Strength in Structure

**Canadian Council
for Youth Prosperity**

**Conseil Canadien pour
la Réussite des Jeunes**

Future Skills Centre Centre des **Compétences** Centre **futures**

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Executive Summary

Strength in Structure (SIS) was funded by *Future Skills Centre* as a project of the Canadian Council for Youth Prosperity (CCYP). SiS addresses the immediate need for new approaches to workforce development for Black youth. Through SiS, the *Canadian Council for Youth Prosperity* (CCYP) aimed to improve the in-service experience and programmatic outcomes of Black youth. To achieve this, CCYP worked with B3 (Black-led, Black-serving, and Black-focused) organizations to develop culturally-informed and culturally-safe standards of practice and support Black-serving organizations with implementing and adopting these standards.

CCYP welcomed the opportunity to improve the employment experiences and outcomes of Black youth by acknowledging and enlisting the expertise of Black-led organizations to build the capacity of Black-serving organizations. The goals of the project were to:

a) Position Black-led organizations as critical community resources to be consulted beyond emergency response and public shaming;

b) Identify and provide the support and "scaffolding" required to enhance the capacity of Black-led organizations;

c) Design and deliver capacity-building sessions for Black-serving organizations; and

d) Introduce intermediary assistance with implementing and adopting improved practice based on capacity-building sessions.

Success rates in employment program outcomes for Black youth have been historically low. The COVID-19 pandemic and the Black Lives Matter movement further exposed significant gaps in the capacity of organizations to provide, acknowledge and appropriately address the experiences of Black youth.

This project addresses the immediate need for new approaches to workforce development for Black youth. Black-led organizations have long struggled for adequate funding to improve and scale their services. However, at times of crisis, they are unduly burdened to offer insights, absorb investments, and provide training; these contributions are devalued. The impact of Covid-19 on operations was no exception. COVID-19 has exacerbated the more pressing challenges of systemic racism already plaguing the Black community.

CCYP pledged to address anti-Black racism in workforce development as outcomes for Black youth and Black people have been historically lower than other job seekers. Black people are also overrepresented among those affected by the pandemic. We believe strongly that pursuing approaches to pandemic recovery without acknowledging systemic barriers to labour market access and participation would be a grave injustice to the community. This project can help significantly change how Black youth experience and navigate the world of work.

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1) Project Overview

SiS will generate rich, timely insights about how pandemic shocks reverberated throughout the workforce development ecosystem, labour markets, and the everyday lives of Black youth (ages 18 – 29) and B3 (Black-led, Black-serving, and Black-focused) service providers. To improve the employment experiences and outcomes of Black youth, we acknowledged and enlisted the expertise of B3 service providers to help build the capacity of Black-serving organizations. To achieve this, CCYP is partnering with the *CEE Centre for Young Black Professionals* and the *Centre for Addictions and Mental Health (CAMH)* to:

a) Position Black-led organizations as critical community resources to be consulted beyond emergency response and public shaming;

b) Identify and provide the support and "scaffolding" required to enhance the capacity of Black-led organizations;

c) Design and deliver capacity-building sessions for Black-serving organizations; and

d) Introduce intermediary assistance with implementing and adopting improved practice based on capacity-building sessions.

For this project's scope, CCYP worked with Black youth and B3 service providers across four Canadian provinces - - Alberta, Ontario, Nova Scotia and Quebec). Historically, Black people, especially Black youth in Canada, come from diverse backgrounds. Thus, their lived realities are different. Some are new immigrants to Canada, while some can trace their roots in Canada going back many generations. Provinces and cities with larger populations of Black people, especially first destination cities for immigrants, tend to manifest racial barriers differently compared to a place like Nova Scotia, where Black communities have been resident for many years. The project wanted to capture those differences, which will enable us to present data on a wider representation of the experiences of Black youth. SiS focused on the above-mentioned provinces knowing that an overwhelming majority of Canada's Black residents (94.3%) live in Census Metropolitan Areas (CMA), i.e., cities with a population of at least 100,000, compared to 71.2% of Canadians in general.

Based on the project goals, the following deliverables were identified:

a) Convene project partners and further define workplan, key activities, resource needs and deliverables.

b) Conduct literature and data review on Black communities and youth demographics in Canada, Black community impact indicators, and Black youth labour market profile and experiences.

c) Establish an Anti-racism in Workforce Development Taskforce to provide strategic advice to the initiative.

d) In partnership with CAMH, start examining the practice of implementation science, required components, and its benefits for youth workforce development.

e) Hold information-gathering sessions to inform training and implementation needs, service preferences and experiences. These sessions will centre on Black youth and

service provider lived realities for improved programmatic outcomes among Black youth and integration into the Canadian labour market.

    a. Build knowledge by engaging Black youth from four provinces (Alberta, Ontario, Nova Scotia, and Quebec) to participate in structured focus groups. Solicit feedback and establish themes.

    b. Build knowledge by engaging B3 organizations from four provinces (Alberta, Ontario, Nova Scotia, and Quebec) to participate in structured focus groups. Solicit feedback and establish themes.

f) Identify and prioritize critical areas of need and opportunity. Develop a culturally informed and culturally-safe toolkit for Black-serving organizations based on focus group insights.

g) Reconvene B3 organizations and Black youth to validate the knowledge gained and Toolkit. Modify as necessary.

h) Support three Black-serving organizations with the implementation and adoption of the Toolkit. Work with them to articulate their expertise and model of service into tools and resources.

2) Project Implementation

Based on the implementation science learnings, the following design approach (see Objective 4) was used to guide implementation:

- Exploration – identifying the need for change, learning about possible innovations that may provide solutions, and learning what it takes to implement the innovation effectively.

- Installation - securing and developing the support needed to put a new approach or practice into place as intended, developing feedback loops between the practice and leadership level to streamline communication, and gathering feedback on how new practices are being implemented.

- Initial Implementation - trying out those new skills and practices and getting better in implementation. In this stage, the data is collected to check in on how the implementation is going and develop improvement strategies based on the data.

- Full Implementation - the skillful use of an innovation that is well-integrated into the repertoire of practitioners and routinely and effectively supported by the successive program and organizational leadership/management.

- Sustainability – the maintenance of innovations that have been implemented and is centred on feedback, progress tracking, iterating and growing.

Benefits and risks of the project were also outlined:

Benefits	Risks
A) Organizations grow capacity B) Bridging a gap between Black youth-specific needs and service provision C) Youth feel more empowered D) Youth can find better jobs and keep those jobs longer	• Solution not being translated well with youth • Parents and guardians reacting negatively to difficult conversations • Organizations might not have the capacity to implement the solution(s)

Applying the implementation science learnings, a project logic model was created to visually represent how the SiS activities would bring about change and results. (See *Appendix* for the SiS Project Logic Model.)

The following provides the implementation and results for each deliverable of the project.

Deliverable 1: Convene project partners and define workplan, key activities, resource needs, and deliverables further.

This deliverable was completed during Q1 2021. Three key organizations partnered with SiS and played active roles throughout this project:

- **The *CEE Centre For Young Black Professionals*** is a Toronto-based charity dedicated to addressing the economic and social barriers that affect Black youth ages 14 and over who are not in employment, education, or training (NEET). *CEE* supported the implementation and general oversight of the project, ensuring that it remained relevant and timely for Black youth across the country. This included supporting CCYP in identifying key implementation partners as part of a community of practice.

- **The *Provincial System Support Program (PSSP)*** at the *Centre for Addiction and Mental Health* (CAMH) works with communities, service providers and other partners across Ontario to move evidence to action to create sustainable, system-level change. They collaborated with stakeholders to build a better system through our work in implementation, knowledge exchange, evaluation and data management, and health equity and engagement.

- ***M-Consulting*** is comprised of students from the *Munk School of Global Affairs and the Public Policy University of Toronto*. They surveyed employer rules and obligations under legislation in the four identified provinces as key project focus areas. Their document will support B3 service providers (and youth) in understanding employers' obligations in addressing anti-racism in the workplace

With the support of *CAMH* and *CEE,* a work plan was developed and confirmed. The work plan identified key activities and highlighted the resources required.

In spring 2021, an engagement strategy was developed to inform design and development.

Deliverable 2: Conduct literature and data review on Black communities and youth demographics in Canada, Black community impact indicators, and Black youth labour market profile and experiences.

An extensive literature and data review were conducted. For this project, it was important to understand Black Youth within the context of COVID-19.

COVID-19 has exacerbated the more pressing challenges of systemic racism already plaguing the Black community. Several studies early on in 2020 showed that COVID-19 was acutely impacting Black, Asian, and minority ethnic groups.[1] In Canada, this is undoubtedly true with available data. In Québec, measures to contain the COVID-19 virus have disproportionately impacted Black youth as they have been placed in youth protection with suspended parental visitation.[2] Overall, there is still a significant lack of data to understand how COVID-19 has or will impact Black youth adequately; for now, we can extrapolate from the broader experiences of youth in general.

Our literature review included:

- Black Youth Within the Context of COVID-19 (Health, Employment, Surveillance, Education, Digital Divide)

- Taking a Provincial Lens "Black v/s White" (Labour Force Participation, Unemployment Rates)

- Background and Demographic Information (Black Demographics, Where Black Communities Live in Canada, History of Black Canadians Presence, Provincial and Territorial Review of Black Communities)

- Areas Most Impacting Black Communities in Canada (Income, Education, Family Status, Employment and Labour, Criminal Justice, Experiences of Discrimination and Racism, Health)

- Black Youth Labour Experiences and Outcomes (Labour Outcomes, Provincial Comparisons and Breakdowns, CMA Breakdowns)

- Black Youth Employment Experiences

- Black Canadian Youth Employment Sector Breakdown

- Youth Employment by NAICS Sector

See *Appendix* for the comprehensive review and associated references.

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[1] Islam, Nazrul, Kamlesh Khunti, Hajira Dambha-Miller, Ichiro Kawachi, and Michael Marmot. "COVID-19 Mortality: A Complex Interplay of Sex, Gender and Ethnicity." *European Journal of Public Health* 30, no. 5 (October 1, 2020): 847–48. https://doi.org/10.1093/eurpub/ckaa150.

[2] Jean-Pierre, Johanne. "Covid-19 Effect on Black Communities in Quebec." *The Royal Society of Canada*, November 20, 2020.

Deliverable 3: Establish an Anti-Racism in Workforce Development Taskforce to provide strategic advice to the initiative.

Unfortunately, we were not able to address this deliverable as intended. In early 2020, discussions with potential Taskforce members raised concerns about the additional strain it would have on their organizations to participate when COVID-19 drastically impacted organizational operating models. Many expressed that their focus needed to be on their direct clientele.

Further, youth were also dealing with the daily realities of COVID-19, limiting their capacity to participate with the many disruptions surrounding them.

Potential Taskforce members were transparent in their immediate need to cope with the current condition and emphasized that the topic was too important to "partially" participate.

Black-led and serving organizations have been facing immeasurable demands on their time over the past two years with COVID-19 but also with added scrutiny and an increase of funds due to the nature of racial justice movements across the country. This has meant that they remain at capacity to engage in a fulsome manner with SiS.

It was decided early on in the project that the formation of the Taskforce would not be feasible in a meaningful fashion. Note: This reality also influenced the timing of focus group engagement. The focus group format leveraged alternative methods to seek guidance and support instead of introducing additional focus groups and reconvening opportunities.

Deliverable 4: In partnership with *CAMH*, start examining the practice of implementation science, required components, and its benefits for youth workforce development.

During the summer of 2021, training sessions for the project team with CAMH's Implementation Consultant began. Meetings and coaching sessions with *CAMH* have been ongoing. *CAMH* has also been an invaluable partner in supporting SiS with research analysis, implementation science techniques and determining project size and scope.

The project team was actively engaged in CAMH's educational and coaching sessions during the project's onset. The focus included:

a) Introduction of concepts and frameworks

b) Application of frameworks

c) Implementation stages

d) Application of implementation concepts

This provided the team with an understanding of the implementation process and identifying factors and their impact on the evidence-based practice and the outcomes of interest. We identified factors that can support change and explored tools to help make this easier. The implementation approach of exploration, installation, initial implementation, and full implementation was the logic model used to support the iterative work of this project. (See *Appendix* for sample training content.)

The scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research by practitioners was highly relevant for SiS. Implementation science has been evidenced widely in healthcare initiatives with the pursuit of translating research into practice to support patient and population health impact. The critical approach seeks to systemically close the gap between what we <u>know</u> and what we <u>do</u> by identifying and addressing the barriers that slow or halt the uptake of practices.

Applying implementation science to the SiS project provided a guide to develop, revise and continue fine-tuning new tools and processes developed for the B3 organizations. The approach also helped the knowledge translation and exchange throughout the focus group phase.

As a result of delays in getting a research exemption, the focus group engagement series timelines with youth and B3 providers were pushed to 2022.

CAMH assisted with determining the number and size of focus groups to support a strong dataset to produce recommendations.

The SiS Project engaged two key participant groups: 1) Black youth; and 2) B3 Organizations.

Black Youth

SiS hosted ten focus groups with 82 young people across its four project sites, Alberta, Nova Scotia, Ontario, and Quebec. Demographic data were collected from 73 self-identified Black youth aged 15-29 that participated in eight SiS focus groups from May 6, 2021, to March 30, 2022[3]. Fifty-eight youth participated in five English focus groups, and 15 youth participated in three French focus groups.

All youth focus group participants were Black as per the selection criteria, and all were youth as defined by the criteria. More than 50% of participants identify as women. We engaged at least two focus group participants who identified themselves as immigrants by responding to focus group questions.

A breakdown of focus group participant demographic data is presented as follows: a) places(s) of residence and access to services; b) highest level of educational attainment; c) current employment situation.

    A) Place(s) of residence / access to services

    To begin, participants were asked to note all of the places they had lived/accessed services. Seventy-one youth participants responded to this question by selecting five location options (Alberta, Nova Scotia, Ontario, Quebec, and "I have lived/accessed services elsewhere"). *Youth were able to select more than one response to this question to reflect the multiple locations where they have lived/accessed services in Canada; hence, graphed percentages do not add up to 100%.*

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[3] 8 focus groups held on the following dates: May 6, 2021; June 3, 2021; June 29, 2021; August 24, 2021; October 20, 2021; October 26, 2021; March 3, 2022; March 30, 2022

Places where you have lived / accessed services (n=71)

Place	Percentage
Alberta	22%
New Brunswick	3%
Nova Scotia	23%
Ontario	48%
Quebec	23%
I have lived/accessed services elsewhere	5%
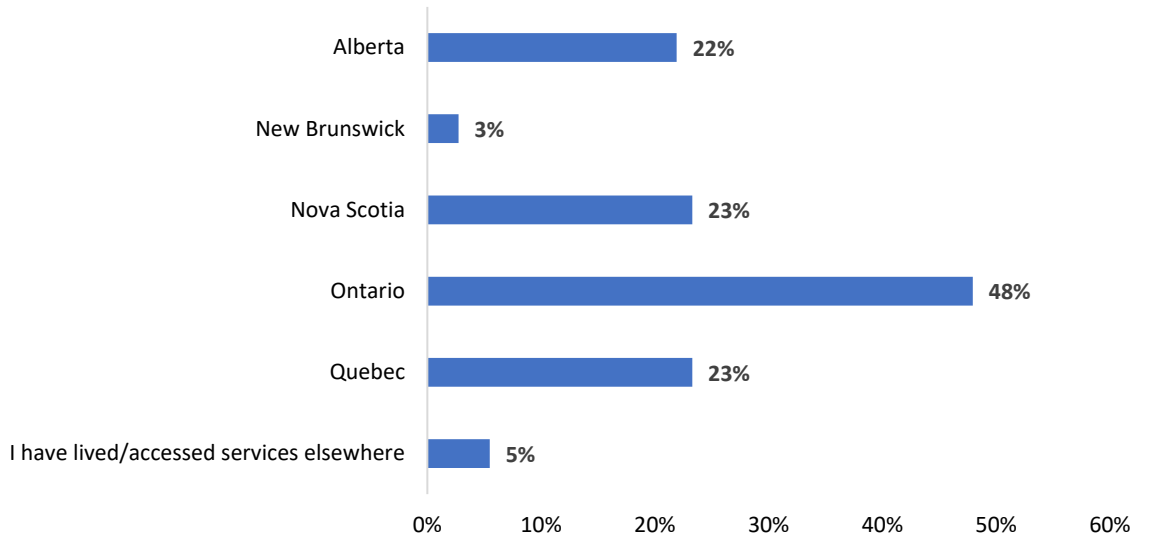
Takeaway: Youth who resided in or had accessed services in Ontario made up the majority of the youth participants (48%). Interestingly, two youth participants noted that they had lived/accessed services in New Brunswick.

B) Highest level of educational attainment

Participants were asked to note their highest level of educational attainment to date. Fifty-eight participants noted their responses to this question, as presented below.

What is the highest level of institutional education you've attained to date? (n=58)

Category	Percentage
Primary and Middle School	2%
High School/Secondary	28%
Undergraduate University	45%
College/Graduate Certificate	16%
Master's/PhD	9%
Other	2%
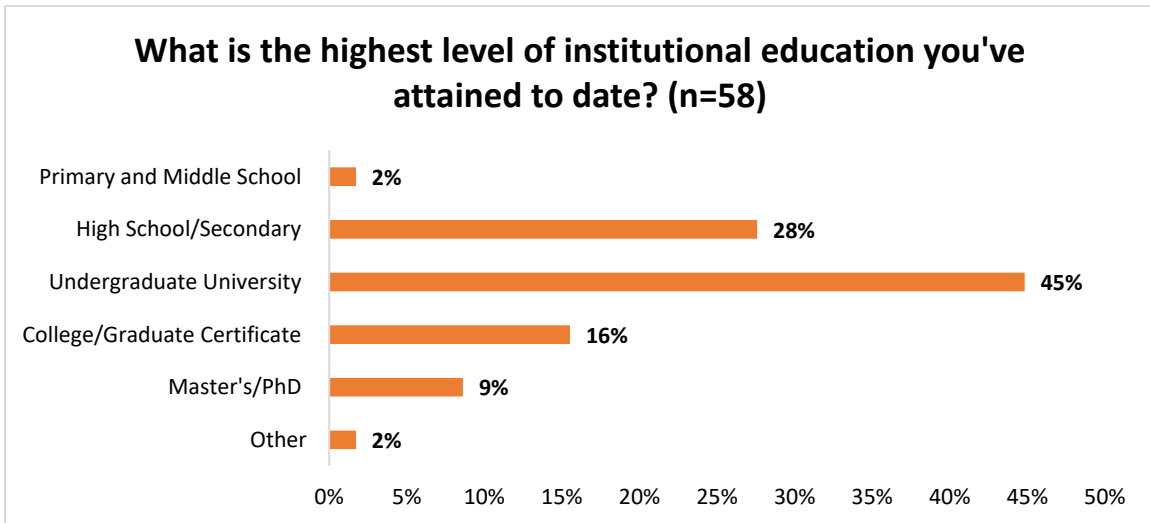
Takeaway: *Youth with tertiary/post-secondary educational backgrounds (Undergraduate University, College/Graduate Certificate, Master's Ph.D.) made up close to three quarters, or 70%, of SiS's youth participant demographic.*

C) Current Employment Situation

Participants were asked to describe their current employment situation. The graph below presents 58 participant responses to the following question, *which of the following best describes your current work situation?*

Which of the following best describes your current work situation? (n=58)
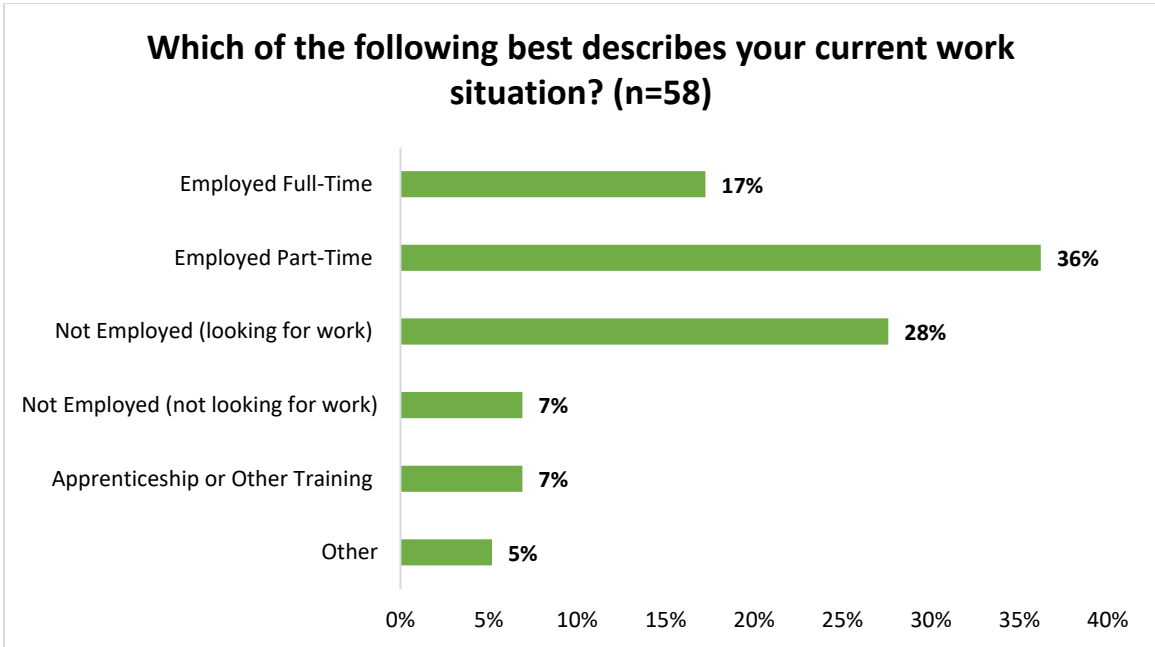
Takeaway: *The three highest scores, Employed Part-Time (36%), Not Employed but looking for work (28%) and Employed Full-Time (17%), suggest that participants have high engagement with the labour market, either through direct employment or active search for employment.*

B3 Organizations

SiS facilitated five focus groups with 25 B3 service providers across Alberta, Nova Scotia, Ontario, and Quebec. To account for the diverse service delivery realities facing employment service practitioners in our project sites, four focus groups were conducted in English, and one group was facilitated in French. Twenty-two Anglophone service providers and three Francophone service providers participated in SiS focus groups, with all three Francophone service providers from Quebec.

A provincial breakdown of SiS service provider focus group participants is presented below:

Provincial Breakdown of Focus Group Participants

Alberta: 5 participants

Nova Scotia: 4 participants

Ontario: 11 participants

Prince Edward Island: 1 participant

Quebec: 4 participants:

A list of participating organizations by location type, activities offered, and operational mode can be found in the *Appendix*.

SiS focus groups with Black youth and B3 service providers generated rich, timely insights about how pandemic shocks impacted the workforce development ecosystem, labour markets, and the professional and personal lives of Black youth and B3 service provider interlocutors. The result of the focus group sessions was the culmination of practice leading to the creation a toolkit for B3 service providers. This Toolkit was intended to substantively improve their service delivery competencies and capacities to meet the needs of Black youth job seekers.

Deliverable 6: Identify and prioritize critical areas of need and opportunity. Develop a culturally informed and culturally-safe Toolkit for black-serving organizations based on focus group insights.

We highlighted key findings from our B3 Service Provider Focus Group Series.

B3 employment service providers were asked to respond to the following set of questions:

- How do you track the different stages and final outcomes of the youth who access your services and programs?

- Since the onset of COVID-19, have you had to abandon or reprioritize any project(s) that you have started?

- How are your programs and service design guided?

- What gaps or challenges do you foresee in meeting the needs of your target audience now and in the future?

- What data have you found useful in guiding your work? And what data do you feel is missing that could support your work?

- What has been your most successful program or service that was provided to your target group? Why?

- When it comes to funding and the sustainability of your organization, what is your long-term model and sustainability plan to enable your organization to continue to provide the needed programs and services for your target group?

The following were key focus group themes from B3 Service Provider Focus Groups:

A) Service Delivery - Adaptation to new service delivery realities (positive and negative)

COVID dislocations in the employment program/service delivery space proved to be formidable challenges for B3 employment service providers. SiS service provider focus group participants elaborated on the various positive and negative experiences adapting their programs to meet new service delivery realities. Positive service delivery adaptations included increased client demand for sector-specific employment programs and services, service providers fulfilling holistic client needs beyond organizational scope/mandate and embracing capacity-building activities. Negative service delivery realities include a digital divide in client experiences, pronounced mental health challenges, and weaker social connectedness within programs.

B) Increased client demand for employment programs/services in light of COVID-19

While many economic sectors experienced painful COVID-19 induced shutdowns and shrinkages, the construction and virtual education/tutoring industries appeared to have boomed during the pandemic. Focus group participants recounted that many of their employment programs and services experienced increased demand from new and existing

youth participants. The below quotes from one service provider that links youth to construction careers and another facilitating youth tutoring programs illustrate how some youth employment and educational attainment programs experienced an increase in client demand in congruence with labour market shifts.

"But the truth is that during COVID, I think we've even gotten more people during this time than we've anticipated. A lot of people lost their jobs, as you know very well, during COVID. And it was a good time for them to actually make them move into construction…."

"And I'm speaking mostly about the…tutoring program we run. So this was an in-person program because the aspect of mentorship was very important, as well. And so we just started offering it virtually. And coincidentally, the demand was very high because, as you recall, the kids were in and out of school last year. So the academics were being impacted, and a lot of parents were concerned because all of a sudden, you're at home, you have kids, and you're supposed to know how to teach them those concepts, right, like, and most of them, you know, they were not able to do that they needed that extra support. And so we had, we doubled our intake because we had to hire more tutors so that we could support more students. So that demand did go up,"

C) Fulfilment of holistic client needs beyond the organizational mandate

Focus group participants described how they endeavoured to meet the holistic needs of youth clients, beyond the purview of their program/service mandates, during the pandemic. Notably, meeting the challenge of client food insecurity figured prominently in stories shared by service providers.

"So for us at the Centre… during the COVID period, we're innovative about certain things, providing culturally appropriate food hampers to different communities. But we didn't just do that alone. We partnered with some organizations."

"for example, one of the things in one of our programs, we recognized that the participants weren't showing up because they were hungry. And they couldn't focus. So then what we did was provided meals. Something as simple as that. You know, it's simple to us, but to them, it's not. It's a big thing. And we do it in a very respectful way. So it's not like, Oh, we're pointing out so and so when you're, you know, in need,

we do it respectfully. So it's everybody's; we're not singling out anybody. This is one example."

"like sometimes they give you this funding to do a program but then, you know, they don't budget for food, or you can provide food. However, you know, you have youth that maybe your program is the only space where they would maybe see some foods to eat for that day. Right. Like, those barriers do exist. Right. So other gaps and challenges are also with respect to transportation, accessibility, and transportation, especially for disabled youth."

D) Organizational capacity building activities

Service provider focus group participants described how COVID-19 disruptions to conventional organizational operations pushed them to look inward - to identify service gaps and boost organizational capacity for improved service delivery.

"So in terms of the tracking, what were…we are at is in, we are trying to design those systems that we can put into place to track the outcome of our programs. So right now, we are in the process of evaluating which databases we're going to use to track these outcomes. And we've actually talked about nation builders."

"I don't know if we saw a decline or had to abandon anything; I think it was more about being innovative and changing our structures. So, for example, at [name of organization], a lot of the work that we did, as far as our documentation was pen to paper, your traditional old school way of doing things, we quickly had to modify that as people were no longer in the office. And we needed to have a system in place where we can still document consistent, and we had to transfer to an online platform that allowed us to do that and share files virtually."

E) Development of complementary/value-add partnerships

Across all five SiS focus groups with B3 service providers, participants elaborated on developing critical service provider partnerships to fill their service gaps and/or link youth participants to complementary programs/services by sharing vignettes of their partnership-building experiences.

"We've got partners partner in the organization over 100 partner integrations, which are really, really big. And suppose the area we're looking at is not fully covered in the funding requirement. We

sometimes partner with other organizations meeting those specific requirements and then slip our programs under them. So our program becomes an added value."

"One of them is partnerships; we have so many partners with professional expertise in areas where we don't have that kind of expertise. So they work with us. They do some pro bono work with us. For instance, we do not have mental health specialists when it comes to mental health. But we have partners to engage with us; they understand the issues."

"And even on the mentorship program that I work on, we've had certain partnerships during COVID time that we never had before."

"But we're also working right from the beginning to build those partnerships and build it into our strategic plan. Overall, as an organization, prioritize the work we're doing long-term. I know that the rollover of service providers and organizations, and programs lead to a disjointed experience, making it hard for young people to trust. So over time, yeah, just really embedding it into the organization's DNA."

F) Digital divide

With the hard pivot to virtual service delivery, many service provider focus group participants described the challenges they faced when attempting to facilitate programming in the face of client barriers to technology access.

"Okay, so one of the options that one of the programs that they were looking at, would it be I guess you could say, like a digital Support Program, where they were giving up of helping to provide tech to persons who were, you know, challenged by the pandemic. And one of the issues or why the program kind of had to go on pause was because of distribution channels. It became very difficult to get things to people, especially things as big as computers. And additionally, well, I don't know if you are aware. However, during the pandemic, especially when it came to things like monitors like sold out, like across the board, like, you could not find monitors during the pandemic like that…."

G) Mental health challenges among youth clients

Focus group participants reported their observations of the youth participants presenting with significant mental health disturbances in the program.

> "in terms of projects that we have started, where we did start that youth mental health program, because we did see that youth were struggling with a lot of the artists, the youth that we support through our other programs, we found that they were struggling with mental health issues, coping with their isolation. And so we sort of started that we had been planning to, but we accelerated the implementation of that program."

> *"and also just seeing the intense mental health crises that were going on with young people. And so I think we actually, one of the pieces of learning that we had was that you know, we have to, you have to go slow, that it's that sense of urgency that I think comes up during a crisis."*

H) Weakened social connectedness within programs/services

Focus group participants related the challenges they faced with building and nurturing social connectedness within their programming, both between service providers and youth program participants and among youth program participants.

> *"The only thing that didn't happen with pro-social activities were these young people come together, and then you know, they are engaged in different types of sports and activities. But that couldn't happen."*

> *"there's going to be many disconnects because things are done virtually because the gaps of interacting, which were one of the outcomes you're looking at is fostering social ties, social participation, bridging social capital, and bonding social capital within the communities we are there with COVID you can see that all of these things are good to take those gaps with you. Widening. And one of the things that we will be…looking at is how we rebuild the lives of these people now post the COVID pandemic. And these are challenges that should be expected in some of the programs we are talking about. So how do you now? What things were put in place to rebuild these people's lives post-pandemic period? How do you enhance social connections?"*

I)   Misalignment between funder and service provider program evaluation priorities

The mismatch between funder and service provider evaluation priorities emerged throughout SiS's B3 service provider focus group series. Focus group participants regularly highlighted how the funder privilege of quantitative data collection and insights often failed to acknowledge qualitative client service experiences. Some service providers tried to address evaluation misalignment by initiating their own qualitative data collection activities to gather in-program client experiential data.

"So it's tricky because you want to make sure that you're meeting the Ministry mandates, which I think is above all the priority, but we also make sure that we want to remain human and in this the clients as much as possible…so we do the workshops that are necessary based on the Ministry guidelines. So that's your employment program; however, resume cover letter job searching interview skills, but then we also make sure that we're meeting the needs of the clients, which is why we've put a strong focus this year and last year on mentorships, and making sure that we're connecting them with the right services, the right hubs that allow them to explore their strengths, their abilities, supporting them with any of the challenges they might be having at home or in their social groups."

"We developed a kind of evaluation form because we realized that a lot of the emphasis, especially coming from the funders, tends to be, you know, just sort of stocking up on numbers, you know, the quantitative aspect and all that. And we realize that there's a very little qualitative aspect to it. So we developed a kind of qualitative survey as well. So which we, we send to both the mentors and the mentees on the program to ask them for their subjective feedback? You know, as well, which, you know, makes the program better, you know, because sometimes you can, you can have all the numbers, but if you don't know how people are feeling and what they think about the program and the recommendations they have, you know, those things are very helpful…"

"I speak quickly; I find, you know, surveys. Interviews are key. And because we're very people-focused, interviews are important. While funders like to know the numbers of the outcomes and so forth, we're interested in that because we're very much interested in the people we serve. And then, of course, focus groups. I think focus groups for us are the biggest data point because then we get to hear, we don't imagine that we know and that, you know, we don't want everyone to

be a number, even though the numbers are important, we also want to have the conversations."

J) Participatory program design

Further, B3 service provider participants in SIS focus groups expanded upon their preference for and practice of participatory program design. Some service providers related how their gathering of youth voice charted program design directions and provided them with authentic information on client experiences of programs and services.

"And then we also did a youth survey; we sent out a survey to youth in Edmonton that had worked with any sort of, I think it was over 100 youth that responded, and we just wanted to get their view on what exactly they felt, what their needs, right, because one of the programs to reflect that, especially the youth mentorship program wanted to offer it in a way that made you know, topics that whatever workshops that we did want to make sure that topics reflect what they wanted to hear. So that was our bit in making it participatory is that's how we went out to seek their opinions."

"So we try to design our program and guide it by engaging with our audience and engaging with our target audience and collaboratively coming up with whatever recommendations they create for us."

K) The need for disaggregated race-based data on Black youth experiences

Focus group participants discussed their desire to collect disaggregated race-based data that presents the diverse, intersectional lived realities of Black youth across Canada. In particular, some interlocutors expressed their dissatisfaction with the BIPOC label (Black, Indigenous, People of Colour), claiming that the label often flattened the lived experiences or needs of Black youth or rendered them analogous to their racialized peers.

".... So, for example, I know many people do stuff that tends to be generalized in terms of being BIPOC. But sometimes, when you want to go, especially if you're looking at work initiatives and want to go deeper, there's no way to get further into the info. So those have been, you know, what I've noticed as challenges when I've been looking."

"… And part of it here, especially in the context of PEI, or I guess, the Atlantic region, in a sense, is, there is no like race-based data collection. So we see that like data is being collected from a gender

perspective, class perspective, or poverty perspective, but it doesn't highlight race. And also does not look at the intersectionality of all of it as a whole. So I find that that is a problem. And a huge problem. So that's where you see all the lumping and homogenizing happening in Canada, if because, you know, they're all lumpiness as either like, you know, BIPOC, for example, or we're not all the same. So…it's a huge problem."

"And I think when we start talking about even BIPOC, you know, we'd start falling in these languages of diversity and inclusion, even though they always seem to lack on the inclusion part. But for us as African Nova Scotians, we fall to the bottom of that diaspora. So needless to say, some ramifications come with being on this land and being oppressed for over 400 years."

L) Interest in sharing data for improved workforce development ecosystem function

Interestingly, service providers candidly discussed systemic issues related to non-profit funding disbursement and workforce development ecosystem coordination. Many focus group participants expressed an interest in sharing program data/research findings with their peers to improve national workforce development ecosystem integration. However, they described a highly competitive funding environment that pits like-minded organizations against each other in search of 'scarce' funding dollars. This perception of engineered funding scarcity among service providers was cited as a key factor that hinders knowledge sharing among peer organizations that inhabit a common workforce development ecosystem.

"There's incredible research that's happening, there's, and there's amazing. There are so many organizations who are doing, you know, these data polls and these engagement sessions with you, and there are really powerful results coming out. And honestly, a lot of them I haven't seen until I've you ever have to do a lit review. And then I'm looking at 100 different papers. And, you know, I'm thinking to myself, I wish that like this was shared more often and there was more time but as you know, a national community, that we're able to have these conversations."

"The scarcity mindset is basically what creates that, and that's why there is no collaboration, right? Because everyone's getting, like, money from the same pot. So we all have to create their reporting, and we all have to so you see that, you know, and then…on the other hand, to like, you know, the stakeholders are telling you, oh, we don't want

duplication. We don't want, you know, on and all of those things that need to apply more pressure. So instead of seeing this, organizations that are supporting, you know, these communities to work together, you see, the competition happens, and no one wants to share information. No one wants to share data because they all want to look good. So it's just this scarcity mindset. And it sucks because that's a huge systemic issue. And that's kind of like what is also maintaining this oppression that we face."

B3 service providers candidly shared their service delivery experiences, in the face of COVID-19 dislocations, through compelling narratives that often revealed their resourcefulness in meeting complex youth client needs in precarious funding and labour market environments. It appears as though many service provider focus group participants made significant client impact outside of rigid funder-defined budgetary allotments (forming partnerships to fill service gaps and fulfilling holistic client needs beyond service mandates) and evaluation parameters (initiating qualitative data collection activities in conjunction with quantitative reporting requirements). Perhaps improved communication between funders and service providers can support better resourcing of B3 employment organizations to meet the multifaceted needs of Black youth engaged in employment programs and services in Canada.

Deliverable 7: Reconvene B3 and Black youth to validate the knowledge gained and the resulting Toolkit and modify as necessary.

Previous participants from the focus groups were reconvened to review the themes and tactics developed. CAMH produced a summary report that amalgamates the data from three Knowledge Exchange focus groups held with the youth who participated in the Youth Focus Groups (youth n= 39) and the Toolkit co-design and development with three B3 organizations.

The Toolkit included the following key themes:

Professional Exploration	**Objective 1:** Educating youth on a wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers.
	Objective 2: Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long-term career goals might be reached.
Professional Development	**Objective 3:** Providing youth training to detect discrimination and microaggressions in the workplace.
	Objective 4: Supporting youth with conducting value-adding activities in their workplace.
	Objective 5: Supporting youth to address imposter syndrome in their workplaces.
Professionalism	**Objective 6:** Discussing what professionalism looks like as a black person.
	Objective 7: Supporting youth with navigating professional hierarchies and workplace politics.
	Objective 8: Supporting youth in developing and enriching professional communication skills.
Personal and Mental Health	**Objective 9:** Ensuring youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment.
	Objective 10: Ensure youth understand their rights and options if their professional or personal lives challenge their mental health.

Knowledge exchange events were organized with Black youth and B3 organizations for further validation.

Black Youth Knowledge Exchange Sessions

Three knowledge exchange events were held in April of 2022 to discuss the findings from the Black youth focus groups with the participants who attended. Youth from across Canada attended these knowledge exchange events to understand the trends seen across the focus

groups, how their input informed the Toolkit that was being developed, and their reactions and feedback to future branding.

The themes highlighted for youth (See *Appendix* for the full report.) resonated with youth across all three knowledge exchange events.

One youth discussed how the pandemic had opened awareness to things going on in the Black community, for everyone, not just the Black community.

Another youth noted that sustainability and funding are concerns because "Black is in". Still, we need to be proactive in ensuring that once the Black community has either proven themselves to the system or created a better system. How can we ensure that all the work continues and all the injustice that has been done "isn't repetitive"?

In times like this, the importance of personal growth also spoke to the youth. The idea of professionalism and changing names on resumes or changing hairstyles resonated with one youth but highlighted that Black youth must not change their name or hairstyle because Black youth should be able to show their authentic self. A youth pointed out, "If people can say charcuterie, they can say my name".

Some found experiences with employment programs problematic because they focus on retail and precarious employment that does not have fair compensation. Youth shared their experiences in that the screening process for jobs sometimes seems equitable, but then they "aren't hired, but the jobs continue to be posted", despite the fact they were more than qualified for the job but don't even get an interview.

Black Francophones having more difficulty gaining employment where they utilize their first language was surprising to some youth. They were interested in learning more about those experiences because they had always been told that learning French would propel them in their field as an Anglophone. That "doesn't seem to be the case for Black Francophones". It was explained that youth found that their Blackness trumped their ability to speak French, and people who are immigrants with ties to the province "aren't viewed as citizens of the province and face discrimination". Also, a lack of opportunities to work in French in the STEM fields was noted.

Youth were informed on how their focus group insights informed the Toolkit development and where the team was in the current development.

The youth liked having a youth-friendly version of the Toolkit. Youth suggested providing scenarios with examples or videos that elaborate on the scenarios and how to respond to specific events or situations. Real-world examples would be a beneficial addition to the Toolkit.

Having sections relevant specifically to Black youth, such as locating employment standards that particularly impact Black youth and those laws and responsibilities, should be highlighted.

Some of the youth found that they changed their minds about some of their responses in the focus group since a year had passed. Some shared some topics, such as professionalism, which might be beneficial as industry-based because it means different things in different sectors.

One youth had questions regarding how the toolkit would be delivered and whether it would be in different formats and accessible in mediums and languages. They were curious about how it would be ensured that the toolkit was youth-friendly.

One youth said, "it's important to teach organizations not to be biased or tokenistic".

Several youth said, "there's a difference in Francophone Black communities that also need to be acknowledged". People's experiences in Montreal are different than in Quebec City or rural areas.

Youth participants were asked to note their province of residence (the only demographic question posed to prospective survey participants) and use a 5-point agreement scale to rate the following six statements:

- *The Strength in Structure focus group that I attended provided me with the space to freely share **my experiences of and perspectives on the current Canadian labour market***

- *The Strength in Structure focus group that I attended provided me with the space to freely share **my experiences of and perspectives on current employment services in Canada***

- *The Strength in Structure focus group that I attended provided me with the space to freely discuss **what my needs are in order to succeed or achieve my professional goals***

- *The Strength in Structure focus group that I attended provided me with the space to freely discuss **how the pandemic affected my personal and/or professional life and that of my peers***

- *The Strength in Structure focus group that I attended provided me with the space to freely discuss **how the pandemic affected my mental health and that of my peers***

- *Overall, I found the Strength in Structure focus group that I attended to be beneficial*

Graph 1: Demographic Question – Place of Residence

What province do you currently reside in? (n=15)

Province	Percentage
Ontario	53%
Alberta	20%
Quebec	20%
New Brunswick	7%
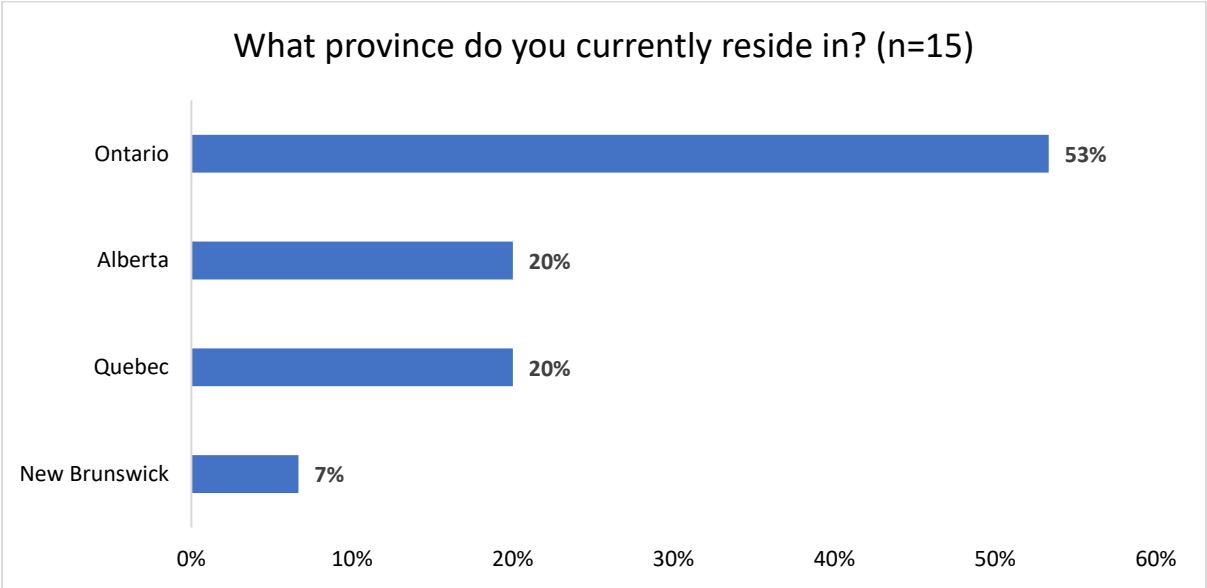
Takeaway: Youth who resided in the province of Ontario made up the majority of SiS focus group alumni survey respondents (53%).

Question 1: Graph 2

The Strength in Structure focus group that I attended provided me with the space to freely share **my experiences of and perspectives on the current Canadian labour market** (n=15)

Response	Percentage
Strongly Agree	47%
Agree	27%
Neither Agree Nor Disagree	20%
Disagree	0%
Strongly Disagree	0%
No Answer	7%
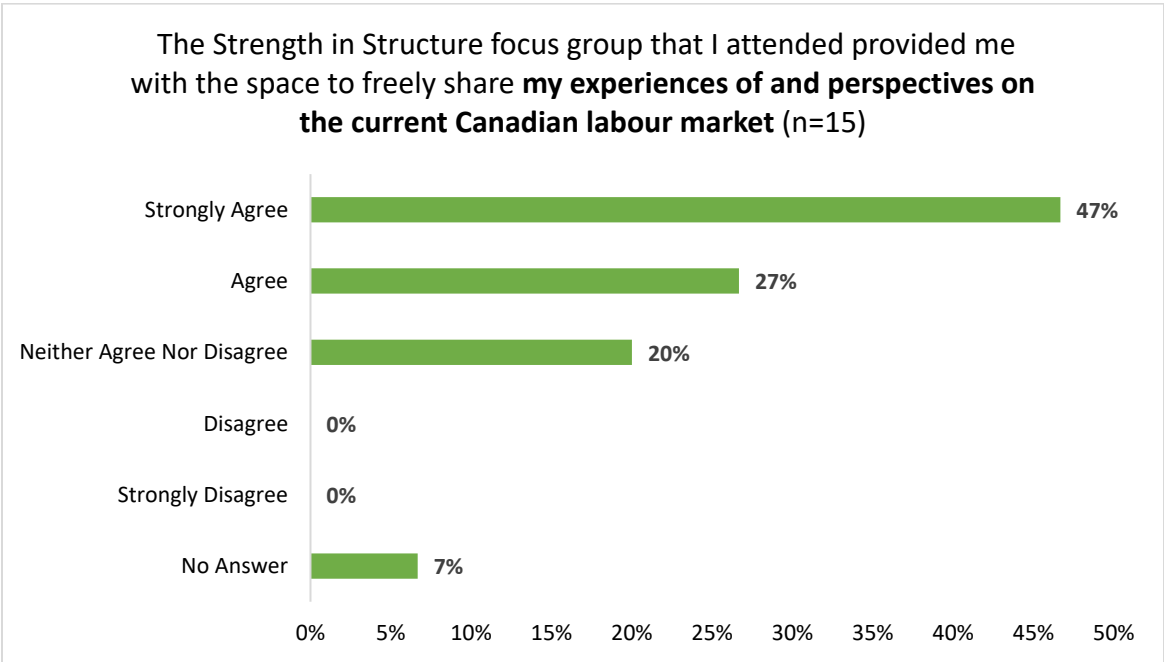
Takeaway: Close to three quarters, or 74%, of SiS Black Youth Focus Group alumni who responded to this question reported that they either strongly agreed (47%) or agreed (27%) with the assertion that SiS focus groups provided them space to candidly share their experiences of and perspectives on the current Canadian labour market.

Question 2: Graph 3

The Strength in Structure focus group that I attended provided me with the space to freely share **my experiences of and perspectives on current employment services in Canada** (n=15)

Category	Percentage
Strongly Agree	40%
Agree	53%
Neither Agree Nor Disagree	7%
Disagree	0%
Strongly Disagree	0%
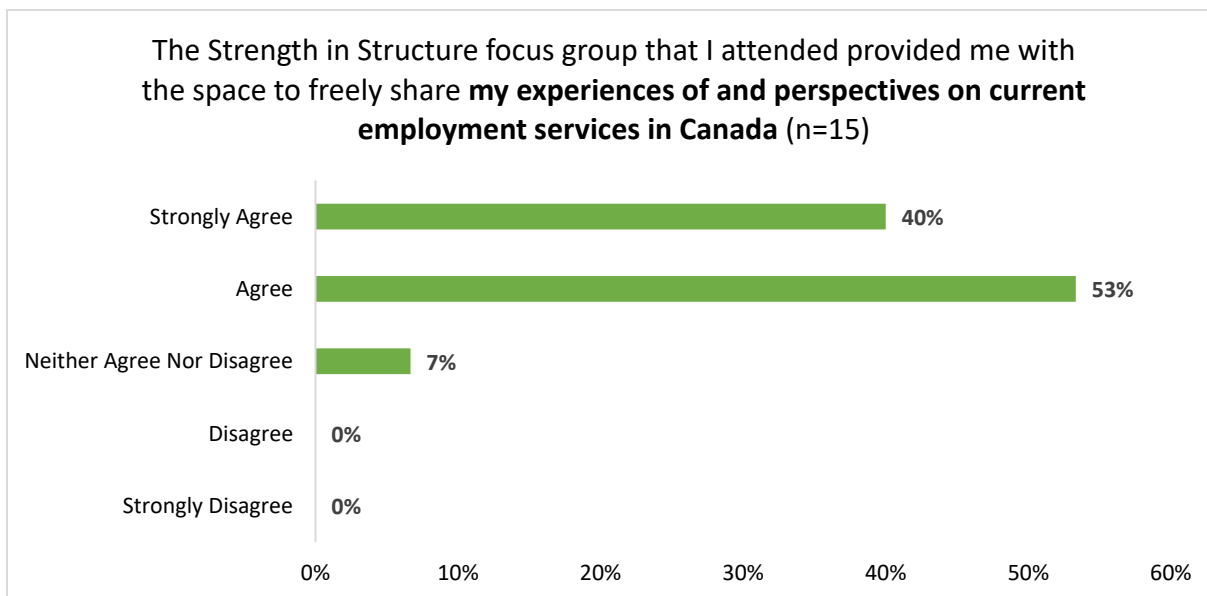
Takeaway: SiS Black Youth Focus Group alumni largely agreed with the statement that SIS focus groups offered them space to describe their experiences of and perspectives on current employment services in Canada, at a combined agreement rate of 93%.

Question 3: Graph 4

The Strength in Structure focus group that I attended provided me with the space to freely discuss **what my needs are in order to succeed or achieve my professional goals** (n=15)

Response	Percentage
Strongly Agree	40%
Agree	40%
Neither Agree Nor Disagree	20%
Disagree	0%
Strongly Disagree	0%

Takeaway: 80% of SiS Black Youth Focus Group alumni reported that they either strongly agreed or agreed that SIS focus groups offered them space to describe what they needed to succeed or achieve my professional goals, at equal agreement rates – 40% respectively. One fifth, or 20%, of survey respondents reported that they neither agreed nor disagreed with the above-mentioned assertion.

Question 4: Graph 5

The Strength in Structure focus group that I attended provided me with the space to freely discuss **how the pandemic affected my personal and/or professional life and that of my peers** (n=14)

Strongly Agree	64%
Agree	21%
Neither Agree Nor Disagree	7%
Disagree	7%
Strongly Disagree	0%
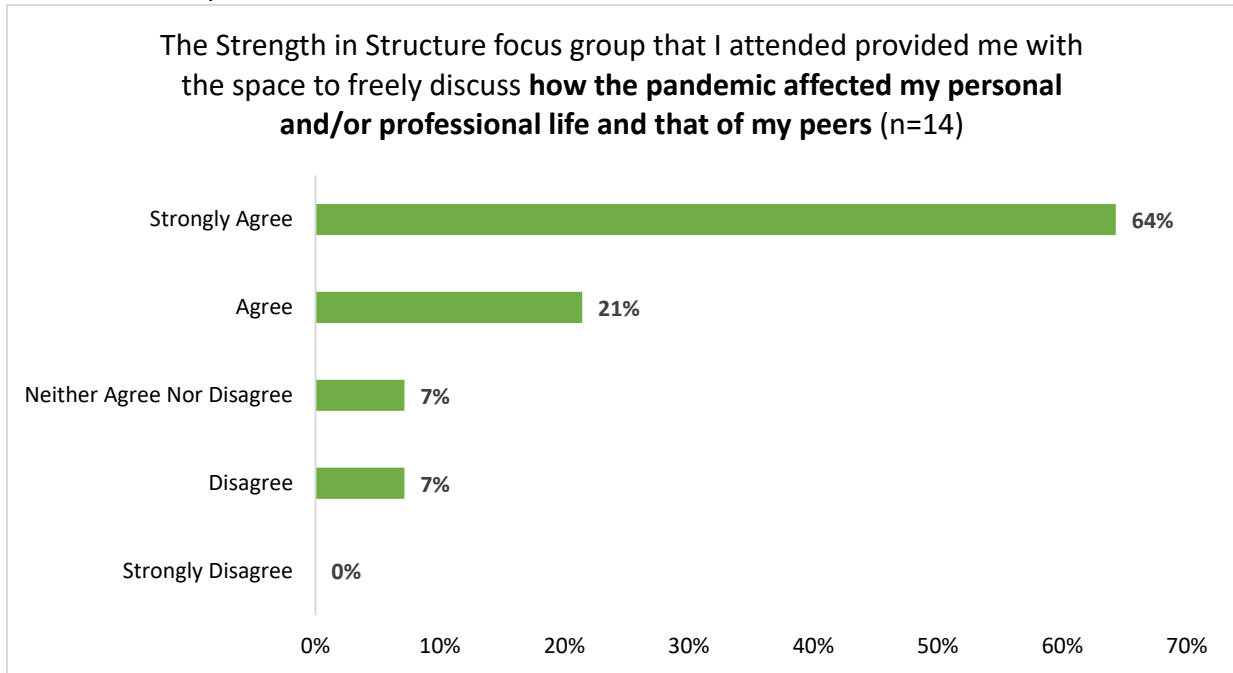
Takeaway: The majority of SiS Black Youth Focus Group alumni respondents (64%) strongly agreed with the statement that SIS focus groups provided them space to freely discuss how the pandemic impacted their personal and professional lives and those of their peers.

Question 5: Graph 6

The Strength in Structure focus group that I attended provided me with the space to freely discuss **how the pandemic affected my mental health and that of my peers** (n=15)

Strongly Agree	53%
Agree	27%
Neither Agree Nor Disagree	13%
Disagree	7%
Strongly Disagree	0%
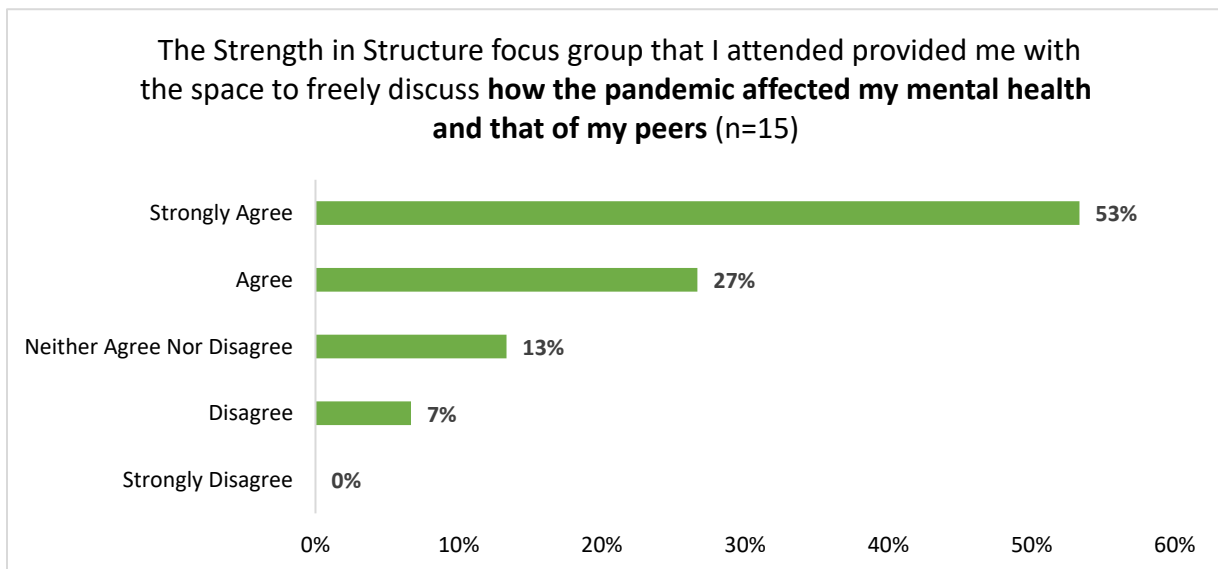
Takeaway: The bulk of SiS Black Youth Focus Group alumni respondents (80%) reported that they either strongly agreed or agreed with the assertion that SiS focus groups provided them space to freely discuss how the pandemic impacted their mental health and that of their peers.

