

Final Report

*THE AFRICAN NOVASCOTIAN
EDUCATION SUMMIT:*

*Implementation of Black Learners Advisory
Committee's 46 Recommendations*

**SPONSORED BY THE COUNCIL ON
AFRICAN CANADIAN EDUCATION AND PARTNERED WITH
THE BLACK EDUCATORS ASSOCIATION
AND THE AFRICAN CANADIAN SERVICES DIVISION**

FEBRUARY 14, 15, 16, 2001
CITADEL INN, BRUNSWICK STREET
HALIFAX, NOVA SCOTIA

**A REPORT PREPARED BY: BARJUN CONSULTANTS
May 2001**

TABLE OF CONTENTS

	Page
1. Introduction	3
2. Outcome Section	4
3. Executive Summary	5
4. Summit Purpose	6
5. Summit Objective	7
6. Participants' Response to Report Card and Panel	8
7. Factors that Affected the Outcome of the Summit	10
8. Participants Recommendations	11
9. Consultants Observations	13
10. Consultants Overall Recommendations	14
11. Conclusion.	15

APPENDICES

1. Summit Agenda.....	17
2. Participant Invitation List / Attendees List	20
3. Keynote Presentation - Dr. Rinaldo Walcott	23
4. Awareness Component Presentations	29
(i) Status of 46 Recommendations - Brad Barton / Delvina Bernard	30
(ii) Graphical Presentation	46
(iii) Panel Presentation by Summit Partners	59
(a) African Canadian Services Division - Dr. Patrick Kakembo	60
(b) Black Educators Association - Mr. Gerald Clarke	62
(c) Council on African Canadian Education - Ms. Delvina Bernard	65
5. Small Group Reports - Analysis & Action	67
6. Sample Forms - Small Group Session Workbook	90
7. Summit Group Reports	96
8. Summary of Report Card Information and Comments	124
9. Summary Book of BLAC 46 Recommendations	140

INTRODUCTION

The Council on African Canadian Education organized an Education Summit on The Status of the 46 Black Learners Advisory Committee Report and Recommendations. This was done in conjunction with its partners, The Black Educators Association and the African Canadian Services Division. The Summit was to provide African Canadian stakeholders with a forum to discuss, analyze and establish the parameters for the full implementation of the recommendations.

Since the arrival of African peoples in Nova Scotia in the 1600's, education was and still has not reached a level of success for our learners. Many attempts have been made in the past century by members of the African Canadian community to receive an equitable education. Each effort appeared to have been adequate but families within the black communities have never reached their full potential.

In the mid sixties, the Incentive Fund was an initiative to encourage young Black learners to stay in school and complete grade 12. The lack of role models, the absence of African Nova Scotians in the curriculum, the perpetual streaming of those students into non-academic programs and the suspension of African Nova Scotian students at a phenomenal rate were all major barriers to success for our students. Thus, the Black community believed that a change had to occur. As a result, the Black Learners Advisory Committee conducted a significant research project that culminated in to a report with 46 recommendations. These recommendations were discussed at an African Nova Scotian Education Summit in February, 2001. This report will reflect participants assessment of the implementation process and their strategies for changes.

*** Please note that the results from the summit are located in the outcome section of the report and the summit tools, discussions and support materials are located in the Appendices section of the report.**

The opinions expressed in the Report Card presentation, with its supporting graphs are those of the organizing committee of the summit and not those of the Black Community nor the Department of Education.

OUTCOME SECTION

EXECUTIVE SUMMARY

The African Nova Scotian Education Summit took place in February, 2001 at the Citadel Inn Hotel in Halifax. It has been six years since the Black Learners Advisory Committee tabled its recommendations with the Government of Nova Scotia. A review of these recommendations by the African Canadian community was long overdue. As you read this summary report, you should get a good sense of what took place during the Summit.

The purpose of the Summit was to assemble members of the African Nova Scotian Community to determine the status of the Black Learners Advisory Committee Report (1994) and its 46 Recommendations. At the Summit, each participant received information concerning the present status of the recommendations and had opportunities to analyze the implementation process and determine action steps for the total implementation of all 46 recommendations. This was communicated through presentations, panel discussions, small group sessions and large group plenary sessions. In addition, participants in this Summit, completed a report card assessing the degree of implementation of the BLAC recommendations.

At the completion of the summit, the consultant identified that all stakeholders responsible for the implementation of the recommendations must look inward while determining templates that will fulfill their commitment and responsibilities. It might be necessary to adopt actions that are quite different from those accepted in 1995.

This report will provide an extensive account of what occurred over the two and a half day session. It will highlight the motivational, analysis, action and plenary sessions and their impact on the focus at the summit.

The outcome of this consultation will be a final and more specific report that will have a template with a clear direction for the African Nova Scotian community to follow in the immediate future. This template and action steps will be the main focus of a follow-up summit in the fall of 2001.

The Council on African Canadian Education and its partners trust that this summary report will provide participants and individuals with documentation that will be the key components in a community education action plan.

This summary report highlights the proceedings during the Summit and expands on five components:

1. Social and Motivational (Wednesday Evening)
2. Awareness (Thursday Morning)
3. Analysis (Thursday Afternoon)
4. Action (Friday Morning)
5. Plenary (Friday Afternoon)

SUMMIT PURPOSE:

To provide the African Nova Scotian Community with an update on the 46 BLAC Recommendations accepted by the Government of Nova Scotia in June 1995, and to provide participants with an opportunity to analyze and assess the progress and rate of implementation of all recommendations.

SUMMIT GOALS:

The principal goals:

1. To create an awareness of what has or has not been accomplished to date with respect to implementing the BLAC Report on Education;
2. To analyze the reasons why some things have been accomplished while others have not;
3. To develop a plan of action with respect to the next steps to take in the implementation process.
4. To assemble key persons, agencies, organizations, institutions, etc. who are charged with the responsibility (whether formally or informally) of implementing the recommendations of the BLAC Report on Education - for the purpose of dialoguing, examining, reviewing, analyzing and ultimately making determinations with respect to the progress made to date.

SUMMIT OBJECTIVES:

To increase individual and organizational knowledge and to transform individual and organizational perspectives regarding the

- Work in progress;
- Work completed to date; and
- Work yet to be undertaken in respect to implementing the recommendations of the BLAC Report on Education;

This was accomplished by drawing on the perceptions and eliciting the reflections and experiences of individuals and organizations directly involved with African Nova Scotian education and the African Nova Scotian learning community.

DESIRED OUTCOME OF THE SUMMIT:

Participants had the opportunity to examine the status of implementation of the 46 BLAC Recommendations and make appropriate and relevant recommendations to decision-makers. Participants determined what constituted a time-line for the implementation of the BLAC Report.

PARTICIPANTS' RESPONSE TO THE REPORT CARD PRESENTATION AND THE PANEL SESSIONS.

This section of the Summit provided participants with a fairly extensive overview of the status of the 46 recommendations. The report card and the panel presentations, enabled participants to express their opinions. This was an opportunity for them to request additional details and specifics in relation to the recommendations. Several points and observations were made during the full group session. The data obtained throughout this report card activity clearly identifies the degree of implementation of BLAC Report Recommendations. It also identifies where the implementation process has fallen short. It includes:

1. Mandatory African Canadian curriculum - primary to grade 6.
2. Governments' responsibility to implement the BLAC Report during a time when funding for programs is being cut.
3. Whereas only some recommendations have been implemented, the Government of Nova Scotia is in violation to its commitment to the Black community.
4. Post BLAC Report - concern was expressed about the creation of a bureaucratic class rather than focusing on Education Committees and individuals within the communities
5. ACSD not being considered to be elevated to Branch status within the Department of Education organizational structure is a breach of Government commitment.
6. Absence of youth presence at the Summit was a major oversight.
7. The African Nova Scotian community should lodge a class action suit against the government. (Refer to quotes on page 8 of this report)
8. Lack of accountability measures for stakeholders during this implementation process.
9. There was a concern that there needs to be a clear distinction between the functions of ALI and ACSD.
10. There should be more focus on Adult Education throughout these education initiatives. More attention and resources need to be allocated by the appropriate departments.
11. More financial support and attention should be given to the resource side of the RCH, Race Relations Cross-Cultural Understanding and Human Rights, Regional Educators and Student Support Workers programs.
12. Concern that government officials may attempt to merge programs and sections such as ALI and ACSD.

13. Concern that staff and leaders involved in the programs recommended by BLAC are not reporting to communities frequently enough (not being held accountable.)

These 3 excerpts are referenced on page 66 of Volume 1 of the BLAC Report:

1. *“Should this report be shelved or recommendations compromised, as many others have been in the past, then the Black Community will have no choice but to seek legal recourse under the Canadian Charter of Rights and Freedom, The Constitution Act of 1982, and The Nova Scotia Education Act. It would draw upon the legal experience of other educationally and culturally marginalized Nova Scotians such as the Mi’Kmaq and the Acadians.”*
2. *“Community groups will have to be mobilized into political actions to bring about change or prescribed legal remedies if the recommendations of the report are not implemented.”*
3. *“The severity of the problems facing the African Nova Scotian community cannot be addressed by the community alone. For the governments and school boards not to act will lead eventually and inevitably to even greater social and fiscal costs to everyone in the province, to say nothing of the continued wastage of human and economic resources.”*

FACTORS THAT AFFECTED THE OUTCOME OF THE SUMMIT

1. Whereas, participants at the Summit came with varying degrees of involvement with the BLAC Recommendations, individuals approached the tasks differently.
2. Whereas, some groups had too many recommendations to consider, some recommendations were not discussed.
3. Whereas, the responsibility to implement particular recommendations rested with different stakeholders, it became obvious that whether or not they were fully or partially implemented or not initiated at all, depended on the commitment and determination of the respective stakeholders.
4. Whereas, there were delays in providing consultative opportunities to members of the African Canadian Communities and organizations regarding the implementation of these recommendations, participants naturally were anxious to express their frustrations.
5. Whereas, in the minds of many, the normal route for implementation had not worked effectively, it was felt that alternative strategies had to be employed to move this process along more quickly.
6. Whereas, there was a good representation from the Black community across the province, participants felt comfortable to express their concerns in the working groups. Black community participants were eager to discuss their concerns.

