

Newcomer
Education Coalition
**State of
Equity in
Education
Report**
2023



Executive Summary

The State of Equity in Education Report aims to promote evidence-based strategies for developing and implementing 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 is deliberately focused on a narrow range of issues, including the underrepresentation of racialized peoples on school boards, as 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.

It is important to learn about the progress that some school divisions have made over the past year to begin to implement



“For students that I know, for example, I want them to feel included with teachers. I want teachers to listen to them. Sometimes if you have a different teacher who is not like you, you can’t tell them what you feel. If you’ve experienced racism, you can’t tell a white teacher. If you have a teacher who is from the same community like you, you can tell them and you can explain your feelings. If you feel included, you can talk and say your feelings.”

Fatima
Racialized Youth Voice

equity-based education initiatives such as student and workforce surveys, acknowledge the important role of independent equity audits, and make public commitments to support the development and implementation of education equity offices. As well, it is promising to see that there is an increase in the number of self-identified school trustees who were elected in the 2022 school board elections. The presence of racialized school trustees on school boards provides a process for voices to be heard with regard to the prioritization of issues and allocation of resources that better reflects the aspirations and needs of the community.

The third annual 2022 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 second annual *2021 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 third annual 2022 State of Equity in Education Report was developed based on the themes of the survey response data provided in the fall of 2022 by the provincial government, the six school divisions in the city of Winnipeg, including the Louis Riel School Division; Pembina Trails School Division; River East-Transcona School Division; St. James-Assiniboia School Division; Seven Oaks School Division; and Winnipeg School Division and with the faculties of education at the universities of Manitoba, Winnipeg, Saint-Boniface and Brandon. The findings of the Report will be presented to school divisions, faculties of education, provincial department of education, and released to the general public.

The Report will be structured in the following manner: Review the response to the calls to action of the *2021 State of Equity in Education Report*;

- Present the results of the 2022 State of Equity in Education
- Report survey of the six school divisions within Winnipeg and the four faculties of education that graduate teachers to work in Winnipeg schools; and
- Identify calls to action for the upcoming year.

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, focusing 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.

Table 1: Calls To Action Survey Responses from School Divisions

Table 1 summarizes the responses from the six Winnipeg school divisions. The response categories in the 2022 survey include: (1) Implemented; (2) Not Yet Implemented; (3) No Plan To Implement; (4) Supporting; (5) Not Yet Supporting; and (6) Not Supporting. The school division coding for the table is: LRSD – Louis Riel School Division; PTSD – Pembina Trails School Division; RETSD – River East Transcona School Division; SJASD – St. James Assiniboia School Division; SOSD – Seven Oaks School Division; and WSD – Winnipeg School Division.

Call To Action	LRSD	PTSD	RETSD	SJASD	SOSD	WSD
Establish an education equity office.	Implemented	No Plan to Implement	No Plan to Implement	Not Yet Implemented	No Plan to Implement	Not Yet Implemented
Implement external equity audit.	Not Yet Implemented	No Plan to Implement	Not Yet Implemented	Not Yet Implemented	No Plan to Implement	Not Yet Implemented
Implement an annual employee self-identification survey.	Implemented	No Plan to Implement	Implemented	Implemented	No Plan to Implement	Implemented
Produce annual employment equity reports accessible to the public.	Not Yet Implemented	No Plan to Implement	Not Yet Implemented	Not Yet Implemented	No Plan to Implement	Implemented
Implement regular student and parent surveys of community demographics.	Implemented	No Plan to Implement	Not Yet Implemented	Not Yet Implemented	Implemented	Implemented
Collect disaggregated student data for suspensions, absenteeism, graduation rates, credit accumulation, and representation in applied and academic courses.	Implemented	Plan to Implement	Not Yet Implemented	Not Yet Implemented	Implemented	Implemented
Change the multi-trustee ward system to one trustee/one ward system.	No Plan to Implement	No Plan to Implement	No Plan to Implement	No Plan to Implement	No Plan to Implement	Implemented
Board of trustees to adopt consensus decision-making model rather than majority rule decision-making model.	No Plan to Implement	No Plan to Implement	No Plan to Implement	No Plan to Implement	Implemented	No Plan to Implement
Support racialized newcomer teacher transition support initiative.	Not Yet Supporting	Not Yet Supporting	Supporting	Not Yet Supporting	Not Yet Supporting	Supporting

Table 2: Calls to Action Survey Responses from Faculties of Education

Table 2 summarizes the responses of the four universities that provide Bachelor of Education graduates for schools in the city of Winnipeg. The faculty of education coding for the table is: U of M – University of Manitoba; U of W – University of Winnipeg; U of St. B– Université de Saint-Boniface; and BU – Brandon University.

