

# STATE OF EQUITY IN EDUCATION REPORT

NEWCOMER EDUCATION  
COALITION



2021

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### 1. EXECUTIVE SUMMARY

The purpose of the *State of Equity in Education Report* is to promote evidence-based strategies for the development and implementation of equity-based education policies and programs for the racialized students enrolled in the public schools in the city of Winnipeg. A guiding principle of the Report is that to improve educational outcomes for racialized students, they need to see themselves better reflected in the curriculum and all staff positions within the public education system.

The Report deliberately focuses on a narrow range of issues, including the underrepresentation of racialized persons on school boards, in staff within public schools, and as students within the faculties of education.

Depth rather than breadth is the strategic approach taken by the Report to best monitor the action and progress made on these critical areas of concern. As documented in the *2020 State of Equity in Education Report*, the history of developing reports on issues of equity-based education has been long on rhetoric and short on achieving measurable outcomes. Concrete and authentic change comes from addressing deeply embedded systemic issues of colonialism and racism, engaging in difficult conversations, and being transparent and accountable to the community.

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The *2021 State of Equity in Education Report* was developed from the themes of the survey response data returned in the fall of 2021 by:

1. The provincial government
2. The six school divisions in the city of Winnipeg:
  - a. Louis Riel School Division (LRSD)
  - b. Pembina Trails School Division (PTSD)
  - c. River East-Transcona School Division (RETSD)
  - d. St. James-Assiniboia School Division (STASD)
  - e. Seven Oaks School Division (SOSD)
  - f. Winnipeg School Division (WSD)
3. The faculties of education at:
  - a. Brandon University (BU)
  - b. The University of Manitoba (U of M)
  - c. The University of Winnipeg (U of W)
  - d. Université de Saint-Boniface (U of SB)

The findings of the Report will be presented to the school divisions, faculties of education, the provincial department of education, and released to the public.

It is important to track the progress that school divisions have made over the past year to begin to implement equity-based education initiatives such as student and workforce surveys, to



acknowledge the important role of independent equity audits, and to make public commitments to support the development and implementation of education equity offices. It is also promising to hear about the interest from the faculties of education to work in partnership with newcomer, refugee, and immigrant-serving organizations, as well as school divisions, and provincial and federal governments to expand the number of racialized Bachelor of Education graduates in our community.

The second annual *2021 State of Equity in Education Report* will highlight the extent to which the provincial government, school divisions, and the faculties of education have been listening to community voices based on their institutional responses to date to the Calls to Action in the first annual *2020 State of Equity in Education Report*.

Each *State of Equity in Education Report* is a living document that provides an annual update on how the equity-based education issues identified in the Calls to Action of the previous year are being addressed. A new set of Calls to Action will also be presented in each subsequent annual *State of Equity in Education Report* that is released by the Newcomer Education Coalition.

The Report will be structured in the following manner:

1. Review the response to the Calls to Action of the *2020 State of Equity in Education Report*;
2. Present the results of the 2021 State of Equity in Education Survey of the six school divisions within Winnipeg and the four faculties of education that graduate teachers to work in Winnipeg schools; and
3. Identify Calls to Action for the upcoming year.

## 2. BACKGROUND OF ORGANIZATION

The Newcomer Education Coalition (NEC) was formed in 2014 to promote culturally and socially inclusive learning environments for immigrant and refugee students, with a focus on addressing the unique needs of newcomer K to 12 students in Manitoba.

NEC is a community-based coalition that draws its membership from various ethno-cultural communities, community development organizations, settlement agencies, academic institutions, school divisions, and government departments.

Based on consultations with community leaders, newcomer students and refugee/immigrant parents, NEC has identified four priority areas to focus on, including:

- Teacher training;
- Parental engagement;
- Mental health supports; and
- Appropriate models for older newcomer youth with interrupted schooling.

### 3. COMMUNITY WORKING GROUP RESPONSE TO THE 2020 STATE OF EQUITY IN EDUCATION'S CALLS TO ACTION

Table 1 provides a summary of the responses from community-based organizations regarding the term visible minority—which is commonly used in employment equity and human resource practice—and recommendations about the population groups that should be used for the collection of equity-based data for racialized newcomer, refugee and immigrant students and teachers.

**TABLE 1: COMMUNITY WORKING GROUP RESPONSE ON TERMINOLOGY AND EQUITY-BASED DATA COLLECTION APPROACHES**

Call To Action	Community Response
1.1 Community working group recommends terminology to identify racialized newcomers, refugees and immigrants within employment equity policy and practice.	Implemented
1.2 Community working group recommends how to collect population groups data for racialized newcomers, refugees, and immigrants.	Implemented

The Newcomer Education Coalition developed a Racialized Newcomer Data Collection Report that included a literature review on (1) the use of the term “visible minority” in employment equity policy and practice; and (2) the population group approaches used to collect equity-based demographic data for racialized newcomers, refugees, and immigrants.

The report identified the historical context for the use of the term “visible minority,” which was first used by Justice Rosalie Abella, the Chair of the 1984 Royal Commission on Equality and Employment. The Abella Commission provided the foundation for establishing the 1986 federal Employment Equity Act. Since 1996, as required by the Employment Equity Act, the census has included a question on visible minority.

Statistics Canada’s visible minority category includes the following population groups: (1) Chinese; (2) South Asian; (3) Black; (4) Filipino; (5) Latin American; (6) Southeast Asian; (7) Arab; (8) West Asian; (9) Korean; (10) Japanese; (11) Visible Minority, n.i.e. (not included elsewhere); and (12) Multiple Visible Minority.

In 2007, the United Nations Committee for the Elimination of Racial Discrimination charged Canada’s use of the term visible minority in legislation as potentially discriminatory. In 2011, Stephen Harper’s government told the UN Committee “it had no plans of changing its standard usage of the term visible minority.” In 2015, the Canadian Race Relations Foundation Report recommended that “Canada move to discontinue the term visible minority and to use the term racialized individual(s)/groups.”

