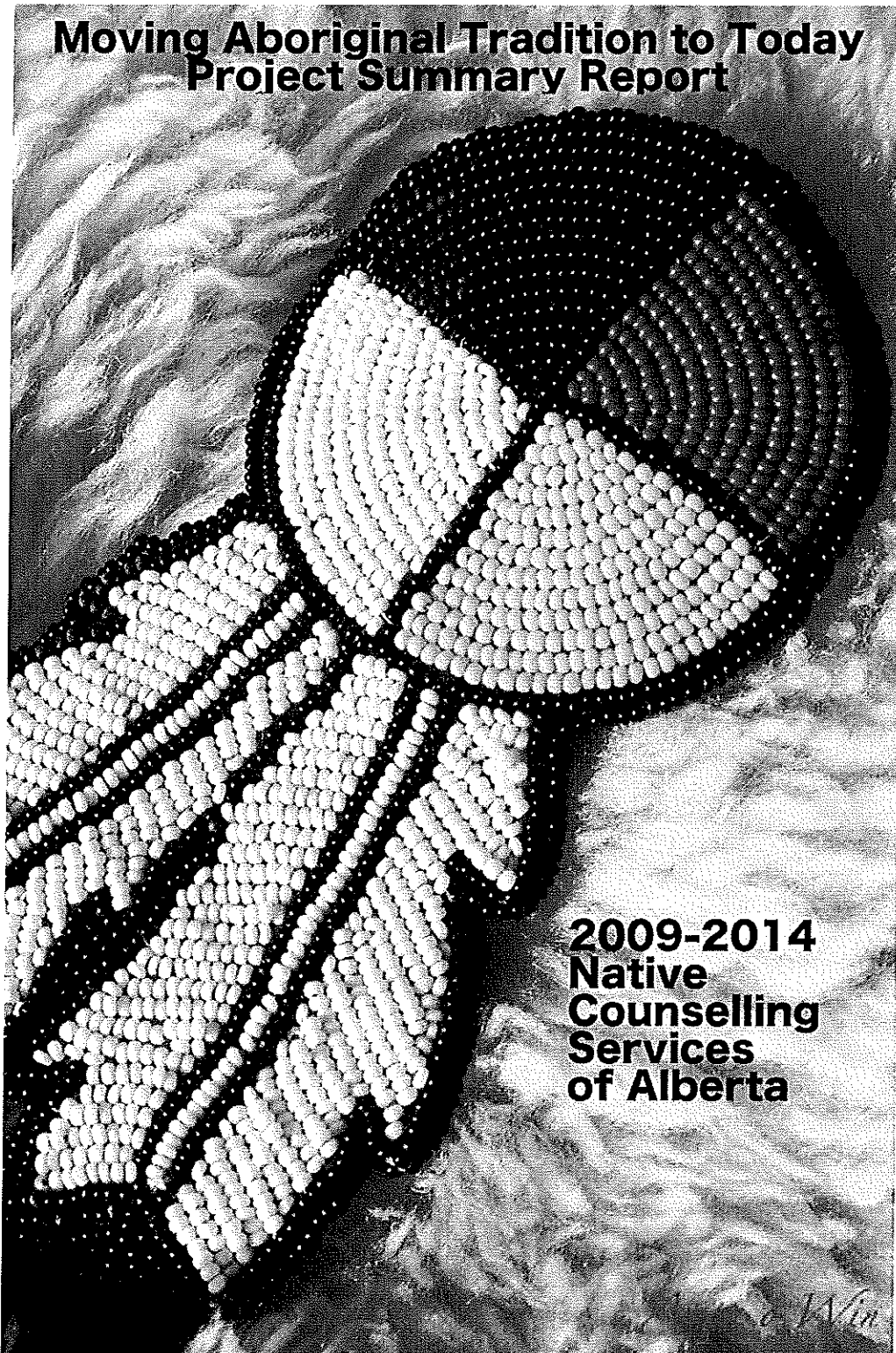


**Moving Aboriginal Tradition to Today
Project Summary Report**



**2009-2014
Native
Counselling
Services
of Alberta**

Wia

Moving Aboriginal Tradition to Today Project

Summary Report

2009-2014

Native Counselling Services of Alberta
Regional Manager: Barb Barclay

Submitted by: Deloria Many Grey Horses

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Introduction/Project Background

Between the years of 2009-2014 the Native Counselling Services of Alberta (NCSA), Calgary received community grants to address the human rights needs of the Aboriginal community in Calgary and surroundings area then expanded across the province. There are approximately 45 bands in Alberta and Calgary is located in Treaty 7, the traditional territory of the Blackfoot people. There are four First Nations located within this 100 kilometre radius. The Urban Aboriginal population of Calgary continues to grow each year. There are many different nations represented in the area including Metis, Cree, Dene Tha, Stoney Nakoda, Coastal Tribes, Northern Alberta Tribes, Ojibwa and many more.

The goal of the project was to engage with the Aboriginal community members around human rights education as well as help community members exercise their rights in their daily lives. Through workshops and presentations the project provided learning opportunities on basic human rights and Aboriginal rights from an Aboriginal perspective. The presentations and workshops were provided to the Aboriginal community as well as to the greater community of Southern Alberta. In addition to presentations and workshops, the project provided a platform to assist Aboriginal community members, both in urban and rural areas, with the Alberta Human Rights Commission complaint process.

Project Summary and Activities

A Human Rights Education and Support (worker) position was created to fulfill the goals of the project. Building a trusting relationship with the community was a very important aspect of the worker's role. In the beginning of the project the worker focused on being visible at community functions and getting to know the community on a personal level. Having a worker position provided the community with not only a friendly face but also a contact person they could rely on for in-person help with the complaint process and for the delivery of human rights education from an Aboriginal perspective.

For the first year the mandated area was Calgary and surrounding communities within a 100 kilometre radius. The project then went on to include Red Deer and all communities south of Red Deer. At one point the project encompassed the entire province. Communities as far north as Slave Lake and Saddle Lake Aboriginal communities requested presentations/workshops and assistance with the complaint process. One common theme heard from both the rural and urban Aboriginal community was the lack of knowledge about their rights. It was very common for participants to indicate they did not know what their basic human rights were or how to exercise them.