Question 6: Graph 7

Overall, I found the Strength in Structure focus group that I attended to be beneficial (n=15)

Response	Percentage
Strongly Agree	60%
Agree	20%
Neither Agree Nor Disagree	13%
Disagree	7%
Strongly Disagree	0%
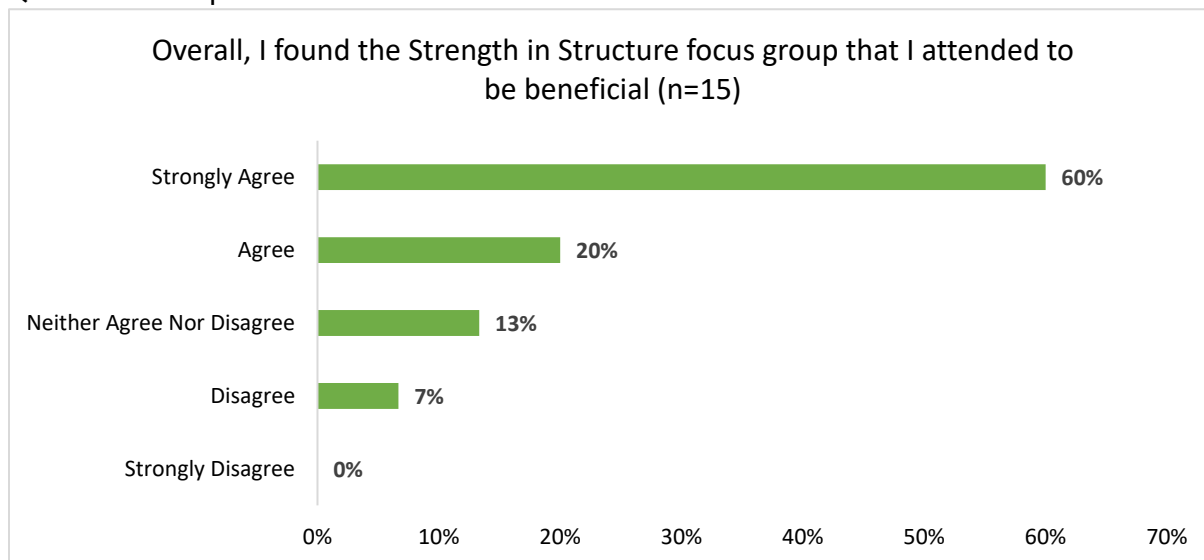
Takeaway: To conclude, 80% of young people either strongly agreed or agreed with the summative declaration that SiS focus groups were beneficial to them, overall.

Young people were asked to share any additional insights about Canada's labour market and employment services sector. Below are three quotes from three youth participants.

Please share any additional insights that you may have about Canada's labour market and employment services sector.

- *The integration of minority youth*
- *I appreciated the fact that we had a diverse group that spanned all over Canada… it gave me the opportunity to see the job market from different provinces for black youth.*
- *Le marché se porte bien présentement / The labour market is doing well, currently.*

Qualitative responses highlight that SiS Black youth participants could glean a more comprehensive picture of Canada's labour market by appreciating how constituent provincial

labour markets function. Interestingly, one Francophone participant related that their perception of today's labour market is functioning well.

B3 Organizations Knowledge Exchange Sessions

To develop a Toolkit that responded to the needs of Black youth and service providers, three organizations were included in the co-creation of the Toolkit. Much of the content from the Toolkit draft was developed using knowledge gained from the youth and service provider focus groups and the Knowledge Exchange focus groups with the Black youth who had participated in the previous focus group. Based on the focus groups done with youth, and service providers, eight objectives representing four themes were identified as priority areas.

Two individual sessions were conducted with each organization to understand their needs better and get their feedback on identifying priority areas and the support needed to succeed. A third focus group was conducted with all three organizations to get their feedback on the process and the toolkit draft.

The Toolkit aims to help organizations identify focus areas and gaps in their current capacity for success and sustainability. While the three organizations have different priorities and reasoning, capacity and funding were highlighted as gaps in achieving their priorities. While they may have different priorities and different reasons for the priorities, capacity and funding were two areas that were highlighted as barriers to achieving their priorities. All three organizations need support to achieve success in their priority areas. The themes and objectives are outlined in detail in the *Appendix*.

A draft toolkit was provided to the three organizations based on feedback from previous focus groups. A two-hour focus group was scheduled to receive feedback from the three organizations participating in the toolkit development.

The three organizations felt that the themes and objectives in the Toolkit accurately represent the organizations' priorities and that the Toolkit helps align with their objectives. There is a need to make employers aware of Black issues and ensure Black youth are treated fairly regarding employment and job development. Advocates for Black youth are needed, and the employers need to pay attention to what they do that may cause discrimination; all the issues are very important, and the toolkit will help address some of them issues. This Toolkit helps identify what Black youth needs, their experiences, and how to build up our initiatives using it.

One representative from an organization noted that going through the process with the Toolkit helped them, as a newer organization, figure out how they can focus on different employment objectives and figure out which ones they want to prioritize. Another representative said that having a toolkit like this helps fine-tune the services offered and provides them with information on how to communicate to stakeholders reaching out from other areas.

One representative said their organization does much work around exploration and exposure in professional development. However, they also recognize they're learning about these fields they're engaging with sometimes for the very first time. So they pilot with a small sample of participants to get a nuanced perspective of where the challenges exist and then figure out how they devise solutions to address those challenges.

Representatives felt the toolkit helped highlight what areas organizations aren't currently addressing, identify where they have gaps, and identify organizations offering those services and connecting with them.

Feedback about an area that could be improved was from a governance level. A representative felt it's also about how we create internal opportunities for young people. How are we leveraging the opportunities that exist within our organizations? They think the Toolkit does a good job at applying the ideas but think there is a lens to be applied to it to apply a broader perspective. They said we're talking about how young Black professionals, especially those starting their career, feel boxed in, there are barriers surrounding them, and there doesn't seem like there's a way out. Inspiration, exposure, skills development, and getting young people involved are all important. The Toolkit is crucial in pulling together many of those ideas, but there's another element about focusing inward while also focusing outward. How can organizations take the Toolkit and apply it internally in addition to the work they do externally?

Toolkit Adjustments

Based on the feedback from Black youth and B3 organizations, revisions were made to the Toolkit to reflect the advice received.

Responding to the Need for Additional Content

As part of SiS' consultation with Black youth, the issue of discrimination in the workplace arose as a major theme across various focus groups. For example, youth want to be assured that their race isn't being used against them when reprimanded or disciplined. SiS engaged e *M-Consulting* group at the *Munk School of Global Affairs and Public Polic*y to provide Black youth with the information they need to understand their workplace rights to feel employed throughout their employment journey.

Many youth are unaware of the rights and obligations employers owe them. This was echoed in our discussions with service providers during our implementation process, who reassured us that their organizations would benefit from having this document.

This document gives an overview of some of the most critical standards and regulations of employment in five jurisdictions in Canada, including federally regulated industries, Alberta, Ontario, Quebec and Nova Scotia. The employment journey can include elements such as wages, hours, working conditions (primarily focusing on harassment), and dismissal and termination. See *Appendix* for the full report.

Deliverable 8: Support three Black-serving organizations with implementing and adopting the Toolkit. Work with them to articulate their expertise and model of service into tools and resources.

In partnership with CEE, we shortlist and engage three B3 organizations in the Toolkit. SiS worked with these B3 employment service providers to formulate and test the Toolkit:

a) **Rise In STEM** – Rise In STEM's goal is to introduce Black youth to various areas of STEM and provide educational and wellness support throughout their journey into postsecondary education, as well as provide them with information about current career opportunities within the STEM field.

b) **DYLOTT** – DYLOTT focuses on developing pipelines to sought-after sectors for Black youth and young professionals.

c) **Life of Hope Foundation** – Life of Hope Foundation works with black youth in developing career pathways and helping youth to exit poverty or shelter systems.

Each organization has eagerly championed the project's mandate, recognized their need to boost their respective organizational capacities and was keen to integrate and implement real-time youth and peer service provider insights into their service delivery operations.

Coaching is a key component of capacity and infrastructure that influence a program's success. Service providers provided us with insights on some of the biggest areas they need capacity building or areas they saw as providing challenges in their ability to meet their unique audience's needs. These can be divided between micro and community-level factors and more macro and system-level areas.

Among the micro factors is their need for support in building their capacity in their networks, resources (financial and human resources), better coordination, training, and communication. An important micro factor worth highlighting is that service providers identified the need for culturally-appropriate training and their target audience's specific, unique needs.

Among the more macro factors, service providers have identified that they need capacity-building to strengthen their ability to meet youth's needs, including challenges presented by the pandemic, capacity to attract funding and external partners. They also identified systemic racism as a significant challenge for their work.

SiS facilitated six total B3 Service Provider Toolkit co-creation sessions with *Rise In STEM, Life of Hope Foundation,* and *Developing Young Leaders of Tomorrow, Today (DYLOTT).* Each B3 organization participated in two individual toolkit design sessions with SiS project staff. A final focus group was conducted with all three B3 organizations to share key trends from individual toolkit co-creation sessions and gather service provider feedback on the toolkit design process.

Below are quantitative results from three B3 service provider participants engaged in SiS's Toolkit design activities. Toolkit design participants were asked to use a 5-point agreement scale to respond to the following eight questions:

- The Strength in Structure focus group that I attended provided me with the space to discuss how my organization tracks **client engagement and program outcome(s) of youth who access my programs and/or services.**

- The Strength in Structure focus group that I attended provided me with the space to discuss how the **COVID-19 pandemic impacted my organization's delivery of program(s) and/or service(s)** (both new and existing).

- The Strength in Structure focus group that I attended provided me with the space to discuss **the design rationale for my organization's program(s) and/or service(s)**

- The Strength in Structure focus group that I attended provided me with the space to reflect on **the potential service/program delivery challenges or gaps that I may face in meeting the needs of my target youth audience** (both current and future youth needs)

- The Strength in Structure focus group that I attended provided me with the space to discuss **data collection issues faced by my organization** (the types of data that my organization finds useful in guiding our activities and the types of data that my organization is currently missing, which could support our operations)

- The Strength in Structure focus group that I attended provided me with the space to discuss **the successful program(s) and/or service(s) that my organization delivers to my target youth audience**

- The Strength in Structure focus group that I attended provided me with the space to discuss the **funding and sustainability needs that could help my organization to deliver the program(s) and/or service(s) to my target youth audience**

- Overall, I found the Strength in Structure focus group that I attended to be beneficial

Question 1: Graph
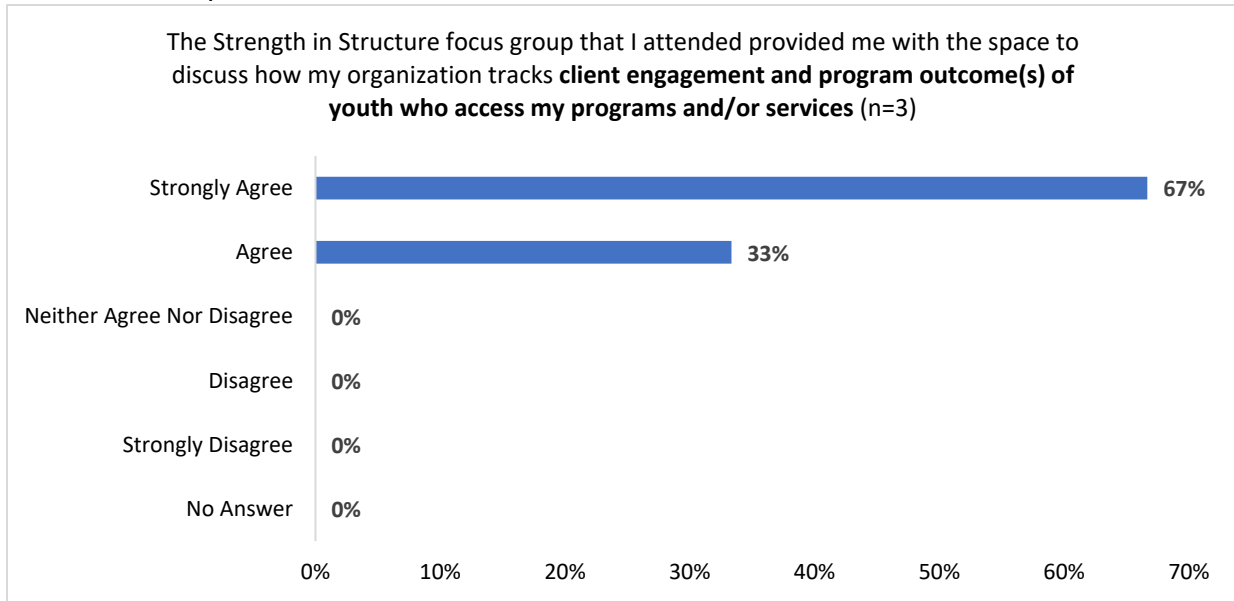
The Strength in Structure focus group that I attended provided me with the space to discuss how my organization tracks **client engagement and program outcome(s) of youth who access my programs and/or services** (n=3)

Response	Percentage
Strongly Agree	67%
Agree	33%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%
No Answer	0%

Takeaway: All three B3 service provider survey respondents largely agreed that SiS toolkit design focus groups afforded them space to discuss how they track the client engagement and program outcomes of youth who access their respective employment programs. Two-thirds of service provider participants, or 67%, reported that they strongly agreed with the above-mentioned assertion.

Question 2: Graph

The Strength in Structure focus group that I attended provided me with the space to **discuss how the COVID-19 pandemic impacted my organization's delivery of program(s) and/or service(s)** (both new and existing) (n=3)

Response	Percentage
Strongly Agree	33%
Agree	67%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

Takeaway: All three B3 service provider survey respondents largely agreed that SiS toolkit design focus groups offered them space to describe how the pandemic impacted their respective organization's delivery of both new and/or existing program(s) and/or service(s). Two-thirds of service provider participants, or 67%, reported that they strongly agreed with the abovementioned assertion.

Question 3: Graph

The Strength in Structure focus group that I attended provided me with the space to discuss **the design rationale for my organization's program(s) and/or service(s)** (n=3)

Strongly Agree	100%
Agree	0%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

0%   20%   40%   60%   80%   100%   120%

Takeaway: All three B3 service provider survey respondents strongly agreed that the toolkit design sessions that they participated in offered them space to discuss their respective organization's design rationale for its program(s) and/or service(s).

Question 4: Graph

The Strength in Structure focus group that I attended provided me with the space to reflect on **the potential service/program delivery challenges or gaps that I may face in meeting the needs of my target youth audience** (both current and future youth needs)

Response	Percentage
Strongly Agree	67%
Agree	33%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

Takeaway: All B3 service provider survey respondents largely agreed that SIS toolkit design focus groups offered them space to reflect on anticipated service delivery challenges or gaps that they may face in meeting the need of their target youth audiences. Two-thirds of service provider participants, or 67%, reported that they strongly agreed with the abovementioned assertion.

Question 5: Graph
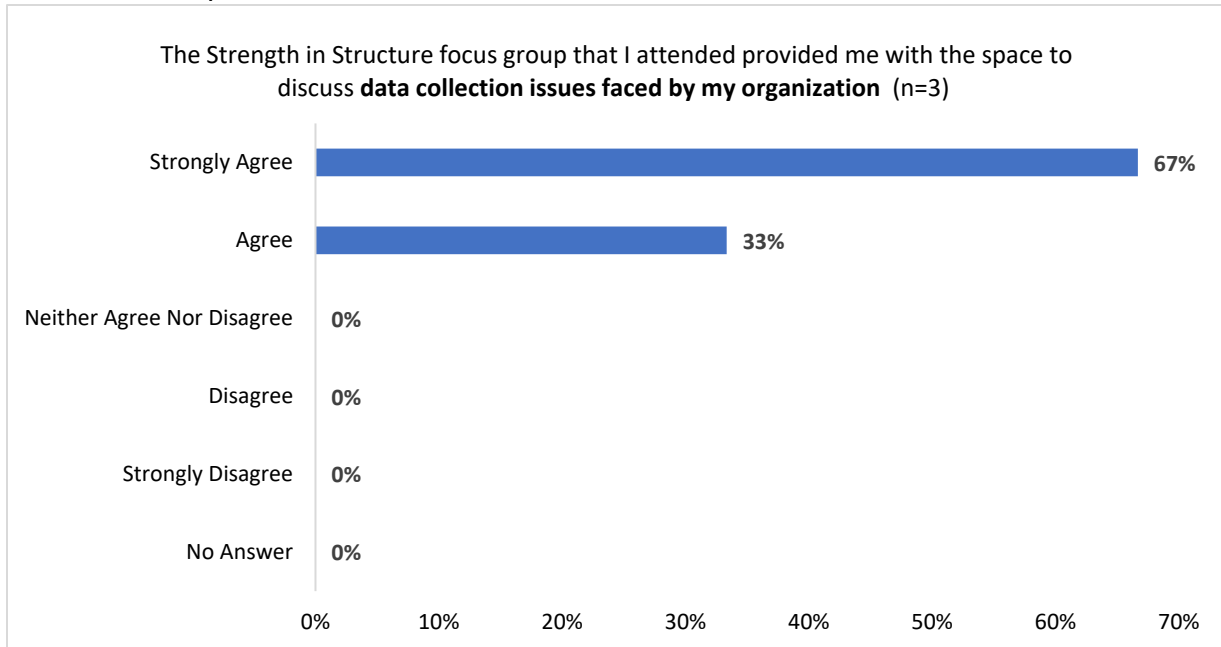
The Strength in Structure focus group that I attended provided me with the space to discuss **data collection issues faced by my organization** (n=3)

Strongly Agree	67%
Agree	33%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%
No Answer	0%

0% 10% 20% 30% 40% 50% 60% 70%

Takeaway: All three B3 service provider survey respondents largely agreed that SiS toolkit design focus groups furnished them with space to discuss data collection issues faced by their respective organizations, notably the types of data that their organizations find useful in guiding their activities and the types of data that their organizations are currently missing, which could support internal operations. Two-thirds of service provider participants, or 67%, reported that they strongly agreed with the abovementioned assertion.

Question 6: Graph
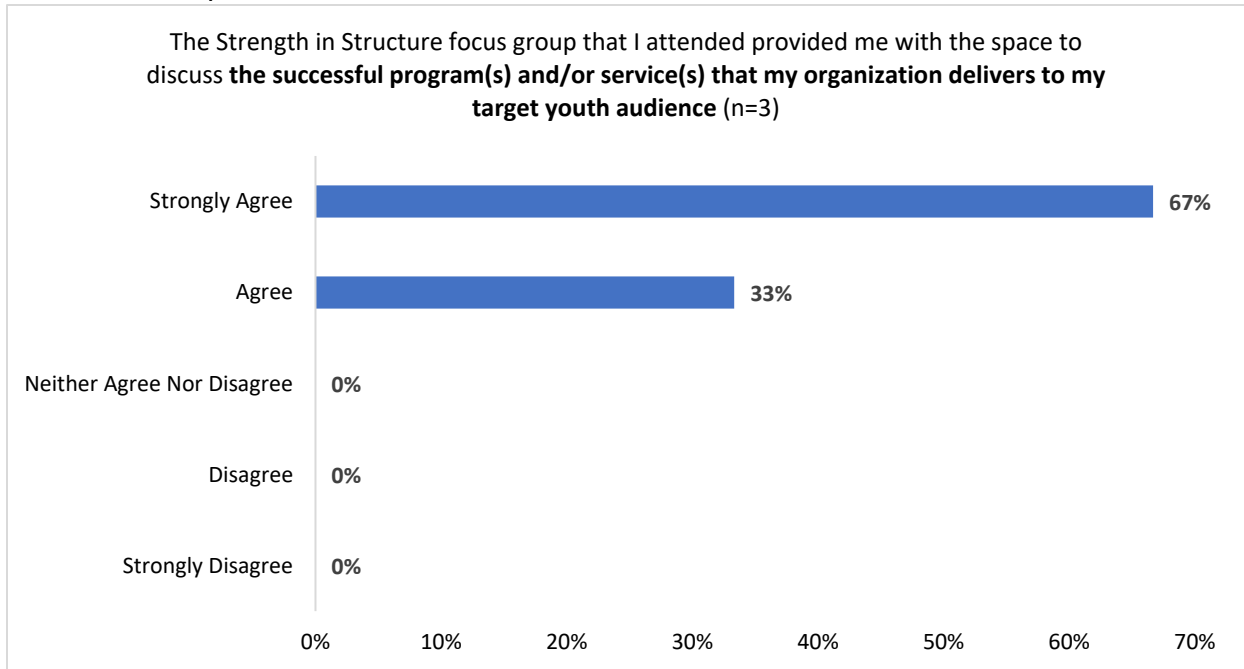
The Strength in Structure focus group that I attended provided me with the space to discuss **the successful program(s) and/or service(s) that my organization delivers to my target youth audience** (n=3)

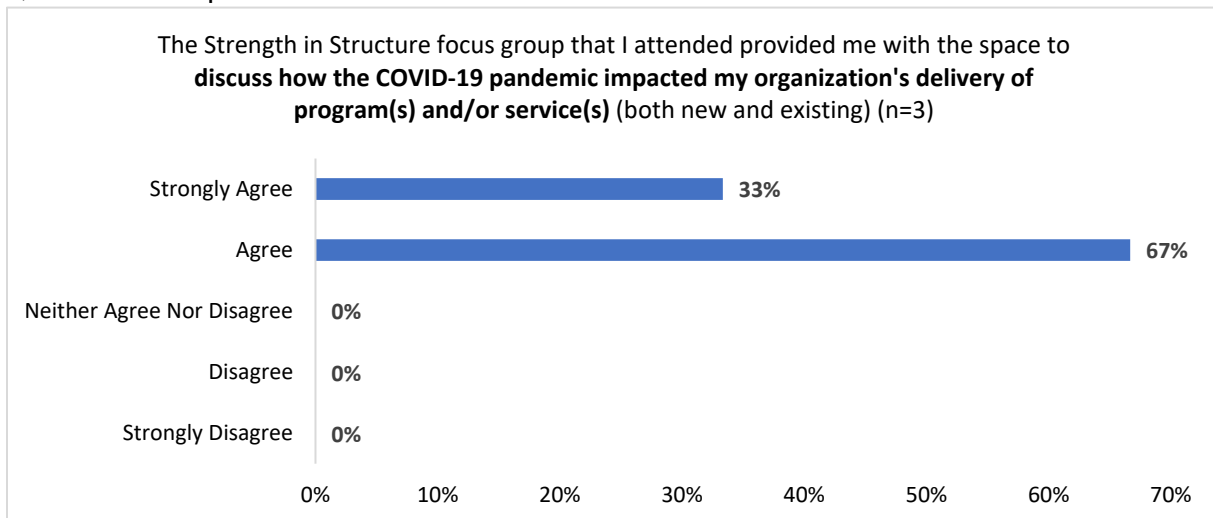| Response	Percentage
Strongly Agree	67%
Agree	33%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

Takeaway: All three B3 service provider survey respondents largely agreed that SiS toolkit design focus groups provided them with space to discuss the successful programs/services that their respective organizations deliver to their target youth audiences. Two-thirds of service provider participants, or 67%, reported that they strongly agreed with the abovementioned assertion.

Question 7: Graph
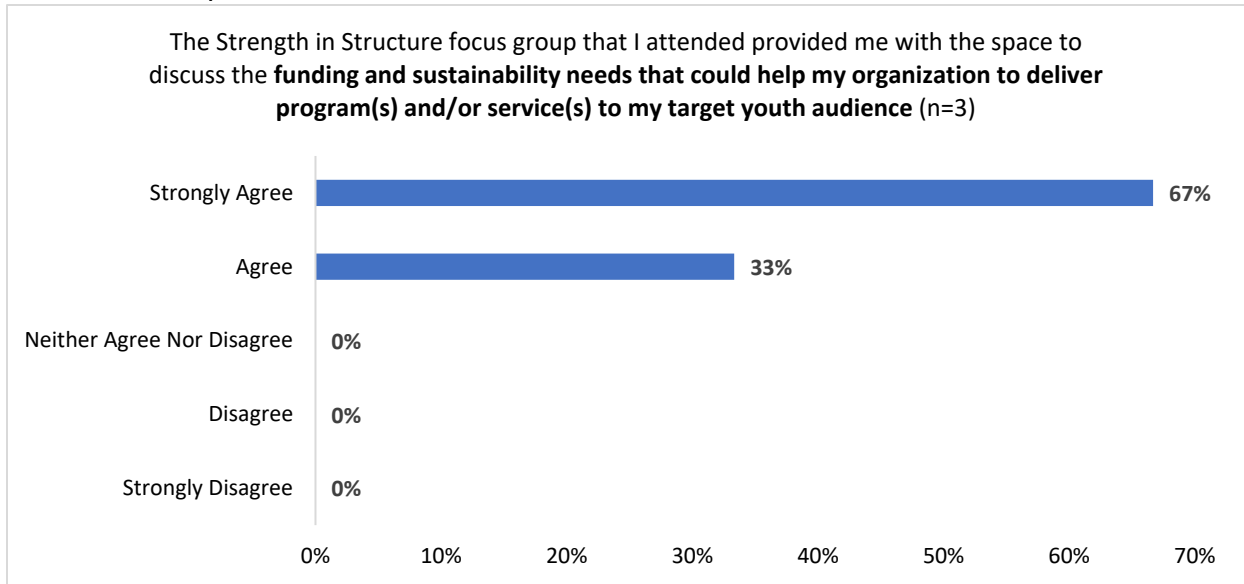
The Strength in Structure focus group that I attended provided me with the space to discuss the **funding and sustainability needs that could help my organization to deliver program(s) and/or service(s) to my target youth audience** (n=3)

Strongly Agree	67%
Agree	33%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

0%   10%   20%   30%   40%   50%   60%   70%

Takeaway: All three B3 service provider survey respondents largely agreed that SIS toolkit design focus groups afforded them space to discuss funding and sustainability needs that could improve their respective program(s) and/or service(s) for their target youth audiences. Two-thirds of service provider participants, or 67%, reported that they strongly agreed with the abovementioned assertion.
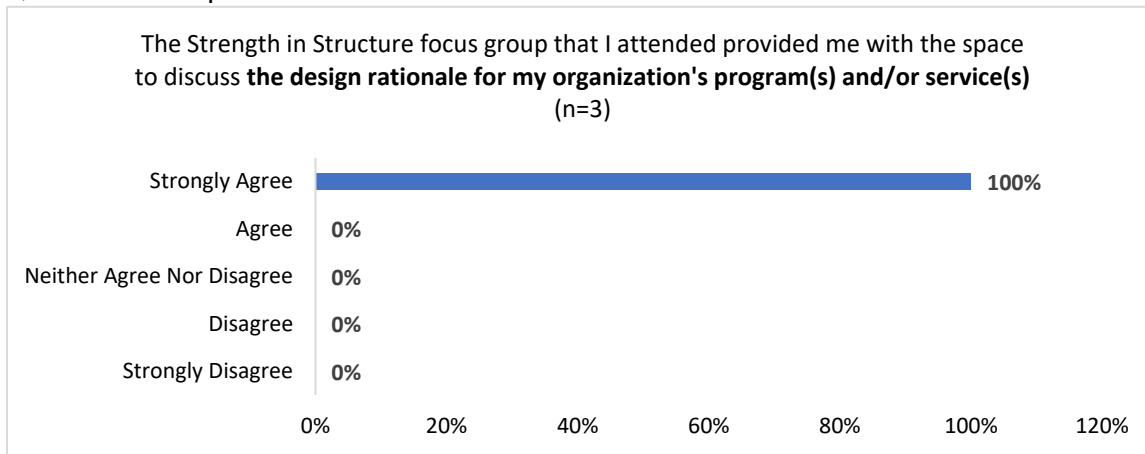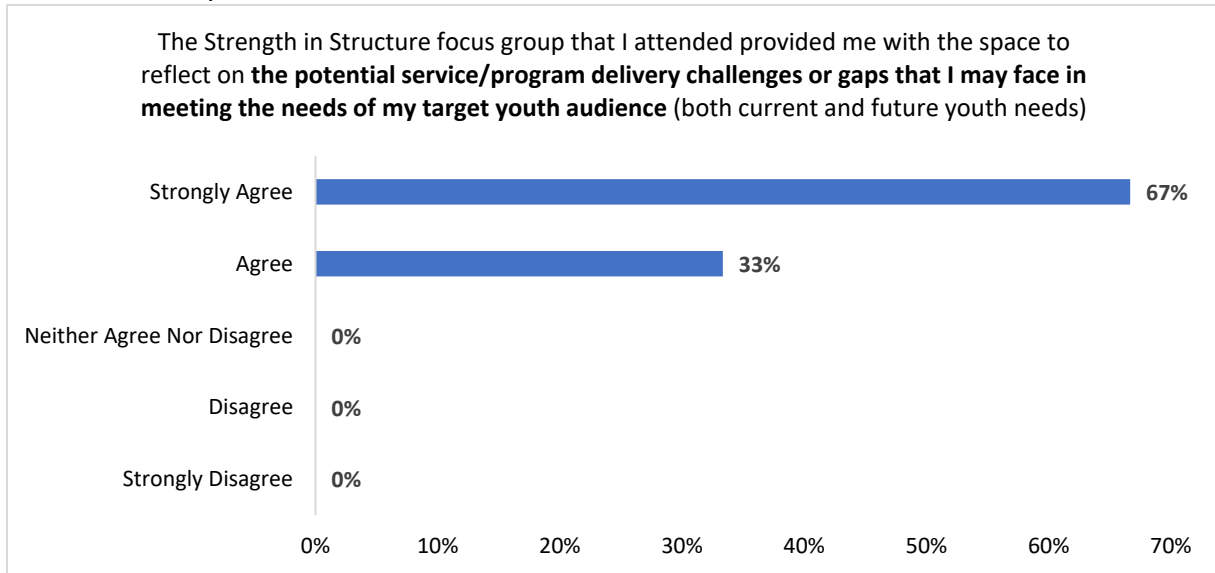
Question 8: Graph
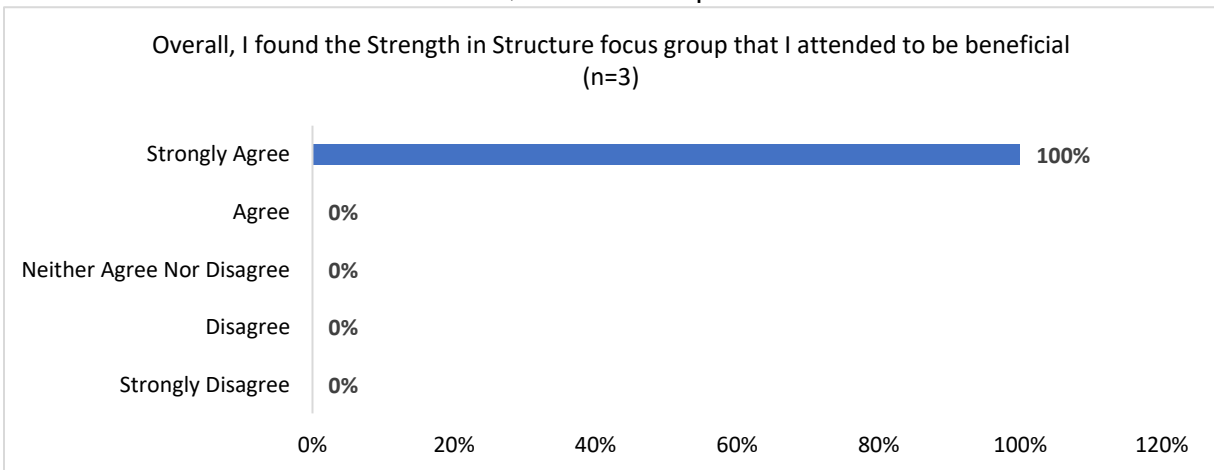
Overall, I found the Strength in Structure focus group that I attended to be beneficial (n=3)

Strongly Agree	100%
Agree	0%
Neither Agree Nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

0%   20%   40%   60%   80%   100%   120%

Takeaway: All B3 service provider survey respondents strongly agreed that the SIS toolkit design sessions that they participated in were beneficial, overall.

Question 9: Three B3 service providers engaged in SiS toolkit design workshops were asked to share their insights about their workshop engagement. Below are three quotes shared from each respective service provider.

Please share any additional insights that you may have about your participation in a Strength in Structure B3 Service Provider Focus Group.

"It was a great honour to be part of this work; I truly appreciate the discussions, encouragement, and advice. Looking forward to seeing the toolkit."

"My participation in the Strength and Structure helped us uncover areas that needed strengthening in our organization and deeper insights into our challenges and missing gaps."

"The Strength in Structure Focus Group was an incredibly valuable experience. It enabled the operational management and board member teams of [name of organization] to evaluate where organizational infrastructure could be strengthened or more defined."

Qualitative responses highlight service provider appreciation for toolkit design sessions. Notably, one service provider participant related how SIS toolkit design workshops aided their ability to identify organizational gaps and challenges that needed attention.

Continued Engagement of Black Youth

In addition, to the above deliverables, SiS has continued to engage a select number of youth from previous focus groups to help amplify the work and project. This began during the last month of the project and has included animation through social media platforms and other mediums.

3) Project Outcomes

SiS identified three outcomes from the *Future Skills Centre, Common Outcomes Framework* applicable to this project:

Intermediate Outcomes

A) Project Completion

B) Participant Satisfaction, perceived value and likelihood to recommend the capacity building and implementation assistance offerings to be developed through the project

C) Participant Organizations Characteristics – Sector, business, location

A) Project Completion

The project has been completed as of May 31, 2022. Based on the Project Logic Model and deliverables noted in Section 2, SiS completed the project as planned except Deliverable D.

B) Measuring Participant Satisfaction

During the focus group engagement sessions with Black youth and B3 organizations, session feedback surveys were conducted to measure participant satisfaction. See Deliverables 7 and 8 for results.

Black Youth (n=15) Highlights

Eighty percent of youth participants agreed with the summative declaration that SiS focus groups were beneficial to them overall.

The majority of Black youth participating in the focus group series agree that the engagement offered them space to:

- describe their experiences and perspectives on current employment services in Canada at a combined agreement rate of 93%.
- describe what they needed to succeed or achieve my professional goals at equal agreement rates.
- discuss how the pandemic impacted their personal and professional lives and their peers.
- discuss how the pandemic impacted their mental health and that of their peers.

B3 Test Organizations (n = 3) Highlights

One hundred percent of the organizations participating in the SiS toolkit design sessions found them beneficial. They also strongly agreed that the SiS toolkit design focus group offered space to:

- discuss their respective organization's design rationale for its program(s) and/or service(s).

The majority of participants agreed that the SiS toolkit design focus group offered space to:

- space to discuss how they track the client engagement and program outcomes of youth who access their respective employment programs.

- describe how the pandemic impacted their respective organization's delivery of both new and/or existing program(s) and/or service(s.

- reflect on anticipated service delivery challenges or gaps that they may face in meeting the need of their target youth audiences.

- discuss data collection issues faced by their respective organizations, notably the types of data that their organizations find useful in guiding their activities and the types of data that their organizations are currently missing, which could support internal operations.

- discuss the successful programs/services that their respective organizations deliver to their target youth audiences.

- discuss funding and sustainability needs that could improve their respective program(s) and/or service(s) for their target youth audiences.

C) Participant Organization Characteristics

Twenty-five B3 organizations participated in the initial focus group series. A breakdown of the characteristics is located in the Appendix.

4) Reflections and Future Work

The SiS project attempted to bridge the workforce development needs of Black youth and B3 employment service providers in four project sites, Alberta, Nova Scotia, Ontario, and Quebec. Across the aforementioned project sites, SiS's *Black Youth Focus Group Series* surfaced the clear desire among Anglophone and Francophone youth participants to access culturally relevant employment programs and services that affirm their intersectional identities and address the unique barriers they face when navigating perennially competitive provincial labour markets, notably the scourge of anti-Black racism.

Many young people also related the need for and value of Black-identifying employment service provider practitioners, who often link young job seekers to mentors and culturally appropriate career and personal development resources or embody those roles and resources in their persons. Further, service providers in SiS's *B3 Service Provider Focus Group Series* candidly shared compelling narratives of adaptability, prioritizing the whole-person needs of Black youth job seekers in a COVID-19 service delivery environment characterized by precarious and narrow funding streams.

It appeared as though many service provider participants made significant client impact *outside of* rigid program/service funding structures and were looking to substantively boost their internal organizational capacities in meeting the intersectional needs of Black youth job seekers. The SiS Toolkit design phase nurtured B3 organizational proclivity for innovation by working with three organizations to identify service delivery challenges and pilot solutions to those challenges, informed by youth and service provider focus group participants.

Future iterations of SiS should:

A) **Address the historic under-resourcing of B3 organizations in Canada through advocating.**
There is a need to advocate for a more inclusive workforce development ecosystem that champions' future of work' theory and practice - one that centres on an understanding of systemic anti-Black racism in the labour market, welcomes B3 service providers to meaningfully contribute to mainstream' future of work' discussions and activities, and adequately funds organizations to meet the whole-person needs of Black youth job seekers.

This pandemic moment has revealed the ability of B3 organizations to reflect, re-tool, and reimagine their youth employment programs and services at both the client and service delivery levels - projects like SiS can spur and standardize this work in a way that supports a more resilient and inclusive national workforce development ecosystem.

B) **Provide resources to B3 organizations to assist with implementation.**
The SiS project highlighted that Black-led and Black serving organizations are well-positioned to provide employment services to Black youth. However, they are under-resourced due to funding limitations, which reduces their ability to participate in activities unrelated to the direct services they need to provide for their target audience. Related to this is the amount of heavy lifting that SiS has had to do to work with B3 organizations successfully and to encourage youth to participate in focus groups. We

have learned the importance of tapping into existing networks for support in and outside the sector.

C) Offer an organizational intake/assessment and identification of organizational coaching support needs.
This will help service providers locate and understand what additional aspects of the Black youth employment trajectory need similar consideration of Black-specific coaching.

D) Develop a Toolkit for youth.
The current Toolkit was developed for B3 organizations. However, youth liked having a youth-friendly version of the Toolkit. Youth suggested providing scenarios with examples or videos that elaborate on the scenarios and how to respond to specific events or situations. Real-world examples would be a beneficial addition to the Toolkit.

E) Provide a "space" for Black youth to continue to engage with other Black youth.

There is a general lack of opportunity for Black youth to share their experiences and stay connected with people who have similar experiences to them, especially outside of major urban centres. When Black youth were asked questions about what they need to succeed, they seemed to default to individual-level answers and neoliberal discourses surrounding hard work, education, and perseverance. However, Black youth desire to have ongoing conversations and connections with other Black youth after the focus groups to gain more in-depth knowledge regarding their experiences in the employment sector and the impacts that Covid-19 has had on their lives.

F) Expand testing to other Canadian provinces.

The demographic weight of Black youth and service providers in Ontario necessitated that we initiated testing in that province. However, SiS wants the Toolkit to resonate with diverse Black youth and employment service providers and account for the diverse labour market landscapes that youth and service providers inhabit. Testing the Toolkit with more B3 organizations across Canada would be a practical next step, given the differences between provinces.

APPENDIX

- **Project Logic Model**
- **Literature and Data Review**
- **Implementation Science Training**
- **List of Focus Group Participants from B3 Organizations**
- **Knowledge Exchange and Toolkit Development Focus Groups Report**
- **Strength in Structure Toolkit**
- **Understanding Employment Standards for Black Youth**
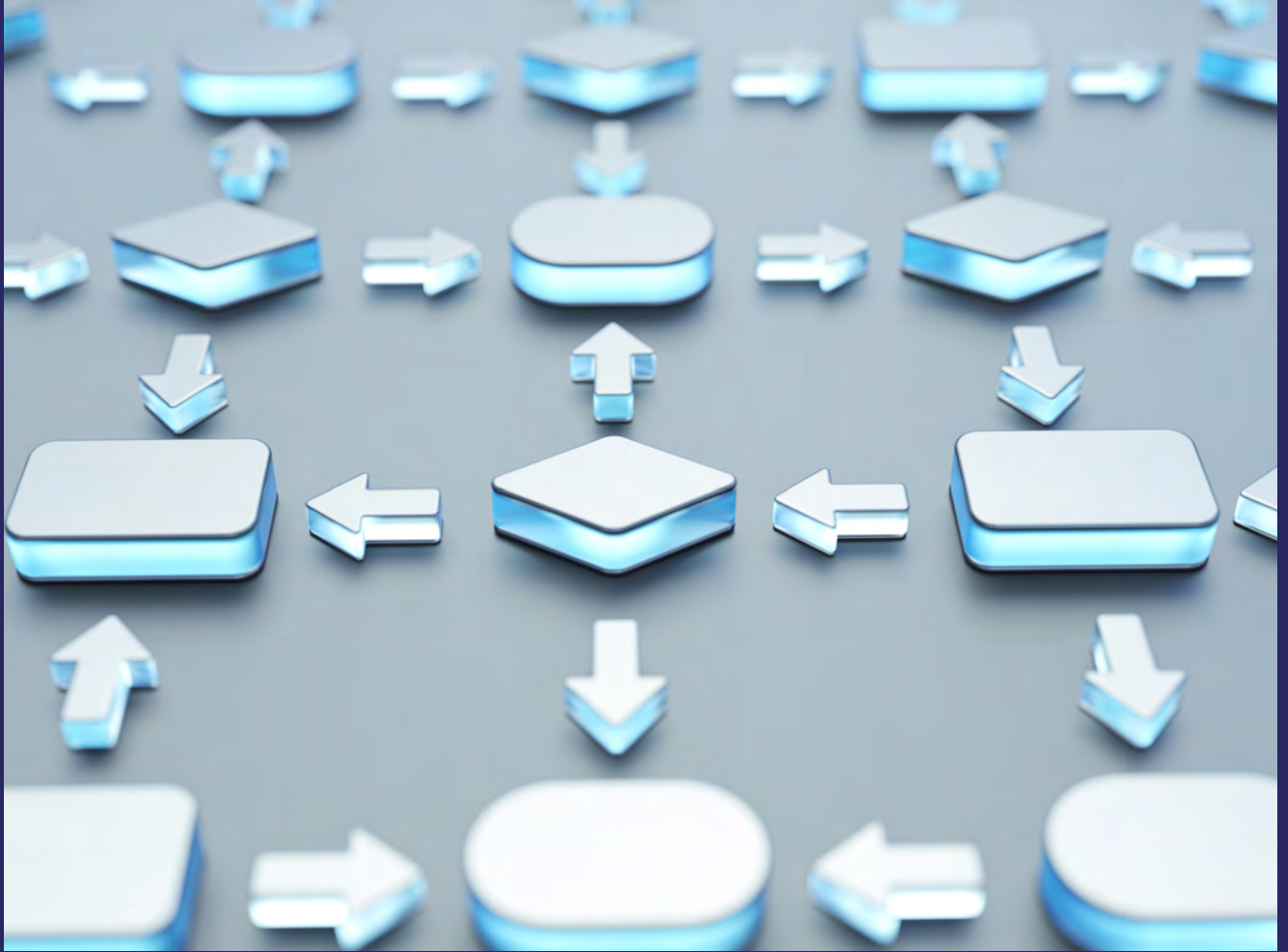
PROJECT LOGIC MODEL

CCYP
Strength in Structure Logic Model

Problem Statement: New approaches B3 workforce development for Black youth in the wake of major disrupter (i.e., COVID-19).

Goal: To improve the in-service employment experience and programmatic outcomes of Black youth by helping to build the capacity of Black-serving organizations to deliver culturally appropriate and culturally sensitive workforce development services.

Input	Activities	Outputs	Short-term Outcomes
Partnerships	Evidence gathering: ongoing educational, labour outcomes and specific demographic information, regional information, any additional indicators that arise from focus groups.	Reports from evidence gathering activities (Labour/employment sector breakdown for black youth across the 4 provinces and literature review covering Black Canadian (youth) socioeconomic outcomes including (un)employment, educational attainment, income, etc.)	**Partners/ Network –** Partners report they are meaningfully engaged and satisfied with their involvement.
Funding	Focus Groups and evaluation of group engagement	Reports from focus groups.	**Black youth –** youth report they are meaningfully engaged and satisfied with their involvement.
Foundational Documents	Implementation science training and application of learnings	Quarterly Progress Reports.	**Service Providers** – Have their reflections on the project and engage Black-lead organizations to develop capacity building
Staffing Resources	Constant review and iteration based on new information	Environment scan of culturally appropriate employment tools and toolkits geared towards Black youth.	
Background Research/ Evidence to Support (socioeconomic and demographic, outcomes)	Relationship Building		**Task Force** - securing consistent participation of Taskforce members, project partners and project participants (NA)
The current political and activist climate	Field testing	Development of Best Practices for organizations that are serving Black youth "Toolkit".	**General Public** - seeing growing interest of key stakeholders and general public in the project activities and outcomes
Implementation science	Communications and reporting progress	Capacity building tools to boost the delivery and adoption of the offerings.	
Knowledge Exchange Mechanisms (incl. Technology)	Task Force (NA)		

Long-term Outcome: Population Level Indicators: Improved employment experience outcomes for Black youth.

LITERATURE AND DATA REVIEW

Strength in Structure Literature and Data Review
Summary of Content

1.0 Black Youth Within the Context of COVID-19

COVID-19 has exacerbated the more pressing challenges of systemic racism already plaguing the Black community. Several studies early on in 2020 showed that COVID-19 was acutely impacting Black, Asian, and minority ethnic groups.[1] In Canada, this is undoubtedly true with available data. In Québec, measures to contain the COVID-19 virus have disproportionately impacted Black youth as they have been placed in youth protection with suspended parental visitation.[2] Overall, there is still a significant lack of data to understand how COVID-19 has or will impact Black youth adequately; for now, we can extrapolate from the broader experiences of youth in general. Below are some persistent challenges with COVID-19 and the African Canadian community and youth.

Health

As COVID is a health-threatening phenomenon, it has led to unique challenges facing Canada's Black and Black youth community. Several reports have indicated how severe racial health disparities in Toronto are due to COVID-19[3]. There is a strong positive association between rates of COVID-19 and lower income, lower education, and minority status.[4] Data from Montreal showed similar results, with immigrants, refugees, and lower-income people living in the regions with the higher rates.[5] This impacts black communities specifically because they may work front-line jobs or service industry jobs and might not have access to adequate personal protective equipment.[6] Additionally, with physical health concerns due to food insecurity and under/unemployment in Canadian black communities, COVID-19 has been and continues to be particularly challenging for African Canadians.

Youth in general face additional health-related challenges as a result of the pandemic context. First, there is a lack of access to medical services because of the focus on the virus, leaving

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[1] Islam, Nazrul, Kamlesh Khunti, Hajira Dambha-Miller, Ichiro Kawachi, and Michael Marmot. "COVID-19 Mortality: A Complex Interplay of Sex, Gender and Ethnicity." *European Journal of Public Health* 30, no. 5 (October 1, 2020): 847–48. https://doi.org/10.1093/eurpub/ckaa150.

[2] Jean-Pierre, Johanne. "Covid-19 Effect on Black Communities in Quebec." *The Royal Society of Canada*, November 20, 2020.

[3] Innovative Research Group (2020). *Impact of COVID-19 Black Canadian Perspectives Report.* African-Canadian Civic Engagement Council & Innovative Research Group. https://innovativeresearch.ca.

[4] Bowden, Olivia, and Patrick Cain. "Black Neighborhoods in Toronto Are Hit Hardest by COVID-19 — and It's 'Anchored in Racism': Experts." Global News, June 2, 2020. https://globalnews.ca/news/7015522/Black-neighbourhoods-toronto-coronavirus-racism/.

[5] Cain, Patrick. "Across the World, Coronavirus Hits Poor Neighborhoods Harder. Here's Why." *Global News*, May 20, 2020. https://globalnews.ca/news/6958322/coronavirus-poor-neighbourhoods/.

[6] Bowden and Cain. "Black Neighborhoods in Toronto Are Hit Hardest by COVID-19 — and It's 'Anchored in Racism': Experts."

vulnerable youth behind.[7] Second, there are significant mental health concerns due to COVID-19. This seems to be the case as Statistics Canada found that only 40% of Canadian youth (15-30) reported excellent or good mental health in the summer of 2020. Being highly vulnerable to sustained stressors during their development phase, young people can be at risk of experiencing depressive symptoms, anxiety, and more, especially if facing challenging home environments.[8]

Employment

The COVID-19 pandemic has negatively impacted Black youth employment. Estimates from a Canadian labour force survey suggest a 96% difference in unemployment, at least partly due to the COVID-19 pandemic, among Black youth aged 15-24 compared to their non-visible minority peers.[9] This is compared to a 54% difference with working adults aged 25-54. This is because almost a third of youth in Canada experienced unemployment following the pandemic and lockdown.[10] The Black community in Canada has been disproportionately represented in high-COVID-exposure front-line and essential service jobs -- 20% of employed Black Canadian workers were in these industries.[11] There is also concern within Black business communities such as Little Jamaica in Toronto that Black-owned businesses, salons, and clothing stores face pressure beyond COVID-19.[12] We also see a 4.3% higher unemployment rate among women of colour compared to white women.[13] *Statistics Canada's* first July 2020 survey found an 18.6% unemployment rate among Black women.[14]

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[7] Courtney, Darren, Priya Watson, Marco Battaglia, Benoit H. Mulsant, and Peter Szatmari. "COVID-19 Impacts on Child and Youth Anxiety and Depression: Challenges and Opportunities." *The Canadian Journal of Psychiatry* 65, no. 10 (October 2020): 688–91. https://doi.org/10.1177/0706743720935646.

[8] Depner, Wolf. "Report Finds COVID-19 Accelerated Declining Mental Health of Canadian Youth." Surrey Now-Leader, February 2, 2021. https://www.surreynowleader.com/news/report-finds-covid-19-accelerated-declining-mental-health-of-canadian-youth/.

[9] Depner, Wolf. "COVID-19 Worsened Unemployment Picture for Black Canadians." Saanich News, March 3, 2021. https://www.saanichnews.com/news/covid-19-worsened-unemployment-picture-for-Black-canadians/.

[10] Statistics Canada. "Study: A Labour Market Snapshot of Black Canadians during the Pandemic," February 14, 2021. https://www150.statcan.gc.ca/n1/daily-quotidien/210224/dq210224b-eng.htm.

[11] Statistics Canada. "Impacts on Immigrants and People Designated as Visible Minorities." *Statistics Canada*, October 20, 2020. https://www150.statcan.gc.ca/n1/pub/11-631-x/2020004/s6-eng.htm.

[12] Wane, Njoki N. "COVID-19: The Pandemic & Histories of Inequities Unveiled Impact on Black Communities." *The Royal Society of Canada*, November 12, 2020. https://rsc-src.ca/en/covid-19/covid-19-pandemic-histories-inequities-unveiled-impact-Black-communities.

[13] Gordon, Julie. "Black, Minority Women in Canada Left behind in COVID-19 Job Recovery." *CTV News*, December 15, 2020. https://www.ctvnews.ca/business/Black-minority-women-in-canada-left-behind-in-covid-19-job-recovery-1.5232390.

[14] Gordon, Julie. "Black, Minority Women in Canada Left behind in COVID-19 Job Recovery."

A COVID-19 impact poll taken by *TD Bank Group* in the summer of 2020 found that 64% of Black Canadians experienced or were anticipating unemployment or a reduction in working hours due to COVID-19.[15] This can be compared to a 53% average among the general population. Similarly, Black Canadians have greater insecurity concerning meeting financial obligations and essential needs. Approximately 37.5% of Black Canadians reported facing these challenges compared to 22% of white respondents to the *Statistics Canada* survey.[16]

Surveillance

COVID-19 has also presented opportunities for greater surveillance in public safety imperatives such as stay-at-home orders.[17] Black youth are disproportionately targeted, getting fined and arrested under claims of not following public health and safety restrictions. There are still social challenges to consider for Black youth wearing face masks, which can be seen as menacing, threatening, and criminal.[18] As Black youth have been criminalized in Canada and the United States for wearing hoodies and profiled by police, there is a need for additional research to understand if and how mandatory face masks have contributed to the dynamic of profiling and criminalization.

During the pandemic, governments across all provinces in Canada levied monetary fines for violating COVID-19 isolation measures. Many of these are fines over $1,000 in Saskatchewan, PEI, and New Brunswick.[19] There has not been sufficient demographic information regarding the recipients of these fines. However, there have been reports from immigrants and racialized people saying law enforcement officers have targeted them with these fines. Toronto's police and by-law officers have stated that they will not be collecting this information.[20]

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[15] TD Bank Group. "Young Canadians and Diverse Communities Among the Hardest Hit Financially by COVID-19, TD Survey Shows." *TD Bank Group*, n.d. http://td.mediaroom.com/2020-07-09-Young-Canadians-and-Diverse-Communities-Among-the-Hardest-Hit-Financially-by-COVID-19-TD-Survey-Shows.

[16] McKenzie, Kwame. "Race and Ethnicity Data Collection during COVID-19 in Canada: If You Are Not Counted You Cannot Count on the Pandemic Response." *The Royal Society of Canada*, November 12, 2020. https://rsc-src.ca/en/race-and-ethnicity-data-collection-during-covid-19-in-canada-if-you-are-not-counted-you-cannot-count.

[17] Bain, Beverly, O. Dryden, and Rinaldo Walcott. "Coronavirus discriminates against Black lives through surveillance, policing, and the absence of health data." *The Conversation* 20 (2020).

[18] Evans, Keisha, and Lesa Francis. "Galvanizing Solidarity Through Chaos: Policing, Surveillance and the Impact of COVID-19 on Black Canadian Youth." *Child & Youth Services* 41, no. 3 (July 2, 2020): 323–26. https://doi.org/10.1080/0145935X.2020.1841434.

[19] Luscombe, Alex, and Alexander McClelland. "'An Extreme Last Resort': Monetary Penalties and the Policing of COVID-19 in Canada." Centre for Media, Technology, and Democracy, November 2020. https://www.mediatechdemocracy.com/work/extreme-last-resort-monetary-penalties-and-the-policing-of-covid19-in-canada.