Call To Action	U of M	U of W	U of St. B	BU
Set equity enrollment targets for racialized B.Ed. students.	Implemented	Did Not Respond	Did Not Respond	No Plan to Implement
Publicly release annual racialized student enrollment data.	Not Yet Implemented	Did Not Respond	Did Not Respond	No Plan to Implement
Publicly release annual racialized student graduation data.	Not Yet Implemented	Did Not Respond	Did Not Respond	No Plan to Implement
Implement annual employment equity report disaggregated by racialized employees at the faculty.	Not Yet Implemented	Did Not Respond	Did Not Respond	No Plan to Implement
Publicly release annual employment equity report.	No Plan to Implement	Did Not Respond	Did Not Respond	No Plan to Implement
Support racialized newcomer teacher transition initiative.	Not Yet Supporting	Did Not Respond	Did Not Respond	Supporting

Table 3: Calls to Action Survey Response from the Provincial Government

Table 3 provides a summary of the response from the provincial government.

Call To Action	Province of Manitoba
Implement equity-based reports, data collection, and policies within public schools that are accessible to the public.	Not Yet Implemented
Establish a provincial Education Equity Secretariat.	Not Yet Implemented
Implemented use of the term “racialized individual(s)/groups” to replace “visible minority” for equity-based demographic data collection.	Not Yet Implemented
Publish on a 3-year period basis racialized student and teacher self-identification and teacher survey data disaggregated by individual school divisions.	Not Yet Implemented
Supporting Racialized Newcomer Teacher Transition Support Initiative.	Not Yet Supporting

Calls to Action on School Division Employment Equity

Establish Education Equity Office:

One school division indicated that they have implemented this call to action; two school divisions indicated they have not yet implemented this call to action; and three school divisions indicated they have no plan to implement this call to action.

Implement External Equity Audit:

Four school divisions indicated they have yet to implement this call to action; and two school divisions indicated they have no plan to implement this call to action.

Implement Annual Employee Self-Identification Survey:

Four school divisions have implemented this call to action; and two school divisions have no plan to implement this call to action.

Produce Annual Employment Equity Reports Accessible to the Public:

One school division indicated they have implemented this call to action; three school divisions have indicated that they have yet to implement this call to action; and two school divisions indicated they have no plan to implement this call to action.

Implement Regular Student and Parent Surveys of Community Demographics:

Three school divisions indicated that they have implemented this call to action; two school divisions have yet to implement this call to action; and one school division has no plan to implement this call to action.

These Calls to Action for employment equity policies and practices (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) foster transparency. The gap between the number of Indigenous and/or racialized teachers working in public schools in Winnipeg and 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 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, indicate 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. Equity infrastructure within school districts provides a base for this type of leadership to facilitate capacity building throughout an organization. Education equity offices are catalysts to promote equity and accountability within a school district. The Louis Riel School Division has established a Superintendent of Diversity, Equity and Inclusion and Anti-Racism Services within its school district to provide leadership to ensure the whole organization engages with equity-based education. The Board of Trustees of the Winnipeg School Division established an Education Equity Advisory Committee to make recommendations to the board about the key elements of an Education Equity Office that will be established by April 30, 2023.

In June 2020, the Ontario 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 practice 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 roles "do not know what it does not know," especially regarding employment equity-related issues.

Over the past year, Equity Matters, along with five Winnipeg metro school divisions and the provincial department of education, sponsored two webinars on the role of equity audits to promote awareness and knowledge within the education community regarding the role of equity audits to support the development of data/evidence to guide organizational change. Tana Turner from the Turner Consulting Group was the keynote speaker for this webinar series. The Turner Consulting Group has conducted almost 50 equity audits to date for school boards, municipalities and public organizations in the province of Ontario. The webinars were attended by over 200 educational leaders and stakeholders. The Winnipeg School Division engaged the Turner Consulting Group to do an equity audit for its school district, which was released in April 2023. Other school districts have indicated an interest in engaging in this important element of education equity organizational development practice.

It is important to note that the Manitoba Teacher's Society (MTS) has also acknowledged the important role of third-party audits to promote equity-based change within their organization. In May 2022, the MTS launched an Equity, Diversity, and Inclusion (EDI) Scan with EDI consultants from the University of Victoria, Dr. Catherine McGregor and Dr. Grace Wong Sneddon, to identify and redress internal barriers regarding equity-based issues. The EDI scan includes an internal audit of the staffing and leadership demographics, organizational policies and practices of the MTS, along with an external audit of membership and leadership demographics, organizational policies, practices and experiences of the membership.

A positive development over this past year is the work by a number of 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 proportional to the Indigenous students 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.

Call To Action For School Divisions Regarding Student Equity

Collect Disaggregated Student Data for Suspensions, Absenteeism, Graduation Rates, Credit Accumulation, and Representation in Applied and Academic Courses: Three school divisions have implemented this call to action; two school divisions have not yet implemented this call to action; and one school division indicated that they have no plan to implement this call to action.

Two of the six school divisions collect disaggregated data, including self-identified racialized students for student suspensions. Three of the six school divisions collect disaggregated data for student absenteeism. Six of the six school divisions collect disaggregated data for student graduation. Five of the six school divisions collect disaggregated data for student credit accumulation. Four of the six school divisions collect disaggregated data for student representation in applied and academic courses. Two of the six school divisions collect data for student representation in special needs programs.

