A Review of Recommendations Addressing Systemic Discrimination in Nova Scotia and Canada: Annotated Bibliography
The Nova Scotia Human Rights Commission

Abstract

This document is an annotated bibliography of key reports, documents, and research informing a review of recommendations addressing discrimination in Nova Scotia, covering the areas of Nova Scotians with disabilities, LGBTI, newcomers and immigrants, African Nova Scotians and Black communities, Aboriginal communities, as well as human rights and discrimination in general. Each area is organized by publication date, starting with most recent publications.

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Nova Scotians with Disabilities, Seniors & Persons Living with HIV/AIDS		
Title & Purpose of Document	**Recommendations & Actions**	**Citation & Type of Document**
Accessibility for all Nova Scotians: An invitation for input on accessiblity legistlation. (2014). * Public consultation process (Dec 2014) on input for accessibility legislation. The forthcoming findings will be useful, based on the community consultations.	**No recommendation actions yet. Forthcoming in 2015.** "Purpose is to systematically prevent, identify, and remove barriers that keep individuals from full participation (p.4)"	(*Accessibility for all Nova Scotians: An invitation for input on accessibility legislation*, 2014) Government report.
Choice, equality and good lives in inclusive communities: A roadmap for transforming the Nova Scotia services to persons with dissabilities program. (2013). * This document presents a roadmap that lays out an agenda informed by the principles of the Government of Nova Scotia for creating a system that is: person-focused, ability-focused, independence-focused, home and community oriented, accessible, responsive and sustainable. The document proposes a five-year-time-frame for the	**Recommendations for transforming Nova Scotia Services to persons with disabilities program (pp. iv-v).** • *Person-directed planning and navigation.* Establish person-directed planning and navigation as a process available to all individuals with disabilities and their families across the lifespan. • *Individualized personal disability and family supports.* Establish a 'Disability Supports' (DSP) Program that replaces the current SPD Direct Family Supports for Adults (DFSA), Direct Family Supports for Children (DFSC), Enhanced Family Supports for Children and Adults, and Independent Living Support (ILS) programs. • *Individualized funding mechanism*. Establish Individualized Funding (IF) as the funding mechanism for delivering the Disability Supports Program. Individuals and families would have two payment options through Individualized Funding: Direct Funding or Third Party Administrator Funding. • *Equal recognition of legal capacity and supported decision-making.*	(*Choice, equality and good lives in inclusive communities: A roadmap for transforming the Nova Scotia services to persons with disabilities program*, 2013) Government report.

planning and groundwork "to transform the system of services to persons with disabilities; however, we understand that the full transformation will likely take a decade of change" (p. 2).	Establish a legal framework to promote and protect the right to legal capacity and supported decision making, and adopt related policies and guidelines in all processes of SPD program eligibility determination, assessment, decision-making and delivery of funding and supports. • **_Reduced reliance of ARCs, RRCs, and RCFs_**. Announce a clear commitment and take steps to phasing out, over a multi-year period, use of ARCs, RRCs and RCFs as a response to the residential needs of persons with disabilities, in concurrence with development of necessary community-based alternatives. • **_Transformed community-based residential service system._** Redefine roles of current residential service agencies from a primary provision of place-based services to delivering and enabling more individualized supported living arrangements through a person-directed and individualized funding approach. • **_Increased access to competitive employment._** Adopt an 'Employment Focused' Framework for SPD-funded service providers delivering day programs and employability support services. • **_Equal access to housing._** Ensure people with disabilities have access to the full range of affordable and accessible housing in the community that is available to all Nova Scotians including those options created through the provincial Housing Strategy, and enabling access to needed disability supports regardless of choice of housing. • **_Comprehensive community-based networks of specialized supports._** Establish networks of providers of specialized health and social support services which can respond on a 24/7 basis to individual and family needs in their own homes and communities, and expand capacities of generic health and social service providers to deliver these specialized supports. • **_Coordinated and integrated disability-specific and mainstream community services._** Establish provincial and regional-level mechanisms to coordinate and integrate government, disability-specific and mainstream systems in developing community capacity for social and economic inclusion of people with disabilities and their families.	

Bellefontaine, D. (2013). Roundtable on acquired brain injury. * A Roundtable Dialogue on Acquired Brain Injury was held on March 15, 2013, hosted by the Disabled Persons Commission. Although considerable research work has been completed previously on Acquired Brain Injury in Nova Scotia (see Appendix C), the purpose of the Roundtable was to a) share perspectives regarding key issues and gaps in service for persons with acquired brain injuries (ABI), and resulting implications and b) develop mutual recommendations for actions.	**Recommendations regarding acquired brain injury:** page 8: • "Form a working group of Government, community organizations and consumers to develop a plan of action to move ABI forward while developing a set of short, medium and long term objectives" (p. 8). • "Arrange a consultation between BIANS and the Continuing Care section of the Department of Health and Wellness. The objective of the consultation would be to identify gaps and weaknesses in existing Government programs in meeting the needs of persons with an ABI" (p. 8). • "Develop an ABI Day Center pilot program to assist individuals in transitioning back into the community following hospital rehabilitation" (p.8).	(Bellefontaine, 2013) Notes on a roundtable hosted by the Disabled Persons Commission.
Putting people first, what we heard (2013) * Summarizes the input received from hundreds of people who use Continuing Care services or who are clients of the Services for Persons with Disabilities program. It also includes feedback from family members and people who support and advocate for seniors and people with disabilities, as well as staff who work in government programs and publicly funded agencies and organizations.	**Recommendations & key findings regarding continue care services (pp.8-26, and throughout the document):** "Inclusion driven. Person directed. Community first. That is how programs and services to support seniors, people with mental illness, and people with disabilities should perform" (p.8). • "Disability is expensive" (p.10) • "Small, community-based residences where people with disabilities live as members of the broader community is the model overwhelmingly supported by all stakeholders" (p.10). • People want more options to support them to live in their homes and in the community" (p.12). • As more disabled people live to reach their senior years, staff working with geriatric clients, patients and residents must be prepared for the needs of this specialized elder population (p.13)	(*Putting people first: What we heard*, 2013) Government document.

	- Assessments and wait lists need to support the person, not the system (p.13) - Finding: "Many people are either "not disabled enough" or "too disabled" to be eligible for support. Some people have great need, but don't fit into the criteria for existing programs, so end up with little or nothing" (p.14). "Funding should follow the person, not the program" (p.14) - Program staff need more authority, flexibility and tools. "Front-line staff feel they lack the authority to make common-sense decisions that could benefit the people they work with" (p.16). "Stop pushing people to crisis. The system seems far better at mobilizing to respond to a crisis than it is at stepping up before things unravel, even though the build-up to the crisis may have been coming for months (or years) and with plenty of warning signs" (p.18) "Single entry, and 'coaches' rather than 'case managers'" (p. 18) "Create partnerships and innovation for housing solutions" (p. 19) "Acknowledge differences & include everyone" (p. 19). "Acquired Brain Injury requires tailored approach to programs and treatment" (p. 21) "Aboriginal People face additional issues. First Nations people living on-reserve can be additionally challenged by often complicated policies about which level of government (federal or provincial) is responsible for paying for a service. " (p. 22) - Finding: "The further from Halifax, the fewer the supports" (p. 22). "Support the whole family" (p. 22). - Finding: "Home care & respite don't always give what people need" (p. 23) "DCS and DHW staff need to work more closely together" (p. 24) "Legislation needs a very big overhaul" (p. 25) "Invest limited public funds creatively – be transparent and honest" (p. 26)	
Barken, R. (2013). A place to call home: Intellectual disabilities and residential services in Nova Scotia. * According to the 2008 Report of Residential Services, over seven	**Recommendations regarding residential services for people with intellectual disabilities:** The de-institutionalization of people with intellectual disabilities should be a priority.	(Barken, 2013) Academic article.

hundred Nova Scotians with disabilities are segregated in institutional settings. Nova Scotia's policies and policy makers still hold strong beliefs that large institutions are necessary for Rehabilitation and long-term care.	Research demonstrates that people with intellectual disabilities typically experience increased physical and emotional well-being, an increased sense of safety, and more meaningful social relationships, when they live with support in the community.	
Pearce, J. L. (2011). Fighting in the dark: Charles Frederick Raser and the Halifax asylum for the blind, 1850-1915. * This study contributes to the growing disability-focused historiography of Canada, in particular, Nova Scotia.	**Only historical in analysis. No recommendations.**	(Pearce, 2011) Doctoral dissertation.
UN convention on persons with disabilities implementation project for NSHRC. (2010). * The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilitlies, and to promote respect for their inherent dignity. Addressing issues around "discrimination on the basis of ability."	**Recommendations from the UN convention that NSHRC has pulled out:** • *Article 4. General obligations.* To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programs. • *Article 5. Equality and non-discrimination.* • *Article 8. Awareness raising.* "To promote positive perceptions and greater social awareness towards persons with disabilities" (p. 8 of the convention) • *Article 9. Accessibility.* Universal Design. Buildings, roads, transportation, outdoor and indoor facilities, schools, housing, medical facilities, workplaces. Develop, promote and monitor the implement of minimum standards and guidelines. • *Article 20. Personal mobility.* Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost. • *Article 21. Freedom of expression and opinion, and access to information.* • *Article 27. Work and employment.*	("UN convention on persons with disabilities implementation project for NSHRC," 2010) UN Convention.

| Salmon, N. (2009). We just stick together: Centering the friendships of disabled youth
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A study on the importance of friendship in the lives of youth with disabilities. | **Key finding:**

"Ableism forms the backdrop for this entire study. Eradicating or reducing it would change everything in these findings" (p. 215).