The project had two main focuses - human rights education and practical assistance as well as education about the complaint process.

Human Rights Education

Providing human rights education from an Aboriginal perspective was one of the most important elements of the project. It was evident within the first few weeks of the project the significant need for human rights education, both in Southern Alberta and the entire province, as evidenced by the number of requests for presentations and workshops. Requests came from Aboriginal communities and agencies as well as non-Aboriginal agencies and organizations. There was an emphasis placed on connecting with educational institutes; Pre-K-9, High School and Postsecondary. Throughout the five-year duration of the project requests for training were abundant and the worker(s) was often booking two to four workshops a week.

The presentations and workshops were well received and well attended. Non-Aboriginal agencies and organizations utilized the presentations and workshops as human rights education training and as cultural awareness trainings for staff. They provided a historical context on the discrimination Aboriginal people experience, how Aboriginal communities are still facing denial of basic human rights and information on International Indigenous Rights instruments such as the United Nations Declaration of Indigenous Peoples. For many non-Aboriginal participants this was the first time they explored the history of Aboriginal people from an Aboriginal perspective. With the assistance of the worker(s), the workshop participants discussed ways to better support Aboriginal people they work with and ensure their rights are being respected.

Workshop curriculum was developed, including power-point presentations. Human rights education printed material was also created. Brochures and written material provided an opportunity to learn more about human rights, the complaint process and the history of discrimination Aboriginal peoples of Canada still face today.

Human rights education videos were another important resource utilized during the project. NCSA media production department BearPaw Communication created a video *Voice* to specifically explore the human experience of racism and discrimination. Utilizing multimedia resources such as educational videos helped spread information on human rights to a broader audience. Other videos, for example *Home Fire*, *Moving Forward*, *Understanding Aboriginal Identity*, *Just Cause*, and *The Sacred Relationship*, also provided an Aboriginal perspective on legal and human rights issues. Rural communities located in remote locations could share the videos in their communities using the videos at multiple trainings as a way to educate the community on their human rights.

Partnerships such as the Alberta Human Rights Commission, Calgary Police Services and the Calgary Urban Aboriginal Initiative were crucial. Collaborating on events

provided a large platform to network with other human rights Initiatives and reaches a larger audience. It also gave an opportunity for the community to hear from leading experts in the area of Aboriginal rights, human rights, and community projects. The worker(s) also attended provincial-wide resource fairs, Laws Days and national conferences as a way of reaching more people.

Another teaching tool that was explored was Forum Theatre. Also known as theatre of the oppressed, Forum Theater teaches how to change the world through performing arts. The worker(s) collaborated with an Aboriginal performing artist who helped lead the workshop participants through story lines originating from real Aboriginal experiences and human rights topics. Young people especially enjoyed using performing arts as a learning method.

The worker(s) provided a cultural component to teaching that included talking circles, smudging, and the participation of elders. The worker(s) also collaborated with a number of partners to deliver educational opportunities and also attended Aboriginal conferences. Throughout the five-year duration of the project, the worker(s) and regional manager made it a top priority to ask the question of, "How can we better engage and meet the needs of the community?" They consistently checked with the community at the presentations, workshops and community gatherings to ensure the information delivered through the project was relevant and current. They also developed an evaluation form for community members to share ideas on how to improve their services.

Assistance with Complaints

The first request for assistance with a human rights complaint was received within the first few days of the project. There was a significant need for services. Complaints ranged from child welfare to landlord-tenant issues, to police interaction to workforce discrimination. Along with filing complaints to the Alberta Human Rights Commission the worker(s) also assisted in filing complaints with the Alberta Landlord Dispute Resolution. It's important to note that throughout the project there was a consistent increase in human rights complaints.

People requesting in-person assistance heard about the program through word of mouth, presentations, and the relationships the worker(s) developed with community members and agencies. During the first year of the project an intake form was developed to help the community through the complaint process; this form was modeled on the Alberta Human Rights Commission complaint form.

An important outcome that was not predicted was the number of assistance requests in the complaint process by non-Aboriginal recent immigrants to Canada. Complaint types were similar to those of the Aboriginal population i.e. child welfare, tenant and landlord issues, and work related issues.

The following is a list of the areas for which complaints were received most frequently during the five years of the project however complaints touched many additional areas.

- 1 Child Welfare
- 2 Landlord tenant Issues
- 3 Police interaction (especially with young people)
- 4 Services
- 5 Employment
- 6 Justice
- 7 Housing

Some of the people who shared their stories of discrimination did not want to file their complaint. Instead they found resolution in just sharing their story with the worker(s). Other community members equated what they had experienced in residential school to what they were experiencing in present time. Although not predicted, voicing stories, being told they did not deserve to be discriminated against and providing a space for healing for the residential school survivors and those experiencing intergenerational trauma was an important outcome of the project.

In the call of action brought forward by the Truth and Reconciliation Commission (TRC) in the spring of 2015 it outlines the importance for creating community projects related to education, healing, and reconciliation. This project's goals go hand in hand with the TRC Call of Actions and have the potential to provide an outlet for all three actions. Please refer to the recommendations section for more information in moving forward.

Over the five years the project was in motion the worker(s) assisted numerous Aboriginal communities with human rights complaints and provided human rights education to the Aboriginal community and the greater Alberta community. Looking forward having this community project available not only fills a gap for human rights education but also provides a framework for ensuring the rights of Aboriginal communities in Alberta are being met and respected.

Goals (Timeline of Goals for each year)

Goals	Title	Area/Audience	Expectation
Year 1	Human Rights Campaign for Aboriginal People	100 mile radius of Calgary Pre-K-9, Aboriginal Communities and the greater community (Service Agencies)	The goals of the project for the first year were to raise awareness of Human rights issues, educate community members around Human rights, and instruction on what to do when your rights are violated.
Year 2-3	Human Rights Campaign for Aboriginal People	Red Deer-South Evolved into provincial project Pre-K- 12 Aboriginal Communities and the greater community (Service Agencies)	The goals for the second and third year of the project were for Aboriginal communities, specifically Aboriginal youth in Southern Alberta, to understand their human rights and what options they have to address issues of racism and discrimination. Adding on to the goals of the first phase of the project more modules for training the trainer were provided to Aboriginal youth and students on and off reserve. Due to the popularity of the project, trainings and assistance were extended to the entire province of Alberta including Aboriginal communities in rural Northern Alberta.