The collection of disaggregated student equity data enables educators to identify issues and engage in problem-solving regarding the impacts of systemic racism on racialized students that shift understanding from an individual incident or event level of analysis to a structural level of analysis. It moves beyond examining what students have to do differently and looks more at what systems must do to change to authentically meet the aspirations and needs of racialized students.

Calls To Action For School Divisions Regarding School Governance

Change Multi-Trustee Ward System to One Trustee/One Ward System:

One school division has implemented this call to action; and five school divisions have indicated that they have no plan to implement this call to action.

School Board Adopts Consensus Decision-Making Model Rather Than Majority Rule Decision-Making Approach:

One school division has implemented this call to action; four school divisions have no plan to implement this call to action; and one school division did not respond to this call to action.

The *2020 State of Equity in Education Report* indicated that 3 of the 54 school trustees self-identify as Racialized.

Two school trustees were elected in one school division, one trustee was elected in another school division; while the other 4 school divisions had no racialized school trustee representation on their respective school boards.

The 2021 State of Equity in Education Report indicated that 3 of the 54 school trustees self-identify as Racialized. Two school trustees were elected in one school division, one trustee was elected in another school division; while the other 4 school divisions had no racialized school trustee representation on their respective school boards.

The 2022 State of Equity in Education Report indicates that 10 of the 54 school trustees self-identify as racialized persons. Four self-identified racialized trustees were elected in one school division; three school divisions elected two self-identified trustees in each division; and two school divisions had no self-identified racialized school trustees.

Call to Action to Support Racialized Newcomer Teacher Transition Support Initiative

Support Developing Racialized Newcomer Teacher Transition Support Initiative:

Two school divisions indicated that they were supporting this call to action; and four school divisions are not yet supporting this call to action.

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, monocul-

tural, monolingual teaching force in educational settings comprised of students from a wide range of students and families from a wide range of socioeconomic, linguistic, cultural, and ethnic backgrounds" (P. 440). This view about the need for 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 Pilot Project in 2006 in an effort 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 assumptions:

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; 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 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 also be building a path to transition to permanent teacher contracts.

The key program elements of the Transition Centre would include: (1) Advocacy and Advisory – credential assessment and employment support services; (2) Deepening Understanding of the Manitoba Curriculum – context knowledge development; (3) Academic and Professional Language Skills Enhancement; (4)

School Experience – internship and mentorship opportunities with school divisions; and (5) Funding Support – tuition, living allowances and childcare.

The Faculty of Education at the University of Manitoba submitted a proposal in the spring of 2022 to the provincial government for start-up funding to re-establish the Racialized Newcomer Teacher Transition Support Initiative in response to a funding proposal call from the Newcomer Community Integration Support Program of the Department of Labour and Immigration. Unfortunately, the funding application was not approved by the provincial government. The Newcomer Education Coalition will be following up with the provincial government to discuss the importance of this initiative and call upon the government to reconsider funding this important resource to address barriers faced by internationally educated teachers and racialized newcomer teachers.

Calls to Action on Student Equity Data Collection Faculties of Education

Student Equity enrollment targets for racialized students: One of the faculties indicated that it has implemented this call to action (University of Manitoba has a 7.5% target for annual enrollment); one faculty has no plan to implement this call to action, and two faculties did not respond to this call to action. Without setting targets, intentional progress cannot be achieved, monitored, or evaluated that would promote transparency and accountability of publicly funded institutions.

Publicly release annual racialized student enrollment data: One faculty indicated that it has not yet implemented this call to action; one faculty has no plan to implement this call to action; and two faculties did not respond to this call to action. Without public transparency, these publicly funded institutions cannot be held accountable for what they are doing well, and for areas that require further improvement.

Publicly release annual racialized student graduation data: One faculty indicated that they plan to implement this call to action; one faculty has no plan to implement this call to action; and two faculties did not respond to this call to action. This type of data collection is important for equity-based workforce planning and development in terms of identifying the magnitude of the challenges faced by racialized teachers in our province. Without public transparency, accountability to address critical needs in the community is not present,

institutions drift, and change does not take place.

Calls to Action on Student Equity Data Collection – Faculties of Education

Annual employment equity report disaggregated by racialized employees at the faculty: One faculty indicated that it has implemented this call to action; one faculty has no plan to implement this call to action; and two faculties did not respond to this call to action. Intentional change will not occur if evidence-based data is not collected to measure results, promote transparency, and provide accountability for these publicly funded institutions.

Publicly release annual employment equity report: One faculty indicated they have not yet implemented this call to action; one faculty has no plan to implement this call to action; and two faculties did not respond to this call to action. Other publicly funded institutions regularly release to the public on an annual basis employment equity reports. A commitment to equity-based education requires transparency so that the community can monitor the progress or lack of progress being made by publicly funded institutions.

Calls to Action on Racialized Newcomer Teacher Transition Initiative – Faculties of Education

Support the Development of the Racialized Newcomer Transition Support Initiative: One faculty indicated that it is supporting this call to action; one faculty has no plans to support this call to action; and two faculties did not respond to this call to action. Internationally educated teachers, racialized teachers on term contracts or substitute teacher contracts would benefit from an initiative of this nature that addresses barriers by providing the required targeted resource supports to build pathways to become permanent contract teachers in our province.

