



An Overview of Legislation related to Diversity, Equity and Inclusion in Canadian Jurisdictions

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INTRODUCTION

This report contributes to Volunteer Canada's project examining the role of volunteering in promoting diversity, inclusion and equity by researching legislation in Canadian provinces and territories related to diversity, inclusion, and equity.

The report provides an annotated listing of acts, policies, and programs that address issues of human rights, employment standards, child protection, healthcare, mental health, discrimination, employment equity, and gender identity and expression, among others. The research on the legislation in Canadian jurisdictions was conducted by selecting pertinent acts from published legislation from the provincial/territorial government's website. Part I of the report provides an overview of comparable legislation regarding diversity, inclusion and equity across provinces and territories; and legislation with respect to diversity, inclusion and equity that is unique to each Canadian jurisdiction. Part II provides a list and description of relevant Acts related to diversity, inclusion and equity in each province and territory. Information provided in the report is current as of August 2020.

A note on terminology: The terms diversity, inclusion, and equity were acknowledged to be evolving constructs. Within the report, these terms were operationalized in the following manner.

"Diversity is related to recognizing the range of human differences, individual identity and the complex characteristics that form one's identity including but not limited to race, ethnicity, national origin, language, age, sex, gender identity, gender expression, sexual orientation, social class, education status, marital status, immigration status, mental and physical ability and attributes, religious or ethical values system, and political beliefs."

"Equity is based on the understanding that historic and societal factors have created many forms of inequality which prevent equal access and experience to opportunities and resources for members of society based on identity. Equity is the understanding that efforts must be made in all areas of society to ensure fair treatment of individuals and equal access to opportunities and resources and to identify and reduce the barriers that prevent such equal access."

“Inclusion is the tangible, intentional, ongoing effort to ensure the ways that the broad diversity of all individuals, and those who are or have been excluded, fully participate in all aspects of an organization, including decision making processes and access to all experiences, opportunities, activities and resources. It also refers to the ways that diverse participants are valued as respected members of an organization and/or community.”

PART I: SOCIAL POLICY AND LEGISLATION IN CANADIAN PROVINCES AND TERRITORIES

Comparable Legislation across Provinces and Territories

The table below presents similar legislation found in the thirteen jurisdictions in Canada. The names and content in common acts were slightly different in some jurisdictions. Some jurisdictions have acts similar to those mentioned below; however, they were excluded as they did not contain pertinent information concerning diversity, inclusion, and equity.

Limitations of the Profiles

The following information is based on publicly available information retrieved from Government websites, current as of August 2020.

Table 1: Comparable legislation regarding diversity, inclusion, and equity in provinces and territories in Canada.

Category	Description	Jurisdictions that have Act
Acts Focusing on Aboriginals	The objective of the legislation is to promote Aboriginal culture and opportunities.	ON: Indigenous Institutes Act, 2017; Métis Nation of Ontario Secretariat Act, 2015 SK: The Indian and Native Affairs Act; The Métis Act AB: Métis Settlements Accord Implementation Act BC: B.C. Rail Benefits (First Nations) Trust Act; Declaration On The Rights Of Indigenous Peoples Act; Indian Advisory Act
Acts Focusing on Languages	The legislation acknowledges English and French as official languages in Canada; legislation in NT and NU acknowledge aboriginal languages as official languages as well. MB, BC, and the territories mention recognition of Aboriginal languages.	NB: Official Languages Act MB: The Aboriginal Languages Recognition Act; The Bilingual Service Centres Act BC: First Peoples' Heritage, Language and Culture Act YT: Languages Act NT: Official Languages Act

		U: Inuit Language Protection Act; Official Languages Act
Acts Focusing on Abortion	The purpose of the legislation is to protect individuals seeking abortion and physicians who provide the service.	NL, BC: Access to Abortion Services AB: Protecting Choice for Women Accessing Health Care Act ON: Safe Access to Abortion Services Act, 2017
Acts Focusing on Combatting Poverty and Social Exclusion	The goal of the legislation is to decrease poverty.	QC: Act to Combat Poverty and Social Exclusion ON: Poverty Reduction Act, 2009 MB: The Poverty Reduction Strategy Act BC: Poverty Reduction Strategy Act NU: Collaboration for Poverty Reduction Act
Acts Focusing on Adults	The legislation protect the rights of adults who may be incapable of caring for themselves.	NL, PE: Adult Protection Act NS: Adult Capacity and Decision-making Act YT: Adult Protection and Decision Making Act; Decision Making, Support and Protection to Adults Act
Acts Focusing on Blind Persons	The legislation protects the rights of those who are blind.	NS, ON, AB: Blind Persons' Rights Act
Acts Focusing on Children and Youth	The legislations protect the rights of children.	NL, YT: Child and Youth Advocate Act NB: Child, Youth and Senior Advocate Act PE: Child Protection Act QC: Youth Protection Act MB, SK: The Advocate for Children and Youth Act AB: Child and Youth Advocate Act; Children First Act BC: Representative for Children and Youth Act; Child, Family and Community Service Act NU: Representative for Children and Youth Act; Child and Family Services Act YT, NT: Child and Family Services Act

<p>Acts Focusing on Assisted Living</p>	<p>The legislation focuses on providing assisted living.</p>	<p>NS: Co-ordinated Home Care Act ON: Long-Term Care Homes Act, 2007 BC: Community Care and Assisted Living At</p>
<p>Acts Focusing on Correctional Services</p>	<p>The legislation protects the rights of inmates.</p>	<p>NL, NS: Correctional Services Act NB, AB, NT, NU: Corrections Act QC: Act Respecting the Québec Correctional System ON: Correctional Services and Reintegration Act, 2018 MB: The Correctional Services Act SK: The Correctional Services Act, 2012 BC: Correction Act YT: Corrections Act, 2009</p>
<p>Acts Focusing on Disabilities</p>	<p>The legislation protects the rights of those with disabilities.</p>	<p>NL: Disability Accommodation Policy (government policy, not an act) NS: Accessibility Act NB: Premier’s Council on Disabilities Act, Vocational Rehabilitation on Disabled Persons Act QC: Act to Secure Handicapped Persons in The Exercise Of Their Rights With a View to Achieving Social, School and Workplace Integration ON: Accessibility for Ontarians with Disabilities Act, 2005 MB: The Accessibility For Manitobans Act; The Vulnerable Persons Living with a Mental Disability Act SK: The Human Resources, Labour and Employment Act AB: Advocate for Persons with Disabilities Act; Persons with Developmental Disabilities Services Act BC: Employment and Assistance for Persons with Disabilities Act</p>

Acts Focusing on Diseases/Disorders	The legislation acknowledges Fetal Alcohol Syndrome.	MB: The Fetal Alcohol Spectrum Disorder Awareness Day Act SK: The Fetal Alcohol Syndrome Awareness Day Act
Acts Focusing on Early Childhood	The legislation focuses on the education and care of young children.	NB: Early Childhood Services Act QC: Educational Childcare Act ON: Child Care and Early Years Act, 2014; Early Childhood Educators Act, 2007 YT: Child Care Act
Acts Focusing on the Economy	The legislation focuses on diversifying employment opportunities.	AB: Promoting Job Creation and Diversification Act YT: Economic Development Act
Acts Focusing on Education	The legislation informs the responsibilities of students, parents, and teachers as well as the environment of the school. Some jurisdictions contain provisions that incorporate education on African-Canadian and Aboriginal culture.	NL: Schools Act, 1997 NS: Education Act and Language Schools Act MB: The Public Schools Act BC: Independent School Act; School Act SK: The Education Act, 1995 NB, PE, QC, ON, AB, YT, NT, NU: Education Act
Acts Focusing on Religion	The legislation protects religious rights.	QC: Freedom of Worship Act ON: Religious Freedom Act
Acts Focusing on French Services	The legislation informs of services using French.	NS: French-Language Services Act PE, ON: French Language Services Act QC: Charter of the French Language MB: The Centre culturel franco-manitobain Act
Acts Focusing on Heritage	The legislation acknowledges Black and Ukrainian history as well as Hispanic, Sikh, and Aboriginal heritage.	<u>Black History:</u> QC: Act to Proclaim Black History Month ON: Black History Month Act, 2016 <u>Hispanic Heritage:</u> QC: Act to Proclaim Hispanic Heritage Month ON: Hispanic Heritage Month Act, 2015 <u>Ukrainian History:</u>

		<p>QC: Act to Proclaim Ukrainian Famine and Genocide (Holodomor) Memorial Day</p> <p>ON: Ukrainian Heritage Day Act, 2011</p> <p>MB: The Manitoba Ukrainian Canadian Heritage Day Act</p> <p>SK: The Ukrainian Famine and Genocide (Holodomor) Memorial Day Act</p> <p>AB: Ukrainian-Canadian Heritage Day Act</p> <p>BC: Ukrainian Famine and Genocide (Holodomor) Memorial Day Act</p> <p><u>Sikh Heritage:</u></p> <p>ON: Sikh Heritage Month Act, 2013</p> <p>MB: The Sikh Heritage Month Act</p> <p><u>Aboriginal Heritage:</u></p> <p>YT, NT: National Aboriginal Day Act</p>
Acts Focusing on Human Rights	The legislation informs of various prohibitions of discrimination.	<p>NS, PE, YT, NT, NU: Human Rights Act</p> <p>NL: Human Rights Act, 2010</p> <p>QC: Charter of Human Rights and Freedoms</p> <p>NB, ON, BC: Human Rights Code</p> <p>MB: The Human Rights Code</p> <p>SK: The Saskatchewan Human Rights Code, 2018</p> <p>AB: Alberta Human Rights Act</p>
Acts Focusing on Immigration	The legislation acknowledges immigrants and inclusion.	<p>QC: Québec Immigration Act</p> <p>ON: Ontario Immigration Act, 2015</p> <p>MB: The Manitoba Advisory Council on Citizenship, Immigration and Multiculturalism Act</p>
Acts Focusing on Employment	The legislation protects the rights of individuals who are pregnant.	<p>NL, NU: Labour Standards Act</p> <p>NS: Labour Standards Code</p> <p>NB, PE, BC, YT, NT: Employment Standards Act</p> <p>QC: Act Respecting Labour Standards</p>

		<p>MB: The Employment Standards Code</p> <p>SK: The Saskatchewan Employment Act</p> <p>AB: Employment Standards Code</p>
Acts Focusing on Mental Health	The legislation protects the rights of those who have a mental disorder.	<p>NL: Mental Health Care and Treatment Act</p> <p>NS: Involuntary Psychiatric Treatment Act; Mental Health Act</p> <p>NB, PE, ON, AB, BC, YT, NT, NU: Mental Health Act</p> <p>MB: The Mental Health Act</p> <p>SK: The Mental Health Services Act</p>
Acts Focusing on Multiculturalism	The legislation encourages a peaceful environment with individuals of various backgrounds.	<p>NS, BC: Multiculturalism Act</p> <p>MB: The Manitoba Multiculturalism Act</p> <p>SK- The Multiculturalism Act</p>
Acts Focusing on Occupational Health and Safety	The legislation focuses on having representation of employers on the occupational health and safety committee.	<p>NL, NS, NB, PE, ON, AB, YT: Occupational Health and Safety Act</p> <p>QC: An Act Respecting Occupational Health and Safety</p> <p>MB: The Workplace Safety and Health Act</p> <p>SK: The Saskatchewan Employment Act</p> <p>BC: Workers Compensation Act</p>
Acts Focusing on the Police	The legislation focuses on inclusion of the community with respect to police services. Some jurisdictions have guidelines for Aboriginal officers.	<p>NS, QC, AB, BC: Police Act</p> <p>ON: Police Services Act</p> <p>YT: Auxiliary Police Act</p> <p>MB: The Police Services Act</p> <p>SK: The Police Act, 1990</p>
Acts Focusing on Public Service	The legislation focuses on inclusion.	<p>NS, QC, ON, BC, YT, NT, NU: Public Service Act</p> <p>SK: The Public Service Act, 1998</p>
Acts Focusing on Seniors	The legislation focuses on the inclusion of seniors and protect their rights.	<p>NL, BC: Seniors Advocate Act</p> <p>NB: Child, Youth and Senior Advocate Act; Healthy Aging and Long-Term Care Act</p>

		<p>QC: Act to Combat Maltreatment of Seniors and Other Persons of Full Age in Vulnerable Situations</p> <p>AB: Long Term Care Information Act</p>
Acts Focusing on Women	The legislation focuses on the inclusion of women.	<p>NL: Status of Women Advisory Council Act</p> <p>NS: Advisory Council on the Status of Women Act</p> <p>NB: New Brunswick Women’s Council Act</p> <p>PE: Advisory Council on the Status of Women Act</p> <p>QC: Act Respecting The Conseil Du Statut De La Femme</p> <p>MB: The Manitoba Women’s Advisory Council Act</p> <p>SK: The Women’s Affairs Act</p> <p>BC: Farmers and Women Institutes Act</p> <p>YT: Yukon Advisory Council on Women’s Issues Act</p> <p>NT: Status of Women Council Act</p> <p>NU: Qullit Nunavut Status of Women Council Act</p>
Acts Focusing on Volunteerism	The legislation protects volunteers from liabilities.	<p>NS: Volunteer Protection Act</p> <p>NB: Volunteer Emergency Aid Act</p> <p>PE: Volunteers Liability Act</p>
Acts Focusing on Offences Committed by Youth	The legislation protects the rights of convicted youth.	<p>NL, YT: Young Persons Offences Act</p> <p>NB: Custody and Detention of Young Persons Act</p> <p>SK: The Youth Justice Administration Act, 2019</p> <p>PE, AB, BC, NWT: Youth Justice Act</p> <p>NU: Youth Offenders Act</p>

Legislation unique to each province or territory

This section provides an overview of the legislation with respect to diversity, inclusion, and equity that is unique to each Canadian jurisdiction.

Newfoundland and Labrador:

- The Human Rights Act, 2010 prohibits the discrimination of convicted individuals pertaining to employment that is irrelevant to their offence.
- The province has a COVID-19 Pandemic Response Act which states that employees must not be fired if the reason for their leave concerns a communicable disease and that they should resume their employment in circumstances which are not disadvantageous to those prior to their leave.

Nova Scotia:

- Human Rights Act prohibits the discrimination of “an irrational fear of contracting an illness or disease” as well as prohibits discrimination in “volunteer public service”.
- The Labour Standards Code defines the construct, gender.
- The Education Act has provisions of educating students on the history of African-Canadians and Mi’kmaq.

New Brunswick

- The Human Rights Code mentions social condition as a characteristic of prohibition of discrimination.
- An Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick acknowledges the English and French communities in the province.

Prince Edward Island

- Autism Coordination Act acknowledges autism spectrum disorder.
- Human Rights Act prohibits the discrimination of individuals, who have been convicted, with respect to employment that is unrelated to the offence. Moreover, the act prohibits the discrimination of individuals on the basis of who they associate with and individuals who apply for volunteering positions in public services.

Quebec

- Charter of Human Rights and Freedom includes social condition and language as a prohibition of discrimination and forbids the discrimination of individuals, who have been convicted, regarding employment if the offence is unrelated to the employment.

- Education Act acknowledges services for adult education.
- Quebec has an Education Act for Cree, Inuit, and Naskapi Native Persons.
- Act to Establish The Office Québec-Monde Pour La Jeunesse focuses on connecting youth from various geographical regions.

Ontario

- Ontario has a large number of acts which acknowledge various heritages. Some examples include South Asian Heritage Act, 2001, Hindu Heritage Month Act, 2016, and Tamil Heritage Month Act, 2014.
- Intergenerational Day Canada Act, 2015 acknowledges different age groups.
- Anti-Racism Act, 2017 focuses on “eliminating systemic racism and advancing racial equity”.
- Ontario also has various acts regarding disorders and diseases. A few examples include Ontario Down Syndrome Day Act, 2016, PTSD Awareness Day Act, 2019, and Ryan’s Law (Ensuring Asthma Friendly Schools), 2015.
- Human Rights Code prohibits the discrimination based on citizenship and of individuals based on their associations with others.
- Education Act has a provision that recognizes the American Sign Language and Quebec Sign Language as languages of instruction.

Manitoba

- Manitoba has acts focusing on adult education: The Adult Learning Centres Act and The Adult Literacy Act.
- The province has various acts which acknowledge diseases and disorders. Some examples include The Lymphedema Awareness Day Act and The Neurofibromatosis Awareness Month Act.
- The International Education Act appreciates the value of international students in the education community.
- The Orange Shirt Day Act commemorates the survivors of residential schools.
- The Employment Standards Code protects individuals who take a leave related to COVID-19. Employees must not be laid off or fired and must recommence a position analogous to that prior to the leave.
- The Human Rights Code prohibits discrimination based on stereotypes/generalizations about groups and social disadvantage. The act also acknowledges systemic discrimination.

Saskatchewan

- The Culture and Recreation Act, 1993 promotes the “cultural, physical and social development” of residents.
- The province has the following act, The Prostate Cancer Awareness Month Act.

- The Saskatchewan Human Rights Code prohibits the discrimination of perceived race.

Alberta

- Family Support for Children with Disabilities Act acknowledges the contribution of families with respect to children with disabilities.
- Supporting Alberta's Local Food Sector Act appreciates the contribution of local food suppliers to the economy.
- Alberta Human Rights Act acknowledges multiculturalism.
- Education Act states the government's intention of assuring academic success of Aboriginals through collaboration.
- One objective in the Women's Institute Act is to ameliorate the circumstances in rural areas as well as other areas.

British Columbia

- First Nations Education Act acknowledges the authority of the First Nation with respect to education.
- Guide Dog and Service Dog Act prohibits the discrimination of a "guide dog team, service dog team or dog-in-training team".
- Farmers and Women Institutes Act has a provision to better the situation in rural life.
- Human Rights Code prohibits the discrimination of individuals, who have been convicted, pertaining employment if the employment is not related to the offence.

Yukon

- Cooperation in Governance Act acknowledges two governments: a public government and a self-governing First Nations.
- Yukon Day Act appreciates the cultures of residents throughout time.
- Education Act has a provision for the curriculum to be inclusive with respect to aboriginals and multiculturalism in Canada. Moreover, an objective entails educating students on gender equality as well as the significance of women.
- Human Rights Act mentions specific services with respect to the needs of aboriginals as well as prohibits the discrimination on the basis of linguistic backgrounds, individuals with a criminal record, and individuals who associate with others.

Northwest Territories

- Deline Final Self-Government Agreement Act acknowledges the co-existence of various governments including aboriginal government, government of the territory, and the Canadian government.

- Education Act acknowledges the collaboration of various parties in education; notably, elders were included in the provision. Moreover, the cultures of the territory are integrated in the curriculum.
- Human Rights Act prohibits the discrimination of social condition and individuals who have a pardoned conviction or a record suspension. Furthermore, the act acknowledges the rights and freedoms of aboriginals.

Nunavut

- Education act acknowledges the contribution of Elders as well as the communal involvement in education. In addition, the goal of bilingual education is to encourage Inuit language and culture.
- Human Rights Act prohibits discrimination on the basis of citizenship and a pardoned conviction.
- Mental Health Act acknowledges culture as a factor in the assessment of mental disorders.

PART II: PROVINCIAL AND TERRITORIAL PROFILES OF SOCIAL POLICY AND LEGISLATION (Canada)

This section provides an overview of legislation in each province and territory with respect to diversity, equity and inclusion.

Limitations of the Profiles

The following information is based on publicly available information retrieved from Government websites, current as of August 2020.



1. Newfoundland and Labrador

List of Acts:

https://assembly.nl.ca/legislation/sr/tablestatutes/tableofpublicstatutes_a.htm

Human Rights Act, 2010

- Prohibits discrimination (broad definition): race, colour, nationality, ethnic origin, social origin, religion creed, religion, age, disability (includes mental disorder), disfigurement, sex (includes pregnancy), sexual orientation, gender identity, gender expression, marital status, family status, source of income and political opinion.
- Employers can not discriminate against an individual with regards to employment for a conviction that is irrelevant to the employment.
- There are special programs that work toward ameliorating the situation of individuals who may face discrimination regarding services, facilities, accommodation or employment.
- Commission serve various roles:
 - “promote the principle that every person is equal in dignity and rights without regard to a prohibited ground of discrimination”

- “distribute information and develop and conduct educational programs and research designed to eliminate discriminatory practices related to a prohibited ground of discrimination”
- “co-operate with and help a person, an organization or a group concerned with human rights, whether within or outside the province”

[Disability Accommodation Policy](#) ***Not an Act

- Policy applies to employees of Government departments.
- Accommodation made for individuals with disabilities regarding employment on a case-by-case basis.