Year 4	Giving Aboriginal Voice to Human Rights	Red Deer- South	<p>In addition to prior goals for the project, a train the trainer aspect was introduced. A top priority during the fourth year was training Aboriginal trainers across Alberta in human rights education. This goal was created to reach a broader audience and create a more sustainable human rights education platform for the Aboriginal community in Alberta.</p> <p>The training included the 13 grounds of discrimination, showcasing the forthcoming human rights DVD and facilitator's handbook. It will also provide organizational and personal tools for addressing racism and discrimination in the community.</p>
Year 5	Moving Aboriginal Tradition to Today	Red Deer- South	<p>Following a review of the current human rights programs and services, Aboriginal elders and stakeholders will use both Aboriginal and non-Aboriginal traditional perspectives to update human rights training tools and resources for Aboriginal peoples.</p> <p>Aboriginal peoples in Alberta will have an increased knowledge of their rights and responsibilities under the Alberta Human Rights Act, which will lead to fuller participation in the workplace and communities.</p>

Project Methodology

- The NCSA regional manager and worker(s) did an environmental scan as well as engaged with Aboriginal communities to determine what the community needed with regards to human rights education and complaints.
- Provided human rights education and support in the form of presentations, workshops, and train the trainer opportunities.
- Assisted Aboriginal community members with filing complaints under the Alberta Human Rights Commission, the Alberta Landlord Dispute Resolution and the Canadian Human Rights Commission.
- Incorporated Aboriginal knowledge and an Aboriginal perspective to all areas of the project.
- Analyzed information gathered from presentation evaluations, reviewing statistical information each year of the project; constant engagement with Aboriginal community members allowed for the worker(s) to ensure the project was meeting the needs of the community.
- Collaborated with other human rights organizations, Aboriginal communities and agencies, and Educational institutes for optimum community engagement.
- Explored innovative tools of learning such as creating multi-media and performing arts to explore human rights education.

Resources Needed

- Human Rights Education and Support worker(s)
 - Worker(s) need to be mobile and willing to travel to remote areas
 - Worker(s) require a good understanding of federal and provincial jurisdiction for working with Aboriginal communities on and off-reserve
 - Background in working with Aboriginal communities
 - Ability to incorporate Aboriginal knowledge and perspective into all areas of the project
 - Excellent understanding of human rights education and Aboriginal rights including Alberta Human Rights complaint form, Canadian Human Rights complaint form and Alberta Landlord Dispute Resolution form.
 - On-going training opportunities for the worker(s) to stay relevant in human rights and Aboriginal rights initiatives in Alberta and Canada.
- Office Space for worker(s) and safe place for clients to visit
- Power-point, printed material and multimedia (videos) for human rights education material
- Human Rights Train the Trainer material
- Support staff
- On-going funding (3-year increments recommended)

Duration of Project

5 year project- Five 1-year funding cycles

Staff

Position	Name	Time Frame
Supervisor/Regional Manager	Barb Barclay	2009- Present
Support worker	Ed Yuen	2009-2013
Support worker	Marie Williams	2013-2014
Support worker	Pam Beebe	2014-2015

Budget and Funding

NCSA is a non-profit organization and cannot sustain programs without funding. Human Rights and Multiculturalism, Calgary Foundation and Urban Aboriginal Strategy (UAS) Grants were applied for and submissions were made through the CUI process and Alberta Human Rights Commission.

Partnerships

Partnerships were essential to the success of the project. Effective collaboration with partners allowed the project to reach a greater audience, provide an abundant amount of information for community members and help community members learn about human rights and Aboriginal rights.

Below is a list of the fundamental partnerships created throughout the project and their accomplishments.

Alberta Human Rights Commission

The Alberta Human Rights Commission was created to ensure the functions under the Alberta Human Rights Act are followed. The purpose of the Alberta Human Rights Act is to ensure that all Albertans are offered an equal opportunity to earn a living, find a place to live, and enjoy services customarily available to the public without discrimination. The Commission is an independent commission created by the Government of Alberta. The Commission has a two-fold mandate: to foster equality and to reduce discrimination. It fulfills this mandate through public education and community initiatives, through the resolution and settlement of complaints of discrimination, and through human rights tribunal and court hearings.

The Alberta Human Rights Commission provides funding opportunities for community projects annually. The Commission helped fund the NCSA Human Rights project throughout the five years and provided support throughout the project. A strong relationship was built with the worker(s), NCSA regional manager and the Alberta Human Rights Commission Education and Engagement Consultant. This partnership with the Commission created opportunities for the worker(s) to speak at national and provincial conferences and seek assistance in the complaint process. The Commission's long-standing work in human rights was also a great resource for the worker(s) in seeking guidance on certain issues such as work place discrimination and housing issues. The Commission's Education and Engagement Consultant and worker(s) also sat on the CUI Human Rights Domain. Throughout the project he made a great effort to help the worker(s) with human rights training and connecting the worker(s) with human rights initiatives in Alberta.

Calgary Urban Aboriginal Initiative Human Rights Domain

The Calgary Urban Aboriginal Initiative (CUAI) is a partnership initiative. The goal is to support and enhance work across seven domains, which includes employment, education, justice, health, human rights, and social services. CUI is a community initiative, and for the past 16 years has created real and sustainable advances for urban Aboriginal people in Calgary. It engages community members, elders, Aboriginal leadership, stakeholders and government agencies with the common goal of supporting the Aboriginal community in all the different domain areas.

The CUI Human Rights core-domain consists of leadership, elders and organizations related to human rights in the Calgary area. The NCSA regional manager was one of the initial domain members and leaders for the domain. The NCSA regional manager had developed strong relationships with other members of the domain so it made sense for the worker(s) to join the domain. Throughout the duration of the project the worker(s) co-chaired the CUI Human Rights Domain and was a contributing member.

Each year the human rights domain hosted and participated in 4-8 events focusing on human rights education. The domain made an effort to focus on human rights issues that face the Calgary urban Aboriginal community. Issues such as housing, the over-representation of Aboriginal young people in care and in the justice system, and discrimination in the workplace were highlighted over the past five years. The goal of the community events was to shed light on the discrimination the urban Aboriginal community faces in Calgary and provide solutions and resources to human rights issues. The community events attracted the urban Aboriginal community, agencies working with the Aboriginal community and University students and staff. The worker(s) helped organize and host the different events throughout the year as well as lead discussions and workshops at the events.

