
Systemic Racism Commissioner's Final Report

2022

Systemic Racism Commissioner's Final Report

Province of New Brunswick
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gnb.ca

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Contents

| | | | |
|---|-----------|--|-----------|
| A message from the commissioner | 1 | Recommendations | 16 |
| Commissioner's mandate | 3 | Health | 21 |
| Methodology | 4 | Education | 22 |
| Timeline | 6 | International and non-White Post-Secondary Students | 23 |
| Executive summary | 7 | Sports | 24 |
| Systemic Racism and Overt Racism: What are they? | 8 | Justice and Public Safety | 25 |
| Historic vs. Episodic | 9 | Local Governments | 26 |
| Findings and Recommendations | 10 | Media | 27 |
| A Welcoming Community | 11 | Indigenous People | 27 |
| Safety | 11 | Conclusion | 33 |
| Civic Engagement | 12 | Appendix A | 34 |
| Leadership | 12 | Appendix B | 36 |
| GNB | 13 | Appendix C | 37 |
| Quality of Service | 14 | Appendix D | 39 |
| Unequal Treatment | 14 | Appendix E | 40 |
| GNB Leadership | 14 | Bibliography | 41 |
| Education/awareness of systemic racism | 15 | | |

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A message from the commissioner

I am very pleased to share with New Brunswickers my review and recommendations regarding systemic racism in New Brunswick. As the first provincial Office of the Commissioner on Systemic Racism (OCSR) in the country, it has been my honour and privilege to help provide a voice to those who have been voiceless or disempowered for far too long.

These recommendations do not come from me; they come from a diversity of voices, all wanting to live in an inclusive and equitable province. I want to applaud the Government of New Brunswick (GNB) for having the creativity and courage to create a position such as this. It is not easy to invite a critical look at your own processes and shine a light on systemic racism. As this was the first provincial position of its kind in Canada, the challenge was not just the work itself but also the actual conceptualization of the office. The reality that we may be creating a template for others weighed heavily upon my team.

A defining characteristic of systemic racism is its normalcy or status quo. As such, it can be difficult to spot systemic racism or your own role in perpetuating it. Instead of finger wagging and highlighting past faults, I focused our conversations on moving forward and doing things differently. Coming to the table is an important step in the journey. As Maya Angelou said, "Do the best you can until you know better. Then when you know better, do better." This report is about all of us doing better. In this vein, I am critical when situations that are clearly wrong have been left unaddressed or when enough time had passed that they should have been addressed.

At the beginning of my mandate, someone asked me, "what has surprised you the most?" At the time, I only had one answer: That New Brunswick was the first province in Canada to have a provincial Commissioner on Systemic Racism. The New Brunswick I grew up in was very different from the province we have today. There were no multicultural festivals, no ethnic grocery stores, no cultural supports. Over my three decades of work in anti-racism, I have seen our province change, grow and diversify. The creation of a commissioner on systemic racism was not just a step toward equity, it was an important leap.

And speaking of surprises, now, at the end of my mandate, I have two more:

The first is the diversity of people and groups who wanted to participate in the commission's work. When I first drew up the list of people I wanted to speak with, I thought of the usual participants: multicultural organizations, government agencies, schools, health authorities, etc. However, numerous groups and organizations that had never thought about systemic racism asked to meet with us, to share their concerns and ideas. There is a growing awareness that systemic racism impacts us all and, as such, we all need to be involved in removing barriers. I find this growing mindfulness hopeful.

The second surprise is not as encouraging: the tensions that I saw between groups. In starting my work, I assumed marginalized groups would work together, but that was not always the case. I witnessed examples of a polarity of views, that was sometimes exacerbated by political or community leadership. I encountered the notion that equity is a finite item and that the advancement of one marginalized group comes at the expense of another. I find this extremely problematic, and I think it speaks to the colonial practice of divide and conquer. It is essential that we recognize that our work to fight any systemic discrimination must be a collective effort. Hate does not have tunnel vision. If there is discrimination against one group, then we know it exists against others. When we fight antisemitism, Islamophobia, anti-bilingualism, sexism, or any discrimination, we fight all discrimination. There is power in the collective. Therefore, although my mandate was to examine systemic racism, many of my observations and recommendations can be considered to fight overall discrimination.

Finally, I must express how difficult this work has been. It is not easy to hear the raw stories from victims of racism or to see inefficiencies, outdated policies, and overt racism hurt people. The mental impact of this work cannot be overstated. It is also difficult to share these stories, to relive your own painful experiences or to look at yourself and consider your role in systemic racism. So, I want to sincerely thank each and every individual or group who contributed to this report; your voices made this report the best that it could be.

I will end my message with an observation and an ask. I have repeatedly been asked what will happen to my report? What is the next step? I don't know. My hope is that since the government created this position and appointed me to work on systemic racism, it is committed to considering all my recommendations and working toward meaningful change. Moreover, while all of these recommendations are important, I feel that certain ones must be met if GNB is serious about fighting systemic racism.

These are a few of the key recommendations:

Recommendation 1:

Educate GNB senior leaders and elected officials on the meaning of systemic racism.

Recommendation 3:

Provide further financial support and leadership to the Diversity and Inclusion teams, Office of the Chief Human Resources Officer.

Recommendation 4:

A clear strategic plan to combat hate and discrimination in New Brunswick, including online hate.

Recommendation 5:

Develop an anti-racism policy and mandate that all workplaces adhere to this policy.

Recommendation 6:

Demonstrate GNB's commitment to fighting systemic racism by creating a body and lead person at a commissioner or deputy minister level empowered with overseeing the dismantling of systemic racism.

Recommendation 10:

Address the challenges faced by the New Brunswick Human Rights Commission (NBHRC).

Recommendation 13:

Revamp, simplify and coordinate services for newcomers.

Recommendation 16:

Mandate self-regulated professional bodies to make their recognition of international credentials simple and equitable.

Recommendation 17:

Create public education initiatives to decrease the divide between Francophone and Anglophone communities.

Recommendation 18:

Mandate to collect race-based data in health care.

Recommendation 27:

Mandate anti-racism perspectives into the School Improvement Plan.

Recommendation 43:

Mandate all sports organizations to have an anti-racism policy.

Recommendation 47:

A task force focused on dismantling systemic racism in New Brunswick policing.

Recommendation 57:

Rescind the directive restricting land acknowledgements.

Recommendation 61:

Remove racist terms from identified New Brunswick locations.

Recommendation 62:

Provide unprecedented effort to revitalize and protect Indigenous languages of the Mi'kmaw, Wolastoqey and Peskotomuhkati.

While I do not expect anyone to support everything that I share in this report, I do hope that there is something here for most people. And when you find that something, please put your voice behind it. We need all of us to work toward a better and more equitable New Brunswick for all New Brunswickers.



DR. MANJU VARMA, PH.D.

Commissioner's mandate

In October 2021, I was appointed as New Brunswick's Commissioner on Systemic Racism by the premier. I was given a one-year mandate to examine the extent and scope of systemic racism in the province. Working independently from government, I was to fulfill the following objectives:

1. Carry out public consultations to gather views and information about the nature and impact of systemic racism on racialized immigrants, Indigenous populations, Black, and people of colour.
2. Engage with government institutions, in particular, education, health, social development and justice sectors.
3. Provide a report outlining the extent and scope of systemic racism in New Brunswick, including the government's role in eliminating systemic racism both within provincial institutions and agencies and in the province generally.¹

This report is a culmination of this work and contains recommendations to address systemic racism in various facets of the lives of New Brunswickers.

¹ As per www.gnb.ca/systemicracism

Methodology

As a career researcher, I know that a sound methodology is the concrete foundation of strong recommendations. Our approach used both qualitative and quantitative methodologies, bringing in external expertise when necessary. To fulfill my mandate, my team built a strategy that would promote an accessible, inclusive, and non-partisan approach to data collection. We invited oral and written information in either official language. We also made the commitment to translate any written material received in a language other than French or English. We did this because it is sometimes easier to express yourself in your mother tongue, especially for stories that can be traumatic or reflective.

During the past year, we had the opportunity to hear from a wide range of stakeholders, including, but not limited to, settlement agencies, public service employees, members of the legislative assembly, members of political parties, health authorities, post-secondary institutions, judges, parole officers, sport organizations, school administrators and teachers, parents, youth, immigrants, refugees, and newcomers.

Website:

Our first step was to create a bilingual website (gnb.ca/systemicracism; gnb.ca/racismesystemique) that provided a variety of ways to contact us: phone, mail, social media and email. We also included an anonymous button for those who did not want to be identified in any way. Ironically, the only people that used the anonymous button were those who questioned the existence of systemic racism or sent messages of overt hate and threats².

Surveys:

We conducted three surveys:

1. a Likert-type and written submission survey. The survey examined GNB leadership's understanding of systemic racism;
2. a phone survey of 400 New Brunswickers' understanding of systemic racism conducted by Narrative Research; and
3. a paper survey conducted by my team and provided to 137 participants at four different presentations. Two presentations were for service clubs and two were for federal government employees working in New Brunswick.

Consultations:

To say that it was an eventful year would be an understatement. In the week following the launch of my office, the province experienced a circuit-breaker which curtailed our original plans to meet with stakeholders in person. This would not be the last time that COVID-19 would impact our plans. The pandemic turned out to be a double-edged sword. On one hand, virtual meetings allowed us easier access to some groups and individuals but on the other hand, those wishing to meet only in person had to wait and some eventually changed their minds.

We also purposely decided not to hold public consultations. Our concern was that individuals who were critical of the notion of systemic racism may present themselves and cause greater trauma for our participants. Therefore, all consultations were behind closed doors (virtual and real). In total, we had 253 consultations, meeting some groups more than once. For example, Horizon Health is identified only once in our list of consultations; however, our team had multiple meetings with the divisions within and employees of the health authority.

² I feel that it is important to share this happened as there are those who experience trauma like this on a regular basis.

Private Conversations:

Although we did directly contact certain stakeholders such as equity-seeking organizations, relevant GNB departments and municipalities, we did not reach out to individuals and ask them to share their experiences of racism with us. Instead, we invited individuals to meet with us through word of mouth, public messaging, social media, our website, and other forms of mass communication. We did this because we did not want to ask and cause individuals to relive their trauma, nor did we want to pre-determine what a racist experience looks like. As such, we never questioned a participant's definition of racism, overt or systemic. Some individuals and families were willing to share their experiences and their names. However, most chose to stay anonymous. I met with 114 participants for private conversations, in some cases, more than once. Of the 114 participants, 13 spoke in French, 98 in English, one in Hindi and one in Korean (participant's child translated). Appendix A lists the confidential consultations.

We also met with individuals, organizations and communities that wanted to go on record as participants. These consultations are found in Appendix B (individuals) and Appendix C (organizations and communities).

It was important for me to be aware of anti-systemic racism initiatives in departments that work with racialized and Indigenous communities. We sent a request to the following departments to address a list of questions designed by my office. Submissions were requested and received from the deputy ministers of the following departments:

1. Health (DH)
2. Opportunities NB (ONB) – Immigration
3. Social Development (SD)
4. Education and Early Childhood Development (EECD)
5. Post-Secondary Education, Training and Labour (PETL)
6. Aboriginal Affairs (DAA)
7. Justice and Public Safety (JPS)

These submissions were followed by in-depth meetings to discuss responses to my questions.

We also invited written submissions from any New Brunswickers, individual or organizations. We received 22 submissions; these can be found in Appendix D.

Presentations:

My office also received a high demand for presentations or keynote talks from non-profit organizations, government departments, social justice organizations, and social clubs across the country. Each of these presentations provided an opportunity to collect antidotal comments and views from the audience. While most shared examples of overt racism (such as racist name calling in schools), we were able to discern patterns that spoke to systemic racism (for example, the lack of teacher training in dealing with racist name calling in schools). As of Oct. 15, 2022, this office gave thirty-three presentations, listed in Appendix E.

Other Sources:

Along with data that was shared with my office, my report also reflects data collection from a variety of sources. These include numerical data such as Census Canada data, other statistics, policies, practices, and processes (formal and informal) of relevant GNB departments (identified above) and review of organizational cultures. My team also looked at and considered pertinent media coverage, opinion pieces and social media contributions.

Timeline

FIRST 50 DAYS

Understanding Phase

- Create team
- Work with internal team to determine objectives/mandate
- Develop terms of reference for meeting objectives
- Determine suitable quantitative and qualitative research methodologies
- Communicate intentions to identify and contact stakeholders
- Create communications tools

FIRST 6 MONTHS

Action Phase

- Implement chosen quantitative and qualitative research methodologies
- Develop required tools
- Engage with stakeholders to begin tasks identified in the understanding phase
- Implement communication tools

6-9 MONTHS

Data Coding & Triangulation

- Code data and triangulate with other sources for validity checks
- Continue stakeholder engagement and share potential solutions designed to create systemic change

9-12 MONTHS

Systems-level Recommendations

- Use the results of previous phases to inform systems level recommendations for a provincial strategy

12-15 MONTHS

- Compilation of all findings
- Writing and production of final report
- Final report presented to government and shared with the public

Executive summary

In October 2021, I was appointed as New Brunswick's first Commissioner on Systemic Racism. While this appointment is an unprecedented move in the province and signals a concerted effort to discuss systemic racism, it follows decades of commitment and exceptional work by outstanding individuals. The reason I am able to do this work and that we can see so far, is because we are standing on the shoulders of giants. Even though New Brunswick has traditionally been a majority homogeneous population, there are those who have had the courage to fight racism and championed the vision of diversity and inclusion. Therefore, this document needs to be read in concert with the work that has previously been done. The work that started with conversations around kitchen tables and now exists in government departments, organizations, industries, educational institutions, etc.