[Labour Standards Act](#)

- Employers can not fire for reasons relating to pregnancy, adoption, or parental leave.

[Occupational Health and Safety Act](#)

- “At least half of the members of a committee are to be persons representing the workers at the workplace who are not connected with the management of the workplace”.

[Adult Protection Act](#)

- “An adult in need of protective intervention means an adult who lacks capacity and who
 - (a) is incapable of caring for himself or herself, or who refuses, delays or is unable to make provision for adequate care and attention for himself or herself; or
 - (b) is abused or neglected”.
- “The following principles apply to the delivery of programs and services under this Act:
 - (a) an adult is entitled to live in the manner he or she wishes as long as that adult
 - (i) has the capacity to make decisions respecting his or her lifestyle, and
 - (ii) does not harm himself, herself or others;
 - (b) in relation to an intervention to assist or protect an adult who is or may be in need of protective intervention, the paramount consideration shall be the best interests of that adult;
 - (c) an adult who is or may be in need of protective intervention should be involved to the greatest possible extent in decisions relating to him or her;
 - (d) an adult who is or may be in need of protective intervention should receive the most effective but the least restrictive and intrusive form of support or protection when unable to care for himself or herself or his or her assets as program and service resources, including budgetary appropriations, permit;
 - (e) an intervention to assist or protect an adult should be designed for the specific needs of that adult and should be reviewed and revised as his or her needs and condition change ...”.

[Access to Abortion Services Act](#)

- An individual is prohibited from intervening with individuals who seek an abortion or physicians who provide the service in a facility.

[Child and Youth Advocate Act](#)

- "The Office of the Child and Youth Advocate is established
 - (a) to ensure that the rights and interests of children and youth are protected and advanced and their views are heard and considered;
 - (b) to ensure that children and youth have access to services and that their complaints relating to the provision of those services receive appropriate attention;
 - (c) to provide information and advice to the government, agencies of the government and to communities about the availability, effectiveness, responsiveness and relevance of services to children and youth;
 - (c.1) to review and investigate matters affecting the rights and interests of children and youth; and
 - (d) generally, to act as an advocate of the rights and interests of children and youth".

[Correctional Services Act](#)

- "This Act and the regulations made under it shall be interpreted and administered in a manner consistent with the following principles: ...
 - (b) the safety of the community will be enhanced by addressing, as far as possible, through programming and services designed to promote rehabilitation and reintegration, the needs and circumstances of offenders that are related to their offending behaviour; ...
 - (d) offenders shall obey community supervision conditions and correctional facility rules and will be subject to the least restrictive measures consistent and necessary for the protection of the public, staff members and offenders;
 - (e) inmates are entitled to fair treatment with access to an effective grievance and disciplinary procedure; and
 - (f) policies, programs and practices will respect age, gender, sexual orientation, ethnic, cultural, religious and linguistic differences and will be responsive to the particular needs of women and aboriginal peoples, the needs of offenders with particular mental health and addictions requirements, and the needs of other groups of offenders with special requirements".
- "The Lieutenant-Governor in Council may make regulations...
 - (m) respecting the diet, clothing, maintenance, accommodation, employment and training of inmates;
- "A strip search of an inmate shall be conducted by an authorized person of the same sex as the inmate unless the delay that would be caused by complying with this requirement would result in imminent danger to human life or safety".
- Information provided to inmates in a manner that they can comprehend.

[COVID-19 Pandemic Response Act](#)

- Employers can not fire employees if the reason for the leave is related to a communicable disease.
- "An employer shall reinstate an employee at the end of his or her leave under this Part on terms and conditions that are not less beneficial than those that existed before the leave began".

[Mental Health Care and Treatment Act](#)

- "(1) The purpose of the Act is as follows:
(a) to provide for the treatment, care and supervision of a person with a mental disorder that is likely to result in dangerous behaviour or in substantial mental or physical deterioration or serious physical impairment;
(b) to protect a person with a mental disorder from causing harm to himself or herself or another and to prevent a person with a mental disorder from suffering substantial mental or physical deterioration or serious physical impairment;
(c) to provide for the apprehension, detention, custody, restraint, observation, assessment, treatment and care and supervision of a person with a mental disorder by means that are the least restrictive and intrusive for the achievement of the purpose set out in paragraphs (a) and (b); and
(d) to provide for the rights of persons apprehended, detained, restrained, admitted, assessed, treated and cared for and supervised under this Act".

[Schools Act, 1997](#)

- "Every student is entitled to receive instruction in English".
- "Where an individual has rights under section 23 of the Canadian Charter of Rights and Freedoms to have his or her children receive instruction in French, the children of that individual shall receive that instruction in accordance with those rights wherever in the province those rights apply".
- "A principal of a school shall, in accordance with the by-laws of the board, comply with a request of a parent with respect to a religious observance".
- Role of principal: "where the school is a French first language school, promote cultural identity and French language in the school".

[Seniors Advocate Act](#)

- "The Office of the Seniors' Advocate is established to
(a) identify, review and analyze systemic issues related to seniors;
(b) work collaboratively with seniors' organizations, service providers and others to identify and address systemic issues related to seniors; and
(c) make recommendations to government and government agencies respecting changes to improve seniors' services".
- "In carrying out the powers and duties of his or her office the advocate may
(a) receive and review matters related to seniors;
(b) initiate and participate in reviews related to seniors;

- (c) conduct research related to seniors, including interviews and surveys;
- (d) consult with seniors, service providers and the public;
- (e) request information, other than
 - (i) personal health information within the meaning of the Personal Health Information Act , and
 - (ii) personal information within the meaning of the Access to Information and Protection of Privacy Act, 2015 ;
- (f) make recommendations to government, government agencies, service providers and community groups respecting legislation, policies, programs and services impacting seniors; and
- (g) inform the public about the Office of the Seniors' Advocate and promote awareness of systemic issues related to seniors”.

[Status of Women Advisory Council Act](#)

- “The advisory council shall
 - (a) advise the minister on those matters relating to the status of women that the minister refers to the advisory council for consideration;
 - (b) advise the minister on those matters relating to the status of women that the advisory council feels appropriate; and
 - (c) bring before the government and the public matters of interest and concern to women; and
 - (d) establish the general policies that will govern the organization, administration and operation of the advisory council”.
- “The advisory council may
 - (a) receive and hear submissions and suggestions from individuals and groups concerning the status of women;
 - (b) research matters relating to the status of women and suggest research areas that may be studied by an interested person;
 - (c) recommend and participate in programs concerning the status of women;
 - (d) recommend legislation, policies and practices to promote equality of opportunity for women and to improve the status of women;
 - (e) publish reports, studies and recommendations that the advisory council feels advisable”.

[Volunteer Service Medal Act](#)

- “The government of the province shall award a medal to each person
- (a) who is a Canadian citizen and is a current or was a long-term resident of the province;
 - (b) who has provided a volunteer service to his or her community, without reward or gain, in an area that is beyond his or her normal duties or responsibility, for a minimum of 10 years; and

(c) who has been recommended by the selection committee as a person considered deserving of the award”.

[Young Persons Offences Act](#)

- “ ... [Y]oung persons have rights and freedoms in their own right, including those stated in the Canadian Charter of Rights and Freedoms and in particular a right to be heard in the course of, and to participate in, the processes that lead to decisions that affect them, and young persons should have special guarantees of their rights and freedoms....”.

Notes:

- [Memorial University Policies: Equity, Diversity and Inclusion in Employment](#)
 - Objectives:
 - “recognizing, preventing and eliminating disadvantage or discrimination”
 - “creating and maintaining a culture that supports an inclusive and welcoming workplace”
 - Use techniques to recruit diverse members
 - Advertisement for positions encompasses equity and diversity.
- Blind Persons' Rights Act: “This statute has either been repealed or has expired and is not available online”.
- Education Act: “This statute has either been repealed or has expired and is not available online”.
- Day Care and Homemaker Services Act: “This statute has either been repealed or has expired and is not available online”.
- Homes for Special Care Act: “This statute has either been repealed or has expired and is not available online”.
- Legislative Disabilities Act: “This statute has either been repealed or has expired and is not available online”.
- Mental Health Act: “This statute has either been repealed or has expired and is not available online”.
- Youth Advisory Council Act: “This statute has either been repealed or has expired and is not available online”.



2. Nova Scotia

List of Acts: <https://nslegislature.ca/legislative-business/bills-statutes/consolidated-public-statutes>

Human Rights Act

- Prohibition of discrimination: “age; race; colour; religion; creed; sex (includes pregnancy); sexual orientation; gender identity; gender expression; physical disability or mental disability; an irrational fear of contracting an illness or disease; ethnic, national or aboriginal origin; family status; marital status; source of income; political belief, affiliation or activity; that individual’s association with another individual or class of individuals having characteristics referred to clauses (h) to (u) [mentioned categories of prohibition of discrimination]”.
- Explicitly states prohibition of discrimination with regards to characteristics mentioned above in “volunteer public service”.
- roles the Commission:
 - provide information to the public that instills the concept of equality
 - execute research and urge universities/other bodies to do research in human rights
 - advise/assist government on human rights
 - assist people or organizations interested in human rights within or outside Nova Scotia
- section 26: Race Relations, Equity and Inclusion
 - “shall develop and recommend programs and policies to promote racial harmony and to eliminate barriers to the full participation of members of racial minorities in society”
 - “shall assist Government, departments and agencies of Government, non-Government organizations and the private sector to develop policies on race relations”
 - “shall monitor implementation of policies on race relations adopted by Government or a department of Government, including the implementation of affirmative action and settlement agreements”
 - advise/assist with programs, plans, or arrangements that will develop “good relations between races and cultures”

Labour Standards Code

- “ ‘gender’ ”: “a female employee”; “a male employee”; and “an employee who does not identify exclusively, or at all, with, the gender binary of female and male

- Refers to the Human Rights Act for protection for individuals taking leave based on reasons regarding pregnancy.

Accessibility Act

- Attain accessibility with regards to “the delivery and receipt of goods and services; information and communication; public transportation and transportation infrastructure; employment; the built environment; education; and a prescribed activity or undertaking”.
- Help in the execution of these standards. The goal is to make Nova Scotia accessible by 2030.
- The roles of the Accessibility Directorate include “supporting accessibility initiatives and advancing broader disability-related issues”.
- Most of the members of the Accessibility Advisory Board must have a disability.
- The roles of the Board:
 - “suggest measures, policies, practices and requirements that may be implemented by the Government to achieve accessibility”
 - “assess whether existing measures, policies, practices and requirements are consistent with the purpose of this Act”
 - “set priorities for the establishment and content of accessibility standards and the timelines for their implementation”
 - “set long-term accessibility objectives for furthering the purpose of this Act”
 - “respond to requests for accessibility advice from the Minister”

Education Act

- “ ‘African-Canadian education’ ”: provides knowledge of the history and culture of Africans
- “ ‘Mi’kmaq education’ ”: provides knowledge of the history and culture of first-nations people
- “ ‘unacceptable behaviour’ ”: behaviour that harms others, destroys property, or interrupts learning: “bullying”, “cyberbullying”, “discriminatory behaviour”, “racist behaviour”
- a proportion of the members of the Conseil scolaire acadien provincial, Council on Mi’kmaq Education, and Council on the African-Canadian Education are selected after looking at the following factors: “regional, cultural and gender representation and representation for persons with a disability”; “the individual’s knowledge and experience”; and “the desirability of achieving an equitable representation of the diversity of educational and community interests served by public education in the Province”.
- “It is the duty of every teacher in a public school under the jurisdiction of a regional centre to: ... (m) maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern

for the dignity and welfare of others and a respect for religion, morality, truth, justice, love of country, humanity, equality, industry, temperance and all other virtues ...”.

- A role of the regional centre is to establish educational programs for students with special needs.
- “The Council on African-Canadian Education shall (a) promote the rights and interests of African-Nova Scotians by providing recommendations to the Minister on programs and services in public schools and to the Minister of Labour and Advanced Education on post-secondary and adult education”.
- “The Council on Mi’kmaq Education shall (a) promote the rights and interests of the Mi’kmaq by providing recommendations to the Minister on programs and services in public schools and to the Minister of Labour and Advanced Education on post-secondary and adult education ...”.

[Co-ordinated Home Care Act](#)

- “ ‘Co-ordinated Home Care Program’ means the co-ordinated delivery of a range of health, housing and social services to meet the needs of persons who require assistance or support in order to remain in their own homes or community or whose functioning without assistance or support is likely to deteriorate, making it impossible to stay in their own homes or community”.

[Occupational Health and Safety Act](#)

- A proportion of the Occupational Health and Safety Committee are “to be determined by the employees they represent...”. This rule is in addition to the following “At least half of the members of a committee shall be employees at the workplace who are not connected with the management of the workplace and the employer may choose up to one half of the members of the committee if the employer wishes to do so”.

[Involuntary Psychiatric Treatment Act](#)

- “[P]ersons of all ages with mental disorders are entitled to be treated with dignity and respect”.
- “A person who has been detained under a certificate for involuntary psychiatric assessment, a patient who has been admitted to a psychiatric facility by a declaration of involuntary admission or a patient who is the subject of a community treatment order shall not be deprived of any right or privilege enjoyed by others by reason of receiving or having received mental health services, subject to those rights prescribed by the regulations”.

[Mental Health Act](#)

- “ ... [P]ersons of all ages with mental disorders are entitled to be treated with dignity and respect”.

[Adult Capacity and Decision-making Act](#)

- The purpose of this act is to “promote the dignity, autonomy, independence, social inclusion and freedom of decision-making of adults” who have an impairment.
- Individuals can make their own decisions with the exception of when the impairment poses a challenge in decision making.
- “[A]n adult is entitled to communicate by any means that enables the adult to be understood, and the means by which the adult communicates is not relevant to a determination of whether the adult has capacity”.
- When adults are incapable of making decisions, autonomy is to be respected by allowing the least restrictive/intrusive decisions which are in the best interest of their well-being and financial concerns.

Advisory Council on the Status of Women Act

- The roles of the Council include to advise the Minister on issues concerning women and to inform the Minister on matters regarding women. Furthermore, the Council conducts and recommends research on the status of women, proposes/participates in programs regarding the status of women, and “proposes legislation, policies and practices to promote equality of opportunity and status”.

Blind Persons' Right Act

- “No person, directly or indirectly, alone or with another, by himself or by the interposition of another, shall
- deny to any person the accommodation, services or
 - facilities available in any place to which the public is customarily admitted; or
- discriminate against any person with respect to the accommodation, services or facilities available in any place to which the public is customarily admitted or the charges for the use thereof, for the reason that he is a blind person accompanied by a dog guide”.
- “No person, directly or indirectly, alone or with another, by himself or by the interposition of another, shall
- deny to any person occupancy of any self-contained dwelling unit; or
 - (b) discriminate against any person with respect to any term or condition of occupancy of any self-contained dwelling unit, for the reason that he is a blind person keeping or customarily accompanied by a dog guide”.

Correctional Services Act

- “Where an offender in custody is unable to participate in programs or work or requires special accommodation due to illness, disability or injury, the responsible official shall inform the superintendent, in writing, and the

superintendent shall make all reasonable efforts to accommodate the needs of the offender”.

- “A superintendent shall ensure that every female offender in a correctional facility is housed in a separate living unit from male offenders”.
- “Subject to the regulations, a superintendent shall ensure that every female offender in a correctional facility is supervised by a female employee”.
- “Where, in the opinion of the superintendent it is reasonable to do so, the superintendent shall provide special diets to offenders for religious, cultural or health reasons”.
- “Notwithstanding Sections 61 and 62, (a) no male employee shall search a female person; and (b) no female employee shall strip search a male person”.

[French-Language Services Act](#)

- “The purpose of this Act is to
- contribute to the preservation and growth of the Acadian and francophone community; and (b) provide for the delivery of French-language services by designated departments, offices, agencies of Government, Crown corporations and public institutions to the Acadian and francophone community”
- “In addition to the responsibilities set out in Section 30B of the Public Service Act, the objects of the Department of Communities, Culture and Heritage are to

(a) ensure that the Government is aware of the needs of the Acadian and francophone community;

(b) offer advice and support to departments, offices and agencies of Government and to Crown corporations for the purpose of developing and adopting or providing programs, policies and services that reflect the needs of the Acadian and francophone community;

(c) provide support for other departments for French-language services within the Government;

(d) develop partnerships with Acadian and francophone agencies at provincial, national and international levels;

(e) ensure that Acadian and francophone needs are addressed in the development of programs, policies and services; and

(f) recognize the contribution of the Acadian and francophone community”

- “In consultation with the Minister of Acadian Affairs, the Minister shall advise the Government respecting

(a) the provision of French-language services within departments and offices; and

(b) the development and enhancement of the Acadian and francophone community.

(2) For the purpose of subsection (1), the Minister shall

- (a) prepare and recommend Government plans, programs, policies, services and priorities;
- (b) co-ordinate and monitor the implementation of plans, programs, services and policies of the Government by the public service;
- (c) make recommendations in connection with the financing of Government programs, services and policies;
- (d) respond to public concerns respecting the quality of French-language programs and services; and
- (e) perform such other duties as may be assigned to the Minister by the Governor in Council”.

[Language Schools Act](#)

- “The purpose of this Act is to ensure language schools provide quality English and French language programs along with adequate support services to international students in the Province”.

[Multiculturalism Act](#)

- “The purpose of this Act is to promote multiculturalism in the Province by
 - (a) encouraging recognition and acceptance of multiculturalism as an inherent feature of a pluralistic society;
 - (b) establishing a climate for harmonious relations among people of diverse cultural and ethnic backgrounds without sacrificing their distinctive cultural and ethnic identities;
 - (c) encouraging the continuation of a multicultural society as a mosaic of different ethnic groups and cultures”.
- “The Governor in Council may appoint a Multiculturalism Advisory Committee consisting of such number of persons and representing such cultural and ethnic groups as the Governor in Council considers advisable to review policies, programs and activities that relate to multiculturalism and to make recommendations to the Cabinet Committee as to what policy initiatives should be taken, general directions should be followed and co-ordination is desirable, in the opinion of the Advisory Committee, to carry out the intent and purpose of this Act”.

[Police Act](#)

- “The Minister shall approve uniform training programs and guidelines for police officers who work with individuals with mental disabilities”.
- One of the roles of the board: “... ensure that police services are delivered in a manner consistent with community values, needs and expectations ...”.
- “The Minister may
 - (a) appoint a person as an aboriginal police officer; and
 - (b) define the territorial jurisdiction and duties of an aboriginal police officer”.

[Volunteer Protection Act](#)

"Notwithstanding any enactment, no volunteer of a non-profit organization is liable for damage caused by an act or omission of the volunteer on behalf of the organization if

- (a) the volunteer was acting within the scope of the volunteer's responsibilities in the non-profit organization at the time of the act or omission; and
- (b) the volunteer was properly licensed, certified or authorized, if required by law, by the appropriate authorities for the activities or practice undertaken by the volunteer at the time the damage occurred,
- (c) but the limitations on the liability of a volunteer under this Act do not apply if
- (d) the damage was caused by willful, reckless or criminal misconduct or gross negligence by the volunteer;
- (e) the damage was caused by the volunteer while operating a motor vehicle, vessel, aircraft or other vehicle for which the owner is required by law to maintain insurance;
- (f) the act or omission which caused the damage constitutes an offence; or
- (g) (f) the volunteer was unlawfully using or impaired by alcohol or drugs at the time of the act or omission which caused the damage".

Public Service Act

- "The objects and purposes of the Office of Aboriginal Affairs are to
 - (a) facilitate and promote a co-ordinated approach within the Government on matters related to aboriginal people in the Province;
 - (b) represent the interests of the Province in intergovernmental, bilateral and trilateral initiatives and negotiations; and
 - (c) provide research analysis and policy advice on aboriginal issues".
- "It is the function of the Office of Immigration to take a lead role in engaging and in working with partners in the private, public, academic and non-governmental organization sectors in order to
 - (a) attract immigrants to, integrate immigrants into and retain immigrants in the Province;
 - (b) promote the culture of a welcoming community for immigrants, including by the raising of public awareness and education on immigration and diversity issues;
 - (c) market the Province as an attractive immigration destination;
 - (d) strengthen immigration and settlement planning, policy and programming in the Province in order to improve opportunities to attract, integrate and retain immigrants; and
 - (e) ensure planning and capacity for the effective delivery of immigrant settlement and integration programming in the Province".