Here are a few examples of successful CUI community events:

In the fall of 2013 CUI Human Rights and Justice Domains collaborated on a day event, "Youth Prevention and Early Intervention: Closing the gap of understanding". The event was attended by 150 participants including community members, Mount Royal University students, Calgary Service agencies, and Criminal justice agencies. The event featured representatives from the Calgary Police Services, Youth Criminal Defense Office, City of Calgary Youth Employment Centre, Child and Youth Advocate and Alberta Health Services – Calgary youth diversion services. It provided participants with a variety of different information regarding justice and human rights. It also provided an Aboriginal perspective on justice and human rights issues, as well as, providing an array of support resources for the community.

In recognition of the International Human Rights Day in December 2013 the CUI Human Rights domain hosted a day-long event, "Racism and its effects on Aboriginal Health." The event focused on the research project conducted by Dr. Cheryl Currie, a professor in Public Health at the University of Lethbridge. The event sold out and was attended by 150 participants. Dr. Currie focused on discrimination Aboriginal peoples face in urban settings and the correlation between racism and health issues. Other presenters included a Human Rights Commission youth representative and the Chief of Commissionaire for the Alberta Human Rights Commission.

In the spring of 2014 the Human Rights CUI domain hosted Dr. Yale Belanger, a Native American Studies professor at the University of Lethbridge to share his housing research project discussing discrimination Aboriginal peoples face in finding housing in Lethbridge. A large percentage of landlords in Lethbridge would rather leave their home vacant than to rent to an Aboriginal person or family. At the event many urban Calgary Aboriginal community members shared their experiences of discrimination while trying to find housing in Calgary. The event was very well attended and a few months later the Human Rights domain hosted a follow up sharing circle for the Calgary urban Aboriginal community to share their housing stories.

Calgary Police Services

The Calgary Police Services (CPS) has a commitment to the Aboriginal of Calgary to provide the best possible services and ensure new police officers have access to Aboriginal cultural awareness training. They also are committed to ensuring the rights of all community members are being met. The CPS has an Aboriginal Liaison Officer. The Aboriginal Liaison Officer works to improve communication with the Aboriginal community by increasing involvement, educating members, working together with the community and building trust and confidence.

Aboriginal Justice Camp is an in-depth cultural experience. It is a 40-hour lectures based course that transitions into experiential learning through drama, field trips and interaction with Elders. The CPS Aboriginal liaison works together within a team of community Elders, Ceremonies and resource agencies, including the Human Rights worker in immersing the participants in cultural awareness training. The participants are introduced to key areas of history, traditional values and current issues found in the Aboriginal community. The camp is held twice annually in May and September. Twice a year the worker provides support to the CPS Aboriginal worker and a very successful partnership.

On March 21, 2013 the Calgary Police Services partnered with the CUI Human Rights domain, Treaty Seven, Native Counselling Services Association and the Alberta Human Rights Commission to host the second annual International Day for the Elimination of Racial Discrimination Round Dance. The vision of the round dance was to provide information on human rights community resources as well as create a space to celebrate the Calgary urban Aboriginal community. The annual round dance continues to grow each year and in 2014, 475 plus guests attended the event.

More Partnerships

Community Agencies	Schools & Educational Institutes	Conferences/Community Events Attended
<ul style="list-style-type: none"> • Alberta Landlord Dispute Resolution • Alpha House • Brenda Strafford Centre • Buffalo Sage • Calgary Aboriginal Centre • Calgary Courts Centre • Calgary Drop-In & Rehab Centre • Calgary Public Library-Forest Lawn • Calgary Women's Centre • Calgary Catholic Immigration Society • Canadian Mental Health Association • CASS • Cerebral Palsy Association of Alberta • Child and Family Services • CUB Canada • Dream Center Homeless Foundation • Family Justice • Ghost River Rediscovery • Hull Homes • Howard Johnson • MCFS/Native Network • Red Cross • Red Deer Aboriginal Employment Services • Red Deer Native Friendship Society • Salvation Army • Scarboro United Church • Servant's Anonymous • Stan Daniels • The Alex Health 	<ul style="list-style-type: none"> • Airdrie-Schools • Ambrose University • Bow Valley College • Carseleand HS • Father Lacombe HS • Lord Beaverbrook HS • Mount Royal University • SAIT • Tradewinds to Success • Radisson Park HS 	<ul style="list-style-type: none"> • Alberta Restorative Justice Conference • CACHE • Canadian International Human Rights Conference • CPS Justice Camps • CUI Domain Meetings/Events • CUI Human Rights Annual Conferences • Healing Our Spirit Conference • Human Rights Forum (Edmonton) • Knowing Our Spirits Conference • Law Days at the Calgary Public Library and Courthouse • Native Information Exchange hosted by the City of Calgary and Mount Royal University • NCSA AGM • The Truth & Reconciliation Conference (Edmonton) • Tools for Change

<p>Centre</p> <ul style="list-style-type: none"> • The Office of the Child of the Child and Youth Advocate • Salvation Army • Scarboro United Church • YWCA 		

Lessons Learned

Location

Having a central and easily accessible location for NCSA allowed individuals to seek guidance in the human rights complaint process and access other NCSA legal services. When the NCSA was located in the NE Industrial area community members needed to take public transportation in order to access services and meet with the worker(s) in person. Changing NCSA's location to downtown was very helpful in making the office accessible to the public. Unfortunately, the first downtown NCSA office did not have an elevator and this made it difficult for elders and disabled community members to visit the office. In order for these community members to connect with the worker(s) they needed to set up an appointment prior to visiting the office. The current location of

NCSA is downtown and provides elevator access ensuring acceptable access for all community members.

Complaint Process (Provincial vs. Federal)

Complaints were brought forward from different First Nations reserves throughout Alberta. This project is provincial and First Nations reserves fall under federal jurisdiction. The worker(s) was able to provide assistance in filing complaints to the Canadian Human Rights Commission. For future human rights projects it's important the worker(s) and staff have a good understanding of the different roles the federal and provincial government play in the lives of First Nations living on and off reserve. One recommendation was to know more regarding tenant landlord issues and steps that can be taken to protect tenants' rights.

