

Anti-Black Racism Project:

Understanding how anti-Black
Racism Impacts Black & African Youth
Accessing Social Services in Nova
Scotia

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Executive Summary

The Anti-Black Racism Project surveyed Black and African Nova Scotian youth about their experiences accessing services in the following sectors: Education, the justice system, healthcare, and recreation. The goal of the project was to understand how anti-Black racism within social services impacts Black and African youth in the province and to identify recommendations to systemically tackle anti-Black racism. We received a total of 215 responses which we analyzed with the help of our Youth Advisory Committee (YAC) composed of Black and African Nova Scotian youth. What we found was that anti-Black racism was indeed an issue for Black and African youth accessing social services. While youth did report positive experiences within these sectors, they also generally reported not feeling fully welcome, comfortable, or wanted in many spaces, especially within education and recreation. Youth reported lack of diversity and representation amongst employees and workers in all sectors as an issue as well as experiencing microaggressions within these spaces. The survey reflected many youth’s mistrust and fear of healthcare providers and police officers within the healthcare and justice system respectively. The survey has illustrated how anti-Black racism manifests within social services in Nova Scotia through a lack of

diversity amongst staff, lack of knowledge about Black issues/systemic anti-Black racism, the prevalence of microaggressions, acts of exclusion against Black and African youth, and a general lack of effort to make Black youth feel welcome, seen and respected. Youth identified some solutions to these issues in the form of increased representation within sectors, required anti-oppression and equity training for staff across sectors, and improved outreach to share programs and resources that already exist to serve Black and African youth.

Introduction

In June of 2020, Wisdom2Action (W2A) in partnership with the Delmore “Buddy” Daye Learning Institute (DBDLI), launched the Anti-Black Racism Project. The goal of this project has been to engage Black and African youth in Nova Scotia to understand the challenges and barriers that exist within social services in the province. Operating with the understanding that anti-Black racism exists and is systemically ingrained within Canada, this project has highlighted the existence of anti-Black racism within Nova Scotia’s social services, specifically healthcare, the justice system, recreation, and education. Throughout the course of the project, we have heard recommendations for change and have surveyed Black and African youth in Nova Scotia to understand the ways anti-Black racism manifests in social services and its impact on Black and African youth. This work aims to continue to contribute meaningfully to the ongoing work of dismantling systemic anti-Black racism in Canada and is work we hope to continue doing.

Project History

The Anti-Black Racism project began work in May of 2020 with the creation of the Anti-Black Racism Youth Advisory Committee (YAC) by W2A which partnered with the DBDLI Youth Advisory Council. The advisory groups were made up of Black & African youth and service providers from all over Canada and specifically Nova Scotia who came together to identify priority areas of research, resource development, and training that would address systemic anti-Black racism within social services. During these consultations between service providers and Black service users, the advisory committees compiled recommendations for each social service sector. During these consultations, the idea of surveying Black and African youth in Nova Scotia arose. In August of 2020, led by Black and African youth, a survey was developed to identify what barriers exist within Nova Scotia's social services as a result of systemic anti-Black racism.

In November of 2021, after welcoming Frayme as an additional project partner and funder, and receiving research ethics board approval from Dalhousie University, the anti-Black racism project survey was finalized and released to Black and African youth in Nova Scotia where it collected over 200 responses. The following report will share the findings of this survey and the recommendations that emerged throughout the Anti-Black Racism Project.

Methodology

The objectives of the Anti-Black Racism Project survey were to:

- Develop a deeper understanding of Black and African youth in Nova Scotia's experiences of anti-Black racism in the social sector and
- Inform best practices for addressing anti-Black racism in the social sector through recommendations from Black and African youth themselves

The study population for this survey was Black and African youth between the ages of 15 and 29 who currently or previously lived in Nova Scotia. The research team used the Statistics Canada definition of youth to determine our age range of 15-29 and this is consistent within similar research in Canada. The choice of Nova Scotia as the geographical location for this study was informed by W2A's connections with several community organizations in the province and because of the large number of historically Black communities in Nova Scotia. Participants were recruited through a social media campaign and emails sent to youth by partner agencies that work directly with Black youth.

Wisdom2Action received ethics approval to conduct the survey from the Dalhousie University Research and Ethics Board in September 2020. The survey was conducted virtually using the online platform Opinio. It was launched in November 2020 and remained open until the end of the month. Data analysis took place throughout the month of December. Data analysis was conducted by researchers at W2A and select members of W2A's Anti-Black Racism Project Youth Advisory Committee (YAC). The data was analyzed using a mixed methods approach. Quantitative data was analysed using a descriptive approach and then put into charts that showed the statistical distribution of respondents' answers. Qualitative data was organized, thematically coded, and analysed using the principles of grounded theory by W2A and YAC.

Participants were asked pre-screening questions about their age and race at the beginning of the survey. They were also informed that they could withdraw from the survey at any time. Other than the screening questions, all survey questions were skippable. Participation in the survey was anonymous and any identifying information in the survey responses was redacted before being shared with the YAC. A total of 216 people responded to the survey, of which 21 people did not identify as Black or African Nova Scotian and 34 people did not respond. Survey respondents who did not identify as the target population were screened out from the survey.

Findings

Education

Respondents in our survey identified and reported both positive and negative experiences within the education system and specifically identified anti-Black racism from both students and staff largely in the forms of inaction, lack of support, and microaggressions.

When respondents were asked if they felt encouraged by teachers and/or staff to pursue social justice issues, almost half of respondents (42.1%) felt encouraged, however the majority felt somewhat or not very encouraged. This was reflected in the comments left by respondents who shared instances of teachers not speaking up or raising awareness of issues related to social justice or anti-Black racism.

One person described how “only one lecturer has even spoken on social justice. [They’re] school seems comfortable as they are: educating the next generation of individuals who value economic advantage over social justice...” Another respondent shared a similar sentiment saying that “no teacher or professor of mine has gotten political or gone into detail about social justice issues...” In a similar vein, respondents also reported feeling as though their issues were not being taken as seriously as that of their peers. One comment mentioned specifically that “there were moments where my concerns were brushed aside while less severe concerns of other students were addressed.”

When asked if they felt encouraged when talking about their goals, over half of the respondents felt encouraged to some degree (66.7%). 34.1% of respondents said they felt very encouraged. 32.5% of people said they felt somewhat encouraged and 23.8% of respondents said they felt neutral. 4.8% of people said they felt not very encouraged and 4.8% of people said they never felt encouraged. While many felt very encouraged over half of the respondents felt, at most, somewhat encouraged. The comments left by respondents cited issues with the general school system and staffing with one respondent saying that “... my counselors... were very inundated with students and I felt like one of many.” Other respondents however described how they would not receive support “Unless [they were] headed in the right path already.” Another respondent explained that “I don’t usually discuss my goals with teachers or professors, the last time I felt comfortable discussing my future with a teacher was in high school, through my African support worker.” This highlighted the importance of representation for Black and African students and the significant impact of having Black and African educators and staff within schools.

Within the comments of the survey, respondents reported explicit instances of discrimination - one form, in particular, being via exclusion from education and related services. Respondents also reported generally feeling unfairly treated by staff and administrators with 7.2% of respondents saying they felt like they were not very or never treated fairly and 20.8% of respondents feeling neutral. People shared examples of discrimination and instances of unfair treatment reporting that “[they were] discriminated against because [they were] Black. [They] wouldn’t be tutored”. Additionally, they reported that “Because [they were] Black, the teachers refused to let [them] into the classroom for various reasons [and] did not want [them] to learn.”

Survey respondents also identified fellow students as being sources of discrimination with one respondent saying “never by a teacher, but through students ... who would make fun of my hair and freckles, make fun of me for being biracial, sexualize me based on my body shape, say racial slurs and remarks around [and] in front of me.”

This is coupled with the finding that almost half (47.2%) of respondents reported not knowing what the procedure was or who to turn to within the education system when faced with instances of anti-Black racism. One respondent described how despite knowing who to speak to “whether they [would] actually do something about it [was] 50/50, you might be causing more problems for yourself or you might be doing something right. It’s a gamble.”

Discussion & Analysis

These survey findings reflect and outline an education system that is not always aligned with the needs, wants, issues, and concerns of its Black students. While respondents highlighted positive experiences with some teachers and staff, many reported feeling to some extent discriminated against, unseen, and alienated within schools. A majority of respondents ultimately did not feel supported by the education system whether it looked like not knowing where to turn when faced with racism to even trusting that their issues would be taken seriously and/or addressed. Some youth felt that receiving support was a matter of already proving they were already deserving of support by performing and behaving well. This was a troubling finding that could reflect in staff and educators anti-Black and racist biases informed by stereotypes about the academic capability of Black students. Such biases have been well recorded and studied and place Black youth in positions where they must work harder to overcome these stereotypes and to be seen as equally capable or as promising as their non-Black peers (Fries-Britt & Griffin, 2007). The presence of anti-Black and racist stereotypes and biases amongst educators and staff was further reflected in the shared instances of microaggressions, exclusion and lack of effort to take the issues of Black students seriously. The active presence of such racist biases, whether conscious or unconscious, cannot be overlooked as they strongly impact how educators and staff view and interact with youth, and impact their expectations for Black youth (Fries-Britt & Griffin, 2007 & Douglas et al, 2008). In such an educational environment, Black youth first and foremost are burdened

with proving their intelligence and general capabilities so that they can possibly be seen and treated as a student with any potential (Fries-Britt & Griffin, 2007). This issue is worsened by the reported lack of diversity within Nova Scotia's education sector, resulting in Black youth in Nova Scotia being largely taught by non-Black teachers (Hamilton-Hinch et al, 2021). This lack of representation means that there is a larger number of Black and African students being taught by white and non-Black educators who likely hold in some capacity damaging anti-Black biases. The lack of Black educators within the province also means that there are fewer people for Black and African students to seek to feel represented, heard, and understood, especially in relation to issues dealing with anti-Black racism (Hamilton-Hinch et al, 2021).

This survey ultimately reflects an education system that is not in tune with its Black students and is failing to provide many students with a learning environment that is safe, informed, encouraging, and welcoming.

Justice

The findings of our survey supported and reflected many well-recorded issues Black people face within the justice system and policing, specifically higher frequencies of being carded and stopped by police, and a high rate of incarceration (Este, 2018). A majority of respondents (75.5%) said they knew someone who had been arrested or detained by police. This was also the case with carding and being stopped by police which 77.3% of respondents said they had experienced. Furthermore, 72.4% of respondents said they were aware of the rights guaranteed to them when being engaged by police, which may reflect heightened vigilance against police amongst Black and African youth in Nova Scotia.

Respondents further pointed to issues within policing and the justice system through their recommendations and suggestions for alternatives to traditional policing and the need for systemic changes. The majority of recommendations focused on tackling discrimination in policing, eliminating bias, encouraging fair and equal treatment of all people, and moving away from centering policing as the main method of addressing crime within the justice system. One respondent shared that "...[they felt] like police officers shouldn't be able to have any sort of weapons on regular patrol... as well as having some sort of test- which tests human emotions such as empathy, as well as making sure the police/soon-to-be police officers have no bias based on race/culture/ethnicity so police brutality can stop being a thing...it should have never been a thing."

Another comment suggested having "better conditions in prisons, [to] stop over-policing certain neighborhoods [and to] take systemic issues into account at sentencing," as a means to improve the justice system. Other recommendations for alternatives to traditional policing

highlighted the importance of non-police intervention and prevention of crime in general through social support. Respondents specifically shared that having an “increase in social work jobs and well-funded community centers for all ages” and “mentorship and social interventions to reduce the possibility of criminal or other offense [s]...” would be better alternatives to policing as we know it. Some survey respondents also expressed a need for “more Black officers” and increased diversity within the justice system as a means to improve the current system.