SUMMARY OF PARTICIPANTS' RECOMMENDATIONS FROM THE ANALYSIS AND ACTION WORKSHOPS

The Education Summit which was organized by the Council on African Canadian Education in conjunction with the Black Educators Association and the African Canadian Services Division produced several major recommendations by the participants. They are listed in random order and each should be considered of equal value.

1. *The place of African Canadians within the Department of Education:*

It was clearly stated and unanimously agreed by participants that African Canadians must occupy the status of a Branch or equivalent nomenclature and not remain as a Division. African Canadians must be in control of their destiny in education. The Branch status will elevate the Senior Administrator's position level to that of an equal and legitimate participant in the Senior Management structure. It will also allow the African Canadian Branch to develop its own budget, programs, initiatives and response mechanisms.

2. *Lack of Direct Involvement of the Black Community, Parents and Black organizations:*

These stakeholders need to revisit their role and responsibilities in respect to the implementation of those recommendations assigned to them. These partners must be in a position to positively influence our learners and develop a plan that will actively involve them in the implementation process.

3. *Lack of action by School Boards, Universities, Community Colleges:*

They have not sufficiently implemented initiatives that have enabled African Canadian Learners, educators and administrators to reach their potential. Participants recommended that the Department of Education, Council on African Canadian Education and African Canadian Services Division develop processes and mechanisms that will hold these institutions accountable and clearly demand that they must put in place:

- effective RCH programs
- sufficient training and professional development activities
- infusion of Africentric education into courses and curriculum
- effective employment equity hiring and promotion / practices and
- selection of African Canadian candidates in traditional and non-traditional programs.

4. ***The Lack of Commitment by The Government of Nova Scotia and the Department of Education:***

They have failed to provide the resources to fully implement the recommendations under their jurisdiction; therefore, the African Nova Scotian community charges these institutions to make the necessary commitments within the next six months (Fall 2001) to have these recommendations implemented in total. They must mandate the school boards, unions and post secondary institutions to accept and implement these recommendations. A Class Action suit was recommended by several action groups due to the failure of the system and bureaucratic stakeholders to fully implement all initiatives within the BLAC Report.

SHORT TERM ACTION ITEMS

- (I) The recommendations that come out of the sessions at the education summit should be included in a final report with an action plan that will be implemented by CACE, BEA, & ACSD.
- (II) This final report and action plan should be completed by fall of this year.
- (III) Participants believe that a follow-up summit meeting should take place in the fall of 2001.
- (IV) Recommendations from the Summit will generate a template that can be used by CACE and other stakeholders to implement the BLAC Report.

CONSULTANT'S OBSERVATIONS

1. The process became more useful to participants as they became more familiar with the tools that were provided to them.
2. The process allowed the discussion to remain at a professional level during the analysis, action and plenary sessions.
3. Participants wanted to concentrate on solutions and also wanted to reinforce the strengths of the BLAC Recommendations.
4. There was consideration by some participants to re-visit recommendations in the context of what is relevant in 2001 and beyond.
5. More time was required for groups to focus on and complete their tasks.
6. Participants were fully engaged in discussions in large and small group sessions.
7. Participants at the beginning of the session appeared to be quite frustrated with the number of recommendations that had not been implemented.

CONSULTANT'S OVERALL RECOMMENDATIONS

1. That an Implementation Committee be formed immediately to determine ways and means of achieving full realization of the BLAC Report. This committee should be comprised of representatives of the Council on African Canadian Education, Black Educators Association, African Canadian Services Division, Senior Executive staff of the Department of Education, African Nova Scotian School Board Members and Race Relations Cross-Cultural Understanding and Human Rights Coordinators.
2. That this Implementation Committee should develop an action plan that will ensure the full implementation of the BLAC Report. The leadership for this initiative would be provided by the Council on African Canadian Education.

Should the Government fail to accept the plan, after reasonable efforts have been made by the Implementation Committee, the African Nova Scotian Community could pursue the legal recourse as identified in volume one, page 66, paragraph 4 of the BLAC Report.

“Should this report be shelved or the recommendations compromised, as many others have been in the past, then the Black community will have no choice but to seek legal recourse under the Canadian Charter of Rights and Freedom, The Constitution Act of 1982, and the Nova Scotia Education Act.”

3. That the Department of Education and the Minister of Education begin immediately to take a more assertive role and stance with School Boards, Colleges and Universities in regard to their obligations identified in the BLAC Report. These stakeholders must comply with the recommendations; failure to do so should result in sanctions and withdrawal of financial designations.
4. That the Province of Nova Scotia re-affirm its commitment to the contents of the BLAC Report and publicly endorse its acceptance of re-dress to African Canadian Learners by allocating appropriate funding for all initiatives to be fully implemented immediately.
5. That the elevation of the African Canadian Services Division and the adequate funding for the establishment of the Africentric Learning Institute be actioned immediately by the Province and the Department of Education.
6. That all stakeholders from the African Canadian community begin to accept their responsibility and involvement in establishing positive measures for African Canadian Learners.

7. That a final report be completed with specific strategies that can be used by our community and the system. This report should present a template that will identify a plan and process to implement the BLAC Report in its entirety.
8. That a follow-up summit meeting be organized by the Council on African Canadian Education and its partners in the fall of 2001. The focus of this summit will center on the recommendations from the final report.

CONCLUSION

Some of the major points and recommendations in this Report have been reinforced frequently throughout this document, so that all stakeholders realize their obligations to the full implementation of the BLAC Report. Participants were adamant that further delays will not be acceptable. It is the consultant's opinion that action steps with specific timelines be developed immediately after the completion of this Summary Report.

APPENDICES

Education Summit Agenda

Thursday, February 15, 2001 (Analysis Component)

1:30 pm - 2:30 pm	Small Group Sessions An Examination of Key Assumptions, Activities, Resources and Constraints Pertaining to BLAC Report Recommendations
2:30 pm - 2:45 pm	<i>NUTRITION BREAK</i>
2:30 pm - 3:30 pm	Small Group Sessions Continued An Examination of Key Assumptions, Activities, Resources and Constraints Pertaining to BLAC Report Recommendations
3:30 pm - 3:45 pm	Review/Summary/Wrap Up

Friday, February 16, 2001 (Action Component)

8:30 am - 8:45 am	Networking
8:45 am - 9:00 am	Review and then outline the Purpose, Expectations, and Desired Outcomes For the Day
9:00 am - 10:15 am	Action Focused Small Group Session Examination of Strategic Issues Impacting <i>The Way Forward</i>
10:15 am - 10:30 am	<i>NUTRITION BREAK</i>
10:30 am -12:00 pm	Action Focused Small Group Sessions Continued Examination of Time Table for Implementation of Recommendations
12:00 pm - 12:45 pm	Plenary Session Completion of Report Cards by Participants
12:45 pm - 1:45 pm	<i>CLOSING REMARKS</i> Closing Remarks by Partners and Organizers CACE ACSD BEA

Participant Invitation List / Attendees List

SUMMIT PARTICIPANTS:

Participants were selected using the following guidelines:

1. Representation from all regions of the province;
2. An appropriate gender mix;
3. An appropriate mix of educators of different age groups;
4. An appropriate mix of individuals from various sectors of education. ie: teachers, administrators, educational community developers, education advocates and activists, organizations with education mandates, educational support persons, learners, parents of learners, persons from all levels of education. (i.e. provincial, school boards and community based.)

THE FOLLOWING ORGANIZATIONS AND GROUPS WERE PRESENT:

- 1 African Canadian Services Division
2. Former Black Learners Advisory Committee Members
3. Nova Scotia Human Rights Commission
4. Black Educators Association
5. African Canadian Community Members
6. Black Business Initiative
7. Black Cultural Society
8. Department of Education
9. African United Baptist Association
10. Black Employment Committees
11. Council on African Canadian Education
12. Race Relations Cross-Cultural Understanding & Human Rights
13. Regional Educators Program
14. Student Support Workers
15. African Nova Scotian School Board
16. Nova Scotia Home For Colored People
17. Halifax North Branch Library
18. Black Consultants
19. Adult Literacy Educators
20. Dalhousie School of Nursing - African Nova Scotian Recruitment and Retainment Officer
21. James Robinson Johnston Chair of Black Studies
22. African Nova Scotians

KEYNOTE PRESENTATION

DR. RINALDO WALCOTT

INTRODUCTION OF KEYNOTE SPEAKER BY MS. SHEILA LUCAS COLE - CACE MEMBER

BIOGRAPHY

Dr. Rinaldo Walcott is Associate Professor of Humanities at York University in Toronto. He is the author of *Black Like Who?: Writing Black Canada* (Insomniac Press, 1997) and editor of *Rude: Contemporary Black Canadian Cultural Criticism* (Insomniac Press, 2000). His essays and reviews have appeared in numerous scholarly books, journals, magazines and newspapers. He is cross-appointed to the graduate programs in Culture and Communication, Women's Studies and the Faculty of Graduate Education all at York. Dr. Walcott has served as the interim Graduate Programme Director of Interdisciplinary Studies at York. This year he is the Affirmative Action Director, responsible for helping to over see the implementation of a revised affirmative action policy at York. He is a founding member of The Center for the Study of Black Cultures at York and has help to organize at least three conferences for the Center. One of his current projects is called *Disturbing the Peace: The Impossible Dream of Black Canadian Studies*, a book length manuscript which continues his interests in attempting to find a place for all the complexities of the many black communities in Canada, as well as reminding other Canadians that black folks really do belong.