In one particular instant a group of First Nations community members from a reserve near Calgary contacted the worker(s) about a group complaint. The worker(s) met with the on-reserve community members a few times and then the communication stopped. In the end the members did not want to move forward with the complaint because they felt it wouldn't go anywhere and would not be resolved with third party involvement at the federal level.

Long Term-Relationship Building

Relationship building is central to successful programming and community capacity building when working with Aboriginal communities. This can take time and having a worker(s) for a long-term contract would be the most beneficial and effective in assisting the community with human rights education and the complaint process. It also provides on-going collaboration with other organizations and gives time for the worker(s) to develop skills and relationships. Also, it's important to recognize that human rights education is a newer concept. It wasn't until November 2010 that Canada formally recognized the United Nations Declaration of Human Rights for Indigenous Peoples. Therefore, expecting immediate results is not realistic.

Importance of Presentations, workshops and recurring trainings

Dedicating time for human rights education through workshops and presentations promotes awareness and understanding of basic human rights and provides long-term solutions to reducing discrimination. It also promotes individuals to exercise their human rights. Throughout the five-year duration of the project workshops and presentations were highly sought after by Aboriginal agencies and communities as well as Non-Aboriginal agencies. Each year the requests for human rights education by the worker(s) increased and became an integral tool for the community. There are only a few organizations in the Calgary community that provide human rights education

especially from an Aboriginal perspective. Providing this support in the community filled a gap on multiple levels.

Time allotted for the presentations should be taken into consideration. Some agencies had unrealistic expectations regarding time for the presentation, for example, doing a human rights presentation within a half an hour time frame. Having two hour presentations or on-going presentations for communities or agencies is much more effective for participants to get the most out of the trainings.

Team of Workers

In the future having a team of human rights workers to cover the entire province would be highly recommended. In order to sufficiently satisfy the demand for workshops and assistance with the complaint process more than one worker is needed.

Outcomes

Role of the Worker

Having an Aboriginal worker visible at community events who is easily accessible for both assistance in the complaint process and for human rights education was extremely helpful in meeting the goals of the project. The worker(s) provided services in a variety of different settings. An Aboriginal worker(s) understands the social dynamics of the Aboriginal community and is able to meet the community members at their level.

Human Rights Education Awareness

There is a great need for human rights education for the entire province of Alberta. Human Rights instruments such as the United Nations Declaration of Indigenous Peoples and the Alberta Human Rights Commission shed light on the gap for human rights education. Having a community project such as this one provides both the Aboriginal communities and Alberta community at large with an Aboriginal perspective on human rights. It also provides a safe place for community members to learn more about how to exercise their rights and hear about human rights initiatives pertaining to the Aboriginal communities.

Complaint Process

As soon as the project began human rights complaints were immediately coming forward from community members. Complaints were being received from both Aboriginal community members as well as those of other ethnic minority backgrounds and recent immigrants to Canada. This was a clear indicator of the need for the worker(s).

Aboriginal Cultural Approach

Providing an Aboriginal perspective and approach to the project was one of its most important aspects. Aboriginal communities across Canada have a long-time standing history of having their rights denied. Providing a human rights project from an Aboriginal perspective recognizing the historical denial of basic human rights is empowering for community members. It celebrates the survival of Aboriginal communities and cultures. The project recognizes the resiliency of Aboriginal peoples and provides a space for reconciliation by helping Aboriginal peoples reclaim their rights and promotes Aboriginal peoples to exercise their rights.

Partnerships

Collaborating with other organizations that share a similar vision for human rights and engaging with the Aboriginal community was empowering for the project and key to its success. It provided for a platform to engage with the Aboriginal communities in Alberta and share knowledge from multiple fields of community building through events. It also provided an opportunity to reach the broader Alberta community and provide a historical context of Aboriginal history and the denial of basic human rights for Aboriginal peoples from an Aboriginal perspective.

Collaboration also provided an opportunity for the worker(s) to spend time with the community and share information on the project. Meeting community members in a personable and safe community event made the worker(s) more approachable.

Train the Trainers

The concept of train the trainer is very effective and provides a solution for long-term sustainability. It also helps reach a larger audience and creates a snowball effect for human rights education. Exploring this aspect of the project for future projects would be key in continuing the good work developed over the past five years.

Examples of Community Complaints

Employment Services

One common story heard from many Aboriginal employees across Alberta is the situation of co-workers using derogatory names and racial slurs. For example, acquiring the nickname of Chief, Injun, BFI, Indian Giver, Savage or Apple were common examples of workplace discrimination. Even though it was often done in a playful manner using this language is dehumanizing and has long-term negative impacts on the person being called the names. Aboriginal employees often ignore the racial slurs rather than confronting co-workers or managers. Sadly, in order for this discrimination to end Aboriginal employees need to be encouraged to address the issue. It's important for

non-Aboriginal managers and workers to be educated on the negative impacts of racial slurs as well as to recognize this is a form of discrimination and a human rights abuse.

Tenancy/Housing

A common complaint brought to the worker(s) by Aboriginal community members in urban areas was feeling discriminated against when trying to find housing. An Aboriginal single mom who recently moved to Calgary from a nearby reserve was trying to find housing. She made an appointment to see a rental space. When she showed up and the landlord saw she was visibly First Nations he said the place had already been rented out. A week later when she was checking kijiji for places she noticed that the same place was still vacant. She contacted the worker(s) and filed a complaint against the landlord but sadly nothing could be done. The worker(s) also shared that Aboriginal peoples and families with visible Aboriginal last names were turned away immediately over the phone and felt they were targeted and discriminated for having an Aboriginal last name.

Racial Profiling and Stereotyping

At liquor store located in the southwest quadrant of the city of Calgary a non-Aboriginal employee made daily comments to their Aboriginal co-worker about their Aboriginal clientele. After serving Aboriginal customers the non-Aboriginal employee would state, "We have an increase in crime because more of 'those people' are moving into the community". These statements were hurtful and belittling to the Aboriginal worker. With the help of the worker(s) the Aboriginal employee was able to make a formal complaint against his co-worker.