Respondents expressed issues with the justice system and incarceration by identifying alternatives to the current system which were rehabilitation-focused rather than primarily punitive. One respondent wrote “rehabilitation. Someone who has broken a serious law is taught why that wasn’t ok, given the tools to learn how to avoid or better handle situations like that in the future, and then after facing the consequences of their actions is free to continue living their life.”

Other comments suggested “community service, addressing the issue that led to the arrest” and “trauma counseling [and] community reintegration.”

Something shared by many survey responses was the need for, and importance of, racial equality and justice. When asked ‘what does justice look like to you?’ answers largely referenced racial equality. Respondents shared answers such as “my idea of justice is racial equality,” “no discrimination, fair treatment of every citizen,” and “everyone is equal and [they’re] not going to be discriminated against or shamed or treated unfairly because of the color of [their] skin.”

Discussion & Analysis

There is a longstanding and well-observed Anti-Black racism within the justice system in Canada (Este, 2018; Mullings, Morgan & Quelleng, 2016). Black people remain overrepresented within Canadian prison and jail systems, and procedures such as carding continue to be used largely against Black communities and Black people (Este, 2018; Mullings, Morgan & Quelleng, 2016). The survey reflects these findings and shows a high level of interactions and contact between survey respondents and police. This was further reflected in the large number of Black and African Nova Scotian youth (72.4%) who were aware of their rights when interacting with police, knowledge that is necessary for a community with a dangerous history of being targeted and treated unfairly by police. The survey comments further reflected the awareness of racial biases within policing and the ways it is expressed as discrimination through policing. In respondents’ descriptions of justice and their suggestions for changes to the justice system, they emphasized knowledge and awareness of racial biases, systemic oppression, and racial equality, as significant to a justice system that aims to protect its Black populations.

Black and African youth also shared their fears around being targeted by police and police

brutality and were able to clearly point to anti-Black racism and biases as the root cause of such violence and targeting. These findings illustrate a justice system that not only does not care for its Black communities but actively targets them and their youth. With so many youths expressing their fears and concerns about policing and the justice system, it begs the question, where do Black youth turn when they are in danger or in fear of their well-being? Furthermore, if the police themselves are sources of violence and fear, where can Black and African youth turn to for justice? As it stands, the justice system in Nova Scotia appears to be one that does significantly more to target, harm, and alienate Black and African youth than it does to serve or protect them.

Healthcare

In general, survey respondents reported positive experiences of interactions with healthcare providers. For example, most survey respondents consistently reported that they did not avoid visiting walk-in clinics, emergency rooms, family doctors or mental health services when they were in need. Specifically, most people reported positive experiences with their family doctor. One respondent noted that visiting their family doctor was “safe, convenient and fast”. Another respondent reported that “the advantage of family doctors is that they have an in-depth knowledge of their clients”

Another example of the generally positive experience of survey respondents was their confidence that healthcare providers were advocating for their best interests. Nearly 23% of respondents indicated that they were very confident and a further 31.5% indicated that they were somewhat confident.

Additionally, most people reported that they felt confident discussing the affordability of prescriptions, mental health issues, drug and alcohol abuse, and barriers to accessing healthcare with their healthcare providers. However, one respondent did note that it can be embarrassing having to explain that they can't afford the more expensive versions of their prescription medication.

Despite the generally positive responses, there was a sentiment of a hesitation to visit healthcare services unless absolutely necessary. One respondent commented that they “only go [to the ER] for serious and mostly physical injuries. If it's internal pain [they're] more likely to wait it out to see if the pain will pass.”

A major theme that arose from the survey responses was a lack of trust in the medical system. This is possibly related to North America's history with medical racism. For example,

one respondent noted that “Beyond [their] personal family doctor, [they] do not find much confidence in [their] providers. Sometimes it is the offhand comment about the quality of [their] dental hygiene or the inner thoughts [they] have regarding malpractice with women of colour.” This respondent also commented that they “may be jaded [because of] current and past stories of medical discrimination. It is hard to trust practitioners ... How do I trust a person as a doctor when I do not trust them as an individual?”

This sentiment was reinforced by respondents who noted a stigma surrounding addressing mental health issues in the Black community. One respondent claimed that “Most times [mental health practitioners] just wanna give pills, I like to talk to friends and work [their mental health problems] out with them.” Indeed, a number of survey respondents claimed that they did not use mental health services as they had no issues with their mental health or that they did not do so because of the stigma associated with addressing mental health issues.

Some respondents indicated that they sometimes felt that their healthcare providers did not fully understand them or take their issues and concerns about their health seriously. For example, one respondent noted that “Sometimes I believe I am heard, other times I think my healthcare provider is caught up on my background and sometimes my providers seem to try hard to be politically correct or surprised that I have questions regarding my health”.

A few respondents reported that they needed to advocate for themselves when accessing healthcare and pointed to underrepresentation within the healthcare sector as a barrier to access. One respondent said “I’m my best representative, there aren’t enough people that look like me working in health care. It is very rare that I see someone who looks like me even in the office. I have not had a healthcare provider who looked like me”. Some respondents pointed to a need for healthcare providers to improve their cultural understanding in order to better serve racialized people.

Finally, some respondents reported instances of unfair treatment and discrimination in the healthcare sector due to their race. One respondent said “sometimes [they] have experience[s] with healthcare providers where [they] feel like they do not understand the severity of [their] health complaints/issues and so [they’re] not often given the best of medical advice/service”. Additionally, nearly 48.0% of respondents reported that they did not know where to turn to when they felt discriminated against within the healthcare sector.

Discussion & Analysis

Despite the issues raised by some respondents, the majority of experiences reported in the survey were positive. Most respondents reported that they did not avoid healthcare providers, they felt confident that healthcare providers were advocating for their best interest and reported that they felt comfortable discussing barriers to accessing healthcare with them. However, there were some respondents who reported feeling experiences of discrimination based on their race. They noted a need for healthcare providers to improve their cultural

understanding and the representation of racialized people in the healthcare sector. Cultural understanding can be key to reducing anxiety when accessing healthcare services. The lack of representation of Black people in the healthcare sector means that many people may not feel understood when speaking about personal or social problems with healthcare providers. As evidenced by prior research, healthcare in Canada is not colour-blind (Dryden & Nnorom, 2021). Increased representation in healthcare may lead to increased comfort and access to healthcare within Black communities.

In the survey responses, there was also a general hesitancy to visit healthcare services unless absolutely necessary. Research has shown there is a general distrust of healthcare providers in Black communities which has been influenced by racist interactions with healthcare practitioners (Dovido et al., 2008). This distrust can affect the health outcomes of these communities who don't access the services available to them in a timely manner. Public information campaigns targeting Black communities can be one solution to this issue. They could contain assurances that healthcare providers are a safe and useful resource to help those experiencing physical and mental health issues. Despite the increasing awareness of the need to take care of one's mental health, there is still a significant stigma about talking about mental health issues in many Black communities. The survey responses indicated this in that there were many people who felt that they didn't access mental health resources because they didn't need them. The implication of these comments was that these resources were only for those with recognised medical illnesses or that their stress and anxiety was too minimal. Further, Black youth face significant barriers when trying to access mental health services (Fante-Coleman & Jackson-Best, 2020). It will be important that mental health practitioners and promoters address these issues through improved cultural understanding and reflect the diversity of the people who access them with improved representation in the mental health sector.

Recreation

In general, the respondents to the survey indicated mixed experiences in the recreation sector. For example, although 65.6% of respondents reported that they felt either very or somewhat welcome in recreational buildings compared to just 8.0% who said they were not welcome, 58.5% of respondents reported that they have had experienced racist or discriminatory encounters with staff at recreational buildings and services.

Further illustrating the mixed nature of the responses is the fact that just under 51.0% of people felt that it was not difficult to access recreational services and 49.0% of respondents reported that it was. This is despite the fact that 39.2% of respondents said that they access recreation

services somewhat often and 27.2% of respondents said they access these services very often.

Interestingly, the percentage of people who felt that there were cultural, ethnic and religious groups that represented them in the community was even. This points to a general lack of awareness about recreation services and facilities that could benefit individuals and families in Black communities. Considering Nova Scotia's rich history of community organizations serving Black communities, this is a somewhat surprising result. Respondents said that not a lot of people in Black communities know about these and that more advertising in Black communities was needed. One respondent noted that recreation services are "not broadcasted within the Black community" while another claimed that "there are no programs for Black people." Another respondent commented that "We need way more [recreation services] and they need to be accessible to everyone. Not just middle- and upper-class people." Also, one respondent said that she was aware these services existed, but she was not sure how to access them.

There were also a lot of comments suggesting improvements that would make recreation services more attractive and effective. Respondents felt that recreation services should be upgraded to be more accessible and convenient for people to use. One respondent noted "it is hoped that the community can build multiple leisure buildings so that many people can be accommodated at the same time". Another respondent said that recreation services should "do something socially meaningful and change the architecture of the neighborhood". Additionally, one respondent noted that "we need way more [recreation services] and they need to be accessible to everyone. Not just middle and upper class people".

Finally, there were a few comments that indicated that respondents felt unwelcome, excluded or stereotyped when accessing recreational services. One respondent noted that "some organizations don't welcome me". Another respondent said "I went to the gym, and they discriminated against me for being Black ", whilst another commented that whilst accessing a recreation service they were treated like a "menace" because of their race.

Discussion & Analysis

The survey respondents reported both positive and negative experiences with the recreation sector. Although most respondents felt welcomed in recreational facilities and often accessed them, there was a general lack of awareness about them and a call for their improvement. The lack of awareness about recreation services in Nova Scotia points to a need for increased public engagement to raise awareness. Nova Scotia has a long history of anti-Black racism in its services and there are many community organizations that could help to increase awareness of the recreation facilities and services available to Black communities. It is clear that survey respondents felt that recreation services can play an important role in shaping their communities. These facilities often include vital resources such as childcare, fitness facilities and space for cultural and ethnic groups. They also provide the opportunity to create

sustainable green spaces which have been shown to improve the environment and mental health in the surrounding area (Kondo et al 2018, Kingsley 2019, Bowler et al 2010, van den Berg 2015). However, survey respondents noted that they experienced racial discrimination whilst using recreational facilities. Initiatives like the Halifax Regional Municipal group's Anti-Black Racism Strategy and Action Plan are an acknowledgement that more work needs to be done to reduce racism in recreation services. In particular, it will be important that recreation services cater to all types of people, not just those who can afford to pay for their services. There is no doubt that many communities already have some of these recreational services, however this survey suggests that they may not be accessed by those who need them the most. sector.

Recommendations

Throughout the project, recommendations for how to challenge systemic anti-Black racism have been collected from Black and African youth and service providers. The following are a list of recommendations collected both from the survey study as well as the recommendations developed by the Anti-Black Racism Advisory Committees in 2020 which were composed of Black and African youth and service providers. Recommendations from the survey were extrapolated from the survey data by the project team, while those that came from the advisory committees were developed through an online consultation process conducted in May of 2020.