The Newcomer Education Coalition Racialized Newcomer Data Collection Report identified that the Anti-Racism Directorate of the Province of Ontario has established Data Standards for the Identification and Monitoring of Systemic Racism. The population group categories in the Data Standards document includes:

1. Black: African, Afro-Caribbean, African-Canadian descent
2. East/Southeast Asian: Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent; optional, may collect as two separate categories: East Asian and Southeast Asian
3. Latino: Latin American, Hispanic descent
4. Middle Eastern – Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish
5. South Asian – South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean
6. Indigenous: First Nations, Métis, and Inuit
7. White: European descent
8. Another Race Category: Another race category: optional – allow a write-in response

The Newcomer Education Coalition held a meeting with community leaders within the racialized newcomer, refugee, and immigrant communities to get feedback and recommendations regarding the Racialized Newcomer Data Collection Report. There was a wide range of views expressed about terminology and population groups that should be used for equity-based demographic data collection. The community leaders felt there were various strengths and limitations regarding the alternative terms for visible minority and data collection methods. The consensus was to recommend that the term racialized individual(s)/group be used to replace the term visible minority, and the population groups identified by the Data Standards for the Identification and Monitoring of Systemic Racism developed by the Anti-Racist Directorate of the Province of Ontario be adopted as an approach for equity-based demographic data collection.

The community leaders felt that the categories identified by the Ontario Data Standards were a good starting point, however, the listing of population groups within the population group category framework should be expanded to name a broader range of country-of-origin descriptors.

#### **4. INSTITUTIONS RESPONSE TO THE 2020 STATE OF EQUITY IN EDUCATION REPORT'S CALLS TO ACTION**

In July 2021, a Calls to Action Institution Self-Assessment was sent to the provincial government, school divisions, and the faculties of education for these institutions to report back on the progress that they have made to date to address the 10 Calls to Action identified in the *2020 State of Equity in Education Report*.

Table 2 provides a summary of the responses from the six Winnipeg school divisions. The response categories in the Calls to Action Institution Self-Assessment include: (1) Implemented; (2) Plan to Implement; and (3) No Plan to Implement.

**TABLE 2: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSES FROM SCHOOL DIVISIONS**

Call To Action	Louis Riel School Division	Pembina Trails School Division	River East Transcona School Division	St. James Assiniboia School Division	Seven Oaks School Division	Winnipeg School Division
2.1 Implement external equity audit.	Plan to Implement	No Plan to Implement	Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
2.2 Implement workforce self-identification survey.	Implemented	Plan to Implement	Plan to Implement	Implemented	Not Participating in Survey	Implemented
3. Annual release of employment equity reports that are accessible to the public.	Plan to Implement	Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Implemented
4. Implement external Employment Systems Review.	Plan to Implement	No Plan to Implement	No Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
5. Set employment equity targets proportionate to number of Indigenous students served by school division.	Plan to Implement	No Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Implemented
11. Participate in <i>More Racialized Teachers Initiative</i> stakeholder working group.	Plan to Implement	No Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Did Not Respond

Table 3 provides a summary of the responses of the four universities that provide Bachelor of Education graduates for schools in the city of Winnipeg.

**TABLE 3: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSES FROM FACULTIES OF EDUCATION**

Call To Action	University of Manitoba	University of Winnipeg	Université de Saint-Boniface	Brandon University
6. Set equity enrollment targets for racialized B. Ed. students and release annual racialized student equity enrollment/graduation report publicly to promote transparency and accountability.	Implemented	Did Not Respond	Did Not Respond	Did Not Respond
7. Employment equity policy, for not only the university, but broken down to faculty levels. Provide targets for Indigenous faculty and staff; workforce self-identification; survey data by employee categories and survey completion rates; advancement and retention data; and released annually to the public to promote transparency and accountability.	Plan to Implement	Did Not Respond	Did Not Respond	Did Not Respond
11. Participate in <i>More Racialized Teachers Initiative</i> stakeholder working group.	Plan to Implement	Did Not Respond	Did Not Respond	Did Not Respond

Table 4 provides a summary of the response from the provincial government.

**TABLE 4: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSE FROM THE PROVINCE OF MANITOBA**

Call To Action	Province of Manitoba
8. Establish designated seats for racialized/newcomer peoples on public school governance structures.	No Plan to Implement
9. Consensus decision-making process rather than majority rule decision-making process at school board meetings	No Plan to Implement
10. Publish on a 3-year period basis self-identification student and teacher survey data for racialized peoples broken down by individual school district.	No Plan to Implement
11. Participate in <i>More Racialized Teachers Initiative</i> stakeholder working group.	Plan to Implement



#### 4.1. CALLS TO ACTION ON SCHOOL DIVISION EMPLOYMENT EQUITY – REVIEW OF SURVEY RESPONSES

Call to Action #2.1 involves the implementation of an external equity audit. Two school divisions indicated they plan to implement; three school divisions indicated they have no plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #2.2 involves the implementation of a workforce self-identification survey. Three school divisions indicated they implemented this call to action; two school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #3 involves the annual release of employment equity data that is accessible to the public. One school division indicated they implemented this call to action; four school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #4 involves the implementation of an external systems review. Three school divisions indicated they have no plan to implement this call to action; two school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #5 involves setting employment equity targets proportionate to the number of racialized students served by the school division. One school division indicated they have implemented this call to action; three school divisions indicated they plan to implement; one school division has no plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Calls to Action #2 to #5 identify employment equity policies and practices that (1) support school divisions to work towards the development of a workforce that is representative of the students being served; (2) promote accountability; and (3) are transparent. The gap between the number of teachers who are Indigenous or from racialized communities working in public schools in Winnipeg compared to the student population being served is an issue that is not unique to our community. It is a structural issue faced by school divisions across Canada and the United States.