[20] Luscombe, Alex, and Alexander McClelland. "'An Extreme Last Resort': Monetary Penalties and the Policing of COVID-19 in Canada."

Education

COVID-19 threatens to widen the gap between underprivileged Black youth and more privileged white youth. In schools such as Toronto's *Westview*, home to one of the largest Black student populations in Canada, more privileged public-school families were able to hire personal tutors and form private learning pods.[21] Lack of access to such resources in Black communities could widen the gap.

Digital Divide

With education having moved to a remote setting, there are serious questions about how the gap mentioned above between Black and non-black youth might manifest in the digital sphere. A September 2020 "Impacts of COVID-19" report written by *Statistics Canada* mentions how the rise of telework and automation might tend to favour more educated, post-secondary workers.[22]

Notably, there have been calls for more robust data collection that demonstrates the differential impact that the COVID-19 pandemic has had on Black people, particularly Black youth.[23] Most of the publicly available data are focused on Toronto, and they are also on a larger macro-level or particular micro levels (i.e., anecdotal data). This does not give an accurate or nuanced account of how the pandemic has impacted Black youth. Some provinces, such as Québec, might be more resistant to gathering this type of data; due to a political disavowal that systemic racism exists.[24]

There needs to be data to understand better how Black youth might be disproportionately impacted due to surveillance and interactions with police and the impact on access to social housing, education, and digital technology, for example. Additionally, there is a need for more data on how COVID-19 has impacted Black people and youth beyond challenges in health and employment. All provinces across Canada must collect this data to have a holistic picture of the challenges Black youth are facing.

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[21] Bascaramurty, Dakshana, and Caroline Alphonso. "How Race, Income and 'Opportunity Hoarding' Will Shape Canada's Back-to-School Season." *The Globe and Mail*, September 6, 2020. https://www.theglobeandmail.com/canada/article-how-race-income-and-opportunity-hoarding-will-shape-canadas-back/.

[22] Arora, Anil and Statistics Canada. The Social and Economic Impacts of COVID-19: A Six-Month Update, 2020. https://epe.lac-bac.gc.ca/100/201/301/weekly_acquisitions_list-ef/2020/20-43/publications.gc.ca/collections/collection_2020/statcan/11-631-x/11-631-x2020004-eng.pdf.

[23] McKenzie, Kwame. "Race and Ethnicity Data Collection during COVID-19 in Canada: If You Are Not Counted You Cannot Count on the Pandemic Response."

[24] McDevitt, Neale. "COVID-19 Q&A: Impact of the Pandemic on the Black Community and the Need for Race-Based Data." *McGill Reporter*, February 18, 2021. https://reporter.mcgill.ca/covid-19-qa-impact-of-the-pandemic-on-the-black-community-and-the-need-for-race-based-data/.

2.0 Taking a Provincial Lens (Black v/s White)

Using the numbers culled from the 2016 Census for Alberta, Ontario, Nova Scotia and Quebec, we present some patterns in the labour participation rates and unemployment rates for Black youth. These are enumerated below and in the *Appendix*. [*Please see the charts at the end of this document.*]

Labour Force Participation

"Labour Force Participation," tells you how people in a country are <u>engaged and connected to</u> the labour market, employed and actively seeking work.

Participation in the labour force rises with age group; that is, older age groups amongst the youth demographic participate in the labour market more than younger age groups, both amongst Black youth and White youth, expectedly.

These patterns are similar across all four provinces:

Across all the selected provinces, the White youth participation rate is higher than that of Black youth. Amongst the 25-34-year-old cohort, the most significant difference is in Ontario, where there is an 8% difference between the Black cohort (79.7%) and (87.4%)

Interestingly, for 15–19-year-olds, Nova Scotia has the **highest** labour force participation rates amongst the four provinces for Black Youth and the **lowest** labour force participation rate amongst the four provinces for White Youth.

For 15-19-year-olds, Nova Scotia has the **most minor difference between Blacks and Whites** regarding labour force participation rates. Nova Scotia shows the smallest difference in 'labour market engagement' between Black and White 15-19-year-olds.   Quebec shows the largest difference for this age group.

For 20-24-year-olds, **again,** Nova Scotia shows a slight difference in 'labour market engagement' between Black and White 20-24-year-olds. Alberta shows the largest difference of the same for this age group.

For the 'core working-age group' (25+ age group), youth in all four provinces are similar in the gap between Black and White participation rates. The gap between Black and White participation rates is very similar in each province, around 7-8%.

Labour Force Participation Amongst Black People and Other Visible Minorities

The differences between Black youth and all other visible minority youth are the largest in Nova Scotia. Except for Alberta, Black youth have higher labour force participation rates than the average for all visible minorities. Nova Scotia has the lowest labour participation rates for <u>all visible minorities</u>, around 55%, whereas for Black youth specifically, it is 66%.

For Alberta, the labour force participation rate for Black youth is very similar to that for the visible minority total.[25]

Amongst the 20-24 age group, which is the peak age for PSE acquisition, we find that the visible minority average for participation is significantly lower than that for Black youth in Ontario, Nova Scotia and Quebec. This could come from a proportionately higher number of (non-black) visible minorities having dropped out of the labour force (possibly to pursue education). In Alberta, both black youths and youths from other visible minorities may participate in PSE at similar rates, which gives us similar labour participation rates.

Unemployment Rates

"Unemployment Rates" are represented by unemployed people as a share of those participating or (engaged) in the labour market; employed or actively seeking work.

Across the board, in all four provinces, Black youth unemployment rates are higher than those for white youth.

Of course, the same overall pattern holds regarding age groups-- that 'older' youth face **lower** unemployment rates, both for black and white people.

The unemployment pattern in the selected provinces reflects national patterns. Black unemployment rates are higher in each white (non-visible minority) population. The **highest unemployment rate for Black youth in any age cohort** is Black Quebecois youth aged 15-19 years, whose unemployment rate is 33.9%; for comparison, their White Quebecois peers have a rate of 14.6%.

The highest unemployment rate for Black youth of prime working age (25-34) in the selected provinces is Nova Scotia which has an unemployment rate of 17.4%. However, it is essential to note that Nova Scotia has the highest unemployment rates for this age group, **both for Black and White**.

On average, Nova Scotia and Alberta show smaller gaps between Black and White youth unemployment rates (around 6%) compared to Ontario and Quebec. Quebec shows the largest difference between Black and White youth unemployment rates.

These differences between Nova Scotia and Alberta on the one hand and Quebec and Ontario on the other are likely correlated to the economic bases of these provinces.

Unemployment Rates Amongst Black Youth and Other Visible Minorities

Across the selected provinces, Black unemployment rates are higher than the visible minority averages. The difference between the visible minority unemployment rate and specifically Black youth unemployment rate is the biggest for Alberta compared to the remaining provinces. The Black youth unemployment rate is noticeably higher than for other visible minorities despite being

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[25] All visible minorities include: South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean, Japanese, Visible minority, i.e., Multiple visible minorities

'engaged' with the labour market at similar rates. This suggests that Black youth unemployment is a significant proportion of visible minority unemployment.

While the differences in unemployment rates between the two groups narrow in the remaining three provinces, it is still higher for Black youth and the average visible minority youth rate. The inference from Nova Scotia is necessary. Although there is a ten percentage point difference between participation rates for Black youth and the visible minority average, Nova Scotia shows a four percentage point difference in unemployment rates between Black youth and the visible minority average.

In other words, despite Black youth being more engaged with the labour market than the average for all visible minorities, they still experience more unemployment than average; in Nova Scotia's case higher than the average for visible minorities. Forty-three percent of the unemployment experienced by visible minorities in Nova Scotia is accounted for by Black youth unemployment.[26]

This pattern holds even for Ontario and Quebec -- the difference in labour participation rates is light, and the extent to which Black youth unemployment rates outweigh the average visible minority unemployment rates is also small. In Ontario and Quebec, Black youth unemployment is higher than that for visible minorities, but the difference is not as stark as for Nova Scotia.

Graphs

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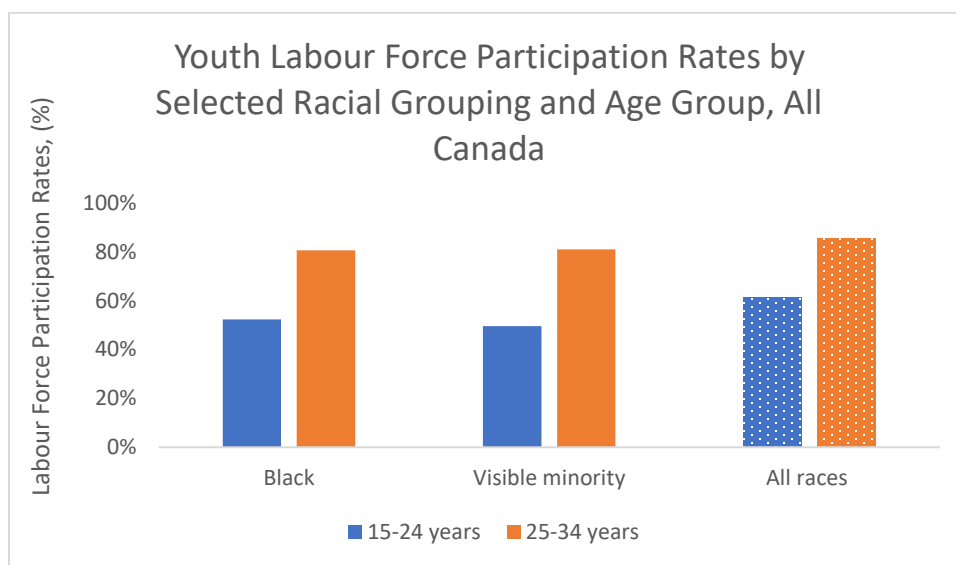
[26] This likely has to do with seasonal employment and primary industry-based economy in Nova Scotia because Nova Scotia experienced the highest rates of unemployment for **White** youth too.

Youth Unemployment Rates by Racial Grouping and Age Group, All Canada
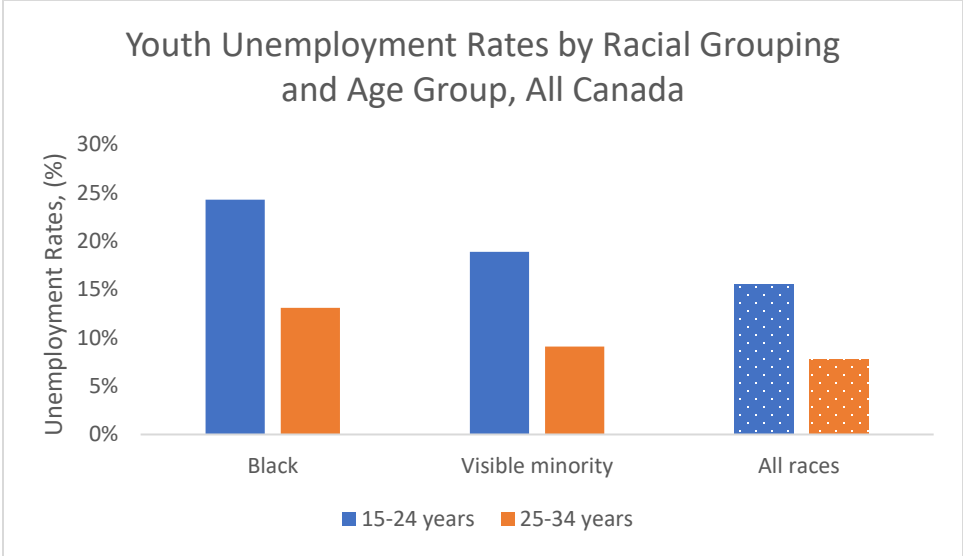
Labour Force Participation Rates by Province and by Age Group

Youth Labour Force Participation Rates, 15-19 Years
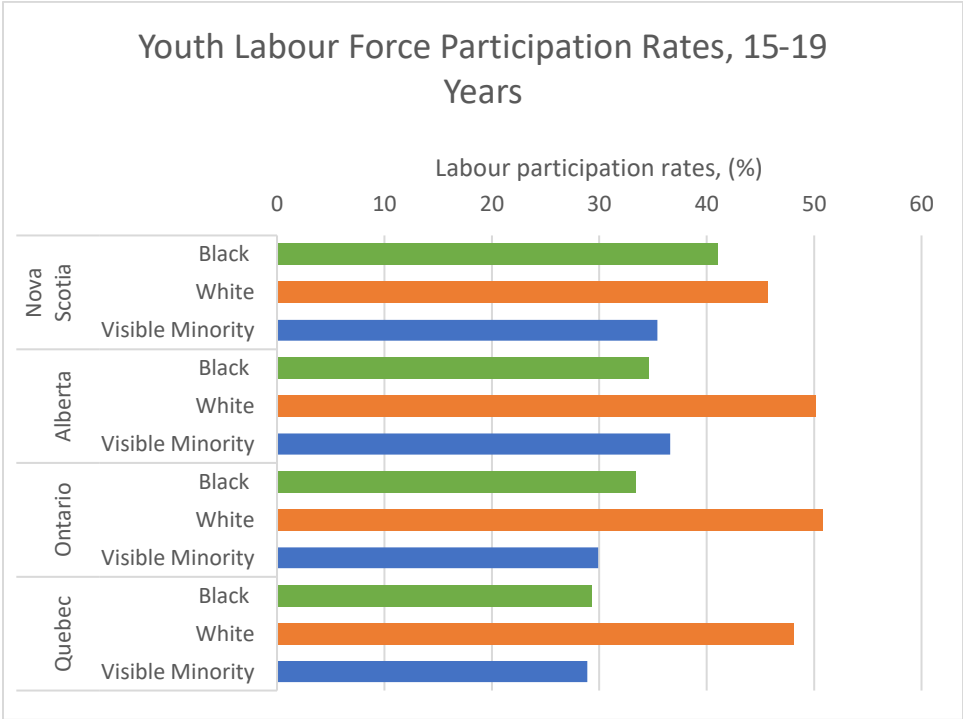
Youth Labour Force Participation Rates, 20-24 Years
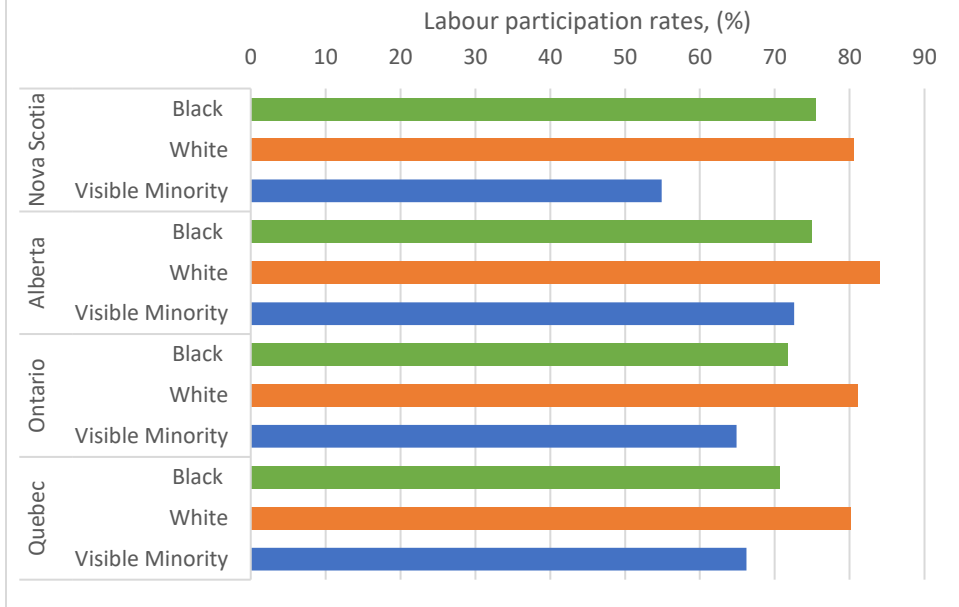
Youth Labour Force Participation Rates, 25-34 Years
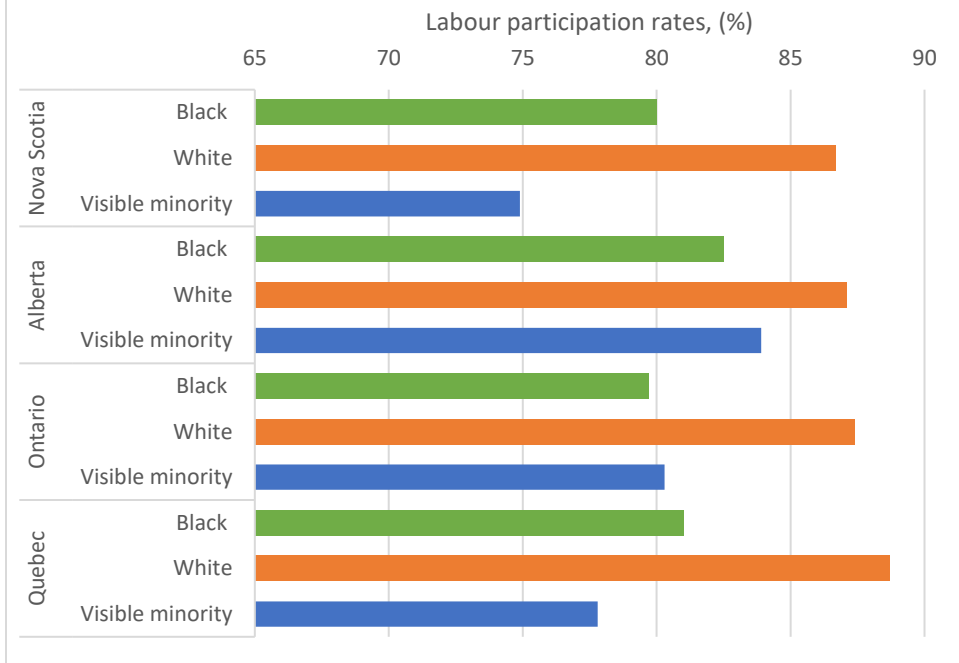
Unemployment Rates by Province and by Age Group

Youth Unemployment Rates, 15-19 Years

Youth Unemployment Rates, 20-24 Years

Youth Unemployment Rates, 25-34 Years
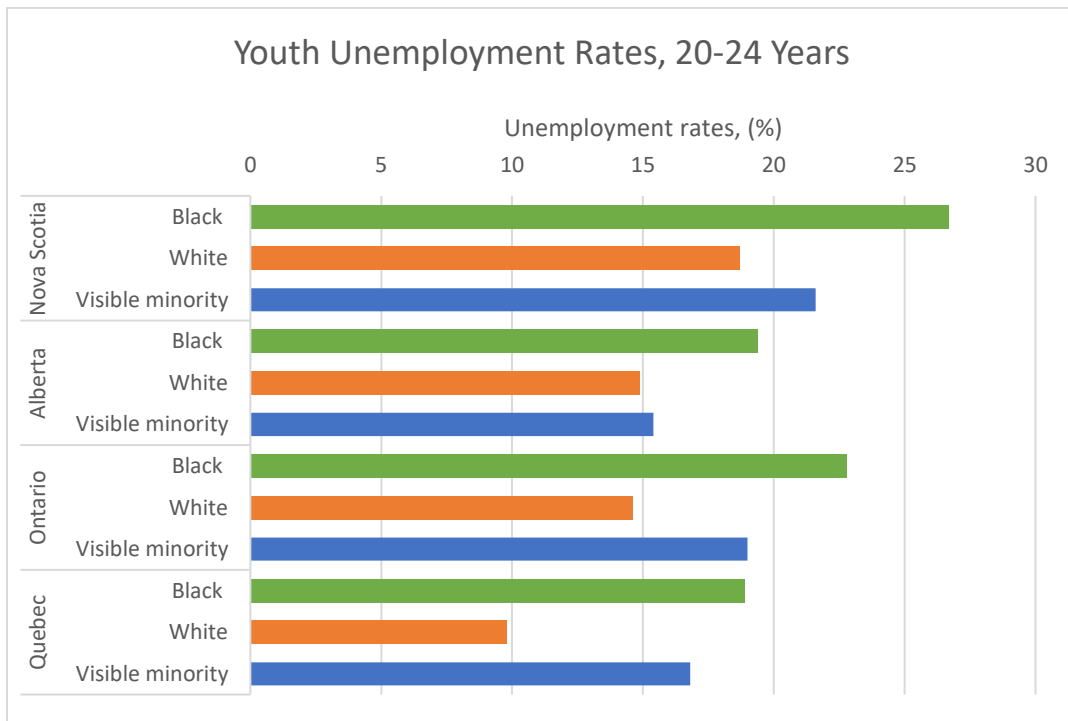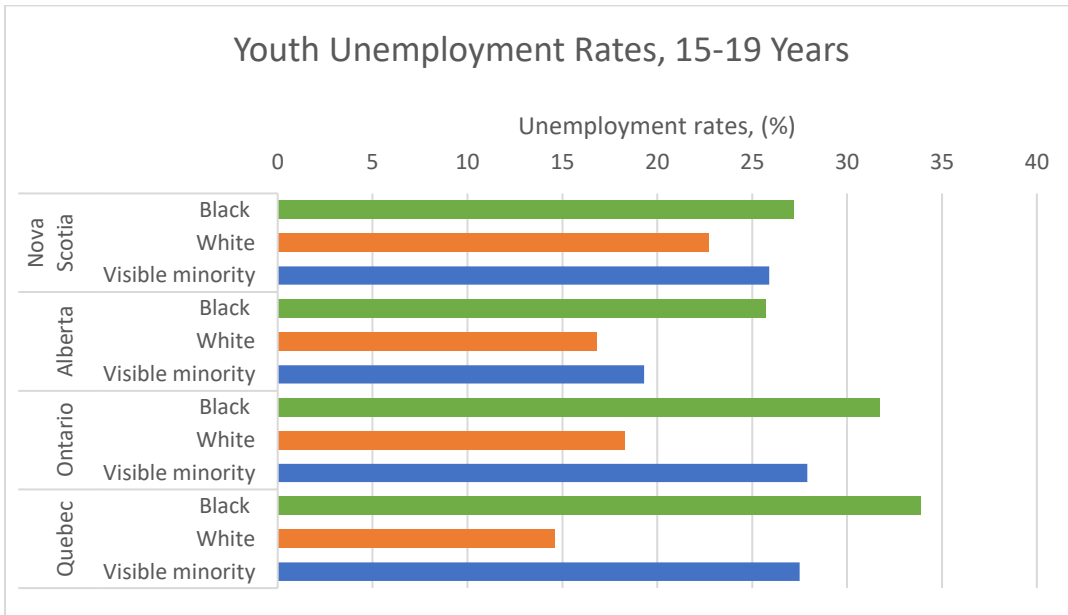
KEY TAKEAWAYS

- Black youth employment indicators are poorer than those for White youth in all four provinces.

- For Nova Scotia and Alberta, participation rates are higher at younger ages for Black youth and other visible minority youth than for Ontario and Quebec.

- Alberta experienced the lowest Black youth unemployment rate compared to the rest of the provinces.

- While Black youth employment indicators improve with age group, the same pattern as above exists for all four provinces.

- Differences between Black and White youth are lower for Alberta and Nova Scotia than for Quebec and Ontario. The provincial difference likely stem from differences in provincial economies.

- Black youth unemployment rates are lower than those for the visible minority average and white youth. Nova Scotia indicates the poorest outcome for black youth compared to other visible minorities.

3.0 Background and Demographic Information

According to the 2016 Canadian Census, there are close to 1.2 million Canadians that identify as Black, making up 3.5% of Canada's population, and 15.6% of the visible minority population, with estimates that Black Canadians could go on to represent 5-5.5% of the population by 2036.[27] Given Black Canadians' status as one of the oldest racialized groups in the country; the projected increase in Canada's Black population; and Prime Minister Justin Trudeau's 2018 recognition of the United Nation's Declaration of the International decade for People of African Descent (2015-2024), it is necessary to document the contexts and experiences of Black people living in Canada, to better plan and support their development in Canada going forward.

As part of the *SiS Project*, relevant research will inform decisions and steps to support Black-led organizations' capacity to improve their communities' socioeconomic conditions. The subsequent sections highlight regional demographic information on black populations across Canada, followed by socioeconomic highlights -income, education, employment and labour, family structure, criminal justice, immigration and health outcomes-- for Black Canadians.

Black Demographic Information

The Black population in Canada numbers 1.2 million people, making up 3.5% of the overall Canadian population and 15.6% of the visible minority population.[28] Having doubled in population between the 1996 and 2016 censuses, Black Canadians will represent 5% to 5.6% of the Canadian population by 2036. In addition to growing quickly, the Black population is also a young one, with an average age of 29, much younger than the national average of 40. Conversely, only 7.3% of the Black population is aged 65 years+, compared to 15.9% of the general population. Even more notable is that almost half of black Canadians (48%) are in the 15-29 age group.[29] With such a significant proportion of Black Canadians in the youth category, larger forces that affect the Black community affect Black youth. These are broad patterns of income, employment, education, health and other social and structural indicators that significantly affect Black youths' development. Historical forces have played a significant role in reinforcing many of the patterns we discuss here. There must be enough support for Black youth, especially in the context of the Covid-19 pandemic, to ensure they are not left behind in the post-Covid economic recovery and over the long term.

Where Black Communities Live in Canada

An overwhelming majority of Canada's Black residents (94.3%) live in census metropolitan areas (CMA), i.e., cities with at least 100,000, compared to 71.2% of Canadians. Toronto, Montreal, Ottawa-Gatineau, Edmonton and Calgary have the greatest share of Black people nationally, each home to at least 50,000 Black people in 2016. With 36.9% of Canada's Black population (442,015

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[27] Diversity of the Black Population in Canada: An Overview by *Stats Canada*

[28] Ibid

[29] *Diversity of the Black Population in Canada: An Overview by Stats Canada*.

people), Toronto has the largest Black population in Canada, representing 7.5% of its population, followed by Montreal with 6.8% and Ottawa-Gatineau at 6.3%.[30] This concentration of Black Canadians in urban areas is in line with the normal economic pattern of immigrants settling in urban areas due to the higher availability of, and demand for labour, given the larger population and density compared to rural areas; thus, 74% of recently landed immigrants to Canada live in Toronto, Vancouver and Montreal.[31]

A Brief History of Black Canadians' Presence

The distribution of Black Canadians reflects the historical patterns of immigration over 250 years. Historically, Black immigration into Canada initially came from the United States at various points, including during the American Revolution, the War of 1812, through the Underground Railroad and in the early 20th century.[32] Although British Loyalists were escaping America after the revolution brought enslaved people with them to what was then Upper Canada and eventually settled in the Atlantic Region, they were outnumbered by free Blacks. Within a few decades, slavery was done away with, although the effects of racism remained for much longer.[33] The free Blacks that moved to Canada in this period had fought on the British side during the war due to a royal promise of freedom and lands in exchange for fighting on the British side; this dynamic was repeated in the war of 1812, with Canada seeing a similar influx of Black people trying to escape slavery in the United States.

The Underground Railroad was another source of Black immigrants, this time escaping formerly enslaved people from the United States, who often ended up in concentrated settlements in Southern Ontario due to a need for mutual support and protection against racism and American slave catchers. Unlike the Black Loyalists, this population was never offered government land grants or promises and, therefore, often ended up working on White Canadians' land as underpaid labour. [34]

Following the Canadian government's promise of land to immigrants and increased anti-Black racism and violence in Oklahoma, African Americans sought to move into Canada, especially the Prairie regions of Alberta and Saskatchewan and British Columbia.[35] This increased Black

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[30] *Diversity of the Black Population in Canada: An Overview by StatsCanada.*

[31] Summary of Initial Destinations and Redistribution of Canada's Major Immigrant Groups by StatsCanada, 2005.

[32] Daniel G. Hill, The Freedom Seekers, Blacks in Early Canada (rev ed 1991)

[33] Walker, James W. St.G *, The Black Loyalists (1976)* ; Walker, James W. St.G., "Black Canadians". In The Canadian Encyclopedia. Historica Canada. Article published February 19, 2013; Last Edited May 14, 2015. https://www.thecanadianencyclopedia.ca/en/article/black-canadians

[34] Walker, James W. St.G *, The Black Loyalists (1976)* ; Walker, James W. St.G., "Black Canadians". In The Canadian Encyclopedia. Historica Canada. Article published February 19, 2013; Last Edited May 14, 2015. https://www.thecanadianencyclopedia.ca/en/article/black-canadians

[35] Shepard R Bruce. "Diplomatic Racism: Canadian Government and Black Migration from Oklahoma, 1905–1912." In *African Americans on the Great Plains: An Anthology*, edited by Glasrud Bruce A. and Braithwaite

immigration was frowned upon and discouraged, with attempts coming from the highest level of government to stop or significantly stifle the flow of black immigrants by making the immigration process harder for them. For example, they would be denied certificates at the border to confirm their immigrant and/or farmer status, which were essential for perks and benefits afforded to immigrants.   Black immigration was also stifled through tougher medical examinations and sending agents into the United States to dissuade Black immigration by convincing Black Americans that the land and climate were inhospitable to their ways of living.[36] At the highest level, an Order-in-Council(1324), approved in August 1911 by Sir Wilfred Laurier's government, sought to keep Black immigrants out because their "race is deemed unsuitable to the climate and requirements of Canada".[37] While the order was not written into the Immigration Act due to electoral considerations about Black Canadians, the order's existence and approval highlight early attitudes to Black immigration, **especially when juxtaposed with European immigrants' active recruitment**.

Although the Order-in-Council was not enacted, its intent was reflected in the wide berth given to immigration officers to refuse immigrants by the 1952 *Immigration Act*, including "having peculiar customs and unsuitability to the climatic…conditions" and was used to reject West Indians.[38] Those allowed were students (only for the time of their study), immediate family members of a resident (of which there were few anyway) or part of the annual quota of 280 female West Indian domestic servants, essentially limiting Non-American Black immigration. The subsequent increase in Canada's Black population can be traced to the January 1962 loosening of immigration requirements that removed the restrictions on potential immigrants' familial ties to residents and Canadians, skill levels and countries of citizenship, allowing for immigrants beyond the desired European countries, and more African and West Indian immigrants.[39] This loosening was the first of several steps that culminated in the Immigration Act (1976), which established a refugee class and made immigration more inclusive than before.[40] By 1990, 64% of Black

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Charles   A.,   162-83.   Lincoln;   London: University   of   Nebraska   Press,   2009. https://www.jstor.org/stable/j.ctt1dgn49q.11

[36] Shepard R Bruce. "Diplomatic Racism: Canadian Government and Black Migration from Oklahoma, 1905–1912." In *African Americans on the Great Plains: An Anthology*, edited by Glasrud Bruce A. and Braithwaite Charles   A.,   162-83.   Lincoln;   London: University   of   Nebraska   Press,   2009. https://www.jstor.org/stable/j.ctt1dgn49q.11

[37] Ibid.

[38] Mosher, Clayton James. "Blacks: Immigration and Restrictive Legislation." In *Discrimination and Denial: Systemic Racism in Ontario's Legal and Criminal Justice System, 1892-1961*, 82-118. University of Toronto Press, 1998. Accessed February 8, 2021. http://www.jstor.org/stable/10.3138/9781442673960.9 ; Corbett, David. "Canada's Immigration Policy, 1957-1962." *International Journal* 18, no. 2 (1963): 166-80. Accessed February 5, 2021. https://www.jstor.org/stable/40198785

[39] Corbett, David. "Canada's Immigration Policy, 1957-1962." *International Journal* 18, no. 2 (1963): 166-80. Accessed February 5, 2021. https://www.jstor.org/stable/40198785

[40] Canadian Museum of Immigration at Pier 21

immigrants to Canada were born in the West Indies, with the majority having been sponsored by family already in Canada.[41]

Provincial and Territorial Review of Black Communities

The Atlantic region of Canada has 2.7% of Canada's Black population (32,080), who make up 1.4% of the region's population with a median age of 26.7, most of whom are Afro Nova Scotians. Unlike the rest of Canada, most Black people in the Atlantic Region were born in Canada, with **58.7% identifying as third-generation or more**.[42] This reflects the long history of Nova Scotia and New Brunswick as a destination for Black Americans, including freedmen, escaped slaves and those who fought on the British side against the United States in the both the American Revolutionary War and War of 1812 due to the British promise of land and freedom from slavery, i.e., 'Black Loyalists'.[43] Despite the racism and economic hardship they faced ranging from the refusal of their land grants in the 1800s that prompted some relocation to Sierra Leone to the demolition of Africville in Halifax in the 1960s[44], many opted to stay, with the 37% and 71.8% of Blacks in the respective provinces that identify as a third generation-a testament to their resilience.

Quebec has 26.6% of Canada's total Black population (319, 230), with a median age of 29.5, and they make up 4% of the province's population. The majority of them (60%) are first-generation, with nearly half (43%) of the foreign-born Black population being Haitian born, although a sizable proportion is a second-generation (34.4%). This significant Haitian presence in Quebec is primarily due to the French linguistic connection shared between Haiti and Quebec and the removal of racist immigration requirements in 1962, which allowed more non-European and non-white immigration. With an increasingly secular Quebec (post- Quiet Revolution) in need of skilled labour and unskilled labour, the first wave of Haitian immigrants in 1963 was mainly highly educated, politically active white-collar workers who considered themselves exiles from the Duvalier dictatorship. The second wave of Haitian immigrants (1968-early 70s) were primarily blue-collar workers.[45] While there was an uptick in African immigration to Montreal, research on the Black community in Quebec showed that by the early 90s, Black people in Quebec, regardless

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[41] Diversity of the Black Population in Canada: An Overview by StatsCanada

[42] As defined by Statistics Canada, first generation are those born outside Canada i.e., they were immigrants themselves at a point in their lives. Second generation refers to those born in Canada with at least one parent born outside Canada.

[43] WHITFIELD, HARVEY AMANI. "The African Diaspora in Atlantic Canada: History, Historians, and Historiography." Acadiensis 46, no. 1 (2017): 213-32. Accessed February 5, 2021. http://www.jstor.org/stable/44784961. *The Black Loyalist(1976)* by James W.G Walker.

[44] Nelson, Jennifer J. Razing Africville : A Geography of Racism.

[45] Jadotte, Herard. "Haitian Immigration to Quebec." *Journal of Black Studies* 7, no. 4 (1977): 485-500. Accessed February 4, 2021. http://www.jstor.org/stable/2783949. This self-conception as exiles looking to return helped them maintain a distinct sense of identity over generations, as against assimilating and becoming Black Canadians, so to speak.

of their country of origin, earned less and had worse living conditions than their non-Black counterparts, despite the first wave of Haitians and many of the subsequent Black Francophone African immigrants being well educated (university degrees and above).[46]

Ontario is currently home to **more than half (52.4%)** of Canada's Black population, with a median age of 30.6, and comprises 4.7% of Ontario's population. More than half are first-generation (53.4%), but a sizeable share (38.4%) are second-generation, i.e., born in Canada. The first Black population in Ontario were escaped formerly enslaved people who came from America through the Underground Railroad. With the expansion of Canada's immigration limits and increased urbanization in post-war Canada, Ontario saw an influx of Black immigrants, mainly West Indians. Given that Ontario has the largest provincial economy and the aforementioned draw of urban and economically promising areas to immigrants since the post-war era, the subsequent concentration of Black people in Ontario is unsurprising.

The Prairies have the fastest growing Black population in Canada, quadrupling between 1996 and 2016, primarily because of immigration from African countries. This reflects national Black immigration trends since 2000, which has seen Africa make up more than 60% of Black immigration, replacing the West Indies as the primary source of Black immigrants. Black people in the Prairies have a median age of 27.3, comprising 2.8% of their region's population and 14.6% of Canada's Black population. They are mainly first generation (64.9%), with some second generation (28.7%), mainly descending from Nigeria, Ethiopia, Jamaica and the Horn of Africa and coming to Canada as students, economic migrants and refugees. [47]

The territories have the fewest Black people at 1350, with a median age of 35.3, mostly immigrants/first generation of African and Jamaican origins, for whom entrepreneurship and mining opportunities are the main draws.

British Columbia's Black population has a median age of 28.6, comprising 3.6% of Canada's Black population and 1% of the province's population, with their population doubling in size between 1996 and 2016. More than half (53%) are first-generation, with another third (32%) the second generation. Like the rest of Canada, the first black settlers in British Columbia came from the U.S (California) in the mid-1800s, settling in Victoria and Saltspring Island. However, with increasing urbanization and a search for work, many moved to the Strathcona neighbourhood of Vancouver, congregating around the 'Hogan's Alley' area as it was close to the railway where most men worked as porters.[48] Much like Africville, however, in the mid-1960s, the city of Vancouver began redeveloping the area as part of its urban renewal program, building a freeway in the area and effectively spelling the end for that community.

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[46] Black Demographics Study of Montreal by Montreal Consortium for HR and Advocacy Training & McGill, 2001 report

[47] Diversity of the Black Population in Canada: An Overview by Stats Canada

[48] Black Strathcona Chronology; Compton, Wayde, "Hogan's Alley". In The Canadian Encyclopedia. Historica Canada. Article published February 13, 2014; Last Edited February 14, 2019. https://www.thecanadianencyclopedia.ca/en/article/hogans-alley

We see considerable variation in the Black experience in Canada. However, some patterns of disparity and discrimination than some patterns of disparity and discrimination that some patterns of disparity and discrimination persist relatively uniformly, as the following sections in this document indicate.

KEY TAKEAWAYS

- According to the 2016 Census, Black Canadians comprise 3.5% of Canada's population.

- With an average age of 29 years old as of 2016, Black Canadians are a younger population than Canada as a whole, with an average age of 40 years old.

- An overwhelming majority of Black Canadians (94%) live in urban centres, compared to 71% of Canadians who live in urban centres.

- More than half of Canada's Black population (52.4%) lives in Ontario.

- Atlantic Canada (Nova Scotia, PEI and New Brunswick) has the oldest (longest-tenured) Black Canadian population, with 59% of them identifying as third-generation or more. This is largely due to its position as a place of refuge for Black Americans escaping the racism, slavery and the United States British loss of the war of 1812.

- As of 2016, the Prairie provinces (Alberta, Manitoba, Saskatchewan) had the fastest-growing Black population in Canada, quadrupling between 1996 and 2016 primarily due to African immigration. It is also the region with the most first-generation Black Canadians (65%)

- Although the territories have the lowest share of Canada's Black population, it also has the oldest (age) Black Canadian population, with a median age of 35 years old.

4.0 Areas Most Impacting Black Communities in Canada

Below are the areas with the most tangible impact on Black communities within Canada, spanning several institutional areas.

Income

Black people in Canada face clear, significant and stark disparities compared to other communities regarding income and earnings, which often makes them disadvantaged in other respects. While there is a documented earnings gap in Canada between visible minorities and White Canadians, there are also differences between different visible minorities' economic patterns that hold over time across generations.[49] We see this using a range of indicators and measures.

Using data from the 2016 census that includes full-time and part-time workers, the Canadian Council for Policy Alternatives found that, Black Canadian income levels remained amongst the bottom two for visible minorities, even three generations after immigrating and settling.[50] **Black first-generation immigrants earned 68c to the non-visible minority $1**, second-generation Black Canadians earned 69c, and third-generation Black Canadians earned 74c to the non-racialized immigrant $1. While the gap narrows with successive generations of Black Canadians, a point hard to miss is that the gaps persist. The result: **67% of Black families stay in the bottom half for income across three generations**, higher than the share of non-visible minority families (47%) and the average across all visible minority groups (60%) in the lower half.[51]

Furthermore, these wage gaps are the largest compared to other racialized groups, indicating that Black Canadians face the worst wage-gap outcomes independent of their generational cohort. The individual breakups of the earnings also reveal earning gaps on the individual level between visible minority groups and across genders. While the male visible minority average is 78c, Black men earn 66c (the least of all visible minority males), to the male non-visible minority $1. While also underpaid relative to the female non-visible minority $1 and the female visible minority average of 87c, Black women (83c) earn more than Black men.[52] While Black men and women are underpaid relative to their non-Black counterparts, the difference is largely attributed to the large share of Black women, especially immigrants, working in the healthcare and social assistance sectors.[53]

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[49] CCPA Colour Coded Income Gap paper.

[50] Ibid

[51] CCPA Colour Coded Income Gap paper.

[52] Ibid

[53] Stats Canada Black Canadians Socioeconomic Changes Report. This is covered in some more detail in the employment & labour section.

It is not immigration status that drives the gaps in income and earnings between Black immigrants and other racialized immigrants. We know that it is common for immigrants to begin at a disadvantage relative to longer-established residents; the persistence of the gap between Black and non-Black immigrants even after acculturation and settling is of concern. Although these gaps could be attributed to the types of jobs held by Black Canadians compared to non-Black Canadians and educational attainment differences, these earning gaps have persisted over time even after accounting for demographic and socioeconomic differences and characteristics. This suggests and reflects observations in the literature that the gap may be due to something more insidious and difficult to capture quantitatively, i.e., anti-Black racism and discrimination in the job market and labour force.[54] Studies showing the importance of family income and socioeconomic status on children's welfare, including educational attainment and long-term employment, follow an overview of Black Canadian education outcomes.

Education

In addition to being a means of acculturation and socialization, especially for a community with such an immigrant history, education tends to be a primary factor in future earnings potential and other socioeconomic outcomes.[55] In addition to family income, parental education status also correlates with higher educational outcomes and attainment for children. Having educated parents, being a child of immigrants and living in metropolitan areas with or closer to post-secondary institutions are generally associated with higher educational attainment rates.[56] Despite experiencing similar earnings outcomes as their native-born counterparts, Black adult immigrants (25-59) tend to be more educated than their Canadian- born counterparts. However, these same patterns do not hold for their children (Black Canadian youth), especially for Post-Secondary Educational (PSE) attainment.[57] While immigration is a differentiating factor in the educational attainments of adult Black Canadians, it has less of an effect on Black youth education outcomes.

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[54] Stats Canada Black Canadians Socioeconomic Changes Report ;Pendakur, K., and R. Pendakur. 2002. "Colour my world: Has the minority-majority earnings gap changed over time?" *Canadian Public Policy* 28.4: 489-512.; ———. 2011. "Colour by numbers: Minority earnings in Canada 1996-2005". *Journal of International Migration and Integration* 12.3: 305-329; Skuterud, M. 2010. "The visible minority earnings gap across generations of Canadians." *Canadian Journal of Economics* 43.3: 860-881.

[55] Pathways to Education. (2016). Differences in Earning Potential Across Educational Attainment Groups. Toronto, ON. https://youthrex.com/differences-in-earning-potential-across-educational-attainment-groups/

[56] James, C. E., and L. Taylor. 2008. "Education will get you to the station: Marginalized students' experiences and perceptions of merit in accessing university", Canadian Journal of Education, Vol. 31, no. 3, p. 567 to 590; Turcotte, Martin. 2019. "Educational and labour market outcomes of children with an immigrant background by their region of origin", Ethnicity, Language and Immigration Thematic Series 2019;. StatsCanada Black Youths' Education 2020.

[57] StatsCanada Black Youths' Education

Black adult education outcomes reflect the general trends for Canadians' education over time and as a whole, as more people have acquired post-secondary education, especially women, since 2001.[58] Female Black Canadians (25-59 years old) are more likely (70%) than their male black peers (63%) to have **post-secondary degrees,** i.e., College or CEGEP level and above, roughly corresponding to rates for non-Black women (69%) and non-Black men (64%).[59] Focusing more narrowly on **bachelor's degrees (university)**, while female Black Canadians are **as likely** (27.5%) to have a bachelor's degree as their male counterparts (27.7%), male Black Canadians are marginally more likely to have bachelor's degrees than their non-Black counterparts (26.7%), compared to female nonblack Canadians (32.7%).[60]

This difference is due to immigrant Black men, who tend to be more educated, i.e., hold bachelor's degrees (30%) than their native-born counterparts (18%).[61] However, the opposite is true for women, with almost a third of native-born Black women (31%) having bachelor's degrees compared to a quarter (27.5%) of their immigrant counterparts.[62] Canada has seen more recent immigration, mainly from African countries than the Caribbean, with 40% of Black newcomers being economic migrants.[63] Given that Canada's economic immigration requirements require a post-secondary degree, this contrast has been attributed to this influx in African immigration and cultural norms and expectations. The men are often more educated[64] and more likely to move abroad to support their families before bringing women and children over.[65]

However, educational outcomes for Black youth (15-24) are different, as there are significant gaps between them and their non-Black peers. Despite being more concentrated in metropolitan areas with higher concentrations of Post-Secondary Education (PSE) institutions (colleges, training and university) than non-Black youth, Black youth have lower educational attainment rates. While half (51%) of Black boys and two-thirds (69%) of Black girls had **PSE** qualifications in 2016, almost two-thirds (62%) of non-Black boys and three-quarters of non-Black girls (75%) had the same qualifications. Narrowing down to bachelor's degrees, **Black girls are twice as likely (34%) as Black boys (17%)** to have bachelor's degrees, although both are still less likely to have bachelor's degrees than their non-Black counterparts (41% of girls, 26% boys).[66] **Less than half (47%) of**

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[58] StatsCanada Black Canadians Socioeconomic Changes Report..

[59] StatsCanada Black Canadians Socioeconomic Changes Report..

[60] StatsCanada Black Population & Resilience.

[61] Ibid.

[62] StatsCanada Black Canadians Socioeconomic Changes Report.. Livingstone, Anne-Marie, and Morton Weinfeld. "Black Families and Socio-economic Inequality in Canada." *Canadian Ethnic Studies* 47, no. 3 (2015): 1-23. doi:10.1353/ces.2015.0026 .

[63] Diversity of the Black Population in Canada: An Overview by StatsCanada

[64] StatsCanada Black Canadians Socioeconomic Changes Report

[65] StatsCanada Black Population & Resilience.

[66] Ibid

Black youth with university-educated parents attained a bachelor's, compared to 57% of non-Black youth with similarly educated parents.

These educational disparities hold in other measures too. While it is well known that having educated parents (immigrant or not) is associated with high educational attainment rates amongst their offspring, this has not been the case in the Black community in Canada. It does not appear to matter whether Black youths have an immigrant background or not; their attainment of university degrees is lower relative to other youth, regardless of their parents' immigrant status. **Black youths with immigrant parents are just as likely to have university degrees (26%) as non-immigrant Black youth (23%)**. In contrast, non-Black immigrant youth (44%) are likelier than their non-immigrant counterparts (29%) to have one.[67] However, Black youths with an immigrant background[68] (62%) - are likelier to complete non-degree post-secondary education (colleges and training diplomas) than non-immigrant Black youth (55%).[69]

The educational disparities between the Black and non-Black youth can be traced back to the schooling experiences of Black students, which carries consequences for the rest of their lives. Although high school attainment rates for Black Canadian youth are on par with non-Black ones, the same cannot be said of their high school experience. A qualitative issue faced by Black youth in the education system is one of the low expectations, best captured by the fact that despite 94% of them want to achieve at least a bachelor's degree level education, only 60% **expect** to get it, compared to 79% of their nonblack counterparts.[70]

In Ontario, which has the largest Black Canadian population, the practice of streaming, which was discontinued in 2020, has long been identified as one that disproportionately affects Black students. It is a discriminatory practice that limits Black students' potential.[71] Streaming is the grouping of students based on their assumed ability after the ninth grade into an Academic stream (towards university) or Applied stream (towards college) and/or an Essentials stream (vocational, unable to go directly to a PSE).[72] However, Toronto District School Board data showed that twice as many Black students (39%) ended up in the Applied stream as non-Black visible minorities (18%) and White students (16%).[73] In addition to Black students being the most

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[67] StatsCanada Black Youths' Education

[68] Defined by StatsCanada as having at least one parent born outside Canada.

[69] StatsCanada Black Youths' Education

[70] StatsCanada Black Youths' Education

[71] James, C.E. & Turner, T. (2017). Towards race equity in education: The schooling of black students in the Greater Toronto Area. Toronto, ON: York University. https://youthrex.com/report/towards-race-equity-in-education-the-schooling-of-black-students-in-the-greater-toronto-area/

[72] James, C.E. & Turner, T. (2017). Towards race equity in education: The schooling of black students in the Greater Toronto Area. Toronto, ON: York University. https://youthrex.com/report/towards-race-equity-in-education-the-schooling-of-black-students-in-the-greater-toronto-area/

[73] James & Turner, 2017. https://youthrex.com/report/towards-race-equity-in-education-the-schooling-of-black-students-in-the-greater-toronto-area/

represented in the essential stream relative to their non-Black and white counterparts, streaming limited how many Black students ended up in university.

In addition to this academic obstacle, Black youth also face more qualitative issues in high school. In 2015, forty-two percent of black high school students in the GTA reported having been suspended at least once in high school for issues as minor as wearing hoodies or hoop earrings, more than double the amount for their non-Black visible minority (15%) and White (18%) counterparts.[74] Black students were also the most overrepresented in expulsions, making up almost half (48%) of them despite being 12% of the student population. These issues, combined with a dearth of Black teachers-only 1.8% of Canada's teachers are Black[75]- whom students can look up to and receive encouragement from, make the Black high school education experience a troublesome one and contribute to some post-secondary outcomes observed amongst Black Canadians.

While immigration is a differentiating factor in the educational attainments of adult Black Canadians, it has less of an effect on Black youth. The differences in education outcomes between Black youth and non-black youth, along with the equalization between immigrant and non-immigrant black youth despite the conventional wisdom, speak to some intangibles between the first generation and their descendants. This is worth capturing and delving into through further research with this project. These relationships between education and earnings potential affect Black Canadians' employment and labour outcomes to be discussed later in this report.

Family Status

Part of the effect of family status on future earnings and socioeconomic status involves the presence of both parents at home. Having single parents has also been connected to childhood low-income status, with studies showing a historical prevalence of lone parenthood amongst Black Canadians, especially women. [76]

As of 2016, Black Canadians are more than twice as likely to live in lone-parent families (19%) than non-Black Canadians (8%), with nearly 70% of these being women-led, i.e., single mothers.[77] As of 2016, **more than a quarter (27%) of Black Canadian women (25-59) are single parents, compared to a tenth (10.6%) of the non-Black female population**.[78] As of 2016, **immigrant Black**

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[74] Ibid

[75] StatsCanada Black Youths' Education

[76] Thomas, Derrick. 2001. "Evolving family living arrangements of Canada's immigrants", Canadian Social Trends, Ottawa, Statistics Canada Catalogue no. 11-008, p. 16 to 22.; Livingstone, A., & Weinfeld, M. (2015). Black Families and Socio-economic Inequality in Canada. Canadian Ethnic Studies 47(3), 1-23. doi:10.1353/ces.2015.0026.

[77] StatsCanada Black Population & Resilience

[78] Statistics Canada Black Canadians Socioeconomic Changes Report

women (30%) have triple the rate of lone parenthood than other immigrant women (10%). [79]This continues a pattern that has been documented going back to the 1986 census.[80] This disparity holds in further generations, with almost a quarter (23.3%) of second-generation (Canadian born) and more than a quarter (26%) of the third generation Black women being single parents, compared to about a tenth of the non-Black second(9%) and third generations(11.5%) respectively.[81] While lone parenthood is also more widespread amongst Black men (5%) than the rest of the male population, it is still at much lower rates than for Black women.[82]

The literature has long established the connection between lone parenthood and low-income status and children's welfare/outcomes.[83] In 2016, Black Canadian lone-parents were likelier to live in low-income situations (34%) than non-Black lone-parents (26%).[84] This also translates to the welfare of Black children, as Black children under 15 are almost twice as likely (27%) as their non-Black peers (14%) to be living in a low-income situation.[85] While not exclusively due to single parenthood, this is in line with historical patterns through other censuses. Black children consistently live in lower-income situations than their peers.[86] In 2016 the low-income status of Black second generation (24%), third generation and above children (27%) was somewhat similar to that of immigrant black children (27%). However, this was not the case for non-Black children, whose low-income status is almost halved between immigration (19%) and the second generation (10%).[87] This pattern also corresponds to the previously observed generational income and earnings gaps between Black and non-Black Canadians. Those who stay in the lower income levels for the longest period will also have the most children in a similar situation. Studies have attributed this prevalent low-income status amongst Black children to lone parenthood. Even

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[79] StatsCanada Black Population & Resilience

[80] Christensen, C.P., and M. Weinfeld. (1993). "The black family in Canada: A preliminary exploration of family patterns and inequality." *Canadian Ethnic Studies/Études ethniques au Canada* 25.3: 26-45

[81] Statistics Canada Black Canadians Socioeconomic Changes Report

[82] Ibid

[83] Christensen, C.P., and M. Weinfeld. (1993). "The black family in Canada: A preliminary exploration of family patterns and inequality." *Canadian Ethnic Studies/Études ethniques au Canada* 25.3: 26-45 ; Lichter, Daniel T., and David J. Eggebeen. 1994. "The Effect of Parental Employment on Child Poverty", *Journal of Marriage and the Family*, Vol. 56, no. 3, p. 633 to 645; Thomas, Kevin J. 2011. "Familial Influences on Poverty Among Young Children in Black Immigrant, U.S.-Born Black, and Nonblack Immigrant Families", *Demography*, Vol. 48, no. 2, p. 437 to 460.

[84] StatsCanada Black Population & Resilience

[85] Statistics Canada Black Canadians Socioeconomic Changes Report

[86] Christensen and Weinfeld; Statistics Canada Black Canadians Socioeconomic Changes Report

[87] Statistics Canada Black Canadians Socioeconomic Changes Report

in 2016, after accounting for the effect of lone parenthood, the gap between Black children (20%) and nonblack (15%) drops to 5%.[88]

Examining long-standing Black immigration patterns is important for understanding this aspect of Black Canadians' lives. Some explanation for the high incidences of single-parent, female-headed households amongst Black Canadians lies in migration patterns & histories.

One explanation traces this to family systems and practices in the Caribbean, especially as a legacy of structural problems including slavery and colonization, e.g. colonial bans on marriage and out-migration. This combined legacy has led to the development of fluid and flexible family arrangements, which immigrants have carried over with them into Canada, including the practice of matrifocality, characterized by blended households headed by women.[89] This, combined with those mentioned above, West Indian caregiver programmes from the 1950s and 60s, along with the more recent Live-In Caregiver Immigration programme, which required caregivers (often female) to live as singles with their clients, contributed to this development of women-led Black families in Canada.[90] For Africans, it has been noted that in the initial East African community immigrating in the 80s and 90s as refugees, especially Somalis, women came in as single mothers due to men dying in war or asylum application rules.[91] More recently, however, African immigration has increased, and the balance between refugees and economic immigrants is now about the same (40% each). Since then, there has been an increase in 'autonomous migration' among African women, with more migrating as professionals-reflecting some demographic and normative changes on the continent- or without husbands, instead of reuniting with or being dependent on spouses.[92]

Hence, the distinctive family structure of Black Canadians can be traced to historical racial discrimination[93] and migration from conflict, which has had negative generational influences on

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[88] Christensen, C.P., and M. Weinfeld. (1993). "The black family in Canada: A preliminary exploration of family patterns and inequality." *Canadian Ethnic Studies/Études ethniques au Canada* 25.3: 26-45 ; Statistics Canada Black Canadians Socioeconomic Changes Report

[89] Safa, H. 2005. "The matrifocal family and patriarchal ideology in Cuba and the Caribbean". *Journal of Latin American and Caribbean Anthropology* 10.2: 314-338.; Blackwood, E. 2005. "Wedding bell blues: Marriage, missing men, and matrifocal follies." *American Ethnologist* 32.1: 3-19

[90] Arat-Koc, S. 2001. "The politics of family and immigration in the subordination of domestic workers in Canada." In *Family patterns, gender relations,* ed. B.J. Fox, 428-452. Toronto: Oxford University Press.