Rinaldo was born in Barbados and educated in Barbados and Toronto. He came to Canada as a teenager. He is the twelfth of twelve children. His undergraduate degree is from York University and his graduate degrees are from OISE at University of Toronto.

KEYNOTE ADDRESS- DR. RINALDO WALCOTT

Topic:

What's Love Got To Do With It: The Impossible Dream of Black Canadian Studies and Other Ghostly Matters

I am really pleased to be here tonight. Coming to Nova Scotia and particularly, Halifax is like coming to sacred ground for me. I cannot thank those who have invited me here tonight enough for this opportunity. I hope that what I will have to say will at least do their decision to invite me here some credit. I thank them now just in case they don't want to talk to me later. Charles Sheppard - who I intend to brow beat into doing a Ph.D. and I hope this community will tell him he must; Delvina Bernard whose music has kept me sane many a night and whose talk can really get down to business; and Rosalinde Saunders who made all the arrangements for my getting here. And finally all the members of CACE, audience members and other guests.

It is Valentine's night and so I thought it would be appropriate to talk about love. But I also want to talk about ghosts. So this is going to be a talk about ghostly love. I can assure you that I won't be sentimental, but I might be a bit romantic.

In this talk tonight I want to sketch out the reasons why a black Canadian Studies does not exist in this place we call home. I want to speak to the absence of black Canadian Studies as a kind of haunting. And additionally, I want to strongly suggest to you that every impossibility has its own possibilities. Therefore, I will be suggesting to you that impossible dream of black Canadian Studies lives in the everyday survival of black Canadians, therefore making it a possibility. That is, black Canadians do black Canadian Studies everyday - in our banal and routine movements, our survival. But I want to suggest to you tonight by both historical and contemporary example that black people - disrespected and reviled in this country have much to teach this country. Our presence is a presence of conscience, a presence of moral and ethical demand.

So let me begin then. I begin with a black "Canadian ghost" who I believe haunts our present.

Black Ghosts: For those whose names we cannot say... recalling Mathieu de Costa.

Mathieu de Costa is a black impression, stamped on this nation and its early formation, its coming into being, its making and surely its remaking. Mathieu de Costa cannot only remain an impression - a black impression - today. He should be called to act once again in the capacity of guide for this nation.

Let me explain. I want to isolate one small, but important aspect of who de Costa was and why it and he remains an important symbol of our times. De Costa was probably a seafarer, a sailor. His residency in what was not yet Canada, was one of mobility, movement, and border-crossing. His residency status was that of migrant laborer. This condition was not atypical for those who would become the early makers of something - a nation we call Canada. Yes, migrant laborers - French, English, African, Portuguese, Afro-Portuguese. So why Mathieu de Costa? He is a subtle and not so subtle reminder of the early and important impression or trace of migration

race and blackness in the making of this nation - we now call Canada. His significance, symbolic as it is - highlights the contradictions of the story of the making of the nation. His presence throws suspicion over the myth of two founding peoples.

While I in no way intend to characterize all black history within this nation as one of a migrant or migratory nature - migration is central to all black histories, at least in the Americas. This is so, because the central forced migration - transatlantic slavery resulted in an enormous black density across the range of the Americans - from North to South - and more recently elsewhere as well. The story or rather impression of migration that I want to tell is not a new one, but I want to try to give it a different valence, tone, rhythm or to place another impression on it. Mathieu de Costa as a trace, as an impression on and of the early nation-state of Canada signals the migrant history of all Canadians. Except for those we call Aboriginals, all are migrants to this land. But I want to move beyond the cliché, I want to resignify the cliché and emphasize or rather impress upon you, that if and when Mathieu de Costa and his other un-named black contemporaries are taken seriously then we can have a different story and conversation about the history of migration and belonging in this country, and ultimately a more compassionate country. In effect all of us might become native to a place we did not originally belong to, to paraphrase Jamaica Kincaid. We might be able to achieve a different story of Canada. A story that allows for making reparations with the violent founding acts of early nation-state formation.

So let me jump right into the immediate present. Blackness in contemporary Canada is, despite having Black populations of many generations, at least five, long standing black communities as I like to call them, is still considered new to this nation. Such a gesture, such a suggestion, makes the continuous story of a black presence that exceeds post-World War II migrations absent from popular imaginations of all Canadians - including some black ones. But what is particularly at stake here is that necessary attention to thinking about how the presence and symbol of de Costa continues to return, to haunt, to disturb, to impress upon us the lie, or to be more generous, the myth of the "two original peoples" who in George Grant's nationalists and ethnocentric fears he termed "French and Catholic, British and Protestant, united precariously in their desire not to be a part of the great Republic; but their reasons were quite different" (p.40). One could read Grant's comment here as a kind of collusion - a collusion that works against all the others. But I won't be that paranoid. While Grant is defending Canadian-ness vis-a-vis disdain for the US his defense - his lament -consecrates the myth of the founding of the nation. Now we also can read Grant's fear of the US as also steeped in the fear of how blackness in the US occupies a conte story space vis-a-vis whiteness. One way his lament works is to rhetorically deny blackness historical space in Canada.

The myth of two original peoples then allows for others to be imagined in the nation as always recent, as always having just arrived, just migrated. De Costa and his un-named and forgotten contemporaries confounds the myth - they weaken and reveal its dark side. But let us spend a brief moment with those considered recent, many of them largely of African Caribbean descent and increasingly many of them from continental Africa. These so-called recent migrants bring with them histories, memories, desires and disappointments larger than any nation. They bring with them also the very local need to belong to a nation - yes despite the new language of globalization, nations still matter - capital travels, but often people don't. A brief glance to the recent debates about the Chinese boat people migration to BC bears this out. In Andrew

Moodie's (1995) award winning play *Riot Alex* a rebellious teenager says: "And you know what, if you stay really, really, still, after a while, it almost feels like Canada is hugging you back. And I miss that feeling. I really do". This desire to belong is what we must bring to a renewed and more honest conversation about the concerns, conditions, histories and policies of migration in this country. Pinpointing exactly why blacks don't belong, until recently - until official multiculturalism images us as Canadian and therefore always migrant, and therefore foreclosing the history of a longer and sustained black presence is crucial to any renewed conversation concerning migration and a just and ethical Canada. Mathieu de Costa symbolizes such a concern and question - today, right now. De Costa as symbol, as ghost, haunts the narrative of white Canadian normative myths of their triumph founding of the nation.

I have suggested in my book *Black Like Who?* that in Canada we need to develop what I call a grammar for black or blackness. What I mean by this is that we need a language or more specifically a syntax that can account for the links between long standing black Canadians and more recent black migrants and their first and second generation offspring - offspring - who can no longer be called migrant or immigrant. Such a syntax would revolve around the continual and returning fact that blackness is not a recent phenomena to Canada. This grammar for black would continually impress upon us - all of us, that blackness, like whiteness and native-ness sits at the heart of early nation-state formation. And a violent formation it is. Such a grammar would invent traditions of black belonging to the nation, which supercede official multiculturalism. Such a grammar would bring newer and older black Canadians together to form a "popular multiculturalism" as Himani Bannerji terms multiculturalism from the bottom as opposed to state sponsored or official multiculturalism.

A range of symbolic characters can aid in achieving this grammar of black - de Costa, Olivier Lejeune, Nathaniel Dett, Mary Ann Shadd Cary, Carrie Best, Austin Clarke, Dionne Brand, Maxine Tynes, Maestro, Michee Mee, and the list could go on. What is most important is that the intellectual and public histories of blacks in Canada must impress upon others that black ancestors haunt the story of this nation's violent founding. We must insist on a dissemination of the black ghosts of Canada's founding far beyond black communities. Now I know that some of you are thinking ghosts never leave traces or impressions, but black people have a special relation to ghosts - we both fear and love them. Black diaspora people are often not able to put their dead to rest in ways that adequately acknowledge their passing into another world. The death waters of the Atlantic are our central trouble here. It prompted Toni Morrison in her celebrated mourning of black loss/lost to dedicate her novel *Beloved* to "60 million and more". But how do we know about them then? We know of ghosts, of their haunting because they insist on leaving impressions and traces behind, evidence of their appearance, evidence that they visited us - that they remain the living dead. Black people must have invented that idea. Their presence lives on in our memories. We bump into them in likely and unlikely places. As Grace Nichols the Jamaican/London poet put it, we are "a long memoried" people.

One of the first images in Daniel G. Hill's *The Freedom-Seekers* is an imprint, an impression of de Costa reportedly meeting Micmacs in Port Royal in 1605. I want to suggest that Mathieu de Costa's ghost haunts us today and continues to impress upon the nation the possibility of the border-crossing he represented - the Chinese boat people are the newest test at this current historical moment - and that is for me symbolic, yet the urgent importance and usefulness of

Mathieu de Costa remains present today. But to honor de Costa adequately he must show up in places other than black ones - our memories that is. The most important places that he might show up is in the nation's civic institutions. In particular, public schools and universities must begin to take them presence and contributions of these symbolic black people seriously.

However, I want to point out that black bodies in North American schools - both Canada and the US has always been a taboo subject. The lesson plan can often seem to find no space for us. We continually are forced to be school bullies of a different sort to get our lived and historic experiences onto school curricula. The historical evidence of black bodies being literally barred from public schools should neither be forgotten nor seen as now fixed. We had to legally bully our way into many North American schools and once there our bodies have been confined in numerous ways. So when black bodies were physically allowed into North American schools the impact was one of trauma for both the existing school population (students, teachers, administrators) and the black bodies entering. The trauma was caused because of the incommensurabilities that immediately became apparent in Euro-American schooling and black cultural practices. The admission of black bodies into euro-centered schooling has meant that a rethinking of what is possible in schooling has become an immediacy of the highest order, but that immediacy has been under attack by conservative forces who refuse to believe that the cultures of black people could offer anything positive to the project of knowledge. It is such debates that lie beneath the articulations of separate racialized proms, but also the banning of elements of hip hop culture in schools and calls for black focus schools and Afrocentric schools.