Notes: There was no pertinent information in the [Day Care Act](#), [Homes for Special Care Act](#), [Homemakers Service Act](#), [Protection of Persons in Care Act](#), [Age of Majority Act](#), [Volunteer Services Act](#)



3. New Brunswick

List of Acts: <http://laws.gnb.ca/en/BrowseTitle>

[Corrections Act](#)

- The purpose of the investigation of offenders is “to assess that person’s personal qualities and any other resources in order to determine what is the most effective treatment for the rehabilitation of the offender and for the good of the community”.

[Child, Youth and Senior Advocate Act](#)

- The roles of the Office of the Child, Youth and Senior Advocate:
 - “(a) ensuring that the rights and interests of children, youths, adults under protection and seniors are protected;
 - (b) ensuring that the views of children, youths, adults under protection and seniors are heard and considered in appropriate forums where those views might not otherwise be advanced;
 - (c) ensuring that children, youths, adults under protection and seniors have access to services and that their complaints about those services receive appropriate attention;
 - (d) providing information and advice to the government, government agencies and communities about the availability, effectiveness, responsiveness, and relevance of services to children, youths, adults under protection and seniors;
 - and
 - (e) acting as an advocate for the rights and interests of children, youths, adults under protection and seniors generally”.

[Custody and Detention of Young Persons Act](#)

- “ ... [Y]oung persons have rights and freedoms in their own right, including those stated in the *Canadian Charter of Rights and Freedoms*, and in particular a right to be heard in the course of, and to participate in, the processes that lead to decisions that affect them, and young persons should have special guarantees of their rights and freedoms ...”.
- Actions taken against youth who committed offences should “respect gender, ethnic, cultural and linguistic differences and respond to the needs of aboriginal young persons and of young persons with special requirements”.

[Early Childhood Services Act](#)

- "Government of New Brunswick is committed to supporting the early learning and childcare sector in its efforts to build a network of high-quality, accessible, inclusive and affordable early childhood services".

[Education Act](#)

- "The Minister shall prescribe or approve programs and services which
(a) respond to the unique needs of Mi'kmaq and Maliseet children, if the Minister has entered into an agreement with a council of the Mi'kmaq or Maliseet first nation...
(b) foster an understanding of aboriginal history and culture among all pupils".
 - "A personalized learning plan shall be developed for a pupil if the superintendent concerned, after consulting with qualified persons, determines that the physical, sensorial, cognitive, social-emotional or other needs of the pupil requires that a personalized learning plan be developed".
 - One role of a teacher consists of "exemplifying and encouraging in each pupil the values of truth, justice, compassion and respect for all persons".
 - An individual who is of the Mi'kmaq or Maliseet First Nation is appointed a councillor on the District Education Council in a school district.
 - "Two distinct education sectors are established consisting of
(a) school districts organized throughout the Province in the English language, and
(b) school districts organized throughout the Province in the French language".
 - "The educational programs and educational services provided within a school district, other than second language instruction, shall be developed, implemented and delivered by persons who speak the official language of the school district and so as to preserve and promote that language and culture".
 - "A child is not required to attend school if the child ... (c) is absent on a day regarded as a holy day by the religious denomination of the child or the parent of the child ...".
 - "The Parent School Support Committee at the school shall advise the principal of the school respecting the establishment, implementation and monitoring of the positive learning and working environment plan, which may include (a) strategies and practices to promote respectful behaviour and a positive and inclusive social climate for all students and staff ...".

[Employment Standards Act](#)

- "An employer shall not dismiss, suspend or lay off an employee who is pregnant, or refuse to employ a person who is pregnant, for reasons arising from her pregnancy alone".

[Healthy Aging and Long-Term Care Act](#)

- "...New Brunswickers encourage age-friendly communities that embrace the contributions of seniors, celebrate cultural diversity, overcome ageism and reduce inequities..."
- "...New Brunswickers deserve high quality, affordable, efficient and person-centered care and support services that promote a culture of wellness, responsibility, independence and a high quality of life for all seniors"
- "The Minister shall establish an Aging Secretariat within the Department of Social Development that shall...
 - (b) make recommendations to the Minister with respect to legislation, policies and practices to support the implementation of the Provincial Strategy,
 - (c) with respect to matters within the scope of the Provincial Strategy,
 - (i) undertake research,
 - (ii) recommend areas of research for study by government, government agencies, voluntary associations, businesses and universities,
 - (iii) refer issues to government, government agencies, voluntary associates, businesses, universities and individuals,
 - (iv) consult and collaborate with government agencies, voluntary associations, businesses, universities and individuals, ..."

Human Rights Code

- "WHEREAS recognition of the fundamental principle that all persons are equal in dignity and human rights without regard to race, colour, religion, national origin, ancestry, place of origin, age, physical disability, mental disability, marital status, family status, sexual orientation, sex, gender identity or expression, social condition or political belief or activity is a governing principle sanctioned by the laws of New Brunswick"
- " '[S]ocial condition', in respect of an individual, means the condition of inclusion of the individual in a socially identifiable group that suffers from social or economic disadvantage on the basis of his or her source of income, occupation or level of education"
- Above consists of prohibited grounds of discrimination and is promoted by the New Brunswick Human Rights Commission. The other role of the commission: "to develop and conduct educational programs designed to eliminate discriminatory practices")
- "WHEREAS ignorance, forgetfulness or contempt of the rights of others are often the causes of public miseries and social disadvantage"
- "WHEREAS people and institutions remain free only when freedom is founded on respect for moral and spiritual values and the rule of law"

Mental Health Act

"In order to determine the best interests of the patient in relation to medical treatment that is not routine clinical medical treatment or other psychiatric treatment, regard shall

be had to (a) whether or not the condition of the patient will be or is likely to be substantially improved by the treatment,
(b) whether or not the condition of the patient will improve or is likely to improve without the treatment,
(c) whether or not the anticipated benefit from the treatment outweighs the risk of harm to the patient, and
(d) whether or not the treatment is the least restrictive and least intrusive treatment that meets the requirements of paragraphs (a), (b) and (c)".

[New Brunswick Women's Council Act](#)

- "The objectives of the Council are as follows:
(a) to be an independent body that provides advice to the Minister on matters of importance to women and their substantive equality;
(b) to bring to the attention of government and the public issues of interest and concern to women and their substantive equality;
(c) to include and engage women of diverse identities, experiences and communities, women's groups and society in general;
(d) to be strategic and provide advice on emerging and future issues; and
(e) to represent New Brunswick women".
- "The membership of the Council as a whole shall reflect the diversity, geography and official languages of New Brunswick".

[Occupational Health and Safety Act](#)

- "A committee shall consist of equal representation from both the employer and the employees, and the employer shall designate his representative or representatives and the employees shall designate their representative or representatives".

[Official Languages Act](#)

- "WHEREAS the Constitution of Canada provides that English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the Legislature and Government of New Brunswick".
- "AND WHEREAS the Constitution of Canada also recognizes that the English linguistic community and the French linguistic community in New Brunswick have equality of status and equal rights and privileges, including the right to distinct educational institutions and such distinct cultural institutions as are necessary for the preservation and promotion of those communities".
- "The purpose of this Act is the following:
(a) to ensure respect for English and French as the official languages of New Brunswick;

(b) to ensure that English and French have equality of status and equal rights and privileges as to their use in all institutions of the Province; and
(c) to set out the powers and duties of the institutions of the Province with respect to the two official languages”.

[An Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick](#)

- “WHEREAS the Legislative Assembly of New Brunswick acknowledges the existence of two official linguistic communities within New Brunswick whose values and heritages emanate from and are expressed through the two official languages of New Brunswick”.
- “WHEREAS the Legislative Assembly of New Brunswick desires to recognize the equality of these official linguistic communities”.
- “WHEREAS the Legislative Assembly of New Brunswick seeks to enhance the capacity of each official linguistic community to enjoy and safeguard its heritage for succeeding generations”.
- “WHEREAS the Legislative Assembly of New Brunswick desires to affirm and protect in its laws the equality of status and the equal rights and privileges of the official linguistic communities”.
- “The Government of New Brunswick, in its proposed laws, in the allocation of public resources and in its policies and programs, shall take positive actions to promote the cultural, economic, educational and social development of the official linguistic communities”.

[Premier’s Council on Disabilities Act](#)

- The roles of the Council include informing the government about concerns regarding individuals with disabilities, improving access, and promoting employment.

[Vocational Rehabilitation of Disabled Persons Act](#)

- “The Minister may
 - (a) provide vocational rehabilitation services to a disabled person,
 - (b) plan, develop, operate, manage and coordinate a project or enterprise for the vocational rehabilitation of disabled persons,
 - (c) in cooperation with organizations and associations, whether incorporated or not, provide for and encourage the coordination of activities and services in the field of vocational rehabilitation, or
 - (d) provide for any other matters that the Minister considers advisable for the vocational rehabilitation of disabled persons”.

[Volunteer Emergency Aid Act](#)

“Despite the rules of common law, a person who in good faith voluntarily and without reasonable expectation of compensation or reward provides aid, advice or emergency medical services to the victim of an accident or a medical emergency at the immediate

scene of the accident or emergency is not liable for damages that result from the person's negligence in acting or failing to act, unless it is established that the damages were caused by the gross negligence of the person".

Note: There was no pertinent information in the [Blind Workers' Compensation Act](#), [Infirm Persons Act](#), [Labour and Employment Board Act](#), [Police Act](#)



4. Prince Edward Island

List of Acts: <https://www.princeedwardisland.ca/en/legislation/all/all/a>

[Adult Protection Act](#)

- "The purposes of this Act are (a) to provide or arrange for assistance for an adult who is in need of assistance; and (b) to provide protective intervention for an adult who is in need of protection".
- "This Act is to be administered in accordance with the following guiding principles:

(a) an adult is entitled to live in the manner he or she wishes and to accept or decline assistance offered by the Minister, provided the adult has the capacity to make reasonable decisions respecting those matters and does not cause harm to others;

(b) an adult who is in need of assistance or protection should receive the most effective but least restrictive or intrusive assistance or protective intervention, as the case may be;

(c) in relation to the provision of assistance or protective intervention to an adult who is in need of assistance or protection, as the case may be, the paramount consideration shall be the best interests of that adult;

(d) an adult who is in need of assistance or protection should be involved to the fullest practicable extent in decisions relating to that adult;

(e) assistance or protective intervention provided to an adult who is in need of

assistance or protection, as the case may be, should address the specific needs of the adult and be reviewed and revised as the adult's needs or circumstances change".

- "An adult who is or may be in need of protection and any other person who is the subject of an application for an order under this Act is entitled to be heard at any proceeding related to that application".

[Advisory Council on the Status of Women Act](#)

- "The Council shall
 - (a) develop public awareness of the issues affecting the status of women;
 - (b) promote a change in attitudes within the community in order that women may enjoy an equality of opportunity;
 - (c) encourage discussion and expression of opinion by Island residents on issues affecting the status of women;
 - (d) advise the Minister with respect to such issues as the Minister may refer to the Council for consideration;
 - (e) review policies and legislation affecting women and report its findings to the relevant governmental departments or agencies;
 - (f) provide assistance to the Minister in promoting changes to ensure the attainment of equality objectives of women; and
 - (g) provide assistance, as the Council deems appropriate, to organizations and groups whose objectives promote the equality of women".
- "The Council may
 - (a) receive and hear submissions and suggestions from individuals and groups concerning the status of women;
 - (b) research matters relating to the status of women and suggest research areas in relation thereto that may be studied by any interested person;
 - (c) recommend and participate in programs concerning the status of women;
 - (d) recommend legislation, policies and practices to promote equality of opportunity for women and to improve the status of women;
 - (e) publish such reports, studies and recommendations as the Council feels advisable; and
 - (f) present reports to the Minister for presentation to the Legislative Assembly".

[Autism Coordination Act](#)

- "The objects and purposes of the Committee are
 - (a) to facilitate and coordinate the planning, development and delivery of services and programs for people with autism spectrum disorders;
 - (b) to heighten awareness of the needs and aspirations of people with autism spectrum disorders;
 - (c) to encourage persons and groups providing voluntary and professional services to

people with autism spectrum disorders;

(d) to consult with stakeholders on matters that affect people with autism spectrum disorders, including legislation, regulations, policies or programs; and

(e) to be responsive to the needs and concerns of people with autism spectrum disorders and their caregivers by

(i) seeking feedback and advice regarding the improvement of autism programs and services from persons and groups interested in providing voluntary services to people with autism spectrum disorders,

(ii) reviewing existing programs and services, and

(iii) making recommendations as to how those programs and services may be made more responsive to the needs and aspirations of people with autism spectrum disorders”.

- “The duties of the Committee are to initiate and coordinate government work

(a) to undertake research to identify and study matters with respect to people with autism spectrum disorders and make recommendations based on the findings of the research;

(b) to collect and disseminate information to the public with respect to people with autism spectrum disorders;

(c) to publish reports, studies and surveys with respect to people with autism spectrum disorders;

(d) to develop legislation, policies or programs to achieve the objects of this Act;

(e) to collaborate with other governments and with community-based organizations on the development and delivery of policies and programs respecting people with autism spectrum disorders;

(f) to deliver programs and navigation supports for people with autism spectrum disorders or for the benefit of people diagnosed with autism spectrum disorders;

(g) to review or participate in the review of programs and services delivered to or on behalf of people with autism spectrum disorders by other government departments;

(h) to promote awareness within the government of issues experienced by people with autism spectrum disorders; and

(i) to support programs and activities that recognize the contributions of people with autism spectrum disorders to the community”.

- “In carrying out the duties of the Committee, the Committee shall work closely with government agencies and boards, Crown corporations, physical and mental health professionals, registered charities and non-profit organizations”.

[Community Care Facilities and Nursing Homes Act](#)

- “The primary objects of the Board are to ensure the provision in facilities of accommodation, care services and nursing services that are safe, of good quality and appropriate to the needs of the residents”.

Child Protection Act

- "AND WHEREAS children have basic rights and fundamental freedoms no less than those of adults, and a right to special safeguards and assistance in the preservation of those rights and freedoms".
- "AND WHEREAS the preservation of the cultural, racial, linguistic and religious heritage of a child promotes the healthy development of the child".

Education Act

- "An education authority has the following responsibilities: ...
(c) ensure that each student enrolled at a school operated by the education authority and each staff member employed by the education authority is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and a sense of belonging;
(d) to provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
(e) to collaborate with municipalities, the other education authority and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources ...".
- " In addition to the responsibilities specified in subsection (2), the French Language School Board may...
(b) promote French language and culture in connection with its responsibility to deliver the courses of study and education programs approved or authorized pursuant to this Act".
- "A student enrolled in a school has the following responsibilities: ...
(d) to respect the rights of others in the school".
- "A student is excused from attending a school on an instructional day if ... (b) the day is recognized as a religious holiday by the religious denomination to which the student belongs".

Employment Standards Act

- "The Lieutenant Governor in Council shall establish, and appoint the members of, a board that shall be known as the Employment Standards Board and that board shall consist of not less than six persons equally representative of employees and employers respectively, and one additional person who shall be chairperson".
- "No employer shall dismiss, lay off or suspend an employee by reason only of the fact that the employee
(a) is pregnant;
(b) is temporarily disabled because of pregnancy;
(c) has applied for maternity leave in accordance with section 19; or

(d) has applied for parental or adoption leave in accordance with section 22”.

French Language Services Act

- “AND WHEREAS the Government of Prince Edward Island is committed to supporting the Acadian and Francophone community and maintaining the French language on Prince Edward Island for future generations”.
- “Every government institution shall ensure that each designated service provided by that government institution is provided to any member of the public in the person’s choice of French or English”.
- “The functions of the Minister include developing and co-ordinating the implementation of policies and programs of the Government of Prince Edward Island relating to (a) Acadian and Francophone Affairs; and (b) the provision of designated services by government institutions in French”.
- Members of the Acadian and Francophone Community Advisory Committee (roles: provide advice on service in French and other issues about the Acadian and Francophone community) must be bilingual (English/French) and represent various regions of the province.

Human Rights Act

- “WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations; AND WHEREAS it is recognized in Prince Edward Island as a fundamental principle that all persons are equal in dignity and human rights without regard to age, colour, creed, disability, ethnic or national origin, family status, gender expression, gender identity, marital status, political belief, race, religion, sex, sexual orientation, or source of income”.
- “AND WHEREAS it is deemed desirable to provide for the people of the province a Human Rights Commission to which complaints relating to discrimination may be made”.
- “No person shall refuse to employ or to continue to employ any individual... (b) because the individual has been convicted of a criminal or summary conviction offence that is unrelated to the employment or intended employment of the individual”.
- “No person or agency carrying out a public function, including fire protection or hospital services, through the use in whole or in part of volunteers, shall exclude, expel or limit any volunteer applicant on a discriminatory basis”.
- “No person shall discriminate against an individual...with whom the individual or the class of individuals associates”.

- “The [Human Rights] Commission shall
- (a) administer and enforce this Act;
 - (b) develop a program of public information and education in the field of human rights to forward the principle that every person is free and equal in dignity and rights without regard to age, colour, creed, disability, ethnic or national origin, family status, gender expression, gender identity, marital status, political belief, race, religion, sex, sexual orientation, or source of income;
 - (c) advise the government on suggestions, recommendations and requests made by private organizations and individuals;
 - (d) report as required by the Minister on the business and activities of the Commission;
 - (e) consider, investigate or administer any matter or activity referred to the Commission by the Lieutenant Governor in Council or the Minister”.

Mental Health Act

- “The Review Board shall not consider an application under subsection (1) unless it is accompanied by statements signed by the attending psychiatrist and another psychiatrist, each stating that they have examined the patient and that they are of the opinion, stating the reasons of each of them, that
- (a) the mental condition of the patient will be or is likely to be substantially improved by the specified psychiatric treatment;
 - (b) the mental condition of the patient will not improve or is not likely to improve without the specified psychiatric treatment;
 - (c) the anticipated benefit from the specified psychiatric treatment and other related medical treatment outweighs the risk of harm to the patient; and
 - (d) the specified psychiatric treatment and other related medical treatment are the least restrictive and least intrusive treatments that meet the requirements of clauses (a), (b), and (c)”.
- “Except as provided in this Act, no person shall be deprived of any right or privilege enjoyed by other persons by reason of (a) having received mental health services; or (b) being named in an application, certificate, or order issued under this Act or in any similar application, certificate, or order issued under any former Act respecting mental health”.

Occupational Health and Safety Act

- “Membership of the committee shall be determined as follows: (a) one-half of the members shall be selected by the union representing the workers or, in the absence of a union, by the workers that the members represent; (b) one-half of the members shall be selected by the employer”.

[Volunteers Liability Act](#)

"Where, in respect of a person who is ill, injured or unconscious as a result of an accident or other emergency, a volunteer renders services or assistance at any place, the volunteer is not liable for damages for injuries to or the death of that person alleged to have been caused by an act on the part of the volunteer while rendering services or assistance, unless it is established that the injuries or death were caused by gross negligence on the part of the volunteer, and no proceeding shall be commenced against a volunteer which is not based upon his or her alleged gross negligence".

[Youth Justice Act](#)

"No youth sentence shall be made in respect of a young person that results in a punishment that is greater than the maximum punishment that would be applicable to an adult who has committed the same offence".

Note: There was no pertinent information in the [Blind Workers' Compensation Act](#), [Child and Youth Advocate Act](#), [Correctional Services Act](#), [Early Learning and Child Care Act](#), and [Police Act](#).

5. Quebec

List of Acts: <http://legisquebec.gouv.qc.ca/en/BrowseChapter?corpus=statutes>

Charter of Human Rights and Freedoms

- "WHEREAS every human being possesses intrinsic rights and freedoms designed to ensure his protection and development".
- "Whereas all human beings are equal in worth and dignity, and are entitled to equal protection of the law".
- "Whereas respect for the dignity of human beings, equality of women and men, and recognition of their rights and freedoms constitute the foundation of justice, liberty and peace".
- "Whereas the rights and freedoms of the human person are inseparable from the rights and freedoms of others and from the common well-being".
- "Every person is the possessor of the fundamental freedoms, including freedom of conscience, freedom of religion, freedom of opinion, freedom of expression, freedom of peaceful assembly and freedom of association".
- "Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap".
- "No one may dismiss, refuse to hire or otherwise penalize a person in his employment owing to the mere fact that he was convicted of a penal or criminal offence, if the offence was in no way connected with the employment or if the person has obtained a pardon for the offence".
- "Every person arrested or detained must be treated with humanity and with the respect due to the human person".
- "Every person confined to a correctional facility has the right to separate treatment appropriate to his sex, his age and his physical or mental condition".
- "Persons belonging to ethnic minorities have a right to maintain and develop their own cultural interests with the other members of their group".