[91] Israelite, N.K, A. Herman, and F.A. Alim. 1999. "Working for "Sharciga": Resettlement and the roles of Somali women." *Canadian Woman Studies* 19.3: 80-86; Spitzer, D.L. 2006. "The impact of policy on Somali refugee women in Canada." *Refuge* 23.2: 47-54.

[92] Adepoju, Aderanti. 2000. "Issues and Recent Trends in International Migration in Sub-Saharan Africa", International Social Science Journal, vol. 52, no. 165, p. 383 to 394; Adepoju, Aderanti. 2005. Migration in West Africa, A paper prepared for the Policy Analysis and Research Programme of the Global Commission on International Migration. Global Commission on International Migration (GCIM).

[93] (Eggebeen and Lichter 1991; Lichter and Eggebeen 1994).

both parents and the children's life trajectories and decisions through education and employment opportunities.

Employment and Labour

Despite being equally educated overall, Black Canadian adult (25-59) **unemployment rates** are higher than the rest of the population, with both Black men and women having the same unemployment rate in 2016 (10.2%), more than the male non-Black rate (6.7%) and almost twice as much as that of non-Black women (5.8%)[94]. Even at the highest levels of education, i.e., PSE diploma & degree holders, the unemployment rate for Black people (9.2%) is still more than that of the non-Black population (5.3%).

Manufacturing (23.1%), transportation and warehousing (11.1%) and administrative support, waste management and remediation (9.7%) are the three sectors that employed the most Black males (25-59) in 2016, compared to manufacturing (32.9%), construction (13.4%) and professional, scientific & technical service and retail trade (both 8.4%) for their non-Black peers.[95] While one-third of Black male workers (34%) worked in the primary and secondary sectors (agriculture, mining, energy, manufacturing, construction and utilities) in 2016, more than half (53%) of other race male workers worked in these sectors. However, this difference is due to the prevalence of third-generation or more non-black Canadians, who have been settled longer, and more rurally than immigrants, which many in the black community are.[96]

Black women (25-59) immigrants and non-immigrants alike are heavily concentrated in the healthcare services sector. In 2016, a third (32.8%) of them were employed in the health care and social assistance sector, with retail trade (8.3%) and educational services and administrative support, waste management and remediation (both 7.6%) comprising the three largest employers of Black women.[97] While this composition of industries was the same for non-Black women, the shares were different, with fewer in healthcare (21.1%) but more in educational services (11.6%) and retail trade (10.7%).[98] This concentration in the healthcare services is noteworthy, as immigrant Black women are concentrated (36.6%) in the sector relative to other immigrant women (19%). It continues to be the largest employer of their descendants two or more generations later.

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[94] StatsCanada Black Population & Resilience.

[95] StatsCanada Black Canadians Socioeconomic Changes Report

[96] Ibid.

[97] Ibid.

[98] Ibid

Immigration is an important variable in Black Canadian employment. This concentration in the healthcare and social assistance sector can be traced back to the aforementioned Domestic Support Worker programme with its quota of female West Indian care workers.[99]

An important distinction between immigration and Black Canadian employment is that those of African origin have slightly higher unemployment rates than their Caribbean counterparts. Although Black immigrant women, on the whole, have had the highest unemployment rate[100] over the past four censuses (consistently around 11%), those of African immigrant women were higher (12.5%) than their Caribbean counterparts' (8.7%).[101] This disparity, especially amongst the immigrant generation, has been linked to the more patriarchal setup of many African countries wherein men are expected to be the providers for their family, compared to the matrifocality above in the Caribbean. [102] This was also the case for African immigrant men (10.8%) compared to Caribbean men (8.2%). This pattern also holds for their native-born descendants. For the **native-born Black population**, unemployment was also somewhat higher for the African descended men (11.3%) and women (10.8%) than those of Caribbean descent (8% women, 10.8% men).

The ' underemployment rate ' is another connection between Black Canadian labour participation and immigration[103]. Amongst employed Black Canadians, Black immigrants **with university degrees earned abroad** (32.8%) are almost twice as likely as Black non-immigrants with university degrees (17.8%) to be underemployed. Conversely, non-black immigrants with foreign degrees are thrice as likely (30.7%) as their non-immigrant counterparts (10.8%) to be underemployed. This implies that underemployment is more of a problem for Black Canadians regardless of where they got their education than any other demographic/ethnic group.

Criminal Justice

An enduring theme of criminal justice data of Black Canadians is the lack of disaggregated race data, making it harder for researchers and policymakers alike to pinpoint and address the problems therein.[104] However, following the police killing of George Floyd and the worldwide protests it triggered in the summer of 2020, Statistics Canada and the Canadian Association of Chiefs of Police stated that in July 2020that, they would start collecting "…statistics on Indigenous and ethnocultural groups in police-reported crime statistics on victims and accused persons".[105]

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[99] Mensah, J. (2002). Black Canadians: history, experiences, social conditions. Fernwood Pub.

[100] Compared to nonblack women, nonblack men and black men (immigrant and non-immigrant)

[101] StatsCanada Black Canadians Socioeconomic Changes Report

[102] Mensah, J. (2002). Black Canadians: history, experiences, social conditions. Fernwood Pub.

[103] Measured as being in a position requiring a HS diploma or less, despite having higher qualifications.

[104] Owusu-Bempah and Millar 2010, Owusu-Bempah and Wortley 2011, Owusu-Bempah and Wortley 2014, Owusu-Bempah and Luscombe 2020.

[105] Statistics Canada Police Chiefs Joint Statement

Although Black Canadians make up 3.5% of the broader Canadian population, they make up 7.2%of the total Canadian offender population, third behind White and Indigenous Canadians.[106] Due to the dearth of federally/nationally collected disaggregated race data, this section relies on provincial records and academic studies. Disaggregated race data for provincial corrections is collected for internal purposes only and is not publicly available. However, through Freedom of Information (FOI) requests, researchers could get data for 2010-2011 provincial corrections **admissions[107]** from **Ontario, New Brunswick, Nova Scotia & Alberta.** All these provinces over-represent Black people in their corrections admissions relative to their provincial populations at the time, with Ontario (18%) and Nova Scotia (14%) having the highest admissions rates despite only 3.9% and 2.1% of their respective populations identifying as Black**.[108]**

Black Canadians also fare no better in their police interactions. Using Ontario's racial disproportionality index methodology[109] to analyze the 2015 simple drug possession police arrest[110] statistics from Vancouver, Calgary, Regina, Ottawa and Halifax for arrest disproportionality rates by race, researchers also found that Black people are overrepresented in **drug possession arrests** across 4 of these cities.[111] **Black people are the most overrepresented in Halifax, Ottawa and Calgary, where they were 4, 3.5 and 3 times more likely to be arrested for drug possession** than predicted in relation to their population proportion. , On the other hand, White people are equally or underrepresented in arrests in all cities, despite self-reported drug use being the same. While these findings exclude the Greater Toronto area and Montreal, which have the largest Black Canadian populations, an August 2020 report by the Ontario Human Rights Commission (OHRC) echoes these findings. Using Toronto Police Service data from **2013 to 2017, the report found that Black Torontonians are four times likelier to be arrested for cannabis possession than white Torontonians**, despite similar usage rates. [112] The report also found that

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[106] 2019 Public Safety Canada Statistical Overview. Total offender population includes the incarcerated, those awaiting trial and in detention and those on parole.

[107] This is different from the federally available data, which is measures the amount of people in the system i.e. the stock, compared to the provincial data which is a measure of just admissions i.e. the flow into the system.

[108] "Race, Crime and Criminal Justice in Canada" by Akwasi Owusu-Bempah and Wortley. January 2014 (https://doi.org/10.1093/oxfordhb/9780199859016.013.020). Information was requested through Freedom of Information requests to provincial departments.

[109] Govt. of Ontario 2019 Anti-Racism Data Standards

[110]Defined as <30g of marijuana or < 1g of hashish. Also worth noting arrest data does not reflect place of residence, unique or repeat arrests of the same person or if they were charged after arrest.

[111] Owusu-Bempah and Luscombe Oct. 2020

[112] A Disparate Impact: Second Interim Report on the inquiry into racial profiling and racial discrimination of Black persons by the Toronto Police Service. Ontario Human Rights Commission. August 2020.

Black Torontonians had a higher charge rate[113] than White (3.9 times likelier) and other visible minority groups (7 times likelier). Black Torontonians were also five times likelier than White Torontonians and 11 times more likely than other visible minorities to have police use 'lower-level force'[114] against them.

Although the dearth of national disaggregated race data makes it difficult to make conclusive statements about the plight of Black Canadians within the criminal justice system, the available regional data reflects the disparities highlighted in other socioeconomic outcomes so far. The following section addresses experiences and perceptions of racism, as reported by Black and non-Black Canadians, to supplement these findings further.

Experiences of Discrimination and Racism

Black people perceive and experience racism in myriad ways, highlighted below through police-reported and self-reported (through surveys) incidents and records. In light of the 2020 summer of protests following George Floyd's killing by police in Minnesota and given the dearth of national disaggregated race criminal justice data, this section also addresses treatment and perceptions of treatment by the police.

Like the kinds brought on by increased immigration, demographic changes are often met with increased rates of hate crimes.[115] While these may be individual events, they affect communal psyches because they target "integral and visible" parts of the community's identity.[116] Hate crimes are divided into several categories based on their motivation when reported and recorded by police. These categories are racial/ethnically motivated hate crimes, religiously motivated hate crimes and those motivated by hatred of sexual orientation and gender identity[117]. Of these, racially or ethnically motivated crimes constituted almost half (44%) of the hate crimes reported in Canada in 2018. Of **these racially/ethnically motivated hate crimes, Black people were the**

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[113] Ibid. For discretionary lower-level charges, e.g., obstruct justice charges, trespassing, disturbing the peace, possession of small amounts of cannabis or hashish and 'out of sight' driving offenses etc., which often rely on the officer's discretion to charge or not.

[114] Ibid. This refers to uses of force that do not result in investigation by the Special Investigations Unit (SIU), because the use of force did not lead to death, serious physical injury or sexual assault. Such instances include use of pepper sprays, or instances that may lead to bruises and lacerations.

[115] Chongatera, G. 2013. "Hate-crime victimization and fear of hate crime among racially visible people in Canada: The role of income as a mediating factor." *Journal of Immigrant & Refugee Studies*. Vol. 11.; Putnam, R. 2007. "E Pluribus Unum: Diversity and community in the Twenty-First Century." *Scandinavian Political Studies*. Vol. 30, no. 2.

[116] "Policing hate crime in a Multi-cultural society observation from Canada." *International Journal of Law, Crime and Justice*. Vol. 38

[117] Police Reported Hate Crime in Canada (2018). StatsCanada, Feb 2020. There are also 'other' categories of hate crimes including due to disability, age and/or political beliefs, which form a much smaller part of hate crime statistics.

most targeted group (36%).[118] In Hamilton, the city with the highest hate crime rate of 17.1 incidents per 100,000 in the population-more, thrice **the national average of 4.9**, Black people have also been the most targeted for hate crimes (31%).[119] However, across all categories of hate crimes in Canada, Black people **are the second most targeted group, with 23.6 incidents,** behind Jewish people.[120]

Aside from the categorization by motivation, hate crimes are also classed by their nature, namely 'violent or non-violent; the former include common and physical assault, the utterance of threats and criminal harassment, whereas the latter include acts of mischief against property, advocating genocide and public incitement of hatred[121] The hate crimes against Black people are often non-violent, with more than half (60%) of the hate crimes (2010-2018) against Black Canadians being non-violent. Nearly a third of all victims (32%) of hate crimes reported to police in that same period were women. Violent hate crimes against Muslims and Indigenous people were also more likely to involve women, with 45% of violent hate crimes against a Muslim being directed at women. This is noteworthy for Black Canadians, given the significant Somali presence in Canada, as the wearing of head coverings makes it easier to identify female Muslims than male ones.[122] Lastly, e most hate crimes (62%) were likely to be committed by a stranger. T**he prevalence of being victimized by someone familiar was highest amongst Black hate crime victims** and those targeted for sexual orientation (43%).[123] The median age of the targets of violent anti-black hate crimes is young- 29 years- reflecting the overall relative youth of Black people in Canada.

Some steps have been taken to address incidents of hate crime and discrimination. Canada's Anti-Racism Strategy (2019-22) will create an Anti-Racism Secretariat at the national level.[124] A Canadian Digital Charter (2019) also outlines ten guiding principles people can expect to interact with digital content, including freedom from being racially abused or hateful and violent extremism. British Columbia, Quebec and Ontario have all passed Anti-SLAPP (Strategic Lawsuits against Public Participation) legislation, which helps people trying to expose or fight discrimination from being buried under lawsuits by larger or more influential opponents when they attempt to speak out publicly about racism and/or discrimination.[125] British Columbia also has a centralized website-part of a larger programme against racism- where residents have

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[118] Table 1, Police Reported Hate Crime in Canada, 2014-2018. (2018).

[119] Police Reported Hate Crime in Canada (2018). StatsCanada, Feb 2020.

[120] Although, Jews are also an ethnic group, the majority of crimes against them are nonviolent and involves the desecration and vandalism of places of worship and other Jewish building. As such, they are categorized as religiously motivated, not ethnic/racial i.e. Anti-Semitism, and these make

[121] Table 2, Police Reported Hate Crime in Canada by most serious violation, 2017-2018. (2018).

[122] National Council of Canadian Muslims 2014; National Council of Canadian Muslim 2017.

[123] Police Reported Hate Crime in Canada (2018). StatsCanada, Feb 2020.

[124] "Building a foundation for change: Canada's Anti-Racism Strategy 2019-2022."Canadian Heritage, 2019. Ottawa.

[125] Torys LLP Explainer: What is a SLAPP?

access to information about hate crimes and how to report them.[126] Ontario also passed an Anti-Racism Act(ARA) in 2017, setting out requirements for identifying and eliminating systemic racism. The legislation includes a 3-year anti-racism strategic plan and a requirement to collect disaggregated race-based data.[127] Fifteen of Canada's 20 largest municipal police services have specialized hate crime units and departments, including major cities like Toronto and Edmonton.[128] As part of its Anti-Black Racism Plan, the City of Toronto plans to create for a Hate crimes Advisory Committee to "strengthen community capacity to report and police capacity to investigate…hate crimes."[129]

That said, hate crimes are a logical extension of the racism and discrimination faced by members of the Black community. The racism experienced by Black Canadians is documented in their views on policing, for example. The 2014 General Social Survey shows that amongst visible minorities (62%), Black Canadians (45%) are the least likely to report feeling the police treat people fairly, compared to 63% of non-minorities.[130] The 2015 Black Experience Project conducted in the GTA also found that while 61% of Black GTA residents had a great deal or some confidence in the police, less than half (42%) of them said police do a good or average job treating Black people fairly.[131] A more recent report (2021) found this sentiment had increased to more than half of Black GTA residents (53%).[132] These suggest that Black residents increasingly feel criminalized, which only adds to demoralization and alienation from socio-economic institutions that otherwise could play a progressive role in development.

There are other less explicitly life-altering ways. Black people have expressed their perceptions and experiences of racism. For example, in a 2015 survey of Black-owned businesses in the GTA,[133] almost half (48%) listed 'accessing finance' as one of the areas they could use more support in, reflecting some of the well-documented problems Black Canadians and entrepreneurs have faced in accessing credit due to discrimination in the finance sector.[134]

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[126] Hate Crimes in BC, by Resilience BC.

[127] Ontario Anti-Racism Act. 2017. Government of Ontario.

[128] Police Reported Hate Crime in Canada (2018).; Edmonton Police Hate Crime Unit. Edmonton Police Service; Toronto Police Hate Crime Unit, Toronto Police Service.

[129] Recommendation 17.3, City of Toronto Anti-Black Racism Plan. City of Toronto. 2017.

[130] 2018 Statistics Canada Juristat.

[131] The Black Experience Project.

[132] Canadian Association of Black Lawyers and Ryerson Law Criminal Justice Perceptions & Interactions Report. February 2021.

[133] City of Toronto Black-Led Businesses in Toronto Building Opportunities Survey

[134] Teixeira, Carlos. "Community Resources and Opportunities in Ethnic Economies: A Case Study of Portuguese and Black Entrepreneurs in Toronto." *Urban Studies* 38, no. 11 (October 2001): 2055–78. https://doi.org/10.1080/00420980120080934.; Banking barriers: Financial exclusion of black entrepreneurs by CBC Radio.

Nonetheless, **public and non-Black perspectives** on discrimination and racism are evolving, with even more Canadians seeing and acknowledging the mistreatment of Black people. In a series of surveys conducted by Environics, the share of those (White and non-Black minorities) **who disagreed** that "anti-Black discrimination was no longer a problem in Canada" **rose** between Spring 2019 (47%) and Fall 2020(74%).[135] White people who agreed that "anti-Black discrimination is no longer a problem in Canada" dropped from 48% to 18%, whereas the share of other racialized people who agreed also dropped from 45% to 25%. Over the past five years (2015 onwards), more Canadians (58%) agree than disagree that 'it is more difficult for non-Whites to succeed in Canada than Whites'-the most agreed with that statement in the past 30 years.[136] Lastly, only 24% of Canadians agree that their **local police force** treats Black people fairly.[137]

As well as affecting Black socioeconomic outcomes in Canada, these experiences also take their toll on the physical and mental wellbeing of Black Canadians, to which we now turn.

Health

To discuss Black health outcomes, we must first address the social determinants of health. The social determinants of health can be defined as "…the economic and social conditions that influence the health of individuals, communities, and jurisdictions as a whole".[138] As outlined throughout this report, Black Canadians are largely behind national averages and non-Black averages on many of these determinants (labour, income, criminal justice/policing). For Black people, racism is also one of these social determinants. It has been shown to affect their physical and mental health outcomes through several pathways, including economic and social deprivation and the various forms of socially inflicted trauma (mental, physical, witnessed, threats).[139]

As the criminal justice section mentioned, disaggregated race data collection across Canada remains an obstacle to properly assessing Black Canadians. Canada's use of "immigrant" and "visible minority" has been considered controversial and "fraught with methodological pitfalls" because it "confounds race, ethnicity and nationality" by aggregating groups with different

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[135] [Environics Public Opinion Surveys on Racism & Discrimination](). Worth noting the reported responses exclude the minorities themselves, i.e. nonblack perceptions

[136] [Environics Public Opinion Surveys on Racism & Discrimination]().

[137] Ibid.

[138] Raphael, D. (2004). Introduction. In D. Raphael (Ed.) Social determinants of health (pp. x1-18. Toronto, ON: Canadian Scholars Press

[139] Krieger, N. (2011). Epidemiology and the people's health. Oxford, England, and New York, NY: Oxford University Press; Berger M, Sarnyai Z. "More than skin deep": stress neurobiology and mental health consequences of racial discrimination. Stress. 2015 Jan;18(1):1-10. https://doi.org/10.3109/10253890.2014.989204

historical experiences in Canada into one.[140] From a methodological/research perspective, it also makes it more difficult for researchers to "responsibly describe surveyed samples."[141] Policy-wise, issues are improperly handled because it is hard to address a problem without systematic evidence/records collection.

Nonetheless, in the past six or so years, there has been an increased emphasis on collecting, disseminating and analyzing race-specific health data in Canada. These include Public Health Canada reports and data visualization tools(2017) on health inequities focused reports on Black Canadian health outcomes and the inclusion of race in the Canadian health data collection outside of the Canadian Community Health Survey (CCHS).[142] At the provincial level, the Ontario Human Rights Commission has repeatedly pointed out that such disaggregated identity data-race, sexual orientation etc.- can help with the institutional protection and promotion of human rights.[143] This intersectional approach to healthcare and healthcare service delivery is also evident amongst medical practitioners and academia, especially in Ontario, which has the biggest Black population.[144,145] Some of their recommendations include more collection of disaggregated race-based data, increasing the number of Black physicians and healthcare providers, increasing funding for Black community mental health services, incorporating critical race theory into medical school curricula and integrating and mandating health equity training for healthcare providers.[146]

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[140] De Maio, F., & Kemp, E. (2010, September). The deterioration of health status among immigrants to Canada. Global Public Health, 5(5), 462−478

[141] Rummens, J. A. (2003). Ethnic ancestry, culture, identity, and health: Using ethnic origin data from the 2001 Canadian census. Canadian Ethnic Studies, 35(1), 84−112

[142] Pan-Canadian Health Inequalities Data Tool, 2017 Edition. A joint initiative of the Public Health Agency of Canada, the Pan - Canadian Public Health Network, Statistics Canada, and the Canadian Institute of Health Information. https://www.canada.ca/en/public-health/services/publications/science-research-data/understanding-report-key-health-inequalities-canada.html ; Social Determinants and inequities in health for Black Canadians: A snapshot by Statistics Canada September 2020

[143] Ontario Human Rights Commission. *Count me in! Collecting human rights-based data.* 2009; Statement on the necessity of demographic data necessary to fight COVID-19. April 2020

[144] "Black experiences in health care symposium: bringing together community and health systems for improved health outcomes." North York (ON): Black Health Alliance, Toronto Health Commons Solutions Lab. Sinai Health. 2020. https://static1.squarespace.com/static/5a0d40298dd041f9a60bb3a7/t/5ea9a317983eca78fd95ee6d/1588175652047/Full+Report-+Black+Experiences+in+Health+Care+Symposium+2020.pdf

[145] Veenstra G. Race, gender, class, sexuality (RGCS) and hypertension. Soc Sci Med. 2013;89:16−24; OmiSoore Dryden and Onye Nnorom. "Time to dismantle systemic anti-Black racism in medicine in Canada". *Canadian Medical Association Journal,* Vol 193, Issue 2. January 2021. https://doi.org/10.1503/cmaj.201579

[146] "Black experiences in health care symposium: bringing together community and health systems for improved health outcomes." North York (ON): Black Health

Research has also connected "race-based discrimination, a lifelong stressor, contributes to the development of hypertension among African Americans", as well as chronic stress and racism, and chronic stress and racism to several precursors to Type 2 diabetes. The Covid-19 pandemic in the Greater Toronto Area, for example, shows the combination of these determinants in action. As of October 2020, Black people accounted for 21% of COVID-19 cases in Toronto, despite being just 9% of the overall population, reflecting their overrepresentation in service roles that cannot be performed remotely. [147] A 2016 study using Canadian Community Health Survey (CCHS) results (2001-2012) found that Black women were likelier than White women to report diabetes and hypertension.[148] Black men were also likelier to report diabetes and hypertension than White men but less likely to report heart disease. Considering the connection between hypertension and other blood pressure/stress-related outcomes and heart disease, to a lower likelihood of heart disease. However, drawing on American research showing heart/cardiovascular disease is more lethal for African-Americans, i.e., higher mortality rate, the researchers note that these Canadian results could be explained by survivor bias, whereby only the survivors are left to report. [149] One suggested improvement for the CCHS data would be including mortality data to allow better researchers to substantiate such connections.[150]

As with other outcomes about Black Canadians, immigration-related insights must be drawn. Studies have shown that immigrant health declines shortly after immigration to Canada, with 'visible minority status' being a significant factor in this decline.[151] Focusing on Black Canadians/immigrants specifically, another study sought to explore the idea of intersectionality for Canadian health inequities and outcomes, acknowledging the different experiences immigrants have from native-born Canadians and how these may affect them differently.[152] Per CCHS data(2001-2013), **Black female immigrants are more to report hypertension (34%)** than

Alliance. https://static1.squarespace.com/static/5a0d40298dd041f9a60bb3a7/t/5ea9a317983eca78fd95ee6d/1588175652047/Full+Report-+Black+Experiences+in+Health+Care+Symposium+2020.pdf

[147] Chambers EC, Tull ES, Fraser HS, Mutunhu NR. "The relationship of internalized racism to body fat distribution and insulin resistance among African adolescent youth." J Natl Med Assoc. 2014;96(12):1594–8.; Ford ND, Venkat Narayan KM, Mehta NK. Diabetes among US- and foreign-born blacks in the USA. Ethnicty & Health 2016;21(1):71–84. PMID: 25695338. https://www.tandfonline.com/doi/full/10.1080/13557858.2015.1010490

[148] Veenstra, G., Patterson, A.C. "Black−White Health Inequalities in Canada." Journal of Immigrant Minority Health 18, 51–57 (2016). https://doi.org/10.1007/s10903-014-0140-6

[149] Ibid. p 55.

[150] Veenstra, G., Patterson, A.C. "Black−White Health Inequalities in Canada." Journal of Immigrant Minority Health 18, 51–57 (2016). https://doi.org/10.1007/s10903-014-0140-6

[151] De Maio, F., & Kemp, E. (2010, September). The deterioration of health status among immigrants to Canada. Global Public Health, 5(5), 462–478; Dr. Sheryl Nestel. "Colour Coded Health Care: The Impact of Race and Racism on Canadians' Health" Wellesley Institute. January 2012.

[152] Patterson, Andrew C., and Gerry Veenstra. "Black-White Health Inequalities in Canada at the Intersection of Gender and Immigration." *Canadian Journal of Public Health / Revue Canadienne De Santé Publique* 107, no. 3 (2016): E278-284. https://www.jstor.org/stable/90006476

any other demographic, followed by native-born Black women (22.6%), who both report higher levels than Canadian-born White (13%) and immigrant White (16%) women.[153] **Immigrant Black people (women 11%, men 10%) have the highest likelihood of reporting diabetes**, more than double their white counterparts. While native-born black women (8.7%) have lower diabetes rates than their immigrant counterparts, they still have twice the diabetes rates of their native-born white counterparts (4.0%). **Immigrant black women are also the likeliest to report fair-poor self-rated overall health (18%)**. The study also finds that having a lower household income explains the higher risks of diabetes and poor self-rated health. The lower income limits the range and quality of food available to such Canadians.[154] This reflects the interconnectedness of the social determinants of health and implies that raising or closing income gaps mentioned in previous sections would offset these differences.

Both studies find little evidence for Black-White inequities in self-rated mental health across genders on the mental health front. To an extent, this is also reflected in the 2016 General Social Survey results, where Black Canadians expressed positive outlooks for the future; more Black Canadians (75%) than non-Black (55%) felt their employment opportunities were better than their parents, and among Black Canadians, more than three-quarters of immigrants (76%) and non-immigrants alike (85%) felt their life opportunities would improve in the next five years, compared to 57% and 46% respectively of their non-Black counterparts.[155] While researchers have noted that African-Americans also show similar mental health outlooks and outcomes as they develop positive health habits and/or coping mechanisms to respond to the racism they face, these explanations rely on American research and reflect the need for a more robust race data collection in Canada.[156]

KEY TAKEAWAYS

- The disparities and inequities in outcomes outlined, while distinctly delineated, are all interconnected and reinforce each other in real life.

- Outside educational achievement, Black Canadians' socioeconomic conditions and outcomes lag behind the rest of the country.

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[153] Ibid

[154] French, S.A., Tangney, C.C., Crane, M.M. *et al.* Nutrition quality of food purchases varies by household income: the SHoPPER study. *BMC Public Health* **19,** 231 (2019). https://doi.org/10.1186/s12889-019-6546-2

[155] StatsCanada Black Population & Resilience.

[156] Patterson, Andrew C., and Gerry Veenstra. "Black-White Health Inequalities in Canada at the Intersection of Gender and Immigration." *Canadian Journal of Public Health / Revue Canadienne De Santé Publique* 107, no. 3 (2016): E278-284. https://www.jstor.org/stable/90006476

5.0 On Black Youth Labour Experiences and Outcomes

Given the concentration above of Black Canadian youth in urban areas in several provinces, the project will focus on Black experiences in these provinces, namely Alberta, Nova Scotia, Ontario and Quebec. This section explores Black Youth Employment, using the labour participation and unemployment rates provided by the 2016 Statistics Canada census.

In contrast, labour force participation rates are significant because they show that people are not discouraged or disengaged from the labour market and, either through their employment or their active search for work during unemployment, are engaged (participating) in the labour market. The labour participation rate shows the share of the population within a given age group working or looking for work (comprising the labour force). In contrast, the unemployment rate shows the proportion of people looking for work as a proportion of the labour force. In an analysis of Black youth education and labour outcomes between the 2006 and 2016 censuses, Statistics Canada found that the national Black Youth unemployment rate is higher than the non-Black population's, especially for males.[157] While Black females (11%) had higher unemployment rates than their non-Black counterparts (7%), Black males (19%) almost double the unemployment rate of their non-Black peers (11%), i.e., 2 in 10 Black males were likely to be unemployed, compared to a little more than 1 in 10 non-Black males.[158]
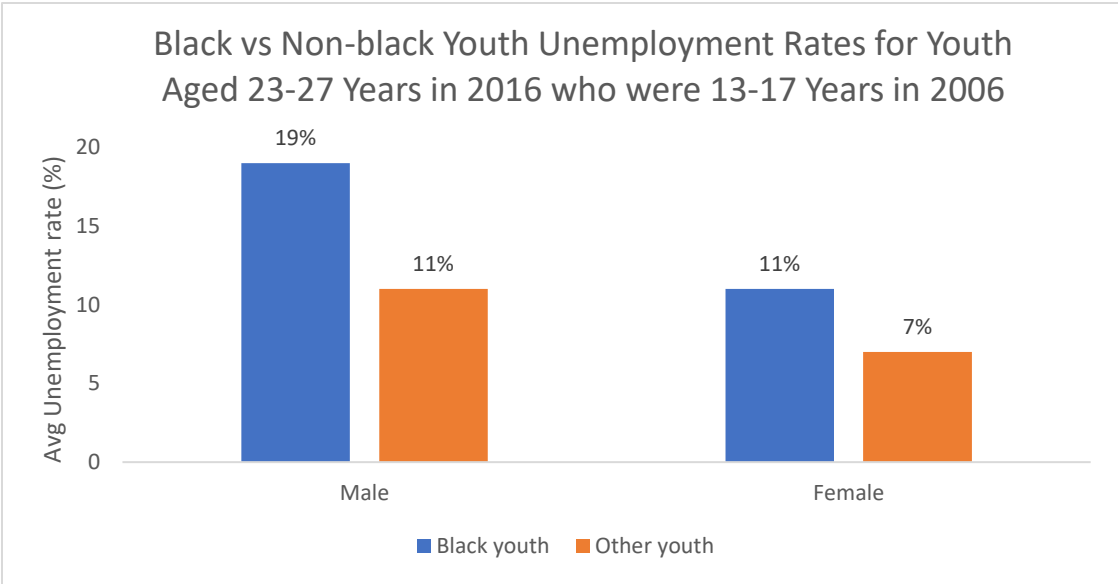
Chart replicated from cited Statistics Canada report.

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[157] Turcotte, Martin. 2020 "Results from the 2016 Census: Education and market integration of Black youth in Canada". *Insights on Canadian Society.* February. Statistics Canada Catalogue no. 75-006-X The report covers the ages of 15 to 27 over the 2 census periods. The paper examines "the link between the characteristics of youth and their families when living with their parents (aged 5-17 in 2006), and their education and labour market outcomes ten years later in 2016.

[158] Ibid.

While the above are national trends using a time average across two censuses, what follows are snapshots and discussions of trends in Black Youth labour outcomes in and across the four selected provinces. This write-up touches on Black youths' experiences in the labour market and their unemployment and participation rates across the provinces. The SiS project will focus on and in the three Census Metropolitan Areas (CMAs) with the most significant shares of their respective provinces' Black youth populations. The initial narrowing down to the CMAs was based on publicly available Statistics Canada census data for youth aged (15-34 years old), which also allowed for accommodation of Quebec's definition of youth from 18 to 34 years old. For specificity and a more nationally applicable standard, the unemployment and participation rates here cover 15-29 and were generated using requested cross-tabulations from Statistics Canada 2016 Census Data. The comparisons made and discussions are as follows:

- Black youth unemployment and participation rates

- Black youth unemployment rates vs overall (all races, including Black) youth unemployment rates.[159]

- Black youth vs non-Black visible minority youth unemployment numbers

- Black youth vs non-visible minority (White) youth unemployment.

The same breakdowns will be repeated at the city/metropolitan (CMA) level, along with breakdowns of the sectors employed Black youth aged 15-29 (henceforth Black youth) work in the provinces mentioned above and CMAs.

Labour Outcomes

The objective of the rest of this document is to discuss and, where possible, compare Black youth (15-29) unemployment and participation rates in Alberta, Nova Scotia, Ontario & Quebec to understand better the disparities between Black youth outcomes and their peers.

Before addressing the individual provinces, the **national unemployment rate for Black youth aged 15-29 is 20.2%**.[160] For comparison, the overall youth (all races, including Black) unemployment

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[159] Because this data came with just Black youth labour force numbers but not **population numbers for all Black Canadian youth** (15-29), the **national** participation rate could not be calculated. Similarly, because there were no population figures from the StatsCan crosstabs for **overall youth** aged 15-29 in the provinces, their participation rates could not be compared to the Black youth figures seen here.

[160] Source: Table 1, Statistics Canada cross tabs. Because this data did not come with population figures for **all** Black Canadian youth (15-29), the national participation rate could not be calculated. Similarly, because there were no population figures from the StatsCan crosstabs for **overall youth** aged 15-29 in the provinces, their participation rates could not be compared to the Black youth figures seen here.

It is worth noting though, that compared to the 15-34 unemployment & participation rates we had before, these 15-29 rates are still within 0.5-2 percentage points of the 15-34 rates. Therefore, the differences between Black youth 15-29 and their non-black counterparts would be within the same range. For

rate from 2016 for the same age group is 10.2%. i.e., the **Black youth unemployment rate is twice the overall Canadian youth unemployment rate**.[161] Below are tables summarizing Black youth unemployment and participation rates.

Table 1: National and Provincial Black Youth Unemployment & Participation Rates

Geography/Region	Black Youth Unemployment Rate (%)	Black Youth Participation Rate (%)
Alberta	18.1	64.5
Nova Scotia	23.9	65.4
Ontario	21.5	59.8
Quebec	19.2	59.8

Table 2: Black Youth Unemployment & Participation Rates in Top 3 CMAs with Black youth populations

CMA/CA	Black Youth Unemployment Rate (%)	Black Youth Participation Rate (%)
Calgary	18.7	63.7
Edmonton	18.5	64.9
Wood Buffalo	13.2	61.3
Halifax	22.6	67
Non-Halifax Areas	30.2	62.3
Toronto	20.9	59.6
Ottawa	24.2	58.8
Hamilton	20.3	59.8
Montreal	18.9	60

comparison, the **averaged out Black** 15-34 year old participation rates are: AB- 64%, NS-65.5%, ON-61.6% and QC-60.3%; CAN- 66.5%.

[161] Overall data based on averages from OECD 2016 data estimations. This overall unemployment rate is an averaged estimate and was calculated using population and labour data from OECD 2016 data estimations. https://stats.oecd.org/index.aspx?lang=en.

CMA/CA	Black Youth Unemployment Rate (%)	Black Youth Participation Rate (%)
Gatineau	25.6	64.4
Quebec City	15.4	61.7

- Alberta and Quebec are the only provinces with Black youth unemployment rates lower than the Black national rate, with Alberta being the lowest.

- Wood Buffalo is the CMA with the lowest Black Youth unemployment rate, eight percentage points lower than the Black national rate.

- Gatineau has the highest Black youth unemployment rate of any **single** CMAs analyzed. In contrast, the Nova Scotian CMAs, Ottawa and Gatineau have higher Black youth unemployment rates than the Black national average.

- The Nova Scotian CMAs and Gatineau have some of the highest participation rates indicating that despite the lack of employment, youth there are still engaged in and participating in the labour force, i.e., still searching, and are not discouraged or disengaged. This bodes well for workforce and labour initiatives targeted at those in these areas, as it means they are likely to be responsive when presented with such initiatives/opportunities.

Provincial Comparisons and Breakdowns

As seen in the graph below, Nova Scotia stands out, having the highest Black youth unemployment (23.9%) and participation (65.4%) rates of the provinces of interest. On the other end of the spectrum, Alberta has the lowest Black youth unemployment rate (18.1%), while its participation rate is 64.5%. Despite having very similar participation rates, the difference between Nova Scotia's and Alberta's unemployment rates indicates that Alberta is doing a better job of providing employment opportunities for its youth labour force, including Black youth. A possible explanation for this may be the presence of the mining, quarrying and oil & gas extraction sector in Alberta, which provides more hiring opportunities in various positions. However, we can be more confident when the analysis of the NAICS (industry) sectors is done. It is also a similar story for Quebec and Ontario, which have the same Black youth participation rates, but Quebec has a lower Black youth unemployment rate (19.2%). This difference may be a testament to Quebec's CEGEP system, which allows youth to get some work and technical experience after secondary school before university. Since the Great Recession, its dedicated focus has been on youth, culminating in the 2016 Quebec Youth Action strategy.[162]

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[162] This has since been followed up by another 5-year youth plan, launched in June 2021. https://www.jeunes.gouv.qc.ca/strategie/index.asp.
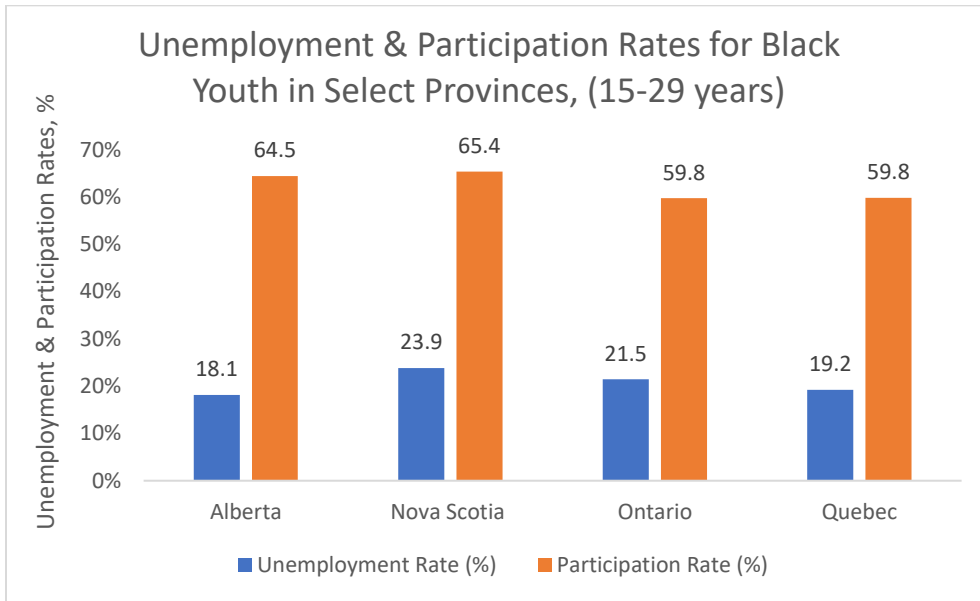
Unemployment & Participation Rates for Black Youth in Select Provinces, (15-29 years)

Across the four provinces of interest, **Black youth unemployment rates are higher than overall youth (all races) unemployment rates** in those same provinces. Of the four provinces, Nova Scotia has the highest unemployment rate (23.8%) for Black youth 15-29. This corresponds with Nova Scotia also has the highest unemployment rate for overall youth. On the other end of the spectrum is Alberta, which has the lowest overall Black youth unemployment rate (18.1%) of the provinces of interest. Quebec also has the largest difference (8.9 percentage points) between its Black (19.2%) and overall youth unemployment rates (10.3)

Youth Unemployment Rates by Race, (15 -29 years) & Black and White Youth Only
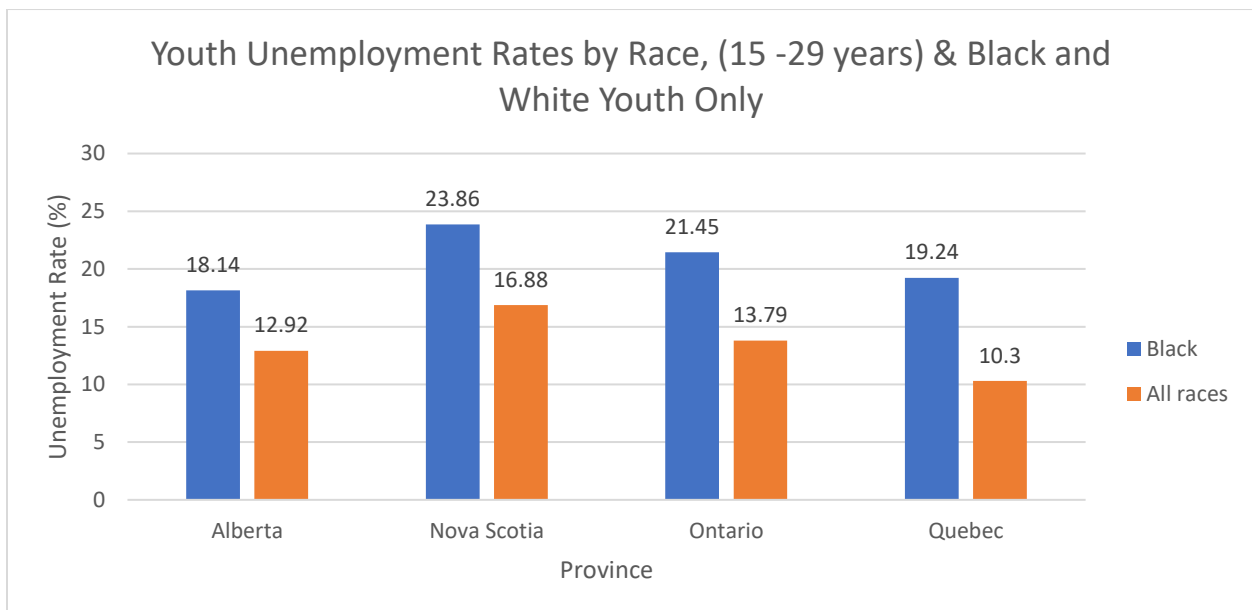
Black youth unemployment rates in all the provinces of interest are also higher than the province's visible minority unemployment rates.[163] Nova Scotia has the **biggest difference between visible minority and Black youth unemployment rates (an 8-percentage point difference),** while Quebec has the smallest (a 4-percentage point difference).

Youth Unemployment Rates by Race, (15-29 years) & All Races
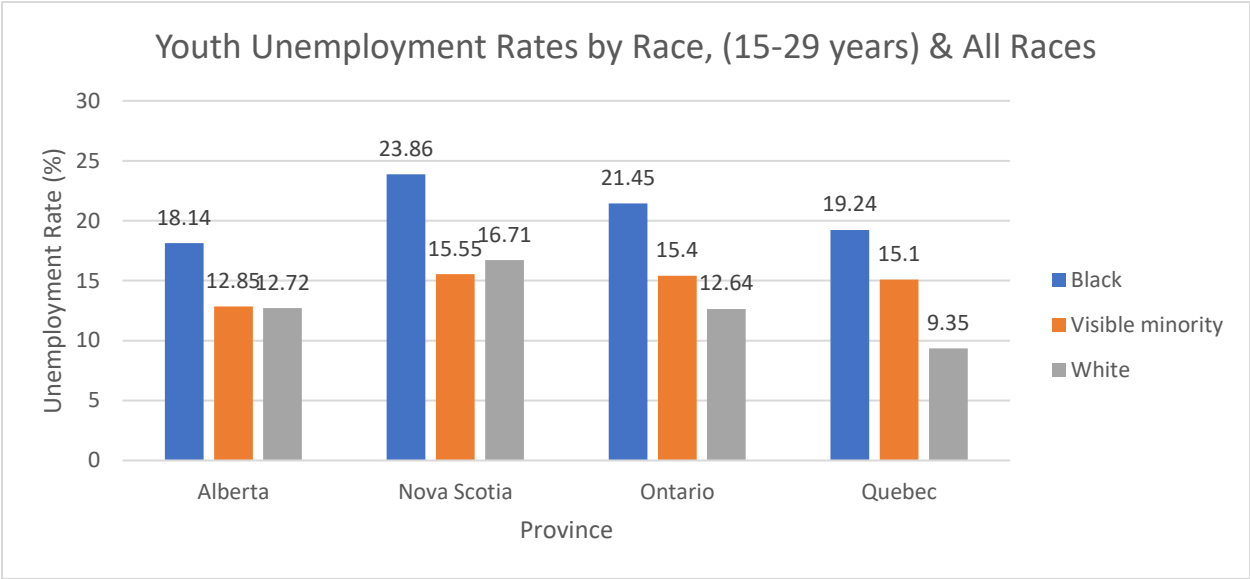
Non-visible minority (White) unemployment rates are the lowest groups discussed here. **Quebec has the largest difference (9.9 pp) between Black and non-visible minority (White) unemployment rates**, while Alberta has the smallest difference (5.4 pp). We also see below that the larger provinces like Ontario and Quebec show larger differences between White youth and Black youth than the smaller provinces listed here. However, these differences are still conjectured for now, and their reasons need to be investigated.

The following section will provide a similar breakdown for the three largest Census Metropolitan Areas (CMAs), i.e., cities/metropolitan areas in these provinces.

CMA Breakdowns

Statistics Canada has Census Metropolitan Areas(CMA) and Census Agglomerations(CA). It defines CMAs as areas with **a total population of at least 100,000, "50,000 or more live in the urban core"**, while CAs are areas with "an urban core population" of 10,000 or more.[164] The breakdowns that follow look at the (Black) youth unemployment and participation rates in the 3

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[163] N.B: These visible minority numbers exclude the Black population, to avoid double counting.

[164] CMA/CA definitions, Statistics Canada Census Metropolitan Area and Census Agglomeration Review: Consultation Guide. 93-600-X

C(M)As with the largest shares of the province's **Black youth labour force** in each of our provinces of interest. This decision to focus on the top 3 C(M)As was guided by Statistics Canada census data showing that Black youth are overwhelmingly located in Canada's urban and most populous areas.[165] So statistically speaking, looking at the three largest C(M)As gives a good picture of the Black youth labour force in the province since these areas contain 70%-90% of the provincial Black youth **labour force**, as illustrated in the rightmost columns in each table below.[166]

Alberta

Except for Black youth, the unemployment rates for all other racial youth groups in the province of Alberta are the same (~13%). Of the Alberta CMAs, Wood Buffalo has the lowest Black youth unemployment rate (13.2%), 4.9 pp **lower** than the provincial Black youth unemployment rate (18.1%). This is also the case for other racial youth groupings in Wood Buffalo, which all have lower unemployment rates than their respective provincial rates, ostensibly due to the opportunities mentioned above offered by the mining, quarrying and oil and gas extraction sectors of the region. This is also seen in how much more of Alberta's Black youth workforce Wood Buffalo has, compared to its share of Alberta's Black youth population, which means that **the Black youth in Wood Buffalo are there for employment,** as opposed to schooling, for example, which would put them out of the labour force. The observed similarity between Calgary, Edmonton, and Alberta (the provincial) unemployment rates for each racial youth grouping reflect how much the provincial labour force is in these cities. The non-Black racial youth groups' unemployment rates in Edmonton are about the same (~12%), whereas Edmonton's Black youth unemployment rate is 18.5%.

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[165] Diversity of the Black Population in Canada: An Overview by StatsCanada.

[166] N.B The **labour force** is just the share of a **given population** that is either working or looking for work (unemployed). It does not, for example, include those in school. Numbers on the graph have been rounded to the nearest whole number for clarity and ease of reading the graph.

Youth Unemployment Rates in Alberta CMAs, (15-29 Years)

Chart showing youth unemployment rates by racial group across Alberta CMAs:

Province	All races	Black	Visible minority	White
Alberta	13	18	13	13
Calgary	13	19	14	13
Edmonton	12	19	12	12
Wood Buffalo	11	13	12	10

Y-axis: Unemployment (%), ranging 0 to 20. X-axis: Province.
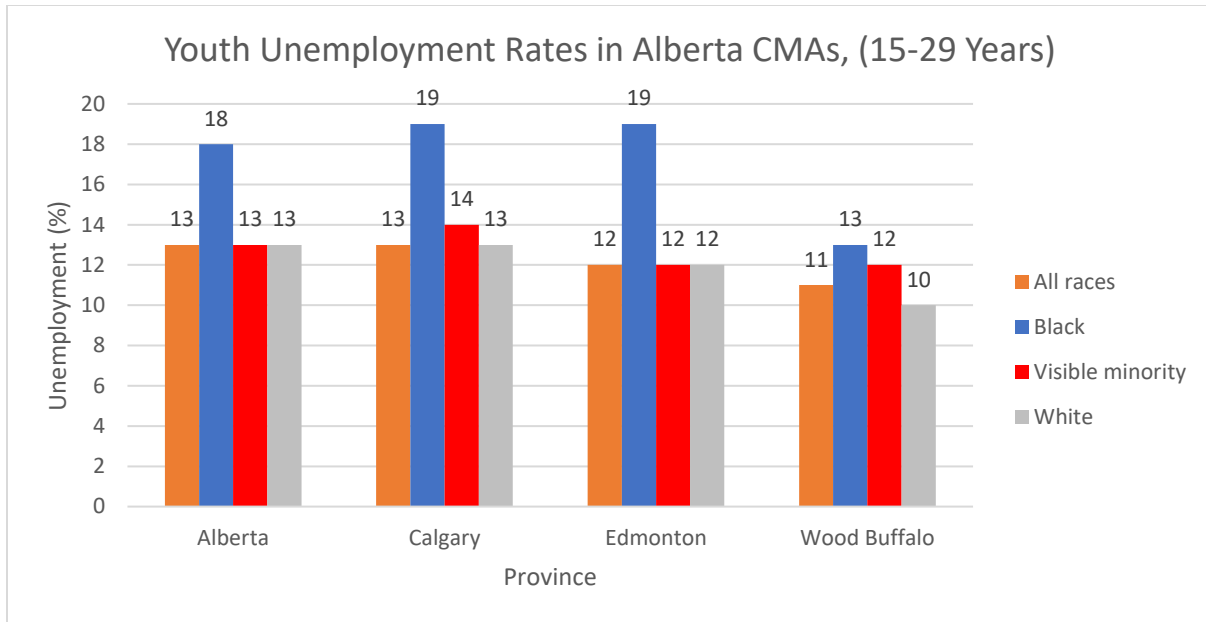
CMA/CA	% of Provincial Black Youth Pop	% of the provincial Black youth labour force
Calgary	39.5	39
Edmonton	47	47.3
Wood Buffalo	3.1	9.3

Nova Scotia

The Nova Scotia data has been grouped into Halifax and "Non-Halifax CMAs", Truro and New Glasgow, the two biggest/most populous areas in Nova Scotia. Halifax alone accounts for almost three-quarters (74%) of Nova Scotia's Black youth labour force and a similar share of its Black youth population (72%). As such, the population for the non-Halifax CAs alone would have been far too small to make any inferences from.

Nova Scotian Black youths' unemployment rate is 1.4x higher than the overall youth provincial rate. Furthermore, Nova Scotia's non-Black visible minorities have the lowest youth unemployment rates of any group in the province (15.5%), 1.5x lower than the Black youth rates. This is interesting, as it is not the case in Halifax and every other area discussed in this report, where the White youth unemployment rate is often the lowest. The **Black youth unemployment rate in Halifax (22.6%) is lower than the Black provincial average (23.9%) by 1.3 pp**. Halifax's Black youth have the highest unemployment rates of any racial grouping of youth in the city, 8.8 pp higher than the overall youth unemployment rate (13.8%). It is worth noting that youth

unemployment rates for all racial groupings of Halifax youth are lower than their respective provincial and non-Halifax CMA rates, reflecting how much Nova Scotia's economic growth is focused in and around and driven by Halifax. The steps to improve Black youths' labour outcomes in non-Halifax areas may need to account for this difference in economic activity and opportunity.

Youth Unemployment Rates in Nova Scotia CMAs, (15-29 Years)
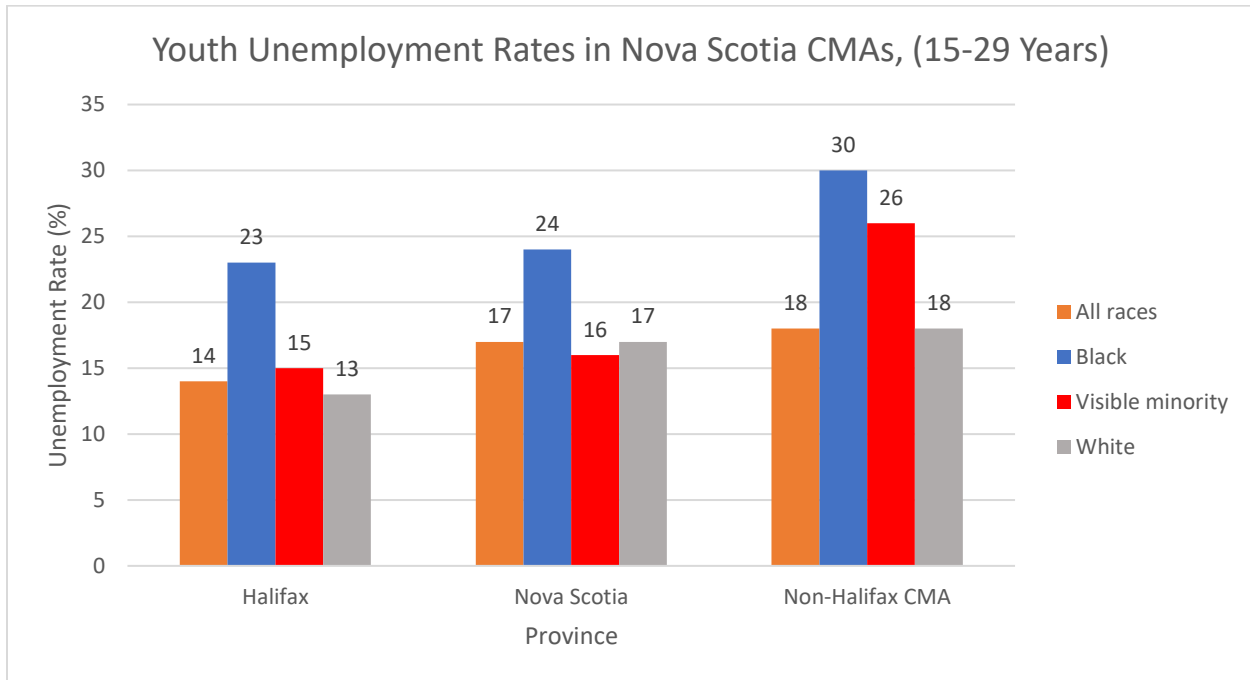
CMA/CA	% of Provincial Black Youth Pop	% of the provincial Black youth labour force
Halifax	72.1	73.8
Non-Halifax CA (Truro+NG)	6.3	6.0

Ontario

In Ontario, where half of Canada's Black population resides, **Ottawa has the highest Black youth unemployment rate (24.2%)**, 2.7 pp. higher than the provincial Black youth unemployment rate and 10.4 pp higher than its overall youth unemployment rate (13.8%). Ottawa is the only Ontario CMA whose Black youth unemployment rate is higher than the Black provincial rate, as both Toronto and Hamilton are about 20%. Ottawa also has the highest difference among the Ontario CMAs, between Black and non-Black visible minority youth (7.4 pp difference). Ottawa also has

the biggest difference between its Black (24.2%) and White youth (12.1%) unemployment rates, as the Black rates are **twice as high as the White rates**. On the other end of the spectrum, Hamilton has the lowest Black youth unemployment rate (20.3%), 1.2 pp lower than the Black provincial youth average. This may reflect its status at the time of the census as a steel manufacturing hub, thereby having more opportunities for youth to have gainful, thereby giving them more opportunities to gain employment. It is also interesting that Toronto's non-Black visible minority unemployment rate (15.1%) is slightly lower than Toronto's overall youth unemployment rate (15.1%).