Calls to Action for the Manitoba Government

Implement equity-based reports, data collection, and policies within public schools that are accessible to the public: The provincial government has indicated that it has implemented this call to action. Further evidence will need to be provided by the provincial government regarding the range and depth of their work in this area, and the level of transparency and access that the public has

to this data and documents. A concrete example would involve the collection of racialized data and the leadership required to ensure public schools and post-secondary institutions are collecting and publicly releasing this type of data. The Ontario government's Anti-Racist Education Secretariat developed a "Data Standards for Identification and Monitoring of Systemic Racism." The Manitoba provincial government needs to play a similar concrete role involving equity-based data collection and reporting.

Establish a provincial Education Equity Secretariat: The provincial government has indicated that it has not yet implemented an Education Equity Secretariat. Equity Matters has outlined the key elements of a provincial Education Equity Secretariat. Adopting these concrete components of an Education Equity Secretariat would demonstrate an authentic commitment to provide the required infrastructure to address education equity in a long-term and sustainable manner in our province.

Implement the use of the term "racialized individual(s)/groups" to replace "visible minority" for equity-based demographic data collection: The provincial government has indicated that it has not yet implemented the use of the term "racialized individual(s)/ groups" to replace the term "visible minority." Making a commitment to change this terminology would be consistent with recommendations made by the United Nations Committee for the Elimination of Racial Discrimination as well as the Canadian Race Relations Foundation.

Publish on a 3-year period basis self-identification student and teacher survey data for racialized persons broken down by individual school districts: No response to date. The provincial government has indicated that it has not yet implemented collecting self-identification data and publishing reports on a 3-year basis for racialized students and teachers for racialized persons broken down by individual school districts. Presently, the provincial government collects self-identification data and publishes reports for Indigenous students and teachers. A similar commitment is required by the provincial government for racialized students and teachers in order to address data-informed strategies to improve education outcomes for racialized students in the public school system.

Supporting the development of a Racialized Newcomer Teacher Transition Initiative: No response to date. The provincial government has indicated that it is not yet supporting the development of a Racialized

Newcomer Teacher Transition Initiative. The Faculty of Education at the University of Manitoba submitted a proposal in the spring of 2022 to the provincial government for start-up funding to re-establish a transitional support program that it previously delivered for internationally educated teachers in response to a funding proposal call from the Newcomer Community Integration Support Program of the Department of Labour and Immigration. Unfortunately, the funding application was not approved by the provincial government. The Newcomer Education Coalition has subsequently met with the provincial government and is recommending a working group involving community-based organizations, school divisions, faculty of education and provincial government be established to further explore the feasibility of developing a transition support initiative to support racialized and internationally educated teachers secure permanent contract teaching positions within the public school system.

Data Collection

In November 2022, the Newcomer Education Coalition (NEC) sent out surveys for the third annual *State of Equity in Education Report* to each of the six school divisions in the city of Winnipeg; the faculties of education at the University of Manitoba, University of Winnipeg, Université Saint-Boniface, and Brandon University; and the provincial department of education. The findings of this report are based on the data collected from these surveys. The school trustee profile and representation based on the results of the 2018 school board elections in the city of Winnipeg indicates racialized peoples are underrepresented at the highest level of policy and program decision-making within the public school system in our community. The 2020 and 2021 State of Equity in Education Report 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 school trustee profile and representation documented in the 2022 State of Equity in Education Report Survey is based on the 2022 school board elections in the city of Winnipeg. The total number of self-identified racialized trustees increased from three to ten trustees, or 19% of the 54 school trustees in Winnipeg, including an increase from one to four in the Winnipeg School Division; zero to two in the Louis Riel School Division and Pembina Trails School Division; the number of self-identified racialized school trustees in the Seven Oaks School Division remained at two; and there were no self-identified racialized school trustees in River East-

Transcona School Division or the St. James-Assiniboia School Division.

The increase in the number of self-identified racialized school trustees means that now four of the six school divisions in the city of Winnipeg have racialized school trustee representation at the school board decision-making tables to provide a voice for racialized newcomer community regarding decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues. To further the participatory decision-making process, school boards could adopt consensus decision-making processes as opposed to the traditional majority rule decision-making model to ensure decisions are made that are inclusive and equitable, rather than by using approaches that do not always represent the needs and interests of the minority.

It is important to acknowledge the progress that has been made in terms of representation of self-identified racialized school trustees in four of the six school divisions in Winnipeg. However, two of the six school divisions have no representation from racialized communities.

The impact of this issue of underrepresentation means that racialized voices 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 members of racialized communities.

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 intent.

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

Given the increased representation of racialized school trustees in four of the six school divisions in Winnipeg,

Table 4: School Trustee Profile and Representation 2018 Election and 2022 Election

All of six metro Winnipeg school divisions completed the school trustee racialized self-identification survey question of the State of Equity in Education Report.