This report consists of **86** recommendations. The findings of this report exist because of the number of citizens who came forward with their stories, invited us into their organizations and/or took the time to write about their concerns and priorities regarding systemic racism. The major themes that we heard were:

- Developing safe, healthy, and welcoming communities.
- Newcomers are a vital part of our growth and should be celebrated as such. I saw too many examples of newcomers being treated as commodities and not as real people.
- We are at a fork in the road regarding Indigenous relationships. Key actions will determine whether we will move forward together.
- Antisemitism, Islamophobia, Anti-Black hate, and other forms of racism are on the rise throughout Canada; New Brunswick is not immune to this crisis.
- Addressing the myths and tensions between language group is an essential part of addressing systemic racism. We cannot talk about systemic racism in New Brunswick without strategies for advancing minority language rights.
- There is ample evidence that systemic and overt racism continues to be a problem in New Brunswick. Their scope is wide, and the extent is deep. Numerous organizations and individuals called for a permanent lead person and body to address racism. Other provinces have already taken this approach leaving New Brunswick with ample models to consider.

One of the noticeable disturbing trends in nearly all sectors of New Brunswick society is the disposition of ignoring systemic racism until it impacts the majority population. For example, despite the years of defining foreign credential recognition and the requirement of Canadian experience as racist, very little was done about this. However, once a labour crisis developed in the health sector that impacted all New Brunswickers, then change began to happen. Had we as a province rallied for newcomer workers in the past, perhaps we would have more physicians in our hospitals rather than driving taxis. This is too often the case for all types of discrimination. Prior to COVID-19, people with disabilities had a difficult time convincing employers to allow them to work from home. However, again, once the majority was impacted, then suddenly it was a feasible option. We need to look forward by fighting the discrimination of today. If we do not, we will simply repeat mistakes of the past.

Systemic Racism and Overt Racism: What are they?

“So [Senior Officer, name removed], comes up to me and says [name removed], you’re Muslim or something, right?”

And I was like, ‘No sir, I’m Hindu but I don’t practise really.’

And he was like, ‘o.k., whatever, you’re not normal. I want you on our GBA+ committee³.’” (VM male)

The real-life scenario shared by one of our participants, illustrates systemic racism. Had this young officer accused his superior of being racist, the senior officer would have most probably been surprised and perhaps even reprimanded the junior officer. However, the notion that this non-White participant was “not normal,” i.e. not Christian, and the assumption that if you belong to one marginalized group you can automatically understand other marginalized groups, are examples of decisions being made about a person because of the colour of their skin. This is systemic racism.

Both our quantitative and qualitative data indicated a lack of understanding regarding systemic racism among New Brunswickers, including GNB employees. For example, OCSR administered a questionnaire to 137 participants from four different presentations. We received 128 responses (approximately 93%). The audiences of the presentations ranged from retirees to professionals to civil servants, all living in New Brunswick. When asked if they could define systemic racism, 91 of the 128 respondents said no or maybe. Of the remaining 37 who said yes, only 18 provided an accurate example of systemic racism, often confusing it with overt racism.

It is not surprising that most people have trouble understanding systemic racism; it is not traditionally taught in schools and many people never experience it. Systemic racism can be described as patterns of behaviour, policies, or practices within unquestioned structures of institutions that create and perpetuate disadvantages for racialized persons. It results from the unintended and often unconscious consequences of “the normal way of doing things;” thus having a negative impact on racialized persons. Systemic racism does not mean that people are overtly racist. More accurately, it speaks to structural and institutional systems rather than individual biases and behaviours. These large systems, such as education, justice, health, and employment, impact the way we live, who gets to make social decisions, what is considered JUST, and who gets to define NORMAL.

Systemic racism is so normalized that the majority, and often the minority, neither notice nor question it. If one needs examples, they only need to think about the designated holidays in our school calendars; how many are linked to Christianity or colonization? Think about the faces of our political leaders, our CEOs, our many points of power. How many are not White? Think about the over-representation of Black and Indigenous offenders in our penal system. **Systemic racism is like the air that we breathe. We live it everyday and if it works for you, you don’t notice it. However, for others, they cannot breathe.**

³ Gender-based analysis plus committee

HISTORIC VS. EPISODIC

An essential element of understanding systemic racism is the dichotomy of Historic vs. Episodic racism (Varma, Baker and Tanaka, 2004). This concept explains why a non-racialized person may fail to see the impact of a single event and how that event contributes to systemic racism. This is best explained through a racist incident as described below.

“My son had been bullied by this kid all through school; it was awful. Name-calling, threats, you know, he told you. Then he goes to high school, and he does good! He finds friends, sports, good grades. Wow, what a change we saw. So, one day, that kid calls him the N-word, so my son hit him. The next day the principal expels him, tells him that it’s just a name and he can’t get violent. It’s always like that. Oh, the White kid, he got a good talking too, that’s it. Still got to play in the game.”

In this example, the principal likely saw this event as an episode: a student was called a name and his violent reaction was inappropriate. In contrast, the student reacted to a history of racial bullying, not just the last incident. The parent sees a racial collection of unfair punishments for Black students. If we are to fight systemic racism, we need to abandon episodic responses to various events.

Historic vs. Episodic also explains why the racist trope of “Why can’t they just get over it” fails to recognize how a single episode can contribute to a person’s history of trauma. As one participant recalled

“When I was a gr.7 student at ____ School (Fredericton mid 1960s), I was called a “dirty Jew” by a boy sitting behind me in my homeroom class. To this day I can tell you his name and what he looked like.”

In an Historic vs. Episodic context, one can understand why an individual and communities can not simply just get over something. For them, an incident is not just something to get over, it is an added injury to a history of injustice.

Now, let’s think about New Brunswick:

- Think about how among all our government ministers and deputy ministers, only one single person identifies as non-White.
- Think about the racial identity of the last two people who were killed by the police in New Brunswick.
- Think about the number of internationally educated physicians and nurses who are unable to find meaningful work in New Brunswick, even while our health system crumbles from a labour shortage.
- Think about the number of New Brunswick landmarks with racist names and that despite numerous requests for these to be renamed over the past two years, these racist names continue to exist due to a tangle of policies and procedures.
- Think about the different treatment of newcomers and think about where they come from.
- Think about the lack of timely response to the recommendations within the 2021 review of the *Official Languages Act*.
- Think about the Black physician who hid in his basement with his 5-year-old daughter while being threatened with lynching (CBC, June 4, 2020) and think about a leader’s response that this incident, “doesn’t reflect on our community whatsoever.” (CBC, Sept 17, 2020)
- Think about a political leader publicly denying the existence of systemic racism in New Brunswick (CBC September 8, 2020).
- Think about the fact that despite the growing racial diversity in our classroom, most teachers continue to be White.

These can all be seen as single episodes, missteps, a lack of understanding, government processes. But this would be denying racism. Rather, we need to focus on the pattern of episodes, missteps, lack of understanding, and government processes. This is our toxic air. This is our brand. This is systemic racism.

Findings and Recommendations

A difficult part of my mandate was listening to all the stories about racism. Individually, deniers will dismiss them as hyperboles or misunderstandings; however, collectively, they underscore all too frequent experiences of overt and systemic racism in various sectors of New Brunswick. Here are just a few:

1. A woman on a tourism visa went to a police station to report domestic abuse. The police told her that they could not help her because she did not have a status here in Canada. She recalled, "the police officer said, 'you are not an immigrant or a citizen, you are not even a student. You are nothing.' He told me I was nothing."
2. A Black elementary child told me he was happy about Covid because he could do online learning and not deal with racist name calling. When I asked him when he would be ready to go to school, he said, "I don't want to go back to school; it hurts my soul."
3. A Black middle school student recalled how her teacher played rap music every morning for Black History Month.
4. A visible minority physician, born and raised in New Brunswick shared repeated experiences of patients refusing treatment from her because she "didn't look Canadian."
5. Despite being sick, a young newcomer avoids going to the hospital because she has yet to receive her Medicare card. Although the expected service standard is three months, her coverage takes seven months to arrive. She then goes to the hospital and is so sick, she is put in an induced coma, leaving her student husband to care for their three-year-old child.
6. An Indigenous university student attempts to explain his discomfort with his professor's use of the N word. The professor tells him that the word has nothing to do with him and he cannot be offended by the use.
7. An Indigenous woman shares that she has never told her supervisor of five years that she is Indigenous fearing that it may stall her career.
8. A Jewish woman recalls how an informal work conversation about outlawing the Nazi flag, ended with her colleague remarking, "You people really want everything."

As mentioned earlier, our office received a tsunami of complaints regarding overt and systemic racism. Many did not ask for action; they said they just wanted someone to listen to their stories. I hope that we accomplished this. Also of note, is that many participants wanted to discuss experiences of overt racism rather than systemic racism. OCSR listened to these stories as patterns of overt racism often revealed systemic racism.

Any challenge experienced by our participants was exacerbated by layers of other marginalized identities. As such, it is imperative that organizations and businesses focused on fighting discrimination must recognize the multiple barriers that can occur via intersectionality. As such, GNB should review all its policies and programs through a GBA+ analysis and relevant data from the inception of policies and programs. **Currently, GNB only uses a GBA+ for cabinet decisions; this restricted practice will not help dismantle systemic discrimination nor will it provide the groundwork to address other inequalities.**

A WELCOMING COMMUNITY

The notion of being a welcoming community is a common assertion by all levels of government. GNB and the communities that make up our province often speak about “welcoming newcomers” and “being a welcoming community.” Conversely, newcomers talked about “feeling unwelcomed” and being seen as “foreign,” “stranger” and “threatening” in their workplaces, schools, and communities. This feeling of being foreign was shared by many newcomers, White and non-White. As one British White newcomer noted, “there is a real reluctance to do things differently here. And if you suggest doing something differently and you are from away, you are told right away, that you are from away and don’t understand how people do things here.”

Another participant invented the term, “howru friends,” adding that he actually thought ‘how are you’ was one word: ‘howru’. “I thought it was just a way of saying hello; I would say it to people and keep walking.” He (male youth) also noted that New Brunswickers will ask you how you are but, even if they are able to help, they do not. Another participant was more pointed by noting how community leaders are happy to post on social media their interactions with ethnocultural communities but “they stop helping after that Kodak moment” (male adult). Hence, there is an obvious disconnect. The first order of business is for our province to define the exact meaning of a welcoming community; this is a responsibility for all. As one participant pointed out, “I can welcome you to my house and serve you coffee or I can welcome you into my house and serve you a five-course meal. Both are welcoming but completely different scenarios” (Black male).

All sectors, private and public, of New Brunswick need to determine what a welcoming community means to them. Furthermore, organizations, communities, governments and industries need to work together and present a unified understanding of welcoming and then provide services and conditions that reflect that definition. This can range from simply acknowledging the arrival of newcomers to more protective structural changes. Is it providing support to newcomers? Is it encouraging marginalized communities to become politically engaged? Is it designing our services so that they are flexible and accessible to the greatest number of New Brunswickers? At this time, we present one definition of welcoming, but our services and barriers offer a different reality.

SAFETY

Tied closely to the theme of welcoming was another common theme: safety. Participants of all ages spoke about safety. Concerns were not just based on physical safety but mental and spiritual safety as well. For participants who reside in lower socio-economic neighbourhoods, attention was on the need for structural safety such as for better lighting, safer parks and cleanliness of neighbourhoods. Participants spoke about not feeling safe walking in their neighbourhoods with the largest fear being racially attacked. Ironically, many also noted that increased police presence made them feel even less safe.

Participants also spoke about lack of representation in leadership positions and how this invisibility contributed to their insecurity. Participants spoke about not feeling safe at work because of the lack of diversity in leadership. They saw this absence as a sign that they too would not move into leadership positions. Participants also noted that they couldn’t identify allies or know who they could turn to if they had concerns about racist treatment. Most were aware of the New Brunswick Human Rights Commission (NBHRC); however, they were either looking for someone for informal advice or felt the NBHRC process was too arduous. This anxiety was often directly related to their legal status. Indigenous and multi-generational racialized groups seemed more willing to seek political assistance whereas international student and refugees preferred community and low-cost support.

Youth participants said that they experience reminders of their race daily in a variety of locations ranging from schools to playgrounds to sports facilities to malls. Interestingly, it was not so much the threat of physical violence but rather the microaggressions that deflated them. These aggressions included name calling, intimidations, being followed by security, greater penalties in sports and, as one participant noted, “Just being asked a lot of dumb questions all the time” (female, youth). There was a collective belief that these hostilities were due to factors ranging from lack of information about other cultures to hatred of those who are different.

What was striking about safety is that this is something that various groups can actively support; change is not limited to governmental change. For example, sports, parks, workplaces, social clubs, schools can all take the initiative to create safer places without waiting for large structural and policy changes.

CIVIC ENGAGEMENT

As the diversity within our province grows, it is imperative that we see a growth in diversity at political levels in both francophone and anglophone communities. As noted elsewhere, political representation and influence was noted as one of the key factors for safety. Civic representation and engagement would provide racialized communities with a tool to fight systemic racism. **With this in mind, I would like to echo the proposal for allowing permanent residents to vote in municipal elections as found in *Working Together for Vibrant and Sustainable Communities* (GNB, 2021).**

According to the “State of the Child Report, 2018”, immigrant and Indigenous youth indicated a lower intention to vote than their White counterparts (p.37). New Brunswick is home to excellent research in civic engagement of racialized children⁴. Recommendations regarding increasing civic engagement in children and youth also appear in the *State of the Child Report 2018*:

Government should expand the opportunities for immigrants and visible minority and refugee youth to participate meaningfully in community life (p. 9).