Social Services - General

1. Address the intellectual dissonance between clients and service providers regarding how the behaviour of non-Black service providers has a direct and significant impact on the interest of Black youth returning to or seeking additional care in social services. Black youth are very aware of their experiences individually and collectively (Wisdom2Action, 2020)

2. Increase the representation of Black people in social services, and ensure easy access to service providers that can handle the complexity of race, mental health and oppression (Wisdom2Action, 2020)
3. Create positive experiences of interactions with social services. Black service users can often detect the 'awkwardness' of the service provider especially when the content under discussion touches on issues of racism (Wisdom2Action, 2020)
4. Create equitable policies in partnership with young people and strengthen opportunities for Black youth to frequently engage in policy development, implementation and review (Wisdom2Action, 2020)
5. Adapt a trauma informed approach to acquiring race-based data in services, to better understand the experiences of young Black people, and measure the progress of efforts to combat anti-Black racism (Wisdom2Action, 2020)

Education

1. Increase the representation of Black educators and staff within schools across the province
2. Create policies, curriculum and procedures in the Canadian public-school education system that are inclusive of Black identities, cultures, and history.
3. Incorporate education about the presence of anti-Black racism in education into compulsory and ongoing training for educators and staff (Wisdom2Action, 2020)
4. Equip staff members with the necessary tools and strategies to recognize and address anti-Black racism. (Wisdom2Action, 2020)
5. Develop comprehensive plans that create safe spaces for Black and African youth, and address anti-Black racism within schools (Wisdom2Action, 2020)

Justice

1. Explore alternatives to traditional policing and justice, such as transformative justice and/or community-led programming to address the over-representation of Black communities in the justice and prison systems (Wisdom2Action, 2020).
2. Reallocate funds from local, provincial and federal budgets to provide preventative services for Black and African youth and communities (Wisdom2Action, 2020).
3. Prevent the unnecessary over-policing of Black communities by limiting police presence in marginalized neighborhoods and introducing additional community-led programs (Wisdom2Action, 2020).
4. Put in place a system which ensures that police officers, judges and other people working within the justice system are aware of racial biases and the impacts of systemic anti-Black racism on the communities they serve.
5. Increase the overall diversity of those working within the justice system, especially police officers.
6. Reimagine and replace the current prison system with one that prioritizes rehabilitation and support for the individual who has committed the crime/offense.
7. Allow for the impacts of systemic oppression and historical factors to be considered in a significant manner by judges and juries during the trials of Black individuals.

Healthcare

1. Ensure that healthcare workers are thoroughly educated on the social determinants that influence a patient's access to care and overall physical and mental health (Wisdom2Action, 2020).

2. Strengthen diversity and inclusion education of healthcare workers, placing an emphasis on anti-Black racism (Wisdom2Action, 2020).
3. Ensure that common stigmas about Black and African youth such as pain tolerance and abuse of prescription medication are addressed in an unbiased manner. Additionally, offer alternative medicine for patients uncomfortable (or unable to afford) traditional methods of treatment (Wisdom2Action, 2020).
4. Educate healthcare workers on the social determinants that influence a patient's access to healthcare and overall health (ie: education, food security, dealing with patients who may be unable to afford certain prescriptions, mental health issues, apprehension in trusting the medical system, etc) and how to appropriately address patients with these experiences (Wisdom2Action, 2020).
5. Commit to training and hiring more Black healthcare professionals in healthcare systems across Canada (Wisdom2Action, 2020).
6. Strengthen the collection of race-based data that includes data on systemic health issues and chronic conditions related to environmental racism. (Wisdom2Action, 2020).

Recreation

1. Strive to advertise and create opportunities in the community for Black youth engagement, in recreation, volunteer positions and traditional employment. (Wisdom2Action, 2020)
2. Increase programming for Black youth and improved outreach so that new and existing programs can be easily found and accessed by Black youth.
3. Ensuring that recreation programs cater to youth with lower socioeconomic status.

Conclusion

This survey asked Black and African youth about their experiences in the education, healthcare, recreation and justice system in Nova Scotia. The goal of this survey was to better understand the challenges and barriers that exist for engaging Black and African youth in social services in Nova Scotia, and to inform best practices for addressing these barriers through recommendations from Black and African Youth themselves. Several common themes emerged from the survey data. Despite feeling generally positive about their experience in the education and healthcare sectors, respondents reported experiencing systematic exclusion and discrimination in these spaces. Survey respondents reported being frustrated and disheartened about the lack of diversity and representation amongst practitioners in both sectors and a general lack of knowledge about Black issues from service providers. In both sectors, respondents indicated that they did not always feel that their complaints were taken seriously by administrative staff and as such, they weren't always sure where to turn to when faced with instances of racism. There was also a general distrust of the healthcare system and a hesitancy to use healthcare services unless absolutely necessary.

Responses regarding the recreation and justice sectors were notably more mixed. Respondents indicated that they experienced frequent interactions with police, and this was accompanied by racial bias and experiences of discrimination. There were a number of notably negative experiences with the way the justice system treats Black and African youth in Nova Scotia and recommendations for improving the sector's relationship with Black communities. The respondents also identified several experiences of racism in the recreation sector. They identified feeling unwelcome in these spaces and even experienced discrimination. The main issue for the respondents to this survey regarding recreation services was their lack of knowledge about the services that existed. Many respondents felt that they were not aware of the recreation services in their community and that these services could be doing a better job of marketing to Black communities.

Overall, despite respondents generally feeling like they valued the services available in the social sector and that in many cases practitioners were doing their best to offer good service, they felt that there were systemic issues that furthered their marginalization and exclusion in these spaces. Whether it is a need to improve the diversity of social service workers, or to improve the cultural sensitivity of many of the current workers, it seems there is more work to be done. It is unlikely this is an issue that is particular to Nova Scotia. In other geographic regions and spaces in North America and beyond, anti-Black racism, exclusion and discrimination has been shown to exist and persist (Beckles-Raymond 2020, Gillborn 2018, Wade 2009, Zamudio & Rios 2006). This survey has provided further evidence of some of these issues and provided a number of recommendations that policy makers, social service workers and community workers should take into consideration when working with Black and African youth, particularly in Nova Scotia.

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Appendixes

Appendix A

Education Survey Responses

Figure 1A.

Graph showing Level of encouragement from teachers/counselors felt by Black students in regards to their long and short-term goals

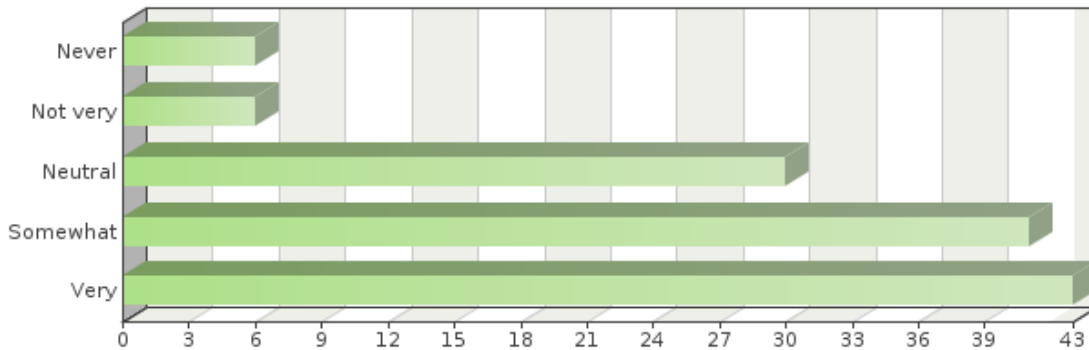


Table 1A.

Level of encouragement from teachers/counselors felt by Black students in regards to their long and short-term goals

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Never	6	2.78%	4.76%
Not very	6	2.78%	4.76%
Neutral	30	13.89%	23.81%
Somewhat	41	18.98%	32.54%
Very	43	19.91%	34.13%
Sum:	126	58.33%	100%
Not answered:	90	41.67%	-
Total answered: 126			

Figure 2A.

Graph showing Level of encouragement from teachers/counselors felt by Black students in regards to pursuing social justice issues

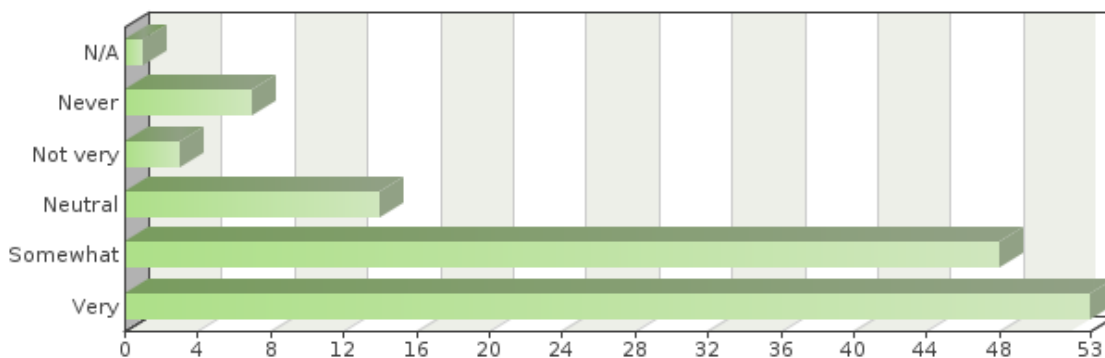


Table 2A.

Level of encouragement from teachers/counselors felt by Black students in regards to pursuing social justice issues

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	0.46%	0.79%
Never	7	3.24%	5.56%
Not very	3	1.39%	2.38%
Neutral	14	6.48%	11.11%
Somewhat	48	22.22%	38.1%
Very	53	24.54%	42.06%
Sum:	126	58.33%	100%
Not answered:	90	41.67%	-
Total answered: 126			

Figure 3A.

Level of fair treatment felt from staff/administrators by Black students

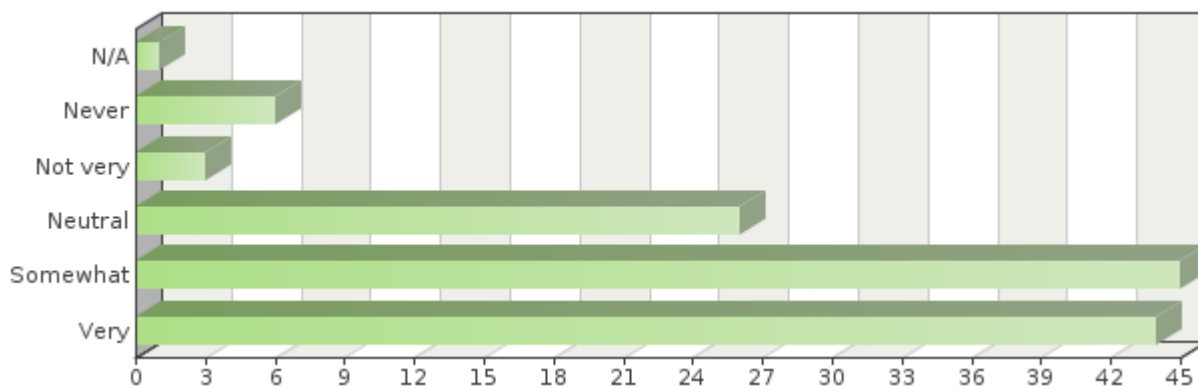


Table 3A

Level of fair treatment felt from staff/administrators by Black students

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	0.46%	0.8%
Never	6	2.78%	4.8%
Not very	3	1.39%	2.4%
Neutral	26	12.04%	20.8%
Somewhat	45	20.83%	36%
Very	44	20.37%	35.2%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-

Figure 4A

Level of awareness Black youth have of procedures in place when faced with instances of racism