I then spoke about how Frederick Douglas learned to read and write. I used Douglas as the example to demonstrate that the idea of schooling in North America is from its beginnings exclusive of people.

I then spoke of how official multiculturalism obscures the presence of long standing Canadians and why we must resist allowing the notion that black people are recent to Canada.

I then said that we need a popular multiculturalism from the bottom up as opposed to the top down. I said that I believed that de Costa as a symbol could aid in the beginning of that popular multiculturalism.

The Speaker was thanked by Ms. Lorna Crawley-Mulolani, Past President of the Black Educators Association. The evening was concluded with a reception which allowed participants to network with each other.

AWARENESS COMPONENT PRESENTATIONS

STATUS OF 46 RECOMMENDATIONS

Update on the Status of the 46 Recommendations of the BLAC Report

This presentation listed the 46 recommendations and grouped them into 10 categories that identifies a specific focus. Each recommendation was placed under one of three categories: fully implemented, partially implemented and yet to be implemented. This was the view of CACE's organization committee and not the view of the Department of Education nor the African Nova Scotian Community.

These determinations were based on the information that was gathered about each recommendation. It was intended to provide each participant with a bird's eye view of the status of each recommendation. In most cases, participants would not have seen or been aware of the status of the 46 recommendations since 1995. This full group session would make them more aware of what has been implemented totally, partially or not at all. The presentation included visuals with graphs & charts that illustrated the percentage and stages of implementation.

Awareness Component

BLAC Report Facts

1. There are a total of 46 recommendations.
2. 44 of 46 Recommendations are directed at improving conditions for African Learners. Another two recommendations relate to:
 - (i) The time-table for implementation, and
 - (ii) Accountability by government with respect to reporting on the progress of the recommendations.
3. The Government of Nova Scotia accepted all 46 recommendations when they officially responded to the BLAC Report in June 1995.
4. The Government of Nova Scotia made specific comments and commitments to 19 of the 46 recommendations (41%).
5. Four of the 44 action oriented recommendations are aimed at establishing a provincial educational infrastructure. These include Recommendation No. 1, 2 (a&b), 3, and 13(a)
 - ▶ No.1 - Elevate BLAC to a Council on African Canadian Education.
 - ▶ No.2 - Establish a Branch in the Department to deal specifically with African Canadian Education.
 - Appoint an Executive Director to the African Canadian Education Branch who would be a member of the Senior Management Committee of the Department of Education.
 - ▶ No. 3 - Establish an Africentric Learning Institute
 - ▶ No.13(a) - Continue to support the Regional Educators Program of the BEA

6. The BLAC Recommendations are aimed at 10 stakeholder groups.

STAKEHOLDER GROUPS	# Of Recommendations Assigned To Each Stakeholder Group	
The Minister of Education	7	15.5%
The Department of Education	8	17.7%
The Nova Scotia Government	5	11%
Teacher Training Institutions	3	6.6%
Schools and School Boards	6	13.3%
Adult Education & Upgrading Agencies	4	8.8%
Community Colleges	5	11%
Parents	3	6.6%
The African Nova Scotian Community	2	4.4%
African Nova Scotian Organizations	2	4.4%
Total	45	

As indicated earlier, this is the view of the Organizing Committee and not the Department of Education nor the African Nova Scotian Community.

THE MINISTER OF EDUCATION (7 Recommendations 15.5%)	Implementation Complete	In Progress	No Action
1 Elevate BLAC to a Council on African Canadian Education to monitor and continually analyze the policies of the Department of Education with respect to the needs of Black learners and educators; to develop a partnership with senior education administrators; and as a mechanism for enhancing the status and functions of the BLAC vis-a-vis local school boards and post-secondary educational institutions.	X		
2(a) Establish a Branch in the Department to deal with African Canadian Education.		X	
2(b) Appoint an Executive Director of African Canadian Education, who would be a member of the Senior Management Committee of the Department of Education and who would have general responsibility for the direction and coordination of African Canadian Education programs provided by the Department.		X	
3 Establish an Africentric Learning Institute to assist in curriculum development and conduct ongoing research on issues impacting on Black Learners in Nova Scotia.		X	
4 Make a Scholarship available to assist students to undertake teacher training to help redress the under-representation of Black teachers in the public education system.	X		

<p>14(b) That the Minister recommend for consideration in the 1995/96 Budget, funds necessary to begin implementation of the plan in September 1995 and to enable communities which currently have such programs to continue.</p>		<p>X</p>	
<p>30(b) The Minister of education make an annual report to the House regarding actions taken and planned in response to the recommendations of this report and recommend further action if necessary.</p>			<p>X</p>

THE DEPARTMENT OF EDUCATION (8 Recommendations 17.7%)	Implementation complete	In Progress	No Action
6 Through CACE established a strong mechanism to monitor implementation of Multiracial and Anti-Racism policies in public schools, and implement an intervention process for non-conformance to the standards.			X
7(a) Communicate and enforce equity and anti-racist standards, require all components of the education system to develop and implement anti-racism policies.		X	
7(b) The Department should provide \$50,000 to every school board to ensure effective implementation of anti-racism initiatives.			X
8 Make cross-Cultural and race relations training a mandatory component for all in-service and teacher training programs including child care teacher training.			X
9(a) Develop resources and learning materials which provide knowledge and understanding of Black people - history, heritage, culture, traditions and our contributions to society as an integral part of the curriculum and make them available to the schools.		X	
9(b) Allocate funds for additional staff to continue revision of the curriculum at every level of education, so that it fully reflects the cultural diversity of Nova Scotia. Examine existing texts and learning materials and either discard or suitably amend any that distort or misrepresent the past of the present role of any group of people within the province.		X	

<p>10 Establish student assessment and testing instruments that recognize racial, cultural, and gender diversity.</p>			<p>X</p>
<p>11 Provide pre-school education opportunities such as Four Plus for all African Canadian children. Priority should be given to children in rural areas and the innercity. Early intervention support strategies which have had success elsewhere should be evaluated to consider those appropriate for use in Nova Scotia.</p>		<p>X</p>	

The Nova Scotia Government (5 Recommendations 11%)	Implementation Complete	In Progress	No Action
12(a) Provide scholarships and financial assistance to Black Learners in recognition of achievement and need. Extend the Incentive Fund to cover all Black Students in post-secondary institutions, and increase the amount to match the escalating university fees.	X		
12(b) Provide scholarships for Black Students to enter professional programs from which Blacks have been traditionally excluded e.g. Medicine, dentistry, pharmacy, etc.	X		
13(a) Continue to support the regional Educators Program as part of the community outreach to encourage parental involvement in the educational process	X		
13(b) Financially support an education program which will educate parents of Black learners on how the school system works, equip them with skills to help their children at various stages of development.		X	
14(a) The Department of education in partnership with BLAC and BEA develop a plan to set up learning centers in the communities to provide academic and cultural enrichment programs after school and on Saturdays.	X		

TEACHER TRAINING INSTITUTION (3 Recommendations)	Implementation Complete	In Progress	No Action
15(a) Incorporate anti-racism principles as a key element of education and reflect these principles in institutional documents such as University Act, calendars, curriculum, course guides.		X	
15(b) Sponsor cross cultural and anti-racism training programs for faculty and staff. These workshops should focus on raising the level of consciousness of racism in society and how it is perpetuated in the education system.		X	
15(c) Develop guidelines for the evaluation of teaching/learning materials for any forms of bias-gender, cultural racial			X

Schools and School Boards (4 Recommendations 13.3%)	Implementation Complete	In Progress	No Action
5(a) Provide Black role models by seeking out and hiring Black teachers, guidance counsellors and administrators and implement an affirmative action programs to achieve this objective.		X	
5(b) Provide a support person in the school to whom Black Learners can go to share frustrations and experiences.		X	
16 Provide race relations, and cross cultural sensitivity training to all teachers, staff, administrators, and school board members.		X	
17 Collaborate with communities in resolving disciplinary problems. Create opportunities for parents, teachers, students, to develop trusting relationships.			X
18 Ensure that academic expectations are communicated and reinforced to students and parents.		X	
19 Watch the progress of Black children as early as grade primary, focus on helping master basic skills in reading and mathematics.		X	

Agencies Responsible for Adult Education and Upgrading (4 Recommendations)	Implementation Complete	In Progress	No Action
<p>20(a) Link upgrading and job skills training to employment by targeting jobs, offer college and extension courses in the community.</p>		X	
<p>20(b) Establish adult literacy programs in Black Communities. These programs must be community-based, community-owned and run by the communities. Develop a Black Provincial Literacy Network.</p>		X	
<p>20(c) Most learners who enroll in upgrading programs want to obtain their GED. However, 16 weeks is not sufficient to bring learners to this level. Therefore, extend the time frames at the Learning Centers.</p>		X	
<p>20(d) HRDC should provide increased allowances for people in training, retaining and upgrading programs to cover essential living expenses for trainers and their families. It is essential that single parents in training programs receive adequate day care support to care for their children.</p>			X

Community Colleges (5 Recommendations)	Implementation complete	In Progress	No action
21(a) Campuses should make every effort to recruit in the African Nova Scotian communities, and develop better communication with the African Nova Scotian communities..		X	
21(b) Set up support systems on community college campuses to help with transition retention of African Nova Scotian Learners.		X	
21(c) Develop and implement race relations policies for the whole community college system.		X	
22(a) Increase access to apprenticeship training for African Nova Scotians through better coordination between Community College placement officers and Apprenticeship division. More flexible grade requirements for apprenticeship more flexible and take experience into consideration.			X
22(b) Provide scholarships for apprentices and technical trainees similar to scholarships for other post secondary fields of education.			X