Similarly, sound recommendations appear in the 2013 document already in the hands of PETL (Sears et al, 2013).

LEADERSHIP

A common refrain in fighting systemic racism is that the work must begin with the leaders. Our office saw examples of excellent leadership across sectors including governments, sport, advocacy, industry, education and more. Many of these are mentioned throughout this report. However, these best practices were far outnumbered by the examples of leadership not rising to the challenge of fighting systemic and overt racism.

A disturbing trend that we saw was leadership’s resistance to admit that racism had occurred. We received numerous examples across sectors of leadership attempting to downplay examples of systemic or even overt racism. Early this year, Hockey PEI responded to a racist incident first by ignoring it, then by suspending another player that criticized leadership’s actions, then by calling the incident an example of “low-level racism” and then, only after public outcry and embarrassment, agreed to take stronger action. We have seen similar actions here in New

Brunswick. After Dr. Ngola experienced overtly racist threats, local leadership attempted to downplay the reaction by blaming it on fear of COVID-19 and not on what it clearly was, and that is racism.

The reluctance to recognize racism resulted in the tragedy of revictimizing victims of racism or blaming them for the problem. Students provided us with examples of going to teachers and principals to report a racist incident (usually name-calling), only to be questioned about what they did wrong to bring on this abuse. Adults reported the same situations in workplaces. Participants sharing their experiences of overt racism at work recalled conversations with supervisors and human resources staff where racist behaviour was reidentified as “exhausted employees” and “difficult times.” Also, participants (all women) reported being blamed for harassment because they were too aggressive or demanding. One female participant was even told that she was too smart and that her Canadian colleagues found this “off putting” (newcomer [NC], visible minority [VM], female). A participant working in private industry recalled a meeting where her manager explained a new employment equity initiative but ended the description with the hope that “the White employees won’t get too upset when they don’t get this special treatment.” (White female).

Another identified practice was the offloading of anti-discrimination work to lower levels of organizations. Participants spoke about attending diversity training but rarely seeing leadership at these training sessions. And middle managers with little influence being the champions of diversity and inclusion. These stories were supported by submissions that noted a lack of interest by leadership diversity training despite the same organizations requesting training for their staff.

Participants also noted the trend of leadership delegating racism education upon their racialized employees. This was often done through invitations to “share your story” during special dates, such as Black History Month, or to be on Diversity and Inclusion committees to help “address this problem.” Most of this was expected to be unpaid work. As one participant succinctly noted:

“We have leaders at national and provincial levels, and even here in New Brunswick who deny that systemic racism even exists. Oh, and then they say, they don’t really know what systemic racism is because no one has ever defined it for them. Well, you’re the leader, go find out. Why is it my responsibility as a Black man to explain

⁴ See the extensive body of work by Dr. Alan Sears, Dr. Andrew Hughes and Dr. Carla Peck.

it to you? That, my friend, is systemic racism.”

In many of the conversations regarding creating inclusive and anti-discriminatory workplaces, leadership was simply not there.

GNB

Our team met with numerous departments and civil servants, discussing their various initiatives. It must be noted that there was an abundance of passion, knowledge, and determination among those that we met with as they explained initiatives focused on fighting discrimination and advocating for equity and justice. Diversity and Inclusion initiatives such as the Employment Equity Office were also supported by a dedicated and diverse team. We found the same level of exceptional commitment among the councils and bodies connected to GNB, such as the New Brunswick Women’s Council and the Premier’s Council on Disabilities. The former’s initiative Resonate/ Résonances, greatly informed our work regarding the needs of New Brunswick racialized women and gender minorities. These employees and organizations also demonstrated self-awareness in their work for equity. They noted their places of privilege and recognized the need for more marginalized voices at their tables. One leader at an organization expressed dismay that their whole board presented as White and noted that work was being done to address this. Other bodies, such as NBHRC, increased their diversity during the past year after recognizing the issue of representation.

My concern is with the leadership. Not all leadership. Again, I spoke to numerous supervisors, directors, assistant deputy ministers, and deputy ministers that were committed to fighting systemic racism. However, the overall environment of leadership did not present systemic racism as a priority. For example, my mandate highlighted portfolios belonging to six ministers. While four met with us within two months, two postponed meetings until nearly five months into a one-year mandate. Of all our MLAs, only one reached out to OCSR to discuss the mandate and offer assistance. Of all the candidates running for the Liberal leadership, only one asked to meet with me to discuss systemic racism in New Brunswick. I also find it disconcerting that the recommendations of the Report on the Review of the *Official Languages Act* (2021) have not received the respect that such work deserves.

This anecdotal evidence regarding a lack of awareness regarding systemic racism can also be supported by quantitative data. OCSR commissioned the NB Institute

for Research, Data and Training (NB-IRDT) to evaluate GNB leaders’ understanding of systemic racism and possible impact on their work. NB-IRDT administered a survey designed by OCSR consisting of open-ended and close-ended Likert-scale questions. The questionnaire was sent to 1,689 GNB employees in leadership positions; 140 (approximately 8.4%) responded. The response rate is very disappointing. Despite being requested by the Clerk to complete this survey and despite knowing that the data would be used to inform this report and help fight systemic racism, more than ninety per cent of GNB leaders did not complete the survey!

This is not just about numbers. This lack of leadership impacts newcomers, racialized groups and Indigenous people as well as advocates for social justice. For example, nearly all our participants working with marginalized groups articulated an exhaustion and disillusion with government. One advocate for racialized children joked that GNB leaders had probably blocked her number because of the number of times that she called a particular department. “I know that they think that I’m a pain in the butt but what should I do? Just let children suffer because someone can’t stand up and do the right thing? Honestly, it’s exhausting and there are times I just don’t want to answer the phone myself.” I personally find this exhaustion most concerning. Along with the current labour shortage, I spoke with social justice advocates who were leaving or contemplating leaving anti-racist and settlement work because of the lack of commitment from the halls of leadership.

It can be argued that the appointment of a commissioner on systemic racism is an achievement; I would agree. However, it is not enough to read recommendations; one must act on them as well. Civil servants and their leaders have a unique responsibility to fight systemic racism. As such, their action needs to embrace education and direct their learnings toward the rethinking of policy design and service delivery. At this point, words need to make room for actions.

QUALITY OF SERVICE

OCSR has amassed a body of data that recorded the frustrations of Indigenous, newcomers and other racialized people; most of this had to do with inefficiencies, lack of communication between departments, and/or following different rules. In some cases, systems that were designed to help racialized groups worked against them. Examples included families waiting months for Medicare coverage, overt discrimination from public-facing employees, confusing processes and difficulty accessing services. In some cases, newcomers were saved from crisis situations because of politicians such as mayors, ministers and even the premier's office stepping in to help. However, not only is this unsustainable but it also reproduces the inequitable system of those who have connections getting help while those who do not, suffer.

Because racialized and Indigenous people have the least access to power and influence, it means that when the going gets hard for everyone, it gets even harder for those belonging to marginalized communities. We saw this during COVID-19 where Indigenous, Black and newcomers reported significantly higher financial insecurity and poor mental health than did the White population (Tam, 2020). What this means is when we discuss current social and economic concerns impacting New Brunswickers, we need to ensure that we remember to add the various lenses of marginalized communities.

UNEQUAL TREATMENT

OCSR and racialized communities are also concerned about the perceptions of different treatment for different groups. For example, various social justice organizations questioned the decision to provide one set of newcomers instant access to a driver's license but not so to others⁵. There are other examples of different treatments among groups. Even those belonging to groups that benefited, questioned this practice. A long-time immigrant from the Ukraine noted,

"When I first watch the news coverage of Ukraine and how Black people were not allowed on the buses, I was embarrassed. This was the old racism of my parents; you know what I mean? I was proud of how people here and our politicians supported the victims of this war. But then I realized that other refugees are not treated this way; like no one was wearing pins of the Afghan flag on their clothes, you know what I mean? I just read the new

policy on driver's licences; what's that? I mean, how can you work without a license? Why do some people have to wait and others don't? Whatever the reason is, we should change it" (White male adult).

A similar example can be found with Medicare as some newcomers received Medicare coverage immediately while other groups needed to seek groups and individuals to advocate for them once the service standard to receive Medicare had long passed.

A province welcoming of newcomers needs to be equitable, efficient, and free of silos. There are a multitude of excellent initiatives helping to integrate newcomers to our province with a great number of civil servants committed to support these initiatives. These examples need to be highlighted and replicated as best practices. Inefficiencies not only discriminate against different racialized group, but they also disengage hard-working GNB employees.

GNB LEADERSHIP

Three themes emerged from the data that highlight potential areas where systemic racism needs to be addressed within GNB: (1) recruitment, hiring, promotion and retention, (2) diverse representation in the workplace, and (3) the need for education of systemic racism.

Recruitment, hiring, promotion and retention

The top three barriers identified in preventing a more diverse workplace were:

- undervaluing foreign qualifications and skills on resumes,
- unconscious biases during the interviewing processes, and
- English and French language requirements.

The barrier of language requirement requires further exploration as this thinking conflicts with the research conducted by the Office of the Commissioner of Official Languages for New Brunswick which challenges myths such as all GNB positions are bilingual (OCOLNB).

⁵ Letter to GNB on driver's license signed by: Matthew Martin, Executive Director, Black Lives Matter New Brunswick; Yusuf Shire, President, New Brunswick African Association; Adebayo Ogunleye, President, Nigerian-Canadian Association of New Brunswick; Mamadou Oury Diallo, President, Conseil provincial des personnes d'ascendance africaine du Nouveau-Brunswick.

Representation in the workplace

While respondents believed that some levels, groups, and departments within GNB had good representation from diverse groups of people, others noted the lack of representation and diversity within the workplace, especially at “leadership” levels.

Some respondents postulated that the lack of visible diversity could be a deterrent for racialized people to apply for GNB positions as they may not see themselves represented in the GNB community.

Requested submissions by deputy ministers indicated a knowledge of the presence of an Employment Equity program at GNB, but not a deep understanding of the program, its options, or its impact in respective departments. Also, departments did not have a mechanism for employees to self-identify under different identities. So, success for creating a diverse workplace is subjective.

GNB employees belonging to marginalized communities (not just racialized communities) collectively shared stories of systemic discrimination in their workplaces, the lack of safety due to an absence of diversity and a dearth of promotional or career-advancing opportunities. White GNB employees also contacted OCSR with examples of witnessing discrimination against their racialized employees. Participants of various backgrounds noted a lack of depth of understanding of systemic racism. For example, several GNB employees noted that their supervisors did not understand key concepts such as cultural appropriation, representation and inter-generational trauma and, as a result, could not appreciate the impact of these concepts on their own work.

I want to note that this lack of leadership in fighting systemic racism exists at GNB and beyond. My data showed that in numerous leadership positions, in both the public and private sectors, the need to understand systemic racism does not seem important. The few exceptions aside, many leaders still grappled with the need to think about and act against systemic racism in their immediate world. This is why it is so important for our governments, federal, provincial and local, to be role models and actively challenge systemic racism.

EDUCATION/AWARENESS OF SYSTEMIC RACISM

Given that leadership is key to challenging systemic racism, it is imperative that said leaders can define and identify systemic racism in practice. The following recommendations reflect this position.

Recommendations

Recommendation 1:

Educate GNB senior leaders and elected officials on the meaning of systemic racism.

The long-term strategy would be to educate the leaders and provide them with the responsibility to educate their teams and members.

Recommendation 2:

Assuming that GNB leadership is probably reflective of the greater province, GNB should require organizations and businesses with which it works to also demonstrate leadership education in systemic racism.

Recommendation 3:

Provide further financial support and leadership to the Diversity and Inclusion teams, Office of the Chief Human Resources Officer. My consultations with the GNB employees involved in the programs such as EEO revealed a team of experts driven by a passion for equity and inclusion. The programs presented by this team focused on creating inclusive employee attraction and retention processes that recognized that inclusive workplaces begin before potential employees join GNB. There was recognition that certain GNB recruitment and hiring practices may unintentionally disadvantage racialized groups, non-Western applicants, thus reducing their chances of success. Actions to counter this should include:

- removing barriers to underrepresented groups during the application process for all government positions, including agencies, boards and commissions and other government-funded agencies;
- developing community outreach and communication strategies designed to increase access to information about GNB employment opportunities for racialized communities;
- creating an inclusive interview process that includes a diverse interview panel and mandatory training of hiring personnel on unconscious bias and intercultural communication;
- establishing an overall accountability system for the recruitment, hiring, promotion, and retention of diverse employees; and
- setting diversity benchmarks for hiring teams to analyze the effectiveness of racial equity measures.

It is worth noting that several leadership positions associated with GNB were filled during my mandate. Other than myself, no other position was filled by a racialized person. This is not to say that the people who were appointed are not competent; the complete opposite is true. However, it does beg the question as to why the only position filled by a racialized person is one regarding systemic racism. Moreover, other changes, such as the dismissal of the two health authority boards, diminished the existing Indigenous presence at both locations. I did not see any effort to compensate for this loss.