Aboriginal Elders

A non-Aboriginal elder who had a dear friend who was Aboriginal contacted the worker. The two ladies had lived together in a retirement home for more than a decade. The retirement home was getting ready to close and a majority of the tenants were moving to a new home. The Aboriginal woman was rejected from the new home and her non-Aboriginal friend suspected it was due to her Aboriginal descent. She wanted to see if the worker could advocate on her behalf. The worker met with the Aboriginal elder. Although, the Aboriginal elder was grateful to her friend for contacting NCSA she did not want to pursue a complaint. She felt like it wouldn't be successful and expressed she had faced discrimination due to her Aboriginal heritage her whole life. She was a residential school survivor and voiced she has learned to live with this type of treatment. Sadly, the worker shared that this was a common experience and attitude by Aboriginal elders to normalize the discrimination they experience. They have learned to deal with the abuse and accept it as normal, rather than recognizing they have the power to stand up for themselves.

Young People

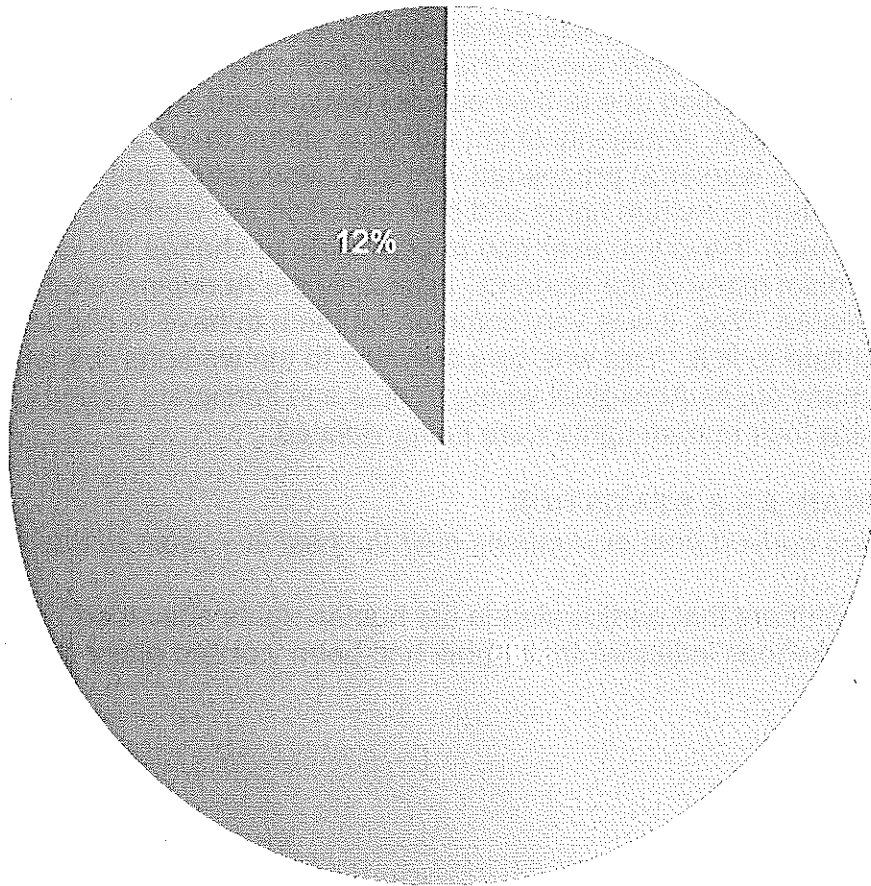
Throughout the project the worker(s) made presentations at numerous schools across Southern Alberta. The worker(s) often started the presentation by asking the students if they had ever faced discrimination due to their cultural background, socio-economic background, gender or religion. A majority of the students stated they had not faced this type of discrimination. The worker(s) proceeded with the presentation and after providing more of a context to human rights and discrimination the worker(s) asked the question in a different way. "Have you ever had to assimilate or change the way you look to fit in?" At this point many of the students, especially the Aboriginal students and immigrant students stated, "Yes, it was very common for them to have to change their appearance or assimilate to fit it." This was very alarming to the worker(s) because it was evident that in many cases Aboriginal young people and immigrant young people did not even recognize their human rights were being violated.

PROJECT DELIVERABLES & STATISTICS

(Statistical information derived from evaluations over the past five years of the project)

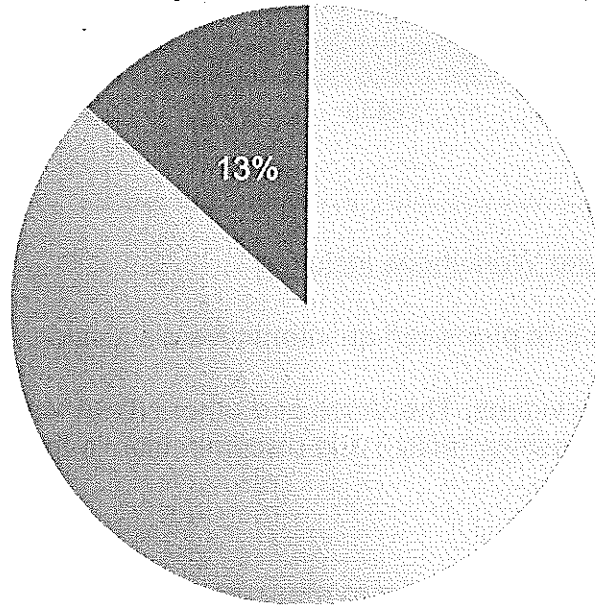
88% of community members that participated in the human rights education presentations and workshops indicated their rights had been violated either directly or indirectly.

■ Experience Discrimination (Direct or Indirect) ■ Did not experience Discrimination



87% have voiced a need for this program to continue to provide education, support and advocacy to the community.