Parents (3 Recommendations)	Implementation complete	In Progress	No Action
23 They should participate in training to become effective advocates for their children by learning how the education system works. Parents should ensure that their children are in school daily; prepared to learn and will abide by school rules and regulations.		X	
24 Enroll children in supplementary education programs, provide rewards and recognition to students who excel academically.	X		
25 Develop alternative discipline measures to help students understand the choices they are making and the consequences of those choices. Develop appropriate discipline for the unacceptable behaviours.			X

The African Nova Scotian Community (2 recommendations 4.4%)	Implementation Complete	In Progress	No Action
26 Implement the Saturday School model developed by the African Canadian Education Project.		X	
27 Set up an African Canadian Education Foundation with a charitable status to solicit corporate funding for the education initiatives in partnership with the Nova Scotia Government.		X	

African Nova Scotian Organizations (2 Recommendations 4.4%)	Implementation Complete	In Progress	No Action
28 Provide programs for youth to build self esteem and awareness of life choices. Enhance the work of groups such as CAYG. Focus on preventing teenage pregnancy, and educate youth on the pitfalls of teen parenthood.		X	
29 Establish effective networking among all Black Communities and start a political skills training program to increase leadership with diplomatic and negotiating skills to work with school boards, agencies, and governments.			X

GRAPHICAL PRESENTATION

Determined by Organizing Committee

Scale: 2- Fully implemented
1- Partially implemented
0- Not at all implemented

PANEL PRESENTATION

PANEL PRESENTATION

The panel presentation focused on the major partners' role and involvement in this implementation process. The African Canadian Services Division, Black Educators Association and the Council on African Canadian Education gave an overview of their involvement in respect to policy development program administration and ministerial advice.

Panel Presentation Participants:

- a) African Canadian Services Division- Dr. Patrick Kakembo, Director
- b) Black Educators Association- Gerald Clarke, Acting Executive Director
- c) Council on African Canadian Education- Delvina Bernard, Executive Director

Topic:

What has been the role of each major partner with respect to implementation of the BLAC recommendations?

Response Highlights

Text of Presentation by Dr. Patrick Kakembo, Director ACSD

1. **Council on African Canadian Education (CACE):** Created in 1996 by elevating the Black learners Advisory Committee through an amendment to the Nova Scotia Education Act.
2. **African Canadian Services Division:** Established in 1996 with a staff of eight and as part of the Program Branch. The Director is a member of the Department's Senior Management Committee.
3. **Regional Educators Program:** Transferred to the Black Educators Association in 1996. The Department continues to support this program.
4. **Scholarships:** Increased funding for university entrance and post-secondary awards. New Teacher education and science scholarships have also been created and granted since 1996.

5. **School Board Representatives:** In 2000, the Nova Scotia Education Act was amended to designate seven seats for the African Nova Scotian community. These representatives will ensure that issues related to African Canadian education are discussed at the School Board Level.
6. **Curriculum Review and Development:** Several hundred learning resources have been reviewed, and many added to the Authorized Learning Resource list. Two new courses were developed and piloted were African Canadian Studies (ACS11) and African Heritage Literature (AHL12). An African Percussion Unit has been developed as part of Social Studies curriculum for Junior High students.
7. **Bias Evaluation Instrument:** A tool to assist teachers and program consultants to assess curriculum materials for bias has been developed and implemented.
8. **Racial Equity Policy:** A draft policy has been developed and it will be circulated to stakeholders for comment and input. Implementation is expected by end of 2001.
9. **Cultural Academic Enrichment Program:** This after-school program is operated by the BEA and receives funding from the Department. The program operates at 23 sites province-wide.
10. **Africentric Four Plus (pre-school):** Since 1996, the Department has partnered with school boards and HRDC to assist the Four Plus Program at four sites.
11. **Adult Education:** Since 1996, the Department has supported several community groups and schools to operate family Learning Initiatives or Community Learning Initiatives.
12. **Additional Support for Students/Youth:** The Department through the ACSD, has supported a number of students and youth learning and training initiatives such as student exchanges, math camps, and the ACEP Saturday Math and Science Academy.____

Text of Presentation by Gerald Clarke - Acting Executive Director, BEA

The BEA had its roots in the formation of the Negro Education committee in 1969. Mr. Gus Wedderburn, then a teacher in Halifax, brought together a group of Black teachers to investigate serious concerns about the quality of education services to Blacks in Nova Scotia at that time. In 1971, the development and growth of a new sense of Black pride led to increased interest and involvement of Black teachers in the functioning of the education system. The twelve dedicated members of the Negro Education Committee changed the name to the Black Educators Association and set as its mandate the overall improvement of quality of education offered to Blacks in this province. The original concerns were:

1. High drop-out rates
2. Racist, discriminatory textbooks
3. Poor representation of Blacks in the teaching force.

The first president of new association was Dr. Anna Hunter of Amherst. Meetings were generally held at the offices of the N.S. Human Rights Commission, whose executive Director was Mr. George McCurdy. A primary goal of the BEA was to involve all of the Black teachers in the province. In the Beginning, the group focused on textbook analyses and community workshops, designed to raise general awareness of the workings of "The System". Several committee functions and meetings were held with senior administrators in the Department of Education.

In 1974, the Department acknowledged the need for and hired its first Director of Ethnic Studies in the person of Dr. P.A. (Tony) Johnston. Under his significant direction, the BEA made considerable gains in its best battle against the status quo. Professional Development programs were held for members and members in turn, made many presentations at educational workshops and in services. By 1977, the BEA had learned how to access funding through government grants. Via this route, with monies from the Secretary of State, the Department of Education, and the N.S. Human rights Commission, a BEA was established. Ms. Lynn Jones was the first paid secretary and the only employee.

In 1988, the Department of Education agreed with the expressed need for a full time Executive Director. That person was to be a teacher (or educational administrator) seconded to the position, funded by the Department. The first Executive Director was Gerald Clarke, a Vice-Principal in Halifax city. By that time, the association was operating from a rent-free space at the North Branch Library on Gottingen Street in Halifax. Funding for other aspects of the work was provided by the Secretary of State, now the Department of Canadian Heritage.

Through its year of development, the BEA always had the vision of itself as a provincial organization. Many efforts were made to reach out into the provincial communities to involve

them in the educational concerns relating to the Black learner. The term “educator” was broadened to include any person who had a role and/or an interest in education. Thus, virtually anyone could become a member of the BEA. Subsequent Executive Directors were Mr. Robert Upshaw, Ms. Jocelyn Dorrington, Mr. Douglas Earle, and Ms. Melinda Daye. Under the direction of Mr. Upshaw and the presidency of Ms. Sheila Lucas-Cole, plans were made and the framework was constructed for the organization of the Black Learners Advisory Council, housed at the Department of education. From this, developed the Regional Educators program. Several BEA members were original members of BLAC. With continued and consistent efforts of BLAC, the African Canadian Services Division evolved, along with the birth of CACE, the Council on African Canadian Education, both of which exist today.

The expression of this historical background is important because it must be known that virtually all of the advances made toward equity in the education system for the Black Learner, had their beginnings with the Black Educators Association, through the hard work of individuals like those mentioned earlier, plus Mr. Brad Barton (president for several terms), Peter Elias, Lex Bizzeth, Pat Barton, Gertrude Tynes and many more. The BEA has had great impact on education in this province. Indeed, the effects of their efforts are national in scope. For example, the BEA was a founding member organization in the establishment of NCBEC, the National Council of Black Educators in Canada. Several BEA members have held Executive positions in that organization. In fact, the BEA hosted the first national conference of Black Educators in 1994.

In general terms, the following activities and involvements are or have been part of the BEA history:

1. Curriculum development for the public school system.
2. Tutorial programs in various communities in the province
3. Bursaries for students entering post-secondary study.
4. The establishment of the Incentive Program for Black students.
5. Advocacy for students, parents, and teachers.
6. Transition Year Program (TYP) at Dalhousie University.
7. Development of anti-racism courses, sensitivity training at universities and other teacher training institutions.
8. Development of a resource Bank.
9. Involvement in mediation and conflict resolution regarding Black students.
10. BEA Golf Tournament.
11. BEA/Dalhousie Math Camp.
12. Development of Anti-racism policies for specific school boards.
13. Recognition of Black teachers.
14. Service on various committees relating to education.
15. 1975 Class Action Suit, leading to establishment of Halifax County School Board Monitoring Committee.
16. Collaboration with the Nova Scotia Teachers Union.
17. BEA Retreat.
18. The purchase of our building at 2136 Gottingen Street in Halifax.

19. The publication of Beneath the Clouds of the Promised land: The history of Nova Scotia's Blacks.

The Black Educators Association has been and continues to be a significant presence in the educational and community life of Nova Scotia. The Persons in the association have made long commitments to brighten the future of education for the Black learner in Nova Scotia. We continue to face and meet challenges presented on a regular basis.

In respect to the 46 recommendations of the BLAC Report, BEA was responsible for the management of the Regional Educators program.

This program was transferred from the Black learners Advisory Committee in the fall of 1995. The program is operating in each of the seven regions in the African Nova Scotian communities. BEA is involved in tutoring programs, Cultural Enrichment programs, Adult Literacy programs and various educational incentives for Black Learners.

BEA communicates with the African Canadian Services Division and the Council on African Canadian education on a needs basis.