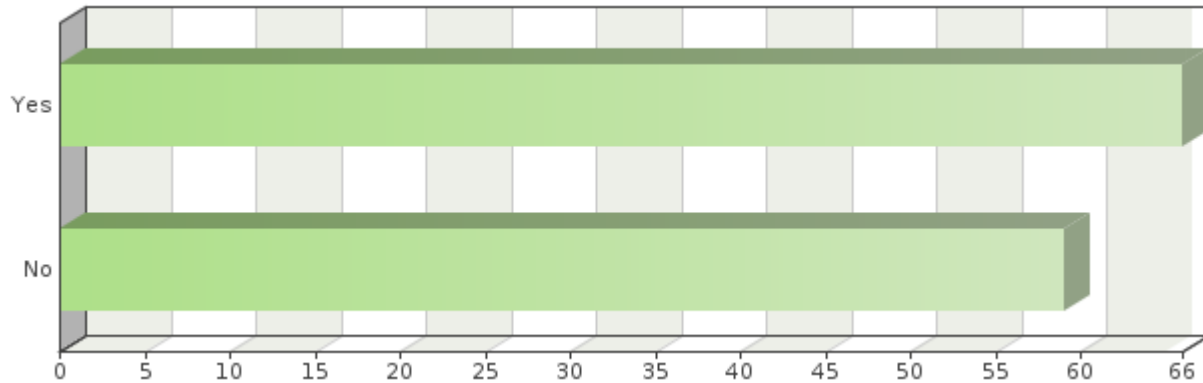


Table 4A

Level of awareness Black youth have of procedures in place when faced with instances of racism

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	66	30.56%	52.8%
No	59	27.31%	47.2%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Figure 5A

Number of Black students who have reported experiencing some kind of racial discrimination

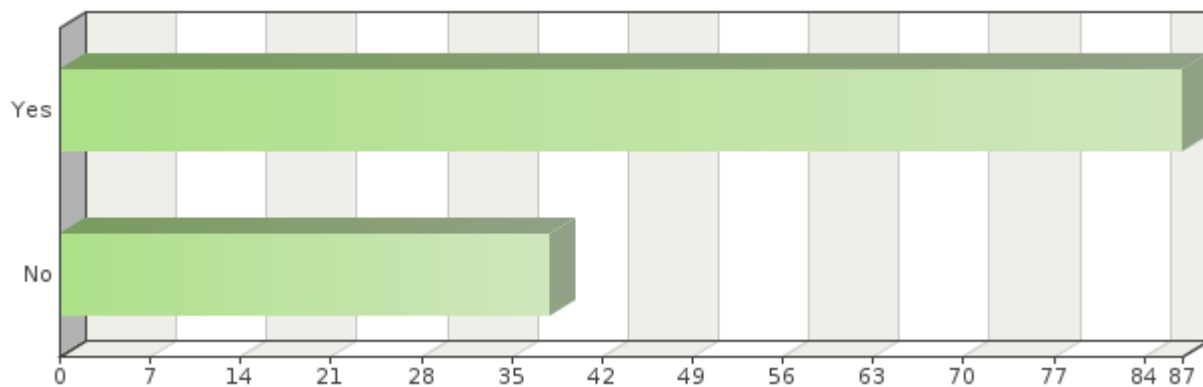


Table 5A

Number of Black students who have reported experiencing some kind of racial discrimination

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	87	40.28%	69.6%
No	38	17.59%	30.4%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Figure 6A

Awareness of inclusive events/celebrations that took place in their school

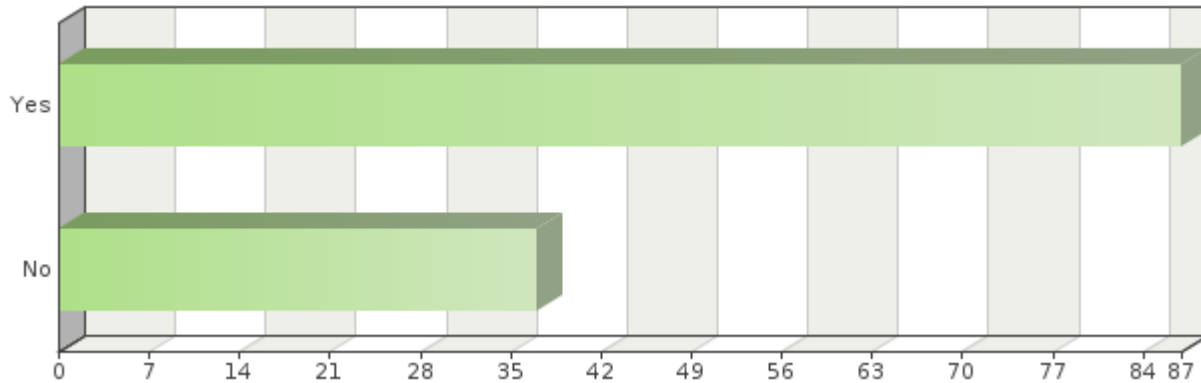


Table 6A

Awareness of inclusive events/celebrations that took place in their school

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	87	40.28%	70.16%
No	37	17.13%	29.84%
Sum:	124	57.41%	100%
Not answered:	92	42.59%	-
Total answered: 124			

Figure 7A

Number of Black youth who felt unfairly guided into classes/courses/programs based on their race

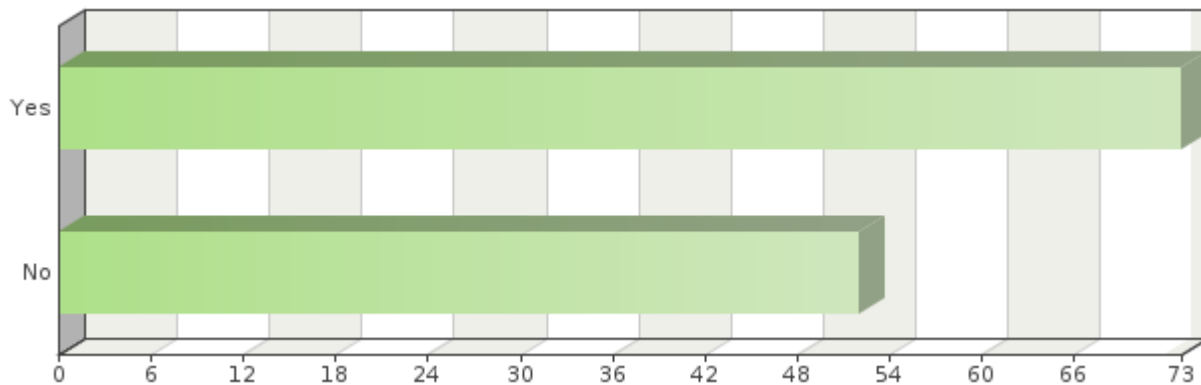


Table 7A

Number of Black youth who felt unfairly guided into classes/courses/programs based on their race

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	73	33.8%	58.4%
No	52	24.07%	41.6%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Appendix B

Justice System Survey Responses

Figure 1B

Number of Black youth aware of their rights when being detained/questioned by police

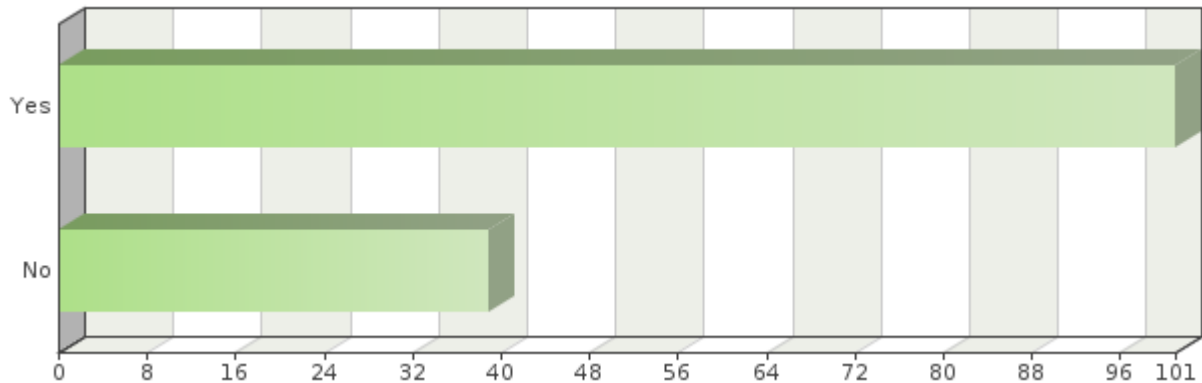


Table 1B

Number of Black youth aware of their rights when being detained/questioned by police

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	101	46.76%	72.14%
No	39	18.06%	27.86%
Sum:	140	64.81%	100%
Not answered:	76	35.19%	-
Total answered: 140			

Figure 2B

Number of Black youth who know someone who has been arrested/detained by police

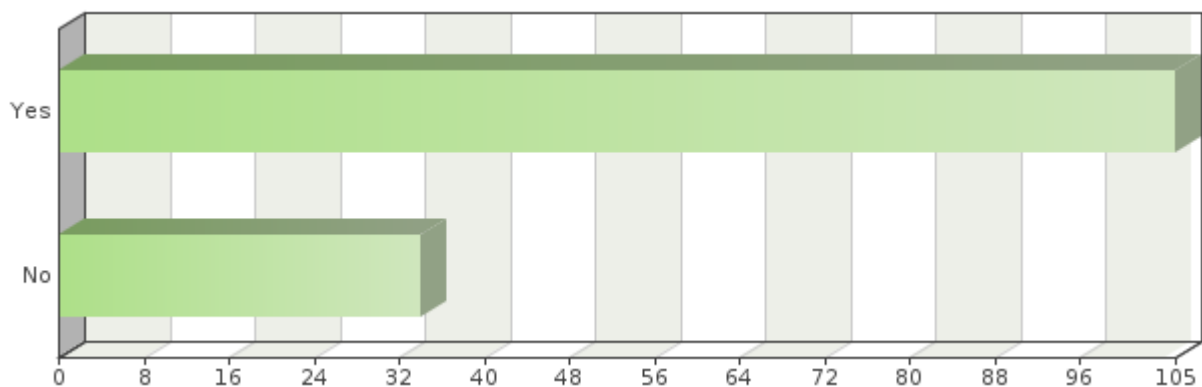


Table 2B

Number of Black youth who know someone who has been arrested/detained by police

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	105	48.61%	75.54%
No	34	15.74%	24.46%
Sum:	139	64.35%	100%
Not answered:	77	35.65%	-
Total answered: 139			

Figure 3B

Number of Black youth who have been stopped/carded by police

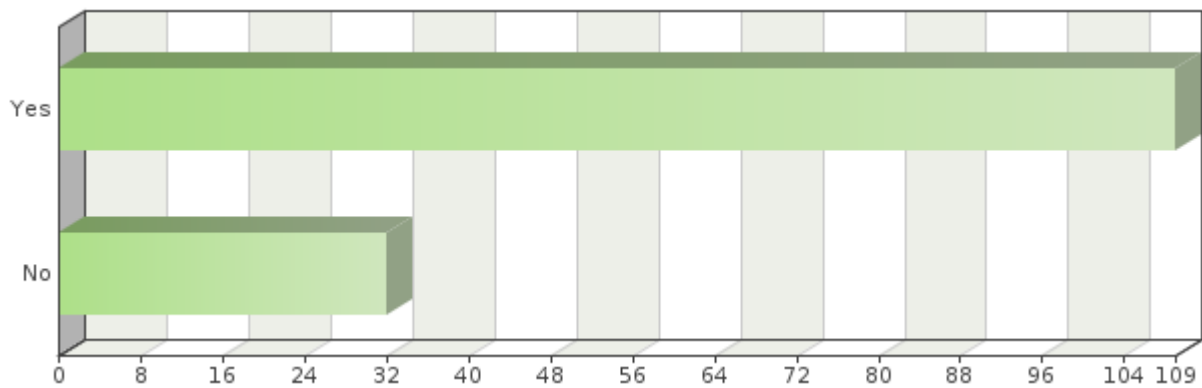


Table 3B

Number of Black youth who have been stopped/carded by police

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	109	50.46%	77.3%
No	32	14.81%	22.7%
Sum:	141	65.28%	100%
Not answered:	75	34.72%	-
Total answered: 141			