■ Need for Project ■ Indifferent or no need for project



What grounds have you experienced discrimination?	
Ancestry 30%	Color 34%
Religious Belief 28%	Sexual Orientation 24%
Place of Origin 27%	Family Status 37%
Race 57%	Age 22%
Physical Disability 20%	Gender 28%
Mental Disability 16%	Marital Status 16%
Source of Income 23%	

# of Individual Complaints	# of Presentations/Worksh ops	Total # of Attendees for Presentations/Worksh ops	Number of participant who filled out evaluations
150 complaints	251 workshops	6433	763

Human Rights Presentations and Workshops included

- A PowerPoint presentation that promoted an interactive discussion regarding the 13 grounds of discrimination
- Viewing of the human rights videos, The Voice and other NCSA videos
- Introduction of tools for addressing racism and discrimination in the community

Evaluations for the Project

The worker(s) and regional manager, in order to measure success of the project and to ensure the needs of the community were being met, created a workshop questionnaire.

The questionnaire

1. How would you rate your knowledge at the beginning of this workshop? (Likert Scale 1-5)
2. Was the information provided helpful to you in enhancing awareness on human rights? (Likert Scale 1-5)
3. As a result of attending this workshop, what is one significant learning you acquired?
4. What will you do differently as a result of this workshop (i.e. relate to others, interact with others)?
5. What would you rate your level of knowledge after this workshop? (Likert Scale 1-5)
6. Other comments.

Top Qualitative Findings

What would you do differently to ensure Human Rights are respected in your organization or community?

- "To have respect for myself and other people and the responsibilities are our choices."
- "Sadly, people's rights are being violated and I have an obligation to stop it."
- "That there is a course of action if there is a complaint."
- "That it is important to re-post violations."

As a result of attending the workshop, what is one significant learning you acquired?

- "That we have rights."
- "That respect and responsibilities are our choices."
- "That we should expect to be respected by others."
- "Respecting yourself when others are judging you."
- "To speak up and not turn a blind eye."
- "That it can happen within our own culture."
- "Better understanding of prejudice."
- "The definition of human rights."

What would you do differently in regards to human rights your agency or community?

- "Not make fun of people."
- "Reach out to others."
- "Help, instead of judge."
- "Be more understanding of youth."
- "Protect the rights of people."
- "A new perspective on life; don't be judgmental, don't assume."
- "Support people being bullied."
- "I will respect myself so that I can respect others and I will take care of my responsibilities."
- "I will speak up for others."
- "Try harder to help others understand the importance of equality and confront others when they are being discriminatory."
- "Be more kind and less of a bully."
- "Teach my son."
- "Be more of a listener, empathy, understand."
- "I have learned to appreciate my fellow Aboriginals and aware of what they suffer."
- "Look at myself and some of my own prejudice beliefs and comments I make. I feel the need to change myself and lead by example. I am disappointed in myself, when I teach my children to be tolerant and I still have reservations of my own."

Additional Comments regarding pride in Aboriginal identity and cultures

- "Just by being here and talking about it makes me think twice about being physical or being rude as them."
- "I will treat everyone the way I would like to be treated. I will live a clean and sober lifestyle for myself and my children."
- "Hold my head up and be proud."
- "Speak to our Elders more."

Human Rights Instruments and Initiatives

Human Rights instruments such as the International Declaration of Indigenous Peoples (2010) and the Truth and Reconciliation Commission were highlighted throughout the presentations, workshops and trainings. In moving forward it's important to highlight the important work happening on a provincial, national and international level. Below is a little more information on human rights' instruments and initiatives that the project did and can align with.

Truth and Reconciliation Commission Calls to Action

The Truth and Reconciliation Commission (TRC) was established in 2007 and is a component of the Indian Residential Schools Settlement Agreement. Its mandate is to inform all Canadians about what happened in Indian Residential Schools (IRS). The Commission documented the truth of survivors, families, communities and anyone personally affected by the IRS experience. The TRC seeks to guide and inspire a process of reconciliation and renewed relationships based on mutual understanding and respect.

In the spring of 2015 the TRC released 94 calls to action. "The call of actions represents the first steps toward redressing the legacy of Indian Residential Schools and advancing the process of reconciliation," said the Honorable Justice Murray Sinclair, chair of the TRC. The Call to Actions focuses on Child Welfare, Education, Language and Culture, Health, and Justice. When gathering the information from the past five years of the project it was evident that many of the goals of the project align with the TRC Call to Actions. During the interview process many of the key players also mentioned the TRC Call to Actions. They made recommendations that reflected steps towards reconciliation and wanting to incorporate the TRC Calls to Action into the project in the future.

Alberta Human Rights Act

The purpose of the Alberta Human Rights Act (the Act) is to provide Albertans with protection of their human rights. The Alberta Human Rights Commission administers the Act. The Act allows people to make a complaint to the Commission if they feel that they have experienced harassment or have been discriminated against in the specific areas and under the specific grounds protected under the Act. The aim of the Commission's complaint resolution process is to return the complainant to the position he or she would have been in if the discrimination or harassment had not occurred.

The project utilized the Act throughout the project and helped determine if the complaints were eligible to be filed. In moving forward the Act will continue to play a role in helping with the complaint process.

United Nations Declaration of Human Rights for Indigenous Peoples

The UN Declaration on the Rights of Indigenous Peoples (UNDRIP) is an international instrument adopted by the United Nations on September 13, 2007. It is made up of 46 articles that set out the individual and collective rights of Indigenous peoples. It took over twenty years to negotiate and work its way through the UN system. Canada finally recognized the UNDRIP in 2010. As former National Chief Phil Fontaine recognized, "The adoption of the Declaration by the United Nations was not an endpoint; it is the beginning. The work to see it fully implemented at home and international is now upon us."

Throughout the project the worker(s) provided information on the UNDRIP at presentations and workshops. It provides an excellent context for the rights of Aboriginal peoples of Canada and highlights the direction we need to go on a local, provincial and national level. The UNDRIP will continue to be a great resource for the project.

Closing of CUAJ

Due to lack of funding the Calgary Urban Aboriginal Initiative (CUAI) will be forced to close their doors on December 31, 2015. CUAJ had provided a number of different services and learning opportunities for the Calgary Urban Aboriginal community over the past 16 years. The closing of CUAJ is going to be a great loss for our Calgary urban Aboriginal community, agencies working with Aboriginal peoples and educational institutes.

The CUAJ Human Rights Domain was one of the main partners the worker collaborated with. The seven different domains are currently looking for a fiscal sponsor. One option for the CUAJ Human Rights Domain is to have NCSA become the fiscal sponsor and could potentially be an asset to future NCSA Human Rights projects.