Text of Presentation by Delvina Bernard - Director, CACE

CACE Mandate Under The Education Act

- ▶ In response to the Black Learners Advisory Committee Final Report, to provide guidance to the Minister of Education on the development, implementation, evaluation and funding of educational programs and services for African Nova Scotian Learners;
- ▶ Advise the Minister of Education respecting ways the programs and services of the African Canadian Services Division are meeting the needs of African Nova Scotian learners, and ways they may be improved to better serve African Nova Scotian learners;
- ▶ Recommend to the Minister of Education policies, initiatives, and ideas that foster the educational development of African Nova Scotian learners and advance African Canadian education;
- ▶ Solicit the views of members of African Nova Scotian communities across the province respecting the education of African Nova Scotian learners, and bring matters of interest and concern to the attention of the Minister of Education;
- ▶ Make recommendations to the Minister of Education in respect to research on matters relevant to African Nova Scotian learners;
- ▶ Where possible, participate in educational planning on committees and commissions related to African Canadian education;
- ▶ Liaise with the African Canadian Services Division with respect to its programs, committees and commissions related to African Canadian education;
- ▶ Advise the Minister of Education on the establishment, role, and ongoing operations of an Africentric Learning Institute;
- ▶ Support the Regional Educators Program as a community-based resource and review its activities on an annual basis with the Minister of Education and the organization responsible for the program;
- ▶ Advise the Minister of Education on the Black Incentive Fund and make recommendations respecting other scholarships and initiatives to support African Nova Scotian learners;
- ▶ Recommend to the Minister of Education the names of persons to be considered for appointments to the Board of Governors of the Nova Scotia Community College and the

Nova Scotia Council on Higher Education;

- ▶ Receive reports describing the activities and operations of the African Canadian Services Division on a quarterly basis;
- ▶ Establish rules respecting its operations and administration.

What CACE Does:

- **Fostering the development of Africentric educational philosophies, approaches, and interventions** by establishing an Africentric Learning Institute which will conduct curriculum development and educational research as well as educational training and development, community educational development, publishing, and educational resource coordination;
- **Monitoring the implementation of the Recommendations of the BLAC Report on Education** by reviewing and evaluating the impact of the programs and services being implemented by government, school boards and the African Nova Scotian community, and working in cooperation with these partners to produce an annual Report Card on the status of the recommendations of the BLAC Report;
- **Reviewing and analyzing policies, programs, and services of the Nova Scotia Department of Education with respect to their impact on African Nova Scotian learners** by conducting policy research and monitoring legislative changes to the Education Act: and by recommending new policies and legislation aimed at redress such as: designated seats for African Nova Scotian's on Nova Scotia's school boards;
- **Advocating and soliciting the views of African Nova Scotian learners and facilitating the presentation of these views to government** by facilitating the development of strong regional education committees and the appointment of regional representatives to CACE; and by playing a key role in the exchange of educational information through weekly newsletters and annual education summits.

SMALL GROUP REPORTS

Small Group Session - Analysis Section: Analysis of Implementation of Key Assumptions, Activities, Resources

Procedure: Participants were divided into five groups prior to the Summit. Facilitators and recorders were determined in advance of the session. Each group had a cross section of provincial representation, teachers, support staff, administrators, community educators, consultants, education committee members, RCH coordinators, regional educators, government system personnel and members of related organizations associated with education issues.

Summary of the groups' discussion during Analysis Section - Each group followed a similar template to cover the parameters by using these steps:

Analysis:

- a) The status of recommendations they had to focus on;
- a) Principal Stakeholders;
- b) Activities used to implement those recommendations;
- c) Assumptions made;
- d) Resources needed;
- e) Constraints;
- f) General comments;

Summary of groups' discussion during action section - Each group followed a similar template to cover the parameters by identifying:

Action:

- a) List at least 4 action steps required to move this recommendation forward
- b) List stakeholders who should take the required action
- c) Major barriers / constraints that have resulted in only partial or non implementation of this recommendation. Outline what is believed to be a realistic timetable for all implementations.
- d) How can the barriers / constraints be overcome? List actions that can be taken to overcome existing barriers.
- e) Was the timetable to implement the 46 recommendations realistic?

Not all groups used every component identified above.

All recommendations were covered by participants during the Thursday afternoon or in a few cases, the early Friday morning sessions. After serious considerations, the following scenarios identify the outcomes of the deliberations by stakeholders.

All recommendations were listed for participants to cover during the Thursday afternoon. After the completion of these sessions, the following outcomes were identified by stakeholders.

**A. The Minister of Education - 7 recommendations out of 46-15%
- Recommendations 1, 2(a), 2(b), 3, 4, 14(b), 30(b)**

Recommendation No. 1

Elevate the Black Learners Advisory Committee to a Council on African Canadian Education.

Analysis: One could derive from the information provided that BLAC has been elevated to CACE.

- Action:**
1. Additional funds must be provided to CACE to increase the human resource component.
 2. CACE must expand strategies to communicate better and more frequently.
 3. CACE must provide ongoing monitoring and evaluation of the implementation of the Black Report.
 4. CACE must analyze policies affecting our community.
 5. The Department of Education should elicit CACE's advice more frequently.

Recommendation No. 2(a)

Establishing a branch in the Department to deal with African Canadian Education.

Analysis: The group concluded that the government of Nova Scotia has made a commitment to re-evaluating the feasibility to elevate ACSO to a branch. It has not undertaken any concrete action over the past five years to address this recommendation of the Black Community.

Action: They also concluded that if this recommendation was achieved, sufficient funding and staff would be required to operate and maintain a branch. To move this agenda forward, the group suggested that CACE and the African Nova Scotian Community must lobby and inform the Government, Minister of Education and other elected officials that this is a priority if African Nova Scotian learners are to receive maximum support for their educational pursuits.

Recommendation No. 2(b)

Appoint an Executive Director of African Canadian Education.

Analysis: This was not discussed because the Director creation of a branch was not achieved, the Department of Education fulfilled its requirements by appointing a director of the division.

Action: Keep the pressure on the Government and the Department of Education to immediately elevate the Division to a full fledged Branch or equivalent status.

Recommendation No. 3

Establish an Africentric Learning Institute.

Analysis: A great deal of discussion took place around the Africentric Learning Institute; however, very little was written on the chart paper. A summary of the discussion - where is the ALI today in relationship to becoming a reality? It was determined that more specific information must be available before a more meaningful dialogue can occur.

Action: That CACE and the ALI Committee prepare a plan to communicate to appropriate stakeholders the status of ALI. This should be communicated to the Black Community, potential partners educational institutions and departments.

Recommendation No. 4 & 30(b)

These two recommendations were not addressed by this group in the analysis nor action stages.

4. Make a scholarship available to assist students to undertake teacher training.

30(b) The Minister of Education make an annual report to the House regarding actions taken.

Recommendation 14(b)

That the Minister recommended for consideration in the 1995/96 budget, funds to begin setting up learning centers to provide cultural and academic enrichment.

Analysis: The group assessed the Government's negligence and CACE's insufficient power as the reasons why this recommendation has not been implemented fully.

Action: That CACE, DOE, Nova Scotia government design a plan that will ensure that each community throughout the province have cultural and academic enrichment centers.

- That the legislation should be re-written to provide necessary resources for CACE.
 - Class Action
-

**B. Department of Education - 8 recommendations out of 46 - 17%
- 6, 7(a), 7(b), 8, 9, 10, 11.**

6. Through CACE established a strong mechanism to monitor implementation of Multiracial and Anti-Racism policies in public schools.

Analysis: The group identified the lack of financial and human resources as the reasons why this recommendation has not been implemented. They indicated that a clear direction and real commitment should come from the Department of Education in respect to establishing monitoring policies in public schools. For example, if the Department of Education had copies of all board policies and have designated staff to monitor this, they could identify the inconsistencies from board to board and then make appropriate recommendations. In essence, their analysis would identify lack of budget line funding, human resources, training, professional development and the need for a higher status of ACSD in the hierarchical ladder within the department as major factors why this recommendation was not implemented.

Action: That CACE be given the leadership role and instruments to develop the mechanism to monitor the implementation of the policies in the boards and that ACSD develop mechanisms to ensure proper use of these policies. If ACSD was elevated to a Branch with various sub-sections, then the Branch would be equipped with adequate staff and financial resources.

Recommendation 7(a)

Communicate and enforce equity and anti-racist standard, require all components of the education system to develop and implement anti-racism policies.

Analysis: The group felt that this was a key component when ensuring that the public school and adult literacy programs are enacting equity and anti-racist standards. From the information received from the Summit and the practical knowledge from the participants in the group, they felt that this was not being achieved because of inadequate funding, no allocation of human resources and no specified leadership focus.

Action: The group did not provide any recommendations

Recommendation No. 7(b)

The Department should provide \$50,000.00 to every school board to ensure effective implementation of anti-racism initiatives.

Analysis: The amount of money, \$50,000.00 is inadequate to ensure effective implementation of anti-racism initiatives. There is a need to re-work the time lines and recommend a high standard and adequate structure for RCH and anti-racism initiatives to be effective.

Action: An allocation of an annual budget and designated funding for program development should become a priority for the Department and the school boards involvement in anti-racism initiatives should be monitored and become a priority for Department of Education.

Recommendation No. 8

Make Cross-Cultural and Race Relations training a mandatory component for all in-service and teacher training programs including child care teacher training.

Analysis: Whereas there has been no concrete action, this group determined that the RCH Consultants face burn out because there is no money for training of appropriate stakeholders and program development in the system. Learners and professional staff are not benefitting because :

1. Administrators are not encouraging or making it mandatory for teachers to attend RCH retreats.
2. Not enough funding is allocated for more RCH staff in each board.

Action: The Department of Education should:

1. Provide opportunities for province wide retreats for all teachers, administrators and educators;
2. Establish accountability measures for boards and teacher training institutions to provide in-services and professional development;
3. Provide avenues for black organizations to network around this recommendation.;

Recommendation No. 9(a)

Develop resources and learning materials which provide knowledge and understanding of Black people - history, heritage, culture, traditions.

Analysis: Whereas, there are a number of stakeholders ranging from the Minister and Department of Education to the Black Loyalist Heritage Society, and whereas the Black Cultural Center and the Nova Scotia Council of the Art have not received target funding for this purpose. The group determined that fiscal restraints and bureaucratic barriers, have prevented resources and learning materials to be developed extensively. The lack of input of black artists in cultural institutions and the low number of African Nova Scotian teachers involved in curriculum development have also been a strong deterrent for this recommendation to be fully implemented.