Youth Unemployment Rates in Ontario CMAs, (15-29 Years)
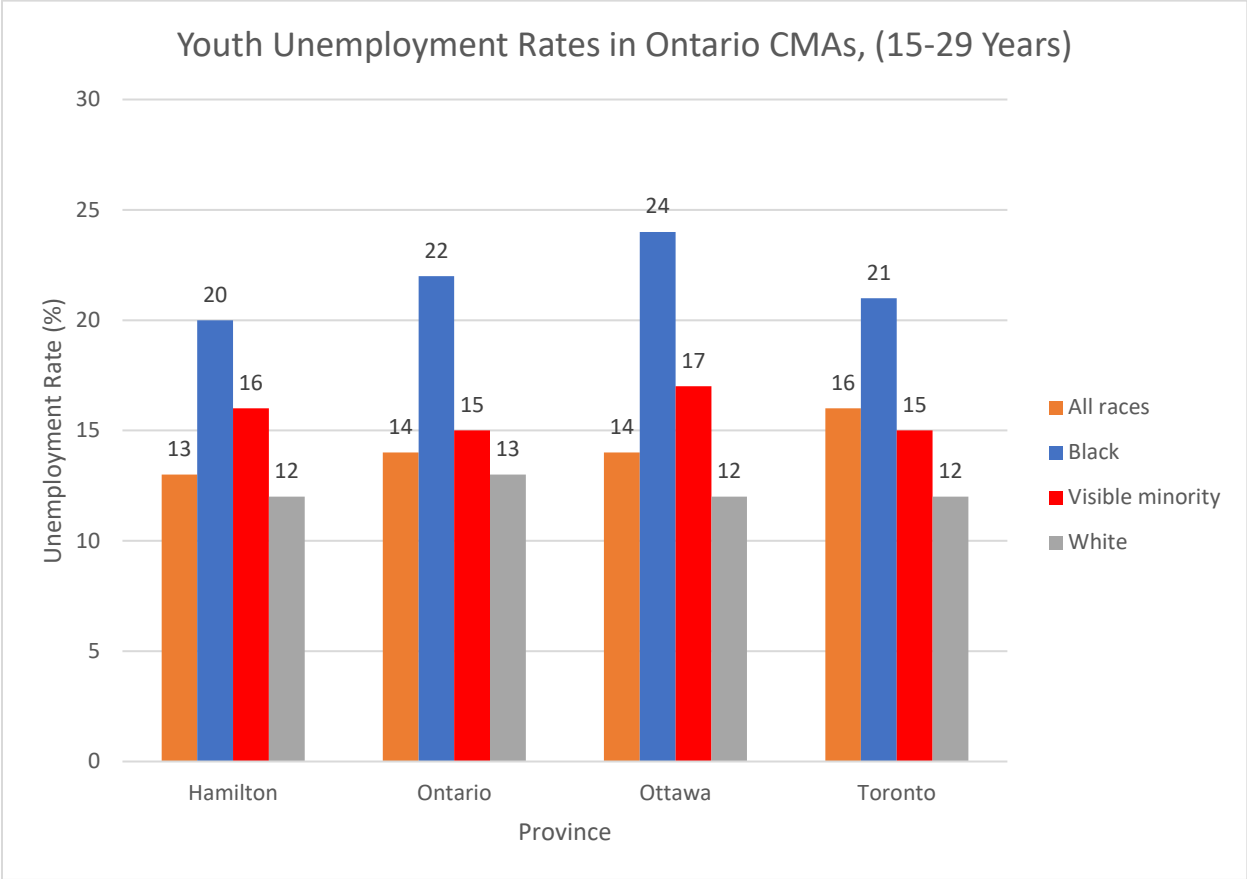
CMA/CA	% of Provincial Black Youth Pop	% of the provincial Black youth labour force
Toronto	69	68.7
Ottawa	11.1	11
Hamilton	3.9	4

Quebec

Of the 3 Quebecois cities with the largest black youth populations, Gatineau has the highest Black youth unemployment rate (25.6%) and the biggest difference (14.1 percentage points) between Black and overall youth unemployment rates (11.5%). Gatineau's Black youth unemployment rate is more than twice as high (2.2x) as its overall youth unemployment rate. It is also two and a half times as high as the overall youth provincial unemployment rate (10.3%) and significantly higher than the provincial unemployment rate for Black youth (19.2%). Gatineau also has the biggest difference between the Black youth unemployment rate and non-Black visible minorities, with a 9-percentage point (pp) difference between them. On the other side of the spectrum, Quebec City has the lowest Black unemployment rate (15.4%) of the Quebecois CMAs, 4.2 pp. lower than the Black provincial rate. However, Quebec City's Black youth unemployment rate is almost two and half times (2.4x) its overall youth (all races) unemployment rate, the largest difference in magnitude of the Quebecois cities, with Gatineau a close second (2.2x). Montreal, the province's biggest city and the one with its largest Black population, has the smallest difference (7.6 pp) between its Black and overall youth unemployment rates and the smallest difference (3.5 pp) between its Black and non-Black visible minority youth populations.

Youth Unemployment Rates in Quebec CMAs, (15-29 Years)
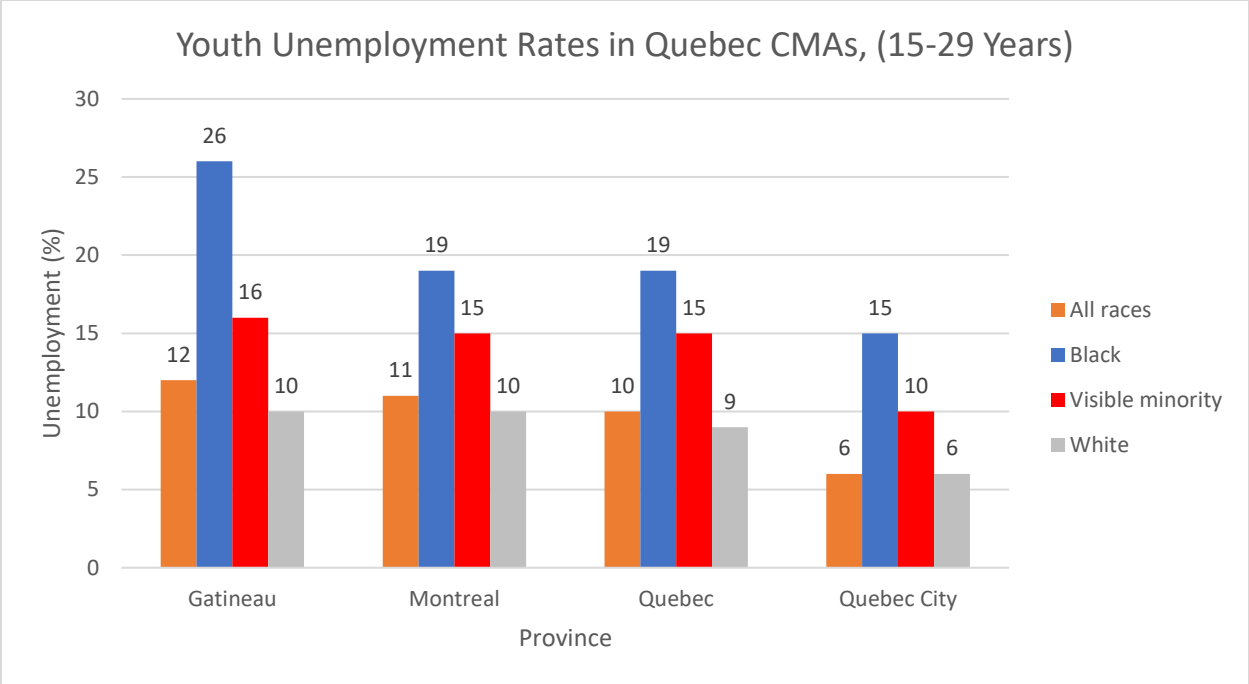
CMA/CA	Black Youth Pop	% of the provincial Black youth labour force
Montreal	83.7	83.9
Gatineau	5.8	6.2
Quebec City	4.8	4.9

KEY TAKEAWAYS

- The national Black youth (15-29) unemployment rate (20.2%) is twice the overall Canadian youth unemployment rate (10.2%).

- Alberta (18%) and Quebec (19%) are the only provinces with Black youth unemployment rates lower than the Black national rate. Alberta is the lowest of the provinces of interest in this project.

- Nova Scotia has the highest Black Youth unemployment rate (24%) and participation rate (65.4%) of the provinces interested in this project.

- Across the four provinces of interest, Black youth unemployment rates are higher than overall youth (all races) unemployment rates in those same provinces.

- Nova Scotia has the biggest difference between **visible minority and Black youth unemployment rates (an 8-percentage point difference),** while Quebec has the smallest (a 4-percentage point difference.

- Quebec has the largest difference (9.9 percentage points) between **Black and non-visible minority (White) unemployment rates**, while Alberta has the smallest difference (5.4 percentage points)

City (CMA) Level

- Wood Buffalo (Alberta) is the CMA with the lowest Black Youth unemployment rate (13.2%), eight percentage points lower than the Black national rate.

- Gatineau has the highest Black youth unemployment rate of any **single** CMAs analyzed. The Nova Scotian CMAs, Ottawa and Gatineau have higher Black youth unemployment rates than the Black national average.

- That Nova Scotian CMAs and Gatineau have some of the highest participation rates indicates that despite the lack of employment, youth there are still engaged in and participating in the labour force, i.e., still searching, and are not discouraged or disengaged. This bodes well for workforce and labour initiatives targeted at those in these areas, as it means they are likely to be responsive when presented with such initiatives/opportunities.

What has been discussed so far are economic (quantitative) outcomes. However, these do not tell as much of a story, nor do they capture the nuances and complexities of Black youths' experience in the labour force (job searching and maintaining employment). Thus, the following section looks at what has been written on Black youths' labour **experiences**.

6.0 Black Youth Employment Experiences

There has not been as much research done on the experiences of Black youth in employment, as most of the literature available focuses on adults (25+) and focuses on education. However, there are a handful of qualitative reports and interviews on the experiences of Black youth at various stages of their involvement in the labour market for a handful of cities with sizable Black populations.[167] While these reports often look at the youth as part of their place of origin (West Indian, Ghanaian, Sudanese), the common theme is the discrimination the youths report feeling and its effects on their employment prospects and experiences.

Briggs and Hasford look at Black GTA youth experiences of racism as they search for employment and during employment.[168] While Briggs focuses on **2nd generation** males of Caribbean descent, Hasford looks more generally at Black youth; although being the GTA, the majority of his sample is West Indian. Zaami looks at Ghanaian and Sudanese **immigrants** in Calgary, as well as in the GTA[169]. Across these locations, the common theme is that youth face discrimination, limiting their ability to find decent work and those who work, e.g., stereotyping and low expectations, limiting their ability to find decent work. It affects how they function and present themselves at work for those who work. Both the Caribbean males and Ghanaian immigrants in the GTA cite racism as one of the obstacles in their labour market engagement (job searching and advancing in the jobs/roles they secure). The immigrants also cite newcomers and employers' stereotypes of the 'Jane-Finch' area as a dangerous and unsafe neighbourhood as challenges in their job searches. Job seekers must have their contact information in their applications, e.g., postal codes. The immigrant communities interviewed also noted the roles of community associations like churches, mosques and other organizations in helping them find and improve their

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[167] Darchinian, F., & Magnan, M. (2020). Boundaries Through the Prism of Post-secondary and Professional Orientation: The Views of Young Québec Adults of Immigrant Background. DOI:10.29333/ejecs/326.; Hasford, J. (2016). "Dominant Cultural Narratives, Racism, and Resistance in the Workplace: A Study of the Experiences of Young Black Canadians." *American Journal of Community Psychology*, 57(1-2), 158–170. https://doi.org/10.1002/ajcp.12024**.**; Zaami, M. (2020). Strategizing to Strengthen Social Inclusion: The Agency of Black African Immigrant Youth in Alberta, Canada. Canadian Ethnic Studies 52(3), 87-106. doi:10.1353/ces.2020.0017.

[168] Briggs, A. Q. (2020). Getting a foot in the door: A critical anti-race analysis of underemployed second generation Caribbean Black Male Youth. *Education, Citizenship and Social Justice*. https://doi.org/10.1177/1746197920909051. Hasford, J. (2016). "Dominant Cultural Narratives, Racism, and Resistance in the Workplace: A Study of the Experiences of Young Black Canadians." *American Journal of Community Psychology*, 57(1-2), 158–170. https://doi.org/10.1002/ajcp.12024.

[169] Zaami, M. (2020). Strategizing to Strengthen Social Inclusion: The Agency of Black African Immigrant Youth in Alberta, Canada. Canadian Ethnic Studies 52(3), 87-106. doi:10.1353/ces.2020.0017.; Zaami, Mariama. "'I Fit the Description': Experiences of Social and Spatial Exclusion among Ghanaian Immigrant Youth in the Jane and Finch Neighbourhood of Toronto." Canadian Ethnic Studies 47, no. 3 (2015): 69-89. doi:10.1353/ces.2015.0032.

employment.[170] On the other hand, the Caribbean males born in Canada reported not having enough role models and connections to get the jobs they wanted.[171]

Although Darchinian et al. address immigrants and visible minorities in Quebec, the themes in their interviews apply to and include Black youth, as they address the "…intersectionality of linguicism, racism & religious intolerance" faced by youth transitioning from CEGEP to the labour market, Darchinian finds that an inclusive environment is an important factor in immigrant visible minority youths' choices of workplace and CEGEP programming, as the majority of her interviewees choose to transition into the Anglophone labour market despite schooling and to be more comfortable in French, as they find Francophone discrimination in their CEGEP education and training more visceral and harder to overcome.[172]

This phenomenon has also been documented amongst Black Quebecois youth, leading to a concern over a loss of Black Quebecois graduates to other provinces or countries as they move to find economic opportunities elsewhere.[173] Although Quebec, in general, had a documented youth emigration issue in the 90s and parts of the 2000s, post-Recession, it has made progress in remedying this with its long-term youth plan, an influx of Federal equalization funds and a menu of subsidies. Nonetheless, stakeholders in the Black Quebecois community still complain of Black youth moving out of the province-often to Toronto-to find economic opportunities. For example, A 2014 survey of 77 students and recent graduates conducted by the Black Community Resource Centre (BCRC) and its partners found that respondents were more unwilling to build a career in Quebec (11.7%) than they were unwilling to build in another province (10.4%).[174] The main reasons given for the preference to move beyond Montreal and Quebec are discrimination (anti-Black,

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[170] Zaami, Mariama. "'I Fit the Description': Experiences of Social and Spatial Exclusion among Ghanaian Immigrant Youth in the Jane and Finch Neighbourhood of Toronto." Canadian Ethnic Studies 47, no. 3 (2015): 69-89. doi:10.1353/ces.2015.0032.

[171] Briggs. 2018 and 2020.

[172] Darchinian, F., & Magnan, M. (2020). "Boundaries Through the Prism of Post-secondary and Professional Orientation: The Views of Young Québec Adults of Immigrant Background." DOI:10.29333/ejecs/326.

[173] African-Canadian Career Excellence 2014 Student Survey: The Needs & Challenges of Educated Black Youth in Obtaining Meaningful & Sustainable Employment by CEDEC, BCRC and ACSioN; Bayne, C. S. (2019). Community Education and Development: Perspectives on Employment, Employability and Development of English-Speaking Black Minority of Quebec. International Journal of Community Development & Management Studies, 3 (sup 1), 1-51, http://ijcdms.org/Volume03/v3sup1p01-051Bayne6069.pdf

[174] African-Canadian Career Excellence 2014 Student Survey: The Needs & Challenges of Educated Black Youth in Obtaining Meaningful & Sustainable Employment by CEDEC, BCRC and ACSioN. Non-probability sample survey, so while not representative of Black Montreal or Quebec, does capture sentiments and experiences of the same demographic as SinS hopes to. p 13.

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Islamophobia), Toronto seeming more open to immigrants and Bill 101, which made French the official language of Quebec in 1977.[175]

These are all essential issues of inclusivity, with Bill 101 and the subsequent emphasis on French and bilingualism being particularly troublesome for the Black English-speaking Quebecois. They now face racial and language barriers to their education and employment. Some Francophone youth and immigrant workers have also cited language as a reason for moving to Ontario in their case; it was due to their French language skills giving them an edge in the Ontario labour market.[176] To this end, the African Canadian Career Excellence Initiative was developed by the BCRC and its partners to encourage Black youths, in particular, to stay in Quebec, encourage and assist employers in diversifying their workforce, enhance professional capacity building and reduce the Black Quebecois community's unemployment rate, as a way to retain Black Quebecois youth talents in the province.

This small selection of readings shows the differences in perception and experiences of Black Canadians based on their immigration status and ethnic background, reinforcing that Black people are not a monolith and, importantly, the need for more research on **Black Youth experiences** in the labour market. At the end of this report, a breakdown of the labour sectors (NAICS) in which Black youth are employed in these provinces and CMAs has been provided.

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[175] Hautin, J.D. (2008). Francophone **immigrants** leaving Montreal to settle in Toronto: What happened and what is happening? Ryerson University Thesis and Dissertations.; Darchinian, F., & Magnan, M. (2020).

[176] Hautin, J.D. (2008).

KEY TAKEAWAYS

- Immigrant Black youth (first and second generation) report stereotyping and the burden of low expectations as issues that hamper their job search and employment experiences.

- The top three sectors employed Black Canadian youth (15-29 years old) work are also the same for overall Canadian youth: Retail Trade, Accommodation & Food Service and Health care & Social Assistance.

- The top two sectors employed by Black Albertan youth work-Retail Trade and Accommodation & Food Service- are the same as those for overall Albertan youth. At the same time, Healthcare and Social Assistance round off the top three for Black Albertan Youth.

- Black youth in Wood Buffalo (Alberta) are twice as likely to work more in an administrative and supporting capacity than in the mining industry, the leading employer in the area.

- For all non-Black youth racial groupings and overall youth in Toronto, the professional, scientific and technical services sector (10% for each grouping) is the sector where the third-largest proportion of them are employed. For comparison, 5% of the Black Toronto youth labour force are employed in the professional, scientific and technical services sector.

7.0 Black Canadian Youth Employment Sector Breakdown

Using 2016 Census data, this document/section highlights **the top three sectors employed Black youth work** across the selected provinces for the Strength in Structure project. The objective of this section is to get an understanding of the industries where Black **youth are employed**. This allows us to see if, and how, Black youths' employment sectors differ from the overall and non-Black youths' sectors, as these employment sectors also dictate the youth employees' wages and, in turn, living standards. Understanding the sectors in which Black youths are employed also helps inform focus group discussions and interviews with youth and the employment service providers/community service organizations. These organizations may have sectors or industries they focus on or try to place their youth clients into while also accounting for variations in what sectors have the biggest local presence in the respective regions. The age range for youth is the same as in the previous sections-15 to 29- using specifically requested 2016 Census data from Statistics Canada. The sectors used are based on North American Classification System (NAICS) 2012 definitions, also used in the census.

Like the last section, comparisons and patterns are made between the top three sectors. The comparisons are based on the number of employed (Black) youth in a given sector as a share of overall employed (Black) youth across all sectors. The biggest proportions of employed Black youth work at the CMA (census metropolitan area) level, and t. The top three sectors in which the most youth-Black and overall- are employed at the provincial level. The CMAs mentioned here are the same CMAs in the last section, chosen because they concentrate the Black labour force in their respective provinces.

For **overall youth** aged 15-29 in Canada, accommodation and food services, retail trade, and health care and social assistance are the top three largest youth employing sectors.[177] **For Black youth 15-29** in Canada, retail trade[178] (21%), accommodation and food services[179] (17%) and health care and social assistance[180] (11%) are also **the top three sectors which employ Black youth.** Sectors like retail trade, accommodation and food services, Healthcare and social assistance sectors are also significant employers across all age groups. Retail trade and accommodation and food service also often have low barriers to entry (educational and experience requirements) and are therefore very welcoming to youth. Hence, their re-occurrences across the chosen provinces and CMAs for (Black) youth are understandable. The employment sectors also reflect the dominant industries and sectors in particular in some regions, e.g., public administration is one of the main sectors in which youth are employed in the National Capital

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[177] Canadian Council for Youth Prosperity. Youth in Canada profile. Dec 2020.

[178] This sector comprises businesses that sell goods in their final/finished form directly or indirectly to the public e.g., grocery, electronics & clothing stores. Statistics Canada North American Industry Classification System (NAICS) Canada 2017.

[179] This sector comprises businesses that provide "short terms lodging" to customers in places like hotels & camps, as well as those that prepare and sell meals and drinks to customers. Statistics Canada North American Industry Classification System (NAICS) Canada 2017.

[180] This sector includes hospitals, daycare centers and nursing &residential facilities. Statistics Canada North American Industry Classification System (NAICS) Canada 2017.

Region (Ottawa-Gatineau). The following information shows what is based on reported Census data- the idea is for the 'how', 'why' and 'to what extent to be ascertained going forward through the discussion groups.

Alberta

For **overall youth (15-29)** in Alberta, retail (17%), food and accommodation services (14%) and **construction (11%)** are the top three sectors in which the biggest proportions of employed youth work. The top two sectors are also the same for **Black Albertan youth**, although more proportions of them work in retail trade (20%) and food and accommodation (16%), while **healthcare and social assistance (12%)** round off the top three.[181] While these top three sectors are also the same for visible minority youth in Alberta, it is not entirely the case for White Alberta youths', for whom the construction (12%) sector is as big an employer as accommodation and food services (both 12%), behind retail trade (16%).

For Black youth in Edmonton and Calgary, the top three sectors which employ Black youth follow the same pattern as the province. With the addition of healthcare and social assistance, which employs the same proportion of Calgary youth as construction (9%), the top three sectors that employ the most overall youth are the same in both cities and also line up with the top three sectors for the province, reflecting the earlier point of how much Edmonton and Calgary drive provincial economic outcomes for Black Alberta youths due to the large share of the Black youth population and labour force in these cities.

Wood Buffalo is the only one of the selected Alberta CMAs, whose top employment sectors for overall youth and Black youth are not among the top three for the province, primarily due to the strong presence of the mining, quarrying, and oil and gas extraction industry in the area. **For all racial groupings of youth in Wood Buffalo, mining, quarrying and oil & gas extraction (henceforth "mining") is consistently in the top three sectors employing the highest proportions of youth.** For overall youth in Wood Buffalo aged 15-29, mining (23%), retail trade (13%) and construction (10%) are the top three sectors in which they work. For **Black youth in Wood Buffalo**, administrative and support, waste management and remediation services[182](26%), retail trade (12%) and mining and accommodation and food services (both 11%) are the top three sectors where they are employed. **Black youth in Wood Buffalo are twice as likely to work more in an administrative and supporting capacity** than in the mining industry, the leading employer in the area.

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[181] It is worth noting that while Construction is not in the top three, it is the 4th highest employing sector for Black youth in Alberta (8%).

[182] This sector combines those engaged that carry out activities that support day-to-day business operations of other organizations e.g., hiring, administration, document prep AND those that carry out waste (garbage) and septic treatment services. For brevity, this will be referred to as "Administrative and support services" henceforth. Statistics Canada North American Industry Classification System (NAICS) Canada 2017.

Nova Scotia

For **overall youth** in Nova Scotia, retail (21%) and accommodation and food services (15%) are the top two sectors in which youth are employed, with healthcare & Social Assistance (12%) rounding off the top three. These are also the top three sectors for **Black Nova Scotian youth,** but with different proportions: retail (20%), accommodation and food services (20%) and healthcare and social assistance (11%).

For Black youth in Halifax, the top three sectors employed youth are the same as the provincial patterns, with almost the same proportions across the sectors. The top three sectors and the proportions of overall youth employed in them are also very similar between Halifax and Nova Scotia, again reflecting the overwhelming concentration of Black youth in the province's urban areas and Halifax's importance to the Nova Scotian economy in terms of employment opportunities for youth.

Ontario

For **overall youth** in Ontario, retail trade (18%), accommodation and food services (15%) and healthcare and social assistance (8%) are the top three sectors in which youth are employed. Similarly, **for Black youth**, retail trade (22%), accommodation and food services (17%) are the two sectors that employ the biggest proportions of Black youth, with the top three rounded off by healthcare and social assistance and the administrative and support services sector (both 9 %). While the White Ontario youth employment sector distributions are the same as the overall and Black Ontario youth sector distributions, this is not the case for **Ontario's non-black visible minorities, for whom professional, scientific and technical services[183] (10%) are the sector in which the third-largest proportion of them are employed**.

The top three sectors in which Black youth in Toronto are employed, except healthcare and social assistance, which drops out of the three sectors to fourth, are largely the same as those for Black youth at the provincial level, once more reflecting how much of Ontario's Black youth labour force is in Toronto. **For all other youth racial groupings and overall youth in Toronto, however, the professional, scientific and technical services sector (10% for each grouping) is the sector where the third-largest proportion of them are employed**. For comparison, 5% of the Black Toronto youth labour force are employed in the professional, scientific and technical services sector. One plausible reason for this difference between Black youth and all other groupings is Black youths' low post-secondary education (PSE) completion rates[184], as PSE degrees and diplomas are often requirements for roles in this sector. While it is possible that Black youth face discrimination in the hiring process, e.g., resume bias against non-English sounding names, this is a phenomenon experienced by Black applicants and applicants of immigrant descent with non-

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[183] This sector comprises businesses where the main input is human capital i.e. knowledge and expertise, such as architecture, engineering, consulting, research & development, Advertising & Public Relation. They essentially sell their expertise, and a university or college education is often required to be employed in this sector. Statistics Canada North American Industry Classification System (NAICS) Canada 2017.

[184] .For a more robust discussion of Black education rates, see the literature scan/review section.

English sounding names.[185] There is still room for more research to determine better the link between racial discrimination and the hiring of Black youth in specific sectors.

For **Black youth in Ottawa**, the top three sectors employing Black youth are the same as the provincial Black and overall proportions but different from the city's overall and other youth group proportions. While accommodation and food services (17%), retail trade (23%) and healthcare and social assistance (11%) are the top three sectors for Black Ottawa youth, for Ottawa's **overall youth,** public administration (12%) replaces Healthcare as the sector in which the third-largest proportion of them are employed. This is also the case **for Ottawa's non-black visible minorities, for whom public administration (13%) is the third-largest employing sector,** in contrast to Ottawa's Black youth, 9% of whom are employed in the public administration sector. That public administration is consistently one of the top three sectors where Ottawa youth are employed can be attributed to Ottawa's status as the national capital, which would provide ample hiring opportunities for those living in the area in public service and government-related roles. However, the same plausible reason (lower educational qualifications) for the smaller proportion of Black youth employed in professional and technical services in Toronto may also apply to Black Ottawa youth.

For all the youth groupings in Hamilton, the top three sectors are the same as the provincial sectors. Given Hamilton's history as a steel manufacturing city, it is worth mentioning that manufacturing is consistently **the sector in which the fourth largest proportion of Hamilton youth (Black and overall; ~8%) are employed**, so labour initiatives targeting Black youth in this area should be conscious of this.

Quebec

For **overall youth** in Quebec, retail trade (22%), accommodation and food services (15%) and healthcare and social assistance (11%) are the top three sectors in which the biggest proportions of employed youth are found. For **Black Quebecois youth**, the top three sectors are the same, just with slightly different proportions: retail trade (20%), accommodation and food services (16%) and healthcare and social assistance (13%). While this sector distribution is also the same for white Quebecois youth, for **non-Black visible minority youth**, professional, scientific and technical services and healthcare and social assistance (both 8%) are the joint-third largest employing sectors.

Like Toronto, the top three sectors in which all Montreal youth racial groupings are employed are the same as those for Black youth at the provincial level, reflecting how much of Quebec's Black youth labour force is in Montreal, along with the fact that Montreal drives Quebec's patterns, as discussed in the CMA breakdown.

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[185] Oreopoulos, Philip. "Why Do Skilled Immigrants Struggle in the Labor Market? A Field Experiment with Thirteen Thousand Resumes." American Economic Journal. Economic Policy, vol. 3, no. 4, American Economic Association, 2011, pp. 148–71, https://doi.org/10.1257/pol.3.4.148; Oreopoulos, Philip and Dechief, Diane, Why Do Some Employers Prefer to Interview Matthew, but Not Samir? New Evidence from Toronto, Montreal, and Vancouver (February 2012). https://dx.doi.org/10.2139/ssrn.2018047 .

For **Black youth** in Quebec City, while the top three sectors are employed are the same as the provincial levels, the administrative and support services sector (10%) is the joint-third sector in which Black Quebecois youth are employed. Furthermore, **more than a quarter (27%) of Quebec City's Black youth work in the accommodation and food services sector**, the highest concentration in any one sector of the racial youth groupings discussed here.

For Gatineau's overall youth labour force, the top two sectors that employ the largest proportions of youth are the same as the provincial sector distributions. At the same time, public administration (12%) is the third-largest youth employment sector. For **Black youth in Gatineau**, the top three sectors in which they are employed are the same as the provincial (Black and overall) and overall city distributions, with public administration employing the same proportion of Black Gatineau youth as healthcare and social assistance (both 13%). That public administration is consistently one of the top three sectors for Black youth. Overall, the youth reflects that Gatineau is part of the National Capital Area like Ottawa and will have the same public administration and government-related employment opportunities.

Overall, employed Black youth work mainly in the same sectors as the racial groupings of youth. The differences between Black and other groups of youth observed above in some regions largely boil down to qualification and skill differences between both groups, limiting the range of sectors in which Black youth can enter. There is still room for further work on this, some of which is beyond this project's time scope and mandate. More research is needed to ascertain how different the discrimination faced by Black youth trying to enter specific sectors like the professional, scientific and technical services is from that faced by other non-white or immigrant youth. Future research on Black youths' employment could also look into the Occupational Classification (NOC) to see what roles within the sectors above (NAICS), Black youth occupy. For example, a cashier at a bank and a financial advisor work within the finance and insurance sector. However, their roles and, by extension, pay and responsibilities will be different. Doing this would offer an even more precise understanding of Black youths' earnings within the various sectors and ultimately help improve Black youths' labour experiences and outcomes.

8.0 Charts showing Youth Employment by NAICS Sector

Canada

NAICS Sectors in which employed Black Canadian youth work

3%3%0%0%0%4%   2%
3%
12%
3%   4%
4%   0%4%1%   3%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Alberta

NAICS SECTORS IN WHICH EMPLOYED BLACK ALBERTA YOUTH WORK

4%3%1%2%0%
6%
26%   6%
2%   2%
2%
12%
7%
4%   0%4%1%2%2%4%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

NAICS SECTORS IN WHICH EMPLOYED OVERALL ALBERTA YOUTH WORK

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Calgary

NAICS SECTORS IN WHICH EMPLOYED BLACK CAL YOUTH WORK

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)

60

NAICS SECTORS IN WHICH EMPLOYED CAL OVERALL YOUTH WORK

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Edmonton

NAICS SECTORS IN WHICH EMPLOYED EDM BLACK YOUTH WORK

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance

61

NAICS SECTORS IN WHICH EMPLOYED EDM OVERALL YOUTH WORK

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Wood Buffalo

WOOD BUFALO BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

WOOD BUFFALO OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Nova Scotia

NOVA SCOTIA BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

63

NOVA SCOTIA OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

4%   3%0%0% 5%

2%

15%

3%

12%

5%5%0%5%1%3%2%2%

6%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Halifax

HALIFAX BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

3%   0%0% 3%2%1%

19%

3%

12%

6%   8%

3%

1%

1%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

HALIFAX OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 81 Accommodation and food services (public administration)

Ontario

Ontario Black Youth Employment by NAICS Sector

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

65

ONTARIO NONBLACK VIS-MIN YOUTH EMPLOYMENT BY NAICS SECTOR

3%3%0%0%0%3%   3%

15%

2%

6%

6%

5%   4%

3%

0%   2%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

ONTARIO OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

4%4%2%0%1%   6%

15%

3%

8%

6% 5% 0%   1%4%3%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Toronto

TORONTO BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

TORONTO NONBLACK VIS-MIN YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

67

TORONTO OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 91 Public administration

Ottawa

OTTAWA BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

OTTAWA NONBLACK VIS-MIN YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 91 Public administration (except public administration)

0% 0% 0% 2% 2% 2%
3%
10%
1%
3%
4%
1%
2% 8%
8% 4% 10%

OTTAWA OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

1% 0% 0% 5% 2% 2%
4%
15%
3%
9%
6% 5% 0%
2%
3%
3%
1%

69

Hamilton

HAMILTON BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

4%3%1% 0%4%

2%

19%

3%

13%

3%

4%

7%

4%   3%1%4%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

HAMILTON OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

4%3%1%0%0%6%

15%

3%

10%

6%

5%0%5%1%3%2%2%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
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- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

Quebec

QUEBEC BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
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- 53 Real estate and rental and leasing
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- 56 Administrative and support, waste management and remediation services
- 61 Educational services
- 62 Health care and social assistance
- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

QUEBEC NONBLACK VISMIN YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
- 41 Wholesale trade
- 44-45 Retail trade
- 48-49 Transportation and warehousing
- 51 Information and cultural industries
- 52 Finance and insurance
- 53 Real estate and rental and leasing
- 54 Professional, scientific and technical services
- 55 Management of companies and enterprises
- 56 Administrative and support, waste management and remediation services
- 61 Educational services
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- 71 Arts, entertainment and recreation
- 72 Accommodation and food services
- 81 Other services (except public administration)
- 91 Public administration

71

Montreal

MONTREAL BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

3%3%0%0%0%0%1%   3%

15%

3%

14%

11%

3%   0%5%1%

3%
3%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
- 31-33 Manufacturing
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MONTREAL OVERALL YOUTH EMPLOYMENT BY NAICS SECTOR

4%3%0%0%0%0%   5%   5%

15%

3%

9%

5%

5%   0%   1%4%3%3%

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
- 22 Utilities
- 23 Construction
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72

Quebec City

QUEBEC CITY BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

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- 23 Construction
- 31-33 Manufacturing
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73

Gatineau

GATINEAU BLACK YOUTH EMPLOYMENT BY NAICS SECTOR

- 11 Agriculture, forestry, fishing and hunting
- 21 Mining, quarrying, and oil and gas extraction
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- 23 Construction
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IMPLEMENTATION SCIENCE TRAINING

PSSP Implementation Science Workshop

camh

Introductions

Please introduce yourself:

- Name, role
- What do you hope to leave with?

Agenda

June 18th | 9:00 am – 4:00 pm	
9:00	Welcome, Opening Activity
9:30	Exploration
10:30	Break
10:45	Installation
12:00	Lunch
1:00	Initial and Full Implementation
2:30	Stretch break & parking lot discussion
3:00	Concept mapping (synthesis)
3:30	Debrief and plan for Day 2
4:00	End of Day 1

Workshop objectives

1 Identify five implementation frameworks used by PSSP

2 Describe how these frameworks apply to PSSP's system improvement work

3 Apply implementation concepts to a PSSP project

4 Critically examine implementation science and situate within system change work

5 Get to know one another

What is Implementation?

Implementation is **a specified set of activities** designed to put into practice an activity or program of **known dimensions**...

IMPLEMENTATION

EVIDENCE

PRACTICE

GAP
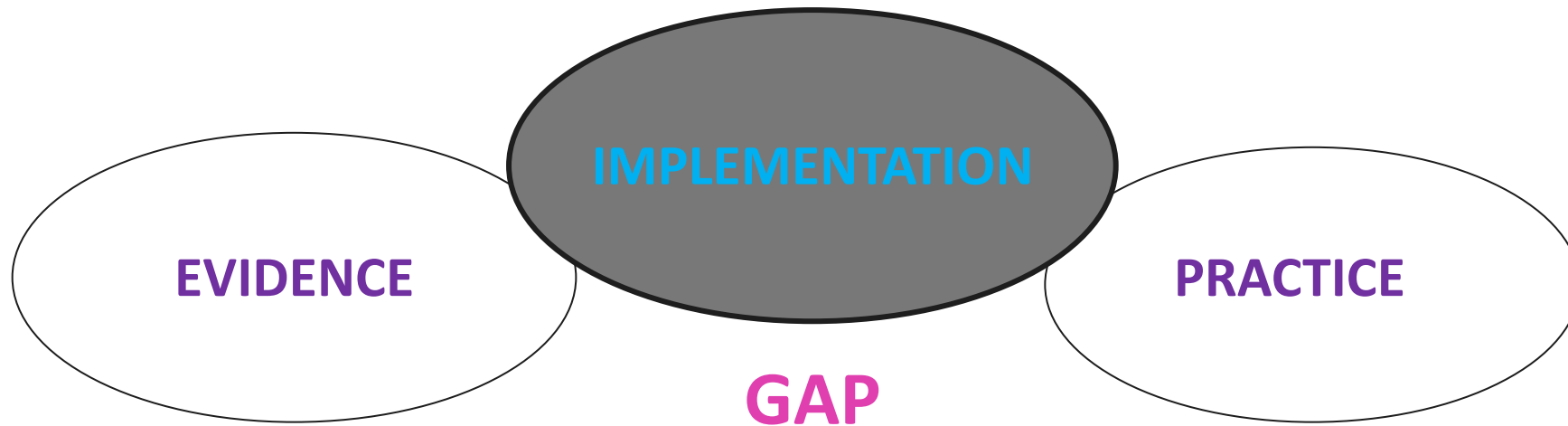
...so that **ALL** can benefit from interventions.

WHAT IS IMPLEMENTATION SCIENCE?

Implementation Science is the **study of factors** that influence the **full and effective use of evidence-based interventions in practice**.

It aims to **understand the behaviour of healthcare stakeholders** and to **identify and address the barriers** to effective and sustainable adoption of evidence-based interventions.

Exploration

Exploration
Understand and decide

Installation
Plan and prepare

Initial Implementation
Test and Refine

Full Implementation
Maintain and Grow

Sustainability
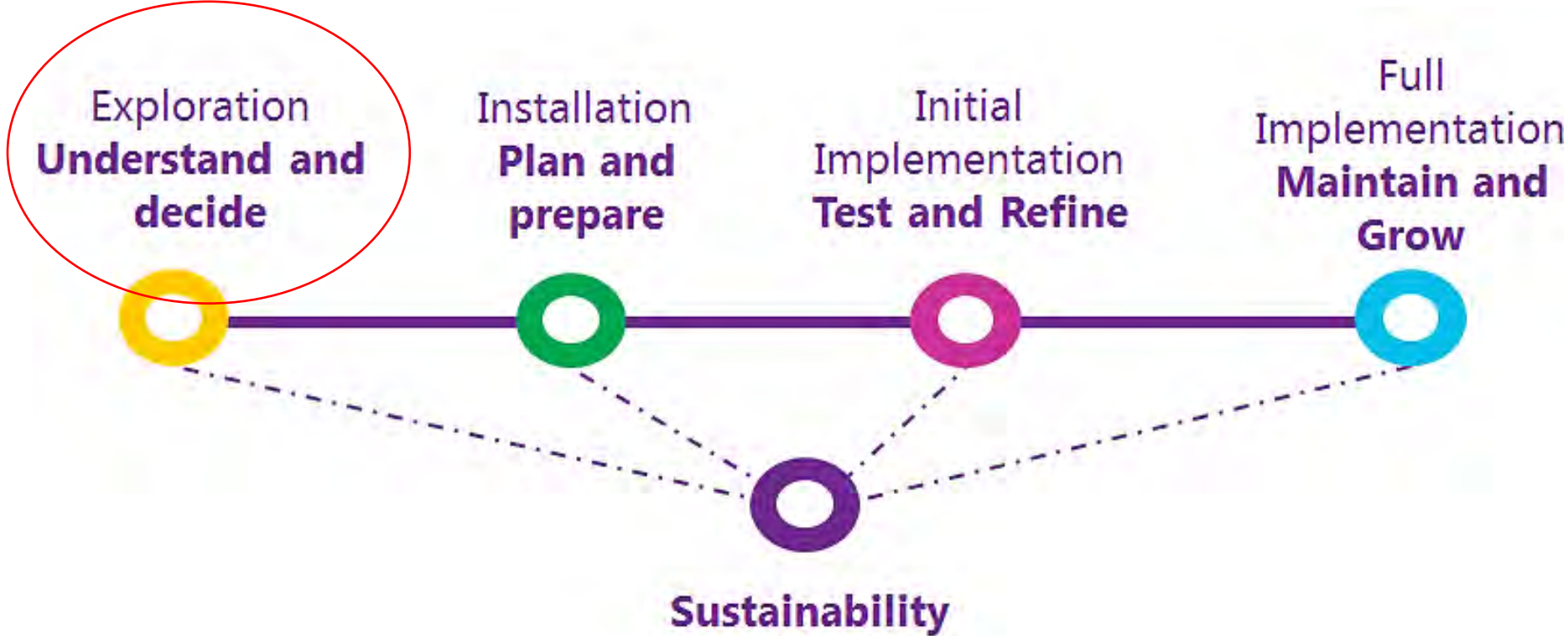
Goals of Exploration

- Understand the problem
- Decide on an innovation (select or develop)
- Clearly describe the innovation
- Build readiness for change

Exploration activities

1. Assemble the implementation team
2. Engage stakeholders and understand the problem
3. Assess and determine needs/strengths
4. Choose (develop) an innovation and assess fit
5. Examine/describe innovation components
6. Assess and build readiness for change
7. Develop communication plan and ongoing engagement plan

Exploration – 4 key topics

1. Implementation teams
2. Selecting/developing an innovation
3. Readiness – why readiness is important and some ways to assess readiness
4. Describing an innovation so that it's teachable, learnable, and doable

1. Implementation teams

- Who are they and what do they do?
- Functions:
  - Implementation
  - Engagement
  - Create hospitable environments

Implementation Teams - competencies

Implementation Specialist Core Competencies (NIRN)		
Co-creation	Ongoing Improvement	Sustaining change
• Co-learning • Co-design • Brokering • Address power differentials	• Assess need and context • Apply and integrate implementation science approaches • Conduct improvement cycles	• Grow and sustain relationships • Build capacity • Cultivate leadership • Facilitation

Question: What do implementation teams help accomplish in system change?
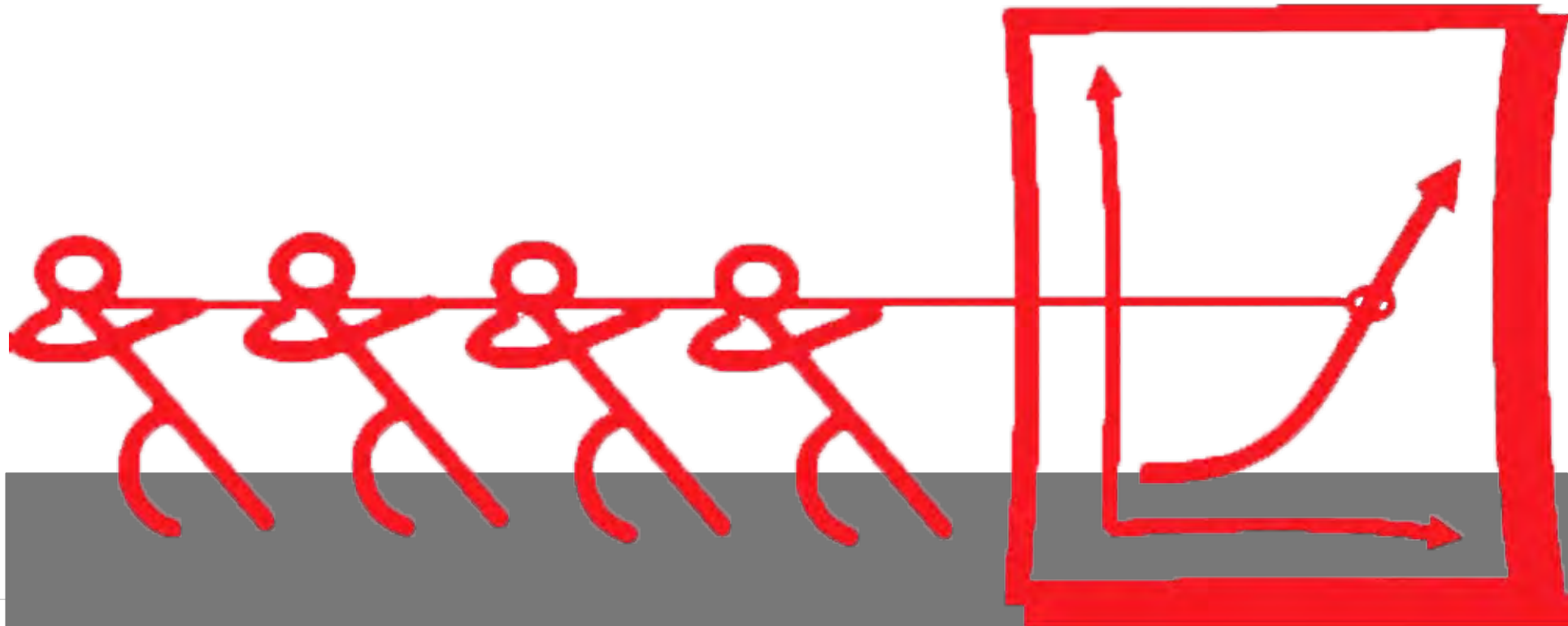
REFLECTIONS

Exploration – 4 key topics

1. Implementation teams
2. Selecting/developing an innovation
3. Readiness – why readiness is important and some ways to assess readiness
4. Describing an innovation so that it's teachable, learnable, and doable

2. Selecting/developing an innovation

Existing innovation

- Evidence-based program (EBP) exists
- Assess fit and feasibility
- Adapt in your context
- Use implementation frameworks

A problem, but no innovation

- Consensus on the problem
- Use innovation and implementation methodologies to create and implement a new solution

Hexagon Analysis & Decision Making Tool – What is it?

- Developed by NIRN

- Used in the Exploration stage

- Outlines key elements to guide discussion and decision making

- Helps stakeholders choose an innovation that is best suited for   their agency and community

- Can also help to assess readiness to implement the selected/developed innovation
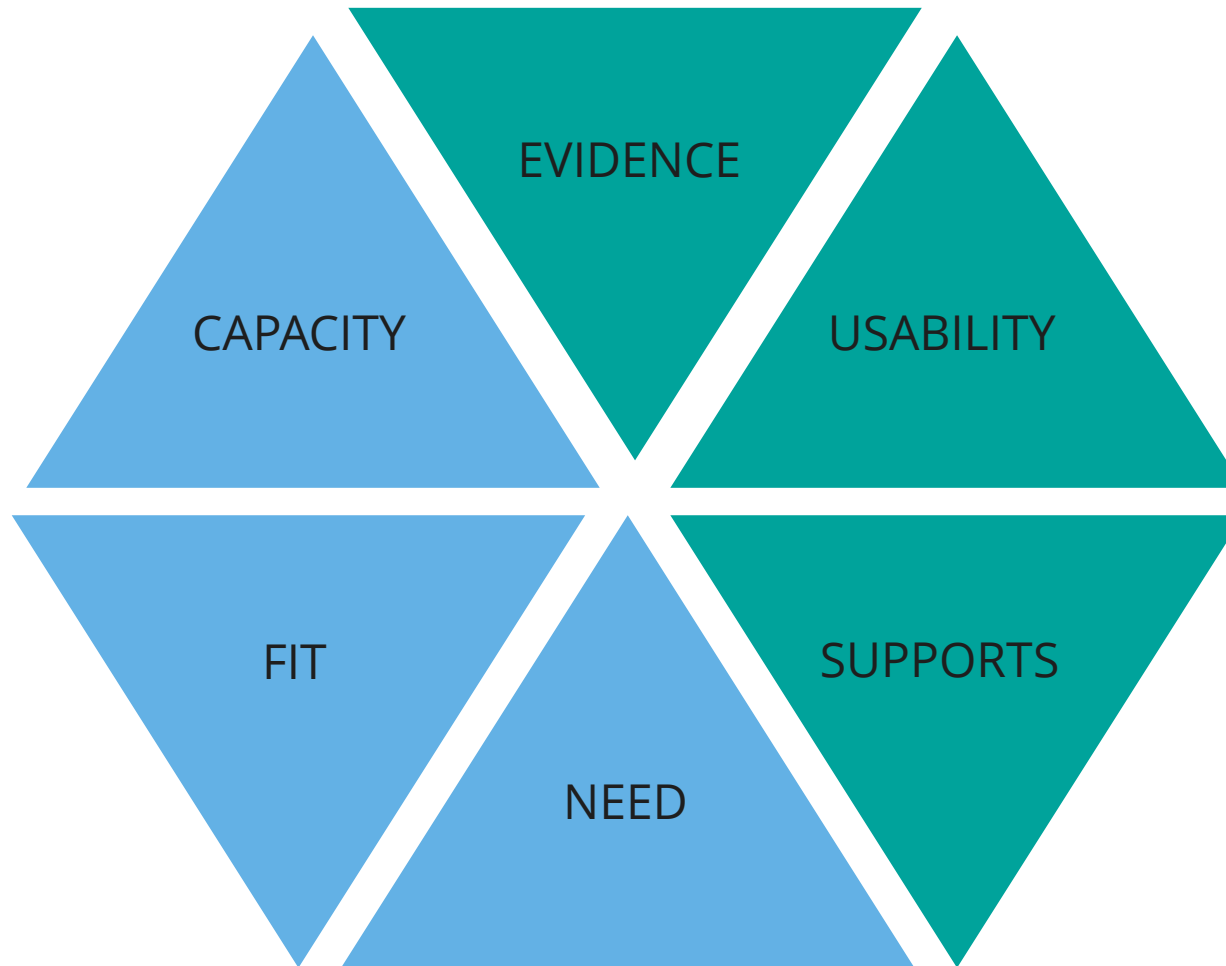
How do you buy shoes?

The Hexagon
An EBP Exploration Tool

The "Hexagon" can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

National Implementation Research Network (nirn)

EBP:	

5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.

	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Need in school, district, state
- Academic & socially significant Issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Able to sustain Imp Drivers
  - Financially
  - Structurally
- Buy-in process operationalized
  - Practitioners
  - Families

Fit with current Initiatives
- School, district , state priorities
- Organizational structures Community values

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- How well is it operationalized?
- Are Imp Drivers operationalized?

Resources and supports for:
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

NEED

CAPACITY

FIT

READINESS

RESOURCES

EVIDENCE

Exploration – 4 key topics

1. Implementation teams
2. Selecting/developing an innovation
3. Readiness – why readiness is important and some ways to assess readiness
4. Describing an innovation so that it's teachable, learnable, and doable

Why Readiness?

• Readiness for change contributes significantly to the use of effective innovations to achieve the promised outcomes.

• Health care practitioners and change experts agree that organizational readiness for change is a critical precursor to successfully implementing innovations (Amatayakul, 2005; Weiner, Amick, & Lee, 2008)

• Prochaska and colleagues (1984; 2001) estimated about 20% of individuals and organizations are ready for change at any given time. The other 80% are in pre-contemplation, contemplation, or preparation for change.

• Their estimate fits with the data that suggest about 15% success for 'letting it happen' and 'helping it happen' approaches to implementation.

Adapted from: NIRN

Readiness can be considered at multiple levels
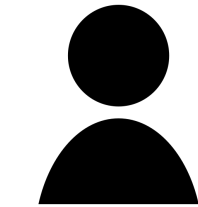
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from Noun Project

Individual
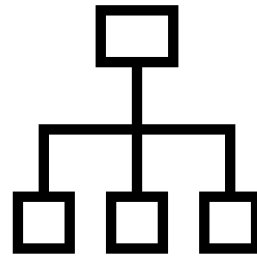
Created by Becris
from Noun Project

Organizational
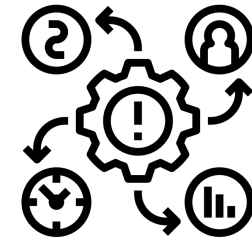
Created by Nithinan Tatah
from Noun Project

Systems

R=MC^2 Readiness Thinking Tool

Motivation	General capacity	Innovation specific capacity
• Do people want to do the new innovation?	• Conditions applicable for any innovation • Everyday organizational functioning	• Conditions necessary for the specific innovation • conditions within the organization that facilitate it
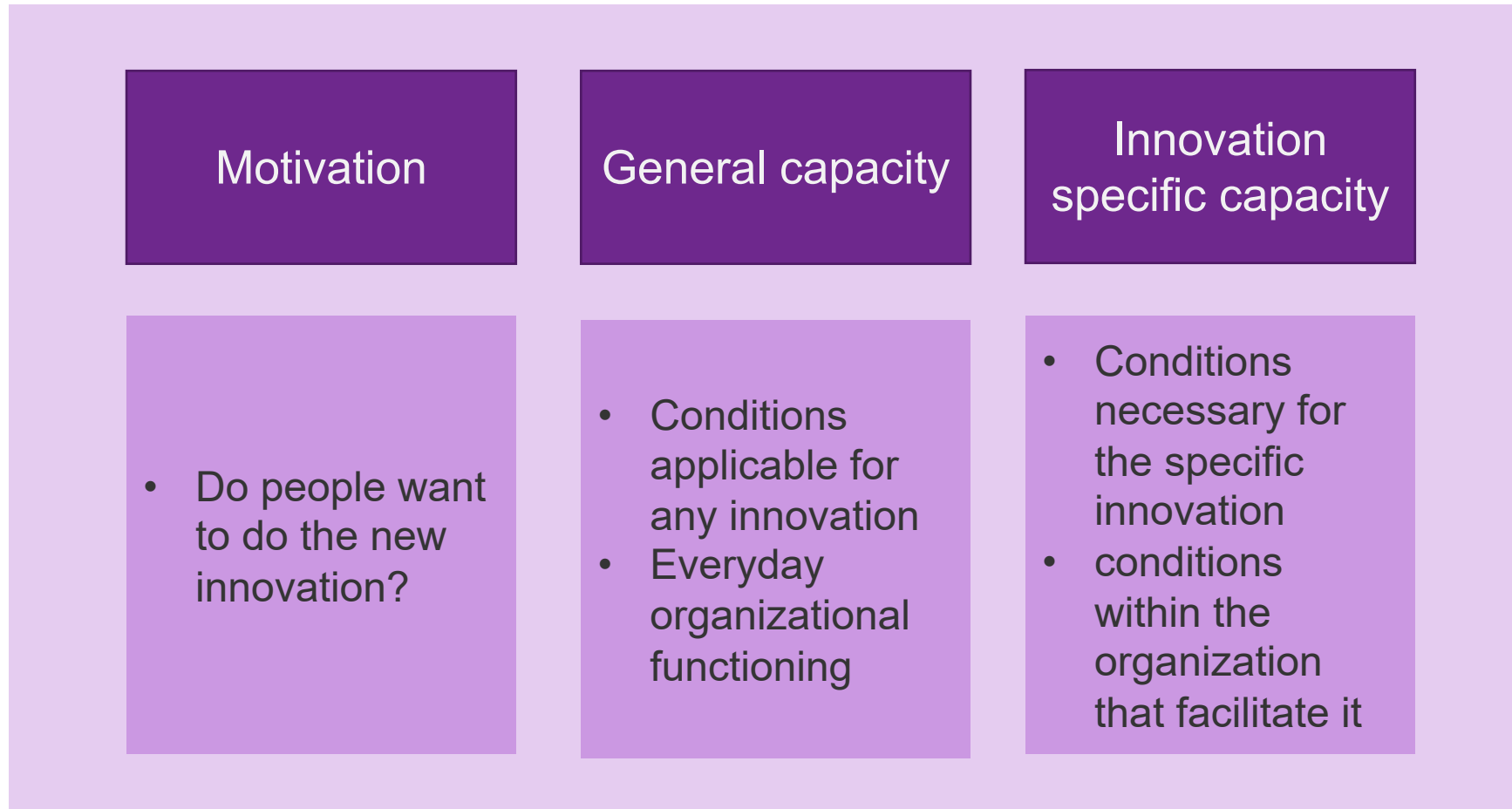
Organizational Readiness for Implementing Change (ORIC)

- Brief survey with 12 questions developed by Weiner and colleagues (2009)
- Validated tool developed specifically for healthcare settings
- Assesses the task demands, resource availability, and situational factors
- Completed by multiple staff within an organization and designed to show changes in readiness over time
- Free

ORIC

	1	2	3	4	5
	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree

		1	2	3	4	5
1.	People who work here feel confident that the organization can get people invested in implementing this change.	1	2	3	4	5
2.	People who work here are committed to implementing this change.	1	2	3	4	5
3.	People who work here feel confident that they can keep track of progress in implementing this change.	1	2	3	4	5
4.	People who work here will do whatever it takes to implement this change.	1	2	3	4	5
5.	People who work here feel confident that the organization can support people as they adjust to this change.	1	2	3	4	5
6.	People who work here want to implement this change.	1	2	3	4	5
7.	People who work here feel confident that they can keep the momentum going in implementing this change.	1	2	3	4	5
8.	People who work here feel confident that they can handle the challenges that might arise in implementing this change.	1	2	3	4	5
9.	People who work here are determined to implement this change.	1	2	3	4	5
10.	People who work here feel confident that they can coordinate tasks so that implementation goes smoothly.	1	2	3	4	5
11.	People who work here are motivated to implement this change.	1	2	3	4	5
12.	People who work here feel confident that they can manage the politics of implementing this change.	1	2	3	4	5

Exploration – 4 key topics

1. Implementation teams
2. Selecting/developing an innovation
3. Readiness – why readiness is important and some ways to assess readiness
4. Describing an intervention so that it's teachable, learnable, and doable

Usable innovations

You've picked an innovation...