- “Every person in need has a right, for himself and his family, to measures of financial assistance and to social measures provided for by law, susceptible of ensuring such person an acceptable standard of living”.
- “Every aged person and every handicapped person has a right to protection against any form of exploitation”.
- “The object of an affirmative action program is to remedy the situation of persons belonging to groups discriminated against in employment, or in the sector of education or of health services and other services generally available to the public. An affirmative action program is deemed non-discriminatory if it is established in conformity with the Charter. An equal access employment program is deemed not to discriminate on the basis of race, colour, gender or ethnic origin if it is established in accordance with the Act respecting equal access to employment in public bodies (chapter A-2.01). An equal access to employment program established for a handicapped person within the meaning of the Act to secure handicapped persons in the exercise of their rights with a view to achieving social, school and workplace integration (chapter E-20.1) is deemed to be non-discriminatory if it is established in conformity with the Act respecting equal access to employment in public bodies”.

Act Respecting Labour Standards

- “The advisory committee is composed of the number of members determined by the ministerial order,

including at least one person from each of the following groups:

- (1) non-unionized employees;
- (2) unionized employees;
- (3) employers from the big business sector;
- (4) employers from the small and medium-sized business sector;
- (5) employers from the cooperative sector;
- (6) women;
- (7) young people;
- (8) families; and
- (9) cultural communities”.

- “At the end of a maternity, paternity or parental leave, the employer shall reinstate the employee in the employee’s former position with the same benefits, including the wages to which the employee would have been entitled had the employee remained at work. If the position held by the employee no longer exists when the employee returns to work, the employer shall recognize all the rights and privileges to which the employee would have been entitled if the employee had been at work at the time the position ceased to exist”.

An Act Respecting Occupational Health and Safety

- Representation in Health and Safety Committee: "At least one-half of the members of a committee shall represent the workers..."

Education Act

- "Every person is entitled to the preschool education services and elementary and secondary school instructional services provided for by this Act and by the basic school regulation made by the Government under section 447, from the first day of the school calendar in the school year in which he attains the age of admission to the last day of the school calendar in the school year in which he attains 18 years of age, or 21 years of age in the case of a handicapped person within the meaning of the Act to secure handicapped persons in the exercise of their rights with a view to achieving social, school and workplace integration".
- Role of teacher: "take the appropriate means to foster respect for human rights in his students".
- "The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal. The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member. In addition to any elements the Minister may prescribe by regulation, the plan must include: ...
(2) prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic".
- "In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student".
- Parents of students who are handicapped/socially maladjusted or have learning disabilities are among the council of commissions in school boards.
- "Every school board shall establish an advisory committee on services for handicapped students and students with social maladjustments or learning disabilities".
- "The functions of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities are
(1) to advise the school board on a policy for the organization of educational services to handicapped students and students with social maladjustments or learning disabilities;
(2) to advise the resource allocation committee and the school board on the

allocation of financial resources to the services intended for those students;
(3) to advise the school board on its commitment-to-success plan.

The committee may also advise the school board on the implementation of an individualized education plan for a handicapped student or a student with social maladjustments or learning disabilities”.

- “Every school board shall arrange and offer reception and referral services relating to vocational training or adult education. It shall recognize, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in vocational training or adult educational services”.
- “The Comité shall, for each school year, apportion the amount for financing local needs and the investment income of all or part of that amount according to the following rules: ...

(2) the remainder, after deducting the amount determined by the Comité for its purposes, shall be apportioned among the school boards to ensure the upgrading of education in economically disadvantaged areas served by those school boards, at such periods and according to such allocation rules as determined by a resolution adopted by the vote of at least two-thirds of the members of the Comité”.

- “School boards established pursuant to this division belong to only one of the following categories: French language school boards or English language school boards”.

[The Education Act for Cree, Inuit, and Naskapi Native Persons](#)

- There are Cree and Kativik school boards.
- “The school board shall also have the following special powers, subject only to the annual approval of its budget by the Minister: ... (h) to develop courses, textbooks and teaching materials designed to preserve and transmit the language and culture of the Crees ...”.
- “The school board may establish a curriculum development centre whose functions shall be ... (2) to develop courses, textbooks and teaching materials in the Inuttituut language with a view to preserving and perpetuating the language and culture of the Inuit people ...”.
- “Subject to budgetary restrictions, the committee also has the following duties and powers, with respect to the Naskapi school: ... (b) to develop the content of courses designed to preserve the Naskapi language and culture ...”.

[Charter of the French Language](#)

- “Whereas the National Assembly of Québec recognizes that Quebecers wish to see the quality and influence of the French language assured, and is resolved therefore to make of French the language of Government and the Law, as well

as the normal and everyday language of work, instruction, communication, commerce and business;

Whereas the National Assembly intends to pursue this objective in a spirit of fairness and open-mindedness, respectful of the institutions of the English-speaking community of Québec, and respectful of the ethnic minorities, whose valuable contribution to the development of Québec it readily acknowledges”.

- “Whereas the National Assembly of Québec recognizes the right of the Amerinds and the Inuit of Québec, the first inhabitants of this land, to preserve and develop their original language and culture”.
- “Whereas these observations and intentions are in keeping with a new perception of the worth of national cultures in all parts of the earth, and of the obligation of every people to contribute in its special way to the international community”.
- “... [T]he schools under the jurisdiction of the Cree School Board or the Kativik School Board, according to the Education Act for Cree, Inuit and Naskapi Native Persons (chapter I-14), the languages of instruction shall be Cree and Inuktitut, respectively, and the other languages of instruction in use in the Cree and Inuit communities in Québec”.
- Members of the Conseil supérieur de la langue française are appointed by the Government: “seven persons, chosen after consultation with the bodies which the Government considers representative of consumers, educational circles, cultural communities, unions and management, for a term not exceeding five years”.

[Act Respecting Health Services and Social Services](#)

- Purpose: “The health services and social services plan established by this Act aims to maintain and improve the physical, mental and social capacity of persons to act in their community and to carry out the roles they intend to assume in a manner which is acceptable to themselves and to the groups to which they belong”.
- “In order to permit these objectives to be achieved, this Act establishes an organizational structure of human, material and financial resources designed ... (5) to take account of the distinctive geographical, linguistic, sociocultural, ethnocultural and socioeconomic characteristics of each region ...”.

[Act Respecting the Québec Correctional System](#)

- “The correctional services of the Ministère de la Sécurité publique, the Commission québécoise des libérations conditionnelles and the community-based organizations which are their partners, as well as all society’s

stakeholders having an interest in the correctional system shall facilitate the reintegration of offenders into the community. In keeping with the fundamental rights of the offenders, the correctional services shall contribute to the maintenance of a safe society by helping offenders become law-abiding citizens and by providing reasonable and humane measures of security and control in their regard, while recognizing their potential for rehabilitation and their willingness to engage in a reintegration process”.

- Reintegration program: “The programs and services offered shall make special allowance for the specific needs of women and Native persons”.

Québec Immigration Act

- “A further object of this Act is to promote the integration of immigrants and of the family members accompanying them, in particular through their learning French and learning about democratic values and the Québec values expressed by the Charter of human rights and freedoms”.
- “This Act promotes, through a shared commitment between Québec society and immigrants, the latter’s full participation, in French and in full equality, in community life in addition to contributing, through the establishment of harmonious intercultural relations, to the cultural enrichment of Québec society”.
- “By offering support services to immigrants, such programs contribute to promoting their full participation, in French and in full equality, in community life and their longterm settlement in the regions”.

Educational Childcare Act

“The object of this Act is to enhance the quality of the educational services provided by childcare providers covered by this Act so as to ensure the health and safety of the children to whom childcare services are provided, particularly those with special needs or who live in a precarious socio-economic situation, foster their development, educational success and well-being and provide them with equality of opportunity”.

Act to Combat Poverty And Social Exclusion

- “WHEREAS according to the principles set out by the Charter of human rights and freedoms, respect for the dignity of human beings, equality of women and men, and recognition of their rights and freedoms constitute the foundation of justice, liberty and peace;

WHEREAS poverty and social exclusion may constitute obstacles to the protection of and respect for human dignity;

WHEREAS the effects of poverty and social exclusion impede the economic and social development of Québec society as a whole and threaten its cohesion and equilibrium;

WHEREAS the fight against poverty and social exclusion is a national imperative within the spirit of a universal movement which seeks to enhance the social, cultural and economic development of all human beings;

WHEREAS persons living in poverty and social exclusion are the first to act to improve their situation and that of their families, and whereas such improvement is linked to the social, cultural and economic development of the entire community;

WHEREAS it is appropriate to affirm the desire of Québec society as a whole to act in a coordinated manner and pursue a course of action designed to combat poverty and social exclusion”.

- “The goals of the national strategy are

(1) to promote respect for and protection of the dignity of persons living in poverty and combat

prejudices in their regard;

(2) to improve the economic and social situation of persons and families living in poverty and social exclusion;

(3) to reduce the inequalities that may be detrimental to social cohesion;

(4) to encourage persons and families living in poverty to participate in community life and social development;

(5) to develop and reinforce the sense of solidarity throughout Québec so that society as a whole may participate in the fight against poverty and social exclusion”.

- “Preventive action must be aimed at, in particular,

(1) recognizing the family as the basic unit of personal and social development and, while respecting the role of parents, supporting families with dependent children that are at risk of long-term poverty through early and integrated intervention aimed at giving the families access to a range of services and programs adapted to their needs and to those of their children;

(2) promoting school success and facilitating school and social integration of young persons, particularly the disadvantaged;

(3) improving basic education and access to continuing education to enable adults to complete and update their occupational qualifications, facilitating recognition of their experience and promoting access to information and communication technologies;

(4) supporting volunteer and community actions that contribute to the social inclusion of persons living in poverty;

(5) recognizing the contribution of the elderly to society and supporting those living in poverty to provide them with access to a variety of services and programs adapted to their needs; and

(6) promoting, for persons living in poverty, access to culture, recreation and sports”.

- “An advisory committee on the prevention of poverty and social exclusion called the “Comité consultatif de lutte contre la pauvreté et l’exclusion sociale”

is hereby established”.

- Members of the committee mentioned above: “The appointments must be made so as to achieve as equitably as possible a representation of women and men and the regions of Québec and reflect the demographic composition of the population of Québec”.

[Youth Protection Act](#)

- “Every person having responsibilities towards a child under this Act, and every person called upon to make decisions with respect to a child under this Act shall, in their interventions, take into account the necessity

(1) of treating the child and the child’s parents with courtesy, fairness and understanding, and in a manner that respects their dignity and autonomy; ...

(5) of opting for measures, in respect of the child and the child’s parents, which allow action to be taken diligently to ensure the child’s protection, considering that a child’s perception of time differs from that of adults, and which take into consideration the following factors:

(a) the proximity of the chosen resource;

(b) the characteristics of cultural communities;

(c) the characteristics of Native communities, including Aboriginal customary tutorship and adoption”.

- “Decisions made under this Act must be in the interest of the child and respect his rights. In addition to the moral, intellectual, emotional and material needs of the child, his age, health, personality and family environment and the other aspects of his situation must be taken into account. In the case of a Native child, the preservation of the child’s cultural identity must also be taken into account”.

[Act To Proclaim Black History Month](#)

- “AS the Black presence in Québec dates back over 300 years;
AS the contribution of Black people to the history of Québec is little known among Quebecers;
AS recognition of that contribution will prove to be a source of empowerment and pride for members of the Black communities;
AS proclaiming a Black history month will heighten public awareness of the contribution of Black communities to the history of Québec;
AS heightened public awareness of that contribution will encourage the full participation of all in Québec society, promote inclusiveness and openness to pluralism, and foster closer intercultural relations among all Quebecers”.

[Act to Secure Handicapped Persons in The Exercise Of Their Rights With A View to](#)

Achieving Social, School and Workplace Integration

- "The object of this Act is to secure handicapped persons in the exercise of their rights and, through the involvement of government departments and their networks, municipalities and public and private agencies, to help them integrate into society to the same extent as other citizens by providing for various measures to apply specifically to handicapped persons and their families, their living environments and the development and organization of resources and services for them. To that end, this Act aims to enable the Office to efficiently carry out its role in assessing the integration of handicapped persons, to ensure compliance with the principles and rules of this Act and to play a decisive role in providing advice, coordination and consultation with a view to improving opportunities for handicapped persons".
- "For the purposes of the measures provided for in this Act, the following policy directions serve to guide the Office, government departments and their networks, municipalities and public or private agencies:

(a) adopting an approach that views the handicapped person as a whole, respects individual

characteristics and facilitates the increased development of capacities;

(b) facilitating the autonomy of handicapped persons and their participation in individual or collective decisions that concern them and in managing the services offered to them;

(c) giving priority to resources and services that enable handicapped persons to remain in or return to their natural living environments;

(d) facilitating the adaptation of the built environment to the needs of handicapped persons and their families without discrimination or privilege, the regional self-sufficiency of resources, and the effective linking of local, regional and Québec-wide resources;

(e) fostering continuing coordination for the management and complementarity of resources as well as the permanence and maximum integration of services;

(f) achieving a decent quality of life for handicapped persons and their families, full social integration of handicapped persons and maximum protection against risk factors for impairment".

Act Respecting The Conseil Du Statut De La Femme

- "The Council shall advise the Minister on any matter that he submits to it respecting matters concerning the equality and respect of the rights and status of women.

It may also, with the prior approval of the Minister, study any matter pertaining to the field of equality and respect of the rights and status of women and do or have done any research it considers useful or necessary. The Council may receive and hear

petitions and suggestions from individuals and groups on any matter contemplated in this section. The Council may furnish the public with information on any individual or collective matter concerning the equality and respect of the rights and status of women”.

- “The Council shall be composed of the following members, appointed by the Government: ...

(c) two persons chosen from among those recommended by the representative socio-economic groups”.

Freedom of Worship Act

- “The free exercise and enjoyment of religious profession and worship, without discrimination or preference, provided the same be not made an excuse for acts of licentiousness or a justification of practices inconsistent with the peace and safety of Québec, are by the constitution and laws of Québec allowed to all persons living within the same”.

Act to Combat Maltreatment of Seniors and Other Persons of Full Age in Vulnerable Situations

- “AS Québec society places value on the well-being of persons and respect for their fundamental rights;

AS, despite existing legislative and administrative measures to combat maltreatment, persons are still falling victim to it, particularly persons in vulnerable situations; AS Québec has one of the world’s populations most impacted by aging and certain seniors are in vulnerable situations;

AS maltreatment is unacceptable and the State deems it essential to intervene in order to reinforce existing measures to combat maltreatment of persons in vulnerable situations, in a manner that protects their interests and autonomy”.

- “This Act provides measures to combat maltreatment of seniors and other persons of full age in vulnerable situations, such as requiring every institution to adopt and implement a policy to combat maltreatment of such persons, facilitating the reporting of cases of maltreatment and establishing an intervention process with respect to maltreatment of seniors and other persons of full age in vulnerable situations”.
- “Every institution must adopt a policy to combat maltreatment of persons in vulnerable situations who receive health services and social services, whether services provided in a facility maintained by the institution or in-home services”.

Act Respecting The Ministère De L’immigration, De La Diversité Et De L’inclusion

- “The Minister is to develop and propose to the Government guidelines or policies on immigration and on the full participation, in French, of immigrants

and ethnocultural minorities in Québec society, in full equality and in keeping with democratic values and the Québec values expressed by the Charter of human rights and freedoms (chapitre C-12). The Minister is notably to develop a Québec policy on those matters”.

[Act to Proclaim Hispanic Heritage Month](#)

- “AS Québec’s Hispanic community represents an important social group within Québec society;
AS many individuals in Québec report that they are of Latin American or Spanish origin and that Spanish is their mother tongue;
AS Québec’s Hispanic community contributes to Québec’s economic development;
AS the cultural and social heritage of Québec’s Hispanic community is rich and diversified;
AS this cultural heritage includes the contributions of the Indigenous peoples of the Americas;
AS this cultural heritage includes the contributions of the communities of African descent;
AS celebrating Hispanic Heritage Month would help recognize the contributions of Québec’s Hispanic community to Québec society”.

[Act to Establish The Office Québec-Monde Pour La Jeunesse](#)

- “The mission of the agency, to the extent and subject to the conditions determined by the Minister, is to develop relations between young people from all regions of Québec as well as relations between these young people and those from the other provinces and territories of Canada, from the Communauté française de Belgique, from the Americas and from other jurisdictions and countries identified by the Minister that are not under the purview of the Office franco-québécois pour la jeunesse. The goal of developing such relations between young people is to promote mutual understanding of their respective cultures, increase exchanges between individuals and groups and encourage the development of networks. More specifically, the agency is to establish contacts with public or private organizations in the jurisdictions and countries referred to in the first paragraph for the purpose of developing, in partnership with those organizations, mobility programs that include financial assistance measures making them accessible to young people from all backgrounds. Mobility programs must include activities that are conducive to personal, academic or professional development such as seminars, internships and

cultural productions.

The agency may provide funding or technical support for the development and implementation of mobility projects that originate in the community”.

[Secretariat for autonomous community action and social initiatives](#) (***) Not an act)

“Government policy on community action

The general objectives pursued by the government through this policy aim to:

- enhance, promote and support community action in the broad sense of the term
- promote, support and consolidate autonomous community action, in particular organizations for the collective defense of rights
- ensure the consolidation of community action through general guidelines and major national guidelines that will apply to all government departments and agencies
- recognize and support volunteer action as it is carried out in community organizations”.

[Act To Proclaim Ukrainian Famine and Genocide \(Holodomor\) Memorial Day](#)

“As the Holodomor is the name given to the great famine and genocide that occurred in Ukraine in 1932 and 1933;

AS millions of Ukrainians perished as victims of a famine deliberately induced by the Soviet regime under Joseph Stalin;

AS the forced collectivization of agriculture imposed by the Soviet regime under Joseph Stalin resulted in the death of millions among the other peoples of the former Soviet Union;

AS the President of Ukraine issued a Presidential Decree on 26 November 1998 establishing the fourth Saturday in November as a National Day of Remembrance for the victims of this mass atrocity;

AS, in recent years, a number of countries have in various ways acknowledged the Holodomor in Ukraine as historical fact;

AS there is a Ukrainian community in Québec;

AS Quebecers are committed to defending democratic values and human rights and as they reject intolerance”.

[Police Act](#)

- “In pursuing their mission, police forces and police force members shall ensure the safety of persons and property, safeguard rights and freedoms, respect and remain attentive to the needs of victims, and cooperate with the community in a manner consistent with cultural pluralism. Police forces shall target an adequate representation, among their members, of the communities they serve”.
- “The Government may enter into an agreement with one or more Native communities, each represented by its band council, to establish or maintain a police force in a territory determined under the agreement”.

[Public Service Act](#)

“The object of this Act is to enable the public service to fulfil its role. For that purpose, the Act establishes a mode of organization of human resources intended to promote

- (1) efficient administration and optimum utilization and development of human resources,
- (2) the exercise of the powers of human resources management at the least possible hierarchical remove from the persons concerned and the application of a system under which the public servant vested with such management powers is accountable for his acts, within the means put at his disposal,
- (3) equal opportunity for employment in the public service for all citizens,
- (4) impartiality and fairness in decisions affecting public servants, and
- (5) optimum contribution of the various components of Québec society to the public service”.

Note: There was no pertinent information in the [Act Respecting The Protection of Persons Whose Mental State Presents a Danger To Themselves or to Others.](#)



6. Ontario

List of Acts:

https://www.ontario.ca/laws?search=&filteroption=current&filterstate%5B%5D=current&filteryear=&source_type%5B%5D=public&source_type%5B%5D=regulation&pit_date=&filtertype=Statute&sort=alpha-asc&sort_letter=A&browse=on

[Accessibility for Ontarians with Disabilities Act, 2005](#)

- Objective:

“Recognizing the history of discrimination against persons with disabilities in Ontario, the purpose of this Act is to benefit all Ontarians by,

(a) developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025; and

(b) providing for the involvement of persons with disabilities, of the Government of Ontario and of representatives of industries and of various sectors of the economy in the development of the accessibility standards”.

- “An accessibility standard may apply only to a person or organization that,

(a) provides goods, services or facilities;

(b) employs persons in Ontario;

(c) offers accommodation;

(d) owns or occupies a building, structure or premises; or

(e) is engaged in a prescribed business, activity or undertaking or meets such other requirements as may be prescribed”.