The final goal should be to hire people who are the best addition to your team, your organization. People may say that we are already doing this. However, we are not. If we were, our teams would not be homogenous, consisting of people with similar backgrounds, experiences, and privileges. Hiring boards may feel that they are looking at every applicant separately but when we meet people, we notice their accent, we notice their names, their overt and subjective ties to ourselves. If we are not trained to recognize those unconscious biases, we will continue to not only hire those who think and look like us and we will also continue to push out those who do not. The diversity and inclusion teams at the Office of the Chief Human Resources Officer could easily become the driving force behind making GNB an inclusive workplace; however, financial and human resources are needed to place these programs on a centre-stage. This team should also have a point person that can speak directly to senior leadership on issues of systemic racism; these programs need to have the power to question a lack of use if this situation arises.

Recommendation 4:

A clear strategic plan to combat hate and discrimination in New Brunswick, including online hate. A clear theme that came from our data is the lack of safety that many marginalized communities feel. Such legislation would demonstrate to communities GNB's commitment to their health and safety. Without action, the best laid plans... remain plans.

Recommendation 5:

Develop an anti-racism policy and mandate that all provincial workplaces adhere to this policy. This policy should be mandated to all parts of GNB.

Recommendation 6:

Demonstrate GNB's commitment to fighting systemic racism by creating a body and lead person at a commissioner or deputy minister level empowered to oversee the dismantling of systemic racism. Such a body could:

- advise the province on how to eliminate racism from government policy making and programs;
- lead an anti-racism approach across all departments;
- provide training for GNB; and
- develop and execute communications campaigns to sensitize New Brunswickers about systemic racism.

Many people and organizations that we spoke with wanted to know what would happen after the creation of this report. Numerous written submissions including PRUDE, City of Saint John, Shoolai Israel Synagogue Antisemitism Committee and the Premier's Council on Disabilities advocate for the continuation of OCSR or a similar process with a point person or body to challenge systemic racism. This call from various organizations and municipalities is echoed by the data collected from research commissioned by Narrative Research. In this survey of 400 New Brunswickers:

- One-half (54%) of NB residents felt that the provincial government is not doing enough to address racism in the province.
- Regarding the degree to which the NB government should prioritize addressing racism in NB, over one-half (55%) said that it should be highly prioritized, while only one in six (16%) think it should be a matter of lower priority.

Finally, we heard this call from those who reached out to our office. Our original date to stop consultations was end of May. This deadline was moved to the end of June and then, September. Why? Because people kept calling us to share their experiences and concerns. Even after this report was written and my office informed people that their recommendations could not be in this report, they still asked to speak to us. They just wanted someone to hear them and validate their experiences. Such a body could do this as well as work to make structural changes.

Examples of similar offices/bodies can be found in Nova Scotia, Prince Edward Island, Ontario and Alberta. The existence of such a body could be housed in an existing commission or as a stand alone. The essential part is that the point person for this body be at a level to be able to influence policy and demand accountability.

Recommendation 7:

The availability of mechanisms that examine anonymous complaints about a lack of career promotion and whistle-blower protection and mechanisms to report discrimination at GNB. OSCR was contacted by seven Part I GNB employees who either experienced or witnessed both overt and systemic racism. These employees reported health issues such as anxiety and stress as well as work issues such as disengagement and departure. It would be naïve in the extreme to think that this situation rests at only seven employees within GNB.

Recommendation 8:

Inclusive and anti-discriminatory communication training for GNB Communications employees.

Recommendation 9:

Increase the number of Chief Experience Officers at GNB. Developed as a pilot for Social Development, the Chief Experience Officer's (CXO) role supports user satisfaction, including identifying and challenging structural racism within the service. The success of this role strongly supports expansion of this position with officers trained in anti-discrimination perspectives and placed within other client-serving sectors with Opportunities NB/Immigration exhibiting the highest need for CXO's. There should also be reported communication among these CXO's to reduce the strong inclination to work in silos.

Recommendation 10:

Address the challenges faced by the New Brunswick Human Rights Commission (NBHRC). Our team met with NBHRC several times and conversations were fruitful and transparent. The commission plays a significant role in promoting equity and anti-discrimination thus improving the overall health and safety of all New Brunswickers. Challenges for NBHRC exist both internally and externally. These challenges include:

- a legislative model that places the commission under Labour (only New Brunswick does this) thus undermining a sense of independence,
- high turnover of staff due to heavy workload and lower wages,
- a lack of mandatory review of their Act,
- the public perception that the process is arduous and traumatic (because of lack of human resources and funds),
- a historic lack of diversity on their board, which is finally being addressed.

The last two points came up often in our discussions with our participants. The process was often perceived to be complicated and according to some participants, traumatic. Moreover, other participants were advised by members of their own communities to not engage in the process because of the process. Staff and board are aware of these issues and spoke quite frankly about their own challenges. It is critical that GNB work with the NBHRC, respect their expertise, and determine best practices.

Another important part of NBHRC's mandate is public education. Inadequate resources and financing have historically been obstacles for the commission to fully meet this expectation. This insufficiency must be addressed on a permanent basis.

Recommendation 11:

Mandate race-based data collection in relevant GNB departments. Some civil servants questioned the value of such data and inferred that collection of such data is racist. Firstly, it is difficult to analyze race-based data when that data is spotty or non-existent and is not disaggregated for New Brunswick. Secondly, it is the use of data and not the data itself that is racist. In other words, data is only racist if it is used for racist means. Conversely, the lack of race-based data makes it easier to maintain systemic racism.

Recommendation 12:

Concerted effort for racial representation on agencies, boards and commissions. Efforts should be accompanied by measurement reports indicating progress or reasons for lack of progress.

Recommendation 13:

Revamp, simplify and coordinate services for newcomers.

This issue is of great concern to OCSR. The recent record-breaking rise in immigration is worth celebrating. However, there are clear cracks in the foundational services designed to welcome newcomers and promote settlement. Discussions with GNB employees, settlement organizations and newcomers noted:

- severe issues with newcomers obtaining Medicare. OCSR received numerous complaints regarding long wait times and lack of support to receive Medicare and health care in general;
- housing and rental shortages, especially for large families;
- employment struggles with newcomers telling us that their education and experience is not valued,
- the discriminatory practice of insisting on Canadian experience without a valid reason;
- antiquated funding models and unreasonable demands on settlement agencies;
- the lack of recognition between urban and rural realities in immigration plans; and
- the confusing process to access GNB support.

Essentially, the structures required to properly support the number of newcomers are either overwhelming or non-existent. It is like trying to put too many people into an aging elevator and ignoring the weight capacity. Sooner or later, that elevator will crash. Currently, the funding and services to appropriately welcome and retain newcomers is clearly insufficient.

Discussions with newcomers and those working with them consistently spoke of the difficulty of accessing services. Many of the challenges had to do with the assortment of services and the lack of communication between and among them. This problem was exacerbated by the fact that issues around diversity and inclusion have become trendy and profitable enough that organizations that have not traditionally spoken about anti-racism are now entering the New Brunswick arena. While this may seem like progress, it can be detrimental as some of these organizations are ill-experienced at best or, at worst, profiting from newcomers' challenges. Also, there is inconsistency of

service delivery across locations. For example, in some parts of the province language training is handled by a multicultural organization but in another location, language training may be provided by a different type of organization.

Some of this inconsistency is because settlement agencies must work within inflexible funding rules. As a result, the agencies use their creativity and other resources to develop strategies to help as many newcomers as possible. Hence, one service may exist in one community but not in another. For example, one agency created a funding source to provide racialized newcomers from other provinces and not just from other countries. They found that inter-provincial racialized newcomers also had settlement needs such as French language training. While this agency's dedication to meet diverse needs is admirable, other newcomers in other communities couldn't access the same services.

What is distressing is that GNB was made aware of these service problems at least nine years ago when a report identifying the same issues (Sears et al, 2013) was given to the Department of Post-Secondary Education, Training and Labour, Population Growth Division, Settlement & Multiculturalism Branch. OCSR heard numerous stories of confusion and inconsistencies in accessing basic services. In recalling her experience in trying to get assistance for Medicare, one participant said, "My friends told me to keep going back until I got what I wanted. The first two times, I was told I couldn't get Medicare but the third time, it was no problem."

Participants also spoke about having to deal with several departments over the same issue. The question, "why can't departments just talk to each other?" was articulated repeatedly. Issues and solutions that appeared sensible and simple, were lost within the complexity of process, policies and silos. This lack of communication meant inconsistencies within government. For example, in the past year, two organizations, HOLA and Moncton Cares advocated for 53 children being denied public school education. The situation emerged from a misreading of a policy in the *New Brunswick Education Act*. On one hand, a francophone district was allowing children to attend schools, while a neighbouring anglophone district did not. When contacted regarding this situation, EECD leadership took nearly a month to address this situation. In a letter to HOLA, the Minister stated, "We recognize that there may be some discrepancies across districts in the way the *Education Act* and the School [Administrative Regulation] are interpreted. As such, the department

is working with school districts to provide clarity and direction to help ensure accurate and consistent application of the *Act and Regulations*" (EECD, Oct 7, 2022). This "work" resulted in 53, mainly racialized children, being denied public schooling education for nearly two months. Moreover, this situation was not new but had been going on since 2021.

Similar inconsistencies for newcomers were also noted in health and housing. All of this results in confusion and lost opportunities for newcomers who are already dealing with the multiple stresses of settlement.

A significant part of the problem is the tendency to see immigrants as numbers or part of a business case. The current language around immigration focuses on statistics, labour and economic goals. We need to treat newcomers as human beings; anything less is systemic racism. While it is difficult, if not impossible, to mitigate all the stressors and trauma that may come with being a newcomer. We can and SHOULD alleviate pressures and confusion in every means possible. The goal should be to provide newcomers with a blanket of services aimed at positive settlement in our province. And with that, we likely will find that more of them will end up staying here rather than leaving to go to a more welcoming province.

Some suggested strategies:

- Provide settlement agencies with the support that they need for the new reality. As the number of newcomers has grown, the funding and support has not. This means that settlement agencies are spending more time on trying to survive than they are helping newcomers. As one settlement agency worker said, "We are in the business of serving newcomers; we should not be in the business of chasing money." I was fortunate to attend and speak at the Atlantic Regional Association of Immigrant Servicing Agencies (ARAISA) conference. This conference was the first one in ten years! Furthermore, participants from Halifax needed to leave the conference early to welcome Ukraine newcomers. Proper and realistic support would minimize this conflict between learning and serving and provide settlement agencies reasonable opportunities to meet and share best practices.
- Create greater oversight, transparency, and accountability to ensure fairness in the funding process for organizations working in the areas of anti-racism.
- Better matching of newcomers with the jobs they want. As NB economist, David Campbell noted during a consultation, "we need to ensure that

people have opportunity....If you need taxi drivers go find people that have the skills and interest to be taxi drivers and don't bring in PhDs."

- Greater immigration-based expertise at Opportunities NB. Experiences with Opportunities NB as reported to our office were not positive. Participants spoke about barriers, confusing rules, just a lot of forms without guidance. One participant described communicating with the agency as a "nightmare" while another posited, "It was like they wanted my family to leave New Brunswick." It was also shared that no one at Opportunities NB is a licensed Regulated Canadian Immigration Consultant (RCIC) or a licensed Regulated International Student Immigration Advisor (RISIA). If this is the case, all the agency's advisors should obtain these credentials.
- Greater communication between departments and organizations that work with newcomers. The lack of communication between departments is incomprehensible.

Recommendation 14:

Ensure accurate information for newcomers. Those working in recruitment of international students and immigrants (government, educational institutions, industries) need to better explain the geographical, linguistic, and labour reality of New Brunswick. For example, OCSR spoke with French speaking immigrants who questioned why they were not told that their lack of English skills would undermine employment opportunities in Southern New Brunswick. Leaders from primarily francophone northern communities wondered the same thing. As one mayor noted, "We have French immigrants who come here and they said, 'We wish we had come here first; here I can find work.'" I met parents who were upset about the lack of French Immersion access after being told that New Brunswick actively promotes bilingualism in its schools.

Several professional immigrants shared their frustration with trying to find work in their field. There was obvious irritation with the difference between what they were told and what they discovered. Much of this has to do with the incredible amount of red tape (which is really an example of systemic racism) to find appropriate work. As one Black, internationally trained nurse noted, "I was told that this place needed nurses and I would have no trouble finding work. But my 12 years of experience means nothing because I lack Canadian experience. Really, yes, they want people, they just don't

want people who look like me."

There were also situations where information was not considered important enough to share. For example, New Brunswick had 53 children who were not allowed free access to public schools. Yet these parents were not informed by the colleges that this situation existed. This omission of information led to stress, school absence for parents and childcare costs. In some cases, families had to send their children back to their home country. These situations led to isolation and poor mental health for many of the school-aged children⁶.

Lack of information and difficulty obtaining accurate information leading to the poor treatment of newcomers in the workplace was documented. Situations ranged from overt racism in the workplace, employers claiming influence on a newcomers' status, disregard for labour laws, and even to more severe cases of abuse. All these situations must be addressed. We cannot treat newcomers and international students as cash cows. We are openly inviting, even aggressively recruiting people to come to our province and if we want them to stay, we need to treat them like people.

Recommendation 15:

Terminate the agreement with the Canada Border Services Agency (CBSA), allowing provinces to imprison migrants/refugees for administrative reasons, a practice that violates international law. Moreover, New Brunswick, as well as other provinces continuing this practice, receive payment from the federal government for each migrant/refugee incarcerated. Organizations such as Amnesty International and Human Rights Watch have called on each province to end this practice. At this time, British Columbia and Nova Scotia have terminated their agreements with CBSA; New Brunswick should do the same.