School Division	Number of Trustees	2020 Survey Number of Racialized Trustees Elected 2018	%	2021 Survey Number of Racialized Trustees Elected 2018	%	2022 Survey Number of Racialized Trustees Elected 2022	%
Louis Riel	9	0	0%	0	0%	2	22%
Pembina Trails	9	0	0%	0	0%	2	22%
River East Transcona	9	0	0%	0	0%	0	0%
St. James Assiniboia	9	0	0%	0	0%	0	0%
Seven Oaks	9	2	22%	2	22%	2	22%
Winnipeg School Division	9	1	11%	1	11%	4	44%
Total	54	3	6%	3	6%	10	19%

it would be important for these leaders to have more opportunities to support each other and identify key strategic education issues faced by newcomer and racialized communities that need to be addressed. The formation of a racialized community school trustee caucus that meets regularly could provide a vehicle to strengthen the presence of racialized voices at the school board level.

The recent 2022 school board election in the Winnipeg School Division highlighted the impact of the absence of election finance legislation at the school board level of governance that serves to prevent individuals and corporate interests, both inside and outside the province, from influencing school board elections. The federal, provincial, and municipal levels of government have election financing regulations to ensure elections are fair. Provincial election financing legislation is required for the school board level of governance to also ensure they have these same protections to preserve the integrity of the local democratic process.

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 on-line. The WSD has been a pioneer and leader in the practice of employment equity since the division initiated its policy and program in 1993.

The key themes that emerge from the responses to the 2022 State of Equity in Education Report Survey related to the identified best practices employment equity initiatives, include:

Three of the six school divisions have an employment equity policy and program. This has remained unchanged over the previous year. An employment equity policy and program provide a framework for a school division to plan and monitor its effectiveness regarding employment equity goals and values.

Over the past year, only one of the six school divisions – the Winnipeg School Division – has engaged an independent third party to conduct an employment equity audit. If school divisions are to authentically engage in employment equity best practices, independent equity audits are foundational components of this process for making systemic change regarding employment equity. It would be unacceptable for non-profit or publicly

funded organizations not to do independent financial audits of their financial affairs. It is generally accepted 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 regarding 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. They need feedback loops to have a better understanding of what “you don’t know what you don’t know.”

The critical role of independent equity audits and employment systems review was highlighted by the external review report of the Peel District School Board, which 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. Tana Turner, the principal of Turner Consulting, was the keynote speaker this past year for two webinars on the role and function of education equity audits sponsored by the Equity Matters coalition, five of the six metro Winnipeg school divisions, and the provincial department of education.

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 dis-

Table 5: Overview of the School Divisions' Employment Equity Policy and Practice

Table 5 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.

Employment Equity Initiative	LRSD	PTSD	RETSO	STJASD	SOSD	WSD
Employment Equity Policy and Program: 2021	No	No	Yes	No	Did Not Participate	Yes
2022	No	No	Yes	No	Yes	Yes
Equity Audit by Independent Third Party: 2021	No	No	No	No	Did Not Participate	No
2022	No	No	No	No	No	Yes
Self-Identification Workforce Survey: 2021	Yes	No	Yes	No	Did Not Participate	Yes
2022	Yes	No	Yes	Yes	Yes	Yes
Advancement and retention reports for equity-seeking groups: 2021	No	No	Yes	No	Did Not Participate	Yes
2022	No	No	No	No	No	Yes
Set equity employment targets for Indigenous peoples: 2021	No	No	No	No	Did Not Participate	No
2022	No	No	No	No	Yes	No
Is annual employment equity report accessible to the public: 2021	No	No	No	No	Did Not Participate	Yes
2022	No	No	No	No	No	Yes

abilities 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 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.”

Progress is being made by school divisions to undertake workforce surveys. Five of the six metro Winnipeg school districts indicated they engage in annual self-identification workforce surveys. Only the Pembina Trails School Division does not carry out self-identification workforce surveys. 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.

Only one of the six school divisions, the Winnipeg School Division, indicated that they collect employee advancement and retention reports for equity-seeking groups. A better understanding of an equity-based organizational culture is developed based on knowledge as to whether equity-seeking groups remain working with the organization or quickly leave the organization. As well, it is important to understand the extent to which equity-seeking groups are represented within all job classifications within the hier-

archy of the organization or limited to entry-level positions.

Only one of the six school divisions, the Seven Oaks School Division, indicated they set employment targets for racialized persons. Setting targets is an intentional commitment to be proactive rather than passive in developing a workforce that is representative of the students and community served by the respective school districts.

Only one of the six school divisions, the Winnipeg School Division, indicated that they would make annual employment equity reports available to the public. A key foundational principle of employment equity best practice involves a commitment to transparency and accountability with the public. The community cannot 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.

Table 6: Selected Staff Profile – Senior Administration, Principals and Vice-Principals

Table 6 provides a response by the six school divisions for data regarding the representation of racialized persons in leadership roles within the respective school divisions for 2021/22, 2018/19, and 2017/18.