Equity-based data collection regarding this issue of a representative teacher workforce is not well-documented in Canada. In contrast, the federal department of education in the United States publishes a Characteristics of Public and Private Elementary and Secondary School Teachers Report every two years. The most recent report, published in 2020, for the 2017/2018 survey results, indicates that 79% of the teachers are white; 77% of the teachers are female; 7% of the teachers are black; and 2% of the teachers are black males. The report identifies a significant gap between teacher workforce representation in relation to the students being served as 53% of the students are persons of colour.

This structural inequity requires a long-term and sustainable systemic approach. In June 2020, the Ontario provincial government took over running the Peel District School Board (PDSB), the second-largest school division in the country, in response to the school board's inability to address issues of systemic racism identified in the external provincial review of the school district.

The review highlighted the essential role of employment equity policy and programs. The report stated “a detailed Employment Systems Review (ESR) is an irreplaceable best practice used to ferret out barriers to equity in workplace cultures, policies, procedures and practices. Indeed, without a thorough ESR, it is difficult to understand how the Board of Trustees can properly establish accountabilities, goals and timetables necessary to conduct fair and transparent equity hiring.”

Third-party independent reviews of the financial operations of non-profit and publicly funded organizations through annual financial audits are standard practices for good governance, accountability, and transparency. Equity audits and Employment Systems Reviews play this same best practice stewardship function for an organization’s human resource practices. Without a third-party independent review that develops feedback from various vantage points within and outside the organization, the leadership in governance and senior management will have blind spots—they won’t know what they don’t know—especially for employment equity-related issues.

A positive development over this past year is the work by several school divisions to undertake or plan to implement workforce self-identification surveys. This is an important first step in being able to strategically plan to develop a workforce that is representative of the students being served by school divisions. However, a more comprehensive equity-based human resource practice is to engage external third-party independent resource groups to conduct equity audits and external system reviews.

Accountability and transparency are two key foundational issues of equity-based employment policy and practice. Along with implementing external equity audits, workforce self-identification surveys, employment systems reviews, and setting employment equity targets proportionate to the racialized/newcomer student population being served by school divisions, local school districts must ensure that annual employment equity reports are produced that are accessible to the public. These annual employment equity reports provide parents and citizens of the community an update on the progress being made, the challenges encountered, and plans of action to achieve the identified employment equity program goals and objectives.

Equity Matters, a coalition of Indigenous, newcomer/racialized, and community-based groups that has received endorsements from over 80 organizations for its call to action for the development of an Education Equity Secretariat within the provincial government and Equity Education Offices within school divisions, will be hosting webinars in the upcoming year about the role, practices, and processes of equity audits and Employment System Reviews featuring keynote speakers from experienced resource groups in this field. The purpose of the webinars is for local school divisions and provincial government officials to gain more awareness, knowledge, and capacity to implement these important equity-based employment practices within their organizations.

## **4.2. CALLS TO ACTION ON THE MORE RACIALIZED TEACHERS INITIATIVE – REVIEW OF SURVEY RESPONSES**

Call to Action #11 involves establishing a stakeholder working group of representatives from newcomer organizations, school divisions, faculties of education and the provincial government to develop and implement a strategy to increase the number of racialized teachers in schools in the city of Winnipeg. Three school divisions indicated they plan to implement this call to action; one

school division did not respond; one school division has no plan to implement, and one school division decided not to formally participate in the *State of Equity in Education Report*. One faculty of education indicated they plan to implement this call to action; three faculties of education did not respond. The provincial government plans to implement the Call to Action regarding the *More Racialized Teachers Initiative*.

The Newcomer Education Coalition (NEC) hosted a stakeholder working group meeting in September 2021 and presented a proposal for a *Racialized Newcomer Teacher Transition Support Initiative* that is based on the University of Manitoba's 2006 Internationally Educated Teachers Pilot Project.

As identified in the *2020 State of Equity in Education Report*, Schmidt, Young and Mandzuk (2010) document the challenges of Internationally Educated Teachers (IET) in Manitoba and the structural issues involved in developing and implementing initiatives to address the "diversity gap." They identify the need to "challenge the dominance of a mainly white, middle class, monocultural, monolingual teaching force in educational settings comprised of students and families from a wide range of socioeconomic, linguistic, cultural, and ethnic backgrounds" (p. 440). The need to have a teaching force that better reflects the diversity of school student populations has also been identified as a concern of the Canadian Teachers Federation (2006).

Schmidt (2007) identifies that immigrant teachers comprise a disproportionately low number of permanent teaching staff in urban schools in Winnipeg. This concern was also raised in the Kindergarten to Grade 12 Ethnocultural Equity Action Plan for Manitoba (2006). The Ontario College of Teachers (2007) also documented that immigrant teachers had much lower rates of job success than Canadian-born graduates. Whereas 41% of Ontario teacher education graduates were in regular teaching positions by spring of their first teaching year, only 8% of newly certified teachers who completed their teacher education outside the country were able to secure similar contracts.

The University of Manitoba developed an Internationally Educated Teachers (IET) Pilot Project in 2006 to begin to bridge the "diversity gap" in the teaching workforce in Manitoba. According to Schmidt, Young and Mandzuk (2010), the IET Pilot Project was based on a set of three inter-related components:

1. An advocacy and advisory component related to credential assessment and anti-discriminatory work at the systemic level, a curriculum component related to the Manitoba/Canadian educational context, a school experience component, a mentorship and employment search component, and a language component focussing both on academic and professional language skills as well as tools for addressing linguistic discrimination in the workplace;
2. A collaborative approach involving Manitoba Education, the Professional Certification Branch, the university, one or more school divisions to provide the practical settings in which teachers could demonstrate their abilities and receive supportive mentoring, and provincial department of immigration funding to support the program, including student tuition, student living allowances, childcare, and program staff; and
3. That for the program to be effective it needed to be flexible, that internationally educated teachers came to the program with a broad range of backgrounds and skills,

and that effectively meeting these needs would necessitate tailoring the program to the participants' unique circumstances. (p. 445)

Unfortunately, once the pilot project funding expired from the provincial government, the IET initiative was not able to secure sustainable support from the university and the Province of Manitoba to continue. Schmidt, Young, and Mandzuk (2010) reflect that these types of programs are "challenging to establish and sustain, faced as they are by reluctance from some faculties to add such programs into an already well-established set of teacher preparation programs, resistance from some parts of the school system to value the unique characteristics of the IETs, and from government departments to fund and support the integration of teachers into the Canadian workforce" (p. 450).