- “An accessibility standard shall,

(a) set out measures, policies, practices or other requirements for the identification and removal of barriers with respect to goods, services, facilities, accommodation, employment, buildings, structures, premises or such other things as may be prescribed, and for the prevention of the erection of such barriers; and

(b) require the persons or organizations named or described in the standard to implement those measures, policies, practices or other requirements within the time periods specified in the standard”.

- Municipal Accessibility Advisory Committees: “A majority of the members of the committee shall be persons with disabilities”.

- "The committee shall,
 - (a) advise the council about the requirements and implementation of accessibility standards and the preparation of accessibility reports...
 - (b) review in a timely manner the site plans and drawings described in section 41 of the Planning Act that the committee selects; and
 - (c) perform all other functions that are specified in the regulations".

[Albanian Heritage Month Act, 2016](#)

"Ontario is home to more than 28,000 Albanian Canadians. Since the early 20th century, the Albanian-Canadian community has made and continues to make significant contributions to the growth and prosperity of the Province of Ontario. November is a significant month for the Albanian community. Each year, during the month of November, people of Albanian origin celebrate the Albanian Declaration of Independence, which declared Albania an independent sovereign nation on November 28th, 1912.

In November, Albania also commemorates Liberation Day, which is the day that Albania was liberated from Nazi Germany forces after the Albanian resistance on November 29th, 1944.

By proclaiming the month of November as Albanian Heritage Month, the Province of Ontario recognizes the meaningful contributions immigrants have made in building Ontario's communities and the social, economic, political and cultural achievements of Albanian-Canadians throughout the province. Albanian Heritage Month is an opportunity to remember, celebrate and educate future generations about Ontario's rich history".

[Anti-Racism Act, 2017](#)

"Everyone deserves to be treated with fairness, respect and dignity, and the Government of Ontario is committed to eliminating systemic racism and advancing racial equity.

Systemic racism is a persistent reality in Ontario, preventing many from fully participating in society and denying them equal rights, freedoms, respect and dignity. Systemic racism is often caused by policies, practices and procedures that appear neutral but have the effect of disadvantaging racialized groups. It can be perpetuated by a failure to identify and monitor racial disparities and inequities and to take remedial action.

Systemic racism is experienced in different ways by different racialized groups. For example, anti-Indigenous racism, anti-Black racism, antisemitism and Islamophobia reflect histories of systemic exclusion, displacement and marginalization.

Eliminating systemic racism and advancing racial equity supports the social, economic and cultural development of society as a whole, and everyone benefits when

individuals and communities are no longer marginalized”.

[Asian Heritage Act, 2005](#)

“In Ontario, diversity is our strength and immigrants from many Asian countries have chosen this great province to be their home.

Asia is the largest continent in the world both in terms of size and population. It includes people from many regions such as East Asia, South Asia, Central Asia and Southeastern Asia.

People from these regions who have immigrated here over the past 100 years and longer have significantly contributed in the settlement, growth and development of our province. Specifically, Asians have helped to shape Ontario culturally, economically and politically.

It is appropriate to recognize and pay tribute to the contributions that Asians have made and continue to make to the development and general welfare of Ontario”.

[Bangladeshi Heritage Month Act, 2016](#)

“Ontario is home to a large and vibrant Bangladeshi community. Bangladeshi Canadians from across the province have made significant contributions to Ontario’s scientific, athletic, cultural and political development, and they continue to help foster growth, prosperity, and innovation throughout Ontario.

The month of March is an important one for the Bangladeshi community. Every year on March 26th, Bangladeshis around the world celebrate Independence Day in commemoration of their nation gaining independence in 1971. This day is often marked with music, parades, fairs, and various other public and private gatherings held to celebrate the history and traditions of Bangladesh.

By proclaiming the month of March as Bangladeshi Heritage Month in Ontario, the province honours the many significant contributions Bangladeshi Canadians have made throughout the province, and highlights their important role in strengthening the multi-cultural fabric that keeps Ontario’s communities strong”.

[Black History Month Act, 2016](#)

“The history of Black Canadians and their struggle against slavery, racism, exclusion and inequality is a significant part of Ontario’s history.

It is appropriate and important to recognize and pay tribute to the contributions that Black Canadians have made to the history of this Province. They have contributed greatly to the shaping of Canada – at the forefront of the anti-slavery movement in the 1800s and during the human rights struggles in the 1900s.

By proclaiming the month of February as Black History Month, the Province of Ontario recognizes the valuable contributions that Black Canadians have made to Ontario’s economic, social, political and cultural fabric. Black History Month gives us the

opportunity to remember, celebrate and educate future generations about Ontario's rich history".

[Blind Persons' Rights Act](#)

- "No person, directly or indirectly, alone or with another, by himself, herself or itself or by the interposition of another, shall,
(a) deny to any person the accommodation, services or facilities available in any place to which the public is customarily admitted; or
(b) discriminate against any person with respect to the accommodation, services or facilities available in any place to which the public is customarily admitted, or the charges for the use thereof, for the reason that he or she is a blind person accompanied by a guide dog".
- "No person, directly or indirectly, alone or with another, by himself, herself or itself or by the interposition of another, shall,
(a) deny to any person occupancy of any self-contained dwelling unit; or
(b) discriminate against any person with respect to any term or condition of occupancy of any self-contained dwelling unit, for the reason that he or she is a blind person keeping or customarily accompanied by a guide dog".

[Celebration of Portuguese Heritage Act, 2001](#)

"The Portuguese Canadian community is a vibrant community in Ontario and continues to make many significant contributions to our society and to enrich it with its history, language, culture and work ethic.
The month of June and the day of June 10, in particular, have always been a great time of celebration by the Portuguese community. The celebrations honour the life of Luis de Camoes and his famous epic poems, the Lusiads, with cultural performances, history seminars, poem recitals, street parades, and many other activities. The Lusiads are epic poems narrating the history of Portugal up to and including the era of the discoveries of the 15th and 16th centuries. June 10 is the anniversary of the death of Luis de Camoes".

[Child Care and Early Years Act, 2014](#)

"The care or supervision is provided as part of a program, the primary purpose of which is not to provide temporary care for or supervision of children but rather to promote recreational, artistic, musical or athletic skills or to provide religious, cultural or linguistic instruction".

[Children and Youth in Care Day Act, 2014](#)

"Children and Youth in Care Day is an opportunity to raise awareness about children and youth under the care of the Province and to recommit to supporting them and helping them reach their full potential".

[Correctional Services and Reintegration Act, 2018](#)

*"Note: THIS ACT IS NOT YET IN FORCE. It comes into force on a day to be named by proclamation of the Lieutenant Governor"

- "The people of Ontario and their Government,
 - (a) believe in the furtherance of a just, peaceful and safe society through maximizing individual opportunities for rehabilitation and reintegration both within correctional institutions and in the community;
 - (b) believe in the critical importance of public safety;
 - (c) respect the presumption of innocence and recognize the particular circumstances of individuals who are incarcerated without criminal conviction;
 - (d) affirm our commitment to respect the human dignity of individuals who are incarcerated or under community supervision, including by respecting the rights and freedoms guaranteed by the Canadian Charter of Rights and Freedoms and the Human Rights Code;
 - (e) believe that our correctional system must respect diversity and be responsive to the unique needs of all individuals, particularly those identifying under protected grounds in the Human Rights Code and groups that are disproportionately disadvantaged by or over-represented in our correctional system;
 - (f) believe that the policies, programs, practices and decisions of our correctional system must be responsive to the needs of First Nation, Inuit and Métis Peoples;
 - (g) affirm our obligation to provide safe and humane custody and care, including through the provision of adequate conditions of confinement and appropriate, patient-centred, equitable health care services that respect clinical independence and provide continuity of care with services provided in the community;
 - (h) affirm that individuals who are incarcerated or under community supervision retain the rights of all members of society except those that are necessarily removed or restricted as a consequence of confinement or sentence;
 - (i) affirm that only the least restrictive measures consistent with the protection of society and individual safety are used in relation to the administration of this Act;
 - (j) recognize the need for evidence-based programs and services to support rehabilitation and reintegration;
 - (k) recognize the value of recreational and cultural activities for inmates;
 - (l) recognize the necessity of family and community connections and supports for inmates;
 - (m) recognize the importance of professional support, training and a safe working environment for correctional staff;
 - (n) firmly believe transparency, openness, oversight and public accountability are critical to ensure that the correctional system is governed and operated in a way that is subject to the rule of law, respects individual rights and freedoms and reflects the

interest of the public; and

(o) recognize the importance of ensuring that, upon release from custody, individuals have access to essential personal property and medication, and that continuity of care is facilitated through connections with community-based service organizations”.

- Information provided to inmates in a manner that they can comprehend.

[Deaf-Blind Awareness Month Act, 2000](#)

“Deaf-blindness is a unique disability that incorporates the sensory loss of both sight and hearing. Persons with this disability experience extreme isolation and the inability to access the services and information which most of us take for granted. June is the birth month of Helen Keller, a deaf-blind person known around the world for her perseverance and achievements, and an inspiration to the deaf-blind community. It is appropriate during the month of June to celebrate the achievements of deaf-blind persons, and to recognize that increased public awareness of this disability is crucial to increase opportunities for those who live with it”.

[Discriminatory Business Practices Act](#)

“The purpose and intent of this Act is to prevent discrimination in Ontario on the ground of race, creed, colour, nationality, ancestry, place of origin, sex or geographical location of persons employed in or engaging in business”.

[Dutch Heritage Month Act, 2011](#)

“Ontario is home to about 500,000 Dutch Canadians. Since the early 1800s, the Dutch Canadian community has made and continues to make significant contributions to the growth and prosperity of the Province of Ontario.

By proclaiming the month of May as Dutch Heritage Month, the Province of Ontario recognizes the important contributions that Dutch Canadians have made to the economic, political, social and cultural fabric of Ontario’s society.

May is a historically significant month for the Dutch Canadian community. On May 5, 1945, the Canadian forces were instrumental in the liberation of the Netherlands from occupation during World War II. The Netherlands celebrates its independence and liberty, along with the heroic efforts of the Canadian forces, with a national holiday known as Liberation Day, which takes place annually on May 5”.

[Early Childhood Educators Act, 2007](#)

- Role of College of Early Childhood Educators/Ordre des éducatrices et des éducateurs de la petite enfance: “To establish and enforce professional standards and ethical standards that are applicable to members of the College and that demonstrate a respect for diversity and a sensitivity to the multicultural character of the Province”.

Education Act

- “[G]overning the provision of religious exercises and religious education in public schools and providing for the exemption of pupils from participating in such exercises and education and of a teacher from teaching, and a designated early childhood educator or public board from providing, religious education in any school, class or program”.
- “[R]especting the use of American Sign Language and Quebec Sign Language as languages of instruction”.
- “[R]equiring boards to offer programs that deal with languages other than English or French and governing the establishment and operation of such programs”.
- There are schools for the deaf, partially deaf, and blind.
- “A demonstration school may provide, in a residential or non-residential setting, special education programs and special education services for exceptional pupils with learning disabilities or with hearing or visual impairments”.
- Role of Board: “promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability”.
- “To encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia”.
- “The Minister shall establish policies and guidelines with respect to disciplining pupils, which must include policies and guidelines respecting,
 - (a) the use of disciplinary measures within a framework that,
 - (i) identifies pupil behaviours that are inappropriate and that, without excluding less serious behaviour, include bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia,
 - (ii) provides for appropriate consequences for pupils who engage in inappropriate behaviour,
 - (iii) provides for progressively more serious consequences for repeated or more serious inappropriate behaviour,
 - (iv) provides support for pupils who are impacted by inappropriate behaviour, and for pupils who engage in inappropriate behaviour, to assist them in developing healthy relationships, making good choices, continuing their learning and achieving success,
 - (v) provides for prevention strategies, and
 - (vi) provides for early and ongoing intervention strategies;

- (b) opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;
- (c) opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- (d) training for all teachers and other staff;
- (e) procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- (f) resources to support pupils who are impacted by inappropriate behaviour;
- (g) resources to support pupils who have engaged in inappropriate behaviour;
- (h) a process that parents or guardians of pupils described in clause (f) or (g) can follow if they have concerns about the support provided to their child".
 - "Every board shall support pupils who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,
 - (a) activities or organizations that promote gender equity;
 - (b) activities or organizations that promote anti-racism;
 - (c) activities or organizations that promote the awareness and understanding of, and respect for, persons with disabilities; or
 - (d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name".

[Egyptian Heritage Month Act, 2019](#)

"By proclaiming the month of July as Egyptian Heritage Month, the Province of Ontario recognizes the important contributions that Egyptian Canadians have made and continue to make to the economic, social and cultural fabric of Ontario. Egyptian Heritage Month is an opportunity to remember, celebrate and educate future generations about the achievements and contributions of Egyptian Canadians in the province".

[Franco-Ontarian Day Act, 2010](#)

"The Francophone community has made and continues to make a significant contribution to the vitality of Ontario's society. This linguistic, cultural and economic contribution is enriched by Francophones originating from outside the province who have chosen Ontario as their home. Many Franco-Ontarians commemorate September 25 to celebrate their language and heritage and also take pride in their collective accomplishments. September 25 is the anniversary of the first unveiling of the Franco-Ontarian flag in Sudbury in 1975; the

Franco-Ontarian Emblem Act, 2001 recognizes the flag as the emblem of the Francophone community of Ontario.

By proclaiming September 25 as Franco-Ontarian Day, this Act officially recognizes the contributions of the Francophone community of Ontario to the social, economic and political life of the Province and the community's importance in Ontario's society".

[French Language Services Act](#)

"Whereas the French language is an historic and honoured language in Ontario and recognized by the Constitution as an official language in Canada; and whereas in Ontario the French language is recognized as an official language in the courts and in education; and whereas the Legislative Assembly recognizes the contribution of the cultural heritage of the French speaking population and wishes to preserve it for future generations; and whereas it is desirable to guarantee the use of the French language in institutions of the Legislature and the Government of Ontario, as provided in this Act".

[Hellenic Heritage Month Act, 2019](#)

"The Hellenic Canadian community is a vibrant community in Ontario and continues to make significant contributions through its history, language, culture and work ethic. March is a significant month for the Hellenic community and March 25 is celebrated each year as Greek Independence Day. Proclaiming March as Hellenic Heritage Month provides an opportunity to remember, celebrate and educate future generations about the outstanding achievements and contributions of the Hellenic Canadians in the province".

[Hindu Heritage Month Act, 2016](#)

"Ontario is home to a large and vibrant Hindu community. Since the first Hindu immigrants arrived in Canada at the beginning of the 20th century, Hindu Canadians from across Ontario have made significant contributions across all fields: science, education, medicine, law, politics, business, culture and sports. Hindu Canadians have helped build Ontario into the multicultural success story that it is and have helped to build this province into the best place to live, work and raise families. They continue to help foster growth, prosperity and innovation throughout Ontario.

'Deepawali' or 'Diwali' is the biggest of all celebratory festivals that members of the Hindu community celebrate. It falls in either November or October each year, depending on the cycle of the moon. It's observed on the 15th day of Kartik, the holiest month in the Hindu lunar calendar. Diwali commemorates the victory of good over evil. In addition, during this time of the year, Hindus also celebrate other significant festivals such as Navratri and Durga Puja.

By proclaiming the month of November as Hindu Heritage Month, the Province of

Ontario recognizes the important contributions that Hindu Canadians have made to Ontario's social, economic, political and cultural fabric. Hindu Heritage Month is an opportunity to remember, celebrate and educate future generations about Hindu Canadians and the important role that they have played and continue to play in communities across Ontario".

[Hispanic Heritage Month Act, 2015](#)

"Ontario is home to more than 400,000 first-, second- and third-generation Canadians of Hispanic origin. As early as 1914, Canadians who originated from the 23 Hispanic countries began immigrating to the province and today the Hispanic community is one of the fastest growing in Ontario. Hispanic-Canadians represent a dynamic community that has made significant contributions to the growth and prosperity of the Province of Ontario.

October is a significant month for the Hispanic community. Each year, during the month of October, peoples of Hispanic origin around the world come together and pay tribute to their shared culture. Celebrations are held around the world, such as Hispanic Day (Dia de la Hispanidad), the Day of the Cultures (Dia de las Culturas), Day of the Race (Dia de la Raza), Day of Respect for Cultural Diversity (Dia del Respeto a la Diversidad Cultural), Day of Indigenous Resistance (Dia de la Resistencia Indigena), and the commemoration of Hispanic Heritage Month in North America. In 2014, the City of Toronto joined in this commemoration and officially named October as Hispanic Heritage Month.

By proclaiming the month of October as Hispanic Heritage Month in Ontario, the province recognizes the rich contributions of Hispanic-Canadians to our social, economic, political and multicultural fabric. Hispanic Heritage Month is an opportunity to remember, celebrate and educate future generations about the outstanding achievements and contributions of Hispanic people in the province".

[Human Rights Code](#)

- "Whereas recognition of the inherent dignity and the equal and inalienable rights of all

members of the human family is the foundation of freedom, justice and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations;

And Whereas it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province;

And Whereas these principles have been confirmed in Ontario by a number of enactments of the Legislature and it is desirable to revise and extend the protection of human rights in Ontario”.

- “Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability”.
- “Every sixteen or seventeen year old person who has withdrawn from parental control has a right to equal treatment with respect to occupancy of and contracting for accommodation without discrimination because the person is less than eighteen years old”.
- Discrimination of individuals on the basis of their association with others who are “identified by a prohibited ground of discrimination” is banned.
- There are special programs that “relieve hardship or economic disadvantage or to assist disadvantaged persons or groups”.
- Ontario Human Rights Commission/Commission ontarienne des droits de la personne

“In the appointment of persons to the Commission under subsection (2), the importance of reflecting, in the composition of the Commission as a whole, the diversity of Ontario’s population shall be recognized”.

- “The functions of the Commission are to promote and advance respect for human rights in Ontario, to protect human rights in Ontario and, recognizing that it is in the public interest to do so and that it is the Commission’s duty to protect the public interest, to identify and promote the elimination of discriminatory practices and, more specifically,

(a) to forward the policy that the dignity and worth of every person be recognized and that equal rights and opportunities be provided without discrimination that is contrary to law;

(b) to develop and conduct programs of public information and education to,

(i) promote awareness and understanding of, respect for and compliance with this Act, and

(ii) prevent and eliminate discriminatory practices that infringe rights under Part I;

(c) to undertake, direct and encourage research into discriminatory practices and to make recommendations designed to prevent and eliminate such discriminatory practices;

(d) to examine and review any statute or regulation, and any program or policy made by or under a statute, and make recommendations on any provision, program or policy that in its opinion is inconsistent with the intent of this Act;

(e) to initiate reviews and inquiries into incidents of tension or conflict, or conditions

that lead or may lead to incidents of tension or conflict, in a community, institution, industry or sector of the economy, and to make recommendations, and encourage and co-ordinate plans, programs and activities, to reduce or prevent such incidents or sources of tension or conflict;

- (f) to promote, assist and encourage public, municipal or private agencies, organizations, groups or persons to engage in programs to alleviate tensions and conflicts based upon identification by a prohibited ground of discrimination;
- (g) to designate programs as special programs in accordance with section 14;
- (h) to approve policies under section 30;
- (i) to make applications to the Tribunal under section 35;
- (j) to report to the people of Ontario on the state of human rights in Ontario and on its affairs;
- (k) to perform the functions assigned to the Commission under this or any other Act".
 - "At the direction of the Chief Commissioner, the Anti-Racism Secretariat shall,
 - (a) undertake, direct and encourage research into discriminatory practices that infringe rights under Part I on the basis of racism or a related ground and make recommendations to the Commission designed to prevent and eliminate such discriminatory practices;
 - (b) facilitate the development and provision of programs of public information and education relating to the elimination of racism; and
 - (c) undertake such tasks and responsibilities as may be assigned by the Chief Commissioner".
 - "At the direction of the Chief Commissioner, the Disability Rights Secretariat shall,
 - (a) undertake, direct and encourage research into discriminatory practices that infringe rights under Part I on the basis of disability and make recommendations to the Commission designed to prevent and eliminate such discriminatory practices;
 - (b) facilitate the development and provision of programs of public information and education intended to promote the elimination of discriminatory practices that infringe rights under Part I on the basis of disability; and
 - (c) undertake such tasks and responsibilities as may be assigned by the Chief Commissioner".

[Indigenous Institutes Act, 2017](#)

"The Government of Ontario affirms that it is committed to reconciliation with Indigenous peoples.