Now what?

How do we make it "implementable"?
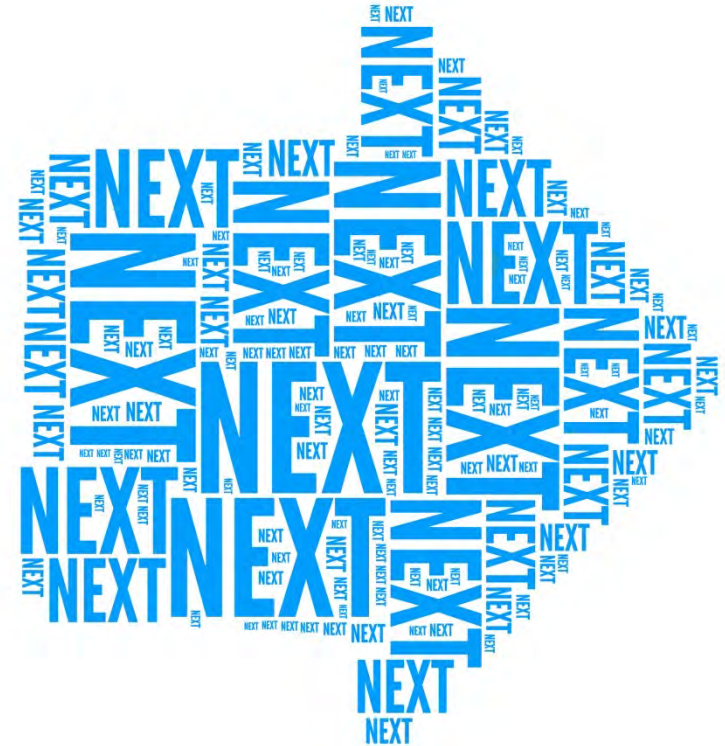
Usable Innovations

Clear description of the program

Identified core innovation components

Operational definitions of core innovation components

Practical performance/fidelity assessment

nirn National Implementation Research Network

Practice Profile

Practice profile is a tool to operationalize a conceptually defined strategy – so that it is clear what practitioners will do as they carry out the program.

It ensures:

• research and information about best practices is included

• competencies align with the innovations theory of change

• recognizes what works through the experience of practitioners, families, communities and key stakeholders

Critical components:
what makes chicken soup *chicken soup?*

Practice Profile Tool

Core Component	Contribution to the outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of component	Describe why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
				More on Day 2!

The Practice Profile Keep Efforts on Track!

- ✓ Ensures innovations are teachable, learnable, doable and readily assessed in practice

- ✓ Creates a common language & vision

- ✓ Supports evaluation and quality improvement at the outset: *How will we know we are doing it as intended? How do we know we have done what we agreed upon?*

- ✓ Supports scaling up – clearly defined innovations are more easily replicated

Practice Profile Methodology
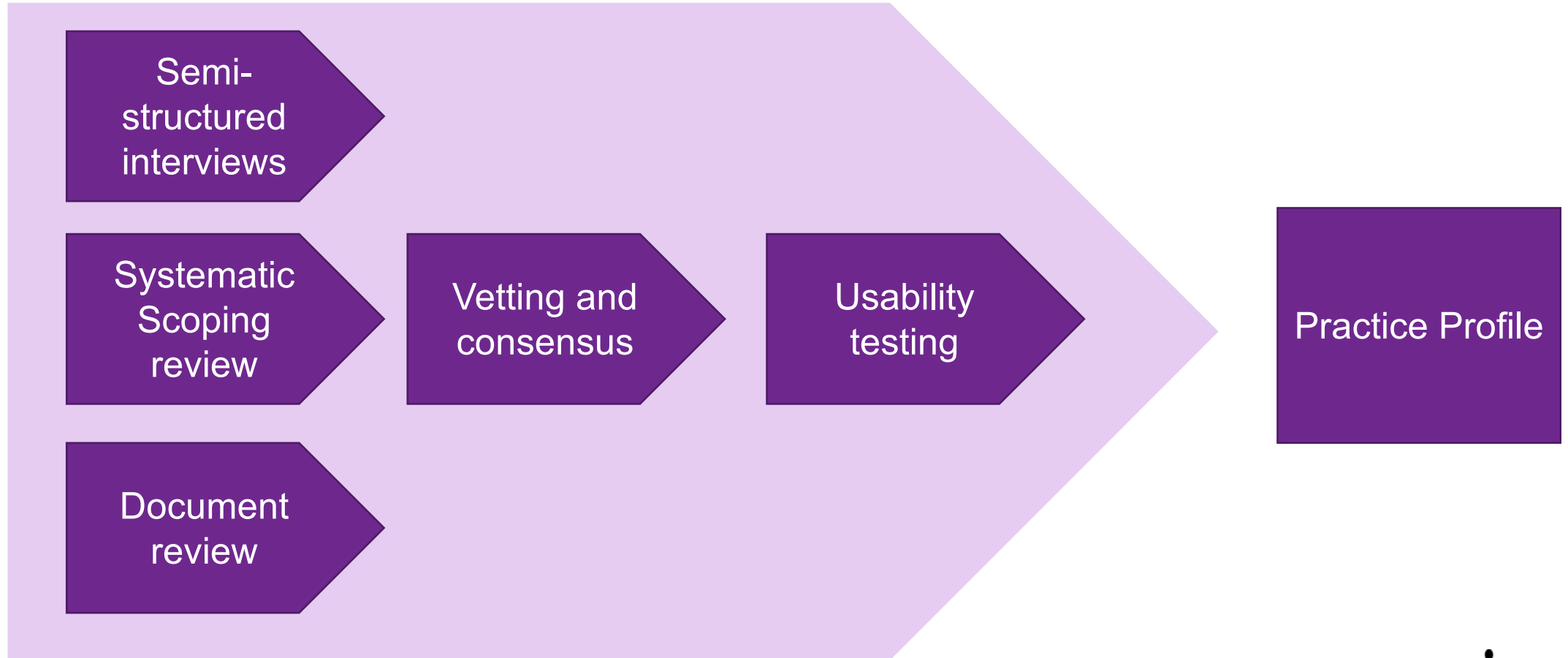
Questions and Discussion

Installation
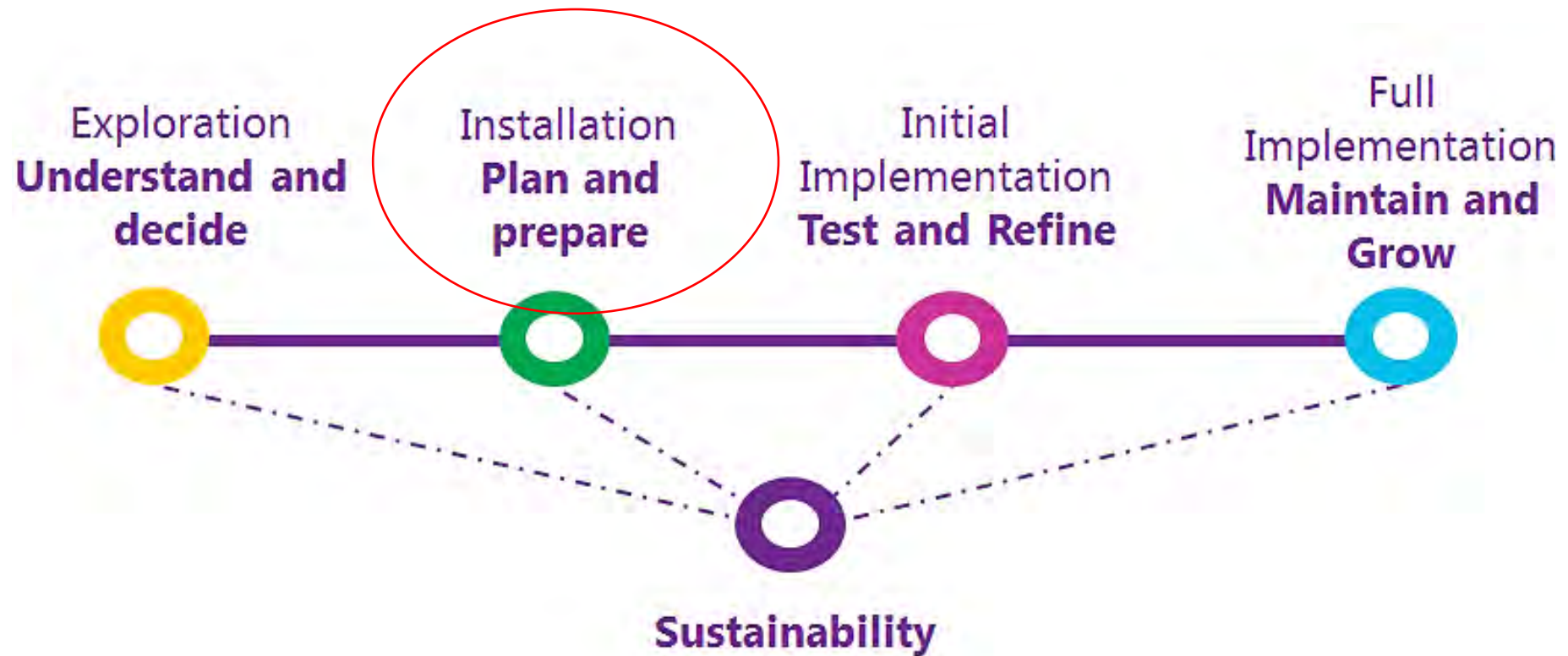
Installation

Ensure a clear and detailed definition of the change	Create the infrastructure to support the change
• Refer to **usable innovation** criteria • Use the **practice profile** to identify essential functions	• Use the **implementation drivers** to guide planning • Consider tracking/monitoring

← **Implementation teams** →

Usable Innovations

Four criteria of a usable innovation	
1. Clear description	Philosophy, values, principles, audience
2. Identified core components (essential functions)	The things that need to be present for the innovation to exist, without them, the innovation is not the same.
3. Operational definition of core components	Describe core components to the extent they're teachable, learnable and doable.
4. Performance assessment	A practical (feasible) assessment that relates to the core components, how will you know they're being done?

Practice Profile Tool

Core Component	Contribution to the outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of component	Describe why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior

What are Implementation Drivers?

Levers of change: Common features of successful implementation

Competency Drivers: Develop, improve and sustain staff's ability to implement an intervention as intended.

Organization Drivers: Create and sustain hospitable organizational and systems environments for effective services.

Leadership Drivers: Focuses on providing the right leadership for different types of challenges.

Can help agencies use common language with each other and funders

(e.g., analyzing and reporting on barriers to sustainability)

Consistent Use of Interventions

Performance Assessment
(Fidelity)

Coaching

Competency Drivers

Systems
Intervention

Organization Drivers

Training

Facilitative
Administration

Selection

Integrated &
Compensatory

Decision Support
Data System

Leadership

Technical

Adaptive
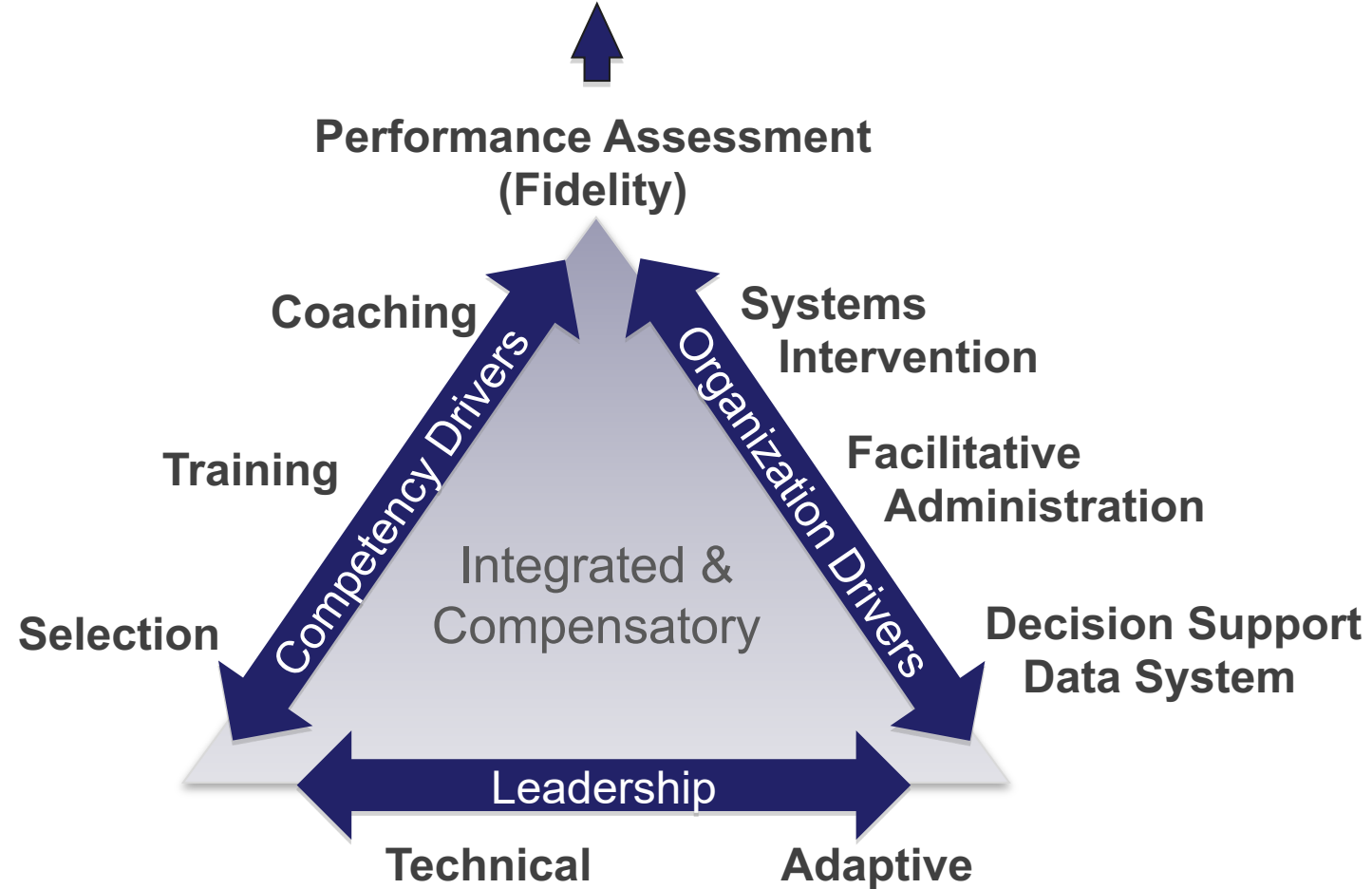
Competency Drivers

Develop, improve and sustain staff ability to implement an intervention as intended (with fidelity).
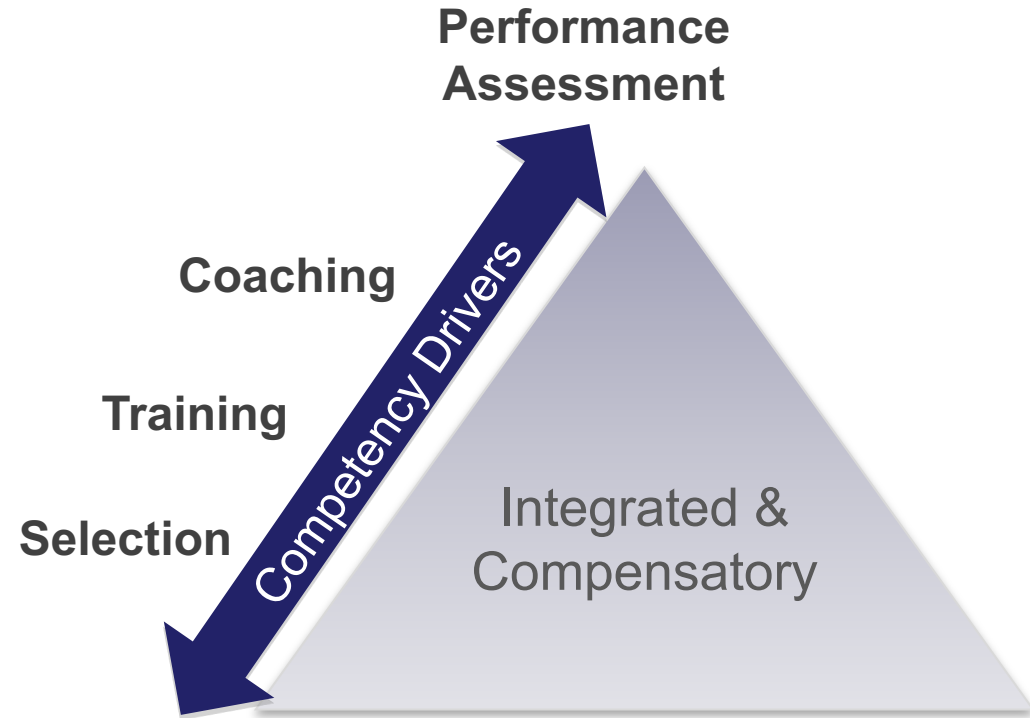
Importance of coaching

TRAINING COMPONENTS	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Joyce & Showers, 2002

Organization Drivers

Create and sustain hospitable organizational and systems environments for effective services.

Systems Intervention

Facilitative Administration

Decision Support Data System

Organization Drivers

Integrated & Compensatory
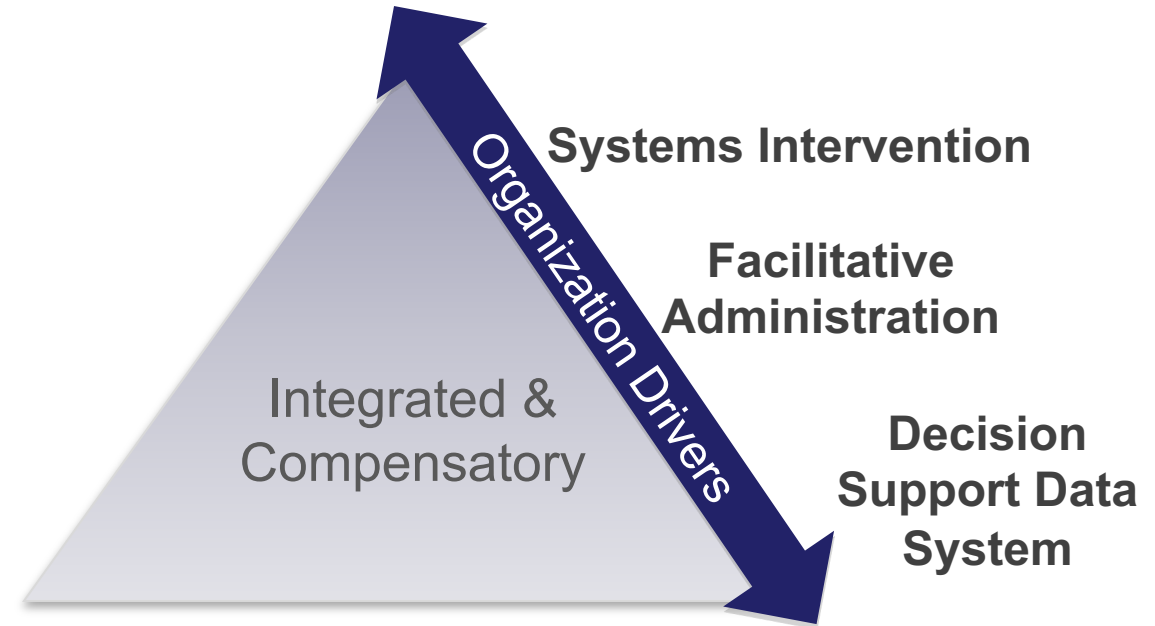
Systems intervention driver

"Systems trump Programs"
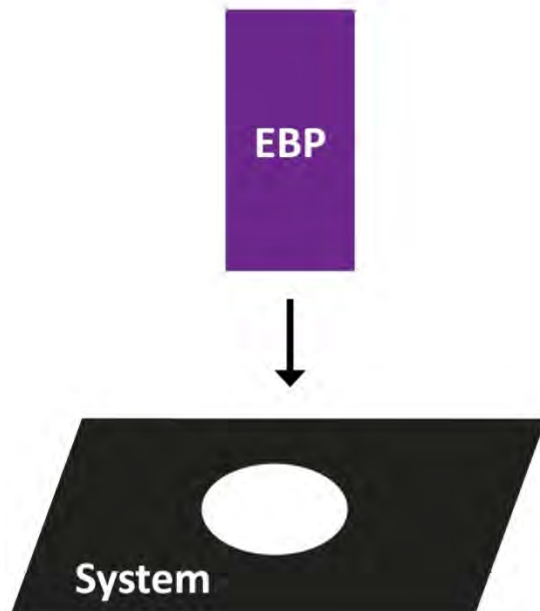
New interventions do not always fare well in old organizational structures and systems

McCarthey, Annie E. Casey Foundation, Adapted from Duda et al, 2012

Effective change requires systems change
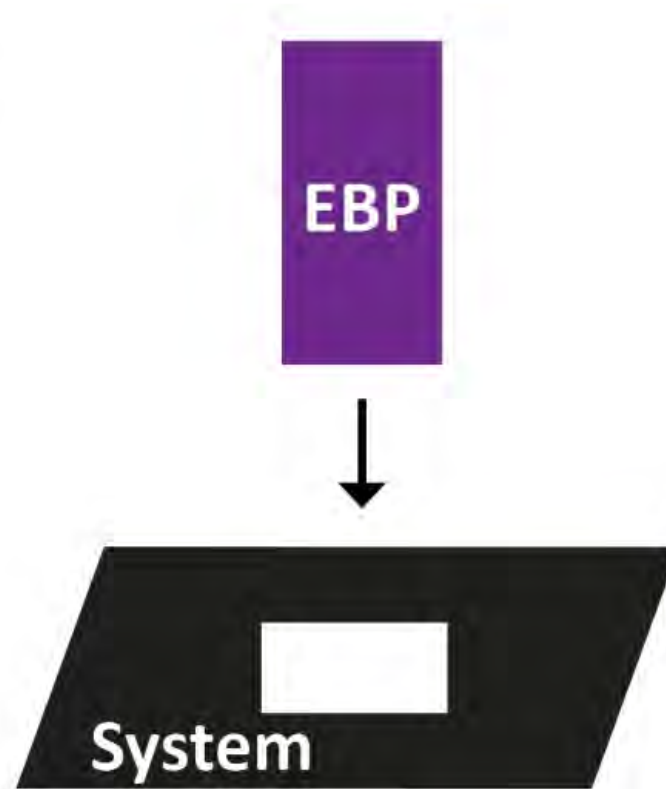
Leadership Drivers

Ensure the right leadership is in place to address different types of challenges.
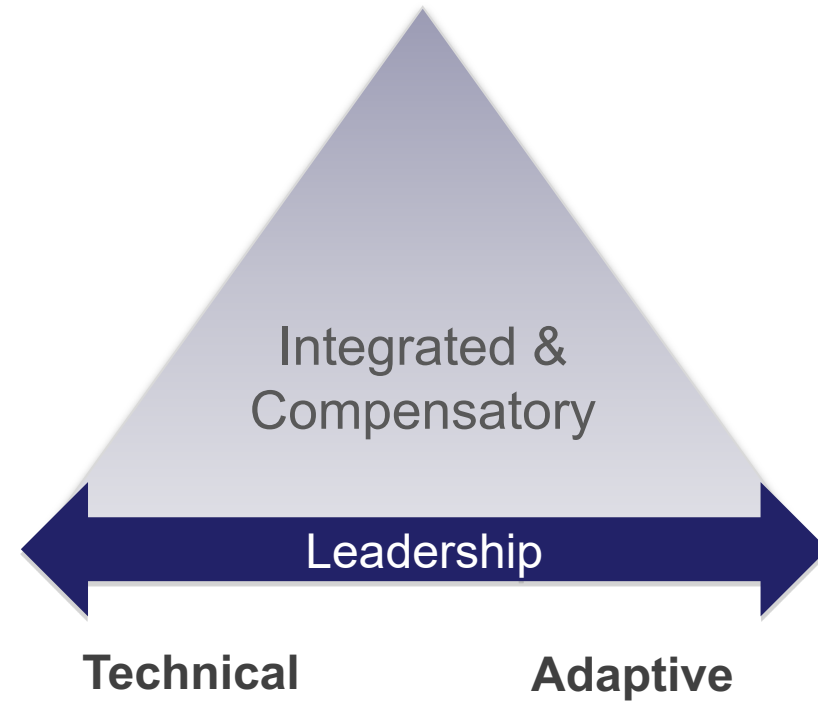
IMPLEMENTATION DRIVERS CHALLENGE

Instructions

Part 1: Match the definition to the driver. When you're done, raise your hand to get the next round of cards.

Part 2: Use the scenario on your instruction sheet, match the examples to the driver.

Part 3: Take up

Note: some examples may not 'fit' perfectly to one driver, discuss and decide in your group,

Questions and Discussion

Initial Implementation
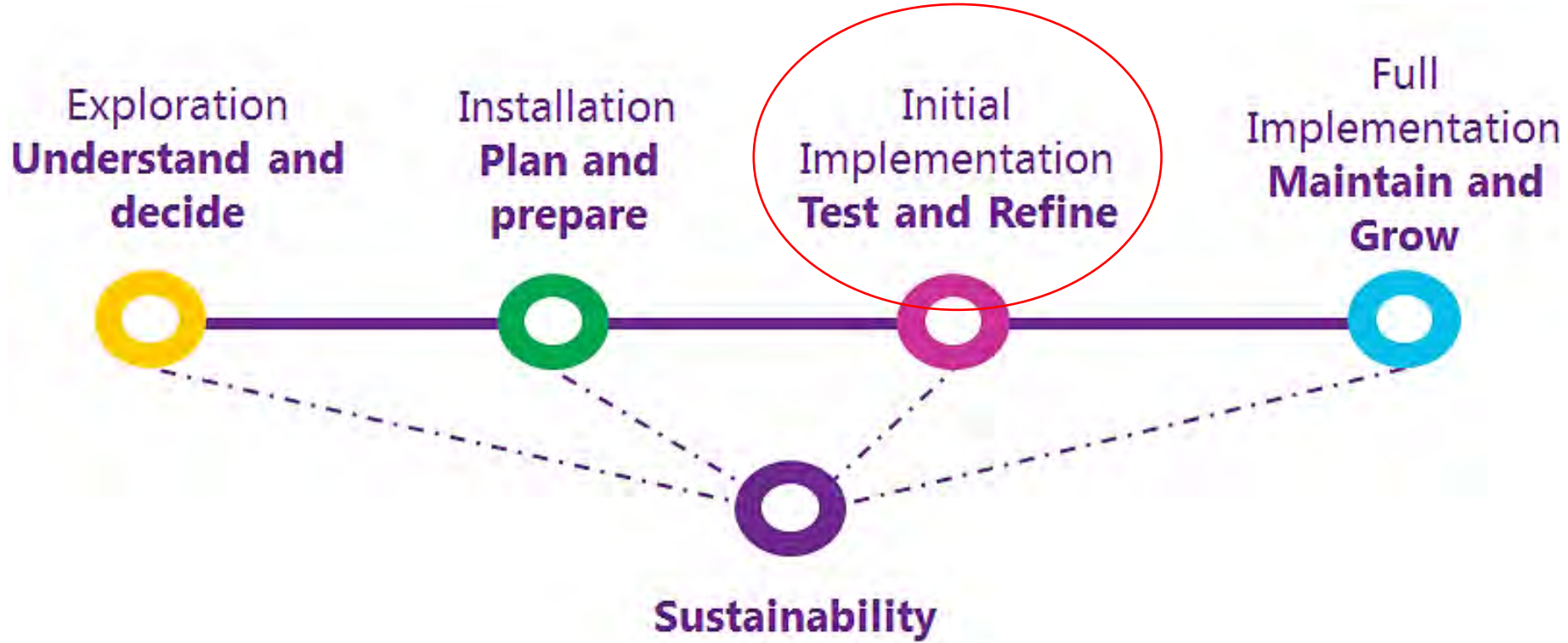
Initial Implementation: Goals

1. Learn from mistakes: detect and correct
2. Celebrate successes and manage expectations
3. Continue building buy-in

What might contribute to the higher risk of failure in initial implementation?

Initial Implementation:
GROUP ACTIVITY

Improvement Activity

- Work with your table and refer to your instruction page
- Assign a timekeeper/recorder (use your stopwatch on a smart phone)

Objective: pass the tennis ball to each person in your group and keep time. Over 6 rounds, aim for the fastest time you can. Everyone must touch the ball, and the ball must travel in the same pattern as the first round. Document your strategies and your time each round.

Debrief

- How did that go?
- What did you notice?
- How does this apply to initial implementation?

Improvement Cycles: Get Started and Get Better

1. Rapid cycle (PDSA) problem solving
2. Usability testing
3. Practice-policy communication loop
4. Transformation Zones

National
Implementation
Research Network

Rapid Cycle Problem Solving

Usability Testing

- Observing people trying to *use* something for its intended purpose
- Use prototypes with small groups of people
- Quickly allows you to see what works and what doesn't work

Practice-Policy Communication Cycle

Policy

Plan

Practice Informs Policy

External Implementation Support

Study - Act

Feedback

Policy Enables Practices

Do

Practice

Policy

Structure

Procedure

Practice

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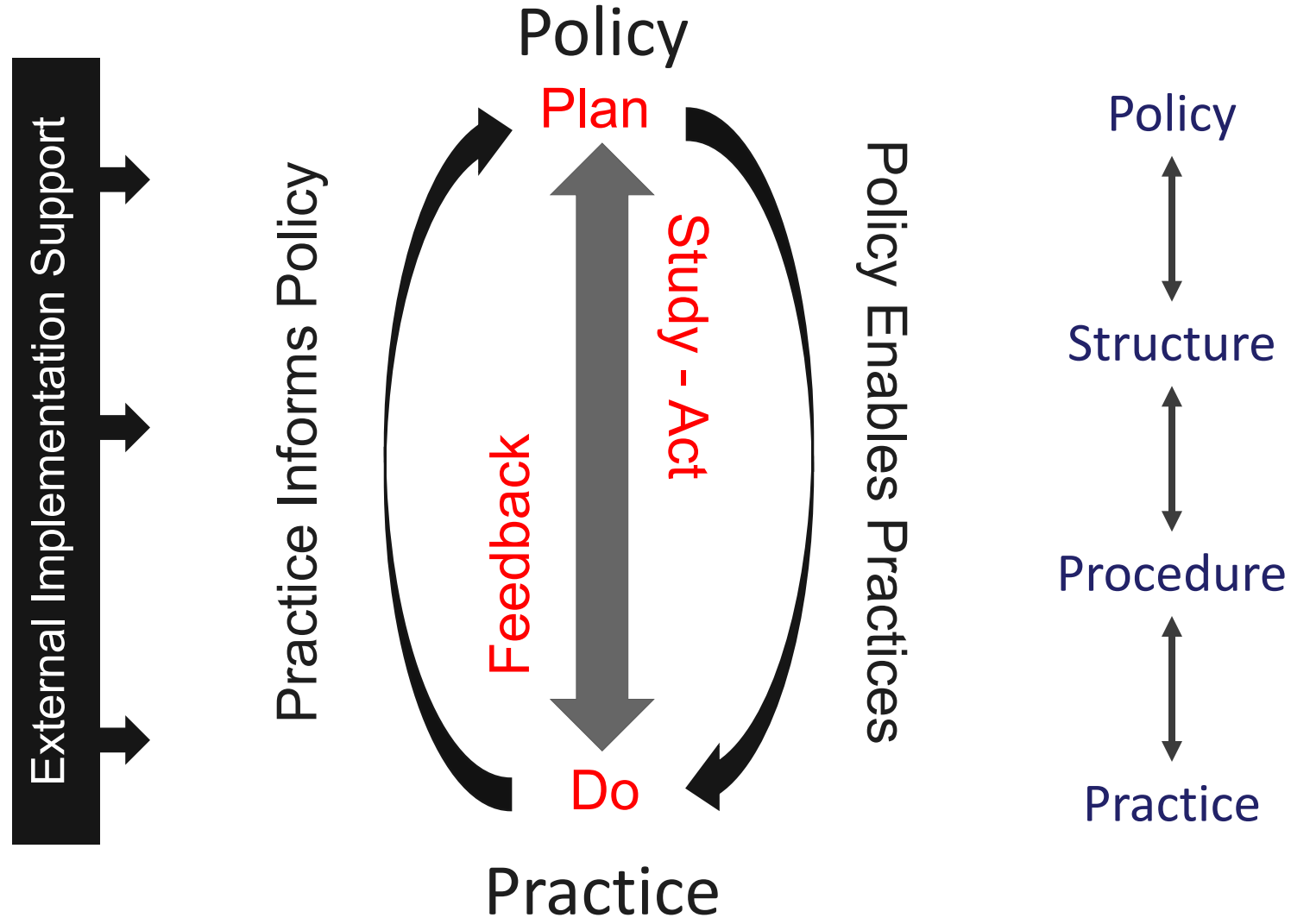
Transformation Zone

A "vertical slice" of the service system

Provincial Support System

Regional Support System

Local Community Support System

Local Community Service Agencies

Service Agency Clinics/Units

Transformation Zone

nirn National Implementation Research Network

Transformation Zone

- "Vertical slice" of the service system
- The "slice" is small enough to be manageable
- The "slice" is large enough to include all aspects of the system
- The "slice" is large enough to "disturb the system" – a "ghost" system won't work

What are the qualities of a good coach?

Coaching

Communication:

Attentive listening to the practitioner's experience & concerns, active listening, paraphrasing, open-ended questions

Establishing Coaching Parameters:

Expectations about your role and the practitioner's roles, lever of coaching influence is built on trust, create a results-based coaching plan

Coaching Core Competencies

Improving Practitioner Performance:

Content of coaching focused on the innovation, desired outcomes aligned with performance of practitioner activities, monitor practitioner improvements (PDSA tool)

Relationship Development:

Practitioner is comfortable with feedback on performance, practitioner views feedback as an opportunity to improve

Coaching activities

- Direct support to practitioners to implement the new practice as intended

- Reinforce & perfect new skills acquired in training in the job environment (practice skill)

- Problem-solve implementation challenges (rapid cycle)

- Provide feedback to practitioners - through various coaching elements: direct observation, case reviews, documentation & data reviews

- Fend for fidelity / discourage drift

Coaching to different levels of change

Individual Change	Team or Group Change	System Change
• Development of essential skills • Improving skills • Sustaining skills	• Group dynamics • Readiness culture • Uncovering icebergs	• Agency and network structures • Coaching coaches • Team of coaches

When and how do we say "good-bye"?

Exploration
Understand and decide

Installation
Plan and prepare

Initial Implementation
Test and Refine

Full Implementation
Maintain and Grow

Sustainability
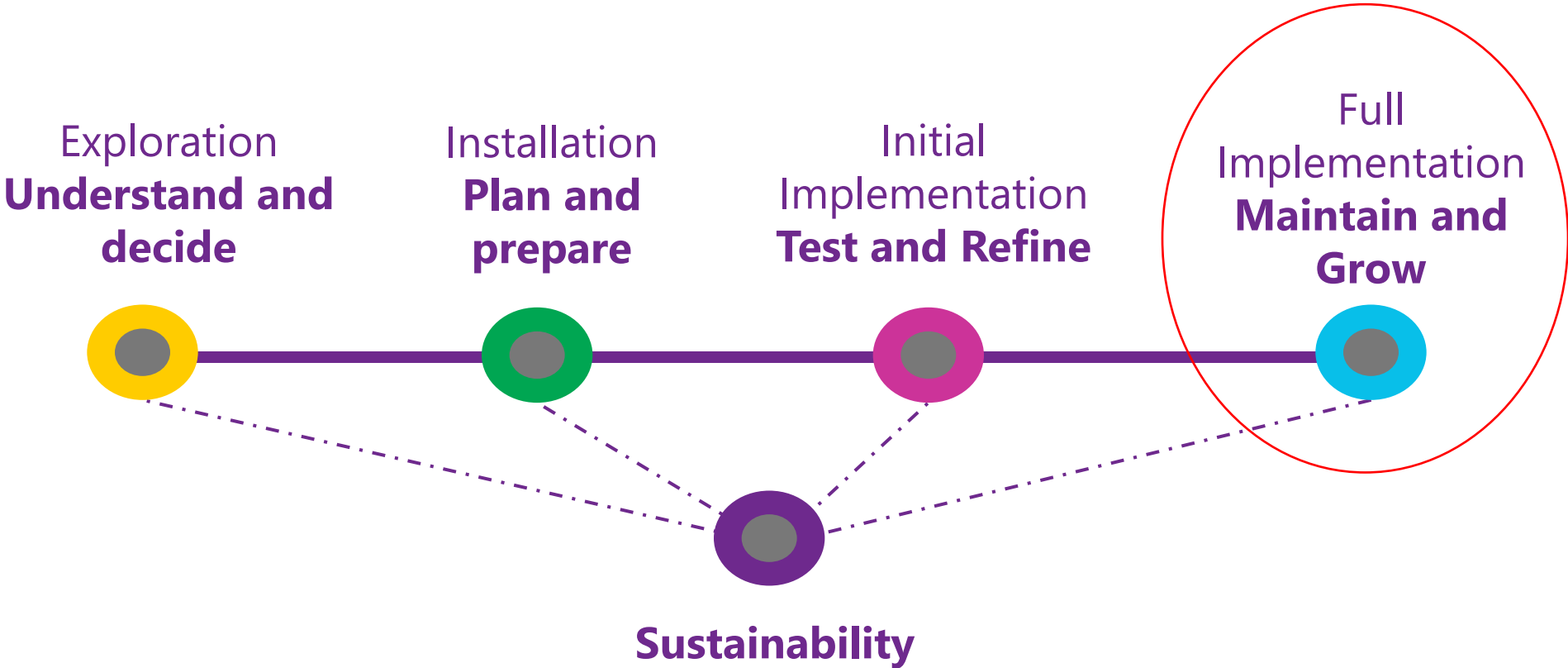
Full Implementation Defined

Fixsen et al., 2005 say:

"Full implementation of an innovation can occur once the new learning becomes integrated into practitioner, organizational, and community practices, policies, and procedures. At this point, the implemented program becomes fully operational with full staffing complements, full client loads, and all of the realities of "doing business" impinging on the newly implemented evidence based program."

We say:

"Full Implementation is the new normal."

What are some signs of full implementation?

Signs you have entered Full Implementation

- Referrals are flowing according to the agreed upon inclusion/exclusion criteria
- Practitioners carry out the evidence-based practice or program with proficiency and skill
- Managers and administrators support and facilitate the new
- practices as part of routine organizational operations
- Community has adapted to the presence of the innovation

Fixsen et al., 2005

Sustainability.....

- Is not a stage!

- Is influenced by how well you have engaged partners, selected the intervention, defined the intervention, and planned for implementation

- Essentially, great implementation leads to sustainability (no pressure)

Some Factors that Confound Sustainability...

- Skilled practitioners and other well-trained staff leave
- Leaders, funding streams, and program requirements change
- New health/social problems arise
- Partners come and go
- External systems change with some frequency
- Political alliances are only temporary
- Champions move on to other causes

Fixsen et al., 2005

Questions and Discussion

Stretch Break!

LIST OF FOCUS GROUP PARTICIPANTS FROM B3 ORGANIZATIONS

Name of Organization	Location (blue font highlights main service provider location)	Organization Type	Organization Activities	Youth Needs Catered	Mode of Operation
Kids Help Phone	Ontario, Quebec, Nova Scotia	Mental Health and Crisis Service Provider	*Mental Health and Crisis Support *Counselling *Support Forums	* Mental Health	* Nationwide focus * Primarily volunteers and professional councillors supporting youth through text and calling * Bilingual support
Black Business Professional Association (BBPA)	Ontario	Professional and Educational Service Provider	*Facilitating Networking and Mentorships *Supporting the pursuit of entrepreneurship, business, higher education, and economic empowerment *Establishing links with other organizations that support on the above *Building cross-cultural understanding and promoting equity	* Mentorship * Networking * Professional courses * Financial literacy	* National focus with many online events/classes
Atlantic Student Development Alliance	Prince Edward Island	Employment Service Provider	*Connecting job seekers with Atlantic Canadian job opportunities *Offer international students/ graduates expert coaching/mentoring and soft skills training	* Coaching * Mentoring * Soft skills training * Career development support	* Focus on Atlantic Canada, and PEI in particular
Ottawa Public and Inner City Health	Ontario	Healthcare Services	*Coordinating and integrating healthcare services to improve quality of life and health of chronic homeless individuals	* Palliative care * Mental health support and substance abuse challenges	* Focus on Ottawa * Operates in partnership with various homeless shelters
Centre for Resilience and Social Development	Ontario, Alberta	Youth Empowerment and Engagement Services	*Fostering youth and family engagement	* Counselling and Mental health support * Employment services * Family social services	* Operating in and from Ottawa and Edmonton
Immigrant Outreach Society	Alberta	Mental Health Service Provider	*Assertive Community Outreach and Home Visits *Life Skills Program *Training and Workshops *Psychosocial Wellbeing and Supports *Counselling and Crisis Intervention *Youth Programs *Advocacy and Policy Influencing *Antiracism Initiatives	* Mental heath support * Family and social service support	* Calgary focus with youth from East Africa as a primary focus
YMCA Employment Services Peterborough	Ontario	Professional Support Services	*YMCA Employment Services offers free self-directed, independent job search services as well as one-on-one job search support with Case Managers and Employer Liaison	* Job search support * Mentoring and coaching * Placement and job retention assistance	* Peterborough region
Magnet	Ontario	Professional and Business Services	*Connecting job seekers with career opportunities *Connect businesses to talent, export and funding opportunities *Supports knowledge sharing among policymakers, educators, academics, and practitioners *Streamlines workflows and improves productivity	* Job search support	* Co-created by Toronto Metropolitan University and the Ontario Chamber of Commerce * National focus
Toronto Community Benefits Network	Ontario	Employment and Community Development Service Provider	*Provide equitable economic opportunities and promote economic inclusion *Support in training and workforce development *Support social enterprises *Support building new transit infrastructure	* Job search support	* Toronto focus
Council of Canadians of African and Caribbean Heritage	Alberta	Employment and Education Services	*Coaching and tutoring services	* Scholarships * Internships * Mentorship * Employment opportunities * Scholarship prep, financial literacy and mental health workshops	* Focus on African and Caribbean heritage communities * Serving Alberta
Open Dialogue Canada	Ontario	Healthcare Services	*Programs of continuing education and professional development *Creating and facilitating dialogue amongst Healthcare Providers *Addressing emerging issues in the equitable delivery of healthcare *Dissemination of evidence-based knowledge and best healthcare practices *Supporting the navigation of barriers to the delivery of quality healthcare	* Health services	* Mainly serving Toronto
Centre for Newcomers	Alberta	Professional and Social Service Provider	*Settlement services *Youth and family social services *Employment support *Language introduction	* Employment support and social services	* Serving Calgary, AL

Name	Province	Service Type	Programs/Services	Support Areas	Notes
Job Skills*Employment & Business Programs & Supports	Ontario	Professional Service Provider	*Provides employment, employer, business, and newcomer services and programs	* Job search support * Retraining * Starting businesses * Providing mentorship	* Operates primarily in the GTA
YMCA York Region Employment & Community Services	Ontario	Professional Support Services	*YMCA Employment Services offers free self-directed, independent job search services as well as one-on-one job search support with Case Managers and Employer Liaison	* Job search support * Mentoring and coaching * Placement and job retention assistance	* Primarily serving York region
One North End Community Economic Develop Society	Nova Scotia	Financial Support	*Startup and training program *Provide mentors and coaches for businesses and communities *Stipends provided to vulnerable community members	* Financial support	* Serving African Nova Scotia community
Love Nova Scotia	Nova Scotia, Quebec, and British Columbia	Emotional and Social Support Service Provider	* Creative expression, group discussion, social and emotional learning, leadership development opportunities *One-on-one, 24/7 support	* Mental health support * Social services support * Life planning/mapping * Leadership development program	* Offers programs in QB, NS, and BC
iMOVe Arts Association	Nova Scotia	Art Program Support Provider	*Providing community support for people who need them	* Leadership skill development * Arts employment support	* Focus on Nova Scotia * Receives support and funding from the Nova Scotia Departments of Justice, Communities Culture and Heritage, and Labour and Advanced Education
Black Business Initiative	Nova Scotia	Professional Service Provider	*Job creation *Ensuring equitable participation and economic prosperity *Business creation *Direct financial assistance	* Job search support * Employment training	* Operating in Nova Scotia
Black Community Resource Centre	Quebec	Community Multi-Service Provider	*Employment Services *Health Promotion *Seniors *Youth *Black Anglophone Cultural Programs	* Job search support * Employment training	*Focus on Black Anglophones community needs in Quebec (a linguistic minority in the province)
Les Balloons Intensifs	Quebec	Youth Empowerment and Engagement Services Sports/Recreation Provider	Free Summer Basketball Camps	*Empowerment through sports/recreation *Mentorship	*Programming focuses on youth in marginalized communities in Montreal
Fondation Jeunesse et Perspectives	Quebec	Educational Attainment In-Kind and Financial Assistance to Marginalized Youth in School / Pursuing Professional Skills Development	*Mentorship *Provision of school kits for vulnerable youth * Financial assistance (partial or complete assistance) for youth to access professional skill-building programs/courses	*Mentorship *Access to in-kind and/or financial assistance to marginalized youth in school and/or pursuing professional skill-building programs	*Programming serves low-income youth in Quebec
Service d'orientation et d'intégration des immigrants au travail (SOIT)	Quebec	Settlement Services	*Immigrant women's programming *Employment Training *Mentorship	*Employment Training *Mentorship *Settlement Services	*Supports new immigrants in navigating Quebec labour market and 'cultural codes' of Quebec workplaces

KNOWLEDGE EXCHANGE & TOOLKIT DEVELOPMENT FOCUS GROUPS REPORT

Knowledge Exchange and Toolkit Development Focus Groups Report

Summary Report from the Knowledge Exchange Events and Toolkit Development Focus Groups held by the Canadian Council for Youth Prosperity's *Strength in Structure* project.

Canadian Council for Youth Prosperity
Conseil Canadien pour la Réussite des Jeunes

camh
mental health is health

Contents

Introduction

This report is an amalgamation of the data from three Knowledge Exchange focus groups that were held with the youth who participated in the Youth Focus Groups (youth n= 39) held by the *Strength in Structure* project and the toolkit co-design and development with three B3 (Black-focused, Black-led, and Black-serving) Organizations.

Knowledge Exchange

Three knowledge exchange events were held in April of 2022 to discuss the findings from the Black youth focus groups with the participants who attended. Youth from across Canada attended these knowledge exchange events to understand the trends seen across the focus groups, how their input informed the toolkit that was being developed, and their reactions and feedback to future branding.

The session started by asking the youth to answer two questions.

Q1. My ideal workplace looks like…

Thirty-nine youth were asked an open-ended statement about what their ideal workplace looks like. Responses were coded into themes. The top 14 are represented in the chart below.
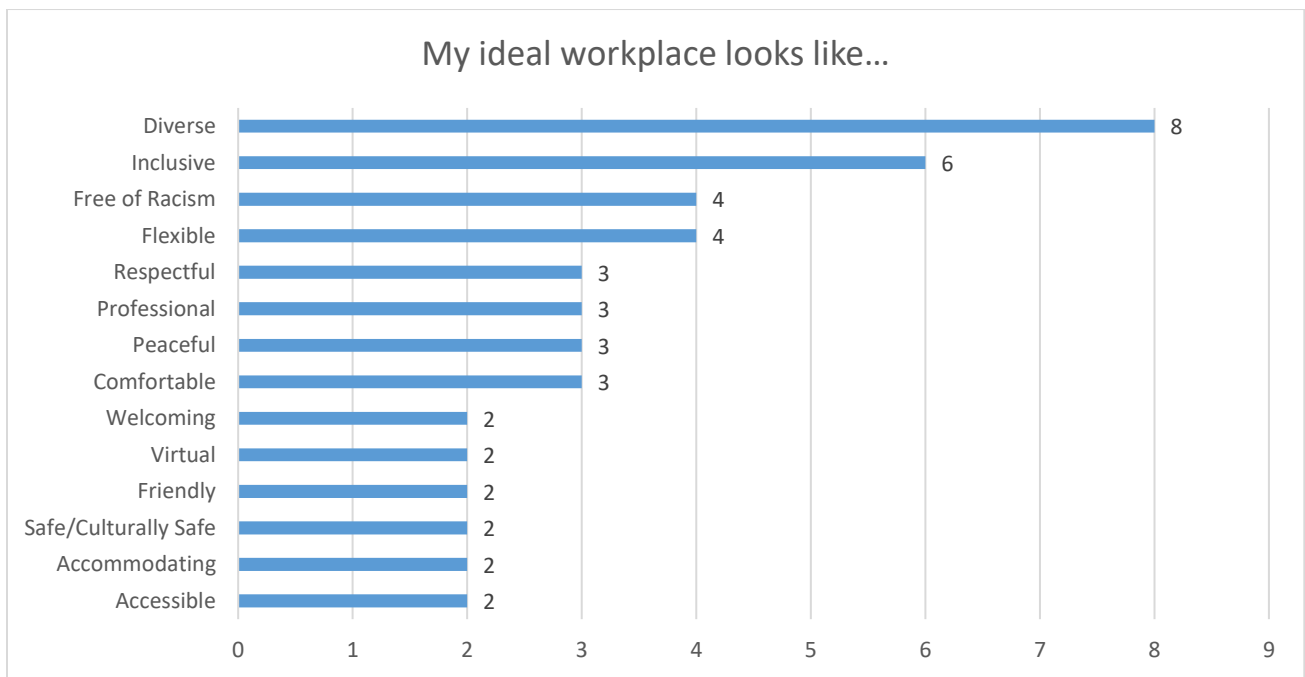
Diverse and diversity was the most common theme, with eight youth (21%) across the three knowledge exchange events, followed by inclusive and a workplace free of racism.

Additional responses were: Emergent, Engaging, Facilitates Mental Health, Fun, Goal-Oriented, Good, Honesty, Human-Centred, Innovative, Integrated, Mentor, Nice, Open, Organized, Productive, Progressive, Sense of Belonging, Spacious, Strong Mission, Vibrant, Young, Accountability, Busy, Casual Attire, Collaborative, Communicative and Conducive, each of which was mentioned once.

Q2. An excellent employment program for Black youth looks like…

Thirty-nine youth were also asked the open-ended statement, "An excellent employment program for Black youth looks like…" the top twelve responses are outlined in the chart below.

An excellent employment program for Black youth looks like…

Category	Value
Diverse/Multicultural	5
Mentorship	5
Accessible	4
Fair Compensation/Good Pay	3
Free from discrimination	3
Grants/Scholarships	3
Representation	3
Community-Centred	2
Opportunities	2
Resume building	2
Sustainable	2
Understanding	2
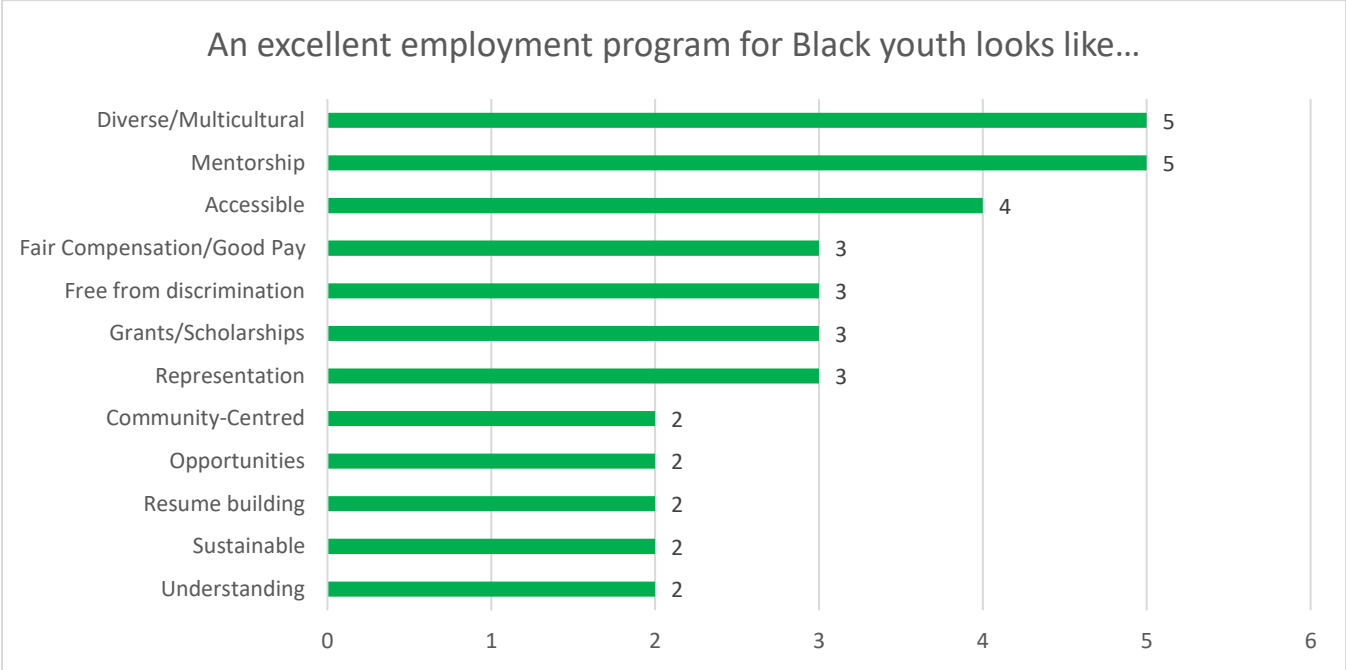
Diverse/Multicultural was the most common response (13%), with five youth across the three knowledge exchange events identifying it as important for an excellent employment program.