Schmidt, Young, and Mandzuk further conclude, "the kind of collaboration that underpins the IET Pilot Project, with its emphasis not simply on certification requirements and becoming employment ready, but on challenging the systemic discrimination that bars immigrant teachers from their profession, could usefully inform collaborative projects between immigration and education sectors. Working across sectors could better ensure that economic and equity agendas complement rather than exclude one another" (p. 450).

The Newcomer Education Coalition's *Racialized Newcomer Teacher Transition Support Initiative* would build on the important learning that was gained from the 2006 pilot project. The proposed initiative would be based on partnerships with newcomer settlement and community-based organizations, school divisions, faculties of education, and the provincial government to establish a Transition Centre that would be jointly operated by the partners. The Transition Centre would target three groups of persons who are interested in becoming permanent teachers, including: a cohort of internationally educated teachers (IETs); a cohort of racialized newcomer, refugee, and immigrant teachers who are presently on term contracts that would be building a path to transition to permanent teacher contracts; and a cohort of racialized newcomer, refugee and immigrant teachers who are presently substitute teachers that would be also building a path to transition to permanent teacher contracts.

The key program elements of the Transition Centre would include:

- Advocacy and Advisory – credential assessment and employment support services;
- Deepening Understanding of the Manitoba Curriculum – context knowledge development;
- Academic and Professional Language Skills Enhancement;
- School Experience – internship and mentorship opportunities with school divisions; and
- Funding Support – tuition, living allowances and childcare.

The Newcomer Education Coalition will reconvene the *More Racialized Teachers Initiative* Working Group to develop and implement an action plan for the *Racialized Newcomer Teacher Transition Support Initiative*.

## 5. DATA COLLECTION FOR THE 2021 STATE OF EQUITY IN EDUCATION REPORT

In June 2021, the Newcomer Education Coalition approved the survey instrument and Calls to Action Institution Self-Assessment form that would be used to collect data for the second annual

*State of Equity in Education Report*. The survey instrument for the school divisions was based on the document used for the *2020 State of Equity in Education Report*. One additional section was included in the 2021 survey regarding an overview of student data disaggregated by Indigeneity for student suspensions, student absenteeism, inactive students, graduation, credit accumulation, representation in applied and academic courses, and representation in special education. The 2021 survey instrument for the faculties of education was based on the same document used for the *2020 State of Equity in Education Report*.

The 2021 State of Equity in Education Survey and Calls to Action Institution Self-Assessment were sent out to the superintendents of each of the six school divisions in the city of Winnipeg, the deans of the faculties of education, and the provincial government in July 2021. The surveys and self-assessments were completed by five of the six school divisions (one school division decided not to formally participate in the survey), two of the four faculties of education, and by the provincial government by November 2021.

## 6. FINDINGS – SCHOOL DIVISION SURVEY

### 6.1. SCHOOL TRUSTEE REPRESENTATION

Five of the six school divisions completed the school trustee self-identification survey question of the *State of Equity in Education Report*. These included the Louis Riel School Division, Pembina Trails School Division; River East-Transcona School Division, St. James-Assiniboia School Division and Winnipeg School Division. The Seven Oaks School Division decided to not formally participate in the *State of Equity in Education Report* survey. They did provide documents reflecting the innovative work they have undertaken this past year including their anti-racism policy, workforce census, student survey, Commitment to Equity Policy, and “Seven Oaks by the Numbers” which illustrates the school division’s outcomes and disaggregates achievement data.

To supplement the data collection of the school trustee profile representation component of the *State of Equity in Education Report*, a biographical review of each of the 54 school trustees in Winnipeg was undertaken with respect to racialized peoples’ representation. The *State of Equity in Education Report* looks forward to any further responses from the Seven Oaks School Division to clarify any inaccuracies of the biographical review analysis involving school trustee representation.



**TABLE 5: SCHOOL TRUSTEE PROFILE AND REPRESENTATION – 2018 ELECTION**

School Division	Number of Trustees	2020 Survey Number of Racialized Trustees	Percent	2021 Survey Number of Racialized Trustees	Percent
Louis Riel School Division	9	0	0%	0	0%
Pembina Trails School Division	9	0	0%	0	0%
River East Transcona School Division	9	0	0%	0	0%
St. James Assiniboia School Division	9	0	0%	0	0%
Seven Oaks School Division	9	2	22%	2	22%
Winnipeg School Division	9	1	11%	1	11%
Total	54	3	6%	3	6%

The school trustee profile and representation, based on the results of the 2018 school board elections in the city of Winnipeg, indicates racialized persons are underrepresented at the highest level of policy and program decision-making within the public school system in our community. Both the 2020 and 2021 State of Equity in Education Surveys indicated that only the Winnipeg School Division and Seven Oaks school boards have racialized school trustees, and the other four school divisions have no racialized trustee representation on their respective school boards.

The underrepresentation of racialized peoples on the school boards in the city of Winnipeg continues to be an ongoing issue. Two school divisions have representation of racialized school trustees while four school divisions have no racialized trustee representation on the school board.

The impact of this issue of underrepresentation means that racialized persons are often not present in the deliberation of program and policy decisions. Sefa-Dei (2013) would identify this lack of representation in decision-making structures as a form of systemic racism in that the policy development process is not neutral and is a product of unbalanced power and social relations. The concept of non-distributive justice (Young, 1990) further illustrates how the issue of representation impacts decision-making structures, which enact and reproduce their power with respect to issues that relate to the racialized community.