School Division	Superintendents/ Senior Administration	Racialized/ Visible Minority	Principals	Racialized/ Visible Minority	Vice- Principals	Racialized/ Visible Minority
Louis Riel						
2021/22	29	1 (3.4%)	41	4 (9.8%)	41	No Response
2018/19	13	Data Not Collected	41	Data Not Collected	40	Data Not Collected
2017/18	38	Data Not Collected	40	Data Not Collected	37	Data Not Collected
Pembina Trails						
2021/22	5	No Response	37	No Response	30	No Response
2018/19	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
2017/18	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona						
2021/22	6	0	43	1 (2.3%)	36	No Response
2018/19	6	Data Not Collected	41	Data Not Collected	34	Data Not Collected
2017/18	6	Data Not Collected	42	Data Not Collected	32	Data Not Collected
St. James- Assiniboia						
2021/22	9	No Response	31	1 (3.2%)	23	No Response
2018/19	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
2017/18	9	Data Not Collected	28	Data Not Collected	14	Data Not Collected
Seven Oaks						
2021/22	No Response	No Response	No Response	No Response	No Response	No Response
2018/19	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
2017/18	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg SD						
2021/22	12	1 (8.3%)	94	20 (21.3%)	76	22 (28.9%)
2018/19	10	1 (10.0%)	72	7 (9.7%)	56	8 (14.3%)
2017/18	22	0 (0.0%)	91	6 (6.6%)	67	10 (14.9%)

Table 7: Selected Staff Profile - Teachers

Tables 7 and 8 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 laddering programs.

School Division	Permanent Teachers	Racialized/ Visible Minority	Term Teachers	Racialized/ Visible Minority	Substitute Teachers	Racialized/ Visible Minority
Louis Riel						
2021/22	1,011	19 (1.9%)	97	0	407	No Response
2018/19	1,104	Data Not Collected	187	Data Not Collected	513	Data Not Collected
2017/18	1,039	Data Not Collected	136	Data Not Collected	632	Data Not Collected
Pembina Trails						
2021/22	825	No Response	255	No Response	325	No Response
2018/19	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
2017/18	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona						
2021/22	1,114	38 (3.4%)	217	14 (6.5%)	364	10 (2.7%)
2018/19	1,062	Data Not Collected	183	Data Not Collected	313	Data Not Collected
2017/18	1,004	Data Not Collected	191	Data Not Collected	524	Data Not Collected
St. James- Assiniboia						
2021/22	619	22 (3.6%)	119	No Response	277	No Response
2018/19	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
2017/18	567.5	Data Not Collected	56	Data Not Collected	247	Data Not Collected
Seven Oaks						
2021/22	No Response	No Response	No Response	No Response	No Response	No Response
2018/19	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
2017/18	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg SD						
2021/22	2,282	555 (24.3%)	190	60 (33.9%)	967	273 (28.2%)
2018/19	2,001	298 (14.9%)		79 (23.9%)	729	170 (23.3%)
2017/18	2,534	259 (10.2%)	177	45 (25.7%)	909	183 (20.1%)

Table 8: Selected Staff Profile – Educational Assistants

School Division	Educational Assistants	Racialized/Visible Minority
Louis Riel		
2021/22	586	10 (1.7%)
2018/19	661	Data Not Collected
2017/18	498	Data Not Collected
Pembina Trails		
2021/22	386	No Response
2018/19	Data Not Provided	Data Not Provided
2017/18	Data Not Provided	Data Not Provided
River East Transcona		
2021/2022	677	23 (3.4%)
2018/19	529	Data Not Collected
2017/18	466	Data Not Collected
St. James-Assiniboia		
2012/22	366	21 (5.7%)
2018/19	Data Not Provided	Data Not Provided
2017/18	319	Data Not Collected
Seven Oaks		
2021/22	No Response	No Response
2018/19	Not Participating	Not Participating
2017/18	Data Not Provided	Data Not Provided
Winnipeg SD		
2021/22	2,184	1,101 (50.4%)
2018/19	1,510	469 (31.1%)
2017/18	1,829	446 (24.3%)

Student Profile

The Louis Riel School Division, Seven Oaks School Division and Winnipeg School Division completed the student profile section of the 2022 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.

Table 9: Student Profile of Racialized Students – 2021/22

School Division	Total Students	Racialized Visible Minority Students	%
Louis Riel School Division	15,508	5,735	37.0%
Pembina Trails School Division	15,485	Did Not Respond	
River East-Transcona School Division	16,597	Did Not Respond	
St. James-Assiniboia School Division	8,311	Did Not Respond	
Seven Oaks School Division	11,855	5,928	50.0%
Winnipeg School Division	29,522	10,037	34.0%
Total	97,683		

Table 10: Student Profile of Racialized Students – 2018/2019

School Division	Total Students	Racialized Visible Minority Students	%
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	Did Not Respond	
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	%
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		

Equity-Based Student Data

The Louis Riel School Division and Seven Oaks School Division completed the student profile section of the 2022 State of Equity in Education Survey. The Pembina Trails School Division, River East-Transcona School Division, St. James-Assiniboia School Division, and Winnipeg 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.