Recommendation 16:

Mandate self-regulated professional bodies to make their recognition of international credentials simple and equitable. A perfect example of systemic racism impacting everyone is the longstanding dilemma of foreign credentials recognition. The historic gatekeeping of many self-regulated professional bodies and the devaluing of established international credentials create serious barriers for professional immigrants. One must wonder if the labour shortage and burnout rate in the health system would have occurred had this illustration of systemic racism been dealt with a decade ago. Even while New Brunswickers suffer from a struggling health

⁶ HOLA has done an excellent job of advocating for these children. One wonders what would have happened had this not been the case.

care system, self-regulated professional bodies continue to maintain barriers by establishing simpler paths for professionals from “preferred countries,” (which are mainly White countries), and complicated processes and questionable language expectations for professionals from “non-preferred countries”. Moreover, with the systems that do exist to license the internationally educated, the process and rules are murky and complicated. As one physician noted, “I was lucky; I got a great supervisor who wanted me to succeed and really helped me. Most are not so lucky.” In just the past year alone, New Brunswick lost a radiologist (the best job they could get was directing traffic at a COVID-19 clinic), a dentist, two cardiologists and several nurses; and these are just the ones of which OCSR was aware.

Similar barriers exist for foreign-trained teachers even though our province needs more teachers. One newcomer with multiple years teaching abroad and a Ph.D. in education was told that she screened out of an education non-teaching position because she lacked provincial teaching experience. Evidently, a doctorate and international teaching experience did not hold value. The barriers increase for those who must deal with multiple degrees of marginalization, such as racialized people with disabilities and racialized women. One woman shared that she was told that she could not have extra time during her language test to breastfeed her baby. Hopefully NB’s *Fair Registration Practices in Regulated Professions Act, 2022* will counter these impulses to self-protect. Essentially, we need further pressure on self-regulating professional boards to recognize and support foreign-trained professionals. While some professions have created straightforward processes (such as the Law Society of New Brunswick), there are far too many professions that are acting as gatekeepers to foreign-trained professionals. Blanket excuses such as client protection, quality control and Canadian experience, are simply racist tropes that need to be challenged.

Recommendation 17:

Create public education initiatives to decrease the divide between francophone and anglophone communities. While public awareness and education is one of the responsibilities of the Office of the Commissioner of Official Languages for NB, one body cannot do this alone. This is the responsibility of all New Brunswickers. A further layering of this issue is the increase of French immigrants from majority-Black countries. For many Black French-speaking newcomers, French is the language of colonizers; this stands in direct contrast to

the linguistic pride of Acadians and other francophones in the province. Francophone communities need to reflect the diversity within. There needs to be a collective and concerted effort from different organizations to bring about mutual understanding of the various communities both within and between linguistic groups.

HEALTH

Recommendation 18:

Hospitals to collect race-based data. Our office was inundated with complaints regarding racist treatment at emergency rooms. However, without data, these allegations can neither be investigated nor addressed.

Recommendation 19:

Mechanism to report suspected racist behaviour. Health-care workers participating in our work referenced examples of experiencing racism or witnessing colleagues experience racism from co-workers and clients. Newcomers were reluctant to report incidents due to fear of reprisal and future isolation from colleagues.

Recommendation 20:

Health authorities to work closely with other health advocates associated with racialized and Indigenous communities.

Recommendation 21:

Develop culturally appropriate response to physical and mental health issues.

Recommendation 22:

Increase psychologists’ cultural competency training.

Recommendation 23:

Create cultural competency training programs to foster positive relationships between racialized groups, care providers and health organizations.

Recommendation 24:

Institutions that oversee training of different health professionals should incorporate anti-racism material into the curriculum.

EDUCATION

My conversations with educators, unions, and department staff demonstrate that there is a lot of great work being done in updating and diversifying the curriculum in both the francophone and anglophone sectors. Both sectors recognized what Sears, Peck and Hamm (2017) determined in their study on the ethnic understanding of New Brunswick Grade 6 students:

“Overall, students demonstrated quite superficial understandings of ethnic diversity being able to identify some practices and beliefs as ‘cultural’, but with little knowledge of specific cultural groups or practices or the role of language as a vehicle for cultural enhancement and preservation (Abstract).”

As a result, I noted partnerships with Indigenous and racialized communities, curriculum development and the creation of additional resources. Some positive actions were:

1. Curriculum that showed more than the successes and the tragedies of marginalized groups. For example, the Wabanaki Framework resists allowing a colonial framework to conceptualize the experiences of Indigenous people but rather presented a holistic view of Indigenous cultures. Similar changes are happening for the Black and other marginalized communities. This stands in contrast to the experiences that some students shared with me. “I really dislike Black History Month. It’s almost kind of traumatic. All we talk about is slavery and Martin Luther King [sic]. I don’t come from slaves.” (Black student)
2. Training for teachers and principals on systemic racism.
3. The Elders in Schools program.

However, despite some progress, we have a long way to go. Our schools have issues with overt and systemic racism enough to create a new report. Some of the issues are:

1. The lack of diversity among teachers does not reflect the changing faces of our students. As one educator in the francophone school system said, “We need them [non-White teachers]. Even if all our teaching positions were full, and they are not by the way, we would look for ways to have them at our schools. It is imperative” (translated from French).

2. Too many children who find school traumatic because of overt racism and their teachers’ and principals’ inability to address it.
3. Too many children still do not see themselves in the curriculum despite changes to the curriculum.
4. Too many children who plan on leaving New Brunswick because of an education system that does not show them an inclusive society.
5. The lack of resources and support for diversity and inclusion. For example, the francophone sector is struggling to find resources to help newcomer students that speak neither French nor English. As this population grows, resources in languages other than French and English is imperative.

Again, it is leadership or lack thereof that causes me concern. Of virtually all the parties that I spoke with, all noted a concern regarding a lack of teachers. EECD leadership, however, noted that this is not a problem. The reason I asked about vacancies is that this seemed to be a perfect opportunity to increase the number of racialized teachers. While EECD leadership pointed fingers at the universities for not graduating non-White teachers; however, the finger was pointed back with the comment that EECD has never articulated a need for such teachers. As already noted, it is time to stop pointing fingers. Instead, it is time for all involved in education to demand a greater diversity of educators. As our schools hit record numbers of newcomer students, a broader based and diverse representation in the education body is imperative.

Recommendation 25:

Provide greater financial support for the creation and implementation of anti-racism resources. It is particularly important that our curriculum not support the erasure of various histories and present-day success. As author Thomas King reminds us, “You have to be careful with the stories you tell. And you have to watch out for the stories that you are told.”

Recommendation 26:

Provide greater financial support for the creation and implementation of resources and programs to help integrate and support racialized students.

Recommendation 27:

Mandate anti-racism perspectives into the School Improvement Plan.

Recommendation 28:

Increase the number of Antiracism & Equity Coaches. In August 2021, Anglophone School District South appointed the province's first Antiracism & Equity Coach, whose role is to build capacity with teachers in addressing systemic and overt racism in their schools. This creative and excellent initiative needs to be replicated in other districts.

Recommendation 29:

Continual professional development for all employees working within education. This professional development should follow a purposeful path so that educators can move from an awareness of systemic racism to developing skills allowing them to actively work against and deal with systemic racism in our school system.

Recommendation 30:

Develop a province-wide anti-racism policy for all schools with clear definitions and steps for dealing with racist incidents. Despite district and department-wide initiatives, overt racism still happens in schools. No child should refer to their school as "this place hurts my soul." While programs and curriculum help to advance the thinking of society, overt racist incidents need to be dealt with. Such a policy should be widely visible in schools with enforcement mechanisms in place to ensure adherence.

Recommendation 31:

Antiracism education for Bachelor of Education students at New Brunswick's universities.

Recommendation 32:

A concerted and transparent effort to increase the number of non-White teachers.

Recommendation 33:

Create a portrait of best practices in various school districts. Conversations and submissions indicate that there are examples of progressive and innovative work happening in different schools and districts. For example, Anglophone School District South (ASD-S)'s submission to OCSR not only identified positive anti-racists activities but also outline their own self-reflection about their challenges in anti-racist education. Information like this should be shared.

Recommendation 34:

Review and respond to recommendations from the Envisioning Inclusive Schools document prepared by New Brunswick Multicultural Council. As noted earlier

and later in this report, excellent recommendations for challenging systemic racism already exist. It is critical to acknowledge these reports and the expertise that went into designing them.

INTERNATIONAL AND NON-WHITE POST-SECONDARY STUDENTS

Both colleges and universities have experienced a substantial growth in international students over the past few years. Our discussions with some of these students indicate a satisfactory level of support from the colleges; it was the barriers outside of the schools that were of concern. For example, Black international students reported greater barriers to finding work than their White counterparts. Also, many noted extra stress due to the challenges around health care, childcare, and work.

Discussions with the institutions reveal numerous concerns that come with this population growth. These concerns focus on the ability to provide clear and efficient services to international students. Discussions with student associations and multicultural organizations also expressed concern regarding wrap-around support for students as well as their families. Recommendations below should be seen in addition to those mentioned above under education.

Recommendation 35:

Provide greater financial support for programs supporting international students.

Recommendation 36:

GNB to work with community colleges to centralize all information for international students under one umbrella. There were several examples of different systems and processes between CCNB and NBCC. In some cases, these made sense; however, in most, it led to confusion among international students.

Recommendation 37:

Ensure that all supports for international students (such as health care) meet basic service standards.

Recommendation 38:

Ensure culturally competent physical and mental health support for international, racialized and Indigenous students. While health-care supports were provided by both NBCC and CCNB, both the colleges and students noted that culturally competent health care should be increased.

Recommendation 39:

Greater support for assisting students to find housing. Housing challenges were not only noted by international students but also from Black and Indigenous students and were mostly seen as examples of overt racism. Participants recalled being asked if their food would “smell bad,” if they would “keep the place clean” and two were even asked about their cultural hygiene habits. Others said that the landlords appeared open to renting until the participant showed up in person. When asked why they did not report these situations to the Human Rights Commission, participants noted that they didn’t want to jeopardize their study visas, they felt isolated, or they did not know that entities to help them existed. Sadly, some said that it was easier to just accept that racism existed and “move on with your head down.” (International student, male). Ideally, GNB should provide funds for on-campus living thus creating inclusive and diverse campuses as well as removing an extra stressor for students.

Recommendation 40:

Recognize the impact of racism in efforts to establish internships and work opportunities for racially marginalized students. Black and Indigenous students noted an increased difficulty in finding work opportunities over their White and other racialized peers. Collectively, they described a workplace trend to accept only a certain level of skin colour. As one participant noted, “Brown is ok, there’s only a bit of discomfort but employers are not ready to let in people who are as black as me.” The only way to deal with this is to have direct conversations on racism, measure workplace diversity and tackle racism with hiring policies.

Recommendation 41:

Maintain the rule allowing international students to work more than 20 hours.

Recommendation 42:

Careful and attentive oversight over private colleges. In 2021, Opportunities NB announced a new immigration stream for international graduates of private career colleges. It is imperative that it create and maintain high standards for these colleges. Locations in other parts of the country have experienced a growth industry of pop-up private colleges, some of which have taken advantage of international students, demanded high fees, provided inaccurate information regarding student visas and provided dubious curriculum. Two participants contacted OCSR with concerns regarding their negative

experiences at private colleges in New Brunswick and the lack of support to rectify their concerns. Both left the colleges midway through their programs. GNB has a professional and moral obligation to ensure the standards of these private schools.

SPORTS

There were also examples of best practices for fighting systemic and overt racism. For example, Hockey NB has been doing commendable work to educate players about diversity as well as deal with incidents of discrimination. In discussions with this organization, its leadership was clear regarding the need to create an equitable and respectful play space for all children and had several initiatives to address discrimination.

The development and growth of Sport NB Sport Dispute Resolution program appears to be a promising addition to the advancement of equity in sports.

Sports was also described as a forum for bringing newcomer children and youth together and helping them dismantle pre-existing prejudices as well as connecting with other youth. Several sport organizations reported an increase in diversity among participants.

Despite the positive actions, there still exists a culture of acceptance around discrimination and harassment in sports. During the past year, my office was contacted on several occasions regarding racism in different types of sports. The alleged incidents included perceived unfair treatment from referees, comments from spectators (mostly parents), harassment from teammates, lack of recognition, and racist name calling. In some cases, the person who reported the racist incident was reprimanded for “causing trouble” or “being confused.” In cases where mediation was an option between victim and offender, the victim and family members were unsatisfied with the outcome. In none of the cases, were offenders removed from the team.

In extreme cases, victimized athletes reported mental health issues because of racism. One participant shared an experience of her racialized son being harassed by his high school teammates. Even though the student had evidence of threatening texts, the senders of the texts were not removed from the team. The impact on the young man’s mental health was so severe that even after accepting an offer and scholarship from a local university, he chose a university outside New Brunswick when he learned that the offenders would be attending the university at which he had originally been accepted. The family chose a financial loss to avoid the risk of retraumatizing their son.

Recommendation 43:

Mandate all sports organizations to have an anti-racism policy.

GNB can provide further support by creating templates to ensure consistency among various sports organizations.

Recommendation 44:

Support anti-racism training for coaches and referees.

Recommendation 45:

Evaluate success of Sports Dispute Resolution mechanism on a regular basis.

Recommendation 46:

Develop a designation (and criteria) for all sport organizations indicating theirs is a safe place for all players.