Action: The Department of Education should:

1. Attach additional funding to ACSD to hire two curriculum consultants;
2. Encourage and validate the voice of African Nova Scotian Writers;
3. The Department of Tourism and culture should:
 - (i) Recognize their crucial role in moving African Canadian Education forward;
 - (ii) Increase funding to the Black Cultural Center

Recommendation No. 9(b)

Allocate funds for additional staff to continue revision of the curriculum at every level of education.

Analysis: The group did not complete this recommendation.

Action: No action taken.

Recommendation No. 10

Establish student assessment and testing instruments that recognize racial, cultural and gender diversity.

Analysis: ACSD is presently pursuing this recommendation by focusing on a bias tool that can be used by staff at the board level. School officials must identify achievement

levels of African Nova Scotian learners so that appropriate programs can be put in place.

- Action:**
1. Identify a qualified individual to review tests that are available and ensure that they reflect the African Nova Scotian experience (non-bias, etc);
 2. ACSD would be given the task to do this by in-servicing school psychologists on selecting appropriate tests to be administered;
 3. This should be completed within a two year period;

Recommendation No. 11

Provide pre-school educational opportunities such as Four Plus for all African Canadian Children.

Analysis: That a re-examination of the recommendation should take place to meet the needs of a small number of pre-African Nova Scotian learners. There is a need to look at other programs other than Four Plus such as head start, pre-primary, success by six, etc. There is a need to emphasize parent responsibilities to participate in their children's education if their child remains in the program.

- Action:**
1. Apply for a grant to review the issue of early school intervention strategies;
 2. Demand an update from the Department of Education in regard to the consultation with Community Services concerning this issue;
 3. Task ACSD to take lead (Action one above) with appropriate partners determined by them and CACE, time line: 6 months;

C. The Nova Scotia government - 5 recommendations out of 46 - 11% - recommendations 12(a), 12(b), 13(a), 13(b), 14(a)

Recommendation No. 12(a), 12(b)

12(a) Provide scholarships and financial assistance to Black learners in recognition of achievement and need.

12(b) Provide scholarships for Black students who wish to enter professional programs from which Blacks have been traditionally excluded such as medicine, dentistry, pharmacy, computer science and engineering.

Analysis: This group did not address these two recommendations.

Action: This group recognized that scholarships have been granted to black students who have entered non-traditional professional programs. However as an action, they felt that more money has to be designated because more students have qualified and are entering into these non-traditional professions; especially in sciences.

Recommendation 13(a), (b)

13(a) Continue to support the Regional Educators' Program.

13(b) Financially support an education program which will educate parents of Black learners on how the school system works and equip parents with the skills to help their children at the various stages of development.

Analysis: It was agreed by this group that the Regional Educators Program means different things to different people. The Black Community supports it and relies on the program to mobilize its members on matters related to education and practically all problems in the community. This is a reality because there is no organization that deals with all issues in the community. Educators and school boards expect the Regional Educators Program to be involved in diversity awareness, parental awareness and professional development. It was felt by this group that school boards and school staffs don't reach out to the community and frequently attend community programs. More funding must be available to allow for an adequate number of staff to meet the needs of education committees. Such factors as instability of corporate structure and continuity of staff, large geographical regions, BEA's inability to build more positive relationships with African Nova Scotian community, school board unwillingness to own up to their accountability role have made it difficult for the Regional Educators program to reach its full potential.

- Action:**
1. Hold an annual review with outcome measurements.
 2. Organize annual conference with all key stakeholders and a series of consultations with BEA, CACE, ACSD, and other designated players.
 3. Regional Educators' program needs regional supervision.
 4. The Minister of Education or designate must publically acknowledge the Departments commitment to the Regional Educators program.
 5. Help the community to effectively politicize through demonstration by hosting black community workgroups.

These actions should be driven by BEA, CACE, DOE, AUBA and other key African Nova Scotian persons.

Recommendation No. 14(a)

The Department of Education in partnership with BLAC and BEA develop a plan to set up learning centers in the communities to provide academic and cultural enrichment programs after school and on Saturday.

Analysis: The government of Nova Scotia failed to fully implement the recommendations. Even though cultural enrichment programs do exist somewhat around the province, more formalized plans need to be developed to have these programs firmly implanted into each community.

Action: The consensus of the group was that due to the Governments' failure to implement all recommendations, Black parents, students/former students and organizations should launch a class action suit against the government.

Page 65 should be revisited so that it is clear to African Nova Scotians that the commitment was broken. As well, the funding for these programs must be reinstated so that adequate personnel / coordinators and other staff can be hired for this purpose.

D. Teacher Training Institutions - 3 recommendations out of 46 - 6.6% - recommendations 15(a), 15(b), 15(c)

Recommendation No. 15(a)

Incorporate an anti-racism principle as a key element of education and reflect these principles in institutional documents such as the university act, calendars, curriculum, course guides.

Analysis: Some institutions initiated some activities by setting up committees but most have stopped them or put them on hold. Boards of Governors, Advisory Councils on College Education, Department heads of universities, and equity officers within universities at this point have not pursued this recommendation to its fullest. More serious efforts must be made by these stakeholders.

Action: The identified stakeholders should review the policies in place and begin to include anti-racism courses at all levels. They should ensure and enforce compliance by evaluating and monitoring that these principles are reflected in appropriate documents.

This can be partially achieved by having African Canadians on these advisory boards, Board of Governors and similar types of institutions. The Department of Education should charge a section such as ACSD to monitor and enforce anti-racism principles.

Recommendation No. 15(b)

Sponsor cross cultural and anti-racism training programs for faculty and staff.

Analysis: No new programs have been developed and no formal training has taken place for faculty and staff at teacher training institutes.

Action: The group outlined an action plan that would see CACE as the monitoring body to ensure that these teaching institutions prepare their graduates to positively work with students with diverse backgrounds and culture. Programs must be mandatory in each institution so that this training will be uniform province wide.

Recommendation No. 15(c)

Develop guidelines for the evaluation of teaching / learning materials for any forms of bias - gender, cultural, racial.

Analysis: The group was unable to respond to this recommendation.

Action: No actions determined.

E. Schools and School Boards - 4 recommendations out of 46 - 13.3% - 5(a), 5(b), 16, 17, 18, 19

Recommendation 5(a)

Provide Black Role models by seeking out and hiring Black Teachers, Guidance Counsellors and Administrators and implement an affirmative action program.

Recommendation 5(b)

Provide a support person in the school to whom Black Learners can go to share frustrations and experiences.

Analysis: There has been some activity but in the opinion of this group, not enough concrete evidence is available to demonstrate an effective attempt by the school boards and Government to hire black teachers, administrators and support workers. Adequate funding was not evident and human resources and board support was inadequate. Even though the black community supports hiring support workers, black teachers, counselors and administrators, the actions of unions and senior board staff have not really supported the concept.

Since the spring of 2000, Student Support workers have decreased in number, increased in student case loads and spread over several schools; especially in the Halifax Regional School Board. This occurred because Student Support Workers' role changed to include all youth at risk. The unionization of Student Support Workers had implications. There was no consistency in the reporting chain of command, some were not accountable to the black community and there was no secure funding process to guarantee these positions. Therefore, their roles needed to be re-examined to the BLAC Report.

- Action:**
1. More accountability strategies have to be put in place;
 2. NSTU and other unions must revise their protocols and constraints that will enable equity hiring to take place;
 3. Positions should be designated in schools by school boards and supported by unions;
 4. Through Africentric Immersion modules in all school, black educators could be hired to perform this role;
 5. Promote community capacity building by keeping the community informed;
 6. Recognition of inner-city, urban and segregated rural schools. These

- 7. schools should have teachers reflective of the school composition;
Develop a generic job description and qualifications in consultation with the community;
- 8. CACE and ACSD should ask the department why this recommendation hasn't been secured;
- 9. Every school with African Nova Scotian students should have a student support worker. There must be continued budget support;

Recommendation No. 16

Provide race relations and cross-cultural sensitivity training to all teachers, staff, administrators and school board members.

Analysis: Participants assessed that accountability mechanisms were inadequate and practically non-existent. School boards used budget cuts and unions as an excuse and therefore were negligent when pursuing this recommendation. There was not a plan to fully incorporate positive race relations and cross-cultural sensitivity training for all staff.

- Action:**
- 1. Adequate human and financial resources need to be provided by Boards to each school;
 - 2. Due to the Boards negligence, a class action suit should be laid against school boards across the province;
 - 3. More information about this recommendation needs to be provided to the community;
 - 4. Ensure that RCH programs are mandatory in all teacher training institutions. Graduates without these programs will not be hired by school boards in the province;
 - 5. Once teachers are in the system on-going RCH training will take place for term, probationary and permanent staff;
 - 6. RCH must be included and intergrated in all curriculum and program development activities;

Recommendation No. 17

Collaborate with communities in resolving disciplinary problems. Create opportunities for parents, teachers, students to develop trusting relationships.

Analysis and Action: No information available. Was not covered during these sessions.

Recommendation No. 18

Ensure that academic expectations are communicated and reinforced to students and parents.

Analysis: This is an ongoing process in some areas around the province but most school boards have not established any action in a formalized way.

- Action:**
1. Create family learning centers and involve more parents in schools;
 2. Invite parents to participate in classroom activities, parent resource centers;
 3. Schools should do more outreach work so that they visit parents in the communities;
 4. Schools should present academic expectations in plain language;
 5. School Boards must work closely with the New African Canadian Education Branch to Develop Communication techniques that are acceptable to parents.;

Recommendation No. 19

Watch the progress of black children as early as grade primary, focus on helping master basic skills in reading and mathematics.

Analysis and action: Not fully developed in these sessions.