Recommendations for youth, families, and allies:
• Stigma disrupts the friendships of disabled youth though a range of processes (labeling, stereotyping, status loss, separation) that arises from and contributes to ableism – discrimination against disabled people.
• Finding a balance between adult support and surveillance emphasizes the crucial role that adults play in facilitating the friendships of disabled youth.
• Disrupting oppression to create enduring friendship highlights the strategies used by these disabled teens to make and keep friends in a stigmatizing society. Strategies most often used that appeared to be effective for participants were disrupting norms about friendship, coming out as disabled, connecting through stigma, and choosing self-exclusion.
• Efforts around inclusion and awareness of ableism need to be happening in schools and at the level of educational policy.

Ultimately, ableism is a pervasive social problem. "There is much work to be done to dismantle this damaging set of assumptions, beliefs and practices…If disabled people and their allies were able to connect over the experience of disability more broadly, perhaps a more cohesive political community would emerge—a community that could connect with other anti-oppressive movements" (p. 219). | (Salmon, 2009)

Doctoral dissertation. |
| **Shannon, D. W. (2007).** *Six degrees of dignity: Disability in an age of freedom*.
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Newest special interest group. | **Synopsis of book:** "The widespread belief in Canadian society that provisions contained in both the Charter of Rights and Freedoms and provincial Human Rights Codes have largely won the fight against discrimination is an illusion. This has arisen from a perception that the law, or rightly stated "human rights law" is a panacea. The problem of turning the tide of discrimination is much more complicated than that" (p.45). He identifies the social and attitudinal barriers still present in Canadian society today and argues for exercising the six degrees or elements of dignity in an integrated fashion: Dignity in public perception; dignity in the community; dignity in law; dignity in public policy; dignity of self; dignity of future. | (Shannon, 2007)

Book. |

Strategy for positive aging in Nova Scotia. (2005). * A framework for government action around aging. 1000 Nova Scotians engaged in the research. "Task Force participants emphasized a need for improved service delivery that reflects the principles of postive aging for Nova Scotia's diverse population" (p.115). Particularly, cultural competence in service delivery. Useful definitions of culture, diversity, race, ethnicity etc. as well as examples of postive developments (pp.115-122)	**Recommendations on respecting diversity and positive aging (all recommendations on pp. 51-52):** • "Ensure governments and communities take cultural diversity, gender equity and social inclusion into account when designing legislations, policies and programs for and with seniors" (p.51). • "Increase the diversity of health and social services professional and volunteers, and ensure professionals and volunteers working with seniors are sensitive to issues around language, culture, gender and disability" (p.15). • "Ensure that information and services are available to seniors in a culturally appropriate and sensitive manner, recognizing the needs and interests of Aboriginal persons, African Nova Scotians, les Acadiennes/Acadiens and other Francophone people, and immigrants from all parts of the world" (p.51).	("Strategy for positive aging in Nova Scotia," 2005) Government document.
Nova Scotia elder abuse strategy. (2005).	**Recommendations (pp. 2-3):** No direct mention of diversity, race, and ethnicity except that "abuse can happen to anyone, regardless of age, gender, living arrangements, health, ability, sexual orientation, financial status, education or culture".	(*Nova Scotia elder abuse strategy*, 2005) Government document.
Nova Scotia's strategy on HIV/AIDS (2003).	**Strategic Directions:** • *#1 mobilize integrated action on HIV/AIDS.* Foster a broad community-based health system using a population health approach for Nova Scotians who are vulnerable to infection; allocate sufficient and stable funding sources for community-based programming. • *#2 build a broad research and information sharing strategy*. Enhance research programs by taking a population health approach; strengthen research process; develop research agenda for NS as part of broader national (and/or global) HIV/AIDS research agenda; determine the validity and feasibility of collection and identifying HIV/AIDS surveillance data for ANS, Aboriginal people, and new immigrant communities.	("Nova Scotia's strategy on HIV/AIDS ", 2003)` Government document.

	• ***#3 build a coordinated approach to prevention and harm reduction.*** (there are 6 here, but this one is most relevant): Develop and implement a comprehensive prevention strategy that includes initiatives based on harm reduction approach for different populations within a variety of services settings (including a network of anonymous testing services, access to barrier prevention methods, needle exchange programs, and methadone maintenance treatment services in both community and correctional facilities). • ***#4 build a coordinated approach to care, treatment and support.***	
Developing a pilot program to fund workplace personal assistants and personal care assistants for severely disabled post-secondary students transitioning into employment in Nova Scotia (2013). * Nova Scotia provides many services that assist people with disabilities in aspects of their lives such as: education, independent living and recreational pursuits. Currently, there are no services provided to aid these individuals in the workforce. "Government has greatly invested in the education and training of Nova Scotians living with severe physical disabilities. This includes human support services to allow students to successfully complete post-secondary education and training. Workplace Professional Assistants (WPAS) are widely used in the United States to allow persons to	**Recommendations to support disabled post-secondary students transitioning into employment (sprinkled throughout the report):** • The Government of Nova Scotia to develop a pilot program to fund up to 20 personal assistants and/or personal care assistants in the workplace, with the Department of Community Services championing this initiative. • The Department establish an inter-departmental working group to obtain program funding across relevant government departments. The working group should consist of the Departments of Community Services, Health and Wellness, Labour and Advanced Education, the Disabled Persons Commission and the Public Service Commission. This funding should be secured for the FY 2014-15 budget. • Develop a flexible and person-centred program to fit with the individual's specific needs as well as the organization he/she is employed. This would allow post-secondary students with severe disabilities to successfully transition to, obtain and retain employment. • The Human Services program offered by the Nova Scotia Community College be reviewed and evaluated to assess whether graduates meet the requirements of Personal Care Assistant and Personal Assistant • That existing education/training and employment support programs be reviewed to comply with the United Nations Convention on the Rights of Persons with Disabilities.	("Developing a pilot program to fund workplace personal assistants and personal care assistants for severely disabled post-secondary students transitioning into employment in Nova Scotia," 2013) Government document.

successfully transition from post-secondary education to employment. The Disabled Persons Commission was given the task to develop a position paper to explore programming options that would allow students with significant disabilities to successfully transition from post-secondary education and training to employment" (p.1).		

Lesbian, Gay, Bisexual, Transgender and Intersex		
Title & Purpose of Document	**Recommendations & Actions**	**Citation & Type of Document**
Numer, M. S. (2014). Gay men's sexual subjectivities in the age of HIV/AIDS: A poststructural discourse analysis of activists' experiences in Nova Scotia. * Research Question: How has HIV discourse impacted the sexual subjectivities of gay men in Nova Scotia?	**Key findings and recommendations (pp. 167 & 201):** • A key finding for health promotion and public health, within policies and programs, is that they need to acknowledge pleasure and desire in relation to HIV (bare-backing as pleasure not as deviant behavior) prevention and gay men's sexual relations. Don't simply medicalize sex. • The findings of this study show that health promotion efforts need to bring a critical perspective to HIV-prevention. Both formal public health agencies and less formal health organizations or groups that present HIV messaging to the public have an impact on the discursive field of HIV. In other words, the tactics of public health influence the way the public receives HIV messaging and conceptualizes the disease (p. 167). • "I would suggest that our efforts to design and produce HIV prevention and stigma reduction campaigns should be viewed as part of the production of gay men's sexual subjectivities. It is anticipated that expanding and producing multiple sources of knowledge about gay men can help us understand how we are part of the discursive production" (p. 201). • For example is mainstreaming HIV/AIDS helpful or hindering to gay identity and subjectivities?	(Numer, 2014) Doctoral dissertation.
The Youth Project. (2014) Website * An organization dedicated to providing support and services to youth around issues of sexual orientation and gender identity.	**Provides resources and supports for youth, families and schools.**	("The Youth Project," 2014) Website of resources.

GayHalifax. (2014). TransAction Society of Nova Scotia. Website. * The TransAction Society of Nova Scotia is a non-profit society dedicated to activism and awareness of issues facing transgender Nova Scotians, and frequently engages in fundraising to offset the cost of everyday items for trans people in need in Nova Scotia. TransAction's services are open to people of any age in Nova Scotia.	**Supports for individuals and advocacy.**	(GayHalifax, 2014) Community organization website.
Rafuse, K. (2014). Conspicuous sexuality: Bourdieu's affective phenomenology and the normative origins ofhomophobic violence. * Through an elaboration Bourdieu, Rafuse argues that the embodiment of heterosexist norms produces negative dispositions towards gay men and women. Here Bourdieu provides a means for theorizing how norms are reproduced on the surface of the body as looks, gestures, and feelings, and not in the unconsciousness or the deep-seated beliefs of individuals.	**Descriptive research.**	(Rafuse, 2014) Master's thesis.

PrideHealth. (2013). Trans* health guide. * Research indicates that that 41 per cent of trans people who are attempting to access knowledgeable and trained care have attempted suicide. It became clear that providing information that can assist access just makes sense.	**A response to a recommendation:** Coming out and living as trans* can be challenging and Capital Health has published the Trans Health Guide to support individuals who need support.	(prideHealth, 2013) Community organization Guide.
CBC. (2012). It gets better, Cape Breton Health tells teens, *CBC News.* * The 'It Gets Better' project, started by syndicated columnist Dan Savage in 2010, is a grassroots campaign directed at teens in the wake of a rash of suicides linked to homophobic bullying in the U.S.	**Stories about coming out shared to support others:** • Find out if your school has a Gay-Straight Alliance • Seek out a supportive teacher • Look for rainbows and ally cards • Have the courage to acknowledge who you really are • Don't give up. You deserve to be happy and loved.	(CBC, 2012) Newspaper article.
Wheadon, R. (2012). "Lock up your sons": Queering young adult literature and social discourse.	**Descriptive research.**	(Wheadon, 2012) Doctoral dissertation.
Murray, E., Numer, M., Merritt, B., Gahagan, J., & Comber, S. (2011). Healthy aging among LGBT seniors in Canada: A review of the literature. * This paper reviews the literature on how gender and sexuality impact healthy aging in relation to Lesbian, Gay, Bisexual, and Transgender seniors.	**Conclusions & Recommendations (p. 188):** • More research is required to gain additional information necessary to support the development of appropriate health promotion programs, interventions, and policies for the LGBT aging population. • Necessary to explore the impacts of gender and sexuality on healthy aging and to examine the impact of health-care delivery of programs and policies to seniors in relation to potential homophobic and heterosexist attitudes and environments. • "It is inappropriate to assume that everyone from a given population is the same. Therefore, it is important to explore the diverse health care needs of LGBT seniors in relation to the diverse forms of marginalization" (p.188).	(Murray, Numer, Merritt, Gahagan, & Comber, 2011) Academic article.