JUSTICE AND PUBLIC SAFETY

After health and education, participants were most concerned about justice and policing in reference to their own personal safety. This was especially prevalent in conversations with Black and Indigenous participants. Along with participant interviews and submissions, I reviewed public documents, met with NB Chiefs of Police, corresponded with RCMP, had conversations with participants involved with various aspects of the justice system and considered contributions of the New Brunswick Police Commission.

In my various discussions with the chiefs, I saw examples of excellent practices to fight systemic racism. I wish to highlight the work of the Kennebecasis Regional Police Force and the Miramichi Police Force; both chiefs and their force actively worked to build trust with various ethnic communities and understood the need to educate themselves on systemic racism. Chief Lang of Edmundston also recognized the need to educate police on issues of diversity and provided opportunities for OCSR to speak with NB police leadership. However, other conversations with leadership revealed an alarming reliance on stereotypes, a lack of empathy for newcomers and reluctance to accept the presence of systemic racism in the justice system:

“We never had to worry about racism until immigrants came with their stuff.”

“Ever since that George Floyd thing, everyone is against the police.”

“If a Black man is breaking into an old lady’s house, I’m not going to ask him about his father who went back to Africa, I’m going to arrest him.”

“Ethnic people here do not get treated any differently than White people.”

Also of concern is the lack of race-based data collected by police for street and traffic checks. Again, the myth that the collection of race-based data is racist continues to direct policy decisions. Despite its widespread use, there is almost no data on police interactions with the public in New Brunswick that is broken down by race and ethnicity. What does exist is spotty and random. At best, this lack of tracking demonstrates a lack of understanding regarding systemic racism; at worst, this omission demonstrates a lack of care regarding systemic racism. OCSR also reached out to the RCMP. The Moncton force noted that the federal data system did keep racial-based data and would be able to share it with us. However, they never responded to our request to see this data.

Other participants from the justice system (parole officers, judges, social workers) readily accepted the presence of systemic racism. As well, various sectors of the justice system noted difficulty attracting employees from racialized groups due to a lack of trust and systemic racism. From a GNB perspective, the Department of Justice and Public Safety noted the difficulty in attracting employees from some racialized groups due to the lack of trust; and were working on strategies to help build trust. However, I am concerned with the fact that the new Minister of Public Safety has publicly stated that he does not believe that systemic racism exists in New Brunswick. Given the strained relationship between non-White populations and policing, such views are worrying.

Recommendation 47:

A task force focused on dismantling systemic racism in New Brunswick policing. As the communities most impacted by racism in the justice and public safety systems, such a task force should be co-chaired jointly by Indigenous and Black communities, and members of the Department of Justice and Public Safety (JPS). This recommendation also acknowledges past efforts by Indigenous and Black communities for police and justice changes.

Recommendation 48:

Update GNB’s Policing Standards on issues around diversity and inclusion and address systemic racism.

While there are some expectations regarding diversity and inclusion outlined in GNB Policing Standards (2017) the references to recruitment, community representation, and training are vague with little or no measurements or articulated accountability. “Diversity Awareness & Multicultural Awareness” are also highlighted as training program requirements in Policing Standards; however, there is no description explaining what would count as this type of training and no measurement to determine if and how this training is happening. The updates should have measurables that can be enforced through audits by provincial public safety officials.

Recommendation 49:

Make anti-racist, trauma-informed education mandatory for all citizen-facing JPS employees, including officers of the courts.

Recommendation 50:

Mandate the collection of race-based statistics by all police forces in the province, including Sheriffs, RCMP, and municipal forces, using clear guidelines and protocols, and including data on police stops/street checks to determine rates of racial profiling. Such metrics should also be used to inform promotions, community placements, and progressive discipline within law enforcement agencies.

Recommendation 51:

Create measurable goals on increasing diversity and representation in the individual forces. These goals should be included in an annual review of individual forces’ plan with the deputy minister of JPS. This recommendation would be in keeping with Police Standard 1.3, “Police forces shall have a recruiting plan that includes but is not limited to: a) police force personnel requirements, including consideration of community diversity” (pg. 15).

Recommendation 52:

Ensure board positions for First Nations and racialized persons on the NB Police Commission.

Recommendation 53:

All postings for senior level police positions should include demonstrating competencies of understanding systemic racism and unconscious bias and this knowledge should be imperative for promotions of any kind. NB Chiefs should stay up to date and familiar with this work, and begin implementing best practices, and collectively making it a priority. Leadership must be resolute on this, as it translates into the work and

behavior of all the employees of a police force. Examples could include equity, diversity and inclusion policies, anti-racism strategies, mandatory cultural awareness and systemic racism training, etc. If police forces do more to counter systemic racism, they will attract more diverse candidates and better understand the needs of the community. This is all linked to employee wellness, which results in better overall service to the community.

LOCAL GOVERNMENTS

OCSR is grateful for the consultations and the submissions provided by New Brunswick communities. Given that towns and cities are normally the most familiar level of government for newcomers, anti-racist work at this level is imperative. While the strategies differed, one common theme was the success of local initiatives. Several communities, such as Caraquet, Shippagan, and Miramichi provided OCSR with examples of how they have defined and become a welcoming community. Others, such as the cities of Moncton, Saint John and Fredericton, shared their initiatives for dismantling systemic racism. Even when conflicts arose, the parties involved agreed that working locally brought the greatest success. This was the case, even when the situation seemed unresolvable. For example, Chief Darcy Gray of the Listuguj community recalled dealing with the COVID-19 mandate that limited his community contact with New Brunswick services. “I went to the school and to the community and we just talked. We discussed how to solve this problem. And we did. Things need to be done locally. It just makes sense.”

The differences in needs between rural and urban were highlighted in discussions with rural communities. Rural communities, both French and English, noted that immigration strategies tend to develop urban-based solutions and then “twist them to fit our reality” (rural mayor). Moreover, French rural areas noted that the array of opportunities in their communities for French immigrants was not fully presented. As such, OCSR provides the following recommendations:

Recommendation 54:

Enhance services in rural areas that impact citizens’ access to education, health and employment. This includes, but is not limited to, enhanced internet services, better access to reproductive health services, better access to mental health services and expansion of remote or hybrid work.

Recommendation 55:

More transparency around the geographical regions of language. Several French-speaking newcomers

noted that although they were told of New Brunswick's bilingual status, they did not realize that not being able to speak English would limit their ability to find work in Southern New Brunswick. They noted that had they realized the linguist makeup of the northern part of the province, they would have gone there first. We heard the same stories from the mayors of northern French communities.

MEDIA

Recommendation 56:

Provincial media should publicly publish an annual report outlining their efforts to challenge systemic racism.

Despite greater representation in national media, participants and organizations also spoke about stereotypes and omissions of pertinent stories. Two participants, both of whom work in media, noted that journalists rarely think about privilege or unconscious bias. "I actually heard one of my colleagues giggle over how difficult someone's name was to pronounce. I'm thinking, this person just wrote a book in their second language, you can at least learn to say their name correctly."

In 2022, two cartoons raised concerns among those working in systemic racism. The first depicted a rural man (who was also stereotypically presented) being flattened by a stampede of immigrants rushing to urban areas. The other suggested a relationship between Muslims and female subjugation. While in both cases, the news media and the creators denied racism, the lack of sensitivity and the opportunity to solidify stereotypes and inflame racist belief were present nonetheless.

INDIGENOUS PEOPLE

"People really care about us, you know. Whenever we go in a store, we get extra security...you know, they follow us so nothing happens to us."

"That's sad. How can you make fun of this overt racism?"

"If I don't laugh, I would get mad and that's no good."

"What do you tell your children about racism?"

"Easy...leave the reserve and don't tell nobody that you're an Indian."

"I just don't understand it. I worked for government for a long time, and I know that processes can be lengthy but it's worse for anything involving First Nations. They really are at the bottom of the list of priorities."

"I've worked here for over ten years. I've never told my supervisor that I'm Indigenous. I'm pretty sure that would hurt my career options."

"There are so many problems with women's issues in this province [NB] but Indigenous women's issues! Well, forget it. It's like we don't exist."

"The system is designed to take Indigenous youth straight from school to jail."

"I brought my medicines with me to chemo. The nurse said, what's that? And she was like disgusted. I tried to teach her, you know talk about our medicines; to keep me safe. And she said, 'well if it worked, you wouldn't be here, would you?' It's just like that."

"My daughter is a nurse at [NB hospital]. A beaten First Nations woman came in. A nurse said she probably deserved it. My daughter lit into her about that comment."

"I have experienced racism every day of my life." Elder David Perley

"Understand that when you hear our people, when you interact with our people, you share in it and the knowledge goes back and forth. It's not something one culture can use to take advantage of another." Chief and Elder Hugh Akagi

"You are in the midst of an Indigenous renaissance. Are you ready to hear the truth that needs to be told? Are you ready to see the things that need to be seen?" Jeremy Dutcher

Whether speaking with an organization or an individual, my conversations with Indigenous participants were replete with personal stories of overt and systemic racism. Such individuals spoke of driving to hospitals further away from their communities because they were "less racist." One elder recalled: "They [the ER nurses] asked what I had been drinking. I told them, I'm an elder, I do ceremony, I don't drink. But they didn't believe me. It almost cost me my life; I had a ruptured appendix." Another elder shared the practice of providing

Indigenous youth with powerful or adult doses of “drugs that they would never give to a non-Indigenous youth.” Of the 25 Indigenous people I spoke with, 23 recounted at least one personal racist experience in a health-care situation. Even in times of relationship building, there were stories of miseducation and colonial assumptions. One Elder recounted the following story:

One of my roles is a Spiritual Care worker. I've been doing this work for a very long time. One of the hospitals was giving training on Spiritual Care and they invited me to attend. I said yes, I thought it would be to share my knowledge. But when I arrived, they told me I had to take the training. My years of experience didn't count. It was policy. Then I said, o.k. but can my badge indicate that I have an Indigenous perspective and they said, “No. We can't change the badge, that's against hospital policy.”

Others shared stories of unequal police encounters: “We all knew the different treatment. If the police found a non-Indigenous person drunk, they would tell them to go home but an Indigenous person would end up in jail.” Indigenous leaders commented on the lack of experienced police sent to their communities: “We always get the new ones [RCMP officers]; it's like they come here to get experience; they haven't matured yet.”

Issues were particularly dire for women, youth and those self-identifying with the 2SLGBTQ+ communities. Many participants spoke of encouraging their youth to “pass;” in other words, if possible, pretend that they were not Indigenous in order to avoid racism. We heard numerous stories of traumatic school experiences, losing youth to suicide and children to social services.

Even participants who worked as professionals or were seen to have “made it” could recall numerous examples of overt racism. As one professional said, “We still experience racism, we just have better seats.” Such comments demonstrate that the barriers of racism are so obstructive that educational and economic success may have little impact on escaping the trauma of systemic and overt racism leading to inter-generational inequities.

From my discussions and readings, I have observed that ample recommendations exist from New Brunswick documents. These include the report of the Task Force on Aboriginal Issues (1999) and the State of the Child Report (2018). For some reason, many of these recommendations have yet to be addressed. I am unable to determine and answer why.

A primary key to dismantling any type of systemic discrimination is education. This means changes in curricula, policies, and processes. My discussions with EECD indicate that this work is happening, and it reflects the wisdom of Elders. Some of my recommendations below recognize this progress.

I am also appreciative of the time spent with employees of the Department of Aboriginal Affairs who walked me through the hundreds of initiatives aimed at better relationships between Indigenous people and GNB. Their commitment, and the commitment of other departments working on Indigenous initiatives is commendable. The Common Path had a problematic start due to the lack of good relationships and cultural understanding. However, the plan to centralize initiatives will help dismantle silos if done in a culturally sensitive manner.

Of key concern is the messaging of our political leaders. Finally recognizing the National Day for Truth and Reconciliation with the respect that the day deserves is an important start. However, our leaders must continuously be role models. Attending education sessions such as the Blanket Exercise or bias training is a start but not enough. Our political leaders need to be held to a higher standard, they must publicly counter stereotypes, disinformation, and racist tropes and ensure that their decisions and comments counter fearmongering. For us to move forward as a country, we need both Truth and Reconciliation. The Truth is that Indigenous people are the original stewards of this land. The rest of us are either forced or volunteer settlers with varying degrees of influence and power. There is no lack of qualitative and quantitative data demonstrating that Indigenous people face racism that is more overt, destructive and ingrained than any other group in Canada. As the original people on this land and direct victims of colonization, Indigenous people experience systemic racism in a unique way. I acknowledge this by providing our First Nations a separate section for recommendations which relate to their realities⁷. These recommendations just touch the tip of the iceberg required for change. However, we must start somewhere. As Elder Noel Milliea said, “There's no magic to healing. It's really just a desire for change.”

Along with what is noted in my methodology and bibliography, I am grateful for the following that guided my journey of understanding:

- Presentation by Pamela Palmater and David Perley
- Submissions from the Law Society of New Brunswick

⁷ All of these recommendations should be considered in partnership with Indigenous communities.

(LSNB), Regroupement Féministe du Nouveau-Brunswick, and the New Brunswick Women's Council, presented in 2022

- Meetings with the LSNB Equity and Social Justice Committee
- Documents from the LSNB Truth and Reconciliation Committee
- 25 conversations with individuals who self-identify as Indigenous and wished to remain anonymous.

Recommendation 57:

Rescind the directive restricting land acknowledgements.