The Government of Ontario acknowledges that the United Nations Declaration on the Rights of Indigenous Peoples recognizes the right of Indigenous peoples to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and

learning. ...

Recognizing that Indigenous Institutes play a unique role in the post-secondary education system of Ontario, the Government of Ontario and Indigenous Institutes have come together, in the spirit of reconciliation, mutual respect and mutual accountability, to enhance educational opportunities for Indigenous students, and to promote the revitalization of Indigenous knowledge, cultures and languages”.

[Irish Heritage Day Act, 2004](#)

“Irish immigrants were among the earliest settlers in Canada. In 1845, Irish immigrants, fleeing the potato famine in Ireland, began settling in Ontario in large numbers. They brought to Ontario and Canada their values of hard work, devotion to family, service to the community and the perpetual hope for a better future for themselves and their fellow citizens.

Ontario citizens of Irish descent made significant contributions to the founding of Canada. They have made and continue to make significant contributions to the development of Canada, especially over the more than 150 years since the first large waves of Irish immigration. It is important to recognize and celebrate those contributions.

Today the rich cultural heritage of Canada’s Irish community is an integral part of Canadian national culture and identity and belongs, by right, to all Canadians of all backgrounds. As evidence of that fact, the coat of arms of Canada bears several symbols of Irish heritage: the Royal Harp of Tara representing the historic coronation place of the High King or Ard Righ of Ireland and the Shamrock and Cross of Saint Patrick.

It is appropriate to recognize March 17, the day of Saint Patrick, the patron saint of the Irish, as Irish Heritage Day in Ontario”.

[Islamic Heritage Month Act, 2016](#)

“Muslims have been contributing to all aspects of Ontario’s prosperity and diverse heritage for generations.

Islamic history and culture encompass a broad range of individual and collective experiences, as well as important contributions to literature, math, science, art and history.

In 2007 the Government of Canada declared the month of October in each year as Canadian Islamic History Month.

The Province of Ontario recognizes and wishes to affirm the important contributions that Muslims make in Ontario as part of the vibrant social, economic, political and cultural fabric of our province.

Proclaiming a month to be Islamic Heritage Month in Ontario will provide all Ontarians, both today and in future generations, with an opportunity to reflect,

celebrate and learn about the rich and longstanding Islamic history in the Province and the diverse roles and contributions of Muslim people in communities across Ontario. This new understanding will in turn help combat anti-Islamic sentiment”.

[Italian Heritage Month Act, 2010](#)

“Ontario is home to more than 1,350,000 Italian Canadians. Since the 1880s, the Italian Canadian community has made and continues to make significant contributions to the growth and prosperity of the Province of Ontario.

By proclaiming the month of June as Italian Heritage Month, the Province of Ontario recognizes the important contributions immigrants have made in building Ontario’s communities and the economic, political, social and cultural achievements of Italian Canadians throughout the province. Italian Heritage Month is an opportunity to remember, celebrate and educate future generations about Ontario’s rich history”.

[Intergenerational Day Canada Act, 2015](#)

“It is important to provide an opportunity to raise awareness in daily life of the many benefits that simple and respectful connections between generations bring to education, health and community safety. Stereotypes of both young and older people are broken down when Ontarians learn about each other. Isolation is diminished and empathy grows in both directions. Proclaiming Intergenerational Day Canada in Ontario makes a powerful statement about the value of making intergenerational connections”.

[Jewish Heritage Month Act, 2012](#)

“Ontario is home to approximately 200,000 Jewish Canadians. Since the 1800s, the Jewish Canadian community has made significant contributions to the growth and prosperity of Ontario, while overcoming tremendous obstacles. May is a significant month for the Jewish Canadian community. Israeli Independence Day (Yom ha-Atzmaut) and Holocaust Remembrance Day (Yom ha-Shoah) frequently occur in May, as do various Jewish artistic and cultural events.

By proclaiming the month of May as Jewish Heritage Month, the Province of Ontario recognizes the important contributions that Jewish Canadians have made to Ontario’s social, economic, political and cultural fabric. Jewish Heritage Month is an opportunity to remember, celebrate and educate future generations about the inspirational role that Jewish Canadians have played, and continue to play, in communities across Ontario”.

[Korean Heritage Month Act, 2017](#)

“Ontario is home to about 80,000 Korean Canadians. Koreans started to migrate to Ontario after the devastating Second World War (1939-1945) and Korean War (1950-1953), both of which heavily affected the Korean peninsula.

Korean Canadians have made important contributions to the economic, political, social and cultural fabric of Ontario's society. Having a Korean Heritage Month will provide an opportunity to remember, celebrate and educate future generations about the outstanding achievements and contributions of Korean Canadians in the province of Ontario.

October is a historically significant month for the Korean Canadian community. On October 3, the Korean people celebrate National Foundation Day. National Foundation Day celebrates the legendary formation of the first Korean state of Gojoseon. It is widely seen by the Korean people as the creation and foundation of the modern Korean state".

[Lebanese Heritage Month Act, 2017](#)

"Ontario is home to a large and vibrant Lebanese community. Ever since the late 19th century, when the first Lebanese immigrants arrived in Canada, the Lebanese Canadian community throughout Ontario has made and continues to make significant contributions across all fields including in science, education, medicine, law, politics, business, sports and culture. Lebanese Canadians play an integral role in communities across Ontario and truly enrich the multicultural diversity of the province.

November is a significant month for the Lebanese community. Each year in November, Lebanese people around the world celebrate Lebanese Independence Day in commemoration of their nation gaining independence on November 22, 1943.

By proclaiming the month of November as Lebanese Heritage Month, the Province of Ontario recognizes the meaningful contributions Lebanese Canadians have made to Ontario's social, economic, political and cultural fabric. Lebanese Heritage Month is an opportunity to remember, celebrate and educate future generations about Lebanese Canadians and their continuing role in helping to foster growth, prosperity and innovation throughout Ontario".

[Long-Term Care Homes Act, 2007](#)

"The people of Ontario and their Government: Believe in resident-centred care;
Remain committed to the health and well-being of Ontarians living in long-term care homes now and in the future;

Strongly support collaboration and mutual respect amongst residents, their families and friends, long-term care home providers, service providers, caregivers, volunteers, the community and governments to ensure that the care and services provided meet the needs of the resident and the safety needs of all residents;

Recognize the principle of access to long-term care homes that is based on assessed need;

Firmly believe in public accountability and transparency to demonstrate that long-term care homes are governed and operated in a way that reflects the interest of the

public, and promotes effective and efficient delivery of high-quality services to all residents;

Firmly believe in clear and consistent standards of care and services, supported by a strong compliance, inspection and enforcement system;

Recognize the responsibility to take action where standards or requirements under this Act are not being met, or where the care, safety, security and rights of residents might be compromised;

Affirm our commitment to preserving and promoting quality accommodation that provides a safe, comfortable, home-like environment and supports a high quality of life for all residents of long-term care homes;

Recognize that long-term care services must respect diversity in communities...”

[Mental Health Act](#)

- “In making an order under this section, the Board shall take into account the following factors:

1. The safety of the public.
2. The ability of the psychiatric facility or facilities to manage and provide care for the patient and others.
3. The mental condition of the patient.
4. The re-integration of the patient into society.
5. The other needs of the patient.
6. Any limitations on the patient’s liberty should be the least restrictive limitations that are commensurate with the circumstances requiring the patient’s involuntary detention”.

[Métis Nation of Ontario Secretariat Act, 2015](#)

“Métis Nation of Ontario Secretariat is a corporation without share capital incorporated under the *Corporations Act*. It is the corporate and administrative arm of the Métis Nation of Ontario, which was created to represent and advocate on behalf of its registered citizens, and the Métis communities comprised of those citizens, with respect to their collective rights, interests and aspirations, as well as to provide social, economic and cultural supports to Métis individuals, families and communities through a province-wide service delivery system”.

[Occupational Health and Safety Act](#)

- “The selection of a health and safety representative shall be made by those workers who do not exercise managerial functions and who will be represented by the health and safety representative in the workplace, or the part or parts thereof, as the case may be, or, where there is a trade union or trade unions representing such workers, by the trade union or trade unions”.

- Health and Safety Committee: "At least half the members of a committee shall be workers employed at the workplace who do not exercise managerial functions"; "The members of a committee who represent workers shall be selected by the workers they are to represent or, if a trade union or unions represent the workers, by the trade union or unions".

[Ontario Down Syndrome Day Act, 2016](#)

"People with Down syndrome have faced discrimination in Ontario and around the world. Half a century ago, people with Down syndrome were denied the right to an education, were given inadequate health care and most were placed in institutions, where their life expectancy was approximately 25 years. People with Down syndrome are people first and share the same human rights as every other citizen in Ontario. ... Proclaiming the 21st day of March in each year as Ontario Down Syndrome Day provides a dedicated occasion in Ontario to celebrate the abilities of people with Down syndrome and to share positive stories, raise awareness, highlight research and provide information, which is essential for providing positive life outcomes for all people with Down syndrome living in Ontario".

[Ontario Immigration Act, 2015](#)

"The Government of Ontario recognizes the long history of immigration to Ontario and the important nation-building role it has played, and continues to play, in forming Ontario's social, economic and cultural values. The Government of Ontario is committed to implementing a vision of immigration to the province that recognizes not only the important role that immigrants play in growing the economy across Ontario but also the importance of family and humanitarian commitments. Ontario is a province that celebrates the benefits of being the new home of people from many cultures and from around the world. Thus, Ontario's vision is also based on inclusivity and respect for cultural diversity".

[PANDAS/PANS Awareness Day Act, 2016](#)

"PANDAS and PANS are often misdiagnosed and undertreated as a result of lack of awareness by the public and even by the medical community. It is imperative that there be greater public awareness of this serious health issue".

[Police Services Act](#)

* "Note: This Act is repealed on a day to be named by proclamation of the Lieutenant Governor".

- "Police services shall be provided throughout Ontario in accordance with the following principles:

1. The need to ensure the safety and security of all persons and property in Ontario.
2. The importance of safeguarding the fundamental rights guaranteed by the

Canadian Charter of Rights and Freedoms and the Human Rights Code.

3. The need for co-operation between the providers of police services and the communities they serve.
4. The importance of respect for victims of crime and understanding of their needs.
5. The need for sensitivity to the pluralistic, multiracial and multicultural character of Ontario society.
6. The need to ensure that police forces are representative of the communities they serve".
 - "With the Commission's approval, the Commissioner may appoint a First Nations Constable to perform specified duties".

[Poverty Reduction Act, 2009](#)

- "Recognizing that the reduction of poverty supports the social, economic and cultural development of Ontario, the Government of Ontario published on December 4, 2008 Breaking the Cycle — Ontario's Poverty Reduction Strategy, a comprehensive long-term strategy to reduce poverty. The Government's poverty reduction strategy is guided by the vision of a province where every person has the opportunity to achieve his or her full potential, and contribute to and participate in a prosperous and healthy Ontario and builds on the foundations of Ontario's education system and the Ontario Child Benefit Program".
- "That there is untapped potential in Ontario's population that needs to be drawn upon by building and establishing supports for, and eliminating barriers to, full participation by all people in Ontario's economy and society and, in particular, persons who face discrimination on the grounds of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability".
- "That not all groups of people share the same level of risk of poverty. The poverty reduction strategy must recognize the heightened risk among groups such as immigrants, women, single mothers, people with disabilities, aboriginal peoples and racialized groups".
- "That all people in Ontario, including those living in poverty, deserve to be treated with respect and dignity".

[PTSD Awareness Day Act, 2019](#)

"In 2010, the United States Congress designated June 27 in each year as National PTSD Awareness Day. Making a similar designation in Ontario can raise awareness for this disorder and help thousands of people in the province and beyond move past stigma, isolation and helplessness and towards resources, understanding and, ultimately, the road to recovery".

[Public Service of Ontario Act, 2006](#)

"The following are the purposes of this Act:

1. To ensure that the public service of Ontario is effective in serving the public, the government and the Legislature.
2. To ensure that the public service of Ontario is non-partisan, professional, ethical and competent.
3. To set out roles and responsibilities in the administration of the public service of Ontario.
4. To provide a framework in law for the leadership and management of the public service of Ontario.
5. To set out rights and duties of public servants concerning ethical conduct.
6. To set out rights and duties of public servants concerning political activity.
7. To establish procedures for the disclosure and investigation of wrongdoing in the public service of Ontario and to protect public servants who disclose wrongdoing from reprisals".

[Religious Freedom Act](#)

"The free exercise and enjoyment of religious profession and worship, without discrimination or preference, provided the same be not made an excuse for acts of licentiousness, or a justification of practices inconsistent with the peace and safety of the Province, is by the constitution and laws of this Province assured to all Her Majesty's subjects within the same".

[Ryan's Law \(Ensuring Asthma Friendly Schools\), 2015](#)

"The asthma policy shall include the following:

1. Strategies that reduce the risk of exposure to asthma triggers in classrooms and common school areas.
2. A communication plan for the dissemination of information on asthma to parents, pupils and employees.
3. Regular training on recognizing asthma symptoms and managing asthma exacerbations for all employees and others who are in direct contact with pupils on a regular basis.
4. A requirement that every school principal develop an individual plan for each pupil who has asthma. In developing an individual plan, the principal shall take into consideration any recommendations made by the pupil's health care provider.
5. A requirement that every school principal inform employees and others who are in direct contact on a regular basis with a pupil who has asthma about the contents of the pupil's individual plan.
6. A requirement that every school principal ensure that, upon registration, parents,

guardians and pupils shall be asked to supply information about asthma.

7. A requirement that every school principal maintain a file of current treatment and other information for each pupil with asthma, including a copy of any notes and instructions from the pupil's health care provider and a current emergency contact list".

[Safe Access to Abortion Services Act, 2017](#)

"The purpose of this Act is to protect access to abortion services by protecting the safety, security, health and privacy of persons seeking to access these services and of persons providing, or assisting in the provision of, these services".

[Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008](#)

- Individuals with developmental disabilities can receive services/support.

[Sikh Heritage Month Act, 2013](#)

"Sikh Canadians have lived in Ontario since the middle of the twentieth century. They represent a growing and dynamic population. Sikh Canadians have made significant contributions to the growth and prosperity of Ontario.

April is an important month for the Sikh community. In this month, Sikh Canadians celebrate Vaisakhi, which marks the creation of the Khalsa and the Sikh articles of faith. Sikh Canadians widely celebrate Vaisakhi, also known as Khalsa Day, across Ontario.

By proclaiming the month of April as Sikh Heritage Month, the Province of Ontario recognizes the important contributions that Sikh Canadians have made to Ontario's social, economic, political and cultural fabric. Sikh Heritage Month is an opportunity to remember, celebrate and educate future generations about Sikh Canadians and the important role that they have played and continue to play in communities across Ontario".

[South Asian Heritage Act, 2001](#)

- "South Asian immigrants began arriving in Ontario at the start of the 20th century. Working primarily in the sawmill industry, South Asian immigrants settled in various parts of the province. For South Asians, the month of May has been a time of celebration and commemoration of their arrival from the Indian subcontinent to the Americas beginning on May 5, 1838.

While most South Asians came to our country from India, many others came to Ontario from such places as Pakistan, Sri Lanka, Bangladesh, Uganda, Kenya, South Africa, Mauritius, Singapore, Malaysia, Fiji, the United Kingdom, Trinidad and Tobago and Guyana. Today, South Asians make up a significant proportion of Ontario's population and are proud to draw upon their heritage and traditions, contributing to

many aspects of culture, commerce and public service across this province. It is appropriate to recognize and pay tribute to the contributions South Asians have made, and continue to make, to the development and general welfare of Ontario”.

- “May 5 in each year is proclaimed as South Asian Arrival Day”.
- “The month of May in each year is proclaimed as South Asian Heritage Month”.

[Tamil Heritage Month Act, 2014](#)

“Tamils began migrating to Ontario as early as the 1940s. Since that time, Tamil Canadians have overcome tremendous obstacles and have made significant contributions to the growth and prosperity of Ontario.

January is an important month for Tamil Canadians. The Tamil Harvest Festival, Thai Pongal, as well as other Tamil artistic and cultural events, take place in January. By proclaiming the month of January as Tamil Heritage Month, the Province of Ontario recognizes the valuable contributions that Tamil Canadians have made to Ontario’s social, economic, political and cultural fabric. Tamil Heritage Month is an opportunity to remember, celebrate and educate future generations about the inspirational role that Tamil Canadians have played and continue to play in communities across Ontario”.

[Ukrainian Heritage Day Act, 2011](#)

“The first official Ukrainian immigrants, Vasyl Eleniak and Ivan Pylypiw, arrived in Canada on September 7, 1891. Soon afterwards, Ukrainian immigrants began arriving in Ontario in larger numbers and today Ontario is home to more than 336,000 Ukrainian Canadians. There are over 1.2 million Canadians of Ukrainian descent across the country.

Many Ukrainians fled their homeland to find freedom from oppression and a better life in Canada. Both Ontario and Canada, by way of the *Holodomor Memorial Day Act, 2009* and the *Ukrainian Famine and Genocide (“Holodomor”) Memorial Day Act* (Canada), have recognized the genocide by famine that occurred in Ukraine from 1932 to 1933 under the Soviet Communist regime of Joseph Stalin. On August 24, 1991, the Ukrainian parliament declared Ukraine as an independent democratic state from the Soviet Union. Canada was the first nation in the Western world to recognize Ukraine’s independence.

Ontarians of Ukrainian descent have left and continue to leave a historic mark on our province. Their contributions span communities across Ontario and are reflected in our economic, political, social and cultural life. Ukrainian Canadians have played an important role in the development of Ontario into one of the most desirable places in the world to live and have contributed to making Canada the great country that it is today. It is important to recognize and celebrate these contributions”.

Note:

There was no pertinent information in [Employment Standards Act, 2000](#) (no mention of the prohibition of firing an employee or prohibition of assigning a lower position after pregnancy leave)



7. Manitoba

List of Acts: https://web2.gov.mb.ca/laws/statutes/index_ccsm.php#H

[The Aboriginal Languages Recognition Act](#)

- "The languages of Cree, Dakota, Dene, Inuktitut, Michif, Ojibway and Oji-Cree are recognized as the Aboriginal languages spoken and used in Manitoba".
- "...Aboriginal languages are vital to the survival of the culture and identity of Aboriginal people".
- "...[L]anguage revitalization can contribute to increased self-esteem, community well-being and cultural continuity".
- "...[T]he government has a role to play in recognizing and promoting the preservation and use of Aboriginal languages".

[The Accessibility For Manitobans Act](#)

- "The purpose of this Act is to achieve accessibility by preventing and removing barriers that disable people with respect to (a) employment; (b) accommodation; (c) the built environment, including (i) facilities, buildings, structures and premises, and (ii) public transportation and transportation infrastructure; (d) the delivery and receipt of goods, services and information; and (e) a prescribed activity or undertaking".
- "In appointing members to the council, the Lieutenant Governor in Council must include (a) persons disabled by barriers or representatives from organizations of persons disabled by barriers...".

[The Adult Learning Centres Act](#)

"The purpose of an adult learning centre registered under this Act is to provide an educational

program using recognized principles of adult education to enable learners

(a) who have not completed secondary schooling; or

(b) who are ineligible to pursue post-secondary studies or other recognized educational opportunities;

to obtain recognized educational credentials or other necessary prerequisites to pursue further education and employment opportunities".

[The Adult Literacy Act](#)

"The minister shall, in collaboration with other ministers and agencies of the government, literacy practitioners, immigrant organizations, aboriginal organizations and communities and appropriate non-government organizations, lead the development, implementation and evaluation of an adult literacy strategy for Manitoba".

[The Manitoba Advisory Council on Citizenship, Immigration and Multiculturalism Act](#)

- "The council's mandate is to provide information, advice and recommendations to the

government, through the minister, on the following matters:

(a) matters relating to citizenship and immigration, including

(i) the attraction of immigrants to Manitoba and the retention of immigrants,

(ii) the long-term settlement and integration of immigrants, and

(iii) the full inclusion and participation of immigrants in the economic, social and cultural

life of Manitoba;

(b) matters relating to multiculturalism, including intercultural relations and ethnic and linguistic diversity".

- The council consists of "ethnocultural groups and organizations selected by the minister".