TheCBUSU (Producer). (2011). It gets better project. * Personal experience of gay youth.	**Personal narrative.**	KeithMac2 (2011); TheCBUSU (2011) Community organization.
Brotman, S., Ryan, B., & Meyer, E. (2006). The health and social service needs of gay and lesbian seniors and their families in Canada. * Putting a stop to institutionalized homophobia and heterosexism for seniors in Canada.	**Synopsis of recommendations below (full recommendations, p.11):** • *Advocacy.* Develop sensitive residential and long term care services, homecare services; increase visibility in social agencies and within the health care system. • *Social & Political Voice.* Promote advocacy for seniors; create empowering conditions for seniors within social organizations; create opportunities for like-minded seniors to meet socially; celebrate seniors' diversity in social organizations and agencies. • *Training & Education.* Offer gay and lesbian specific curriculum in university settings; make available training programs for professionals working in health care systems, social services agencies, and homecare services (*trainers and curriculum materials are available in Vancouver, Halifax, Toronto and Montreal);* educate social groups and organizations on gay and lesbian seniors' needs. Train providers to understand, follow, or challenge current policies and legislation on temporary or alternate decision makers in their regions. • *Outreach.* Develop sensitive outreach programs to seniors and their families with specific emphasis on multiple marginalized populations such as: rural, First Nations, poor, and ethnic and racial minority communities. • *Policy.* Create options inside gay/lesbian and mainstream sectors; create opportunities for dialogue between sectors; create a "families of choice" policy; creating mechanisms for decision making and long term planning; caregiving and informal support networks; lobby for increased funding for programs; incorporate sexual orientation into "diversity" agenda. • *Practice.* Create environments of recognition and support of Adapt assessments - ask the right questions; talk about sexuality; include families of choice in decision-making; develop best practices; recognize complex psychosocial issues	(Brotman, Ryan, & Meyer, 2006) Academic report.

	• *Addressing identity & isolation.* Issues of coming-out, self-identification, identification with community vulnerability: Impact of life-long exposure to stigma; managing stigma, exposure to discrimination.	
Banks, C. (2003). The cost of homophobia:Literature review on the human impact of homophobia on Canada. * A review of research on the human costs of homophobia. "This is defined as the annual number of gays, lesbians, and bisexuals who die each year "prematurely," most likely as a result of homophobia. That is, without homophobia, death rates of GLB and non-GLB should be equivalent" (p.5).	**Descriptive research.**	(Banks, 2003) Academic literature review.
Mathieson, C. M. (1998). Lesbian and bisexual health care. * Research that explored lesbian and bisexual women's experiences with family physicians. Conclusion: "Lesbian and bisexual women are receiving less than optimal health care in a Canadian health system that prides itself on equal access. Family physicians are in a position to address this problem by recognizing barriers to care and using gay-positive strategies" (p. 1639).	**Recommendations for physicians:** • To be gay positive is an important attribute for family physicians (open-minded, knowledgeable about lesbian and bi-sexual healthcare needs, create *sustained* safe space for disclosure) (p. 1638). • To overcome barriers to care: Taking patient histories from a neutral, unbiased perspective (not perpetuate heterosexual assumptions), having gay positive signage in offices (p. 1638).	(Mathieson, 1998) Academic article.

Newcomers to Nova Scotia & Diversity		
Title & Purpose of Document	**Recommendations & Actions**	**Citation & Type of Document**
Bill C-24: Strengthening Canadian citizenship act. (2014) * The Canadian Bar Association's National Immigration Law Section's comment on Bill C-24, Strengthening Canadian Citizenship Act introduced in February 2014. While supporting the Government of Canada's objective of clarifying the test of residency and commends the retroactive restoration of citizenship to additional "lost Canadians" they have serious concerns about other aspects of the Bill e.g. stringent requirements for residency, demonstrate intent to live in Canada, the revoking and barring of citizenship.	**Recommendations modifying Bill C-24:** They recommend modifications to Bill C-24 to "ensure a system that is ultimately fairer and easier to administer, and more efficiently uses public resources while providing the necessary safeguards to maintain the integrity of the Canadian citizenship process" (p. 29). There are 20 recommendations in total (pp. 29-31), relevant examples include: • Reduce requirements of residency from 6 to 3 years; recognized residency on a discretionary basis for deserving situations. • That the requirement for the applicant to take the knowledge test in one of the official languages be eliminated. • That a citizen facing revocation always has the right to a hearing before an independent and impartial decision-maker, and that assessment of humanitarian and compassionate factors are included.	("Bill C-24: Strengthening Canadian citizenship act," 2014) Law review.
Brown, M., Sansfacon, A. P., Ethier, S., & Fulton, A. (2014). A complicated welcome: Social workers navigate policy, organizational contexts and socio-cultural dynamics following migration to Canada. *	**Descriptive research. Key relevant findings:** The research suggests significant barriers on the levels of policy, organizational context and socio-cultural dynamics. On the level of policy, participants navigated processes for immigration, recognition of foreign credentials, and licensure with the provincial regulatory body. On the level of organizational context, participants faced a range of challenges in securing social work employment. On the level of socio-cultural dynamics, participants detail the many interactive subtleties experienced as they sought to 'fit in' in order to connect with their new colleagues and communities.	(Brown, Sansfacon, Ethier, & Fulton, 2014) Academic article.

The article shares the experiences of forty-four migrant social workers who undertook their social work education outside Canada and currently practice social work in Canada.		
OneNovaScotia. (2014). Now or never: An urgent call to action for Nova Scotians. * **Attitudinal Barriers:** There is a moderately high level of recognition that the population of NS needs to increase as part of an improved economy, but slightly more than half of respondents do not see immigration as the preferred route to growth. Rural residents appear to be more concerned that their urban counterparts (p.26). **Attitude & Identity:** Our province and our people need a 'new attitude' a greater sense of being citizens of Nova Scotia and not just of their local area. There is an abundance of community spirit, but some negativity as well, stigmatizing success and resisting change. There is a clear need for Nova Scotians to come together and consider not only who gets what from our collective pie, but how we can make it bigger for all to share (p.6).	**Recommendations around inclusivity and attitudinal barriers (sprinkled throughout the report, relevant recommendations below):** • *Immigration is essential.* Goals 1 & 2: Increase interprovincial (net gain of 1,000 working age persons per year) and international migration (NS to receive annually its proportional national share (2.7%) (p. 47). • *Address attitudinal barriers.* A need to address the barriers stemming from negative attitudes and even racism when it comes to welcoming new people into our communities and hiring people "from away" (p.26). • *Create opportunities for progress for disadvantaged groups.* Support and create opportunities for what's already happening (e.g. Cape Breton First Nations leveraging their land and resources to building new enterprises and providing employment; African NS entrepreneurs building successful businesses, mentoring youth and new start-ups in their communities) (p.39-40). Employment rate First Nations and African Nova Scotians will be equal to the provincial average (p.48). • *Becoming a more inclusive and welcoming province.* Demonstrate we are welcoming society across communities, educational settings and work places. Welcoming programs need to be embraced throughout the province (welcoming communities); workplaces can make use of available tools for international credential recognition, assessment of occupational competencies and recognition of prior learning, and hire international students (pp.59-60). • *Be Inclusive within Nova Scotia.* Be more inclusive in our responses to the needs and aspirations of our own citizens in visible minority communities—Mi'kmaq and African Nova Scotians and people with disabilities (p.60).	(OneNovaScotia, 2014) Provincial Government Document.