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	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pembina Trails	No	Yes	No	Yes	Yes	Yes	No
River East-Transcona	No	No	No	Yes	No	No	No
St. James-Assiniboia	No	No	No	Yes	Yes	Yes	Yes
Seven Oaks	No	No	No	Yes	Yes	No	No
Winnipeg S.D.	Yes	Yes	Yes	Yes	Yes	Yes	No

The 2022 State of Equity in Education Report Survey disaggregated student data question provides 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, representa-

tion in applied and academic courses, and representation in special education using an equity-based lens to ensure that systemic racism and decolonization is being authentically addressed.

The disaggregated data collected by the Toronto District School Board (TDSB), Caring and Safe Schools Report for 2018/19, on school suspensions 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: Out of School Suspensions – Toronto District School Board

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.

School District	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Toronto District School Board	5,321	4,697	4,524	4,725	4,927	4,302	3,906
	2.1%	1.9%	1.8%	1.9%	2.0%	1.7%	1.6%

Table 14: Out of School Suspensions Disaggregated by Race – Toronto DSB

Table 14 provides a profile of out-of-school student suspensions for the Toronto District School Board disaggregated by race.

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%

The profile presents 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 Black and Indigenous students are impacted by out-of-school suspensions.

Table 15: Out-of-School Suspensions and Course Credit Accumulation Toronto District School Board

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 are able to accumulate, which in turn influences high school graduation. The overrepresentation of Black and Indigenous students regarding 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 Black students and Indigenous students.

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 Black and Indigenous students regarding 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.”

The TDSB Report illustrates the impact of disaggregated data collection and how school divisions in Winnipeg can deepen understanding of the experiences of communities of students based on an equity lens. This type of equity-based data provides further information for school divisions to engage in evidenced-based planning and problem-solving with respect to issues of systemic racism within the school districts.

Findings – Faculties of Education Survey

The faculty of education at the University of Manitoba and Brandon University completed the *2022 State of Equity in Education Report Survey*. The University of Winnipeg and the Université de Saint-Boniface did not

respond to this section of the Survey. The faculty of education at University of Manitoba sets enrollment targets of 7.5% for racialized persons.

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 *2022 State of Equity in Education Report Survey*.

The faculties of education at the University of Winnipeg and Université de Saint-Boniface and Brandon University did not respond to this section of the *2022 State of Equity in Education Report Survey*.

Table 16: Overview of Self-Identified Racialized Students in B.Ed. programs

Table 16 provides an overview of self-identified racialized students in Bachelor of Education programs for 2021/2022.

Category	U of M Registered	U of M Graduates	U of W Registered	U of W Graduates	U of St. B Registered	U of St. B Graduates	Brandon U Registered	Brandon U Graduates
Total Students	360	150	Did Not Respond	Did Not Respond	157	Did Not Respond	350	150
Racialized Students	34 (9.4%)	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

Table 17: Overview of Self-Identified Racialized Students in B.Ed. programs 2018/2019

Table 17 provides an overview of self-identified racialized students in Bachelor of Education programs for 2018/2019.

Category	U of M Registered	U of M Graduates	U of W Registered	U of W Graduates	U of St. B Registered	U of St. B Graduates	Brandon U Registered	Brandon U 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

Student Enrollment Equity Targets

The faculty of education at the University of Manitoba and Brandon University responded to the employment equity section of the *2022 State of Equity in Education Report 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 and Université de Saint-Boniface did not respond to this section of the *2022 State of Equity in Education Report 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 18: Comparative Employment Equity Data for Selected Public Institutions

Table 18 provides a comparative analysis of the most recent publicly accessible employment equity data for the two universities, the Province of Manitoba, the City of Winnipeg and the Winnipeg Police Service.

Institution	Year of Report	Racialized Persons as a Percentage of the Workforce
University of Manitoba	2018	7.2%
University of Winnipeg	2021	16.3%
Province of Manitoba	2022	17.5%
City of Winnipeg	2021	16.4%
Winnipeg Police Service	2021	10.0%

Table 19: Job Categories of Faculty Employees – 2021/2022

Table 19 provides a summary of the responses of the faculties of education to the 2021 State of Equity in Education Report Survey disaggregated by job categories.

Job Category	U of M Total Number of Employees	U of M Total Number of Racialized Employees	U of W Total Number of Employees	U of W Total Number of Racialized Employees	U St. B Total Number of Employees	U St. B Total Number of Racialized Employees	BU Total Number of Employees	BU Total Number of Racialized Employees
Faculty Members with Tenure	24	4 (16.7%)	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	19	No Response
Faculty Members without Tenure	24	7 (29.2%)	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	7	3 (42.9%)
Contract Instructors	100	No Response	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	40	No Response
Support Staff	21	No Response	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	No Response	No Response
Clerical/Admin Staff		No Response	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	5	0
Total	169	11	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	71	3

Table 20: Job Categories of Faculty Employees – 2018/2019

Table 20 provides a summary of the responses of the faculties of education to the 2021 State of Equity in Education Report Survey disaggregated by job categories.