**Systemic racism is a structure, not an event. The lack of racialized trustee representation at decision-making tables impacts the racialized community through decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues.**

The decision-making process is flawed when voices are missing from the decision-making table. While this may not be the intent of school trustees in decision-making roles who undoubtedly have the best interests of all students in mind, an anti-racist perspective is based on the impact of actions, not the intent.

Systemic racism is a structure, not an event. The lack of racialized trustee representation at decision-making tables impacts the racialized community through decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues.

## 6.2. DEVELOPMENT AND IMPLEMENTATION OF EMPLOYMENT EQUITY POLICIES

Of the six school divisions in the city of Winnipeg, only the Winnipeg School Division (WSD) has an employment equity policy, produces an annual report that is presented to its Board of Trustees, and posts the annual employment equity report online. The WSD has been a pioneer and leader in the practice of employment equity since the division initiated its policy and program in 1993.

Table 6 provides an overview of the responses from the six school divisions in the city of Winnipeg regarding their existing commitments to implementing identified employment equity policies and best practices.

**TABLE 6: OVERVIEW OF THE SCHOOL DIVISIONS' EMPLOYMENT EQUITY POLICY AND PRACTICE**

Employment Equity Initiative	Louis Riel School Division	Pembina Trails School Division	River East Transcona School Division	St. James-Assiniboia School Division	Seven Oaks School Division	Winnipeg School. Division
Employment Equity Policy and Program	No	No	Yes	No	Not Participating	Yes
Equity Audit by Independent Third Party	No	No	No	No	Not Participating	No
Employment Systems Review by Independent Third Party	No	No	No	No	Not Participating	No
Workforce Survey	Yes	No	Yes	No	Not Participating	Yes
Annual advancement and retention reports for equity seeking groups	No	No	Yes	No	Not Participating	Yes
Set equity employment targets for racialized peoples	No	No	No	No	Not Participating	Yes
Provide employment equity policy and program to <i>State of Equity in Education Report</i>	Yes	No	No	No	Not Participating	Yes
Annual employment equity report accessible to the public	No	No	No	No	Not Participating	Yes

The key themes that emerge from the responses to the 2021 State of Equity in Education Survey related to the identified best practices employment equity initiatives, include:

1. Progress is being made by certain school divisions to undertake workforce surveys. The Winnipeg School Division has implemented and refined its workforce survey for the past two decades; the Louis Riel School Division implemented a workforce survey this past year; both the River East-Transcona School Division and St. James-Assiniboia School Division have indicated an interest in doing a workforce survey with their staff members. While the Seven Oaks School Division decided not to formally participate in the 2021 State of Equity in Education Survey, they provided us with their workforce survey document which they implemented this past year.
2. None of the school divisions that responded to the 2021 State of Equity in Education Survey indicated that they plan to implement an external third-party independent equity audit or external systems review. If school divisions are to authentically engage in employment equity best practice, independent equity audits and external systems reviews are foundational components of this process for making system change in employment equity.

It is worth reinforcing the points that were made earlier in this *State of Equity in Education Report*: it would be unacceptable for non-profit or publicly funded organizations not to do independent financial audits of their financial affairs. It is a well-established fact that good governance requires annual financial audits that are done by an external independent third-party and are made available to the public to promote accountability and transparency. The general acceptance of the role of ensuring accountability and transparency for the financial operations of a publicly funded organization should be the same standard of expectations of good governance and stewardship for the human resource operations of an organization. Governing bodies such as school boards and senior administrators will not provide the most effective and efficient leadership if they only view their organization from their vantage points; They will have blind spots and will need feedback channels because they won't know what they don't know.

Another benefit of independent equity audits and employment systems review was highlighted by the external review report of the Peel District School Board that was taken over by the Ontario provincial government in June 2020. The review report stated, "a detailed Employment Systems Review (ESR) is an irreplaceable best practice used to ferret out barriers to equity in workplace cultures, policies, procedures and practices. Indeed, without a thorough ESR, it is difficult to understand how the Board of Trustees can properly establish accountabilities, goals and timetables necessary to conduct fair and transparent equity hiring."

The Turner Consulting Group in Ontario has conducted 47 equity audits to date, including the Peel District School Board, York Region District School Board, Hamilton-Wentworth District School Board, City of Guelph, City of Hamilton, Public Health Agency of Canada, and the United Way Peel Region, to name a few.

According to the Turner Consulting Group, “a workplace equity audit or employment systems review involves the examination of each employment policy, practice and process (both formal and informal), as well as corporate culture and work environment, to determine if they present a barrier to the hiring, advancement or full inclusion of employees who experience persistent and systemic discrimination in employment, namely women, racialized people, Indigenous peoples, persons with disabilities and 2SLGBTQ+.”

The Equity Audits regarding employment include the following elements:

- “Examination of written employment policies and procedures;
- Review of any equity-related data and documents, e.g. human rights complaints, diversity training materials, employee engagement survey results;
- Consultation with employees through an online survey and focus groups;
- Consultation with senior leaders, human resources and union representatives;
- Comprehensive examination and identification of barriers; and
- Development of recommendations to address the identified barriers and issue.”

The Equity Audits involving programs and services include the following elements:

- “Examination of written program policies and procedures;
- Consultations with employees through an online survey and focus groups;
- Consultation with clients and service users through online surveys and focus groups;
- Where relevant, observations of programs and services;
- Comprehensive examination and identification of barriers to accessing services, equitable treatment and equitable outcomes; and
- Development of recommendations to address the identified barriers and issues.”

It is encouraging to see school divisions making a commitment to develop workforce surveys. However, the deeper commitment to the next steps regarding employment equity best practice will be to undertake independent equity audits and employment service reviews.