Abidi, C. B., Tastsoglou, E., Brigham, S., & Lange, E. (2013). Refugee claimant service providers: Negotiating shifting policies, practices and perceptions in Atlantic Canada. * This study is based on interviews and focus groups with fourteen research participants, all of whom work for organizations providing services for immigrants, refugees and refugee claimants in Atlantic Canada. The purpose of this study is to explore the research participants' perceptions of the policies and practices that impact refugee claimants in the Atlantic Canadian region and to identify possible contradictions and gaps in policies, practices and services. Our findings show service providers perceive that shifting public policy has negatively impacted refugee claimants in Atlantic Canada, resulting in decreased services, increased complexity in navigating governmental systems, and increased deterrence for people seeking asylum.	**Recommendations (p. 55):** *Increased communication & collaboration.* • Navigating government systems was identified as one of the most challenging elements of working with refugee claimants in Atlantic Canada due to unclear rules and uninformed government staff. • The formation of an intergovernmental and interprovincial working group focusing on policies and services for refugee claimants could remove some of the confusion related to processes and enhance communication for sharing best practices. • Collaboration within the non-governmental community is also needed to provide technical and emotional support to refugee claimants. • An Atlantic Canadian forum or conference for stakeholders could provide an avenue for sharing and learning about self and organizational care. *Public relations & advocacy.* • Participants made it clear that increased efforts in advocacy are needed for long term and sustainable strategies that value the needs and resiliency of refugees in Canada. The development of an advocacy network on refugee rights, which engaged diverse participants from business, academia, community and the refugee community would be beneficial. Opportunities for refugee claimants to share their experiences and dialogue with Canadians and immigrants could also challenge the current political discourse.	(Abidi, Tastsoglou, Brigham, & Lange, 2013) Academic report for community organization.
Working together to better serve all Nova Scotians: A report on consumer racial profiling in Nova Scotia. (2013) * The first study of its kind in Canada	**Recommendations in addressing consumer racial profiling (pp. 92-99):** "The NSHRC will use its research results to work with retailers and service providers to develop awareness, training materials, and best practices to reduce the barriers, experience, and impacts of consumer racial profiling" (p.10).	(*Working together to better serve all Nova Scotians: A report on consumer racial profiling in Nova Scotia*, 2013)

| to develop and informed understanding of consumer racial profiling in Nova Scotia. The research included first voice participants about their experiences of differential treatment and service in the market place, based on race, ethnicity or both. | *Recommendations for the NSHRC.*
• Ensure the results of this project are used in the best interests of the communities that it serves. Involve the community in decision making around the dissemination of findings.
• Develop its role as a leader in research and education around issues of human rights in Nova Scotia and across Canada through the continual development of projects.
• Reconnect with communities at the grassroots level to ensure it supports the needs of these communities and works in their best interest.
• Connect at the grassroots level with communities to provide awareness of the changes to dispute-resolution processes
• Create spaces for storytelling, allowing community members to speak about their experiences as they relate to human rights issues.

Further recommendations.
• Businesses in NS need to develop strategies that create consumer spaces and workforces that are inclusive, welcoming, respectful and reflective of the people they serve.
• Government and businesses need to develop and implement strategies that decrease the barriers to the full participation of persons of diverse race and ethnicity in NS.
• Businesses need to create safe and welcoming environments through training and policies guiding staff behavior and the structural layout of the space.
• Rebuild relationships between police and diverse racial and ethnic communities across Nova Scotia. The province needs to take a closer look at the practice of racial profiling within the local police forces to ensure that their practices are non-discriminatory.
• To effectively breakdown racial stereotypes that lead to discriminatory racial profiling, the NS education system needs to review its curriculum, teacher training, and school practices as they related to race and ethnicity
• At the macro level, Nova Scotian businesses need to be held accountable to recognize and accommodate the rights of First Nations people. Local businesses need to better educate their managers and staff around First Nations rights. | HRC research report. |

Pender, C. R. (2012). "Day by day, day by day": A study of immigrant women's entrepreneurship and settlement in Halifax, Nova Scotia. * This research illuminates the gendered nature of immigration and business ownership in the Atlantic Canadian context. It shows that immigrant women face many barriers to meaningful employment, but entrepreneurship in the food sector can facilitate substantive citizenship.	**Key finding:** The food sector is a place to support women immigrants as they integrate into the Canadian context.	(Pender, 2012) Master's thesis.
Issari, S. (2011). Naming our reality: Exploring racism in employment. * Racism in Canada is well documented, but little is known about racism in the employment sector. This study explores the everyday employment experience of adults in NS, who are marginalized Reby race.	**Recommendations to address racism in employment:** "When the participants were asked "what can colleagues and managers do to combat and challenge racism in the workplace, participants provided a list of suggestions as it relates to the question. A major theme that emerged in the study is that there needs to be equitable representation of qualified workers, when it comes to hiring, retention and promotion in the work environment" (p. 100). "It is argued that systemic assessment of organizational culture for employment equity purpose is rare and that until discriminatory barriers in the informal social behaviour of the workplace are revealed and brought into the focus of employment equity change interventions, little progress toward equality will be made" (p.100).	(Issari, 2011) Master's thesis.
Waldron, I. (2010). The impact of inequality on health in Canada: a multi-dimensional framework. * This paper argues that a critical understanding of health inequality requires an analytical approach that	**Key findings to improve health outcomes for racialized groups:** This paper presents a Canadian perspective on these issues. It argues for an analysis that characterizes inequality in its circuitous, contextual, multi-layered and multi-dimensional forms by articulating health outcomes for racialized and other marginalized groups as the product of the convergence between the macro-structural forces of discrimination that often occur within societal institutions and structures, and the micro-situational discriminatory events that	(Waldron, 2010) Academic article.

acknowledges the interactional and interdependent relationships between structural, institutional and everyday inequalities, and how these inequalities are informed by the intersecting relationships between race, culture, gender, citizenship status, socio-economic status and other social factors to determine health outcomes, health access and quality of care.	occur between individuals in everyday life (p.261). "The paper suggests that reducing and eliminating poor health outcomes for racialized groups requires inter-professional partnerships between physicians, psychiatrists and other mental health professionals, nurses, social workers, community and settlement workers and other professionals, which would enable professionals in diverse fields to share different skills at various levels to help clients at different points in their lives within diverse clinical and non-clinical settings" (p.270).	
Background paper: Canadian multiculturalism (2009). *	**Background to Nova Scotia's multiculturalism legislation:** Nova Scotia adopted its multiculturalism legislation in 1989. The Act to Promote and Preserve Multiculturalism recognizes multiculturalism as an inherent feature of Nova Scotia society and pledges the government to the maintenance of good relations between cultural communities. The Act provides for two administrative structures to manage its implementation: a Cabinet Committee on Multiculturalism to oversee the application of the policy on a government-wide basis and a Multicultural Advisory Committee to advise the Cabinet committee and review the programs. The Minister of Communities, Culture and Heritage is responsible for the administration of the Act.	("Background paper: Canadian multiculturalism ", 2009) Federal Government.
StatisticsCanada. (2008). Immigrants' education and required skills. * In 2006, the proportion of recent immigrants with a university degree was twice as high as among native-born Canadians. Despite this high level of schooling, several indicators reflect difficulties that recent immigrants entering the Canadian	**Descriptive statistics only.**	(StatisticsCanada, 2008) Federal Government.

labour market encounter that are non-demographic in nature, including: language skills, non-recognition of credentials, schooling, or foreign experience, recession.		
Bernard, W. T., & Moriah, J. (2007). Cultural competency: An individual or institutional responsibility? * "We posit that the need to become culturally competent in multi-cultural service delivery should not only focus on recent immigrants, however, but also on those people of African descent who have been here for centuries. Furthermore, we suggest that the definition of cultural competence must be expanded to include exploration of issues of oppression, power, and privilege and how these contribute to the helping relationship when culturally relevant and competent services are being delivered" (p.81)	**Recommendations for becoming a culturally competent social worker:** Becoming culturally competent is a process, a lifelong journey that can be facilitated by organizational and institutional change and by ongoing professional development training. • *Cultural awareness.* The first step for professionals in the cultural competency journey is to admit to a lack of knowledge about other cultures and make a commitment to learn about them (including one's own culture). • *Cross-cultural relations.* Practitioners must develop the ability to engage the realities of culturally different clients in an accepting, genuine, non-offensive manner. • *Strengths of clients.* Services and interventions should build on the strengths of diverse families and communities. Workers are encouraged to consider the adaptability of family roles, the use of kinship bonds, the religious-spiritual orientation, and other resources of clients to find solutions to clients' problems. • *Difference dynamics.* Social workers need to acknowledge that differences exist between and within cultural groups. • *Cultural knowledge and diversity training.* Social workers need a knowledge of the history, culture, traditions and customs, preferred language or primary dialect, value orientation, religious and spiritual orientation, art, music and folk or other healing beliefs of the groups for which the worker carries out professional responsibilities. • *Adaptation of services.* Workers need a clear agenda for adapting programs to achieve better outcomes, rather than relying on adapting individuals. • *Organizational change.* An agenda for organizational change that is holistic and addresses all aspects of the organization, including management, staff, board members, and organizational culture, provides a safer space for the development of authentic cultural competency.	(Bernard & Moriah, 2007, pp. 87-91) Academic article.

	• **Community involvement.** Workers must include neighbourhoods and communities as vital aspects of their practice domain. • **Multi-ethnic staff.** Multicultural professionals must be actively recruited, hired, and retained by agencies and be placed at all levels of the organization. Be vigilant about this process and attend to the issues inherent in organizational culture and institutional privilege that make recruitment, retention, and promotion difficult. • **Assessment/evaluation of cultural competence.** Agencies must constantly assess their ability to serve all clients. This strategy requires agencies to be as knowledgeable as possible about clients to prepare staff to provide relevant service. • **Empowerment and advocacy.** Workers must master empowerment and advocacy skills if they are to be effectively prepared for practice with diverse populations, as they will need to employ these skills to help their clients mitigate issues of oppression and marginalization.	
Cheung, L. (2006). Racial status and employment outcomes. * This report looks at data from the 2001 Census and the *Survey of Labour and Income Dynamics* (SLID) to provide evidence that there remain large and consistent gaps in economic security for workers of colour compared to other workers. These differences are not based on real differences of skills and education, but rather on perceived differences based on race.	**Descriptive research.**	(Cheung, 2006) Federal Labour Congress research.