Job Category	U of M Total Number of Employees	U of M Total Number of Racialized Employees	U of W Total Number of Employees	U of W Total Number of Racialized Employees	U St. B Total Number of Employees	U St. B Total Number of Racialized Employees	BU Total Number of Employees	BU Total Number of Racialized Employees
Faculty Members with Tenure	29	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Faculty Members without Tenure	17	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Contract Instructors	29	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Support Staff	3	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Clerical/Admin Staff	22	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Total	100	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

In November 2021, forty-six universities and colleges across Canada signed the *Scarborough Charter* pledging to fight anti-Black racism and to promote Black inclusion in post-secondary institutions in our country. The University of Manitoba, University of Winnipeg, and Brandon University are among the signatories of this charter. One of the commitment themes of the *Scarborough Charter*, which reflects and highlights the work of the Newcomer Education Coalition's State of Equity in Education Report, is for the universities and colleges to commit to ensuring accountability.

Specifically, the *Scarborough Charter* calls upon post-secondary institutions to establish critical data co-creation and governance practices by:

1) confirming that the collection of data is undertaken as a means to foster inclusive, just equitable post-secondary environments that are enabled by rigorous, evidence-based decision-making; 2) mapping, retrieving, maintaining disaggregated data on Black representation over defined periods of time; 3) benchmarking data to enable comparisons over time between signatories to the charter, and promoting transparency about the reasons that any identified categories of data are not collected; and 4) enabling and reporting on the co-creation in the data collection process by communities most concerned. (P. 14)

As signatories to the *Scarborough Charter*, the University of Manitoba, the University of Winnipeg and Brandon University have made a public commitment to collect the type of equity-based data that the State of Equity in Education Report is requesting of these institutions. Authentic commitment to address institutional racism will be measured by actions, not signatures on pledges.

In November 2022, the University of Manitoba released its Anti-Racism Task Force Report – Interim Recommendations. The Task Force made seven recommendations, including that “the University of Manitoba establish a process to collect and distribute demographic data to identify and close diversity gaps” (P.11). This call to action for a comprehensive strategy to collect disaggregated equity data across students, staff, and faculty would provide greater transparency to inform decision-making and to drive change was also a key recommendation of the University of Manitoba's President's Task Force of Equity, Diversity and Inclusion released in 2020. A key measure of these Task Force Reports will be the extent that these recommendations are translated into demonstrable change rather than just another performative exercise that does not achieve concrete results.

New Calls to Action

Call to Action #1:

The provincial government needs to enact legislation to address education equity-based issues involving school board governance, including:

- Election financing legislation for school boards to prevent individuals and corporate interests, both inside and outside the province, from influencing school board trustee elections; and
- School board ward boundary review legislation by an independent commission once every 10 years, similar to the federal, provincial and municipal levels of government, to address equity-based issues regarding representation and to address the present real and perceived conflict of interest involving the current role of school trustees in the review and revision of school board ward boundaries.

Call to Action #2

Given the increased representation of racialized school

trustees in four of the six school divisions in Winnipeg, it would be important for these leaders to have more opportunities to support each other and identify key strategic education issues faced by the newcomer and racialized community that need to be addressed. The formation of a racialized community school trustee caucus that meets regularly could provide a vehicle to strengthen the presence of newcomer and racialized community voices at the school board level.

Call to Action #3:

The provincial government and Manitoba School Boards Association should provide funding and resources to community-based organizations to develop and implement a robust civic education initiative to promote voter rights and awareness to increase the participation of racialized and newcomer communities in school board elections.

Call to Action #4

The provincial government and philanthropic sector should provide funding to community-based organizations

to support education equity-based research that will promote public awareness, transparency and accountability within the public school system regarding equity-based education.

Re-Statement Previous Calls to Action Not Yet Implemented

Call to Action #5:

Educational institutions must make a commitment to public transparency and accountability regarding student and employee 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 employed as educational assistants in public schools.

Call to Action #6

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 regarding the development and implementation of 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 regarding the development and implementation of 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 #7

The faculties of education, school divisions, and the provincial government work in partnership with newcomer, refugee and immigrant-serving organizations to increase the number of racialized peoples interested in becoming teachers 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 child-care.

Call to Action #8:

The Department of Education and Early Childhood Learning needs to strengthen equity-based education data collection for racialized students and educators, including:

- Providing leadership to develop a data collection system for racialized students and educators to disaggregate education equity-based information to inform evidenced-based planning and policies to address systemic racism in our public education institutions. The Ontario government's Anti-Racist Directorate has established Data Standards for the Identification and Monitoring of Systemic Racism that could be used to inform the development of "a made in Manitoba" approach;
- and to publish on a three-year period basis self-identification student and teacher data for racialized peoples that is also 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.

Call to Action #9:

The provincial government needs to work in collaboration with the racialized communities to structurally address the under representation of racialized persons on school boards by having assigned seats on school boards for racialized communities proportionate to the student population served by the school division. To further address the issue of representation marginalization, consensus decision-making rather than majority-rule processes should be mandated by local school boards to ensure all voices are authentically included around the decision-making table.

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