3. The Winnipeg School Division was the only school division that responded to the State of Equity in Education Survey indicating that they make annual employment equity reports available to the public. A key foundational principle of employment equity best practice involves a commitment to publicly release equity-based reports on an annual basis to promote transparency and accountability with the public. The community is not able to determine if progress is being made without the public release of reports, data, and information. Public access to information enables the community to play an effective “pressure and support” role in the journey to develop an authentic employment equity policy and program. Support is provided to institutions such as school divisions when equity-based education is moving in a positive direction. Pressure is placed on institutions if they are not moving in a positive direction and to ensure the priorities of the community are being effectively addressed.

### 6.3. SELECTED STAFF PROFILE

The Winnipeg School Division (WSD) completed the distribution of staff within job categories section of the State of Equity in Education Survey. The Louis Riel School Division (LRSD) and River East-Transcona School Division (RETSD) completed the distribution of staff within the job categories section of the State of Equity in Education Survey, but, because they do not collect self-identification data for their staff, were not able to include a profile of self-identified racialized/newcomers in each job category. The Pembina Trails School Division and St. James-Assiniboia School Division (SJASD) did not complete the distribution of staff within the job categories section of the Survey. The Seven Oaks School Division decided not to formally participate in the State of Equity in Education Survey although they did provide their workforce survey document that they completed this past year.

Table 7 provides a response by the six school divisions for data regarding the representation of racialized peoples in leadership roles within the respective school divisions for 2018/19. As well, comparative data is provided for 2017/18.

**TABLE 7: SELECTED STAFF PROFILE – SENIOR ADMINISTRATION, PRINCIPALS AND VICE-PRINCIPALS**

School Division	School Year	Super-intendents/ Senior Administration	Racialized/ Visible Minority	Principals	Racialized/ Visible Minority	Vice-Principals	Racialized/ Visible Minority
Louis Riel School Division	2018/2019	13	Data Not Collected	41	Data Not Collected	40	Data Not Collected
	2017/2018	38	Data Not Collected	40	Data Not Collected	37	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	6	Data Not Collected	42	Data Not Collected	34	Data Not Collected
	2017/2018	6	Data Not Collected	42	Data Not Collected	32	Data Not Collected
St. James-Assiniboia School Division	2018/2019	9	Data Not Collected	29	Data Not Collected	20	Data Not Collected
	2017/2018	9	Data Not Collected	28	Data Not Collected	14	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
	2017/2018	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	2018/2019	10	1 (10.0%)	93	7 (7.5%)	70	8 (11.4%)
	2017/2018	22	0 (0.0%)	91	6 (6.6%)	67	10 (14.9%)



Tables 8 and 9 provide the response by the six school divisions for data regarding teachers and educational assistants. Term teachers, substitute teachers, and educational assistants are important potential sources of people to increase the pool of racialized teachers through initiatives to transition term teachers to permanent teachers, substitute teaching positions to permanent contract teachers, and educational assistants to become teachers with Bachelor of Education ladder programs.

**TABLE 8: SELECTED STAFF PROFILE - TEACHERS**

School Division	School Year	Permanent Teachers	Racialized/ Visible Minority	Term Teachers	Racialized/ Visible Minority	Substitute Teachers	Racialized/ Visible Minority
Louis Riel School Division	2018/2019	1,104	Data Not Collected	187	Data Not Collected	513	Data Not Collected
	2017/2018	1,039	Data Not Collected	136	Data Not Collected	632	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	1,062	Data Not Collected	183	Data Not Collected	313	Data Not Collected
	2017/2018	1,004	Data Not Collected	191	Data Not Collected	524	Data Not Collected
St. James-Assiniboia School Division	2018/2019	630	Data Not Collected	65	Data Not Collected	247	Data Not Collected
	2017/2018	567.5	Data Not Collected	56	Data Not Collected	247	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
	2017/2018	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	2018/2019	2,513	298 (11.9%)	362	79 (21.8%)	930	170 (18.3%)
	2017/2018	2,534	259 (10.2%)	190	45 (25.7%)	909	183 (20.1%)

**TABLE 9: SELECTED STAFF PROFILE – EDUCATIONAL ASSISTANTS**

School Division	School Year	Educational Assistants	Racialized/ Visible Minority
Louis Riel School Division	2018/2019	661	Data Not Collected
	2017/2018	498	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	529	Data Not Collected
	2017/2018	466	Data Not Collected
St. James-Assiniboia School Division	2018/2019	372	Data Not Collected
	2017/2018	319	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating
	2017/2018	Data Not Provided	Data Not Provided
Winnipeg School Division	2018/2019	1,404	469 (33.4%)
	2017/2018	1,829	446 (24.3%)

#### 6.4. STUDENT PROFILE – 2018/2019

The Louis Riel School Division and Winnipeg School Division completed the student profile section of the State of Equity in Education Survey. The Pembina Trails School Division, River East-Transcona School Division, and St. James-Assiniboia School Division completed the student profile section of the survey but did not respond to the number of racialized students' component of this section of the survey. The Seven Oaks School Division decided it would not formally participate in the survey. The student data for Seven Oaks School Division was obtained from the 2018/2019 FRAME Report published by the Province of Manitoba.

**TABLE 10: STUDENT PROFILE OF RACIALIZED STUDENTS – 2018/2019**

School Division	Total Students	Racialized/ Visible Minority Students	Percent
Louis Riel School Division	15,725	4,826	30.1%
Pembina Trails School Division	14,381	Did Not Respond	
River East Transcona School Division	16,645	Did Not Respond	
St. James-Assiniboia School Division	8,533	Did Not Respond	
Seven Oaks School Division	11,233	Not Participating	
Winnipeg School Division	32,281	10,976	34.0%
Total	98,798		

**TABLE 11: STUDENT PROFILE OF RACIALIZED STUDENTS – 2017/2018**

School Division	Total Students	Racialized/ Visible Minority Students	Percent
Louis Riel School Division	15,354	Did Not Respond	
Pembina Trails School Division	14,437	Did Not Respond	
River East Transcona School Division	15,294	Did Not Respond	
St. James-Assiniboia School Division	8,440	Did Not Respond	
Seven Oaks School Division	11,523	Did Not Respond	
Winnipeg School Division	33,223	Did Not Respond	
Total	98,271		

## 6.5. EQUITY-BASED STUDENT DATA

The 2021 State of Equity in Education Survey had an additional section for the school divisions that asked about the extent to which school divisions are collecting equity-based student data. Table 12 provides a summary of the responses for the collection of disaggregated student data for race for selected variables including student suspensions, student absenteeism, inactive students,

graduation, credit accumulation, representation in applied and academic courses, and representation in special education.