	African Nova Scotians & Black Communities	
Title & Purpose of Document	**Recommendations & Actions**	**Citation & Type of Document**
AfricanNovaScotianAffairs. (2014). ANSA Statistics and Research * Great demographic information. Statistics and data based on National Household Survey from Statistics Canada (population #s, age, gender, education, employment).	**Descriptive and statistical research.**	("ANSA Statistics and Research," 2014) Government document.
Simmonds, A. (2014). This land is our land: African Nova Scotian voices from the North Preston Area speak up. * "This article discusses research conducted with African Nova Scotian communities in the Preston areas about ongoing concerns regarding the expropriation of land, clarity of land titles and education regarding land ownership and inheritance. Today, fewer instances of overt racism occur and the problem is more systemic. However, racism and marginalization are still very real experiences of the residents	**Recommendations for North Preston area land ownership:** "When speaking with community members about some of their fears about the future of their community it is very clear that members in these communities want to own their land. There is also an extreme fear that the community will be lost forever. Community members need education and support from all levels of government to ensure that land remains in families and that the communities are able to thrive for future generations" (p.13).	(Simmonds, 2014) Academic article.

of North and East Preston; and the encroachment of neighboring white communities is just one example of the struggles faced by citizens trying to kee their communities vibrant and thriving" (p.3). Includes first person quotes from Reresidents of the Preston area.		
Benjamin, A., Este, D., James, C., Lloyd, B., Thomas Bernard, W., & Turner, T. (2010). *The lives, hopes and activism of African Canadians.* * Through in-depth qualitative research with African Canadians in three Canadian cities—Calgary, Toronto, and Halifax—this study explores how experiences of racism, when combined with other social and economic factors, affect the health and well-being of this segment of the country's population. With a special interest in how racial stereotyping impacts black men and boys, the book presents stories of racism and violence and describes how reactions to racism differ across a range of social and economic variables. In addition, the discussion rejects the notion that black communities are homogeneous and provides a detailed examination of three distinct communities: Caribbean, immigrant African, and Canadian black.	**Descriptive research.**	(Benjamin et al., 2010) Academic book.

Expanding from Equity Supports to Leadership and Results (2010) * Minister of Education's response to the Reality Check BLAC review.	**Minister of Education's response to the Reality Check BLAC Review:** "The challenges have not become embedded in the daily thinking and activities of everyone in the education system, from the very highest positions of administration to every person working at every level in the system—The Department of Education, organizations, boards, and schools. Hence the title of this response to *Reality Check*: *Expanding From Equity Supports to Leadership and Results*" (p.3). The department accepts all 68 of the recommendations made by Dr. Lee and Mr. Marshall.	(*Expanding from Equity Supports to Leadership and Results*, 2010) Government document.
African Nova Scotian student support worker guidelines, standards, and evaluation (2011).	**Recommendations regarding African Nova Scotian student support workers:** It is the implementation of a recommendation out of the BLAC (and subsequent recommendations) specifically "The mandate of the Student Support Worker Program is to support academic success and improve self-esteem (both academic and cultural) for African Nova Scotian learners through positive role modelling and collaboration with administrators, teachers, parents/ guardians and the community. By providing positive role models and ongoing opportunities for collaboration with administration, teachers, parents/guardians and the community, it supports African Nova Scotian students in areas that impact educational achievement "(p. 4). Outlines for Student Support Workers: Qualifications, competencies, job description, expectations, responsibilities and relationships with other school staff and parents/guardians, supervision and evaluation of workers and the program overall.	(*African Nova Scotian student support worker guidelines, standards, and evaluation* 2011) Evaluation of program.
Lee, E., & Marshal, C. (2009). Reality check: A review of key program areas in the BLAC Report for their effectiveness in enhancing the educational opportunities and achievement of	**Synopsis of the findings and recommendations of the BLAC report review:** • A key finding is that effective programs and services have been put in place by the African Canadian Services Division (ASCD) and School Boards for African Nova Scotian students that are making a positive difference to the academic achievements of ANS students (African Nova Scotian Student	(Lee & Marshal, 2009) Review of BLAC report recommendations.

African Nova Scotian learners * Unique structures, systems and programs are in place to address racial inequality and empower African Nova Scotian learners. Some of these have helped increase the numbers going on to post-secondary education over the past four years. However, far too often the absence of systematic monitoring and data that reflect the experience of learners from Nova Scotia's Black communities put these programs designed for them out of their reach. This is a review of programs around their effectiveness in enhancing educational opportunities and achievements for the African Nova Scotian students in the province.	Scholarship program, the Student Support Worker program, and the English 12: African Heritage course have been put in place by the African Canadian Services division and school boards) (p.11). • Some institutional barriers and realities may prevent access and limit achievement for ANS students. The themes of recommendations were around: • ***Measurement and monitoring.*** "What may arguably be the most significant finding of this review is the glaring absence of quantitative data about the performance of African Nova Scotian students in several school boards" (p.9) • ***Systemic Review, Realignment and Resourcing.*** • ***Communication and Collaboration.*** "Parents and community members spoke with urgency of the need for frequent two-way communication with the community organizations and agencies that advocate politically on their behalf" (p.9) In order to uproot the causes of educational failure, there must be an institutional and community commitment to naming racism and wrestling it to the ground in all those educational settings in which it is found" (p.10) Another synopsis of the recommendations: • Better alignment and communication among the various groups working for African Canadian students • Better communication between African Nova Scotian communities and schools and between communities and organizations working on behalf of African Nova Scotian students • Continue to provide training/learning opportunities in the area of anti-racism	

Etowa, J., Wiens, J., Bernard, W. T., & Clow, B. (2007). Determinants of Black women's health in rural and remote communities. * A participatory action research project with findings that reveal numerous factors affect the health status of Black women living in rural and remote Nova Scotian communities including racism, unemployment and poverty, and lack of access to healthcare.	**Relevant key findings:** "Health disparities along racial lines have multiple root causes, including racism, poverty, and differential health-care access, which are interwoven in complex ways. The present findings illuminate some aspects of these complex issues, including the ways in which racism impacts on Black women's health. An understanding of these issues is vital to efforts aimed at addressing diversity and social inclusion in today's culturally diverse society" (p. 71).	(Etowa, Wiens, Bernard, & Clow, 2007) Academic article.
Cassin, M. (2006). Limiting careers: Race, advancement and systemic discrimination in a correctional facility. * "This case study explores race related systemic discrimination [in Nova Scotia] as it was practiced in a correctional facility over 30 years.	**Descriptive research. Key findings:** The elements of raced related systemic discrimination as revealed by the case study are: a racialized context which forms a normative order, race related assumptions embedded in ideas about and implementation of merit hiring and promotion, work culture that supports race based differentiation, organization culture which associates authority and legitimacy (and therefore work assignments and evaluation) with being male and Caucasian, institutional structures and unions that are operated with racialized assumptions and more generally a community in which racial segregation is both cultural and geographic and means that people do not know one another across racial boundaries" (p.1).	(Cassin, 2006) Academic article.
Improving the success of African Nova Scotian students. (2003). * Pilot research on the experiences of African Nova Scotian students and parents in the HRSB. Data in the report is mostly descriptive.	**Provides recommendations for parents, schools, students, community building examples (there are 12 recommendations in total, p. 14).** • "Increase parent participant in the education of students" (p.14). • "Provide more resources, including student support workers" (p.14). • "Provide more opportunities for students to explore university, community college and possible job placements" (p.14). • "Work with African Nova Scotian community groups to promote understanding and develop community based supports" (p.14)	("Improving the success of African Nova Scotian students," 2003) Government report.

Report of the BLAC implementation review committee. (2003). * Provides background and timeline of all of the reports and responses up until 2003.	**Goes through all of the recommendations made in the 1994 report and gives a status update. Refer to the BLAC review (2009) for an updated progress report.**	(*Report of the BLAC implementation review committee*, 2003) Government document.
Keddy, B., Clow, B., & Thomas Bernard, W. (2002). On the margins: Understanding and improving Black women's health in rural and remote Nova Scotian communities *	**Recommendations provided by Black women in the areas of Digby, Yarmouth, and Shelburne on improving health (pp. 16-18):** "A review of the different communities reveal that the most important factors that need to change in the Digby Area as disclosed by the women interviewed include: "A diabetic clinic"; "Free or affordable medication"; "Affordable dental care"; "Access to health insurance over and above MSI"; and "Adequate housing" (Table 6). In the Yarmouth Area, the most important factors were "Black teachers to teach Black history", "Health care close to home so you don't have to travel", "Shorter wait times for tests and appointments", "A Black community health centre with links to medical educators and health resources", and more educational information about illness and medication" (Table 7). In The Shelburne Area, some of the most important factors in order of importance were "Free or affordable medication", "Access to health insurance over and above MSI", "Adequate housing", "Affordable dental care", and "Health care close to home so you don't have to travel" (Table 8).	(Keddy, Clow, & Thomas Bernard, 2002) Academic article.
Miracles could happen here: An external review of Cole Harbour district high school. (1997). * A review of Cole Harbour District School, post BLAC report, where issues of race and discrimination were clearly evident in the school.	**Full recommendations for the school (pp. 37-48) on appropriate programs and curriculum, directors, staff, school culture:** "Immediate recommendations difficult to make due to complex concerns "therefore shifting our approach at Cole Harbour District High School from a focus on 'eradicating the problems' to 'the understanindg and acceptance of, and the willingness to struggle alongside, various constituents who share diverse values and beliefs about how things should be done' offers the possibility of a much more instructive dialogue and may point us in the direction of a more productive future for everyone" (p.47).	("Miracles could happen here: An external review of Cole Harbour district high school," 1997) Government document.