Figure 4B

Awareness Black youth have of youth civic engagement opportunities in their communities

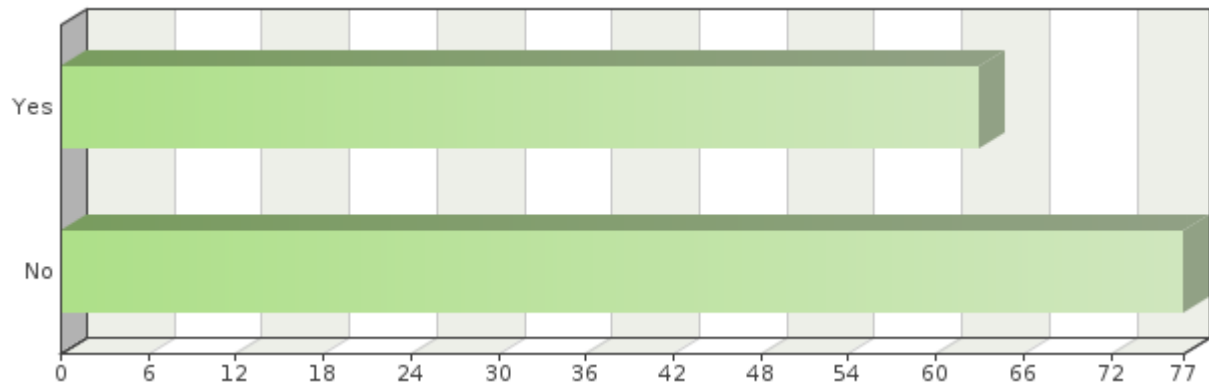


Table 4B

Awareness Black youth have of youth civic engagement opportunities in their communities

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	63	29.17%	45%
No	77	35.65%	55%
Sum:	140	64.81%	100%
Not answered:	76	35.19%	-
Total answered: 140			

Appendix C

Healthcare Survey Responses

Figure 1C

Number of Black youth who report resisting use of their family doctor

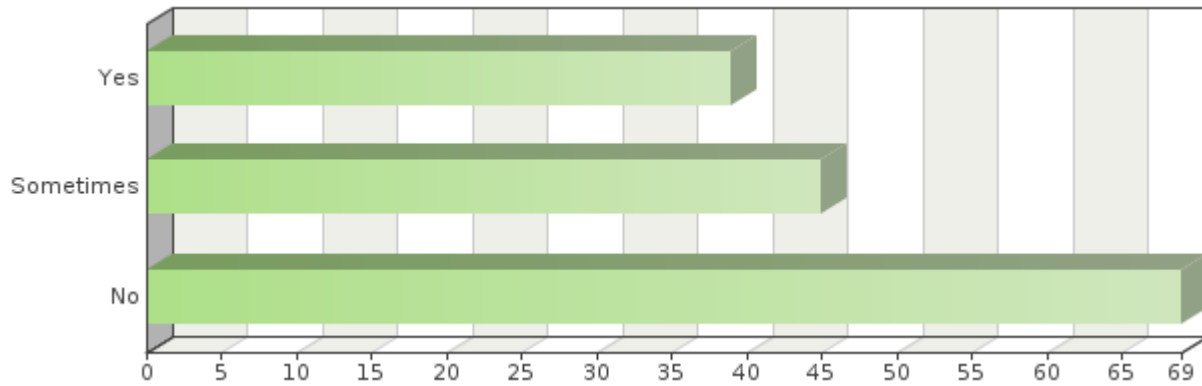


Table 1C

Number of Black youth who report resisting use of their family doctor

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	39	18.06%	25.49%
Sometimes	45	20.83%	29.41%
No	69	31.94%	45.1%
Sum:	153	70.83%	100%
Not answered:	63	29.17%	-
Total answered: 153			

Figure 2C

Number of Black youth who report resisting use of the ER

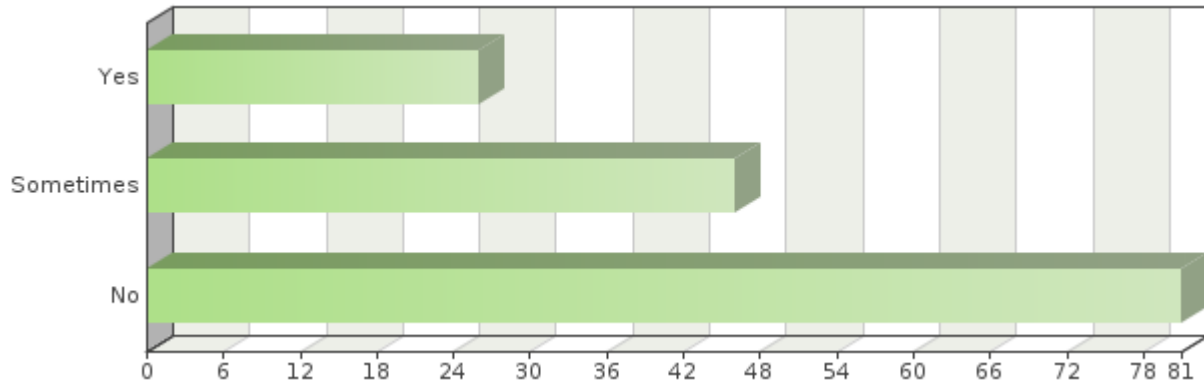


Table 2C

Number of Black youth who report resisting use of the ER

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	26	12.04%	16.99%
Sometimes	46	21.3%	30.07%
No	81	37.5%	52.94%
Sum:	153	70.83%	100%
Not answered:	63	29.17%	-
Total answered: 153			

Figure 3C

Number of Black youth who report resisting use of walk-in clinics

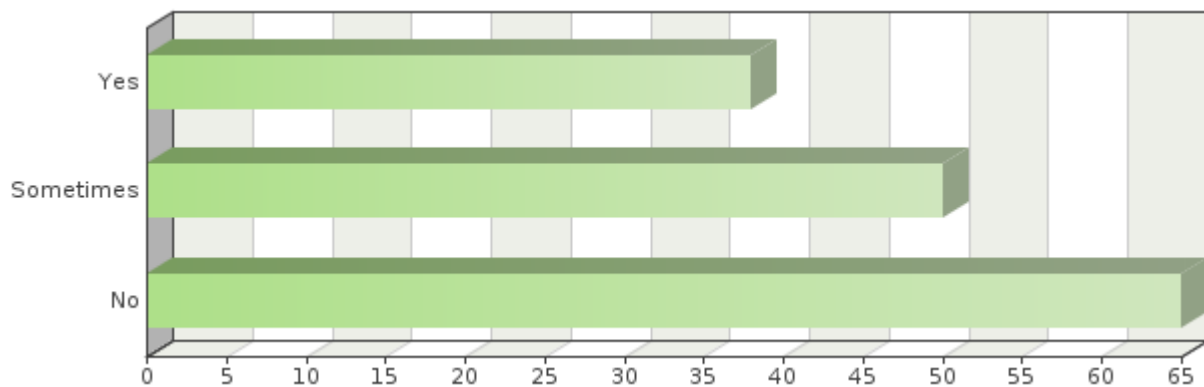


Table 3C

Number of Black youth who report resisting use of walk-in clinics

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	38	17.59%	24.84%
Sometimes	50	23.15%	32.68%
No	65	30.09%	42.48%
Sum:	153	70.83%	100%
Not answered:	63	29.17%	-
Total answered: 153			

Figure 4C

Number of Black youth who report resisting visiting mental health services

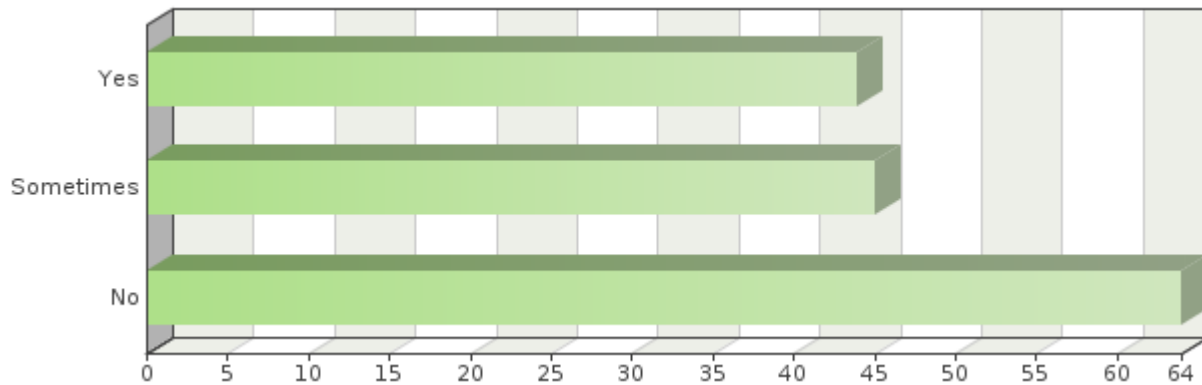


Table 4C

Number of Black youth who report resisting visiting mental health services

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	44	20.37%	28.76%
Sometimes	45	20.83%	29.41%
No	64	29.63%	41.83%
Sum:	153	70.83%	100%
Not answered:	63	29.17%	-
Total answered: 153			

Figure 5C

Number of Black youth who report resisting visiting other healthcare providers

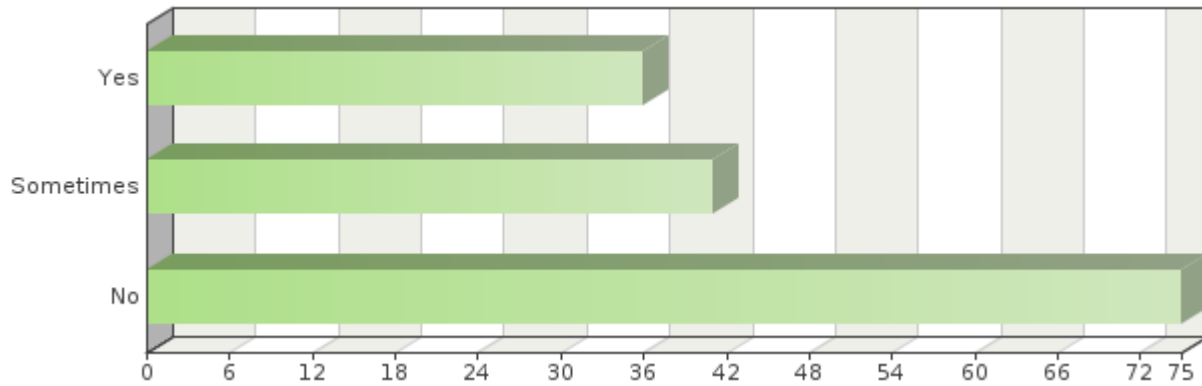


Table 5C

Number of Black youth who report resisting visiting other healthcare providers

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	36	16.67%	23.68%
Sometimes	41	18.98%	26.97%
No	75	34.72%	49.34%
Sum:	152	70.37%	100%
Not answered:	64	29.63%	-
Total answered: 152			

Figure 6C

Black youths level of feeling heard/understood when visiting their healthcare providers