**TABLE 12: COLLECTION OF DISAGGREGATED STUDENT DATA BASED ON RACE**

School Division	Student Suspensions	Student Absenteeism	Inactive Students	Graduation	Credit Accumulation	Representation in Applied and Academic Courses	Representation in Special Education
Louis Riel School Division	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pembina Trails School Division	No	Yes	Yes	Yes	Yes	No	No
River East-Transcona School Division	No	No	No	No	No	No	No
St. James-Assiniboia School Division	No	No	No	No	No	No	No
Seven Oaks School Division	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	Yes	Yes	Yes	Yes	Yes	Yes	Yes

The 2021 State of Equity in Education Survey added the disaggregated student data question to build a profile of the present policy and practice of school divisions regarding their level of awareness and use of equity-based data to inform problem solving, decision-making and programming for Indigenous and racialized students. A key element of the collection of disaggregated data involves the issue of public accessibility to this data to promote transparency and accountability. The community needs to be informed on an annual basis about the progress school divisions are making on issues such as student suspensions, student absenteeism, inactive students, graduation rates, credit accumulation, representation in applied and academic courses, and representation in special education using an equity-based lens to ensure that systemic racism and oppressive colonial practises are being authentically addressed.

The disaggregated data on school suspensions collected by the Toronto District School Board (TDSB) Caring and Safe Schools Report for 2018/19, provides a good illustration of how this type of data can be used to develop a deeper understanding of how Indigenous and racialized

students are impacted by colonialism and systemic racism within the policies and practices of the school division.

Table 13 provides a profile of out of school student suspensions for the Toronto District School Board for the period of 2012 to 2018. The profile presents out of school suspensions declining from 5,321 in 2012/13 to 3,906 in 2018/19, a decrease of 26.6%. This profile would seem to indicate that progress is being made to reduce out of school suspensions of students in TDSB.

**TABLE 13: OUT OF SCHOOL SUSPENSIONS – TORONTO DISTRICT SCHOOL BOARD**

Toronto District School Board (TDSB) School Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Total number of school suspensions	5,321	4,697	4,524	4,725	4,927	4,302	3,906
Percentage of total student population	2.1%	1.9%	1.8%	1.9%	2.0%	1.7%	1.6%

Table 14 provides a profile of out of school student suspensions for the Toronto District School Board disaggregated by race. The profile presents that White students have a lower rate of out of school student suspensions than their percentage representation of the student population; Black students are overrepresented in out of school suspensions by a factor of 3 times more than their percentage representation of the student population; Indigenous students are overrepresented in out of school suspensions by a factor of 6 times more than their percentage representation of the student population; and South Asian students have a lower rate representation than their percentage representation of the student population. This profile indicates that the school division needs to acknowledge and do further problem solving on how students who are Black or Indigenous are impacted by out of school suspensions

**TABLE 14: OUT OF SCHOOL SUSPENSIONS DISAGGREGATED BY RACE – TORONTO DISTRICT SCHOOL BOARD FOR 2018/2019**

Disaggregated by Race	Representative of Total Student Population	Representative of Students Suspended
White Students	28%	24%
Black Students	11%	33%
Indigenous Students	0.2%	1.2%
South Asian Students	22%	10%

Table 15 further disaggregates out of school suspension data by linking the impact of out of school suspensions to course credit accumulation. The course credit accumulation is broken down by grade groups. Out of school suspensions impact the number of course credits students can accumulate, which in turn influences high school graduation. The overrepresentation of students



who are Black or Indigenous in out of school suspensions is a factor that will impact their chances of graduating from high school. The disaggregation of data provides evidence to the school division for focussed problem solving on the policies, practices, and processes of student suspensions, especially in relation to students who are Black or Indigenous.

**TABLE 15: OUT OF SCHOOL SUSPENSIONS AND COURSE CREDIT ACCUMULATION – TORONTO DISTRICT SCHOOL BOARD FOR 2018/2019**

Grade Level Credit Accumulation Requirements	No Suspension Credit Accumulation Attainment	One Suspension Credit Accumulation Attainment	Two or more Suspensions Credit Accumulation Attainment
Grade 9 (8+ credits)	85%	42%	20%
Grade 10 (16+ credits)	75%	32%	13%
Grade 11 (23+ credits)	73%	36%	15%
Grade 12 (30+ credits)	63%	39%	28%

The TDSB Report identifies how this equity-based data plays a key role in developing structural and systemic strategies to address the overrepresentation of students who are Black or Indigenous in student suspensions. “The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.”

Additionally, the TDSB Report identifies, “school administrators continue to participate in professional learning that examines bias, power and privilege, and their connection to student discipline. This learning has encouraged principals to better understand the lived experiences of each of their students, which has not only led principals to better exercising their discretion when they have an option not to suspend, but also helped them to identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.”

## 7. FINDINGS – FACULTIES OF EDUCATION SURVEY

### 7.1. STUDENT ENROLLMENT EQUITY TARGETS

The faculty of education at the University of Manitoba completed the 2021 State of Equity in Education Survey. The University of Winnipeg, Université de Saint-Boniface, and Brandon University did not respond to the Survey. The faculty of education at the University of Manitoba sets enrollment targets of 7.5% for racialized persons.

## 7.2. OVERVIEW OF STUDENT POPULATION IN BACHELOR OF EDUCATION PROGRAMS

The faculty of education at the University of Manitoba completed the overview of student population of the 2021 State of Equity in Education Survey. The faculties of education at the University of Winnipeg, Université de Saint-Boniface and Brandon University did not respond to the 2021 State of Equity in Education Survey.