Conclusion

This project was extremely beneficial on multiple levels. It provides human rights education to both the Aboriginal community members on and off-reserve and non-Aboriginal agencies working with Aboriginal peoples. It also provides support and education for other ethnic groups facing discrimination. Within the first year of the project the community identified a need for the human rights education especially from an Aboriginal perspective. It was also evident that there is a need for help with the Alberta Human Rights complaint process. Having an Aboriginal worker(s) provided a safe contact person to help them through the process and answer questions.

This report demonstrates the positive contribution the human rights project has made in the community and the need for the project. Moving forward it is imperative that another project such as this is put into place. After interviewing the regional manager, past

workers, key partners, elders and community members here is a list of recommendations on continuing the project.

Recommendations

RECOMMENDATION 1: Need for an Aboriginal Human Rights Education and Support worker for Calgary and surrounding areas

- The community, agencies and key players emphasized the importance of having a continued presence in providing human rights support to the community. In order for this position to be effective it requires a long-term commitment.
- An Aboriginal person would best fill the position. The worker would provide both a professional and personal connection to the community.
- Provide cross-cultural understanding and education on basic human rights for the Aboriginal community.
- Provide training for agencies and institutions working with the Aboriginal community to ensure understanding of historical traumas and the importance of Aboriginal rights.
- Human rights education should include a historical overview of Residential Schools and government policies such as the Indian Act that continue to discriminate Aboriginal communities through systemic racism.
- Assist Aboriginal community members both in the urban and rural areas of Southern Alberta with the human rights complaint process. Having a worker to help community members through the complaint process provides a more personable relationship. Aboriginal community members are more likely to seek help if they have a worker they can identify with and feel comfortable with. The complaint process can be daunting and confusing for the FNMI community. Low literacy rates in combination with legal terminology make it difficult to understand the complaint process. Also, having a key person or team present allows community members the ability to ask questions and seek guidance.
- Ensure the worker has a healthy balance of work and personal life. With the high level of stress surrounding human rights issues it's important adequate support is in place for the worker to prevent posttraumatic stress and vicarious trauma.
- NCSA has a good rapport with the Aboriginal community; having NCSA as the fiscal agent for the position would enable the liaison to continue the good work already accomplished over the past five years.
- Worker should have the ability to travel to where their clients are located both in the urban and rural areas in order to be visible in the community both on a professional and personal level.
- Worker should be easily accessible to service agencies and Aboriginal grassroots community.
- Continue collaborating with agencies such as the Calgary Police Services and Alberta Human Rights Commission to provide training on human rights issues, for example, the Cultural Camps with the Calgary Police Services.

RECOMMENDATION 2: Continue to provide human rights education, awareness workshops and learning opportunities to the Aboriginal community and agencies working with and employing the Aboriginal community

- The project identified the gap for human rights education in both Aboriginal communities and agencies serving Aboriginal communities.
- Throughout the project there was an increase in the number of requests for presentations. There was also an increase in the number of complaints made through the Alberta Human Rights Complaints.
- The project identified the lack of resources for human rights education.
- The increase of human rights on a global and national level is in the forefront. Human rights Instruments such as the United Nations Declaration of Indigenous Peoples and the Truth and Reconciliation Commission recommendations outline the importance of human rights and Aboriginal rights. Human rights projects at the community level should align with their work.
- Provide education on human rights and treaty rights.

RECOMMENDATION 3: Develop a team of Human Rights Education and Support workers that are available to the entire province of Alberta

- Having an on-going program rather than a project will ensure consistency and ensure the momentum of the project continues.
- 1 year increments does not give enough time to the worker to develop relationships in the community and provide consistent services which are critical for this type of work.

RECOMMENDATION 4: Have specific training and information on tenant rights

- This was one of the most common complaints identified by the worker.
- Having a strong background on tenant rights will help assist the worker and provide better services to the community.

RECOMMENDATION 5: Provide training and information on lesbian, gay, bisexual, transgender and questioning (LGBTQ) rights

- The LGBTQ community has some of the most vulnerable community members of Alberta.
- This community has few policies to protect their rights.
- There is a need to assist this community in having their rights respected and understood.

RECOMMENDATION 6: Community collaboration and community input needs to be at the centre of the project

- This is a grassroots initiative and is important it reflects the needs of the Aboriginal community of Calgary and surrounding areas.
- On-going community consultations will provide an accurate understanding of what the community wants to see in regards to human rights.
- Continue assessing human rights complaints and themes related the Aboriginal community.
- Listening to the community will ensure human rights presentations and workshops best serve the community and are relevant.

RECOMMENDATION 7: Research and align with other human rights initiatives happening on a provincial and national level.

- Truth and Reconciliation Commission
- United Nations Declaration of the Rights of Indigenous Peoples
- Alberta Human Rights Commission

RECOMMENDATION 8: Foster the relationship built with the Calgary Urban Aboriginal Initiative Human Rights Domain and other Human Rights projects.

- Continue collaborating with community leaders, agencies and human rights initiatives throughout the province to increase awareness at the community and public level.
- The closing of the Calgary Aboriginal Initiative (CUAI) in December 2015 is going to have a negative impact and create gaps in all service areas related to the Aboriginal community.
- Through this project and related human rights initiatives it's evident there is a gap in advocacy and education of human rights both in the Aboriginal community and with agencies serving the Aboriginal community.
- The CUAI Human Rights Domain touches into all other domain sectors— Education, Employment, Funding, Health, Housing, Justice, and Services. It's imperative a plan is set into place on where the domain can be housed.
- The CUAI Human Rights Domain core committee suggested having Native Counselling Services Association (NCSA) as their fiscal sponsor. NCSA could potentially house the CUAI HR Domain and ensure the important work and momentum of the domain continues.

RECOMMENDATION 9: Continue creating multimedia resources

- Continue developing resource materials such as pamphlets and videos in order to increase awareness on human rights issues facing Aboriginal communities in Alberta.
- Have an e-learning module/online component to help community members through the human rights complaint process against their employer/landlord, etc. Also, provide contact information on how to contact the worker.
- Have online services and resource material available in Blackfoot and Cree languages.
- Provide learning opportunities through the creative arts. For example using interactive forum theatre.
- Continue to explore innovative techniques and approaches for implementing human rights as a method of reaching a larger audience.

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