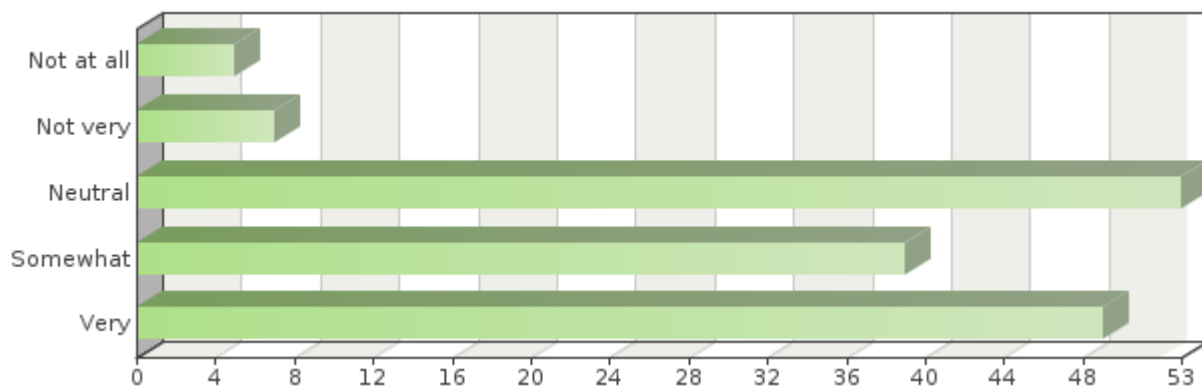


Table 6C

Black youths level of feeling heard/understood when visiting their healthcare providers

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Not at all	5	2.31%	3.27%
Not very	7	3.24%	4.58%
Neutral	53	24.54%	34.64%
Somewhat	39	18.06%	25.49%
Very	49	22.69%	32.03%
Sum:	153	70.83%	100%
Not answered:	63	29.17%	-
Total answered: 153			

Figure 7C

Black youths level of confidence that their healthcare providers are advocating for their best interest

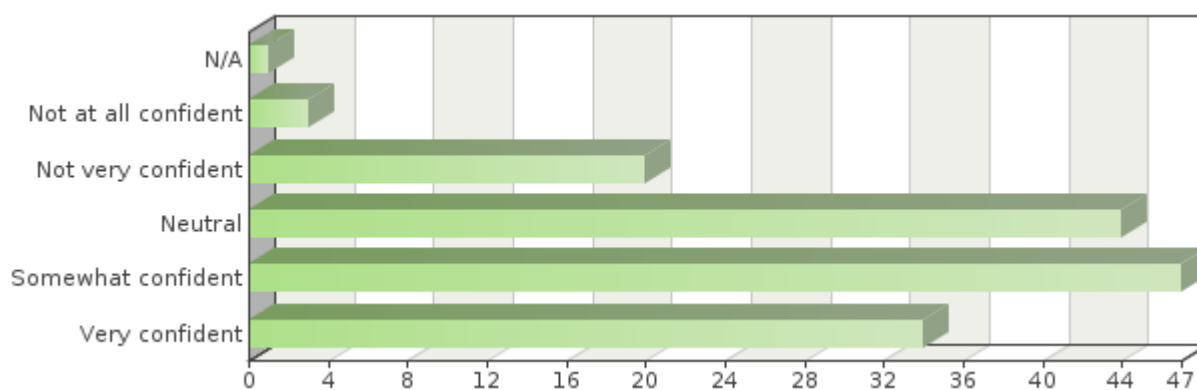


Table 7C

Black youths level of confidence that their healthcare providers are advocating for their best interest

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	0.46%	0.67%
Not at all confident	3	1.39%	2.01%
Not very confident	20	9.26%	13.42%
Neutral	44	20.37%	29.53%
Somewhat confident	47	21.76%	31.54%
Very confident	34	15.74%	22.82%
Sum:	149	68.98%	100%
Not answered:	67	31.02%	-
Total answered: 149			

Figure 8C

Level of representation felt by Black youth amongst their local healthcare providers

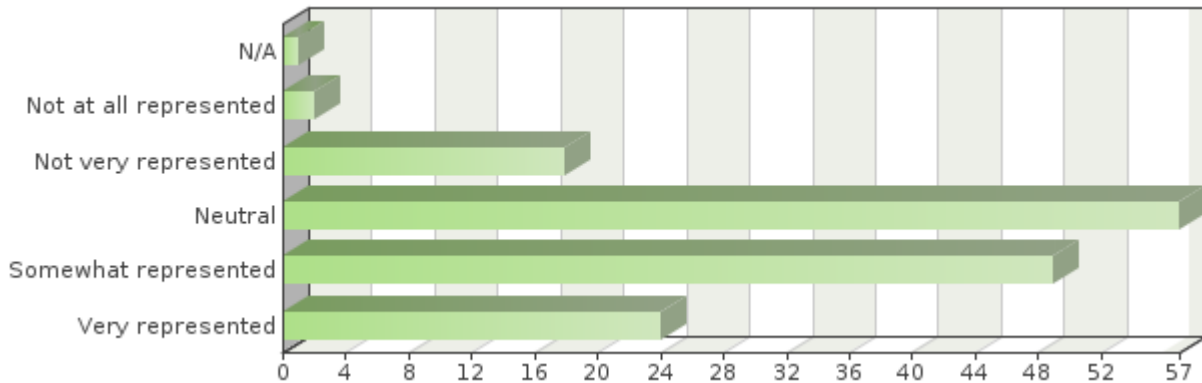


Table 8C

Level of representation felt by Black youth amongst their local healthcare providers

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	0.46%	0.66%
Not at all represented	2	0.93%	1.32%
Not very represented	18	8.33%	11.92%
Neutral	57	26.39%	37.75%
Somewhat represented	49	22.69%	32.45%
Very represented	24	11.11%	15.89%
Sum:	151	69.91%	100%
Not answered:	65	30.09%	-
Total answered: 151			

Figure 9C

Level of comfortability felt by Black youth when discussing affordability of treatment/prescriptions

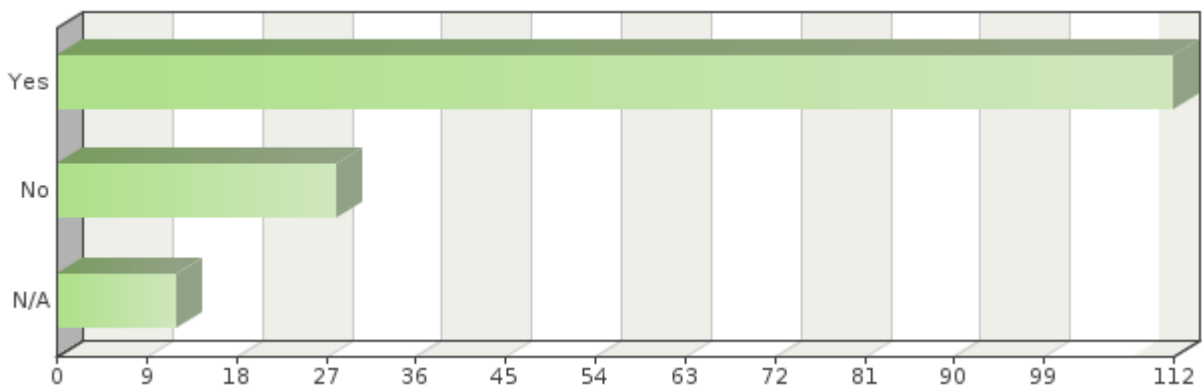


Table 9C

Level of comfortability felt by Black youth when discussing affordability of treatment/prescriptions

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	112	51.85%	73.68%
No	28	12.96%	18.42%
N/A	12	5.56%	7.89%
Sum:	152	70.37%	100%
Not answered:	64	29.63%	-
Total answered: 152			

Figure 10C

Level of comfortability felt by Black youth when discussing issues related to drug/alcohol use/addiction

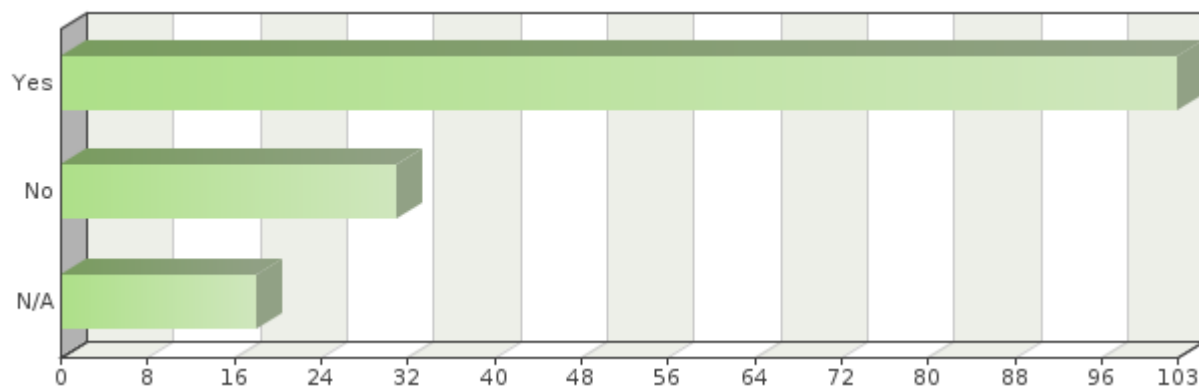


Table 10C

Level of comfortability felt by Black youth when discussing issues related to drug/alcohol use/addiction

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	103	47.69%	67.76%
No	31	14.35%	20.39%
N/A	18	8.33%	11.84%
Sum:	152	70.37%	100%
Not answered:	64	29.63%	-
Total answered: 152			

Figure 11C

Level of comfortability felt by Black youth when discussing issues related to mental health struggles

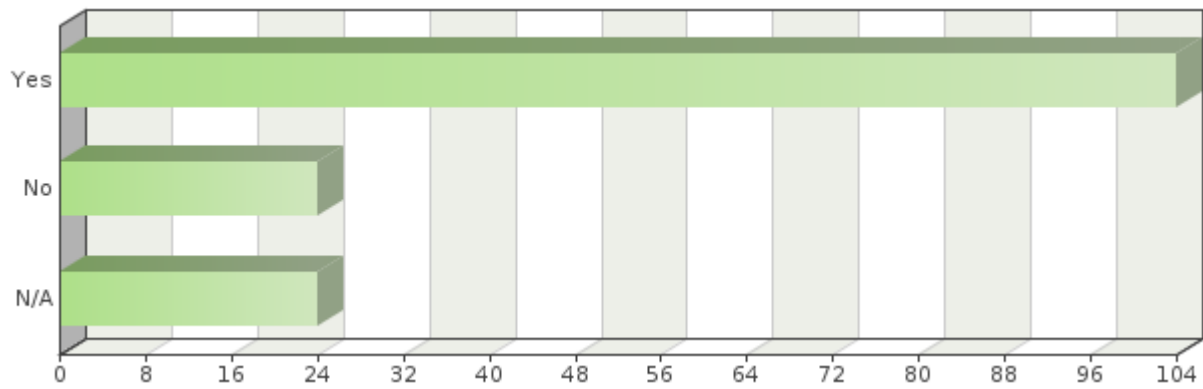


Table 11C

Level of comfortability felt by Black youth when discussing issues related to mental health struggles

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	104	48.15%	68.42%
No	24	11.11%	15.79%
N/A	24	11.11%	15.79%
Sum:	152	70.37%	100%
Not answered:	64	29.63%	-
Total answered: 152			

Figure 12C

Level of comfortability felt by Black youth when discussing other issues related to barriers to accessing healthcare treatment