Task force on government services to the Nova Scotian Black community. (1996). * A Task Force report on the concerns of ANS with respect to delivery of services by the provincial government: education, employment, economic development, health, housing. Consultations with individuals, government, various community organizations—a questionaire distributed throughout the province. "This consultation process ilustrates there are no great discrepancies in the needs of the Black communities around the province. There is little difference in the perception of government and government services by communities throught the province" (p.6). 30% of respondents are satisfied with services and 70% dissatisfied. Identifies a lot of specific needs andperceptions.	**Synopsis of recommendations (full 45 recommendations pp. 304-38):** • Delivery of services must be conducted in a manner that respects ANS culture • Need visible role models • Need culturally specific programming • Increase funding for post secondary studies • Literacy training • Long term sustainable employment • Job training • Career Couselling • Small buisiness development • Address the needs of Black seniors • Youth programming that is culturally specific • Implementation of the Black Secretariat • Legal services clinics in Black communities • Government boards, agencies, and commissions be representative of the population in NS.	("Task force on government services to the Nova Scotian Black community," 1996) Government document.
Anti-racism policy: As regards to Aboriginal, Black and visible ethnocultural persons. (1995) * Six Policies and Adminstrative Producedures which constitute the Anti-Racism Policy for the Halifax District School Board.	**Descriptive research.**	("Anti-racism policy: As regards to Aboriginal, Black and visible ethnocultural persons," 1995) Government document.

Response to the Black learners advisory committee report on education. (1995). * The Minister of Education's response to the 1994 BLAC report.	**Accepts all recommendations with specific plans of action. See recent Reality Check, BLAC Review for more up to date information.**	(*Response to the Black learners advisory committee report on education*, 1995) Government document.
BLAC report on education: Redressing inequity, empowering Black learners. (1994). * Great definitions of racism and oppression. Black Learners Advisory Committee used a "series of research methods to inform itself and the wider public of what Black people know by their ancestral memory: The province's schools (and other public sectors) underservice Black youth and have perpetuated the underservice with disastrous historical consequences" (p.11). It examines and illustrates major issues that persist in the educaiton environment of NS, and the reality of the ANS experience. This was a participatory action research project (PAR). Detailed findings, quotes, stories and lived experiences are in Volume 3 of the report.	**Overview of recommendations:** • Black teachers be negotiated into the multi-racial schools • Black curricula appear in the new inclusive curriculum; and, • An Afrocentric Learning Institute. **Detailed recommendations** (pp.17-25): • ***Participation of the Black community in decision-making, planning and delivery of educational services.*** (E.g. BLAC become a Council on ANS education to monitor and analyze policies of the DE; Minister of Education establish a Branch to deal specifically with African Canadian Education). • ***Cultural education on self-esteem.*** Establish an Afrocentric Learning Institute to assist in curriculum development and conduct ongoing research on issues impacting Black learners in NS. • ***Under representation of Black Teachers and Administrators.*** (E.g. support Black youth to train as teachers; hire Black teachers, guidance counsellors and administrators, affirmative action; support person in schools for Black youth. • ***Need for Multicultural/Anti-Racism policies.*** Develop and implement policies; communicate and enforce equity and anti-racists standards, make cross-cultural and race relations training mandatory. • ***Learning/Teaching Materials.*** Develop programs, resources and materials for accurate knowledge and understanding of Black people (history, heritage, culture, traditions, and contributions to society); staff and funds for curriculum development; establish student assessment and testing instruments and practices that recognize racial, cultural and gender diversity; provide quality pre-school education for African Canadian children (rural and inner city).	("BLAC report on education: Redressing inequity, empowering Black learners," 1994) Government report.

	- **_Access to Higher Education and Financial Support._** Scholarships and financial assistance for university and professional programs. - **_Mobilization and training for parents of Black learners on how school system works._** Set up learning centers in communities to provide academic and cultural enrichment programs. - **_Teacher education and professional development with anti-racism principles._** Cross-cultural and anti-racism training programs for faculty and staff; develop evaluation guidelines for any form of bias: gender, cultural, racial. - **_School discipline._** Collaborate with communities in resolving disciplinary problems. - **_Low teacher expectations and insensitivity._** Ensure that academic expectations are communicated and reinforced regularly to students and parents; recognize, praise and reward; watch progress of Black children as early as primary grade and help them master the basic skills in reading and mathematics; adult literacy programs (establish a Black Provincial Literacy Network); extend timeframes to obtain GED; increase allowances for people training, and retraining, supports for single parents; Community Colleges should recruit in the ANS communities; make scholarships available, etc. - **_Community and Parent Involvement._** Parents become more active; reward your child; find educational assistance; develop alternative disciplinary measures. Black community should implement Heritage Schools. - **_Support for Youth Organizations and Programs._** Provide programs to build self-esteem and awareness of life choices, establish effective networking among all Black communities and political skills training.	
Report on the Nova Scotia Advisory group on race relations. (1991). * Spurred by an incident outside of a downtown Halifax nightclub that focused attention on the frustrations of the Black community regarding the impact of racism. "Three levels of government and Black community	**Advisory group on race relations recommendations (pp. 5-21):** Made recommendations across Education; Employment/Economic Development; Black community participation and access to services; policing, justice and human rights; Black community development; Communications and media; Tourism and culture.	(*Nova Scotia government response to the report of the Nova Scotia advisory group on race relations*, 1991; "Report on the Nova Scotia advisory group on race relations," 1991) Government document.

representatives agreed to the formation of a tri-level committee to develop a plan of action to deal with racism and racial discrimination for consideration and implmentation by government, the community, businesses and other sectors of society" (p.2).	Relevant examples: • ***Education, anti-racist principles as key element of the philosophy of education.*** DE to establish a race relations policy and programs, curriculum. • ***Employment.*** Develop a strategy for the Black community similar to the "Pathways to Success" model being used in Aboriginal communities; incentives provides to Black communities for business development; ACOA to work in cooperation with the Black community and develop strategies for the Black business community; all levels of government and the private sector work together with the Black business community; the NS government to develop and implement a mandatory affirmative action program. • ***Black community participation and access to services.*** Develop a mandatory cross-cultural/anti-racist training program for all employees of the hospitality industry, taxi drivers, public transit employees, public service employees; municipal officials and employees, unions; develop special programs for drug awareness and prevention for the Black community; all municipal planning departments to show greater concern and sensitivity to Black Nova Scotians and seek their input; all land near Black communities not to be considered for landfill sites, incinerators or composting facilities given long history in NS of insensitive planning; land title clarification to be a priority. • ***Policing, Justice and Human Rights.*** that the NS government provide a coordinated cross-government update on the implementation of the recommendations stemming from the Marshall Royal Commission Report; include a communications strategy and meet with the Black community; that all judges receive mandatory ongoing cross-cultural/anti-racist training; implement Marshall recommendations around correctional services; amendment of the Multiculturalism Act in NS; that police forces establish policies prohibiting racial slurs and stereotyping by police personnel; incident review boards to include Black representation. • ***Black community development***. That the Black community actively encourages members to apply for positions at all levels of government, boards, commissions and committees; that the Black community and organizations work in cooperation with existing bodies, mass media, school boards; support to Black youth groups and Black role model programs to be implemented.	

Nova Scotia government response to the report of the Nova Scotia advisory group on race relations. (1991). *	**All recommendations accepted and commented on. See Reality Check BLAC Review for more current findings and recommendations.**	(*Nova Scotia government response to the report of the Nova Scotia advisory group on race relations*, 1991; "Report on the Nova Scotia advisory group on race relations," 1991) Government document.
The Black employment program in Nova Scotia. (1984; 1985). * Following intensive discussion with serveral local Black religious, cultural and educational organizations and the NS Human Rights Commission, the Public Sercie Commisions insituted the Black Employment Program in 1973 to address the under-representation of Black persons in the Federal Public Service in NS. Program activites include recruitment, referral, advice and assistance to the communities and Departments in Nova Scotia.	**General recommendation:** Continue efforts are needed to ensure Black people are employed in the Public Service, although there have been many successful efforts due to the program.	("The Black employment program in Nova Scotia," 1984; "The Black employment program in Nova Scotia," 1985) Government document.
Jackson, E., Elms, E., & McEwan, C. R. (1973). Visible minorities in Nova Scotia: A call for equality. * A report based on a survey conducted with minority residents in or adjacent to Digby, Annapolis Royal and Bridgetown.	**Relevant recommendations:** • Outlines Affirmative Action Guidelines that already exist to address the economic hardships of African Nova Scotians. • Minority communities should form community committees of citizens and organizations to find ways and means of overcoming the problems facing visible minorities.	(Jackson, Elms, & McEwan, 1973) Government document.

Skinner, B., Clark, V., Jewell, J., Jordan, M., & Paris, P. (1973). A survey of the Black population of New Glasgow, Nova Scotia. * The summer of 1970 Black youth researched the problems faced by Black people in New Glasgow, after identifying a need for the research through the Human Rights Commission. Held public discussions with local people covering issues of history, housing, social and legal services, recreation, education and emplyoment.	**Relevant recommendations generated by the community of New Glasgow:** • More daycares and preschool programs should be accessible. • Recommend the formation of a Black Citizens Advisory committee to advise the Welfare Department. • "No More Outside Research. We feel it is time for the community itself (both Black and White) to study the situation together and to decide on what kind of action is necessary (p.17)" Recommend the development of interracial committee to review, study and discuss the situation and follow through on whatever appropriate action is determined. • Housing: NS Commission should publicize what protection there is for Blacks against discrimination in housing; a committee to implement financial assistance. • Work with the police force around discrimination • Development of recreation programs to promote better relations between Black and White people. • Introduce Black Studies in schools, encourage and support Black people to enter the teaching profession, appointment of Black people to the School Board. • HRC to work with a committee to address issues around employment for Black people.	(Skinner, Clark, Jewell, Jordan, & Paris, 1973) Community research.
Clairmont, D. H., & Magill, D. W. (1971). Africville relocation report. * (500 pages) The Africville Relocation Report of 1971, by Don Clairmont and Dennis Magill, documents the story of the residents of Africville, whose homes and lands were expropriated by the City of Halifax during the 1960s. Many years later, this seminal report	**Descriptive research.**	(Clairmont & Magill, 1971) Report.

continues to be a primary source for study in many areas of scholarship including local and Canadian history, African Canadian studies, law, sociology, social work, municipal politics and public administration, urban planning, and environmental racism.		
Clairmont, D. H., & Magill, D. W. (1970). Nova Scotian Blacks: A historical and structural overview. * A historical overview of ANS identity, particularly in the context of the effects of the American Civil Rights Movement.	**Descriptive research.**	(Clairmont & Magill, 1970) Historical research.

