

## Prioritizing Anti-Racism in YWHO – Examples of Site-level Actions that Demonstrate a Real Commitment to Equity

1. Make use of “A Practical Guide to Equity, Diversity, and Inclusion in Hiring and Onboarding” provided to hire staff (including mental health counsellors) who are representative of the diverse youth across the province, i.e., service providers who are Black, Indigenous and people of colour, LGBTQ2S+, people with disabilities and neurodiversity, etc. and who have a background in equity and anti-oppression.
  - See Resource: [A Practical Guide to Equity, Diversity, and Inclusion in Hiring and Onboarding](#)
2. Allocate funding to offering supports that are grounded in anti-racist & decolonial practice and culturally relevant to adequately support needs of youth with mental health challenges who also experience racism. Mainstream mental health supports can miss the mark on this and cause more harm when youth who experience racism need a place to go for support and have experiences of racism dismissed, questioned, denied, misunderstood, misdiagnosed<sup>11</sup>).
  - See Resource: [Directory of Diverse Equity Focused Program Facilitators & Service Providers](#)
3. Consult with all sites’ stakeholders, especially Kenora, Niagara and North Simcoe to understand the ways in which the model meets and misses the cultural needs of Indigenous youth and communities. Integrate these learnings into future implementation and evaluation plans.
  - See recordings of Indigenous Knowledge Sharing Events: [Wiid-Seemadaanik E’Shkiniigjig— “Let’s Walk with the Youth”](#)
4. For the anti-racism and anti-oppression training for all sites, contract decolonial content creators to develop components focused on decolonization and wellness for people who have lived experience of racism and are not necessarily ‘learning’ about it. For the LGBTQ2S+ Inclusion training for all sites, contract decolonial content creators who have lived experience of LGBTQ2S+ identity to develop content focused on decolonization and wellness for people who have lived experience of LGBTQ+ identity and are not necessarily ‘learning’ about it . For the trauma-informed care training, focus on developing curriculum specific to Indigenous trauma-informed practice. Make the aforementioned trainings available to the backbone.
  - See Resource: [Directory of Diverse Equity Focused Program Facilitators & Service Providers](#)
5. Articulate clear actions to disrupt racism at your site through the generation of action plans within the scope of the backbone’s role.
  - See Resource: [Coaching Log \(with equity focused prompts throughout\)](#)