F. Agencies Responsible for Adult Education and Upgrading - 4 recommendations out of 46 - 8.8% - Recommendations 20(a), 20(b), 20(c), 20(d)

Recommendation No. 20(a)

Link upgrading and job skills training to employment by targeting jobs, offer college and extension courses in the community.

Analysis: This is not done extensively in our community among various departments such as DOE, Health, Community Services, Justice.

Action: This should be investigated by the BEPC across the province. BEPC should form an association to address this on a provincial scale. Such organizations as BBI, BEPC, BEA should join forces to provide opportunities **for our learners**.

Recommendation No. 20(b)

Establish adult literacy programs in Black communities. Develop a black provincial literacy network.

Analysis: Adult Literacy programs exist in some Black communities but need to expand province wide. Attempts were made to establish a Black Literacy Network but to this point has not been developed

Action: Ensure that funding is maintained and increased. Quality should be the basis for desired outcomes rather than quantity. ACSD & BEA should take the lead and identify appropriate partners.

Recommendation No. 20(c)

Extend the time-frames at learning centers to meet the needs of learners seeking to obtain their GED.

Analysis and action: This was not explored during these sessions.

Recommendation 20(d)

HRDC should provide increase allowances for people in training, retraining, and upgrading programs to cover essential living expenses for trainers and their families.

Analysis: No financial assistance is available for adult learners to upgrade.

Action: There is a need to review the present process used to upgrade learners and assess issues such as travel, child care and so on. The community should hold the Department of Education accountable as a part of their acceptance of the BLAC report.

G. Community Colleges - 5 out of 46 recommendations - 11%- Recommendations 21(a), 21(b), 21(c), 22(a), 22(b)

Recommendation No. 21(a)

Make every effort to recruit in African Nova Scotian Community

Analysis: Attempts have been made through the coordinator of African Canadian Student Services and the new positions of Department Head of Access and Managers of Talent Acquisitions to recruit in the African Nova Scotian community.

Action: Develop an action plan to become actively involved in Outreach within our community and establish clear guidelines for recruitment and entry into the community colleges.

Recommendation No. 21(b)

Set up support systems on community college campuses to help with transition and retention of African Nova Scotian Learners

Analysis: From the information received, it was determined that more is being done in the Halifax region. The population base is lower throughout the province and these programs are being designed at the present time.

Action: Expand the staff component in both areas so that more can be done province wide.

Recommendation No. 21(c)

Develop and implement race relations policies for the whole community college system.

Analysis: There was limited time to delve into this recommendation. No significant move has been made in this area.

Action: Senior management persons should discuss this recommendation and make appropriate decisions to develop and implement race relations policies.

Recommendation No. 22(a)

Increase access to apprenticeship training for African Nova Scotians through better coordination between community college placement officers and the Apprenticeship division. More flexible guide requirements.

Recommendation No. 22(b)

Provide scholarships for apprentices and technical trainees similar to scholarships for other post secondary fields of education.

Analysis and Action: These recommendations were not discussed during these sessions.

H. Parents: 3 recommendations out of 46 - 6.6% - Recommendations 23, 24, 25

Recommendation No. 23

They should participate in training to become effective advocates for their children by learning how the education system works.

Recommendation No. 24

Enrol children in supplementary education programs and provide rewards and recognition to students who excel academically.

Recommendation No. 25

Develop alternative discipline measures to help students understand the choices they are making and the consequences of those choices.

Analysis: It was quite obvious that many parents still feel intimidated when entering school buildings during the day; especially high school buildings. At this point of financial constraint, any projects that acknowledge parental involvement from our community were cut. Government personnel have not recognized the need to have specific programs for African Nova Scotian parents in this regard. History has demonstrated that most African Nova Scotian parents had unhealthy relationships with the school system due to poor communication.

Action:

- 1) Hold community functions within school facilities;
- 2) Have school staff make visits to community meetings and functions together;
- 3) Have parents support each other by going to school visits and functions together;
- 4) Have support agencies such as Regional educator, CACE representative, RCH, SSW, or education committee representative attend meetings with teachers or administrators;
- 5) Organize and attend parenting workshops;
- 6) Education committee organize sessions with guest speakers;
- 7) Develop an education resource bank with artifacts, materials, and collectable with historic value from the African Nova Scotian communities;

- 8) Hold meetings with school board members and officials in your community;

I. The African Nova Scotian Community - 2 recommendations out of 46 - 4.4%

Recommendation No. 26

Implement the Saturday School Model developed by the African Canadian Education project.

Analysis: From the information shared at this summit, it was determined that the community had not reached its goal of having Saturday schools in various locations. A few exist to some degree in a couple of communities such as Truro.

Action: This concept is extremely powerful and should be pursued vigorously by the African Nova Scotia community, especially when the Africentric Learning Institute becomes a reality. This school could supplement cultural enrichment and tutorial programs and many related activities.

Recommendation No. 27

Set up an African Canadian Education Foundation with a charitable status to solicit corporate funding for the education initiatives in partnership with the Nova Scotia government.

Analysis: No tangible action had transpired on this recommendation. Initial steps had taken place to develop a draft document.

Action: It is essential that a foundation be established for the Africentric Learning Institute. This will be one means for the Institute to become self-sufficient.

J. African Nova Scotian Organizations - 2 recommendations out of 46 - 4.4%

Recommendation No. 28

Provide programs for youth to build self esteem and awareness of life choices. Enhance the work of groups such as CAYG.

Analysis: There had been a budget of \$400,000.00 in 1996. In 1997, \$150,000 was targeted to cultural enrichment. ie. Career Jam, \$100,000 to youth, \$100.00 for Saturday schools - CAYG, BYF. Even when it was budgeted, this recommendation was not implemented. By 2000, the original budget was reduced. The programs were not further developed due to lack of paid full-time co-ordinators and staff. They relied totally on volunteers. As a result, youth programs became practically non-existent.

Action: There is a need for more political lobbying. The ACSD, BEA, CACE should revisit this recommendation and ensure that the money allocated for youth be maintained. The African Nova Scotian community should insist on a public inquiry as to why this recommendation was not implemented. Questions which need to be asked. Where did the funds go? What legal action the community can take? BEA / CACE must be more pro-active in their advocacy role and the community must put more on the elected politician. Relieve the community of being over-taxed, burnt out, facing poverty / racism on a regular basis and begin to build a cohesive community strategy. It was agreed that the BLAC recommendations should not be affected by fiscal decisions. The governments commitment must be honored regardless of budgets. The African Nova Scotian community must present an action plan with time lines around the recommendations.

Recommendation No. 29

Analysis: Even though participants felt that this recommendation was most necessary, there appeared to be a sense of apathy and intimidation. This feeling is a direct result of limited opportunities to network and politicize with boards, agencies, and governments outside their normal contacts.

Action: There is a need to develop a vision with a plan to enhance our leadership skills within our community so that we are comfortable and confident when negotiating on behalf of African Nova Scotian learners. Therefore, as a key recommendation of the BLAC Report, this one should receive adequate funding to have paid coordinators to facilitate and manage this implementation. This will obviously mean increased staffing for ACSD and CACE. The community lacks direction and needs the necessary information to acquire these leadership programs.

SMALL GROUP SESSION WORKBOOK

SMALL GROUP SESSION WORKSHEET

ANALYSIS COMPONENT: *ANALYSIS OF IMPLEMENTATION PROCESS*

Recommendation: Title and Number

Status of Recommendation (Please check one)

No Activity _____

**In Progress
(Partial)** _____

Completed _____

- 1. List the Principle Stakeholder and other stakeholders responsible for implementing this recommendation.**

Principle Stakeholder _____

**Others who should
be part of stakeholders team** _____

- 2. Assumptions - In considering the implementation steps for this Recommendations what assumptions have been made or will you make about the following:**

Funding

Human Resources

Government Support

Community Support

Learners

Educators & Educational Administrators

3. **Activities - List the main activities that must be undertaken to implement this Recommendation (If the Recommendation has been implemented, or is in progress, list the activities that have occurred to date).**

- _____
—
- _____
—
- _____
—
- _____
—

4. Resources

1. What resources are needed (or were needed) to implement this recommendation.

- _____
- _____
- _____
- _____

2. In your opinion are these resources available and at hand right now?

- _____
- _____
- _____
- _____

5. Constraints - Are there any constraints or barriers which may impact the successful implementation of this recommendation. (If this Recommendation is in progress or already completed were there any constraints or barriers faced during the implementation process.

6. General Comments

**SMALL GROUP SESSION WORKSHEET
FOR
ACTION COMPONENT**

STRATEGIC ISSUES IMPACTING THE WAY FORWARD

Recommendation title and No. _____

Review each Recommendation assigned to your group, answer the following questions for each Recommendation which is partially implemented or has not been started.

a) List at least 3 Action Steps required to move this Recommendation forward.

b) List the Stakeholders (by name) who should take the required Action.

c) To date list what have been the major barriers/constraints that have resulted in only the partial implementation or non implementation of this Recommendation.

d) How can the barriers/constraints be overcome? List Actions which can be taken to overcome existing barriers.

e) General Comments

SMALL GROUP SESSION

BREAKDOWN OF 46 RECOMMENDATIONS INTO GROUPS

GROUP 1

Recommendations

**6, 7(a), 7(b), 8, 15(a), 15(b)
21(c), 5(a), 18, 19**

GROUP 2

Recommendations

**13(a), 13(b), 9(a), 9(b), 15(c)
21(a), 21(b), 26, 27**

GROUP 3

Recommendations

**1, 2(a), 2(b), 3, 12(a), 12(b), 4,
22(b), 30(b), 22(a)**

GROUP 4

Recommendation

**28, 29, 16, 30(a), 23, 24,
25, 14(a), 14(b)**

GROUP 5

Recommendations

**20(a), 20(b), 20(c), 20(d), 25
17(b), 10, 5(b), 11**

SUMMIT GROUP REPORTS