Indigenous Communities		
Title & Purpose of Document	**Recommendations & Actions**	**Citation & Type of Document**
McMillan, J. (2014). An evaluation of the implementation and efficacy of the Marshall Inquiry recommendations in Nova Scotia. * Goals of the project: • To develop a thorough picture of the impact of the Marshall recommendations • Identify successes and gaps in recommendation implementation • Contribute visions and hopes of Mi'kmaw community members who engaged in the research through a series of forums, focus groups and interviews.	(Full synopsis pp. 1-26 of the executive summary) **Update on previous recommendations:** Focuses primarily on recommendations 20-30 pertaining to NS Mi'kmaw and the criminal justice system. Does not include assessments of the recommendations around Black people in the criminal justice system. Most recommendations have only been partially implemented, or inconsistently implemented. A few successes, including a number justice initiatives (e.g. indigenization of mainstream programs to court worker programs, creation of dispute management strategies and ideas for controlling resource regulation etc. However Mi'kmaw community criticisms pointed to systemic discrimination and lack of awareness of indigenous rights, and the inability of non-Native society to value indigenous culture and rights to land, resource and sovereignty. The report argues that the Royal Commission provided powerful transformation *visions* through the 82 recommendations that were taken seriously at the time. Most transformative example was #39 which urged Department of the Attorney General in Nova Scotia to ask the federal government to amend the Criminal Code "and provide for a comprehensive regime of disclosure in order the ensure exculpatory evidence is fully and timely disclosed" (p. 11). From this review it is clear that the Marshal Inquiry Report's legacy is transformation in imposing Canadian law, and the partial indigenization of Canada's justice system. It is also clear that the transformations, as envisioned by the recommendations, have fallen short and that many obstacles block the Mi'kmaq capacity for experiencing law and justice on their own terms. "The communities and legal practitioners who participated in this research, however, expressed that they are confident that obstacles can be overcome with improved and shared communication, outreach and collaboration" (p.15).	(McMillan, 2014) Collaborative evaluation between Tripartite Forum and St. FX.

	New recommendations (or priority pathways) (pp. 15-22) • Aboriginal legal services enhancement, education and training • Institutionalizing Mi'kmaw/Aboriginal justice services • Kinship services and family law • Community policing	
Kearns, L.-L., & Peters, N. (2013). (Re)inscribing Mi'kmaq presence through public petition, performance, and art. * There is a lack of Aborininal representation in the public realm. Colonial domination is (re)inscribed by public naming and public art.	**Recommendations for public spaces:** • "To decolonize the public realm and redress this imbalance so that there is more inclusion of Indigenous people, we need to critically engage with the legacy and absence of historical perspectives of Indigenous people and representations in public spaces" (p.75). • Examples of (re)inscribing Aboriginal presence in public spaces, is Mi'kmaw artist Alan Syliboy's *Dream Canoe* mural that is a permanent installation at the People's Place Library in Antigonish, Nova Scotia.	(Kearns & Peters, 2013) Academic article.
Martin, D. H. (2012). Two-eyed seeing: A framework for understanding Indigenous and non-Indigenous approaches to Indigenous health research. * This article presents two-eyed seeing as a theoretical framework that embraces the contributions of both Indigenous and Western "ways of knowing" (worldviews). It presents key characteristics and principles of these different perspectives and suggests ways in which they might be used together to answer our most pressing questions about the health of Indigenous people and communities.	**Key contribution:** Two-eyed seeing can be used as a theoretical framework to answer pressing questions about the health of indigenous people and communities.	(Martin, 2012) Academic article.

Truth and reconciliation commission of Canada: Interim report. (2012). * This interim report covers the activities of the Truth and Reconciliation Commission of Canada since the appointment of the current three Commissioners on July 1, 2009. The report summarizes: • Activities of the Commissioners • Messages presented to the Commission at hearings and National Events • Activities of the Commission with relation to its mandate • Commission's interim findings • Commission's recommendations.	**20 Recommendations (pp. 28-30), relevant examples below include:** • Recommendations pertaining to adequate support and resource for the Commission to complete its mandate • Recommendations pertaining to provincial and territorial governments reviewing educational curriculum to assess what is taught about the residential schools; these departments to work with the Commission to develop age-appropriate educational materials about residential schools; public education campaigns be developed to inform the general public about the history and impact of residential schools in their respective jurisdictions • Government and churches establish an ongoing cultural revival fund to support projects that promote the traditional spiritual, cultural, and linguistic heritages of the Aboriginal peoples of Canada. • All levels of government develop culturally appropriate early childhood and parenting programs for families affected by the residential school system. • Government of Canada and Federal Minister of Health work with northern leadership in the NWT and Nunavut to develop plans and allocate resources for mental health and wellness centres, specializing in childhood trauma and long-term grief, that values culturally appropriate treatment (and those with traditional skills are recognized and accredited.) • Government of Canada distribute individual copies of the "Statement of Apology to Former Students of Indian Residential Schools" to all known residential school survivors. • Federal, provincial, and territorial governments, and all parties to the Settlement Agreement, undertake to meet and explore the United Nations Declaration on the Rights of Indigenous Peoples, as a framework for working towards ongoing reconciliation between Aboriginal and non-Aboriginal Canadians.	("Truth and reconciliation commission of Canada: Interim report," 2012) Federal report.

Rosenburg, H. M. (2009). Twenty-five years later: The impact of the Canadian charter of rights and freedoms on the criminal law Supreme Court Law Review. * "The substance and purpose of the due process rights in the Charter has opened society's collective eyes to the reality that some of the most significant elements of the pre-1982 criminal procedure, from disclosure to jury selection, were unfair.	**Key finding:** We have had to acknowledge that our pre-Charter criminal justice system contained significant flaws. This attitudinal change is reflected in the way we now look at wrongful convictions. We no longer accept that mistakes are an inevitable but idiosyncratic artifact of an otherwise good system. Because the Charter has made us carefully examine the fundamentals of the system, we have come to see wrongful convictions as a symptom of systemic failure as opposed to a slight flaw in an otherwise ideal system. In making this statement I do not want to minimize the contribution that the Commissions, beginning with the Marshall Inquiry through to the very recent Driskell Inquiry in Manitoba, have made to our growing perception of systemic problems. I am simply suggesting that the Charter also has contributed to the formation of that perception because it has compelled us to question some of the principles we previously regarded as just." (online version, no page number).	(Rosenburg, 2009) Law review.
Moore, C., Young, T., & Wien, F. (2007). A framework and action plan for the investigation and resolution of human rights complaints from Mi'kmaq and other Aboriginal people in Nova Scotia. * Research conducted on reserve about experienced instances of racism. Finding (39%) answer "yes" they experience racism and that 29% report that it has an impact on their self esteem, yet only a handful of complaints are actually reported to the NSHRC. "There is a major gap between the experience of discrimination and the search for a remedy" (p.1).	**Relevant findings and recommendations:** • "The experience of Mi'kmaq and other Aboriginal people with discrimination is in some respects similar to the experience of other victimized groups such as African Nova Scotians, e.g. being refused accommodation, being subjected to derogatory remarks at hockey games, being subjected to harassment and unequal treatment in service establishments, being under-represented in the labour force (e.g., policing)" (p.2). • In other respects, their experience with discrimination is different because it often arises in the context of, and as a response to, their exercising their collective rights. The best known example is the racism that Mi'kmaq fishers experience in the aftermath of the Donald Marshall, Jr., Supreme Court decision, when Mi'kmaq fishers attempt to regain their rightful place in the fishing industry and were met with racism and violence at the wharf. Other examples include exercising their right to have goods delivered on reserve free from the goods and services tax, traditional medicines seized at border crossings.	(Moore, Young, & Wien, 2007) Government document.

The purpose of this framework—HRC in collaboration with Mi'kmaq and other Aboriginal communities, is to "develop an action plan to improve the services the NSHRC offers to these communities, particularly through effective models of dispute resolution" (p. 1). List reasons why Mi'kmaq and other Aboriginal people have "given up looking to the NSHRC as an agency that can provide effective and timely interventions when it comes to instances of discrimination" (p.3). Why? Lack of information on how to proceed with a complaint; length of complaint resolution procedure; distrust of outside institutions; nature of process as adversarial, emphasis on written documentation, inequalities in power and resources; fear of job loss; lack of satisfactory outcomes.	• Intersectionality of discrimination. It may not always be based on race but could also involve gender, sexual orientation, or family status (and can arise both on and off reserve). Proposed Framework & Action Plan (pp. 4-5 of executive summary): • ***Staffing, Access, and Visibility.*** e.g. hiring Mi'kmaq or other Aboriginal staff as human rights officers and investigators; locating offices on reserve and in Cape Breton; prepare culturally appropriate literature, videos and workshops; Boards of Inquiry to receive cultural appropriate training. • ***Preventing Discrimination.*** Educational activities be directed towards employers and others, including Mi'kmaq communities; educate Nova Scotians about collective rights of Mi'kmaq & Aborigial peoples; encourage Mi'kmaq communities to provide support to community members who pursue valid human rights complaints. • ***Clarifying Jurisdictional Issues and Providing Integrated Services.*** Develop manuals that clarify jurisdictional issues (on-off reserve, Band and HRC); Ask the Mi'kmaq Tripartite Forum to develop clear and workable guidelines on jurisdiction; when jurisdictional issues arise, investigate and resolve them insofar as is possible. • ***Restoring Balance and Harmony.*** Add a healing circle approach as an option for resolving human rights disputes and contract with an appropriate Mi'kmaq organization (e.g. Mi'kmaq Legal Support Network) to conduct healing circles on behalf of the Commission.	
Hickman, A., Poitras, L., & Evans, G. (1989). Royal commission on the Donald Marshall Jr. prosecution *	**82 Recommendations in total, relevant examples of recommendation areas include:** • Righting the wrong • Dealing with the wrongfully convicted • Visible minorities and the criminal justice system • Nova Scotia Mi'kmaq and the criminal justice system • Blacks and the criminal justice system • Administration of criminal justice • Police and policing	(Hickman, Poitras, & Evans, 1989) Government document.