In discussing the TRC's Calls to Action, Justice Murray Sinclair stated, "Canada must move from apology to action." Apology requires truth and action requires reconciling that truth with measurable results.

In October 2021, just days after my appointment, I was shocked to hear the GNB directive to stop all land acknowledgements of unceded territory. I recognize that the reasoning was due to a number of legal actions against the province. However, when we speak of truth and reconciliation, there is often a difference between the law and justice. To refuse to acknowledge the land on which we stand as unceded is unjust. Furthermore, to send such a directive, via email, to all employees, including Indigenous employees, without any regard to their response, mental health impact or previous trauma was also unjust and spoke to the systemically racist assumption that all of us experience history in the same way. This is a perfect example of the historic vs. episodic response. For GNB leadership, this directive was just a response to a legal action; for Indigenous people, this directive was another stroke in our long history of erasure.

It is for this reason that I acknowledge that this report was written on the traditional unceded territory of the Wolastoqiyik, Mi'kmaq and Peskotomuhkati peoples. This territory is covered by the "Treaties of Peace and Friendship" which these nations first signed with the British Crown in 1726. The treaties did not deal with the surrender of lands and resources, but in fact recognized Mi'kmaq and Wolastoqiyik title and established the rules for what was to be an ongoing relationship between nations.

Recommendation 58:

Immediate response to First Nations health issues for those living both on and off reserves. The work required on health issues (physical, mental, and spiritual) is at a critical point. However, mental health issues require immediate and strategic actions, not just plans or pilots. There are numerous reports focused on health issues with clear recommendations for government, including

reports specific to New Brunswick. The lack of action is incomprehensible.

Recommendation 59:

Create a youth-focused task force for Indigenous youth living both on and off reserves. Census data (2020 & 2022) identifies Indigenous youth as the largest youth population in Canada (ages 16-29). A growing number of Indigenous youth are:

- completing high school,
- seeking the ability to speak their Indigenous language, and
- participating in their cultural traditions.

Despite this positive data, the rates of Indigenous students who do not plan to be politically engaged, do not plan to attend university, and have considered and/or attempted suicide continues to grow and are nearly three times higher than non-Indigenous youth. Concerted effort on reducing the sense of hopelessness and disengagement for far too many of our Indigenous youth must be made. It is essential that Indigenous youth lead these initiatives.

Recommendation 60:

Advocate for the renaming of the Saint John River to the Wolastoq Saint John River.

Participants spoke of the direct line between the cultural identity of Wolastoqi and the river's name. Due to the river's status, the Geographical Names Board of Canada oversees its name. However, because changes are normally co-ordinated with provincial representatives, it is imperative that GNB works to support this recommendation and play an active role in the change.

Recommendation 61:

Remove racist terms from identified New Brunswick locations.

I must admit that it saddens me that I need to make this recommendation as this request was made nearly two years ago. Later, in March 2021, the province's toponymy evaluation process began a review; it is now 19 months later. While name changes are not simple, this length of time is unacceptable and leaves New Brunswick with the highest number of places with the derogatory term "sq-w" in their name of all the provinces and territories in Canada.

What is equally troubling is that this is not the first time that the province has had to deal with racist names. In 2017, after years of advocacy, the Black History Society was finally successful in having the names five locations

with the term Neg-o removed.

The current approach relies on a heavily bureaucratic process that is neither Indigenous-led nor co-managed and ignores critical Indigenous knowledge of the land and this territory. There is no need for a highly technical process on the part of GNB, especially one that treats First Nations as add-ons to the process. If this technical process exists, then GNB needs to create a simpler one to deal with evident racism. Whenever issues of overt racism are not managed immediately, it is difficult to believe that dealing with racism is a priority.

Recommendation 62:

Provide unprecedented effort to revitalize and protect Indigenous languages of the Mi'kmaw, Wolastoqey and Peskotomuhkati.

Recommended actions include, but are not limited to:

- Develop an education collective in New Brunswick similar to Mi'kmaw Kina'matnewey in Nova Scotia.
- Provide increased funding for Indigenous Immersion in both on and off-reserve schools.
- Dedicated resources for Mi'kmaw, Wolastoqey and Peskotomuhkati language revitalization efforts.
- Recognize Indigenous languages as New Brunswick's first languages.

Recommendation 63:

Provide support for an anti-racist approach to Indigenous education already being done at EECD.

I commend the work that EECD is currently doing with Wabanaki Elders and knowledge-keepers on curricular and pedagogical matters. I was also pleased to learn that Mi'kmaw and Wolastoqey courses are being delivered online and in classrooms. An important aspect of this is to include an anti-racist perspective, to discuss the impact of colonization, systemic racism, and intergenerational trauma. This teaching should happen from K-12. Too many of my participants spoke of experiences of overt racism such as name-calling and accusations, such as "just get over it." This situation needs to be addressed by direct anti-racism intervention strategies.

Recommendation 64:

Support STEM programs for Indigenous students in both on and off-reserve schools and for Indigenous university students.

Canada is facing a very real scientific brain drain. Furthermore, Canada is investing the least in science research among the OECD countries. At the same

time, Indigenous youth are becoming a population powerhouse of potential talent. Provincial support for an Indigenous-led STEM program would not only increase Indigenous representation but also increase STEM-based talent and innovation in our province.

Recommendation 65:

Create relationships and programs that will attract Indigenous youth to Bachelor of Education programs.

Recommendation 66:

Encourage the creative economy by designating specific Indigenous funding similar to programs such as the Arts in Communities Program (AIC), éMOTions literary programming. There is considerable growth in Indigenous Arts and Culture that needs to be supported, not just for Indigenous people but for the provincial economy. Investment in Indigenous talent will not only diversify the province's creative economy but could also provide a more nuanced representation of Indigenous perspectives through various art mediums, including potentially disrupting stereotypes in mainstream media.

Recommendation 67:

Enhance support for Indigenous tourism and entrepreneurship.

I commend the work that is already being done in various sectors, such as THC, DAA and Joint Economic Development Initiative to recognize Indigenous culture's role in economic development and recommend further financial and resource support for this work. Promoting Indigenous tourism and entrepreneurship is an excellent way to teach about Indigenous culture, to move beyond conversations and experience the cultures firsthand, challenge stereotypes and diversify the provincial economy. Providing greater resources and focusing on intersectionalities could create a niche market for further economic growth.

Recommendation 68:

Provide Indigenous-dedicated resources to the Equal Employment Opportunity Program and other diversity initiatives at Finance and Treasury Board for attracting and retaining Indigenous employees.

The acute lack of Indigenous representation at GNB must be addressed. The Finance and Treasury Board team that oversees Diversity and Inclusion at GNB has done excellent work in creating and supporting inclusive structures. Indigenous-dedicated intentional resources would allow this team to employ and create safer and more inclusive workplaces for current and future Indigenous employees. Their work will not be easy, given

the historic and present-day mistrust of government. The amount of financial support must recognize this reality.

Recommendation 69:

Intentionally hire Indigenous people for government service focused on Indigenous issues and concerns.

Recommendation 70:

Improve internet access to First Nations' communities and to off-reserve Indigenous people to promote equal access to education, employment and economic development.

Recommendation 71:

Increase the number of Indigenous patient navigators beyond Fredericton and Miramichi.

Recommendation 72:

Provide permanent funding to the Heart and Stroke Foundation for the Indigenous Health Coaching Pilot Program.

Recommendation 73:

Address New Brunswick's status as an abortion desert with clinics that support Indigenous ways of reproductive health.

Recommendation 74:

Ensure adequate funding for specific health projects such as the Youth Fetal Alcohol Syndrome support program.

Recommendation 75:

Expand the Elsipogtog Healing to Wellness Court to other interested First Nations communities and expand the courts to other cities to ensure access to justice. Similar supports need to be provided to off-reserve Indigenous people.

Recommendation 76:

Create Gladue expertise in New Brunswick.

Currently New Brunswick is one of the few provinces and territories with no formal process for the development of a Gladue report. In New Brunswick, although Gladue-related information is used in pre-sentenced reports for Indigenous offenders, these reports are written by officials within the provincial judicial system and not by an independent organization. Gladue reports must be prepared "by someone with a connection to and an understanding of an Aboriginal community" (BC Legal Services Society 2018). This

understanding should include *etuaptmumk*, or 'two-eyed seeing', a principled approach to justice developed by Elder Albert Marshall, PhD in 2004. Moreover, the creation of some type of Gladue report is often determined by the client's ability to pay for it. The TRC's Final Report and that of the MMIWG identify the importance of not just Gladue reports but Gladue reports written by Indigenous people. Developing the capacity within the Mi'gmaq and Wolastoqey nations to support Gladue writer certification programs can address some of these concerns.

Recommendation 77:

Mandatory Indigenous-based education and Blanket Exercise for GNB employees starting with elected officials, Part 1 and 2 senior leadership and all Horizon and Vitalité employees. To develop meaningful relationships on a Nation-to-Nation basis, it is critical that government as a whole understands past and current effects of colonial policies on Indigenous Peoples.

Recommendation 78:

Address the recommendations from the Coroner's Inquests of Rodney Levi and Chantel Moore without delay.

Recommendation 79:

Publicly share progress of recommendations made by various bodies and reports.

Currently the public can view the province's progress in meeting the TRC's Calls to Action on the DAA website. The sharing of public information, such as the progress of the Calls to Action, not only demonstrates transparency but it also leads to more dialogue and further education. DAA has done an excellent job of sharing information on this progress, and I recommend that the same be done for the recommendations resulting from the coroner's inquests for Rodney Levi and Chantel Moore, as well as progress on the Report of the Task force on Aboriginal Issues, and progress on related files which require provincial commitment. The recommendations on these matters were all publicly shared and therefore the progress in meeting them should be as well.

Recommendation 80:

Mandate reporting by professional self-regulating bodies to share their progress on relevant Calls to Action.

Recommendation 81:

Establish a permanent Standing Committee on Indigenous Affairs, tasked with overseeing the government's progress on the adoption of the UNDRIP.

Recommendation 82:

Increase support to off-reserve Aboriginal people to address social and economic inequalities in various sectors. In speaking with civil servants and relevant wrap-around services, the go-to thinking often went to on-reserve issues. Increased support is required for off-reserve Indigenous people so that no one must choose between access to their culture and on-going living arrangements.

Recommendation 83:

Provide support to Elders living off-reserve, allowing them greater access to Indigenous resources.

Recommendation 84:

Recognize the perilous experiences of racism experienced by those who self-identify as women or as a part of the 2SLGBTQ2+ community by providing financial support to address their unique needs.

Recommendation 85:

Conduct a search, including the use of ground-penetrating radar, at the site of the former Sussex Indian School.

Recommendation 86:

Ensure that all DAA employees are extremely well-educated on issues around Indigenous racism, colonial history, cultural appropriation, Indigenous ways of knowing and doing as well as other relevant issues. Employees at DAA, and those working on Indigenous issues in other departments, need to be held to a higher bar to ensure that their work is done in a way that adheres to binding legal documents and treaties in a manner that is respectful, as defined by Indigenous people.

Conclusion

I began this report by applauding the New Brunswick government with commissioning this work. As I noted, it is not easy to call attention to your own shortcomings in dealing with systemic racism. However, it is even more important to address these issues with accountability and transparency. The bottom line is it must be done.

There is ample evidence in this report to support that:

1. while many New Brunswickers lack a clear understanding of systemic racism, the majority still believe it should be a priority to fight racism in our society;
2. the vast majority of political and industry leaders do not understand how systemic racism impacts their work;
3. there are many GNB employees who are working hard to address systemic racism and this work needs to be well funded, prioritized and significantly expanded;
4. we need to make immediate changes to government structures and processes that directly impact newcomers, Black and Indigenous Peoples;
5. individuals and groups fighting systemic and overt racism actively support a permanent body to advocate for the fight against racism; and
6. government needs to have a better understanding of the concept of Nation to Nation. As one non-Indigenous participant said:

“Government negotiates with Indigenous Leaders like it negotiates with CUPE, or with a contractor for a government service. There is absolutely no Nation-to-Nation relationship or appreciation for Indigenous Communities as “a People”, nor that they are also citizens of this Province and deserve representation and thoughtful consideration” (White female).

In this report, I have noted my concern that this report may end up like others and sit on a shelf. This apprehension was echoed repeatedly by my participants of all backgrounds. I strongly recommend that the New Brunswick Government establish a process to provide New Brunswickers with a quarterly update on progress being realized in implementing the recommendations in this report. Having created hope and expectations with so many who have experienced systemic racism in the province, it would be a shame if GNB did not follow through and respond on these recommendations. Too much hope has gone into this report for recommendations to fall on deaf ears.