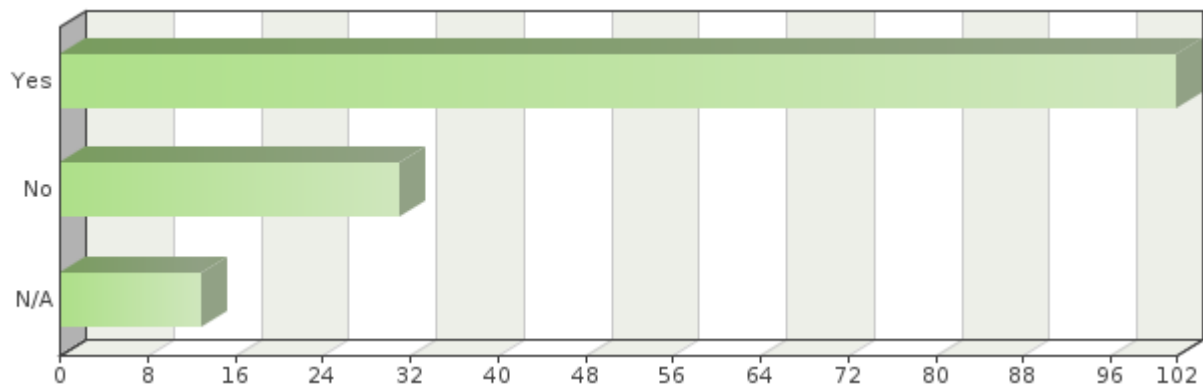


Table 12C

Level of comfortability felt by Black youth when discussing other issues related to barriers to accessing healthcare treatment

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	102	47.22%	69.86%
No	31	14.35%	21.23%
N/A	13	6.02%	8.9%
Sum:	146	67.59%	100%
Not answered:	70	32.41%	-
Total answered: 146			

Figure 13C

Number of Black youth aware of where to turn when feeling discriminated against within the healthcare system

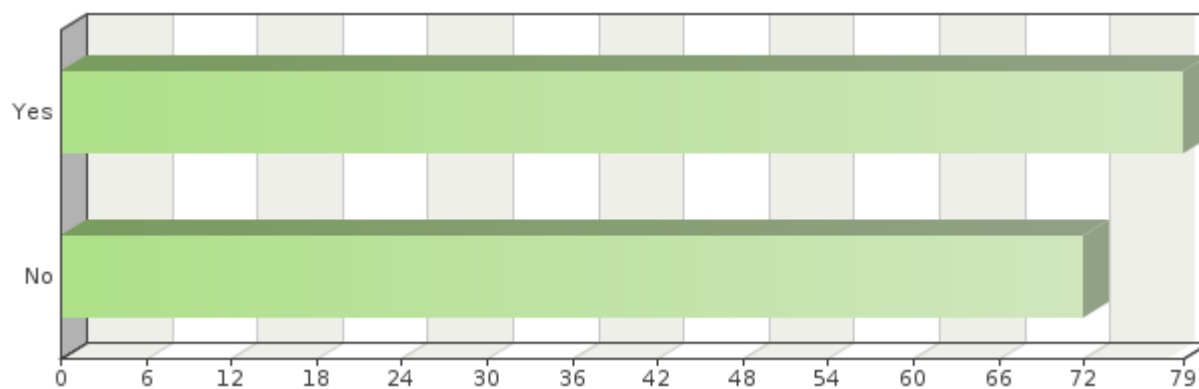


Table 13C

Number of Black youth aware of where to turn when feeling discriminated against within the healthcare system

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	79	36.57%	52.32%
No	72	33.33%	47.68%
Sum:	151	69.91%	100%
Not answered:	65	30.09%	-
Total answered: 151			

Appendix D

Recreation Survey Responses

Figure 1D

Number of Black youth who reported having a recreation service in their community

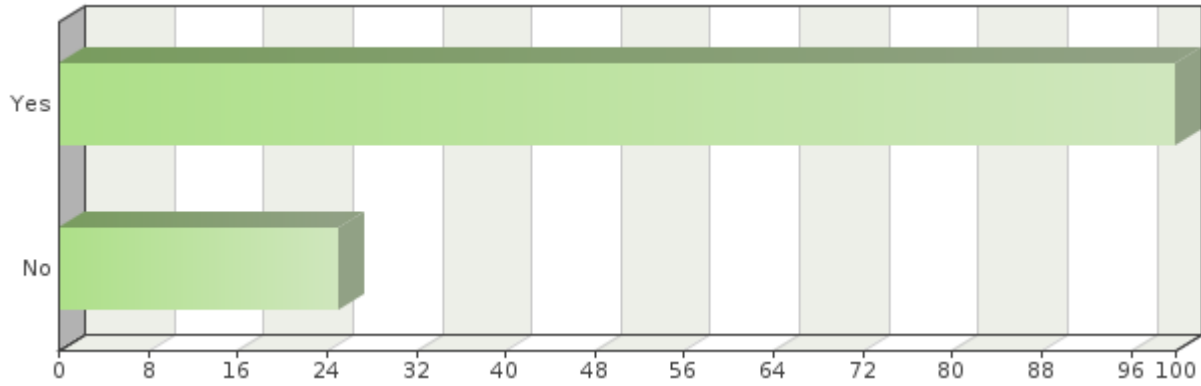


Table 1D

Number of Black youth who reported having a recreation service in their community

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	100	46.3%	80%
No	25	11.57%	20%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Figure 2D

Level of feeling welcome Black youth reported within recreation buildings

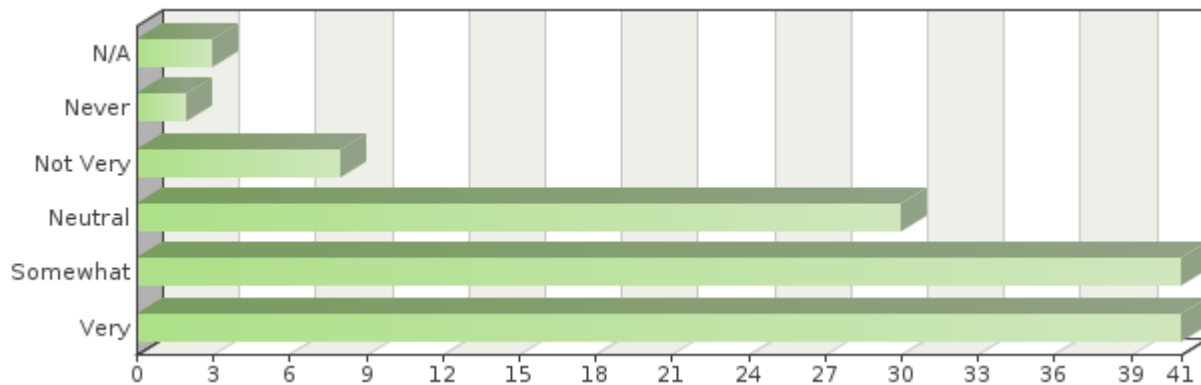


Table 2D

Level of feeling welcome Black youth reported within recreation buildings

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	3	1.39%	2.4%
Never	2	0.93%	1.6%
Not Very	8	3.7%	6.4%
Neutral	30	13.89%	24%
Somewhat	41	18.98%	32.8%
Very	41	18.98%	32.8%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Figure 3D

Frequency Black youth reported accessing recreation services

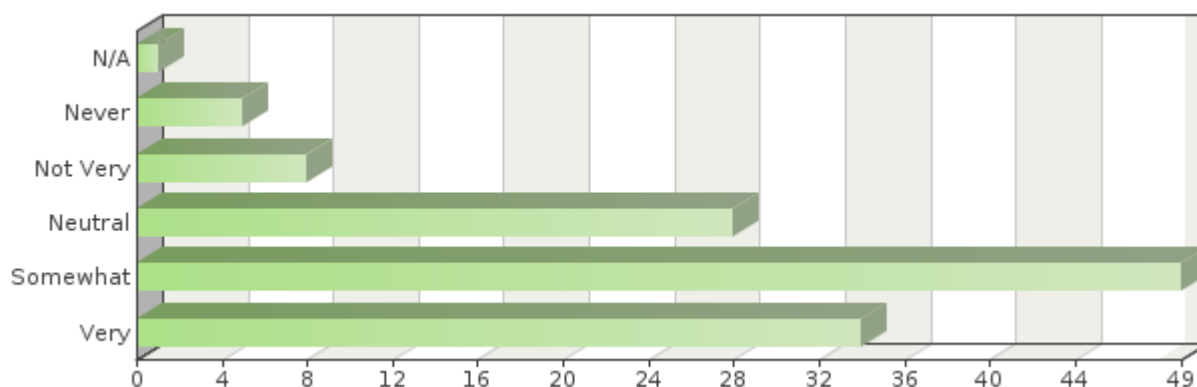


Table 3D

Frequency Black youth reported accessing recreation services

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	0.46%	0.8%
Never	5	2.31%	4%
Not Very	8	3.7%	6.4%
Neutral	28	12.96%	22.4%
Somewhat	49	22.69%	39.2%
Very	34	15.74%	27.2%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Figure 4D

Number of Black youth who reported having a racist/discriminatory encounter in a recreation building/service

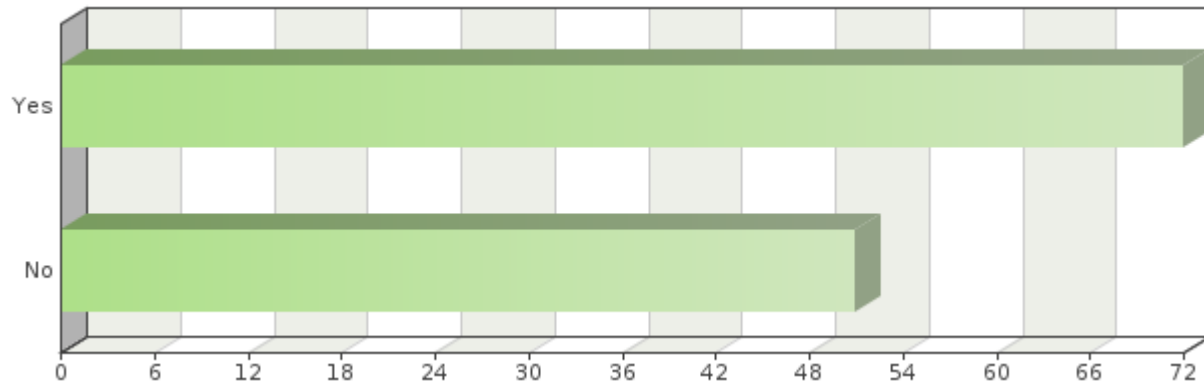


Table 4D

Number of Black youth who reported having a racist/discriminatory encounter in a recreation building/service

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	72	33.33%	58.54%
No	51	23.61%	41.46%
Sum:	123	56.94%	100%
Not answered:	93	43.06%	-
Total answered: 123			

Figure 5D

Number of Black youth who reported being denied service or information in a recreation building/service