[The Advocate for Children and Youth Act](#)

"WHEREAS the Government of Manitoba recognizes that all children and youth have the right to learn and develop, to be protected from harm, to receive care and assistance, to participate in decisions that affect their lives, and to share in and contribute to family, cultural and social life;

AND WHEREAS children and youth deserve services that are accessible and effective, that value their cultural background and that respect their rights, interests and viewpoints;

AND WHEREAS services for Indigenous children and youth should be provided in a way that respects the values, beliefs, customs and traditional communities of Indigenous peoples and nations and is informed by a commitment to reconciliation between Indigenous and non-Indigenous peoples”.

[The Bilingual Service Centres Act](#)

“The government programs and services delivered at a bilingual service centre are to be delivered in a linguistically and culturally appropriate manner taking into account the needs of the population, including the specific needs of the Métis population and immigrants, within the bilingual service region”.

[The Centre culturel franco-manitobain Act](#)

- “The corporation's mandate is to (a) present, promote, foster and sponsor cultural and artistic activities in the French language for all Manitobans...”.
- “At least one-half of the members of the board must be appointed from a list of persons nominated by the Société franco-manitobaine”.

[The Childhood Cancer Awareness Month Act](#)

“The month of September in each year is to be known throughout Manitoba as Childhood Cancer Awareness Month”.

[The Community Schools Act](#)

- “The purpose of the community schools program is to support the capacity of the public school system to enhance the social, emotional and physical health and well-being of students in socio-economically disadvantaged communities so that they may (a) come to school ready to engage in the learning process every day; and (b) take full advantage of the educational opportunities available at the school”.
- “The community school philosophy endorses and promotes the following: ... (d) the culture of the students and the culture of their community is reflected in the school”.
- “The community school model recognizes that ... (c) the following are examples of what may be required to support students, their families and communities: ... (vi) cultural awareness activities...”.

[The Correctional Services Act](#)

- “The purpose of this Act is to contribute to a safe, just and peaceful society by providing for
 - (a) the management of custody sentences and supervision orders imposed on persons, with the appropriate degree of custody, supervision and control essential for public safety;
 - (b) the safe, secure and human accommodation of persons who are in lawful custody; and
 - (c) appropriate programs, services and encouragement to assist offenders to lead law-abiding and useful lives”.
- “... The policies, programs and practices used or provided in the administration of this Act should take into account the age, sex, cultural differences and abilities of offenders whenever appropriate ...”.
- “An inmate of a custodial facility shall be allowed reasonable opportunities to practise a recognized religion or spiritual custom, as determined by the facility head of the facility, if the facility head is satisfied that it does not adversely affect the safety, security or operation of the facility or any program carried on in the facility”.

[The Discriminatory Business Practices Act](#)

- “For the purposes of this Act, it is a discriminatory business practice
 - (a) to refuse to engage in business with a second person to refuse or fail to employ, appoint or promote a second person or to dismiss or suspend a second person from employment, where the refusal, failure, dismissal or suspension
 - (i) is on account of an attribute of the second person, or of a third person with whom the second person engages in business, has engaged in business, or may engage in business, and
 - (ii) is a condition of the engaging in business of the person refusing, failing, suspending or dismissing and another person; or
 - (b) to enter into a contract that includes a provision that one of the parties to the contract will refuse to engage in business with a second person or will refuse or fail to employ or promote or will dismiss or suspend from employment a second person on account of an attribute of the second person or of a third person with whom the second person engages, has engaged or may engage in business”.

[The Employment Standards Code](#)

- Employees must not be laid off or terminated if they take leaves related to pregnancy or COVID-19. Employees must resume a position similar to that before their leaves.

[The Fetal Alcohol Spectrum Disorder Awareness Day Act](#)

"In each year, September 9 is to be known throughout Manitoba as Fetal Alcohol Spectrum Disorder Awareness Day".

[The Francophone Community Enhancement and Support Act](#)

- "The purpose of this Act is to provide a framework for enhancing the vitality of Manitoba's Francophone community and supporting and assisting its development through the work of the secretariat and the advisory council and the use of French-language services plans".
- "The advisory council is to be composed of the following individuals: ... (d) at least five individuals from Manitoba's Francophone community who have demonstrated a commitment toward enhancing the vitality of the community and who are appointed by the minister upon the recommendation of the Société franco-manitobaine ...".

[The Grandparents' Day Act](#)

- "In each year, the first Sunday in September after Labour Day is to be known throughout Manitoba as 'Grandparents' Day'".
- "...[G]randparents should be honoured and appreciated for their guidance and wisdom".

[The Human Rights Code](#)

- "WHEREAS Manitobans recognize the individual worth and dignity of every member of the human family, and this principle underlies the Universal Declaration of Human Rights, the Canadian Charter of Rights and Freedoms, and other solemn undertakings, international and domestic, that Canadians honour;
AND WHEREAS Manitobans recognize that
(a) implicit in the above principle is the right of all individuals to be treated in all matters solely on the basis of their personal merits, and to be accorded equality of opportunity with all other individuals;
(b) to protect this right it is necessary to restrict unreasonable discrimination against individuals, including discrimination based on stereotypes or generalizations about groups with whom they are or are thought to be associated, and to ensure that reasonable accommodation is made for those with special needs;
(c) in view of the fact that past discrimination against certain groups has resulted in serious disadvantage to members of those groups, and therefore it is important to provide for affirmative action programs and other special programs designed to overcome this historic disadvantage;

(d) much discrimination is rooted in ignorance and education is essential to its eradication, and therefore it is important that human rights educational programs assist Manitobans to understand all their fundamental rights and freedoms, as well as their corresponding duties and responsibilities to others; and

(e) these various protections for the human rights of Manitobans are of such fundamental importance that they merit paramount status over all other laws of the province”.

- Roles of the Human Rights Commission:

“(a) promote the principle that all members of the human family are free and equal in dignity and rights and entitled to be treated on the basis of their personal merits, regardless of their actual or presumed association with any group;

(b) further the principle of equality of opportunity and equality in the exercise of civil and legal rights regardless of status;

(c) disseminate knowledge and promote understanding of the civil and legal rights of residents of Manitoba and develop, promote and conduct educational programs for that purpose;

(d) develop, promote and conduct educational programs designed to eliminate all forms of

discrimination prohibited by this Code; and

(e) promote understanding and acceptance of, and compliance with, this Code and the regulations”.

- Prohibited grounds of discrimination:

“(a) ancestry, including colour and perceived race;

(b) nationality or national origin;

(c) ethnic background or origin;

(d) religion or creed, or religious belief, religious association or religious activity;

(e) age;

(f) sex, including sex-determined characteristics or circumstances, such as pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;

(g) gender identity;

(h) sexual orientation;

(i) marital or family status;

(j) source of income;

(k) political belief, political association or political activity;

(l) physical or mental disability or related characteristics or circumstances, including reliance on a service animal, a wheelchair, or any other remedial appliance or device;

(m) social disadvantage”.

- “Interrelated actions, policies or procedures of a person that do not have a

discriminatory effect when considered individually can constitute discrimination under this Code if the combined operation of those actions, policies or procedures results in discrimination...”.

[The International Education Act](#)

“WHEREAS Manitoba provides a safe, multicultural, multilingual, student-centred learning environment for international students that delivers a high quality education and training experience;
AND WHEREAS international students enrich the learning experience of domestic students, and the education and training programs of Manitoba’s education providers are enhanced by an international dimension;
AND WHEREAS international students make significant social, cultural and economic contributions to Manitoba;
AND WHEREAS the establishment of practice and conduct standards for Manitoba’s education providers and their recruiters in dealing with international students provides protection for those students while also enhancing Manitoba’s education reputation”.

[The Lymphedema Awareness Day Act](#)

“In each year, March 6 is to be known as Lymphedema Awareness Day”.

[The Mental Health Act](#)

- “Except as provided in this Act, a patient of a facility has the right to consent to or refuse psychiatric and other medical treatment”.
- The best interests of the patient are considered with regards to treatment. For instance, treatments which are least restrictive and intrusive are used if suitable.

[The Missing and Murdered Indigenous Women and Girls Honouring and Awareness Day Act](#)

“In each year, October 4 is to be known throughout Manitoba as Missing and Murdered Indigenous Women and Girls Honouring and Awareness Day”.

[The Manitoba Multiculturalism Act](#)

“It is hereby declared to be the policy of the government of Manitoba to

- (a) recognize and promote understanding that the cultural diversity of Manitoba is a strength of and a source of pride to Manitobans;
- (b) recognize and promote the right of all Manitobans, regardless of culture, religion or racial background, to
 - (i) equal access to opportunities,
 - (ii) participate in all aspects of society, and
 - (iii) respect for their cultural values; and
- (c) enhance the opportunities of Manitoba’s multicultural society by acting in

partnership with all cultural communities and by encouraging cooperation and partnerships between cultural communities”.

[The Neurofibromatosis Awareness Month Act](#)

“The month of May in each year is to be known throughout Manitoba as Neurofibromatosis (NF) Awareness Month”.

[The Orange Shirt Day Act](#)

- “In each year, September 30 is to be known throughout Manitoba as Orange Shirt Day”.
- “WHEREAS the orange shirt has become a symbol of remembrance for residential school survivors”.
- “...Truth and Reconciliation Commission of Canada has called for a national day of remembrance for residential school survivors”.

[The Police Services Act](#)

“WHEREAS police services play a critical role in protecting the safety and security of Manitobans;

AND WHEREAS co-operation between police services and the communities they serve will result in improved safety and security and better relations between police and citizens;

AND WHEREAS civilian governance and oversight of police services will improve transparency and accountability in the delivery of policing services;

AND WHEREAS it is desirable that policing services be provided in a manner that recognizes the pluralistic and multicultural character of Manitoba society, and in particular, First Nation, Metis and other aboriginal peoples;

AND WHEREAS it is recognized that public safety is enhanced as police services become more representative of the communities they serve;

AND WHEREAS it is important to recognize the rights of victims of crime and their needs in the delivery of policing services;

AND WHEREAS the importance of safeguarding the fundamental rights protected by the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code* is recognized by all”.

[The Poverty Reduction Strategy Act](#)

- “The government must (a) implement a long-term strategy to reduce poverty and increase social inclusion across Manitoba...”
- “The strategy must (a) recognize that certain groups face a higher risk of poverty and social exclusion; and (b) ensure that programs and initiatives to reduce poverty and increase social inclusion are accessible to all persons who require them”.

[The Pregnancy and Infant Loss Awareness Day Act](#)

"In each year, October 15 is to be known throughout Manitoba as 'Pregnancy and Infant Loss Awareness Day'".

[The Public Schools Act](#)

- " ... WHEREAS the public school system must take into account the diverse needs and interests of the people of Manitoba"
- A francophone program is provided for students.
- "The francophone school board may ... (b) engage in activities to promote the French language and culture in connection with its duty to provide education".
- "A respect for human diversity policy is to
 - (a) promote and enhance
 - (i) a safe and inclusive learning environment,
 - (ii) the acceptance of and respect for others, and
 - (iii) the creation of a positive school environment; and
 - (b) address training for teachers and other staff about
 - (i) bullying prevention, and
 - (ii) strategies for promoting respect for human diversity and a positive school environment".
- " A respect for human diversity policy must accommodate pupils who want to establish and lead activities and organizations that
 - (a) promote
 - (i) gender equity,
 - (ii) antiracism,
 - (iii) the awareness and understanding of, and respect for people who are disabled by barriers, or
 - (iv) the awareness and understanding of, and respect for, people of all sexual orientations and gender identities; and
 - (b) use the name 'gay-straight alliance' or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all pupils".
- "When authorized by the school board, a language other than English or French may be used in any school in the school division or school district ... (d) in compliance with the regulations as a language of instruction, for transitional purposes".
- There is French representation in the Languages of Instruction Advisory Committee.

[The Sikh Heritage Month Act](#)

- "The month of April in each year is to be known throughout Manitoba as Sikh Heritage Month".
- "... Sikh Canadians have made important contributions to Manitoba's social, economic, political and cultural life".
- "... it is important to support Sikh heritage, art and culture and those organizations in Manitoba that promote and enhance Sikh social and cultural life".

[The Special Olympics Awareness Week Act](#)

- "In each year, the second week in June is to be known throughout Manitoba as Special Olympics Awareness Week".
- "WHEREAS Special Olympics provides year-round sports programs and athletic competition in a variety of Olympic-style sports for children and adults with intellectual disabilities;
AND WHEREAS there is a need to promote awareness about the abilities of people with intellectual disabilities, and to showcase those abilities through athleticism and sport;
AND WHEREAS Special Olympics enriches lives, fosters respect, promotes dignity and supports advocacy in communities across Manitoba for people with intellectual disabilities".

[The Manitoba Ukrainian Canadian Heritage Day Act](#)

- " In each year, the last Saturday before the first Monday in August is to be known as Manitoba Ukrainian Canadian Heritage Day".
- "AND WHEREAS for over a century Ukrainian Canadians have made invaluable contributions in many fields of endeavour, and their success continues to encourage immigration, which enriches the economic and social well-being of all Manitobans; AND WHEREAS it is important to recognize and celebrate the Ukrainian Canadian heritage and achievement as part of Canada's multiculturalism".

[The Vulnerable Persons Living with a Mental Disability Act](#)

- "...WHEREAS it is recognized that vulnerable persons should be encouraged to make their own decisions;
AND WHEREAS it is recognized that the vulnerable person's support network should be encouraged to assist the vulnerable person in making decisions so as to enhance his or her independence and self-determination;
AND WHEREAS it is recognized that any assistance with decision making that is provided to a vulnerable person should be provided in a manner which respects the privacy and dignity of the person and should be the least

restrictive and least intrusive form of assistance that is appropriate in the circumstances”.

[The Manitoba Women's Advisory Council Act](#)

- “The purpose of the council is to advance the goal of equal participation of women in society and to promote changes in social, legal and economic structures to that end”.
- Representation on the council: “ ... Lieutenant Governor in Council shall endeavour to select persons who are representative of the various geographic, ethnic and socio-economic sectors of the province”.

[The Workplace Safety and Health Act](#)

- Workplace safety and health committee: “A committee (a) shall consist of not fewer than four or more than 12 persons, of whom at least 1/2 shall be persons (i) representing workers who are not associated with the management of the workplace ...”
- “Each employer shall cause a worker not associated with management to be designated as the worker safety and health representative ...”

Note:

There was no pertinent information in, [The District Health and Social Services Act](#), [The International Labour Cooperation Agreements Implementation Act](#)



8. Saskatchewan

List of Acts: <https://publications.saskatchewan.ca/#/categories/1505>

[The Advocate for Children and Youth Act](#)

- "The Advocate may:
 - (a) conduct or contract for research to improve the rights, interests and well-being of children or youths;
 - (b) advise or make recommendations to any minister responsible for services to children or youths on any matter relating to the interests and well-being of children or youths who receive services from any ministry, agency of the government or publicly-funded health entity".

[The Correctional Services Act, 2012](#)

- "This Act and the regulations made pursuant to this Act must be interpreted and administered in accordance with the following guiding principles:
 - (a) that the protection of the public be the paramount consideration in making decisions or taking any action pursuant to this Act;
 - (b) that the safety of the public be enhanced by addressing the needs and circumstances of offenders through programs and services designed to promote the rehabilitation and reintegration of offenders into the community;
 - (c) that offenders are required to actively participate, to the best of their ability, in programs designed to promote their rehabilitation and reintegration;
 - (d) that offenders are required to comply with correctional facility rules and community supervision conditions and will be subject to the least restrictive measures consistent with the protection of the public, staff members and other offenders;
 - (e) that offenders are entitled to fair treatment and to have access to a timely and efficient complaint procedure;
 - (f) that correctional policies, practices, programs and services be respectful of gender, ethnic, cultural and linguistic differences and be responsive to the particular needs of women, as well as to the needs of other groups of offenders with special requirements;
 - (g) that staff members conduct themselves according to any applicable code

of professional conduct established pursuant to section 9;
(h) that the ministry provide opportunities for the public, organizations and other governments to participate in the development and delivery of correctional services and programs”.

[The Culture and Recreation Act, 1993](#)

- “The minister may:
(a) develop, initiate, conduct and encourage policies, programs and activities that provide for the orderly cultural, physical and social development of Saskatchewan or of any class of persons within Saskatchewan ...”.

[The Education Act, 1995](#)

● “With respect to francophone education areas, fransaskois schools and the division scolaire francophone, the conseil scolaire, subject to any directive of the minister, shall:

(a) administer and manage education matters in the division scolaire francophone in accordance with the intent of this Act and the regulations”.

● “Subject to the powers of the conseil scolaire with respect to the division scolaire francophone and minority language education programs, a board of education may: ...

(c) enter into agreements with other boards of education or with the conseil scolaire or with Indian bands for the purpose of providing, procuring or administering jointly any service of mutual benefit and convenience ...”.

● “Every pupil shall: ...

(c) observe standards approved by the board of education or the conseil scolaire with respect to: ... (v) the rights of other persons ...”.

● “If a pupil has been assessed in accordance with this section as being a pupil with intensive needs, the teacher or principal of the pupil shall confer with the parent or guardian of the pupil with respect to:

(a) the assessment of the pupil; and

(b) the educational services that may be required to meet the learning needs of the pupil”.

● “Where the ordinary programs of instruction of the school are considered by the

board of education or the conseil scolaire to be insufficient to meet the educational needs of certain pupils of superior natural ability or exceptional talent, the board of education or the conseil scolaire may make provision for any special programs that it considers feasible and appropriate”.

● Students may be excused from attending school due to religious reasons.

[The Fetal Alcohol Syndrome Awareness Day Act](#)

"September 9 of each year is designated as Fetal Alcohol Syndrome Awareness Day in Saskatchewan".

[The Human Resources, Labour and Employment Act](#)

- "The minister is responsible for the co-ordination, development and implementation of social, cultural, economic and other policies, programs and activities for the benefit of senior citizens in Saskatchewan".
- "The minister is responsible for the co-ordination, development and implementation of social, cultural, economic and other policies, programs and activities for the benefit of persons with disabilities".

[The Indian and Native Affairs Act](#)

- "The minister is responsible for matters related to Indian and Native Affairs and may:
 - (a) act as a contact for Indian and Native people with the Government of Saskatchewan;
 - (b) establish social and economic development programs and policies for Indian and Native people;
 - (c) make recommendations with respect to matters affecting Indian and Native people".

[The Mental Health Services Act](#)

- "Subject to section 25, if a person is detained in a mental health centre, the attending physician shall endeavour with all resources reasonably available in the mental health centre to provide the person with care and treatment with a view to the result that the detention of the person in the mental health centre will no longer be required".

[The Multiculturalism Act](#)

- "The following are the purposes of this Act:
 - (a) to recognize that the diversity of Saskatchewan people with respect to race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of Saskatchewan society that enriches the lives of all Saskatchewan people;
 - (b) to encourage respect for the multicultural heritage of Saskatchewan;
 - (c) to foster a climate for harmonious relations among people of diverse cultural and ethnic backgrounds without sacrificing their distinctive cultural and ethnic identities;
 - (d) to encourage the continuation of a multicultural society".

[The Métis Act](#)

- “The purpose of this Part is to recognize the contributions of the Métis people to the development and prosperity of Canada, including:
 - (a) the rich and evolving history of the Métis people;
 - (b) the cultural distinctiveness of the Métis communities and traditional ways of life of the Métis people;
 - (c) the importance of the languages of the Métis people, including the Michif language, to Canada’s culture and heritage;
 - (d) the distinctive culture and cultural legacy of the Métis people, as symbolized by the Métis flag, the Métis sash, the Red River cart, the fiddle and the Red River jig;
 - (e) the significance of the Métis farms and the Batoche historic site;
 - (f) the honourable and invaluable service of the Métis veterans during the two World Wars and the Korean War and in many peace-keeping missions around the world;
 - (g) the importance of Métis entrepreneurs to Canada’s economy, beginning in the 18th Century with the historic involvement of the Métis in the North West fur trade;
 - (h) the leadership role of Métis institutions in providing educational, social and health services to Métis people, and the contribution of those institutions to the delivery of those services; and
 - (i) the important contribution of the Métis Nation - Saskatchewan in representing the needs and aspirations of the Métis people”.
- “... [T]he Government of Saskatchewan wishes to work in partnership with the Government of Canada and the Métis people to promote and strengthen the capacity for Métis governance of Métis institutions and communities”.

[The Police Act, 1990](#)

- “The minister shall promote:
 - (a) adequate and effective policing throughout Saskatchewan; and
 - (b) the preservation of peace, the prevention of crime, the efficiency of police services and the improvement of police relationships with communities within Saskatchewan”.