Finally, while my focus was on systemic racism, other forms of discrimination and the layers of intersectionality must also be considered. To not do so would be to build greater walls of inequity, not dismantle them. From a numbers’ perspective, New Brunswick is headed toward greater growth. However, a civilized society is not just numbers, it is about people. If we are to grow as a welcoming and safe province, we cannot afford to have any marginalized and disengaged communities. **As Mahatma Gandhi said, “The true measure of any society can be found in how it treats its most vulnerable members.”**

Appendix A

Confidential Consultations

| PERSON/FAMILY | CHARACTERISTICS & ISSUE DISCUSSED |
|---------------|--------------------------------------|
| 1 | Black male, parent education |
| 2 | Indigenous female, Health |
| 3 | Indigenous female, Health |
| 4 | Visible minority (VM) female adult |
| 5 | Black male, middle school student |
| 6 | Newcomer (NC) VM Muslim female adult |
| 7 | VM Muslim woman, media |
| 8 | NC VM Muslim male, Education |
| 9 | Indigenous female, entrepreneur |
| 10 | VM female, media |
| 11 | White female, social worker |
| 12 | VM female, government |
| 13 | Trans-female |
| 14 | Black male, government |
| 15 | VM male, government |
| 16 | VM female, university student |
| 17 | Indigenous, male student |
| 18 | White male, entrepreneur |
| 19 | Black male, university student |
| 20 | Indigenous female, government |
| 21 | VM female, international student |
| 22 | Indigenous female, Health |
| 23 | Black male, high school student |

| PERSON/FAMILY | CHARACTERISTICS & ISSUE DISCUSSED |
|----------------------|---|
| 24 | VM immigrant male, entrepreneur |
| 25 | Indigenous female |
| 26 -30 (family of 4) | Black parents and 2 elementary children |
| 31 | NC VM male, call centre |
| 32 | NC VM female, call centre |
| 33 | NC female, elementary student |
| 34 | NC male, middle school student |
| 35 | Black male, student, and activist |
| 36 | VM male, government |
| 37-45 (family of 9) | 37: VM refugee male, service industry 38 Mother 39-45: children ranging in age from 10-17, all students |
| 46 | White male, teacher |
| 47 | Black male, international student |
| 48 | Black female, international student |
| 49 & 50 | NC VM Muslim mother, Health, unemployed NC VM Muslim female, middle school student |
| 51 | NC VM female, Human Resources |
| 52 | NC male, unemployed |
| 53 | VM female, government |
| 54 | Black female, government |
| 55 | Indigenous male, university student |
| 56 | Black female, international student |
| 57 | Indigenous female, university student |
| 58 | VM, male, entrepreneur |

| PERSON/FAMILY | CHARACTERISTICS & ISSUE DISCUSSED |
|---------------|---------------------------------------|
| 59 | VM female, Human Resources |
| 60 | VM male, government |
| 61 | Indigenous male, retired |
| 62-63 | Indigenous female youths |
| 64 | VM adult female with a disability |
| 65 | Black female, international student |
| 66 | White adult female, non-profit |
| 67 | White adult male, Justice |
| 68 | VM Muslim male, educator |
| 69 | Muslim female, non-profit |
| 70 | Indigenous female, university student |
| 71 | Black female, activist |
| 72 | Indigenous female, entrepreneur |
| 73 | VM female, Health, caretaker |
| 74 | Indigenous adult male |
| 75 | VM immigrant, unemployed |
| 76 | Black male, high school student |
| 77 | Indigenous female, Justice |
| 78 | VM NC female, Health, unemployed |
| 79 | Indigenous female, university student |
| 80 | Indigenous female, Health |
| 81 | Black male, government |
| 82 | Indigenous male, advocacy |
| 83 | VM female, Justice |
| 84 | NC Black male, entrepreneur |
| 85-87 | 3 Asian children (younger than 10) |

| PERSON/ FAMILY | CHARACTERISTICS & ISSUE DISCUSSED |
|-------------------|--|
| 88 | NC male, Health, unemployed |
| 89 | VM male, government |
| 90 | Indigenous male, government |
| 91 | Indigenous female, entrepreneur |
| 92-93 | Indigenous female youths |
| 92 | Black male, entrepreneur |
| 93 | NC VM female, Education, unemployed |
| 94 | White male, teacher |
| 95 | Jewish female |
| 96 | VM male, activist and non-profit |

| PERSON/ FAMILY | CHARACTERISTICS & ISSUE DISCUSSED |
|-------------------|--|
| 97 | Indigenous male, government |
| 98 | VM NC male, Health, unemployed |
| 99 | Indigenous male, non- profit |
| 100 | Female, social justice advocate |
| 101 | Immigrant female, Education, unemployed |
| 102-105 | Newcomers, mother, father and 2 children, 10 and 12 |
| 106 | White mother of an internationally adopted Black child |

| PERSON/ FAMILY | CHARACTERISTICS & ISSUE DISCUSSED |
|-------------------|---|
| 107 | Immigrant male, entrepreneur |
| 108 -109 | Jewish female and male, Education |
| 110 | Newcomer Black Male, entrepreneur |
| 111 | Jewish male, government |
| 112 | NC VM male, student |
| 113 | White mother of an internationally adopted VM child |
| 114 | Indigenous female, academia |

Appendix B

Consultations with individuals

Abby David, immigrant

Alex LeBlanc, President and CEO, New Brunswick Business Council

Amanda Perry, Teacher's Assistant

Sol Perry, NB high school student

Andrew Nurse, professor, Mount Allison University (Mt.A)

Andrew Trites, President, TH Sports

Angelique Reddy-Kalala, Immigration, City of Moncton

Eve Kalala, NB high school student

Barb Martin, Hans Martin Associates

Boshoro Adniyi, Nigerian Canadian Association of NB

Cathy Rogers, NB consultant

Christopher Gillis, Deputy Minister, Priorities & Intergovernmental Affairs with the Government of PEI.

Claire Kelly, MTA

Deputy Minister Daniel Quan-Watson, Crown-Indigenous Relations and Indigenous Affairs, Government of Canada (GoC)

David Perley, Elder

Deborah Lyons, Former ambassador to Israel and Afghanistan

Dr. Alan Sears, Professor Emeritus, University of New Brunswick (UNB)

Dr. David Hoffman, professor, UNB

Dr. Eddy Campbell, Former President, UNB

Dr. Jean Robert Ngola,

Dr. Nir Shoham-Hazon, Director, Miramichi EyeNB Centre of Excellence

Dr. Siyabulela Mandela, Journalists for Human Rights

Dr. Timothy Christie, Regional Director, Ethics Services, Horizon Health

Geoff Dubrow, Founder/Principal Consultant, Nexus PFM Consulting,

George Nana, Black entrepreneur

Ginette Petitpas-Taylor, Liberal MP

Gordon McNeilly, PEI MLA

Greg Turner, NB MLA

Imelda Perley, Elder

Irwin Cotler, Canada's Special Envoy for Holocaust Remembrance and Combatting Antisemitism

Jenica Atwin, Liberal MP

Khairunissa Initar, immigrant to NB

Lily Lynch, NB citizen

Lorena Gomez, newcomer

Louise Tardif, conseillère principale en équité, diversité et inclusion, CCNB

Maggie Stothart, P. Eng, citizen of NB

Marcia R.Seiltz-Ehler, Public Affairs Specialist, US Consulate General Halifax

Maryse Nadeau, Office of Jenica Atwin, MP

Michelle Landry-Reyes (parent with children in sports)

Myrienne Ouellette, CEO, O Strategies Inc.

Nancy Hartling, Senator

Naomi Metallic, professor, UNB

Noel Milliea, Elder

Premier Dennis King, Government of PEI

Rebekah Sears, advocate for human rights

Sally Ng, TRIBE

Shadwa Ramadan, Provincial Project Manager of Woman and Gender Initiatives, NBMC

Shelley Francis, Executive Director of Mawlugtineg Mental Wellness Team

Susan Holt, candidate for the Liberal party of NB (now NB Liberal Party Leader)

Susan Morehouse, NB Community College

Tara Levi, Executive Director, Mawiw Council Inc.

Tari Ajadi, PHD student and social advocate

Therese Trofimencoff, Anti-racism and equity coach, teacher

Yula Hughes, professor, Lakehead University

Yvan Okello, Black student advisor, Mt. A

Appendix C

Consultations with organizations and communities

Asian Heritage Society of New Brunswick
Association des enseignants et enseignante du Nouveau-Brunswick
Association des Étudiant-e-s Internationaux du Campus Université de Moncton
Atlantic Council for International Cooperation
Black Cultural Society of Prince Edward Island
Black Law Students' Association of Canada
Black Lives Matter New Brunswick
Boomerang Digital Inc.
Canadian Race Relations Foundation
Centre d'accueil et d'accompagnement francophone des immigrants du Sud-Est du N-B
City of Edmundston Police Force
City of Fredericton
City of Miramichi
City of Moncton
City of Saint John
Collège Communautaire du N-B, Campus de Bathurst
Collège Communautaire du N-B, Campus de Dieppe
College of Physicians and Surgeons of NB
Commission on the NB 2021 *Official Languages Act* Review
Conseil provincial des personnes d'ascendance Africaine au N-B
Cumberland African Nova Scotian Association
Dialogue NB
Elsipogtog Band Council
Fredericton Chamber of Commerce
Government of NB, Office of the Premier
Government of NB, Aboriginal Affairs
Government of NB, Anglophone South School District
Government of NB, Auditor General Office
Government of NB, Education and Early Childhood Development
Government of NB, Health
Horizon Health Network
Government of NB, Justice and Public Safety
Government of NB, Office of the Clerk
Government of NB, Office of the Commissioner of Official Languages
Government of NB, Office of the Integrity Commissioner
Government of NB, Office of the Ombud
Government of NB, Opportunities NB
Government of NB, Post-Secondary Education, Training and Labour
Government of NB, Social Development
Government of NS, Office of Equity and Anti-Racism Initiatives
Greater Moncton Football Association
Heart and Stroke Foundation of NB
Hispanic Organization for Leadership and Advancement
Hockey NB
Jupia Consultants Inc.
Kennebecasis Regional Police Force
Landal Inc.
Law Society of NB
Listuguj Mi'gmaq First Nation (Chief Darcy Gray)
Madhu Verma Migrant Justice Centre
Mennonite Central Committee Canada
Mi'gmawe'Tplu'taqnn Incorporated
Miramichi Police Force
Moncton Cares
Moncton Public Library
Multicultural Association of Greater Moncton
NB Aboriginal Peoples Council
NB Black History Society
NB Child & Youth Advocate
NB Green Party
NB Health Research Program

NB Human Rights Commission
NB Immigrant Businesses Association
NB Medical Society
NB Multicultural Council
NB Police Commission
NB Student Alliance
NB Teachers' Association, Diversity committee
NB Women in Business
NB Women's Council
NS Barristers' Society
Nurses Association of NB
Office of the Lieutenant-Governor
(The Honourable Brenda Murphy)
Passamaquoddy People in Canada (Chief Hugh Akagi)

Pride of Race, Unity and Dignity through Education
Société de l'Acadie du N-B
Soulai Israel Synagogue Antisemitism Committee
Sports NB, Sports Dispute Resolution Program
The Saint John Newcomers Centre
Tiferes Israel Synagogue
Town of Caraquet (Bernard Thériault, Mayor and Jacques
Dugas, Commissaire, Immigration, emploi et logement)
Town of Shippagan (Kassim Doumbia, Mayor and council
members)
Tribe Network
Réseau de santé Vitalité
13 FACTORS for Business Growth

Appendix D

Submissions Received

City of Fredericton

City of Saint John

Collège Communautaire du Nouveau-Brunswick,
Campus de Bathurst

Dr. Fernand de Varennes, United Nations Special
Rapporteur on Minority Issues

Dr. Wlodzimierz Sokolowski

Government of NB, Anglophone South School District

Hindu Forum Canada

Hispanic Organization for Leadership and Advancement

Kennebecasis Regional Police Force

Law Society of New Brunswick

Mi'gmawe'Tplu'taqnn Incorporated (MTI)

Multicultural Association of the Greater Moncton Area

NB Multicultural Council

NB Women's Council

Premier's Council on Disabilities

Regroupement féministe du Nouveau-Brunswick

Roche Sappier, Indigenous author and entrepreneur

Shoolai Israel Synagogue Antisemitism Committee

Town of Florenceville-Bristol

Town of Oromocto

Town of Caraquet/Ciel Caraquet

Village of Grand Manan

Appendix E

Presentations

My office also received a high demand for presentations or keynote talks from non-profit organizations, government departments and social clubs across the country. Each of these presentations provided an opportunity to collect anecdotal comments and views from the audience. While most shared examples of overt racism (such as racist name calling in schools), we were able to discern patterns that spoke to systemic racism (for example, the lack of teacher training in dealing with racist name calling in schools). In total, this office gave thirty-two presentations:

1. Atlantic Region Association of Immigrant Serving Agencies
2. Canadian Centre for Diversity and Inclusion
3. Canadian Congress on Inclusive Diversity and Workplace Equity
4. City of Fredericton, City Council
5. City of Moncton, City Council
6. City of Saint John, City Council
7. Conseil provincial des personnes d'ascendance africaine du Nouveau-Brunswick
8. Elections Canada
9. Fredericton Anti-Racism Task force
10. Government of Canada, Correctional Services Canada
11. Government of Canada, Indigenous and Northern Affairs Canada
12. Government of Canada, Office of the Superintendent of Bankruptcy
13. Government of Canada, Public Service Commission
14. Government of Canada, Service Canada
15. Government of Canada, Transport Canada
16. Greater Moncton Local Immigration Partnership
17. Lancaster House, Labour, Employment and Human Rights Law
18. NB Association of Chiefs of Police
19. NB Community College, Leadership Academy 2022
20. NB Progressive Conservative Caucus
21. NB Respectful Workplace Week
22. NB Women in Business
23. New Brunswickers Want Action
24. Pierre Elliott Trudeau Foundation
25. Probus Club, Shediac, New Brunswick
26. Regroupement féministe du Nouveau-Brunswick
27. Rotary Club of Moncton West & Riverview
28. St. Thomas University, Social Work Program
29. University of New Brunswick, LDRSHIP Round Table
30. University of New Brunswick, Virtual Armchair Discussion
31. Université de Moncton, Faculté des sciences de l'éducation
32. World Education Services

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