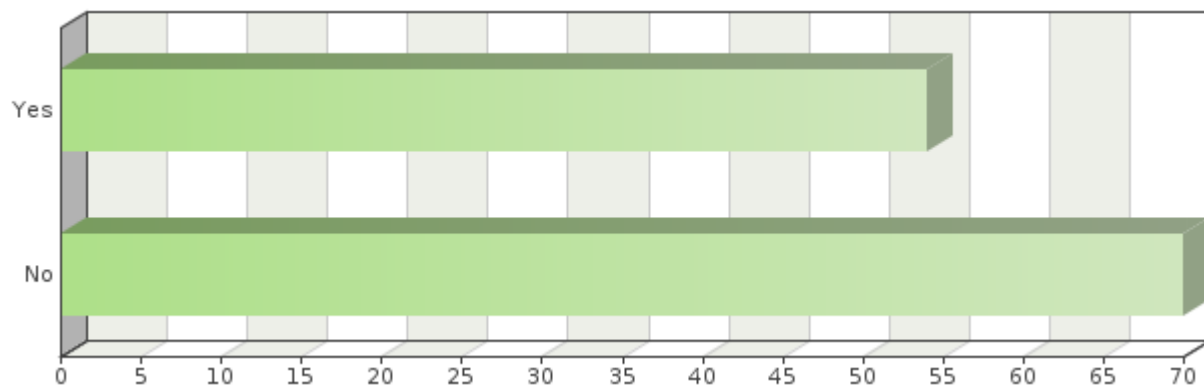


Table 5D

Number of Black youth who reported being denied service or information in a recreation building/service

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	54	25%	43.55%
No	70	32.41%	56.45%
Sum:	124	57.41%	100%
Not answered:	92	42.59%	-
Total answered: 124			

Figure 6D

Number of Black youth who reported having difficulty accessing recreation programs/services in their community

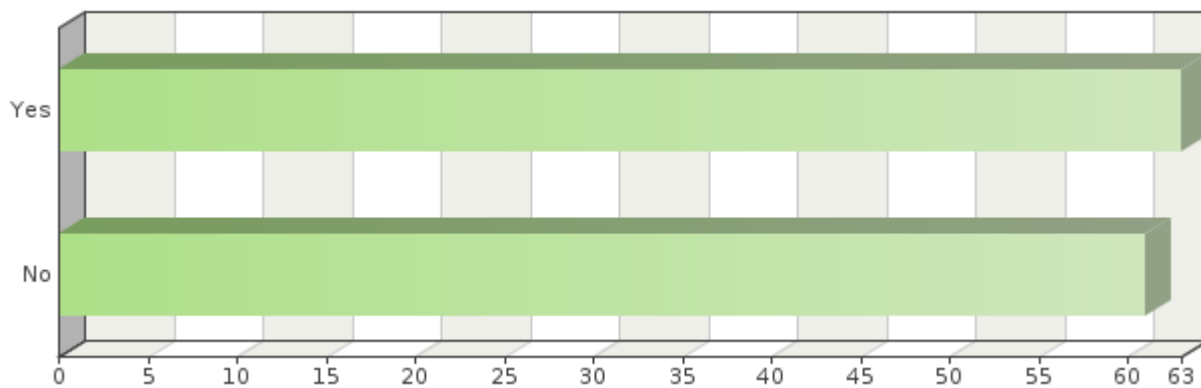


Table 6D

Number of Black youth who reported having difficulty accessing recreation programs/services in their community

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	63	29.17%	50.81%
No	61	28.24%	49.19%
Sum:	124	57.41%	100%
Not answered:	92	42.59%	-
Total answered: 124			

Figure 7D

Number of Black youth who reported there were events/networks/associations that reflected them in their communities

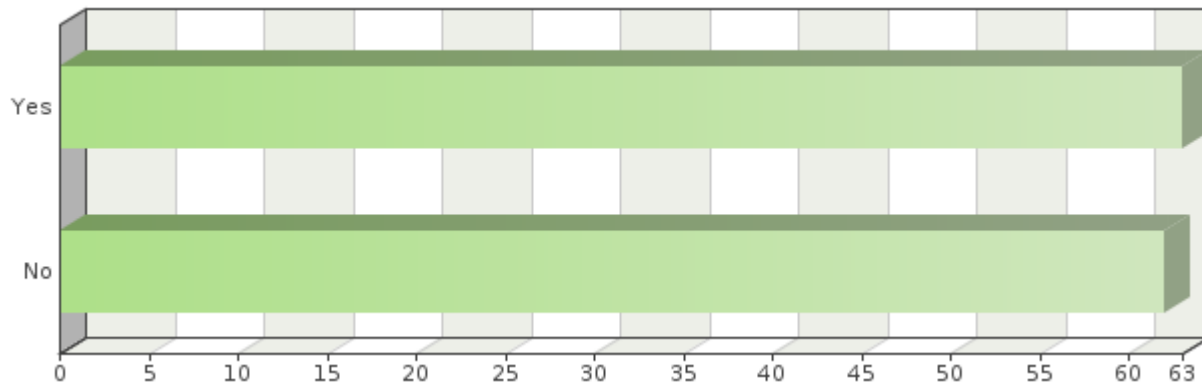


Table 7D

Number of Black youth who reported there were events/networks/associations that reflected them in their communities

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes	63	29.17%	50.4%
No	62	28.7%	49.6%
Sum:	125	57.87%	100%
Not answered:	91	42.13%	-
Total answered: 125			

Appendix E

Survey questions

Demographic Questions

1. Age categories (numerical only)
 - a. Enter age
2. Which of the following best describe your **gender** identity?
 - a. Female
 - b. Male
 - c. Non-binary
 - d. Intersex
 - e. Transgender
 - f. Agender
 - g. Two-Spirit
 - h. Genderqueer or gender non-conforming (GNC)
 - i. Other
3. Sexual orientation
 - a. Heterosexual: Attracted to people of the opposite sex
 - b. Bisexual: Attracted to people of either sex
 - c. Homosexual: Attracted to people of one's own sex
 - d. Pansexual: Attracted to people of any gender identity
 - e. Asexual: Not sexually attracted to other people
4. How would you describe your race/ethnicity? (Select all that apply)
 - a. African, Black , or Caribbean
 - b. Indigenous (Inuit, First Nations, Metis)
 - c. Asian (East, South, South East)
 - d. Middle Eastern
 - e. Latin American
 - f. White
 - g. Other
5. Do you identify as an African Nova Scotian?
 - a. Yes
 - b. No
6. Language (spoken, understood)

a. English	d. Spanish	g. Other
b. French	e. Arabic	
c. Mi'kmaw	f. Creole	
7. What is the highest level of education you have completed?

a. High school diploma	c. Associate degree	f. Doctorate
b. College certificate	d. Bachelors	g. other
	e. Masters	

8. Location: what county do you live in?

- | | | |
|----------------|---------------|---------------------|
| a. Halifax | f. East Hants | l. Inverness |
| b. Cape Breton | g. Pictou | m. Truro |
| c. Kings[g] | h. Cumberland | n. Chester |
| d. Colchester | i. Annapolis | o. Queens |
| e. Lunenburg | j. West Hants | p. Other, free text |
| | k. Antigonish | |

Survey 1: Health Services:

Healthcare providers refer to services such as family doctors, E.R doctors, walk-in clinics, mental health services, optometrists, dentists, podiatrists and other healthcare providers.

1. Do you resist visiting any of the following health service providers?

- a. Family doctor
 - i. Yes
 - ii. sometimes
 - iii. no.
- b. E.R
 - i. Yes
 - ii. sometimes
 - iii. no.
- c. Walk-in clinic
 - i. Yes
 - ii. sometimes
 - iii. no.
- d. Mental health services
 - i. Yes
 - ii. sometimes
 - iii. no.
- e. Other healthcare providers? (Dentist, optometrist, etc.)
 - i. Yes
 - ii. sometimes
 - iii. no.

(Probe: why or why not- open text response)

2. How heard and/or understood do you feel when visiting your healthcare provider(s)?

- i. Not at all
- ii. Not very
- iii. Neutral
- iV. Somewhat
- V. Very

(Probe: why or why not- open text response)

3. How confident do you feel that your healthcare provider(s) are advocating for your best interests, that they are on your side? (Likert scale)
- i. Not at all confident
 - ii. Not very confident
 - iii. Neutral
 - iv. Somewhat Confident
 - v. Very confident

(Probe: why or why not)

4. How represented do you feel by your local healthcare providers?
- a. Not at all represented
 - b. Not very represented
 - c. Neutral
 - d. Somewhat represented
 - e. Very represented

(Probe: why or why not-open text response)

5. Do you feel comfortable communicating with your doctor about any of the following barriers to access proper healthcare treatment?
- a. Affordability of treatments/ prescriptions
 - i. Yes
 - ii. No
 - b. issues in dealing with drug/alcohol abuses/addictions
 - i. Yes
 - ii. No
 - c. mental health struggles,
 - i. Yes
 - ii. No
 - d. Any other barriers?
 - i. Open ended text
6. Do you know where to turn when you feel discriminated against within the healthcare system? Yes or no. If yes, where?
7. What could be done to increase your confidence in the healthcare system? Open ended comment space

Survey 2: Policing/ Justice

8. Do you know the rights guaranteed to you when being detained/pulled over/questioned by police? Yes or no
9. Do you know someone(s) who has been arrested or detained by police? Yes or no
10. If yes, was this someone who was a (checkbox)
- a. close friends,
 - b. family member,
 - c. community member,
 - d. other
11. Have you ever been stopped or carded by local police? Yes or no

(Carding is an intelligence gathering policy involving the stopping, questioning, and documenting of individuals when no particular offence is being investigated)

12. Are you aware of any youth civic engagement opportunities available in your community? Yes or no. If yes, where?
13. What does Justice look like for you? Open ended
14. What alternatives do you think there are to traditional policing? Open ended
15. What alternatives do you think there are to traditional sentencing and incarceration? Open ended
16. What additional reforms do you think should be made to the correction and justice system?
(Open ended)

Survey 3: Education

17. Do you feel encouraged by your teachers/school staff to pursue social justice issues?
 - a. Never
 - b. Not very
 - c. Neutral
 - d. Somewhat
 - e. Always

(Probe: why or why not)

18. Do you feel encouraged by your teachers/school counselors when talking about your long term/short term goals?
 - a. Never
 - b. Not very
 - c. Neutral
 - d. Somewhat
 - e. Always

(Probe: why or why not)

19. Do you feel like you are treated fairly by staff and/or administrators in your schooling experience?
 - a. Never
 - b. Not very
 - c. Neutral
 - d. Somewhat
 - e. Always

(Probe: why or why not)

20. Are you aware of any procedures that are in place for when a student or teacher is faced with racism from a teacher or student?
 - a. Yes
 - b. No

(Probe: If yes than what? (Open ended))

21. Are you aware of any inclusive events or experiences that took place at **your school** such as international days, culture days or celebrations?
 - a. Yes
 - b. no

(Probe If yes, which events/experiences?)

22. Do you feel you were unfairly guided into a program, course, class based on your race?

- a. Yes
- b. no.

(Probe if yes, which one's?)

23. Have you experienced any other type of racial discrimination within the education sector?

- a. Yes
- b. no.

(probe: If yes, how?)

Survey 4: Recreation

24. Do you have recreational buildings (e.g., a community pool, a public library, a community centre, etc) or services in your residential area?

- a. Yes
- b. No

(Probe:If yes then what?)

25. Do you feel welcome within the recreation buildings?

- a. Never
- b. Not very
- c. Neutral
- d. Somewhat
- e. Always

(Probe: why or why not)

26. How often do you access recreational programs?

- a. Never
- b. Not very often
- c. Neutral
- d. Somewhat often
- e. Always

27. Have you had racist or discriminatory encounters with staff from recreation buildings or services?

- a. Yes
- b. No

(Probe: If yes, how?)

28. Have you ever been refused service or information because of your race?

- a. Yes
- b. no

(Probe: If yes, how?)

29. Is it difficult to access services and programs in your community?

- a. Yes
- b. No, (Probe: If yes, why?)

30. Are there any cultural, ethnic or religious events, networks or associations that represent you in your community?

- a. Yes

b. no. If yes, which ones

31. What additional changes do you think should be made to recreational buildings in your community? Open ended