This topic had more variety in the responses given. Additional responses were: accepting, access-career-fairs, Allyship, Beneficial-Education, Bias free and motivation, Black leaders, Black people are empowered with high-value skills, broad, capacity building, compassionate, Considerate, coop-programs, Culture, empathetic, food, guidance, inclusive, internship, interview preps, leaders, leadership building, long term, multifaceted, networking, on the job placement, open to work experience beyond Canada, OVOT, professional workshops, togetherness, Transparent, various employment opportunities, Welcoming, and youth-led.

Many of these responses fall under the themes of a safe, inclusive program and building skills and capacity.

Focus Group Trends and New Learnings

Trends from all of the *Strength in Structure* focus groups were presented to the youth during the knowledge exchange events. These responses fell under three main questions:

Q1. What do you need to become successful or to achieve your professional goals?

What do you need to become successful or to achieve your professional goals?

- Support (personal, professional)

- Relationships: Networking, Mentorship

- Mindset (determination, confidence, goal-orientation)

- Notable theme: Professionalism
  What does professionalism mean for Black youth?

Q2. What are your thoughts on the current job market in Canada?

What are your thoughts on the current job market in Canada?

- Racism & Discrimination
  - everyday and systemic discrimination and the need for self-preservation

- Compensation: education and experience aren't remunerated fairly

- Skepticism around employer-driven Diversity, Equity and Inclusion (DEI) initiatives

What are your thoughts on the current job market in Canada?

- Difficulty for Black Francophone youth to gain employment where they can principally work in French

- Competitive - the myth of entry level jobs

- Uncertainty about labour market demands - *'Where do I fit in today's labour market?'*

Q3. What are some ways the lockdown/pandemic has affected you personally or your peers?

What are some ways the lockdown/pandemic has affected you personally or your peers?

Negative:

- Lack of socialization: friends, family
- Lack of normalcy, daily structure, routine
- Difficulty in finding jobs/internships
- Self-reported mental health challenges

Positive:

- Self-reflection, self-education: academically and personally
  - social justice awakening/awareness - the murder of George Floyd and reckonings on anti-Black racism

Youth Feedback

These themes resonated with youth across all three knowledge exchange events.

One youth discussed how the pandemic has opened awareness to things going on in the Black community, for everyone, not just the Black community.

Another youth noted that sustainability and funding are concerns because "Black is in" currently. Still, we need to be proactive in ensuring that once the Black community has either proven themselves to the system or created a better system. How can we ensure that all the work continues and all the injustice that has been done "isn't repetitive".

In times like this, the importance of personal growth also spoke to the youth.

The idea of professionalism and changing names on resumes or changing hairstyles resonated with one youth but highlighted that Black youth must not change their name or hairstyle because Black youth should be able to show their authentic self. A youth pointed out, "If people can say charcuterie, they can say my name".

Some found experiences with employment programs problematic because they focus on retail and precarious employment that does not have fair compensation. Youth shared their experiences in that the screening process for jobs sometimes seems equitable, but then they "aren't hired, but the jobs continue to be posted", despite the fact they were qualified or more than qualified for the job but don't even get an interview.

Black Francophones having more difficulty gaining employment where they utilize their first language was surprising to some youth, and they were interested in learning more about those experiences because they have always been told as an Anglophone that learning French will propel them in their field, but that "doesn't seem to be the case for Black Francophones". It was explained that youth found that their Blackness trumped their ability to speak French, and people who are immigrants with ties to the province "aren't viewed as citizens of the province and face discrimination". Also, a lack of opportunities to work in French in the STEM fields was noted.

Focus Group Knowledge to Practice: SIS Toolkit Development

Youth were informed on how their focus group insights informed the toolkit development and where the team was in the current development.

The youth liked having a youth-friendly version of the toolkit. Youth suggested providing scenarios with examples or videos that elaborate on the scenarios and how to respond to specific events or situations. Real-world examples would be a beneficial addition to the toolkit.

Having sections relevant specifically to Black Youth, such as locating employment standards that particularly impact Black youth and those laws and responsibilities, should be highlighted.

Some of the youth found that they changed their minds about some of their responses in the focus group since a year had passed. Some shared some topics, such as professionalism, which might be beneficial as industry-based because it means different things in different sectors.

One youth had questions regarding how the toolkit would be delivered and whether it would be in different formats and accessible in mediums and languages. They were curious about how it would be ensured that the toolkit was youth-friendly.

One youth said, "it's important to teach organizations not to be biased or tokenistic".

Several youth said, "there's a difference in Francophone Black communities that must be acknowledged". People's experiences in Montreal are different than in Quebec City or rural areas.

A Look to the future: Branding

Youth provided feedback on the branding concept and logos and interpreted it differently. One youth said they liked the black logo on the white background because they viewed it as a black seed dominated by white institutions surrounding it as represented by the white background.

Several youth said they didn't like the different colours, while others said the colour combinations were great, especially the green-blue-black colour scheme. Some youth noted they would like the seed and leaves to look more like a seed and leaf. Some of them didn't realize that's what it was until they were told.

Youth liked the variety of pictures, but some had mixed views on their interpretation of people in the photos. Several youth pointed out they would like more diversity regarding what people look like, for example, more traditional/cultural attire, and there are Black disabled youth and non-binary folks. It would be nice to have them represented in photos.

B3 Organizations

In order to develop a toolkit that responded to the needs of Black youth, as well as service providers, three organizations were included in the co-creation of the toolkit, although much of the content from the draft of the toolkit was developed using information gained from the youth and service provider focus groups, and the Knowledge Exchange focus groups with the Black youth who had participated in the previous focus group. In order to develop a toolkit that responded to the needs of Black youth and service providers, three organizations were included in the co-creation of the toolkit although. However, much of the content from the draft of the toolkit was developed using knowledge gained from the youth and service provider focus groups, and the Knowledge Exchange focus groups with the Black youth who had participated in previous focus groups. Based on the focus groups done with youth, and service providers, eight objectives representing four themes were identified as priority areas.

Two individual sessions were conducted with each organization to better understand their needs and get their feedback on identifying priority areas and the support needed to achieve success in those areas. A third focus group was conducted with all three organizations to get their feedback on the process and the toolkit draft.

The themes and objectives for each theme are outlined on the next page, with the coding used for the process map.

Professional Exploration

PE1 - Objective 1: Educating youth on wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers

PE2 - Objective 2: Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long term career goals might be reached

Professional Development

PD1 - Objective 1: Providing training for youth in detecting discrimination and microaggressions in the workplace.

PD2 - Objective 2: Supporting youth with conducting value-adding activities in their workplace

PD3 - Objective 3: Supporting youth address imposter syndrome in their workplaces

Professionalism

P1 - Objective 1: Discussing what professionalism looks like as a black person

P2 - Objective 2: Supporting youth navigate professional hierarchies and workplace politics

Personal and Mental Health

PMH1 - Objective 1: Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment

The three organizations who participated in a more in-depth co-design of the toolkit were asked to identify which objectives resonated with their organizations and then identify three priority areas they would like to focus on.

Priorities Process

B3 Organizations

	Organization 1	Organization 2	Organization 3
Priorities that resonated	PD1 PD2 P1 P2 PMH1	PE1 PE2 PD1 PD2 PMH1	PE1 PD1 PD2 PD3 P1 PMH1
Priority #1	PD2	PE2	PE1
Priority #2	PE2	PMH1	PMH1
Priority #3	P2	PD1	PD3
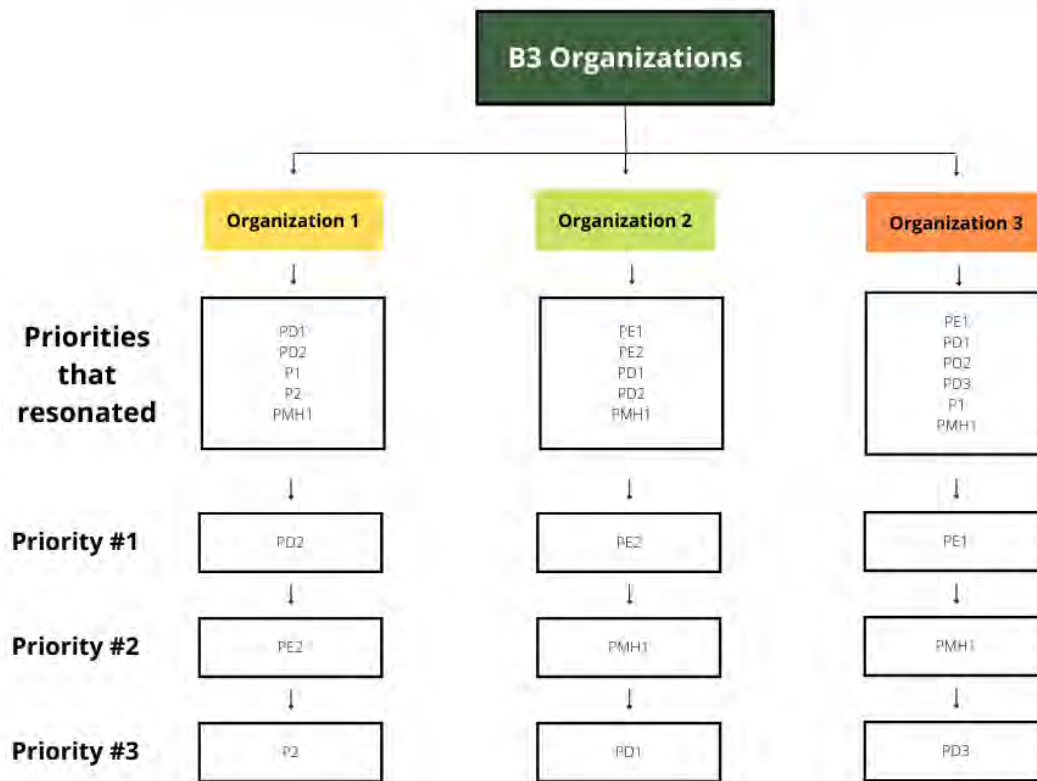
Organization 1 - DYLOTT

Which objectives resonate?

Organization 1 had a positive reaction to the themes identified by youth and service providers. The representatives from the organization felt that the themes of Professional Development, Professionalism, and Personal and Mental Health resonated the most with the work that they're doing. Particularly: Professional Development Objective 1- Providing training for youth in detecting discrimination and microaggressions in the workplace; Professional Development Objective 2- Supporting youth with conducting value-adding activities in their workplace; Professionalism Objective 1- Discussing what professionalism looks like as a black person; Professionalism Objective 2 - Supporting youth with conducting value-adding activities in their workplace; and Personal and Mental Health Objective 1- Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment.

Regarding Professional Exploration, they felt they already address Objective 1 as they target non-traditional career fields and connect people to networking opportunities and internships within those fields, which allows them to educate youth on a wider breadth of opportunities for professional exploration.

They noted that it could be difficult to bridge the gap in providing mental health for organizations that don't offer mental health as a direct service. They don't directly address mental health as part of their organizational mandate and feel it's easy to overlook. However, mental health is reflected in the quality of work, and self-awareness is important.

Priorities

Organization 1 selected three priorities they would like to work on within their organization, recognizing that all of the priorities are important.
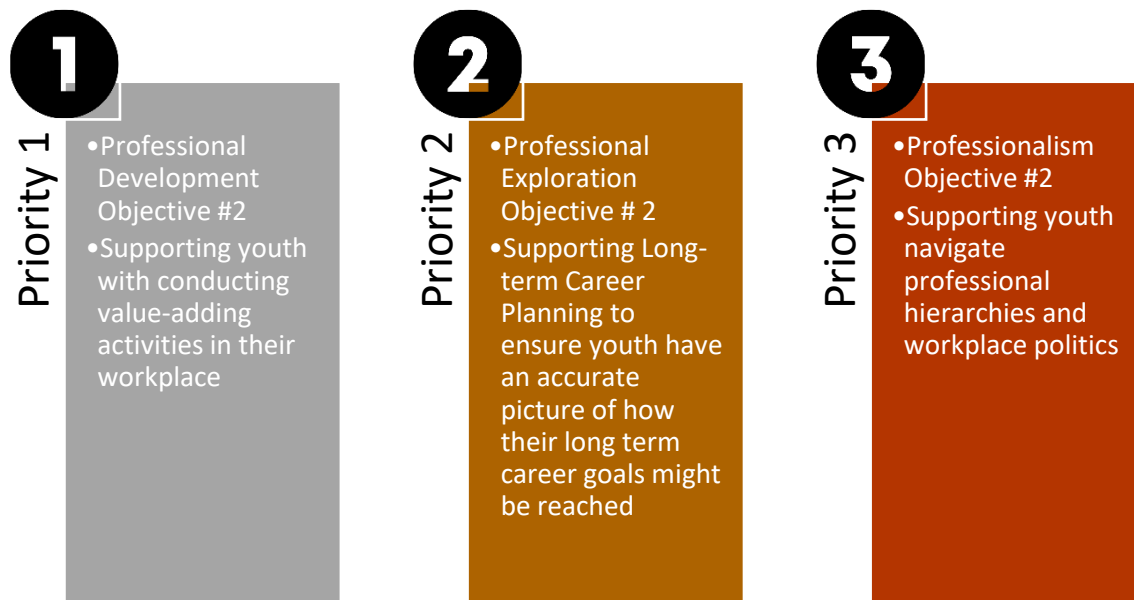
1

Priority 1

- Professional Development Objective #2
- Supporting youth with conducting value-adding activities in their workplace

2

Priority 2

- Professional Exploration Objective # 2
- Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long term career goals might be reached

3

Priority 3

- Professionalism Objective #2
- Supporting youth navigate professional hierarchies and workplace politics

Priority #1: Professional Development Objective # 2- Supporting youth with conducting value-adding activities in their workplace.

The organization chose this as their number one priority because "it's in line with their mandate". They've been having many conversations about the lack of Black people in STEM fields and how they can get Black youth to do meaningful work that makes sense for their career advancement. They feel it's important for youth to have mentors and that it's really important to define what a mentor is. People can give you occasional advice, but it's not always intentional. Mentors help put pen to paper and map out what youth are trying to achieve and, if they're experiencing struggles, how to help navigate those struggles. Need to delineate between mentor, sponsor and champion. All have a role in the workplace. Having younger people that can delineate between these is critical. Champions are people who will endorse their work and get their names out there in organizations and businesses. They'll name-drop them with important people; name recognition is important.

Organization 1's representatives said, "it's important for youth to get into their career space and figure out what careers they want to explore". Youth having an expansive view of system navigation is essential, and jobs offer transferable skills that need to be highlighted. It's important to have a wide variety of skills at the organizational level. Having a wide skillset at the board level matters to the

organization. They felt that they had the overall capacity to meet these objectives, but if not, they could take it back to the board.

The representatives feel that it is absolutely important to the organization because everyone is looking for a business case to show what you've done, what your history of work is, and what the impact has been. Funders are even looking for these criteria.

Priority #2: Professional Exploration Objective 2- Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long term career goals might be reached
The organization prioritized this objective because youth need a line of sight to get to long-term planning. They also need to tap into different niche areas and what their work would look like in those spaces.

Priority #3: Professionalism Objective 2- Supporting youth navigate professional hierarchies and workplace politics
Representatives of the organization felt this was an important priority because you don't know relationships in and outside of work. If someone is a new employee, they don't want to start picking sides and putting themselves on the outside. They also don't want their comments to haunt them, saying, "It's important to know how to be apolitical".

Organization 2 - Life of Hope

Which objectives resonate?
Both objectives under Professional Exploration resonated. Objective 1: Educating youth on a wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers as a lot of Black youth they see come from immigrant families, so they feel they are already aware of the diverse set of careers. Objective 2: Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long-term career goals might be reached was another area that resonated with the people at the organization.

Professional Development Objective 1 (Providing training for youth in detecting discrimination and microaggressions in the workplace) and Objective 2 (Supporting youth with conducting value-adding activities in their workplace) and Personal and Mental Health Objective 1 (Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment) were also objectives that the representatives from the organization found resonated with the work they do.

Priorities
Organization 2 identified three priority areas they wanted to focus on.
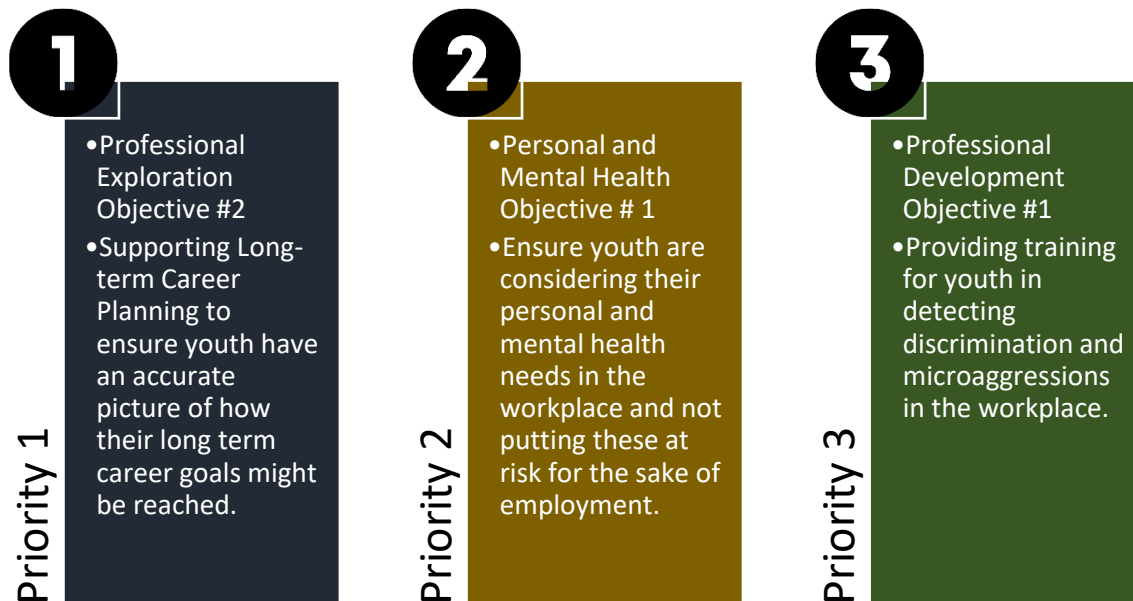
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Priority 1

- Professional Exploration Objective #2
- Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long term career goals might be reached.

2

Priority 2

- Personal and Mental Health Objective # 1
- Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment.

3

Priority 3

- Professional Development Objective #1
- Providing training for youth in detecting discrimination and microaggressions in the workplace.

Priority #1: Professional Exploration Objective 2 - Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long-term career goals might be reached.
Organization 2 felt that working youth through their goals and understanding where they think they'll be in the next 10-20 years is critical. It's also important to make youth aware of jobs' physical or emotional requirements and risks; for example, construction can have physical risks on the job site.

In doing long-term career planning, Organization 2 helps youth be more focused on their career path by identifying more targeted goals. Many students drop their programs halfway through, and they can make their own decisions by presenting everything to the students. This is critical for newcomers because they don't have Canadian education when they come, so they need a more targeted approach. This also helps at-risk youth as well. This priority aligns very well with the organization, which was established to help youth and ensure they have a sustainable future and a good career path to contribute to the future.

Organization 2 is a newer organization with the experience to do this but lacks the capacity and resources and would need support to work on this priority. The ability to hire additional staff to support it and work with other organizations in the community is essential for success. If they add this to their portfolio, there will be much time spent doing this; there'll be requirements for staff to do an assessment. They will need additional funding to do this. The next step would be to put the program together to see what the start would look like, the goals, and the impact on end-users. Having kids, the community and parents involved matters. They also identified that they need to evaluate how this would impact the budget. Then they would need to figure out marketing and a campaign based on how this might concretely be done. They haven't done organizational asset mapping at a large scale and need to follow up with WESS, who do accreditation for foreign training.

Priority #2: Personal and Mental Health Objective 1- Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment.

This priority is aligned with the organization's mission of helping youth heal and escape poverty. They see people prioritize work over mental health and feel that a lot needs to be covered within this area because most Black people, not just youth, put their health at risk for workers. Many organizations offer mental health support, but there needs to be government intervention. The representative from the organization recommends speaking with mentors and networks about how to prioritize better mental health, balance personal obligations, including financial planning, and how transition out of a workplace. Regarding transitioning out of a workplace, "it's important to acknowledge if the problem is coming from the company, or if it's an industry issue". They also felt it is important to ensure there's an acknowledgement of the importance of breaking the silence and reporting organizations that are creating environments that are detrimental to mental health. Having a fun workplace doesn't necessarily alleviate toxicity, and speaking out about these issues is important.

You can't do work without mental health. The organization is already providing some of this mental health support through group sessions and workshops, referrals to social workers and psychologists. An area they need support with is awareness and breaking the silence campaign among Black folks. They wants to start mental health retreat for people to uncover underlying root causes for mental health challenges. To be successful in this priority, the organization needs funding and possibly help with campaigning.

Priority #3: Professional Development Objective 1- Providing training for youth in detecting discrimination and microaggressions in the workplace.

Organization 2 felt this was a priority because the youth need to know what they're facing before entering the workplace. Not necessarily expecting it but to understand, in case it happens, how to navigate it. They need to understand that filing complaints might not be sufficient, even in unionized situations. They might represent you, but evidence gathered by a third party is paid and sponsored by your employers; there's already a bias in evidence-gathering. It's important to have someone to offer support to people facing this and for the person facing discrimination to be able to say what's on their mind.

This is along with the organization's mandate but would need additional capacity. It's already hard to measure discrimination, but it is important to break the silence. It's also important to discern between discrimination and just fair practices and evaluation and how to address this. They would need additional staff focused on this area for it to be sustainable.

Organization 3 - Rise in STEM

Which objectives resonate?

Organization 3 felt that Professional Exploration: Objective 1 - Educating youth on a wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers resonated with them

All three objectives under Professional Development resonated with them. Objective 1: Providing training for youth in detecting discrimination and microaggressions in the workplace, as they would like to develop an employment piece to discuss microaggressions. Objective 2: Supporting youth by conducting value-adding activities in their workplace resonated as organizations need to think about what youth would like to do. Objective 3: Supporting youth to address imposter syndrome in their workplaces was an objective they felt was foundational to their work.

Professionalism Objective 1- Discussing what professionalism looks like as a black person was an area they felt was important and tied in with some of the other objectives, and Personal and Mental Health Objective 1- Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment was another objective that resonated.

Priorities

Organization 3 identified three priorities they wanted to focus on that align with their work and mandate.

Priority 1
- Professional Exploration Objective #1
- Educating youth on wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers.

Priority 2
- Personal and Mental Health Objective # 1
- Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment.

Priority 3
- Professional Development Objective #3
- Supporting youth address imposter syndrome in their workplaces.

Priority #1: Professional Exploration Objective 1- Educating youth on a wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers.

The representative from Organization 3 wants to better structure organizational programming around informing youth about the breadth of opportunities for professional exploration. She feels they could better address this objective more intentionally and would like to incorporate more networking opportunities and training for networking. The main missing things are programming around employment and schooling, for example, which classes to take to reach a specific career goal.

Their organization feels professional exploration is foundational, so it's the first step and their primary priority. They need to increase youth awareness to have more of an idea of what they'd like to pursue, including what classes to take, how to apply for post-secondary education, or if taking a break or a gap year is the best option for them.

This priority would allow staff to build skills elsewhere and understand other STEM areas by accessing more programs and resources. However, they don't currently have the knowledge or capacity because STEM is broad. The organization wants to better tap into each STEM area and hire more people and apply for more funding. They have a line for capacity building in the current budget, so it wouldn't necessarily impact current funding, but they would like more funding to be more comprehensible and sustainable. They also would like someone specifically to help build out an evaluation framework that accounts for organizational interests and to do research on stakeholder outreach, everything from the corporate level to grassroots and youth level. Having more staff and more volunteers would be essential. The biggest thing they need is more funding to accomplish this.

Priority #2: Personal and Mental Health Objective 1- Ensure youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment.

Organization 3 wants to prioritize this. It aligns with their mission statement regarding wanting to "enhance youth well-being", so mental health is always at the forefront of the organization. They emphasize the importance of understanding Black youth's unique experiences with mental health. They have a campaign about mental health and consider it the second most important thing that the organization does. The organization needs to help Black youth feel more comfortable sharing and encourage them to share, such as when using the chatbox in a virtual space. They would like to improve their offerings to include activities such as movie nights, yoga, meditation, and host therapists to hold discussion circles.

They don't think they have the capacity and think they'd like a mental health partner to address mental health. They're already doing some outsourcing concerning mental health (such as outreach to counsellors). The staff does things like check-ins to see where youth are at, but there is more that staff can do on the well-being and relationship front. They want to have mental health as a core pillar, not just an add-on.

Priority 3: Professional Development Objective 3- Supporting youth address imposter syndrome in their workplaces.

The representatives from Organization 3 feel that Imposter Syndrome is a foundational issue, especially working with Black youth in STEM, as the Black community doesn't traditionally have strong links to the STEM field. It leads to imposter syndrome both inside and outside the workplace, which is important to address. Imposter syndrome is intrinsically connected to the mental health piece and links to career pathways. Highlighting this objective could be an accountability piece to track youth growth over time in the program by appointing someone team or hiring someone to talk with youth about their struggles and then building an accountability mechanism. They would develop strategic workshops around the topic.

The organization thinks addressing Imposter Syndrome should be a topic infused in everything they do. Addressing Imposter Syndrome could help the organization get more funding as they want to do more employment-specific workshops and make connections. Imposter syndrome could also impact mental health, an area of funding that they could look into.

Summary of Priorities

The purpose of the toolkit is to help organizations identify areas of focus and gaps in their current capacity for success and sustainability. While the three organizations have different priorities and reasoning, capacity and funding were highlighted as gaps to achieving their priorities. While they may have different priorities and different reasons for the priorities, capacity and funding were two areas that were highlighted as barriers to achieving their priorities. All three organizations need support to achieve success in their priority areas.

Toolkit Feedback

A draft toolkit was provided to the three organizations based on feedback from previous focus groups. A two-hour focus group was scheduled to receive feedback from the three organizations participating in the toolkit development.

This toolkit helps identify what Black youth needs, their experiences, and how to build up our initiatives using it. The three organizations felt that the themes and objectives in the toolkit accurately represent the organizations' priorities and that the toolkit helps align with their objectives. There is a need to make employers aware of Black issues and ensure Black youth are treated fairly regarding employment and job development. Advocates for Black youth are needed, and the employers need to pay attention to what they do that may cause discrimination; all the issues are very important, and the toolkit will help address some of them issues.

One representative from an organization noted that going through the process with the toolkit helped them as a newer organization to figure out how they can focus on different employment objectives and figure out which ones they want to prioritize. Another representative said that having a toolkit like this helps fine-tune the services offered and provides them with information on how to communicate to stakeholders reaching out from other areas.

One representative said their organization does a lot of work around exploration and exposure in professional development. However, they also recognize they're learning about these fields they're engaging with sometimes for the very first time. So they pilot with a small sample of participants to get a nuanced perspective of where the challenges exist and then figure out how they devise solutions to address those challenges.

Representatives felt the toolkit helped to highlight what areas organizations aren't currently addressing, identify where they have gaps and to be able to identify organizations who are offering those services and connecting with them.

Feedback about an area that could be improved was from a governance level. A representative felt it's also about how we create internal opportunities for young people. How are we leveraging the opportunities that exist within our organizations? They think the toolkit does a good job at applying the ideas but think there is a lens to be applied to it to apply a broader perspective. They said we're talking about how young Black professionals, especially those starting their career, feel boxed in, there are barriers surrounding them, and there doesn't seem like there's a way out. Inspiration, exposure, skills development, and getting young people involved are all important. The toolkit is crucial in pulling together many of those ideas, but there's another element about focusing inward while also focusing outward. How can organizations take the toolkit and apply it internally in addition to the work they do externally.

Organizations enjoyed being a part of these processes. Additional feedback regarding the toolkit was provided via email and is not included in this report.

STRENGTH IN STRUCTURE TOOLKIT

Strength in Structure Toolkit

Black Youth Employment Experience Outcome!

Canadian Council for Youth Prosperity
Conseil Canadien pour la Réussite des Jeunes

Table of Contents

Purpose of the Toolkit

This Toolkit is designed for Black-serving, Black-led and Black-focused (B3) organizations that provide employment services and are also concerned about Black youth employment experience outcomes. The Strength in Structure Toolkit is a culturally appropriate/sensitive employment tool. Cultural sensitivity can be understood as the "awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or another group that is not one's own, accompanied by a willingness to adapt one's behaviour accordingly". Being culturally sensitive often requires a "knowledge of cultural differences and values", consideration of others, understanding, respect and tailoring/adapting to others. With this in mind, cultural appropriateness/sensitivity in the Strength in Structure context refers to programmes designed for and with Black youth and their labour/employment experiences in mind.

This Toolkit provides some ideas for Black youth employment service providers, and it is created to be flexible and adaptable. The resources provided here are based on information gathered from youth and B3 organizations' focus group sessions held with participants from our four project focus areas: Alberta, Nova Scotia, Ontario, and Quebec.

Users of this Toolkit are encouraged to consider it a capacity-building product, which can also be modified where necessary to support the creation of programs and services that meet the unique needs of their target audience. The Toolkit can be used as a whole or in part to provide the necessary support for organizational capacity building, service/program design and implementation, establish collaborative relationships with the community and funders and stay true to organizational vision and mission.

For more information about the Toolkit and getting support for your organizational capacity building, please contact:

Canadian Council for Youth Prosperity (CCYP)

Email: info@ccyp-ccpj.org

Phone: 416-803-2576

Acknowledgements/Partnerships

Creation of the Toolkit

The Canadian Council for Youth Prosperity (CCYP) believes in the co-creation of any tool/ product that has a meaningful impact and sustainable results for the youth workforce ecosystem. This Toolkit was developed through a collaborative process with Black youth and B3 (Black-led, Black-serving, and Black-focused) service organizations. The development of this Toolkit included the following activities:

- An in-depth literature review on Black Canadian Youth Employment and Black Communities (A summary of the findings from the literature review is included in this Toolkit.)

- Focus group sessions via ZOOM with Black youth and B3 organizations across the four project sites of Alberta, Nova Scotia, Ontario and Quebec (French).

- CAMH provided transcription and wrote reports from each of the focus group sessions.

- Knowledge exchange sessions were conducted with the youth who participated in the previous focus group sessions.

- Information gathering sessions were held with B3 organizations to kick start the co-creation stages of this Toolkit.

- The B3 organizations involved in the co-creation of this Toolkit provided descriptions of all their services and program offerings. The materials were analyzed to identify gaps in the offerings to Black youth.

- Each organization had an opportunity to review and contribute to the Toolkit's content. A special thank you to:

    - **Rise In STEM** – Rise In STEM's goal is to introduce Black youth to various areas of STEM and provide educational and wellness support throughout their journey into postsecondary education, as well as provide them with information about current career opportunities within the STEM field.

    - **DYLOTT** – DYLOTT focuses on developing pipelines to sought-after sectors for Black youth and young professionals.

    - **Life of Hope Foundation** – Life of Hope Foundation works with black youth in developing career pathways and helping youth to exit poverty or shelter systems.

How to Use this Toolkit

While Black youth are the target beneficiaries of our Toolkit, the Toolkit's focus is on service providers, recognizing their unique roles as advisors and advocates for Black youth when engaging with employers.

We recommend using this Toolkit with the following values/acknowledgements in mind.

1. This Toolkit is Black-made, Black-focused, and Black-serving. This Toolkit is a culturally sensitive document of the experiences of Black youth and the B3 service provided. If your organization falls under the B3 banner, please feel free to reach out to us if you feel something in this Toolkit is incorrect, needs to be amended, or added.

2. Circumstances matter –when using this Toolkit, remember that each of your service user's experiences is unique. You might need to tweak elements of the Toolkit to support them.

3. Mentorship and networking – a common theme in our focus groups was youth identifying relevant mentorship and networking opportunities.

4. Prioritization and Iteration – your organization, does not need to act on all of these actions at once. Prioritize and implement aspects of this Toolkit as necessary given your organization's mandate, priorities, and current needs.

How the Toolkit is organized

First is an introduction/overview of barriers faced by Black youth in the labour market and B3 organizations in their bid to provide relevant employment programs and services for Black youth.

Following this is CCYP's *Strength in Structure* project overview. Background summaries on Black youth employment in our four provinces of engagement (Alberta, Nova Scotia, Ontario and Quebec). A valuable component is the findings from the initial service provider and youth focus group sessions.

Introduction

The COVID-19 pandemic has spurred severe economic and societal dislocations that have disrupted many aspects of our daily lives. Many Black youth in Canada, who were already facing significant systemic barriers to employment pre-pandemic, experienced disorientation and disillusionment, as heralded pillars of the economy, like the services industry that often employs young people, hemorrhaged job opportunities at a breathtaking pace. Dreams were dashed due to pandemic lockdowns and workplace restrictions.

Like their peers, many Black youth had to make hard pivots into the world of virtual learning and employment. Indeed, optimistic imaginations of 'future of work' transitions for all, advocated by conventional workforce development leaders, failed to account for the sustained and compounding nature of systemic anti-Black racism that Black youth face in the country's labour markets.

Once more, many B3 organizations, which often suffer from historic under-resourcing of their programs, appear to have been largely marginalized from mainstream' future of work' discussions and innovation activities (discussions often eluded them/often elusive to them). It is our aim for this Toolkit to provide B3 organizations with timely/ relevant information, products, and services (informed by real-time youth voice) so they can reflect, retool, and reimagine their youth employment services offerings to meet the needs of Black youth job seekers, and their organizational needs and capacities

Project Overview

The Canadian Council for Youth Prosperity (CCYP) is a national, non-profit, cross-sector collaboration of community and corporate leaders who are deeply committed to changing systems impacting youth's ability to thrive in the workforce. We are focused on future-oriented solutions based on demand to close gaps in the workforce and drive innovation in the labour market across Canada.

Success rates in employment program outcomes for Black youth have been historically low. The COVID-19 pandemic and the Black Lives Matter movement have further exposed significant gaps in the capacity of organizations to provide, acknowledge and appropriately address the experiences of Black youth. Through the *Strength in Structure* (SiS) Project, CCYP seeks to improve the in-service experience and programmatic outcomes of Black youth.

This project addresses the immediate need for new approaches to workforce development for Black youth. Through the *Strength in Structure* (SiS) project, the *Canadian Council for Youth Prosperity* (CCYP) aimed to improve the in-service experience and programmatic outcomes of Black youth. To achieve this, CCYP worked with Black-led organizations to develop culturally-informed and culturally-safe standards of practice and support Black-serving organizations with implementing and adopting these standards. Due to their specific focus, Black-led organizations have long struggled for adequate funding to improve and scale their services. However, at times of crisis, they are unduly burdened to offer insights, absorb investments, and provide training; these contributions are devalued. The impact of Covid-19 on operations was no exception.

CCYP seeks to improve the employment experiences and outcomes of Black youth by acknowledging and enlisting the expertise of Black-led organizations to build the capacity of

CCYP welcomed the opportunity to improve the employment experiences and outcomes of Black youth by acknowledging and enlisting the expertise of Black-led organizations to build the capacity of Black-serving organizations. The goals of the project were to:

a) Position Black-led organizations as critical community resources to be consulted beyond emergency response and public shaming;

b) Identify and provide the support and "scaffolding" required to enhance the capacity of Black-led organizations;

c) Design and deliver capacity-building sessions for Black-serving organizations; and

d) Introduce intermediary assistance with implementing and adopting improved practice based on capacity-building sessions.

CCYP pledged to address Anti-Black racism in workforce development as employment outcomes for Black youth and Black people have been historically lower than other job seekers. Black people are also over-represented among those adversely affected by the pandemic. CCYP believes strongly that pursuing approaches to pandemic recovery without acknowledging systemic barriers to labour market access and participation would be a grave injustice to Black communities. This project can help to significantly change how Black youth experience and navigate the world of work.

Background on Black Youth Employment in Four Provinces (Alberta, Nova Scotia, Ontario and Quebec)

Unemployment Rates Amongst Black Youth and Other Visible Minorities

- Black youth employment indicators are poorer than those for White youth in all four provinces.

- For Nova Scotia and Alberta, participation rates are higher at younger ages for Black youth and other visible minority youth than for Ontario and Quebec.

- Alberta experienced the lowest Black youth unemployment rate compared to the rest of the provinces.

- While Black youth employment indicators improve with age groupings, the same pattern as above exists for all four provinces.

- Differences between Black and White youth are lower for Alberta and Nova Scotia than for Quebec and Ontario. The provincial difference likely stem from differences in provincial economies.

- Nova Scotia indicates the poorest outcome for black youth compared to other visible minorities.

Provincial and Territorial Review of Black Communities

- According to the 2016 Census, Black Canadians comprise 3.5% of Canada's population.

- With an average age of 29 years old as of 2016, Black Canadians are a younger population than Canada, with an average age of 40 years old.

- An overwhelming majority of Black Canadians (94%) live in urban centres, compared to 71% of Canadians who live in urban centres.

- More than half of Canada's Black population (52.4%) lives in Ontario.

- Atlantic Canada (Nova Scotia, PEI and New Brunswick) has the oldest (longest-tenured) Black Canadian population, with 59% of them identifying as third-generation or more. This is largely due to its position as a place of refuge for Black Americans escaping the racism, slavery and the United States British loss of the war of 1812.

- As of 2016, the Prairie Provinces (Alberta, Manitoba, Saskatchewan) had the fastest-growing Black population in Canada, quadrupling between 1996 and 2016, primarily due to African immigration. It is also the region with the most first-generation Black Canadians (65%)

- Although the Territories have the lowest share of Canada's Black population, it also has the oldest (age) Black Canadian population, with a median age of 35 years old.

Labour Market Outcomes

- The national Black youth (15-29) unemployment rate (20.2%) is twice the overall Canadian youth unemployment rate (10.2%).

- Alberta (18%) and Quebec (19%) are the only provinces with Black youth unemployment rates lower than the Black national rate.

- Nova Scotia has the highest Black youth unemployment rate (24%) and participation rate (65.4%) of the four provinces interested in this project.

- Across the four provinces of interest, Black youth unemployment rates are higher than overall youth (all races).

- Nova Scotia has the biggest difference between **visible minority and Black youth unemployment rates (an 8-percentage point difference),** while Quebec has the smallest (a 4-percentage point difference.

- Quebec has the largest difference (9.9 percentage points) between **Black and non-visible minority (White) unemployment rates**, while Alberta has the smallest difference (5.4 percentage points)

Black Youth Employment Experiences

- Immigrant Black youth (first and second generation) report stereotyping and the burden of low expectations as issues that hamper their job search and employment experiences.

- The top three sectors employed Black Canadian youth (15-29 years old) work are also the same for overall Canadian youth: Retail Trade, Accommodation & Food Service and Health care & Social Assistance.

- The top two sectors employed by Black Albertan youth work-Retail Trade and Accommodation & Food Service- are the same as those for overall Albertan youth. At the same time, Healthcare and Social Assistance round off the top three for Black Albertan Youth.

- Black youth in Wood Buffalo (Alberta) are twice as likely to work more in an administrative and supporting capacity than in the mining industry, the leading employer in the area.

- For all non-Black youth racial groupings and overall youth in Toronto, the professional, scientific and technical services sector (10% for each grouping) is the sector where the third-largest proportion of them are employed. For comparison, 5% of the Black Toronto youth labour force are employed in the professional, scientific and technical services sector.

Across the four provinces of interest, **Black youth unemployment rates are higher than overall youth (all races) unemployment rates** in those same provinces. In Graph 1, of the four provinces, Nova Scotia has the highest unemployment rate (23.8%) for Black youth 15-29. This corresponds with Nova Scotia also has the highest unemployment rate for all youth. On the other end of the spectrum is Alberta, which has the lowest overall Black youth unemployment rate (18.1%) of the provinces of interest. Quebec also has the largest difference (8.9 percentage points) between its Black (19.2%) and overall youth unemployment rates (10.3)

Graph1

Youth Unemployment Rates by Race (15-29 years)
Black v/s All Races
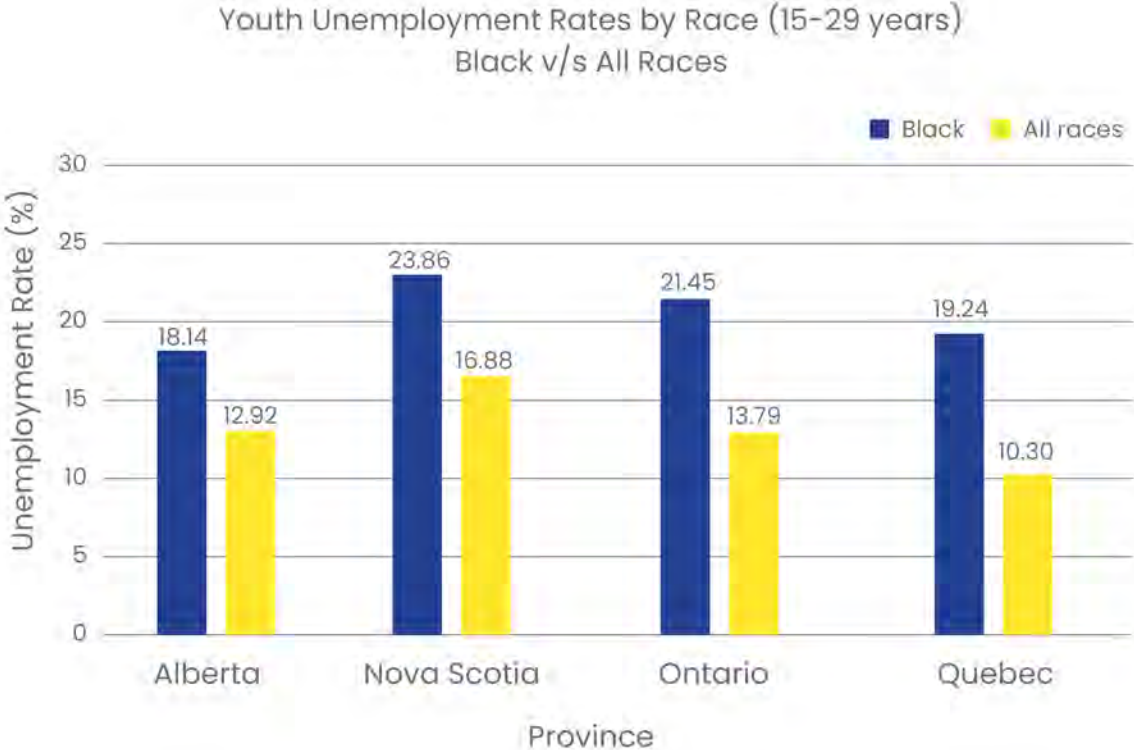
Black youth unemployment rates in all the provinces of interest are also higher than unemployment rates for other visible minority youth in all four provinces.[1] Nova Scotia has the **biggest difference between visible minority and Black youth unemployment rates (an 8-percentage point difference),** while Quebec has the smallest (a 4-percentage point difference).

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[1] N.B: These visible minority numbers exclude the Black population, to avoid double counting.

Youth Unemployment Rates by Race
(15-29 years)
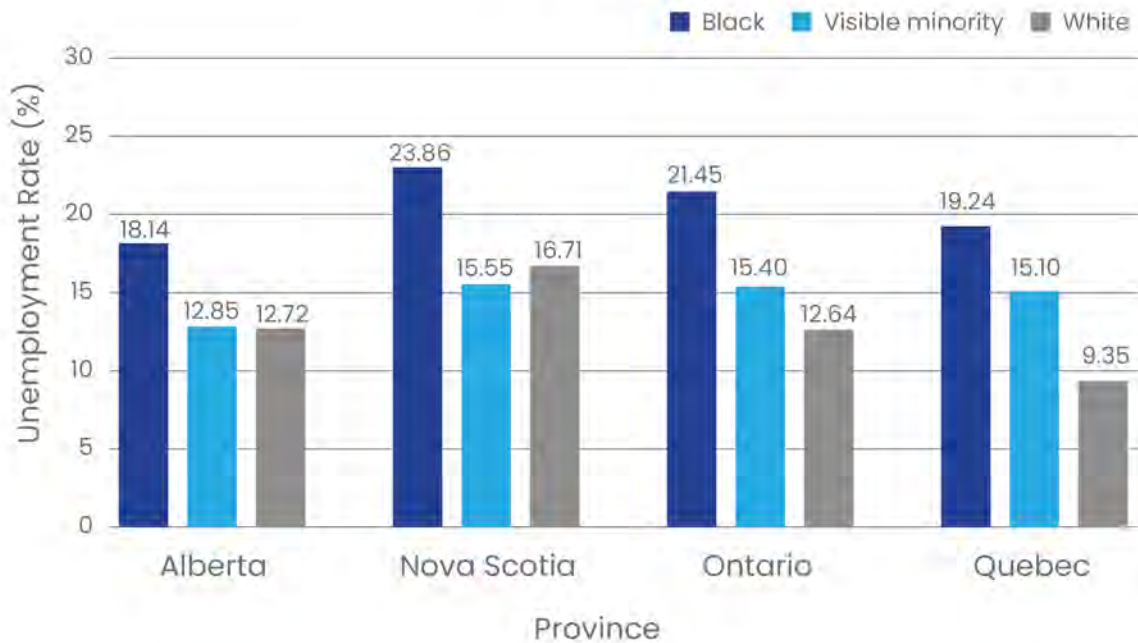
1. After viewing these data, SIS has identified four domains that form the basis for the study: **Professional Exploration:** this domain relates to youth job search/looking for work aspect of labour market participation.

2. **Professional Development:** this domain links to in-work experiences of Black youth once they've gained employment.

3. **Professionalism:** this domain links to in-work experiences of Black youth once they've gained employment.

4. **Personal and Mental Health:** domain might impact the ability of youth to look for and ultimately attain/remain in employment.

Findings from Initial Service Provider Focus Groups

This section will highlight key findings from our *B3 Service Provider Focus Group Series.* *Strength in Structure* facilitated five focus groups with 25 total Black-led, Black-serving, and Black-focused (B3) service providers across Alberta, Nova Scotia, Ontario, and Quebec. To account for the diverse service delivery realities facing employment service practitioners in our project sites, four focus groups were conducted in English, and one group was facilitated in French. Twenty-two Anglophone service providers and three Francophone service providers participated in SiS focus groups, with all three Francophone service providers hailing from Quebec.

Focus group discussions with service providers revolved around four themes: Audience, Program Design, Capacity, and Disruption and Resilience. Below, we present the most common themes and points of discussion shared within each of these themes.

Theme #1: Audience

- In positive terms, service providers found they had a relationship with their target audiences (including but not limited to black youth). They defined it as inclusive, trusting, supportive, collaborative, connected, family, harmonious, etc.

- For service providers, many of their ideal target outcomes for black youth were more abstract; they wanted them to feel settled, have self-confidence, feel empowered, engaged and more. Other service providers were direct in their ideal outcomes for black youth (and their other service users) finding employment or opportunities. Some also focused on ensuring that black youth experience was provided by culturally responsive services, encompassing ethical data collection, systemic change, and service provider staff that reflect these groups.

- Some service providers found their relationships were in their early stages as newer service providers and needed work and further engagement to develop.

Theme #2: Program Design

- The service provides identified five strategies/approaches to program design when it comes to program design.
    - Participatory: Most identified a participatory approach where they sought youth's input in their design.
    - Needs Assessment: Some organizations conducted research and need assessments (including policy research) to inform their program design.
    - Outcome-driven: Several service providers mentioned their design as outcome-driven, where they looked at their ideal outcomes and designed programs on how they could best meet those outcomes.
    - Partnerships: Service providers also noted that they often collaborate with local groups and partners for various reasons, such as identifying gaps in their services.

- ○ Funding Alignment: Participants also mentioned that funder requirements often contribute to how their programs are designed; they often have to balance what the community needs with what the funder requires.
- In specific data contributing to program design, service providers found data that fell under the following classifications especially helpful: data that are race-based, qualitative, geographically representative/diverse, specific to different sectors (i.e. of employment), encompassed youth voices, and data that were free and easily accessible.
- Service providers often cited funders' requirements as providing the most consistent opportunities for conducting pulse checks and tracking their programs in action. Many also mentioned their reliance on youth's feedback to inform their progress alongside other internal key performance indicators.

Theme #3: Capacity building

- Service providers provided us with insights on some of the biggest areas they need capacity building or areas they saw as providing challenges in their ability to meet their unique audience's needs. These can be divided between micro and community-level factors and more macro and system-level areas.
- Among the micro factors is their need for support in building their capacity in their networks, resources (financial and human resources), better coordination, training and communication. An important micro factor also worth highlighting is that service providers identified the need for culturally-appropriate training alongside identifying their target audience's specific, unique needs.
- Among the more macro factors, service providers identified needing capacity building or challenging their ability to meet youth's needs, including challenges presented by the pandemic, capacity from funding and external partners, and systemic racism as a major challenges for their work.

Theme #4: Disruptions and Resilience

- COVID-19 impacted many service providers and their ability to operate and meet the unique needs of their target audiences. Overall they identified two broad experiences. First, they expanded some of their programs or moved them virtually. And second, they explained they had challenges with the in-person delivery of their services.
- Several service providers talked about specific new initiatives they were able to start during the pandemic, including an accelerated implementation of mental health-related programming to recognize an increase in mental health needs and stress during the pandemic. However, the move to virtual services caused a variety of challenges. Participants mentioned youth not having access to the technology they needed to participate as a barrier; this included stable internet access. Organizations also had to prioritize digital support but were also met with shortages. Some programs saw an increased intake, such as demand for after-school programs, which almost doubled.

- Additionally, service providers outlined a few key themes they saw as critical to ensuring the sustainability of their organizations. These were surrounding mentorship, funding, and partnerships.

- Several participants talked about sustainability in their community and building capacity within their community. Mentorship was an important part of sustainability, according to the participants. Specifically concerning having people to mentor youth and having alumni return to mentor the next generation of service users.

- Funding was a theme that came up in all focus groups but was especially prevalent in the French focus group. Participants felt many agencies were competing for limited amounts of funding and that there was a large reliance on grants and funding from external funding agencies.

- Partnerships were also identified as being an important part of sustainability. This included partnerships with experts and specialists in related fields, smaller organizations, community members, community initiatives, unions, specialists (who can help build capacity), stakeholders, and other organizations.

Findings from Youth Focus Groups

The summary below outlines key findings from our black youth focus groups. The four themes identified from these focus groups inform the bulk of the Toolkit's content and Structure.

Theme: #1 Job search

- Youth expressed a challenge with service providers in finding substantive, long-term career opportunities. They expressed how service providers might provide them employment solely for employment without giving greater regard to the youth's longer-term employment goals.

- Youth also expressed the importance of balancing parental expectations in finding work. They expressed how parents often introduce them to the professional world, saying they could be a lawyer, engineer, or doctor. This leaves them unknowing of wider professional opportunities that exist beyond these roles. Service providers could be helpful by exploring more comprehensive job-hunting assistance, helping youth find work beyond the ones they know of.

- Lastly, youth showed they recognize the importance of networking and mentorship during the job hunt and after. Service providers could assist them by helping them with outreach, connecting with industry professionals, and other professionals who can understand their unique experiences.

Theme #2: Professional Development

- Youth recognized the importance of doing value-added work in their jobs. This might require them to demand these roles within their work. Service providers could assist with services like professional negotiation and assertiveness training.

- Youth also don't want things simplified or dumbed down for them; they want to face the challenges of professional work and prove they can overcome them.

- However, when they fail or come short of expectations, they want to be assured that their race isn't being used against them when they're being reprimanded or disciplined. Service providers could help discuss with youth how to notice if employers have a habit of undermining or targeting black employees.

Theme #3: Professionalism

- Youth would benefit from a conversation about what professionalism in the workplace looks like for them. This means discussing "toning down" one's behaviour to fit in with non-Black co-workers. This could also be changing or hiding one's hair, accent, or other distinguishing features.

- Youth would also like to know how to navigate complex professional hierarchies in the workplace. Workplace politics are real; service providers would benefit from discussing these with Black youth as they enter the workplace.

- Black youth also benefit from having representative service providers, mentors, and network members. Service providers can look for ways to ensure youth have this representation.

Theme #4: Personal Development

- Youth's mental health should not be taken for granted. Service providers should discuss youth's mental health challenges stemming from and outside their workplace.

- Furthermore, youth expressed a common feeling of imposter syndrome –not feeling they belong. Service providers could also look to support them in their personal development to overcome these challenges as much as possible.

Tools

This Toolkit outlines ten objectives service providers can prioritize actioning for their Black service users. It includes a list of actions service providers can prompt or support youth to action within each objective. As a reminder, many of these activities are additive; doing one can –in many circumstances– support service providers' actions in another (for example, encouraging them to network for an objective can help them lean on that same network to advise them on accomplishing objective 7).

Professional Exploration	**Objective 1:** Educating youth on a wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers. **Objective 2:** Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long-term career goals might be reached
Professional Development	**Objective 3:** Providing youth training to detect discrimination and microaggressions in the workplace. **Objective 4:** Supporting youth with conducting value-adding activities in their workplace. **Objective 5:** Supporting youth to address imposter syndrome in their workplaces.
Professionalism	**Objective 6:** Discussing what professionalism looks like as a black person. **Objective 7:** Supporting youth with navigating professional hierarchies and workplace politics. **Objective 8:** Supporting youth in developing and enriching professional communication skills.
Personal and Mental Health	**Objective 9:** Ensuring youth are considering their personal and mental health needs in the workplace and not putting these at risk for the sake of employment. **Objective 10:** Ensure youth understand their rights and options if their professional or personal lives challenge their mental health.