Human Rights General		
Title & Purpose of Document	**Recommendations & Actions**	**Citation & Type of Document**
Human Rights Conference Proceedings (2003). * A conference for unions and employers on topics such as: • Negotiating and applying human rights provisions • Anticipating obligations in order to avoid liability • Accommodating disabilities • Dealing with discrimination in the workplace and creating appropriate workplace culture • Litigating human rights disputes Significant cases and examples for each of the above areas are provided.	**Recommendation in negotiating and applying human rights provisions:** • Protection against discrimination checklist: "Does the collective agreement require equal play for equal work or equal pay for work of equal value? Does it prohibit sexual harassment? Does it provide for affirmative action programs?" (p. 29). • The rights of gay and lesbian employees' checklist: Does the collective agreement include a provision against discrimination? Does the provision include sexual orientation among the prohibited grounds? Are employees' same-sex spouses entitled to the benefits package? Are they included in definition of 'spouse'?" (p. 65). • Accommodating employees with disabilities checklist: (examples only) "Does the collective agreement contain a clause prohibiting discrimination based on physical or mental disability? Is the employer required to modify the workplace, adapt equipment and restructure jobs to accommodate persons with disabilities so that they can perform available work, either alone or in conjunction with others?" (p. 97).	("Human Rights Conference," 2003) Conference proceedings.
Moving toward equity: Affirmative action and diversity in the Nova Scotia Public Service. (2005). * This report is the 2004-5 report on affirmative action and diversity within the Nova Scotia public service.	**Affirmative action and diversity in the NS public service recommendations:** In 2004-2005 the government developed a *Corporate Human Resource Plan* that focuses on building a more diverse workforce. Highlights of successes so far are outlined (p. 6-8) including: Diversity Round Table established, diversity accommodation fund; diversity talent pool; diversity and employment equity training, a course on Aboriginal perceptions; presentations to senior managers; female mentorship programs etc.	(*Moving toward equity: Affirmative action and diversity in the Nova Scotia Public Service*, 2005) Government strategy.

"The Government of Nova Scotia recognizes and celebrates the progress made in the past year, while recognizing that much remains to be accomplished if the public service is to achieve its important diversity objectives."	Next steps (examples only p. 13): developing a *Valuing Diversity Action Plan* to guide work; unions to join the diversity round table; affirmative action policy from 1993 to be updated; diversity tools and presentations; the importance of self-identification in employees identifying their needs.	
Correctional services employment systems review. (2004). * While Correctional Services have put a number of initiatives in place to achieve equity (e.g. formed an equity committee and and equity manager) this review was purposed to determine if there are any "systemic barriers" in the employment policies, practices, and procedures used within Correctional Services. A series of systemic barriers were identified such as: cultural and gender biases in the documents reviewed; policies and procedures not being implemented or implemented fully; inaccessible facilities; lack of career counselling and performance appraisals.	**The report includes 133 recommendations for Correctional Services, Department of Justice, and union (pp. xvi-xxvii), examples include:** • Update language in documents and policies (such as the union collective agreement) to remove any gender or cultural biases. • Accessible recruitment systems • Hiring panels to include people with human rights training and women and other "designated groups. • Retention system - develop strategies to ensure consistent accountability across the province in relation to sexual harassment and no discrimination policy. • Training and development system to be aligned with employment equity principles and revise the policies as needed. • Promotion/Upward mobility system. Correctional Services management staff to receive training on how to be sensitive to cultural and gender issues in the application of performance management. • Layoff, Recall, Disciplinary Action, and Termination Systems. That all information is part of the orientation package for staff when they are first hired.	(*Correctional services employment systems review*, 2004) Government report/evaluation.
Chandler, H. (2003). Nova Scotia diversity management for leaders manual. * This training focuses on contemporary issues of diversity. The program provides information regarding the inclusion of the	**Training manual.**	(Chandler, 2003) Manual.

designated groups named in NS legislation: Aboriginal peoples, racially visible people, women, persons with disabilities. "The intended goal of this course is to have leaders develop an understanding of their role in the provision of diversity support throughout government' (p.2).		
Statistical Overview: Designated groups & immigration. (2001 and 2005). * Provides statistics on immigration, visible minorities and Aboriginal people in each county of Nova Scotia, and for the province as a whole.	**Statistical research.**	(*Statistical Overview: Designated groups & immigration*, 2001; 2005) Statistics.
Moving forward with human rights in Nova Scotia: A discussion paper. (2001). * An organizational review of the Commission's policiies, practices and resources.	**All recommendations are internal the HRC and are called "points for discussion" (p.13-15).**	(*Moving forward with human rights in Nova Scotia: A discussion paper*, 2001) HRC review.
Grabbing a bite of metro: Resource book for people with disabilities. (1999). * The HRC in partnership with the Nova Scotia Restaurant & Foodservices Association surveyed coffee shops, lounges, restuaurants and bars in HRM. This is a listing of establishments that are accessible to people with disabilities.	**Resource guide.**	(*Grabbing a bite of metro: Resource book for people with disabilities*, 1999) Resource.

Marsh, W. (1997). Status report: Strategic directions for the Nova Scotia Human Rights Commission.	**Recommendations from Stakeholder Survey (p.4):** • Work to improve the efficiency of the complaint process • Continue to freely support the services of the Commission: Complaints, information/education, and affirmative action/race relations. • Work to be an unbiased mediator in the complaints process, meeting the needs of both the complainants and respondents. • Focus information distribution through what the public consider effective information sources: workshops, television, presentations, radio and the Internet. • Consider changes to the complaints process such as monitoring compliance and imposing fines for non-compliance, using mediation in place of a formal complaints process, imposing time limits for initiating a complaint. • Continue to provide public services for free. Do not impose fees for complainants or charge user fees for seeking information.	(Marsh, 1997) HRC status report.
NSHRC information package. (1997). * • On Race Relations • Affirmative Action • Employment Equity • Sexual Harassment • Sexual Orientation • Hate Crimes • Hate Propaganda • Conflict Resolution	**Manual and pamphlets.**	(*NSHRC information package*, 1997) Manual.
Wilson, T. (1997). Diversity at work: The business case for equity. * Wilson explains why striving for a more diversey and equitable workforce should be motivated not by complying with legislation or to "feel warm and fuzzy inside" but because it makes good business sense.	**His argument or recommendation, "in order for diversity to work, it must be about business" (p. xx):** • *Chapter One.* Acknowledging difference allows you to be equitable • *Chapter Three*. Equity continuum and the various approaches of diversity • *Chapter Five*. Linking diversity with business strategy`	(Wilson, 1997) Book.

Nova Scotia Human Rights Commission Business Plan. (1997). *	**Recommendations for action (internal the HRC):** • Adopt a shared positive vision for the future • Objectify performance • Demonstrate client centredness • Clarify roles and responsibilites	(*Nova Scotia human rights commission business plan*, 1997) HRC document.
MacKay, W. (1995). Human rights in an evolving society: The challenges of equity. * Busts 10 myths about affirmative action/equity.	**No recommendations, below are the 10 myths outlined:** • Myth #1: Equality demands that all people be treated the same regardless of their difference circumstances • Myth #2: Affirmative action is a form of reverse discrimination against white men. • Myth #3: Affirmative action is about setting quotas and meeting those numbers regardless of qualifications. • Myth #4: Affirmative action or equity is not about preferential treatment for certain groups. • Myth #5: Affirmative action is too costly to implement and the disadvantages far out-weigh the advantages. • Myth #6: Affirmative action programs mean the lowering of standards and the loss of merit. • Myth #7: I do not need affirmative action in my workplace because there is no discrimination there. • Myth #8: Affirmative action is no longer needed because of the great advances made by women, racial minorities and others. • Myth #9: Affirmative action will produce an unmanageable backlash among other employees. • Myth #10: Affirmative action and equity programs have made progress because of the law and government policy.	(MacKay, 1995) HRC document.
Cassivi, D. (1987). A report and recommendations on the provincial affirmative action program as it relates to the civil service of the province of Nova Scotia.	**Summary of major recommendations (pp. 71 & 73):** • When women invoke the Affirmative Action Policy, they can be subject to future discrimination. The Government must either support AA completely or discard it entirely. • Civil Service but be a strong, positive and enthusiastic model for the private sector	(Cassivi, 1987) Government report.

| * A report that identifies the limitations to the existing Affirmation Action Program in the Nova Scotia Civil Service (first established in 1975). | HRC must have sufficient resources to carry out its mandate Rewrite the HR Act to make it strong, clear and enforceable Review staffing needs and hiring policy of the HRC staff Review the programs of the HRC Initiate research on question of employment and equality in NS HRC to be empowered to assume a leadership role in the curriculum of Nova Scotia schools Educational programs be established to support the employment and advancement of women and minorities Establish a Royal Commission on Equality, Discrimination and the Statues of Administration of the Human Rights Act. | |

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