Table 16 provides an overview of self-identified racialized students in Bachelor of Education programs for 2018/2019.

**TABLE 16: OVERVIEW OF SELF-IDENTIFIED RACIALIZED STUDENTS IN B.ED. PROGRAMS 2018/2019**

Category	University of Manitoba Registered	University of Manitoba Graduates	University of Winnipeg Registered	University of Winnipeg Graduates	Université de St. Boniface Registered	Université de St. Boniface Graduates	Brandon University Registered	Brandon University Graduates
Total Students	310	153	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Racialized Students	24 (7.7%)	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

## 7.3. EMPLOYMENT EQUITY INITIATIVES AT THE FACULTIES OF EDUCATION

The faculty of education at the University of Manitoba responded to the employment equity section of the 2021 State of Equity in Education Survey. The University of Manitoba indicated that the university has an employment equity policy and collects employment equity data, however, this data is not disaggregated for each faculty. The University of Manitoba also indicated that the self-identification form completion rates remain quite low, and the university is not releasing this data within the university or for external partners. The faculties of education at the University of Winnipeg, Université de Saint-Boniface, and Brandon University did not respond to the 2021 State of Equity in Education Survey.

Comparative employment equity data indicates that the University of Manitoba is lagging behind other public institutions with respect to the employment of Indigenous peoples. Table 17 provides a comparative analysis of the most recent publicly accessible employment equity data for the two universities, Province of Manitoba, City of Winnipeg, and Winnipeg Police Service.

**TABLE 17: COMPARATIVE EMPLOYMENT EQUITY DATA FOR SELECTED PUBLIC INSTITUTIONS**

Institution	Year of Report	Racialized Persons as a Percentage of the Workforce
University of Manitoba	2018	7.2 %
University of Winnipeg	2016	16.5%
Province of Manitoba	2019	14.2%
City of Winnipeg	2019	16.0%
Winnipeg Police Service	2019	7.3%

Table 18 provides a summary of the responses of the of the faculties of education to the 2021 State of Equity in Education Survey disaggregated by job categories.

**TABLE 18: JOB CATEGORIES OF FACULTY OF EDUCATION EMPLOYEES – 2018/2019**

[illegible]

## 8. 2021 STATE OF EQUITY IN EDUCATION REPORT CALLS TO ACTION

### CALL TO ACTION #1:

Educational institutions must make a commitment to public transparency and accountability regarding equity-based reports, collection of data, and policies. The community will be able to monitor progress on equity-based issues for racialized peoples, develop knowledge, and provide informed feedback when public schools, universities, and the provincial government ensure that this information is accessible to its citizens.

### CALL TO ACTION #2:

The provincial government and locally elected school boards must make a comprehensive commitment to implementing employment equity and student equity policies and programs by establishing an Education Equity Secretariat within the provincial government and Education Equity Offices within school divisions.

The key commitments for school divisions to develop and implement employment equity initiatives will include: (1) Independent Equity Audit; (2) Independent Employment Systems Review; (3) Employment Equity Policy and Plan; (4) Workforce Self-Identification Census; and (5) Annual Employment Equity Report accessible to the public.

The key commitments for school divisions to develop and implement student equity initiatives will include: (1) Regular Student and Parent Survey/Census of the Demographics of the Community Being Served; (2) Collection of Equity-Based Disaggregated Data for student suspensions, absenteeism, graduation rates, credit accumulation, and representation in applied and academic courses.

### CALL TO ACTION #3:

The faculties of education, school divisions, and the provincial government should work in partnership with newcomer, refugee, and immigrant-serving organizations to increase the number of racialized peoples pursuing a career as a teacher by establishing a *Racialized Newcomer Teacher Transition Support Initiative* that would target: (1) Internationally Educated Teachers; (2) racialized newcomer term contract teachers who want to become permanent contract teachers; and (3) racialized newcomer substitute teachers who want to become permanent contract teachers. The Initiative would focus on establishing a Transition Centre that would include the following program elements: (1) Advocacy and Advisory – credential assessment and employment support services; (2) Deepening Understanding of Manitoba Curriculum – context knowledge development; (3) Academic and Professional Language Skills Enhancement; (4) School Experience – internships and mentorships in school divisions; and (5) Funding Support – tuition, living allowances and childcare.

### CALL TO ACTION #4:

To address the underrepresentation of racialized/newcomer peoples as trustees on local school boards, the Louis Riel, Pembina Trails, River East-Transcona, St. James-Assiniboia, and Seven Oaks school divisions should change their present multi-trustee representation for each ward system to a one trustee/one ward system. This would provide the opportunity

to establish ward boundaries that better reflect the diverse socio-economic and cultural communities served by these respective school divisions.

#### **CALL TO ACTION #5:**

The term racialized individual(s)/group should be used to replace the term visible minority for equity-based demographic data collection. Disaggregated data collection should be based on racialized population groups identified by the Data Standards for the Identification and Monitoring of Systemic Racism developed by the Anti-Racist Directorate of the province of Ontario.

### **THE FOLLOWING CALLS TO ACTION HAVE BEEN CARRIED FORWARD FROM THE 2020 STATE OF EQUITY IN EDUCATION REPORT AND STILL HAVE NOT BEEN ADDRESSED:**

#### **CALL TO ACTION #6:**

The faculties of education should set equity-based enrollment targets for racialized students and publicly release an annual equity-based enrollment and graduation report to promote transparency and accountability.

#### **CALL TO ACTION #7:**

The universities should publicly release an annual employment equity report disaggregated or broken down to the faculty level that is readily accessible to the public to promote transparency and accountability.

#### **CALL TO ACTION #8:**

The Department of Education and Training of the Manitoba provincial government should publish on a three-year period basis self-identification student and teacher data for racialized peoples disaggregated or broken down by individual school divisions, with data collection strategies and approaches made in consultation with racialized newcomer, refugee, and immigrant community organizations.



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