Keeping in mind the How to Use This Toolkit section, here are a few questions to ask yourself when implementing the objectives below:

- Does the youth you're speaking to understand the why/objective of each task?

- How well can you sympathize with the youth's position and current situation?

- Do you have the capacity to support your client with additional resources and your support if they need it?

- Assuming your client can't do everything, where's the most important place for them to start?

- At what stage of the client's actioning of these objectives might they most struggle? How can you proactively support them?

Theme #1: Professional Exploration

First objective: Educating youth on a wide breadth of opportunities for professional exploration to ensure youth can align their core values and their "why" with a diverse set of careers

- Help youth identify personal interests and broader motivations. What are they working for? What's their hierarchy of needs? Is it for sustenance, family, luxury, etc.?

- Identify their ideal work culture (e.g., structured, rigid, free-flowing, competitive, lax, etc.) and working conditions (working inside or outside, independently or team-based, based on deliverables or sales, etc.).

- Identify their ideal work/life balance, ideal salary, and where they want to make an impact in their work (on clients, professional development, or the organization).

- Encourage networking to speak with people in specific fields/industries to see if the nature of their work and their culture align with the values they've identified. The key here is to encourage them to look into industries they know well and speak to people in jobs they've never heard of.

Second objective: Supporting Long-term Career Planning to ensure youth have an accurate picture of how their long term career goals might be reached

- Support youth with career mapping: identifying the specific skills, classes/education, and jobs they might need to get to a certain career in 5-10 years.

- This career mapping ensures they recognize what skills, classes, or jobs they might not enjoy and see if they either a) can substitute those with others or b) might reconsider their career path.

- Ensure youth understand the toll work can have on their physical and mental health.

- From this career mapping, youth can use the skills and jobs they've identified in reaching their ideal career to conduct targeted networking to understand from others how to build skills and reassure themselves of their career path choices.

Theme #2: Professional Development

Third objective: Providing youth training to detect discrimination and microaggressions in the workplace.

- Speak with youth about how they can experience discrimination in their professional life. E.g., In the hiring process, training, day-to-day situations, filing complaints to managers/ HR and transitioning out of specific jobs.

- Note: Ensure youth understand how Applicant Tracking Systems work!

- Share with youth some experiences or stories of how micro-aggressions and discrimination can manifest in the workplace (either a personal story or one in the news/ media, etc.).

- Ask youth if they feel they have an advocate in their workplace who might support them if they're facing discrimination or micro-aggressions.

- Ensure youth know their rights and options for dealing with discriminatory actions from employers: these might change based on region, industry, union status, etc. Ensure youth always know whom to call/report to if their issue escalates).

- Speak with youth about how international experience can be welcomed or invalidated in some places of work.

Fourth objective: Supporting youth with conducting value-adding activities in their workplace

- Knowing where youth wish to work in the long term and having identified key skills they need to get there, support youth with recognizing wherein their current workplace can practice these skills in a recognizable and quantifiable way.

- Ensure youth have an advocate or mentor in their workplace that can hold them accountable and provide advice and guidance on practicing and developing the skills they need for their long-term career. Identify what a mentor is: help them delineate between mentor, sponsor and champion. All have a role in the workplace.

- Coach youth on how they can communicate with their employers to take on value-adding work and ensure that their employers support their attempts to self-improve.

- Ensure youth are keeping track of all their activities in their work; this can support resume-building, identifying opportunities for adding value and advocating for themselves to supervisors.

- Identify if your organization has opportunities for youth to conduct value-adding activities that help develop the skills they need for their career.

Fifth objective: Supporting youth to address imposter syndrome in their workplaces.

- Ensure youth understand what a growth mindset is and how they can put it into practice in their workplace. No one expects them to know everything, but they're expected to learn and grow as long as they make an effort to do so.

- Suggest youth speak with a mentor in their workplace to monitor their progress and can speak to whether they are growing or stagnating in their day-to-day performance.

- Encourage youth to explore opportunities outside their workplace to develop key skills they wish to develop.

- Discuss with youth the importance of identifying non-professional experiences as part of their relevant experience.

- A good network with other Black people can be useful for youth to share their personal experiences and insecurities in their workplace to get advice and guidance on addressing these insecurities.

Theme #3: Professionalism

Sixth objective: Discussing what professionalism looks like as a Black person.

- Having a Black person speak with the youth service user for these conversations is critical.

- Ensure youth have an understanding of the unique ways Black people can have their professionalism called into doubt, e.g.:
  - Way of speaking
  - Hair
  - Accent
  - Attire (cultural, religious, etc.)
  - Cultural habits

- Discuss with youth how the above factors can be used against them in their workplace (e.g., sales, accents might be seen as a weakness). In construction, having an afro might make it more difficult to wear traditional, legally-required head protection as hardhats).

Seventh Objective: Supporting youth to navigate professional hierarchies and workplace politics

- Ensure youth keep tabs on their work and what they're responsible for so they know what they enjoy doing, what they feel isn't developing their skills, and what they're accountable for.

- Support youth in mapping their organizational hierarchy; ensure they know the most important people/decision-makers that can impact their career trajectory.

- Suggest youth speak with colleagues/mentors in the workplace to get a lay of the land in terms of how workplace politics usually surface and play out.

- Suggest youth speak with people outside the organization (but in the industry) to understand how other workplaces' office politics manifest so they can identify toxic cultures.

- Ensure youth know the relevant people in their organization who can advocate for them and support them in navigating professional hierarchies and workplace politics.

Eighth objective: Supporting youth development and enriching professional communication skills.

- Assist youth or provide them with resources for salary and benefits negotiation.

- Assist youth or provide them with resources for professional communication; disagreement with colleagues and managers, electronic communication (i.e. team chats and emails), and reacting to negative feedback.

- Assist youth or provide them with resources for speaking to their value proposition and value-added.

- Assist youth or provide them with resources for requesting the ceasure of discriminatory or micro-aggressive actions from colleagues and managers.

Theme #4: Prioritizing Personal and Mental Health

The ninth objective: Ensuring youth are considering their personal and mental health needs in the workplace.

- In each session, ask youth how they feel about their mental health and their biggest stressors.

- Ask them how they prioritize their mental and personal health in and outside the workplace.

- Support youth in discussing mental health prioritization with their network and mentors.

- Support youth by speaking with their management about their mental health concerns and communicating their difficulties.

- Share casual support mechanisms for youth to de-stress (e.g. self-reflection, journaling, meditation), and encourage them to see if their work covers de-stressing amenities or benefits.

The tenth objective: Ensuring youth understand their rights and options if their professional or personal lives challenge their mental health.

- Be sure to share relevant resources for youth to meet their mental health needs with a professional (e.g. crisis lines, therapists) if their challenges are beyond your organization's scope, capabilities, and expertise.

- Support youth in transitioning out of that work if their mental health issues persist or worsen due to their work.

- Encourage youth to consider speaking out (i.e. on Glassdoor) and review a workplace's culture so other young people can be aware.

Youth-Facing Resources

Below are some helpful resources for Black service providers and Black youth in actioning this Toolkit. These are starters, and as such, we encourage service providers and youth using these resources to explore additional resources on their own that might best fit the unique needs of their circumstances.

Professional Exploration Resources

1. Career exploration, mapping, and transitions
   - Tool: [Career quizzes and tests](#)
   - Tool: [Career Transition Tool](#)
   - Tool: [Explore Labor Market Information](#)
   - Tool: [Discover Potential Career paths](#)
   - Program: [RBC Prepped](#)

Professional Development Resources

2. What is a mentor? How does it differ from an advocate, sponsor/champion?
   - Article: [Mentors are useful. Sponsors and champions can do more for your career.](#)
   - Article: [Young, Smart, Yet Unsure: How Young Black Men Can Find the Best Mentors.](#)
   - Article: [What's the Right Way to Find a Mentor?](#)
   - Article: [Why Is It So Hard For Black Women To Find Mentors?](#)

3. Networking - targeted vs exploratory (or informational chats)
   - Article: [Remote Networking as a Person of Color](#)
   - Video: [Guide to Coffee Chats (Informational Interviews)](#)
   - Article: [The anatomy of a successful coffee chat](#)
   - Article: [Guidelines on How to Network](#)
   - Video: [How to find the hidden job market by networking](#)
   - Video: [How to Have an Informational Interview](#)

4. Job Applicant Tracking Systems
   - Article: [How To Get Your Resume Past the Applicant Tracking System](#)
   - Article & Tools: [How to Write an ATS-Friendly Resume (With 20 Free Templates)](#)

5. Handling discrimination in the workplace
   - Article: [When and How to Respond to Microaggressions](#)
   - Article: [Tone policing is a little-known microaggression that's common in the workplace — here's how to identify it](#)
   - Article: [What do I do if I have been discriminated against at work?](#)

Professionalism Resources

6. Professional communication/disagreement

- Article: [How to Disagree With Your Boss](#)
- Article: [Nine Tips To Politely Disagree With A Colleague](#)

7. Professional Negotiation and Pay

- Article: [The Truth About Salary Negotiation for Black Women](#)
- Article: [8 Salary Negotiation Tactics for Black Women](#)
- Article: [New Grads, Here's How To Negotiate Your Salary](#)
- Video: [Salary Negotiation: 4 Tips To Negotiate Your Salary](#)
- Article: [Asking for a Raise as a Black Woman](#)
- Article: [How To Ask For A Raise](#)
- Resource: [Glassdoor - Compare Salaries and Pay](#)
- Resource: [LinkedIn Salary](#)

8. Mapping organizational hierarchy

- Video: [How to Make an Organizational Chart in Excel - Tutorial](#)
- Article: [Understanding the Chain of Command in Your Workplace](#)
- Article: [Is having a corporate hierarchy important?](#)

Personal and Mental Health Resources

9. Growth mindset professionally

- Article: [How to Develop a Growth Mindset](#)
- Video: [Developing A Growth Mindset](#)

10. Ways to de-stress and focus on mental health

- Article: [7 Ways to Destress When You Can't Go Outside](#)
- Article: [How to De-stress at Work Instantly: 15 Proven Ways to Calm Your Mind](#)
- Article: [How to Keep Work Stress from Taking Over Your Life](#)
- Article: [8 Ways to Establish Healthy Boundaries at Work](#)

11. National psychiatric/emergency support

- Resource: [Government of Canada: Mental health support](#)
- Resource: [CCMHS: Mental Health Resource](#)
- Resource: [CMHA: Mental Health](#)

Evaluation

In addition to implementing any changes to service offerings, service providers should be thoughtful of whether these changes persist in a meaningful and faithful manner as when first introduced and by the goals and mandate of its introduction. To this end, we recommend that service providers utilize internal and external evaluation mechanisms to evaluate whether this is the case. When using the below mechanisms, service providers should consider:

1. Why was this introduced to my service offering? How was it expected to impact our target audience?

2. Which of the mechanisms mentioned (or not mentioned) below might be the most important to value in evaluating the fidelity of our service offering changes?

3. What is the best mechanism to speak to the impact of our service offering changes?

4. What are some causal factors that might adversely affect the faithful implementation of changes to our service offerings? How might they be addressed?

Possible Mechanisms for Evaluating Implementation Success

Internal to the organization

- End-user feedback: Identify what feedback from your target audience speaks to whether your service offerings are meaningfully meeting their needs. Note: think beyond solely quantitative metrics but also qualitative metrics as well.

- Board of Directors, Internal advisory councils, working groups, etc.: Touchpoints with these groups within (or sometimes external to) your organization can be used as an opportunity to reflect on ongoing changes and experimentations to evaluate success and impact.

- Dedicated impact evaluators: If your organization has a dedicated impact evaluator, they can be an easy resource to evaluate impact.

- Evaluation matrix: Your organization can utilize an in-house or external/reappropriated evaluation matrix to evaluate whether you meet your goals when implementing changes to your offerings.

External to the organization

- Funders: Utilize reports provided to funders as an opportunity to reflect on whether your organization is better meeting its mandate or specific project goals as a result of any new changes.

- Community engagement: If possible, identify from the community their perspectives on how your organization has been adding value and whether new changes have led to any noticeable changes or improvements.

Capacity Limitations

As this report's summary of Initial Service Provider focus groups outlined, service providers, face very real and challenging capacity limitations that adversely impact their ability to deliver on their target audience's needs. With this in mind, this Toolkit now suggests a few key acknowledgements of capacity limitations service providers might face.

Mental health resources: Mental health challenges, especially in their more severe manifestations, are incredibly difficult for service providers to consistently and faithfully support their target audiences. In many scenarios, these may be understood outside their wheelhouse and need to redirect youth to other resources or service providers that can directly meet their needs.

Legal knowledge resources: Service providers might not have the requisite legal knowledge to advise youth in addressing sensitive circumstances like the mental health piece above. For example, when employers fail to meet their obligations to black youth employers in the workplace, service providers might not have the specific legal knowledge to know what might be considered illegal or just inappropriate.

To this end, as part of the *SiS* project, a document was produced to provide service providers and youth with a set of obligations employers have to Black youth produced by the *M-Consulting Student-Led Initiative at the Munk School of Global Affairs and Public Policy* found here.

Asset mapping: Organizations might not have a sense of the resources around them. For example, an implicit goal or hope of the *SiS* project and CCYP is ensuring that when youth engage with service providers, they are never just told, "I don't know." However, they are redirected to a resource that might be better able to help them address their challenge. To this end, we recommend organizations conduct asset mapping to understand what resources around them across different levels (community, province, federally, etc.) might they redirect youth if they ever find they do not have the expertise to support youth with certain needs.

Many newcomers might face a barrier to gainful employment through accreditation challenges. When these youth or young adults go to a service provider that cannot support them in this service, they can redirect them to *WES*, the World Education Services, which supports immigrants and international students in accrediting their foreign experience and education.

Conclusion

Across Canada, there are Canadian born, immigrant and refugee Black youth face racial barriers to their labour market participation and culturally appropriate/sensitive employment standards, approach and tools are needed to help mitigate such barriers. This Toolkit provides the necessary approach and resources that will help B3 organization to design the programs and services that will meet the needs of their target audience. The Canadian Council for Youth Prosperity's SiS Project provides an excellent guide to support B3 organizations when designing their employment programs and services for Black youth.

To be intentional about addressing racial barriers faced by Black youth in the labour market, there must be a move beyond rhetoric and short-term/quick fixes and take a more participatory, holistic and sustainable approach, including enlisting the expertise of B3 organizations. Providing capacity building, which will strengthen organizational structure and offerings, will positively change Black youth employment experience outcomes.

Users of this Toolkit are encouraged to see it as a foundational tool from which programs and services can be built. Thoroughly review and engage with it to create the program and services that best meet the needs of Black youth employment seekers. The overarching goal of this Toolkit is for the users to benefit from the tools and resources to enable the creation of employment programs and service delivery that will lead to a more positive employment experience outcome for Black youths.

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UNDERSTANDING EMPLOYMENT STANDARDS FOR BLACK YOUTH

CANADIAN COUNCIL FOR YOUTH PROSPERITY: STRENGTH THROUGH STRUCTURE UNDERSTANDING EMPLOYMENT STANDARDS FOR BLACK YOUTH

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INTRODUCTION

Throughout Canada, employment program outcomes for Black youth have been historically low. CCYP seeks to improve the employment experiences and outcomes of Black youth. Through the Strength Through Structure program, CCYP aims to improve the in-service experience and programmatic outcomes of Black youth. As part of SiS' consultation with black youth, the issue of discrimination in the workplace arose as a major theme across various focus groups. For example, youth want to be assured that their race isn't being used against them when reprimanded or disciplined.

Many youth are unaware of the rights and obligations employers owe them. This was echoed in our discussions with service providers during our implementation process, who reassured us that their organizations would benefit from having this document. Compiled by the M-Consulting group at the Munk School of Global Affairs and Public Policy, this document aims to provide Black Youth with the information they need to understand their workplace rights to feel employed throughout their employment journey.

The employment journey can include elements such as wages, hours, working conditions (primarily focusing on harassment), and dismissal and termination. This document gives an overview of some of the most critical standards and regulations of employment in five jurisdictions in Canada, including federally regulated industries, Alberta, Ontario, Quebec and Nova Scotia.

OBSERVATIONS FROM STANDARDS AND REGULATIONS ACROSS JURISDICTIONS

In the different pieces of legislation collected in this report, the rights about employment and employers' obligations fall under broad categories, and pieces of legislation remain general and high-level. For Black youth, the law's vagueness might be problematic in addressing specific challenges faced by this population. Since federal and provincial legislation largely uses language such as "visible minority," data may not be collected effectively for specific demographics, making it more difficult to improve outcomes for Black youth. In addition, due to the generic language used, it might be more difficult for Black youth to identify and understand their rights and what kind of situation applies to them.

While researching the legislation and regulations throughout jurisdictions, it was also apparent that racial pay equity was not a strong focus. As racial income inequality is a persistent problem across the county, it was surprising to see weak legislation and regulations in this area. Throughout the team's research, this was one point that significantly stood out amongst jurisdictions.

All jurisdictions, including the federally regulated industries, Alberta, Québec, Ontario, and Nova Scotia, all have standards to protect Black youth employees' rights. However, there is a lack of specific mention of Black youth throughout the jurisdictions. This is troublesome as many particular instances may occur in the workplace that affects this population, as Black youth can

face significant barriers in the workplace, including racism. Despite this challenge, this document provides a comprehensive list of regulations and standards targeting Black youth that can help them understand their rights in the workplace.

FEDERAL STANDARDS AND REGULATIONS

Introduction

Employment is regulated by different levels of government in Canada. The federal government has legislative power over federally regulated industries such as air transportation, postal services and banking.[1] Employees that do not work in federally regulated industries will most likely be covered under provincial legislation. A comprehensive list of federally regulated industries can be found in Appendix 1.

One main statute controls federal employment legislation, the *Canada Labour Code*.[2] Other legislation useful to employment at the federal level is the *Canadian Human Rights Act* and the *Employment Equity Act*.

Wages

The federal government has established that employees are paid for doing work of equal value. The Pay Equity Act,[3] an employer that employs ten or more people, must pay male and female employees the same salary for equal or comparable work. If you work for an employer with less than ten employees, you are still entitled to the right to equal pay under the Canadian Human Rights Act.[4]

Hours

For most industries regulated by the federal government, the standard hours of work regulations are 8 hours a day and 40 hours a week.[5] As an employee, you are entitled to one full rest day each week. Any additional work outside of standard hours of work is considered overtime in which you are entitled to a wage of 1.5x your regular wage. The maximum hours of work in most cases is 48 hours. All employees are entitled to an unpaid break after working five consecutive work hours. If your employer requires you to be available during your break, the break must be paid. Employees are entitled to a rest period of at least eight consecutive hours between shifts.

Under federal regulation, there are many special cases for hours of work. Visit the following link for additional information:
https://www.canada.ca/en/services/jobs/workplace/federal-labour-standards/work-hours.html

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[1] https://www.canada.ca/en/services/jobs/workplace/federally-regulated-industries.html

[2] https://laws-lois.justice.gc.ca/eng/acts/l-2/

[3] https://laws-lois.justice.gc.ca/eng/acts/P-4.2/page-1.html

[4] https://laws-lois.justice.gc.ca/eng/acts/h-6/

[5] https://www.canada.ca/en/services/jobs/workplace/federal-labour-standards/work-hours.html

Working Conditions

The [Canadian Human Rights Act](#)[6] protects people in Canada from discrimination when they are employed or receive services from the federal government, first nations governments or private companies that are regulated by the federal government (banks, trucking companies, broadcasters, and telecommunications companies)

The Human rights act can protect people against workplace harassment or discrimination when based on one or more grounds of discrimination:

- Race
- National or Ethnic Origin
- Colour
- Religion
- Age
- Sex
- Sexual Orientation
- Gender Identity or expression
- Marital status
- Family status
- Disability
- Genetic Characteristics
- A conviction for which a pardon has been granted or a record suspended[7]

Harassment Definition Harassment is a form of discrimination. It can include unwanted physical or verbal behaviour that offends or humiliates you. Generally, it is behaviour that persists over time. It can also be a one-time incident that is serious.[8]

Examples of harassment: An employer makes fun of your appearance regularly.
An employer touches you despite your repeated objections.
An employer threatens your safety.

Unjust dismissal and termination

Under the Canada Labour Code, all employees, not including managers that have completed at least 12 consecutive months of continuous employment with the same employer and are not covered by a collective agreement, are entitled to protection from unjust [dismissal.](#) If employees feel that they have been unfairly terminated, they may seek extraordinary remedies. If an

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[6] https://laws-lois.justice.gc.ca/eng/acts/h-6/
[7] https://laws-lois.justice.gc.ca/eng/acts/h-6/
[8] https://www.chrc-ccdp.gc.ca/en/about-human-rights/what-harassment

employer terminates your position, they must provide you with at least two weeks' written notice. If no notice is given, the employer must pay employees two weeks of regular wages.[9]

What to do when employer obligations are not met?

Suppose you have a complaint about labour standards, including monetary complaints (unpaid wages or amounts owed by employer, non-monetary complaints and unjust dismissal complaints). In that case, you can file a labour standards complaint through the Service Canada Website. [10]

More information regarding the complaint form can be found here: https://www.canada.ca/en/services/jobs/workplace/federal-labour-standards/filing-complaint.html

If you want to make a complaint about pay equity[11]
If you believe that pay is not equitable and the complaint has not been resolved with your employer, you can file a complaint to the Pay Equity Commission.[12] The Pay Equity Commissioner can also provide tools and guidance to employers relating to the Pay Equity Act.

If you have been subject to discrimination
If individuals feel that they have been the subject of discrimination based on one or more of the 11 grounds, they may file a complaint with the Canadian Human Rights Commission. To find out if you have a valid complaint can use the complaint assessment tool or contact the Commission.

If you have been unjustly dismissed
  a. The employee can request, in writing, a written statement from their employer giving the reasons for dismissal. The employer must reply within 15 days after the request is made.
  b. The employee can file a complaint alleging unjust dismissal at any Labour Program office no later than 90 days from the date of the dismissal.

The dismissed person may make the complaint or by a representative, such as a lawyer. The complaint must identify the employee, state that the employee was dismissed, including the date of dismissal, and claim that the dismissal was unjust.

How the Federal Government is empowering Black Youth

Employment Equity Act[13]

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[9] https://www.canada.ca/en/employment-social-development/programs/employment-standards/termination.html

[10] https://www.canada.ca/en/services/jobs/workplace/federal-labour-standards/filing-complaint.html

[11] https://www.payequitychrc.ca/en/about-act/employee-rights

[12] https://www.payequitychrc.ca/en

[13] https://laws-lois.justice.gc.ca/eng/acts/e-5.401/

Requires federally regulated employers to take steps to eliminate barriers to equity in the workplace for disadvantaged groups. The Employment Equity Act helps ensure all Canadians have the same access to the labour market.

Who? The federal government regulates any organization or business (with at least 100 employees).

How does the Employment Equity Act work?
Employers must analyze their workforce, policies and practices and put an employment equity plan that sets out measures to address barriers and underrepresentation of designated groups.

ALBERTA

Introduction

The main overarching regulations governing Alberta's employment relations are the *Alberta Human Rights Act*, *Alberta Employment standards* and the *Occupational Health and Safety Act*.

Wages

The general minimum wage for most employees is $15/hour.[14] For students under the age of 18, the minimum wage is $13/hour, with some restrictions. The student wage applies to students who attended school up to grade 12 or at a post-secondary level. This rate, however, does not apply to students who are out of school. In both cases, overtime rules still apply.

In general, most employees, including paid a weekly, monthly or annual salary, are entitled to overtime pay.[15] However, unless specified otherwise, an employer is obligated to pay an employee overtime pay of at least 1.5x the employee's regular wage for all overtime hours. Certain professions have some exemptions, and some industries may have different overtime rules.

Hours

Unless there is an exception, all employees may work a maximum of 12-hours per day.[16] Employees are entitled to one 30-minute paid or unpaid break after working for 5 hours if their shift is between 5 to 10 hours long. For 10 hours or longer shifts, the employee is entitled to two 30-minute breaks. If the employee's shift is 5 hours or less, they are not entitled to any breaks. All employees are entitled to at least one day of rest each workweek.

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[14] https://www.alberta.ca/minimum-wage.aspx
[15] https://www.alberta.ca/overtime-hours-overtime-pay.aspx
[16] https://www.alberta.ca/hours-work-rest.aspx

Working Conditions

According to Alberta's *Occupational Health and Safety (OHS) Act*[17], harassment[18] and violence are workplace hazards. Employers are obligated to prevent workplace harassment and violence and are required to address incidents when they do occur.

Workplace violence is defined as a single or repeated incident including actions with the intent to bully, intimidate, offend, degrade or humiliate a person or particular group. Workplace violence includes the threat, attempt or actual conduct of a person that causes or is likely to cause physical or psychological injury. It can include:
- Physical attack or aggression
- Threatening behaviour
- Verbal or written threats
- Domestic violence
- Sexual violence

Sexual violence refers to any sexual act, attempt to obtain a sexual act or conduct directed against an employee's sexuality using coercion. For example, black women have disproportionately experienced sexual harassment at work.[19]

Suppose any form of workplace harassment or violence has occurred. In that case, employers are obligated to investigate the incident, address the incident, take preventative measures and prepare an investigation report discussing the situation and correct action. Employers must retain the investigation report for at least two years after the incident and must be readily available for Alberta OHS on request. Affected workers should be advised to consult a health professional or any other services and resources available.

Unjust dismissal and termination

According to the *Alberta Human Rights Commission*[20], an employer cannot terminate[21] an employee if the dismissal violates human rights legislation. Employers cannot end the employment of an employee because of the employee:
- Has started any job-protected leave (Ex. maternity or parental leave)
- is facing or might face garnishment action (a legal procedure where the court can authorize a creditor to take money owing to them from sources such as an employee's paycheque, an account at a financial institution, or money owed by others)
- has given or might give evidence at any inquiry or in any proceeding or prosecution under the Code
- has requested or demanded anything to which the employee is entitled under the Code

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[17] https://open.alberta.ca/publications/o02p2
[18] https://www.alberta.ca/workplace-harassment-violence.aspx
[19] https://wlrc.uic.edu/workplace-harassment-against-black-women/
[20] https://albertahumanrights.ab.ca/Pages/default.aspx
[21] https://www.alberta.ca/termination-pay.aspx

- has made or is about to make any statement or disclosure that may be required of the employee under the Code

An employer cannot end an employee's employment for exercising their rights or complying with obligations, as defined under the Code. An employee cannot be discriminated against for:
- making a complaint
- giving or having the potential to give evidence at any inquiry or in any proceeding or prosecution
- requesting or demanding anything to which they are entitled
  making or being about to make any statement or disclosure that may be required

For example, an employer becomes angry after learning that their employee filed a complaint to the relevant investigatory and regulatory bodies. If the employer then decides to fire the employee as a form of retaliation, that may qualify as an unjust dismissal.[22]

If an employer or employee is in doubt, it is advised to seek legal counsel. The Law Society of Alberta Lawyer Directory includes a database to help those find a lawyer who specializes in labour legislation and layoffs.[23] Employees who feel they have faced unjust dismissal can file an employment standard complaint.[24]

What to do when these obligations aren't met?

Suppose you have a complaint about labour standards regarding monetary complaints (wages, overtime pay, vacation pay, general holiday pay, termination pay) and non-monetary entitlements (pay statements, hours of work, vacation time, etc.). In that case, you should first talk to your employer and attempt to resolve the issue. If the issue cannot be resolved, you may submit a complaint to the Alberta Employment Standards.[25]

More information about the complaint process can be found here: https://www.alberta.ca/file-employment-standards-complaint.aspx

If you want to make a complaint about pay equity
If you believe your pay is not equitable, you can file a complaint to the Alberta Human Rights Commission.

To find out more about the complaint guidelines and process, please visit: https://albertahumanrights.ab.ca/complaints/Pages/complaint_info.aspx

If you have been subject to discrimination

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[22] Inspired by Example #3 from https://www.shegerianlaw.com/5-examples-of-wrongful-termination/
[23] https://lsa.memberpro.net/main/body.cfm
[24] https://www.alberta.ca/file-employment-standards-complaint.aspx
[25] https://www.alberta.ca/file-employment-standards-complaint.aspx

If you have a reasonable basis to believe you experienced discrimination related to a protected ground, you can make a human rights complaint to the Alberta Human Rights Commission.

Please visit the Alberta Human Rights Commission website, which outlines all the key information and steps for complainants:
https://albertahumanrights.ab.ca/complaints/Pages/complaint_info.aspx

If you have been unjustly dismissed
You can file an employment standards complaint claiming that your employer is not meeting the minimum employment standards.

Please visit the Alberta Employment Standards website to learn more about the complaint process: https://www.alberta.ca/file-employment-standards-complaint.aspx

How the Alberta Government is empowering Black Youth

For many Black youth, complaint processes with regulatory bodies can be a traumatic and intimidating experience. With race, age and other social identities at play, youth may feel that their stories and experiences will not be believed or viewed as credible. There may also be concerns that racism and discrimination may be embedded in the same bodies that claim or are intended to redress workplace issues. However, the Alberta government is striving to address racism against black youth. The Alberta government created the Alberta Anti-Racism Advisory Council to advise the minister on recommendations focused on identifying strategies and actions to combat racism and systemic target barriers. They recently released a 2021 Alberta Anti-Racism Advisory Council Recommendations report with suggestions for various Alberta systems, processes and institutions.

QUÉBEC

Introduction

In Québec, the relevant legislation about employment[26] is the Québec Charter of Human Rights and Freedoms, the Act respecting labour standards, the Act respecting equal access to employment in public bodies, the Act respecting occupational health and safety, and the Civil Code of Québec.

Hiring Conditions

Discrimination in job interviews and employment applications is prohibited.
The Act respecting labour standards applies to most employees in Québec, including those working remotely (for example, working from home).

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[26] In Québec, an employee is someone who works for an employer and receives a salary.

The Act respecting labour standards says what is legally acceptable regarding working conditions. It sets out minimum standards for the following subjects:

- minimum wage
- length of the regular workweek
- breaks
- vacation time
- public holidays
- sick days
- absence for family reasons
- rights of workers who have been let go
- notice of termination of employment, layoff or collective dismissal, and work certificates
- who must pay for uniforms, equipment, travel and mandatory training
- work performed by children
- psychological and sexual harassment

An employer can always offer better working conditions than those guaranteed by the Act respecting labour standards but can never impose working conditions inferior to those guaranteed by this law.

If an employer does not respect these minimum standards, they could face fines or lawsuits. An employee dealing with a labour standards problem can contact the Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) for assistance.

Wages

The minimum wage is set by the Government of Québec and is $13.5/hour as of March 2022. The provisions concerning wages apply to most Québec employees, whether they work full-time or part-time[27]. No employee can be paid less than minimum wage, regardless of other benefits. If the minimum wage rises, employers are not required to raise employees' wages already paid over the new minimum wage[28].

However, exceptions to the minimum wage exist that do not apply to certain employees. For instance

- Students who work for a social or community non-profit organization, such as a recreational organization or a vacation camp
- Trainees in a vocational training program recognized by law
- Employees paid entirely by the Commission who engage in commercial activities outside the establishment and whose working hours cannot be controlled[29]

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[27] https://www.cnesst.gouv.qc.ca/sites/default/files/documents/labour-standards-quebec.pdf

[28] https://www.cnesst.gouv.qc.ca/en/working-conditions/wage-and-pay/wages/minimum-wage

[29] https://www.cnesst.gouv.qc.ca/sites/default/files/documents/labour-standards-quebec.pdf

Hours

Unless there is an exception, all employees may work a maximum of 12-hours per day. Employees are entitled to one 30-minute unpaid break after working for 5 hours and are paid if they can't leave their workstation. If the employee's shift is 5 hours or less, they are not entitled to any breaks. All employees are entitled to at least 32 consecutive hours of rest each workweek[30].

An employee is deemed to be at work and must be paid:
- When the employee is available to the employer at the workplace and must wait for work to be assigned
- During breaks granted by the employer
- When the employer requires travel
- During any trial or training period required by the employer, the employer must reimburse an employee for reasonable expenses incurred when the employee must travel or undergo training at the employer's request.

Hours worked more than 40 hours are considered overtime. Calculation of overtime hours is based on a 40-hour workweek for most employees.
Overtime hours must be paid at time and a half, which corresponds to a 50% increase in the regular hourly rate. Overtime pay can thus be calculated by multiplying the base hourly rate by 1.5[31].

Working Conditions

There are 14 prohibited grounds for discrimination and harassment in Québec[32]. They are:

- Race
- Colour
- Sex
- Gender identity or gender expression
- Pregnancy
- Sexual orientation
- Civil status
- Age
- Religion
- Political convictions
- Language
- Ethnic or national origin
- Social condition
- Disability

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[30] https://www.cnesst.gouv.qc.ca/sites/default/files/documents/labour-standards-quebec.pdf

[31] https://www.cnesst.gouv.qc.ca/en/working-conditions/wage-and-pay/wages/overtime

[32] https://www.cdpdj.qc.ca/en/your-obligations/prohibited-grounds

Harassment and discrimination are prohibited during the employment experience, which is characterized by[33]:
-   Hiring and pre-hiring (job offers, application forms, interviews)
-   Conditions of employment (salary, wages, probation)
-   Professional development, promotion, transfers
-   Layoffs, suspensions, Dismissal
-   Job category, training, apprenticeship

Employers have certain duties toward their employees. They must provide their employees with an environment free of discrimination and harassment. They must provide non-discriminatory access to employment (hiring), professional development, promotion and transfers. Employers must give fair treatment to all employees regardless of their characteristics. At work, employees have the right to be protected against discrimination and harassment from managers, colleagues and third parties (customers, suppliers).

Employers must prevent discrimination and harassment in the workplace. They are responsible for their employees' actions during their duties. It is possible to file a complaint against an employer in the case of discrimination or harassment by other employees or the employer. Employers need to develop mechanisms to prevent discrimination and harassment in the workplace, such as:
-   Improving human resources policies and practices in the workplace
-   Having a zero-tolerance policy for discrimination and harassment
-   Actively protecting employees from discrimination and harassment

Unjust dismissal and termination

Workers whom the same employer has employed for at least two years may file a complaint if they believe their employer has dismissed them without just cause[34].
An employer may terminate a worker's employment. This is part of the exercise of their right to manage. However, suppose a dispute is to be decided by a judge after a termination, layoff or dismissal. In that case, the employer must be able to show that there are just and sufficient grounds for their decision. Some situations may be considered a dismissal without just and sufficient cause[35].

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[33] https://www.cdpdj.qc.ca/en/your-obligations/prohibited-grounds
[34] Section 124 ALS of the Act respecting labour standards creates in favour of the employee who is credited with 2 years of uninterrupted service a right to employment and protects him against a dismissal made without good and and sufficient cause, such as dishonesty, incompetence, insubordination, etc.. It can be understood that the employee who is not credited with 2 years of uninterrupted service does not benefit from the same right and could be fired without just cause, for example for being late.
[35]https://www.cnesst.gouv.qc.ca/en/client-services/complaints-recourses/labour-standards-complaints/complaint-concerning-dismissal-without-just-and

Constructive dismissal is a roundabout way for an employer to dismiss a worker by presenting the end of employment as termination or layoff. The worker may also be forced to resign due to significant and unjustified changes in their working conditions or various forms of harassment.

The theory of the escalation of sanctions does not apply if the employee committed a serious fault. An employer may not reprimand a worker twice for the same mistake (double sanction). For example, if an employer suspends a worker for a mistake they made, the employer may not subsequently decide to dismiss the worker for the same reason. In other words, an employer must impose disciplinary measures gradually, namely according to the seriousness and frequency of the reproaches addressed to the employee. As dismissal is an extreme measure; it must only be imposed when all other solutions have been exhausted, when the employee has been notified of what he is being criticized for and has had reasonable time to rectify his behaviour.

What to do when employer obligations are not met?

If you have a complaint about labour standards
You can file a complaint against their employers if you believe labour standards have not been respected. Labour standards that can be a basis for a complaint include wages, dismissal without just cause, harassment (psychological or sexual), prohibited practices such as discriminatory measures or sanctions, and different working conditions than colleagues performing the same tasks on the sole basis of their hiring dates

The complaint needs to be filed to the CNESST[36] (Commission des normes, de l'équité, de la santé et de la sécurité du travail) which deals with matter pertaining to employment in the province and will determine if it is admissible.

If you want to make a complaint about pay equity
For issues related to pay equity[37] such as wages, overtime, vacation indemnity, statutory holiday indemnity, or termination of employment indemnity, you can file a complaint with the CNESST[38].

Workers filing a complaint need to gather any relevant documentation supporting their claim to help the CNESST assess the admissibility of their complaint.

If you want to make a complaint about discrimination or harassment

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[36] https://servicesenligne.cnesst.gouv.qc.ca/plainteCNESST?lang=en
[37]https://www.cnesst.gouv.qc.ca/en/client-services/complaints-recourses/labour-standards-complaints/wage-complaint
[38] https://servicesenligne.cnesst.gouv.qc.ca/plainteCNESST?lang=en

If you are a victim of discrimination or harassment[39] in the workplace, you can file a complaint at the CNESST[40] or at the Human Rights and Youth Rights Commission[41] which will determine the admissibility of the complaint and notify you of their decision.

If you want to make a complaint about unjust dismissal
If you believe you have been dismissed without a just and sufficient cause[42] , you can file a complaint to the CNESST[43] , which will notify you if your complaint is admissible or not after reviewing it.

How the Québec Government is empowering Black Youth

In December 2020, the Groupe d'action contre le racisme (GACR - Action group against racism) created by the Qu.bec Government released a series of 25 recommendations[44] to fight racism in the province. A Minister for the fight against racism has been appointed, and the government has launched a national awareness-building campaign against racism.

ONTARIO

Introduction

In Ontario, the guiding policies for workplace rights are enlisted within the Employment Standards Act (ESA), the Occupational Health and Safety Act (OHSA), Pay Equity Act (PEA) and the Labour Relations Act (LRA). It is also important to know your rights under the Ontario Human Rights Commission, which offers protection for people if they are treated differently because of characteristics they possess or are associated with.

All employees of an establishment, according to the Ontario government, have the right to:

- Be treated fairly at work
- Work in a safe and healthy workplace
- Be trained to deal with workplace hazards
- To join a trade union

All of these rights are the law and are codified within the previously mentioned acts (ESA, PEA, OHSA, LRA)

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[39] https://www.cnesst.gouv.qc.ca/en/client-services/complaints-recourses/labour-standards-complaints/complaint-concerning-psychological-or-sexual

[40] https://servicesenligne.cnesst.gouv.qc.ca/plainteCNESST?lang=en

[41] https://www.cdpdj.qc.ca/en/file-a-complaint/i-want-to/file-complaint-discrimination-or-harassment

[42] https://www.cnesst.gouv.qc.ca/en/client-services/complaints-recourses/labour-standards-complaints/complaint-concerning-dismissal-without-just-and

[43] https://servicesenligne.cnesst.gouv.qc.ca/plainteCNESST?lang=en

[44] https://www.quebec.ca/en/government/policies-orientations/fight-against-racism/translate-to-anglais-groupe-daction-contre-le-racisme

Hiring conditions

Under the Ontario Human Rights Commission, an employer must execute a fair hiring process; all applicants should be asked the same questions based on the job's essential duties and requirements.[45] To prevent discrimination or prejudices against candidates, before the interviews take place, it would be best practice for hiring managers to create an answer guide outlining desired responses to then be used as a base of comparison.[46] Such practice deters employers from making their hiring decision based on subjective preferences; it would also be beneficial to have the candidates interviewed through a multi-person panel that reflects the diversity within the organization.[47]

Organizations are allowed to make exemptions when hiring for a special program under section 14 of the *Code*; they are hiring people based on specific code grounds. An employer may ask candidates questions about their membership in a specific group that experienced hardships or disadvantages to determine their eligibility for a special program.

Wages

In Ontario, the minimum wage is regulated by the Employee Standards Act; the minimum wage is the lowest wage and employees can be paid by their employer.[48] However, some jobs are exempt from minimum wage; for more information, click here. The minimum wages across the province are as follows:

- General: $15.00
- Students: $14.10
- Hunting, fishing and wilderness guides: $75.00 (within five consecutive hours)/ $150.05 (Beyond 5 hours in a day, consecutive or not)
- Homeworker: $16.50

Student minimum wage can only be paid to students under 18 years old working 28 hours or less a week while school is in session or on school break (summer holiday, winter break or March break).[49] Wilderness guides do not include fishing or hunting guides or students under 18 who work 28 hours or less a week.[50] Wilderness guides include but are not limited to people employed to guide, teach or assist a person or people while participating in activities in a wilderness environment.

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[45] https://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/5-interviewing-and-making-hiring-decisions

[46] https://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/5-interviewing-and-making-hiring-decisions

[47] https://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/5-interviewing-and-making-hiring-decisions

[48] https://www.ontario.ca/document/your-guide-employment-standards-act-0/minimum-wage

[49] https://www.ontario.ca/document/your-guide-employment-standards-act-0/minimum-wage

[50] https://www.ontario.ca/document/your-guide-employment-standards-act-0/minimum-wage

Overtime pay is one and half times the employees' regular rate, often referred to as 'time and a half. Overtime pay generally comes into effect after an employee has worked 44 hours in a single week.[51] Any hours worked after 44 hours must, generally, be paid overtime unless the work is in an exempted industry or role.[52]

Hours

Hours are regulated under the Ontario Employment Standards Act; some industries and jobs are exempt from these rules. Excluded jobs and industries include hospitality services, residential building services, and healthcare; for a full list, click here. For industries not excluded, the maximum number of employees may be required to work in a day is eight hours; this limit can be exceeded only when an agreement is reached either electronically or in writing between the employee and employer.[53]

Overtime is not calculated per day but rather weekly. The weekly limit is 48 hours and can also be exceeded if there is an electronic or written agreement between employee and employer. However, this agreement does not exempt the employer from paying the employee overtime when overtime hours are worked. Overtime is considered anything over 44 hours in a workweek; after 44 hours, an employee must be paid an overtime rate. [54]

Time at work used for an eating break, sleeping (if the employer provides facilities for sleep, or personal pursuits do not count towards work hours.[55] Additionally, time commuting does not count towards hours worked unless the employee is required to transport supplies or other employees to and from the worksite or the employee drives a work vehicle home at the employer's request; the workday would end when the employer arrives home.[56]

In Ontario, there are no minimum hours of work that one must be scheduled.[57] An employer can ask an employee to come into work for just ten minutes; however, under Ontario law, they must follow the "Three Hour Rule" and pay them a minimum of three hours if required to go into work. This rule only applies if the employee usually works more than three hours and if they are available to work more than three hours. For example, if an employee goes into work but leaves two hours in due to illness, then the Three Hour Rule does not apply.

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[51] https://www.ontario.ca/document/your-guide-employment-standards-act-0/overtime-pay
[52] https://www.ontario.ca/document/your-guide-employment-standards-act-0/overtime-pay
[53] https://www.ontario.ca/document/your-guide-employment-standards-act-0/hours-work

[54] https://www.ontario.ca/document/your-guide-employment-standards-act-0/overtime-pay
[55] https://www.ontario.ca/document/your-guide-employment-standards-act-0/hours-work#section-5
[56] https://www.ontario.ca/document/your-guide-employment-standards-act-0/hours-work#section-5
[57] https://stepstojustice.ca/questions/employment-and-work/does-my-employer-have-give-me-schedule-or-minimum-hours-work/

Finally, an employee must not work over five consecutive hours without a 30-minute meal break in terms of work breaks. An agreement can be made between employee and employer to split the 30 minutes into two breaks, but it must be within five hours. Meal breaks are not counted toward overtime, whether they are paid or not paid. Some jobs offer coffee breaks to their employees, although they are not mandatory. For example, an employer may grant their employees two fifteen-minute breaks and a 30-minute eating period; in an 8-hour shift, only the eating period is mandatory.

Working Conditions

Workplace harassment includes, but is not limited to:
- Repeated offensive or intimidating phone calls, emails, or text
- Bullying
- Workplace sexual harassment
- Displaying or circulating offensive pictures either in print or the electronic form

Disagreements amongst coworkers are generally not considered workplace harassment.[58] Management actions like change in work assignment scheduling, job assessment and evaluation, workplace inspections, implementation of health and safety measures, and disciplinary action are not considered workplace harassment either.[59] However, suppose these actions are not fairly exercised. In that case, it could constitute harassment, for example, if one is receiving negative workplace evaluations or not being scheduled solely because of their gender, culture or race characteristics.[60]

 The Occupational Health and Safety Act sets out roles and responsibilities for your employer in ensuring that your work is a safe and healthy place. You have a right to a safe and healthy workplace; the OHSA facilitates the Internal Responsibility System (IRS); this means that you, your boss, and coworkers all have a part to play in keeping your workplace safe and healthy.[61] Keeping your workplace safe and healthy may mean reporting any hazards you see to your supervisor or employer. Keeping the workplace safe and healthy also means that your senior management has the biggest responsibility to promote a safe culture at work and address any signs of violence or harassment early on to prevent escalation.[62]

Violence

Workplace violence includes, but is not limited to:
- Hitting or trying to hit a worker
- Throwing an object at a worker
- Leaving threatening notes or emails to a worker

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[58] https://www.ontario.ca/page/understand-law-workplace-violence-and-harassment
[59] https://www.ontario.ca/page/understand-law-workplace-violence-and-harassment
[60] https://www.ontario.ca/page/understand-law-workplace-violence-and-harassment
[61] https://www.ontario.ca/page/understand-law-workplace-violence-and-harassment
[62] https://www.ontario.ca/page/understand-law-workplace-violence-and-harassment

- Sexual violence against a workers
- Wielding a weapon at work

What if a worker is accidentally hurt?

Accidents, like workers tripping and falling on a worker, or pushing them as a result, would not be considered workplace violence. To be considered workplace violence, a person has to attempt to or threaten to use physical force against a worker. Workplace violence could also include a worker getting hurt during an altercation between non-workers. E.g. Two customers in a store are fighting, and a worker attempts to stop them and gets hurt. Measures to prevent such situations should be taken into account by management to protect workers.

Unjust Dismissal and Termination

When being dismissed from a job where one has worked for more than three months or mre the employee must be provided with either termination pay, sufficient notice of termination, or a combination; under the ESA, an employee is not obligated to provide the employee with a reason for their termination, however, and employee cannot be fired for exercising and of their rights related to the ESA.[63] For example, exercising their limits of daily and or weekly work.

If an employee is guilty of disobedience, willful negligence or misconduct, they may not be eligible for notice or termination pay. Additionally, if the employee has been employed for less than three months, they are not eligible.

An employer may push an employee to quit through "constructive dismissal" when the employer makes significant changes to the employee's work terms and conditions, location, horse and or position. The employee would have to resign from their position in due time to point to the employer's actions as termination.[64]

When receiving written notice from an employer, the amount of notice is related to how long you have been working for the employer. If you have worked for less than a year, they must give you one week's notice, over a year, but for less than three years, you are entitled to 2 weeks' notice. 3 to 4 years require three weeks' notice, and 4 to 5 years entitles you to 4 weeks' notice; for more information, see [here](#).[65]

If you have been wrongfully terminated, you may file a wrongful dismissal claim; to do this, you need to contact an employment lawyer. Alternatively, you can file a claim for termination pay or a severance package, but you cannot do both.[66]

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[63] https://www.ontario.ca/document/your-guide-employment-standards-act-0/termination-employment#section-1

[64] https://www.ontario.ca/document/your-guide-employment-standards-act-0/termination-employment#exemption

[65] https://www.ontario.ca/document/your-guide-employment-standards-act-0/termination-employment#exemption

[66] https://www.ontario.ca/document/your-guide-employment-standards-act-0/termination-employment

How Ontario is empowering Black Youth

On February 16, 2022, the Ontario government [announced]($14) $14 million toward the Black Youth Action Plan, an initiative assisting youth in accessing employment opportunities and providing career-building resources. There are three components included in the initiative, which aims to provide economic empowerment, particularly in high opportunity fields:

The Career Launch: Supports local programs aimed at assisting Black children and youth in accessing professional networks as well as the development of skills targeted to high opportunity fields

The Career Advance: aimed at connecting Black youth and young professionals with training and opportunities for work placement in industries that offer high opportunities for upward mobility

The Sector Innovation Networks: provide support for Black business leaders in high growth sectors

NOVA SCOTIA

Introduction

The main overarching regulations governing Nova Scotia's employment relations are the Nova Scotia *Labour Standards Code,* Nova Scotia Employment Equity Act and Nova Scotia's Occupational Health and Safety Act.

Wages

The minimum wage for employees in Nova Scotia is $13.35 an hour.[67] The province plans to increase the minimum wage to $15.00 an hour by April 2024. If an employee is required to work above 48 hours a week, they are entitled to an overtime wage of 1.5x the employee's [regular wage.]()[68]

If an employee is called into work outside of the employee's scheduled working hours, the employee is entitled to no less than three hours at the minimum straight time rate, even if the employee works less than [three hours.]()[69]

Hours

The Labour Standards Code states that employers must grant employees a rest period of at least 24 hours every seven days under [normal circumstances.]()[70] If an employee works more

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[67] https://novascotia.ca/lae/employmentrights/minimumwage.asp

[68] https://novascotia.ca/just/regulations/regs/lscmwgen.htm

[69] https://novascotia.ca/just/regulations/regs/lscmwgen.htm

[70] https://service.clearservice.com/cosmetology/campaignimages/1/labourstandardscodeguide-1.pdf

than five consecutive hours, the employer must provide the employee with an unbroken half-hour break. If an employee works more than ten consecutive hours, the employer must provide an unbroken break of at least two half-hour breaks.[71] Breaks are generally unpaid; however, if an employee is required to remain on the job site and available to work during the break, it would likely be considered work and the employee must be paid for this [time.](time)[72]

Harassment

Nova Scotia employees have specific legal obligations to prevent and respond to workplace harassment. The Nova Scotia Human Rights Act[73] prohibits actions that discriminate against people based on a protected characteristic in combination with a prohibited area[74] , including Age, Race, Colour, Religion, Creed, Ethnic, national or aboriginal origin, Sex (including pregnancy and pay equity), Sexual orientation, Physical disability, Mental disability, Family status, Marital status, Source of income, Harassment (and sexual harassment), Irrational fear of contracting an illness or disease, Association with protected groups or individuals, Political belief, affiliation or activity, Gender Identity, Gender Expression, Retaliation.

Suppose any form of workplace harassment or violence has occurred. In that case, you can make a complaint with the Nova Scotia Human Rights Commission within 12 months of the last date of the alleged discrimination or the last 24 months in exceptional [circumstances.](circumstances)[75]

Unjust Dismissal and Termination

Under the Labour Standards Code, employees must tell an employee in writing that they will fire, suspend or lay off an [employee.](employee)[76] The amount of notice an employer must give an employee depends on the amount of time the employee was employed. If an employer has worked for three months or more but less than two years, the employer must give one week's notice. If an employer has worked for three months or more but less than two years, the employer must give one week's notice. If an employer has worked for three months or more but less than two years, the employer must give one week's notice. If an employer has worked for three months or more but less than two years, the employer must give one week's notice. Suppose an employer does not want to give the employee notice, then the employer is required to pay the employee in [lieu of notice.](lieu of notice)[77] There are also certain circumstances when an employer

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[71] https://service.clearservice.com/cosmetology/campaignimages/1/labourstandardscodeguide-1.pdf

[72] https://service.clearservice.com/cosmetology/campaignimages/1/labourstandardscodeguide-1.pdf

[73] https://nslegislature.ca/sites/default/files/legc/statutes/human%20rights.pdf

[74] https://humanrights.novascotia.ca/know-your-rights/individuals

[75]https://www.legalinfo.org/index.php?option=com_docman&view=download&alias=494-human-rights-the-law-2021&category_slug=human-rights&Itemid=1359

[76] https://service.clearservice.com/cosmetology/campaignimages/1/labourstandardscodeguide-1.pdf

[77] https://service.clearservice.com/cosmetology/campaignimages/1/labourstandardscodeguide-1.pdf

can end employment without notice, such as willful misconduct, disobedience or neglect of duty.[78] Details of such circumstances can be found at this link:

https://service.clearservice.com/cosmetology/campaignimages/1/labourstandardscodeguide-1.pdf

Your employer does not usually have to give you a reason for dismissal as long as proper notice is given. However, there are exceptions such as reasons involving human rights such as discrimination or if you have worked for an employer for ten or more years.[79] If you have not received proper notice of dismissal from your employer, you can file a complaint to the Nova Scotia Labour Standards Division of Employment and Social Development Canada.[80]

What to do if employer obligations are not met?

If an employee has a complaint related to Labour Standards, they must file a complaint with the Nova Scotia Labour Standards Division within six months of the violation taking place.[81] To file a complaint, an employee can make an inquiry about a complaint or file a complaint by phone, email, or visiting in person.

Information regarding the complaint process can be found here:
https://novascotia.ca/lae/labourstandards/contact.asp

If an employee wants to file a complaint relating to human rights, they must speak with a Human Rights Officer.
Information regarding the complaint process can be found here:
https://humanrights.novascotia.ca/DR-FAQ#1

How Nova Scotia is Empowering Black Youth

Nova Scotia Works Diversity and Inclusion Program: Funded by the Canada-Nova Scotia Labour Market Development, the program provides 16 new career practitioner positions to people of African descent to provide one-on-one support to clients to access quality employment and training.[82]

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[78] https://novascotia.ca/lae/employmentrights/employernowork.asp

[79]https://www.legalinfo.org/employment-law/losing-your-job#does-my-employer-have-to-give-a-reason-for-firing-me

[80] https://www.legalinfo.org/employment-law/losing-your-job#how-do-i-make-my-claim

[81] https://novascotia.ca/lae/employmentrights/process.asp

[82]https://novascotia.ca/news/release/?id=20201005006#:~:text=It%20is%20called%20the%20Diversity,to%20quality%20employment%20and%20training.

Appendix 1.

https://www.canada.ca/en/services/jobs/workplace/federally-regulated-industries.html

Most employment relationships are covered by provincial legislation. However, here is a list federally. Regulated industries and workplaces:

- Federally regulated private sectors **(parts I, II, III and IV of the Code):**
    - air transportation, including airlines, airports, aerodromes and aircraft operations
    - banks, including authorized foreign banks
    - grain elevators, feed and seed mills, feed warehouses and grain-seed cleaning plants
    - First Nations band councils and Indigenous self-government (certain activities)
    - most federal Crown corporations, for example, Canada Post Corporation
    - port services, marine shipping, ferries, tunnels, canals, bridges and pipelines (oil and gas) that cross international or provincial borders
    - postal and courier services
    - radio and television broadcasting
    - railways that cross provincial or international borders and some short-line railways
    - road transportation services, including trucks and buses, that cross provincial or international borders
    - telecommunications, such as telephone, Internet, telegraph and cable systems
    - uranium mining and processing and atomic energy
    - any business that is vital, essential or integral to the operation of one of the above activities
- Federally regulated public sector **(parts II and IV of the Code only):**
    - the federal public service
    - Parliament (such as the Senate, the House of Commons and the Library of Parliament)

Private-sector firms and municipalities in Yukon, the Northwest Territories and Nunavut **(part I of the Code only)**[83]

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[83] https://www.canada.ca/en/services/jobs/workplace/federally-regulated-industries.html