[The Public Service Act, 1998](#)

- “The purposes of this Act are the following:
- (a) to maintain an independent and professional public service;
 - (b) to facilitate providing quality service to the public in a manner that is responsive to changing public requirements;

(c) to recruit employees to the public service, and to develop a qualified public service, in a manner that fulfils the purposes of this Act;
(d) to strive to develop a public service that represents the diversity of the people of Saskatchewan;
(e) to promote harmonious relations between the Government of Saskatchewan, its employees in the public service and the trade unions that represent those employees”.

[The Prostate Cancer Awareness Act](#)

“The month of September of each year is designated as Prostate Cancer Awareness Month in Saskatchewan”.

[The Saskatchewan Employment Act](#)

- “Unless authorized by this Part, no employer shall take discriminatory action against an employee because the employee: ...

(c) is pregnant or is temporarily disabled because of pregnancy ...”.

- “At least half of the members of an occupational health committee must represent

workers other than workers connected with the management of the place of employment”.

- “No person may be designated as an occupational health and safety representative

unless the person:

(a) has been elected from the place of employment for that purpose by the workers whom the person would represent;

(b) has been appointed from the place of employment in accordance with the constitution or the bylaws of the union of which the workers are members; or

(c) if more than one union represents the workers that the person would represent as an occupational health and safety representative, has been appointed for that purpose from the place of employment pursuant to an agreement among all of those unions”.

[The Saskatchewan Human Rights Code, 2018](#)

- “The objects of this Act are:

(a) to promote recognition of the inherent dignity and the equal and inalienable rights of all members of the human family;

(b) to further public policy in Saskatchewan that every person is free and equal in dignity and rights and to discourage and eliminate discrimination”.

- Forbidden reasons of discrimination:

“(a) religion;

(b) creed;

- (c) marital status;
- (d) family status;
- (e) sex;
- (f) sexual orientation;
- (g) disability;
- (h) age;
- (i) colour;
- (j) ancestry;
- (k) nationality;
- (l) place of origin;
- (m) race or perceived race;
- (n) receipt of public assistance;
- (o) gender identity".

- "Every person and every class of persons has the right to freedom of conscience, opinion and belief and freedom of religious association, teaching, practice and worship".
- "Every person and every class of persons has the right to freedom of expression through all means of communication, including the arts, speech, the press or radio, television or any other broadcasting device".
- "Every person and every class of persons has the right to peaceable assembly with others and to form with others associations of any character under the law".

- Roles of The Saskatchewan Human Rights Commission:

"(a) forward the principle that every person is free and equal in dignity and rights without regard to religion, creed, marital status, family status, sex, gender identity, sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race or receipt of public assistance;

(b) promote an understanding and acceptance of, and compliance with, this Act;

(c) develop and conduct educational programs designed to eliminate discriminatory practices;

(d) disseminate information and promote understanding of the legal rights of residents of Saskatchewan and conduct educational programs in that respect;

(e) further the principle of the equality of opportunities for persons, and equality in the exercise of the legal rights of persons, regardless of their status;

(f) conduct and encourage research by persons and associations actively engaged in the field of promoting human rights;

(g) forward the principle that cultural diversity is a basic human right and fundamental human value;

(h) promote and pursue measures to prevent and address systemic patterns of discrimination; and

(i) promote and pursue alternative dispute resolution methods in resolving complaints”.

[The Ukrainian Famine and Genocide \(Holodomor\) Memorial Day Act](#)

- “... WHEREAS some of the survivors of the Ukrainian Famine and Genocide (Holodomor) of 1932-33 and their descendants reside in Saskatchewan and have contributed greatly to Saskatchewan’s cultural, economic, political and educational life”.
- “The fourth Saturday in November in each year is declared to be ‘Ukrainian Famine and Genocide (Holodomor) Memorial Day’ for the purposes of recognizing the Ukrainian Famine and Genocide (Holodomor) of 1932-33 and of reflecting on the lessons to be learned from that event”.

[The Women’s Affairs Act](#)

- “The minister has the responsibility for matters related to the status of women and may:
 - (a) develop mechanisms for the integration of women’s concerns into government’s decision-making processes;
 - (b) co-ordinate policies, programs and activities of the Government of Saskatchewan relating to the status of women;
 - (c) make recommendations with respect to matters affecting the status of women;
 - (d) provide any assistance that the minister considers appropriate to improve the status of women in Saskatchewan”.

[The Youth Justice Administration Act, 2019](#)

- “This Act and the regulations made pursuant to this Act must be interpreted and administered in accordance with the following guiding principles:
 - (b) youth justice services must be separate from those of adults, must be based on the principle of diminished moral blameworthiness or culpability and must emphasize the following:
 - (iii) enhanced procedural protection to ensure that young persons are treated fairly and that their rights, including their right to privacy, are protected
 - (g) youth justice services will respect gender, ethnic, cultural and linguistic differences and respond to the needs of indigenous young persons and of young persons with special requirements”.

Note: There was no pertinent information in [Child Care Act, 2014 \(C-7.31\)](#), [The Foreign Worker Recruitment and Immigration Services Act](#), [The Language Act](#)

9. Alberta

List of Acts: https://www.qp.alberta.ca/Laws_Online.cfm

[Advocate for Persons with Disabilities Act](#)

- "The role of the Advocate is to represent the rights, interests and viewpoints of persons with disabilities".
- "In carrying out the role of the Advocate under subsection (1), the Advocate may (a) identify and study issues of concern to persons with disabilities and recommend action where appropriate; (b) review programs and policies affecting persons with disabilities; (c) participate in consultations in which systemic decisions are made about persons with disabilities; (d) promote the rights, interests and well-being of persons with disabilities through public education; (e) provide information and advice to the Government with respect to any matter relating to the rights, interests and well-being of persons with disabilities; (f) provide education as needed to ensure individuals having difficulty accessing services and related programs for persons with disabilities are aware of appropriate resources, persons and organizations; (g) perform any other function prescribed in the regulations; (h) exercise any other power prescribed in the regulations".

[Alberta Human Rights Act](#)

- "WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world;
WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;
WHEREAS multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy;
WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and

appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity”.

- One role of the Alberta Human Rights Commission:
“to research, develop and conduct educational programs designed to eliminate discriminatory practices related to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation”.

Blind Persons' Rights Act

- “No person, directly or indirectly, alone or with another, by himself or herself or by the interposition of another, shall (a) deny to any person the accommodation, services or facilities available in any place to which the public is customarily admitted, or (b) discriminate against any person with respect to the accommodation, services or facilities available in any place to which the public is customarily admitted, or the charges for the use of them, for the reason that the person is a blind person accompanied by a guide dog or a certified dog-trainer accompanied by a dog in training”.

Child and Youth Advocate Act

- Roles of the advocate: ...
- (f) promote the rights, interests and well-being of children through public education;
- (g) undertake or collaborate in research related to improving designated services or addressing the needs of children receiving those services;
- (h) provide information and advice to the Government with respect to any matter relating to the rights, interests and well-being of children ...”.
- Culture is a factor during an investigation of injury or death due to systemic issues.
 - “The Advocate must in accordance with the regulations establish a roster of persons that includes First Nations, Métis and Inuit persons whom the Advocate can engage to advise the Advocate”.

Children First Act

- “WHEREAS the Government of Alberta is committed to working with individuals, families, communities, non-governmental organizations and the private sector, as well as with other governments, to support and create opportunities for children”.
- “The Children’s Charter must recognize the following principles: (a) that all children are to be treated with dignity and respect regardless of their circumstances; (b) that a child’s familial, cultural, social and religious heritage is

to be recognized and respected; (c) that the needs of children are a central focus in the design and delivery of programs and services affecting children; (d) that prevention and early intervention are fundamental in addressing social challenges affecting children; (e) while reinforcing and without in any way derogating from the primary responsibility of parents, guardians and families for their children, that individuals, families, communities and governments have a shared responsibility for the well-being, safety, security, education and health of children”.

[Corrections Act](#)

- “The Minister is responsible for correctional services under the jurisdiction of the Government of Alberta and in particular for ...
(b) the provision of probation and parole supervision and counselling services to offenders against the law;
(c) the safe custody and detention of inmates;
(d) the supervision, treatment and training of inmates with a view to their ultimate rehabilitation in society; ...”.

[Employment Standards Code](#)

Note: The act was recently amended and the new version will be published on website soon. The following information is from the older version.

- “No employer may terminate the employment of, or lay off, (a) an employee who has started maternity or parental leave, or (b) an employee because the employee is entitled to maternity or parental leave”.
- “Where an employee is entitled to resume work under this section, the employer must (a) reinstate the employee in the position occupied when maternity or parental leave started, or (b) provide the employee with alternative work of a comparable nature at not less than the earnings and other benefits that had accrued to the employee when the maternity or parental leave started”.

[Education Act](#)

Note: The act was recently amended and the new version will be published on website soon. The following information is from the older version.

- “WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self”.
- “WHEREAS the Government of Alberta recognizes the importance of an inclusive education system that provides each student with the relevant learning opportunities and supports necessary to achieve success”.

- "WHEREAS the Government of Alberta recognizes the importance of enabling high quality and socially engaging learning opportunities with flexible timing and pacing through a range of learning environments to meet diverse student needs and to maximize student success".
- "WHEREAS the Government of Alberta believes in and is committed to one publicly funded education system that provides a choice of educational opportunities to students and that honours the rights guaranteed under the Constitution of Canada in respect of minority language and minority denominational education through the dimensions of public, separate and Francophone schools".
- "WHEREAS the Government of Alberta is committed to encouraging the collaboration of all partners in the education system to ensure the educational success of Alberta's First Nations, Metis and Inuit students".
- "All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans".
- "For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws".
- One of students' responsibility: "... ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging...".
- One of parents' responsibility: "... ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment...".
- Grounds of an organization/activity organized by students: "promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs".
- "A board may determine that a student requires specialized supports and services that cannot be met in an education program that may be provided by the board under any other provision of this Act".
- There is representation of First Nations and Francophone individuals within members of the board.
- Students may be excused from attending due to religious reasons.
- The language of instruction includes English, French, or another language.

[Family Support for Children with Disabilities Act](#)

"WHEREAS the people of Alberta honour and respect the dignity and equal worth of children with disabilities;

WHEREAS the Legislature of Alberta recognizes and values the ability of families to care for and to promote the development of children with disabilities;

WHEREAS the Legislature of Alberta acknowledges the value of family-centred support and services in empowering and preserving families of children with disabilities;

WHEREAS the Legislature of Alberta recognizes that the individual needs of children with disabilities are most effectively met through an integrated and multi-disciplinary approach; and WHEREAS the Legislature of Alberta recognizes the importance of facilitating the inclusion of children with disabilities in community life ...".

[Long Term Care Information Act](#)

"WHEREAS providing support to individuals who need long-term care is a priority for all Albertans;

WHEREAS providing information about options for long-term care in an easily understandable and accessible format is an essential component of supporting Albertans who need long-term care; and

WHEREAS enhancing transparency and accountability in the longterm care system will benefit all Albertans".

[Mental Health Act](#)

Note: The act was recently amended and the new version will be published on website soon. The following information is from the older version.

- Factors such as the benefit of the treatment outweighing the harm and the least restrictive/intrusive treatment are considered in choosing the plan of treatment.

[Metis Settlements Accord Implementation Act](#)

"The purposes of this Act are (a) to implement certain financial assistance elements of the Accord, (b) to implement that part of the Accord relating to the Metis Settlements Transition Commission, and (c) to make transitional arrangements for the establishment and development of structures and systems for local government of settlement areas".

[Occupational Health and Safety Act](#)

- "A joint work site health and safety committee shall consist of at least 4 persons, of whom at least half represent workers who are not associated with the management of the work site ..."

[Persons with Developmental Disabilities Services Act](#)

" WHEREAS it is important that adults with developmental disabilities have opportunities to exercise self-determination and to be fully included in community life; WHEREAS the individual needs of adults with developmental disabilities are most effectively met through the provision of services that are based on equitable opportunity, funding and access to resources; WHEREAS the Government of Alberta recognizes, values and supports communities responding to the needs of adults with developmental disabilities; and WHEREAS the Government has ongoing responsibility to ensure the provision of programs, resources and services to adults with developmental disabilities".

[Police Act](#)

- Roles of police officers: "to encourage and assist the community in preventing crime"; "to encourage and foster a co-operative relationship between the police service and the members of the community".

[Post-traumatic Stress Disorder \(PTSD\) Awareness Day Act](#)

- "WHEREAS the Legislative Assembly of Alberta recognizes the importance of the lived experience of those suffering from PTSD from traumatic experiences including refugees and survivors of residential schools, which can contribute to intergenerational and historical trauma, as well as victims of crime, and the Legislative Assembly of Alberta is committed to encouraging healing and reconciliation for those Albertans".
- "In order to increase awareness about post-traumatic stress disorder in Alberta, the 27th day of June of each year, commencing in 2016, shall be known as 'Post-traumatic Stress Disorder (PTSD) Awareness Day'".

[Promoting Job Creation and Diversification Act](#)

"WHEREAS Albertans desire a prosperous and vibrant economy that offers employment opportunities for Albertans of different skills and backgrounds; WHEREAS all areas of Alberta, from rural communities and indigenous communities to the largest cities, will benefit from a stronger and more diversified economy; WHEREAS the Government is committed to supporting working people and their families and supporting businesses in their efforts to create and retain jobs and to diversify the products and services Albertans sell and the markets Albertans sell into; WHEREAS supporting new and existing technologies and providing for a highly skilled and technologically capable workforce will contribute to innovation, job creation and a diversified Alberta economy that attracts new investment; WHEREAS by harnessing the opportunity for diversification and investment, Albertans can realize additional jobs and benefits from Alberta's many resources".

[Protecting Choice for Women Accessing Health Care Act](#)

- It is prohibited for an individual to ask a person to discontinue pursuing abortion services or to ask a physician not to provide these services in a facility.

[Supporting Alberta's Local Food Sector Act](#)

- "WHEREAS local food providers are important and valued contributors to the provincial economy and to Albertans' quality of life".
- "WHEREAS the success of the local food sector is supported by increased consumer awareness and effective assurance systems".
- "The purposes of this Act are (a) to encourage the development and success of a local food sector throughout the Province ...".

[Ukrainian-Canadian Heritage Day Act](#)

- "WHEREAS Alberta was the province where Ukrainians first settled in Canada and founded many of Alberta's earliest religious and cultural institutions; WHEREAS Ukrainian-Albertans have contributed immensely to the Province of Alberta, initially through agriculture, forestry, railways and mining and subsequently to Alberta's government, civil society, industry, economic advancement and prosperity; WHEREAS the early cultural, economic, political and educational contributions for which Ukrainian-Albertans should be recognized specifically".
- "In order to encourage the recognition of Alberta's Ukrainian-Canadian heritage by all residents of our province ... (b) commencing in 2017, September 7 of each year shall be known as 'Ukrainian-Canadian Heritage Day'".

[Women's Institute Act](#)

- "The objects of the institutes are the improvement of social conditions in rural and other communities by means of
(a) the study of (i) home economics, including home nursing, household science, sanitation, food values, sick room cookery, house furnishing, sewing and other matters, and (ii) child welfare, prevention of disease, local neighbourhood needs, industrial and social conditions,
(b) the establishment of institutes as social and educational community centres and the provision of a welcome to new settlers in the community,
(c) the encouragement of agriculture and improvement of agricultural conditions, and (d) the holding, establishing and maintenance of demonstrations, lectures, short course schools, travelling and other libraries, exhibitions, competitions, meetings, conventions and such other utilities and attractions as may from time to time be declared useful for the promotion of the foregoing, or any of them".

Youth Justice Act

- “Extra-judicial sanctions may be used to deal with a young person alleged to have committed an offence instead of judicial proceedings under this Act only if ... the person who is considering whether to use extra-judicial sanctions is satisfied that they would be appropriate, having regard to the needs of the young person and the interests of society...”.

Note: There was no pertinent information in the [Public Service Act](#).



10. British Columbia

List of Acts: <https://www.bclaws.ca/civix/content/complete/statreg/?xsl=/templates/browse.xsl>

Access to Abortion Services Act

- “WHEREAS all people in British Columbia are entitled to access to health care, including abortion services;
AND WHEREAS all people who use the British Columbia health care system, and who provide services for it, should be treated with courtesy and with respect for their dignity and privacy”.
- Following are prohibited in a facility:
 - “... [P]hysically interfere with or attempt to interfere with a service provider, a doctor who provides abortion services or a patient...”.
 - “... [I]ntimidate or attempt to intimidate a service provider, a doctor who provides abortion services or a patient”.

B.C. Rail Benefits (First Nations) Trust Act

“The purpose of the B.C. Rail Benefits (First Nations) Trust Account is to provide funding for Beneficiary First Nations' projects that are approved by the directors of the B.C. Rail Benefits (First Nations) Trust and that advance one or more of the following goals:

(a) economic development;

- (b) educational advancement;
- (c) cultural renewal”.

Child, Family and Community Service Act

- “This Act must be interpreted and administered so that the safety and well-being of children are the paramount considerations and in accordance with the following principles:

- (a) children are entitled to be protected from abuse, neglect and harm or threat of harm;
- (b) a family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents;
- (b.1) Indigenous families and Indigenous communities share responsibility for the upbringing and well-being of Indigenous children;
- (c) if, with available support services, a family can provide a safe and nurturing environment for a child, support services should be provided;
- (d) the child's views should be taken into account when decisions relating to a child are made;
- (e) kinship ties and a child's attachment to the extended family should be preserved if possible;
- (f) Indigenous children are entitled to
 - (i) learn about and practise their Indigenous traditions, customs and languages, and
 - (ii) belong to their Indigenous communities;
- (g) decisions relating to children should be made and implemented in a timely manner”.

- “The following principles apply to the provision of services under this Act:

- (a) families and children should be informed of the services available to them and encouraged to participate in decisions that affect them;
- (b) Indigenous people should be involved in the planning and delivery of services to Indigenous families and their children;
- (c) services should be planned and provided in ways that are sensitive to the needs and the cultural, racial and religious heritage of those receiving the services;
- (c.1) the impact of residential schools on Indigenous children, families and communities should be considered in the planning and delivery of services to Indigenous children and families;
- (d) services should be integrated, wherever possible and appropriate, with services provided by government ministries, community agencies and Community Living British Columbia established under the *Community Living Authority Act*;
- (e) the community should be involved, wherever possible and appropriate, in the planning and delivery of services, including preventive and support services to families and children”.

- "A director may make a written agreement with a parent who has custody of a child with special needs".

[Community Care and Assisted Living Act](#)

- "An adult person in care has the right to a care plan developed
 - (a) specifically for him or her, and
 - (b) on the basis of his or her unique abilities, physical, social and emotional needs, and cultural and spiritual preferences".
 - "An adult person in care has the right to participate in his or her own care and to freely express his or her views, including a right to all of the following:
 - (a) to participate in the development and implementation of his or her care plan;
 - (b) to establish and participate in a resident or family council to represent the interests of persons in care;
 - (c) to have his or her family or representative participate on a resident or family council on their own behalf;
 - (d) to have access to a fair and effective process to express concerns, make complaints or resolve disputes within the facility;
 - (e) to be informed as to how to make a complaint to an authority outside the facility;
 - (f) to have his or her family or representative exercise the rights under this clause on his or her behalf".

[Correction Act](#)

- "A strip search of an inmate must be conducted by an authorized person of the same sex as the inmate unless the delay that would be caused by complying with this requirement would result in danger to human life or safety".

[Declaration On The Rights Of Indigenous Peoples Act](#)

- "For the purposes of implementing this Act, the government must consider the diversity of the Indigenous peoples in British Columbia, particularly the distinct languages, cultures, customs, practices, rights, legal traditions, institutions, governance structures, relationships to territories and knowledge systems of the Indigenous peoples in British Columbia".
- "The purposes of this Act are as follows:
 - (a) to affirm the application of the Declaration to the laws of British Columbia;
 - (b) to contribute to the implementation of the Declaration;
 - (c) to support the affirmation of, and develop relationships with, Indigenous governing bodies".
- Declaration: "the United Nations Declaration on the Rights of Indigenous Peoples set out in the Schedule"

[Employment and Assistance for Persons with Disabilities Act](#)

- "Subject to the regulations, the minister may provide disability assistance or a supplement to or for a family unit that is eligible for it".

- "The minister may establish or fund employment-related programs and other programs for applicants, recipients or dependent youths who have difficulty finding or maintaining employment".
- recipient: "the person in a family unit to or for whom disability assistance, hardship assistance or a supplement is provided under this Act for the use or benefit of someone in the family unit, and includes
 - (a) the person's spouse, if the spouse is a dependant, and
 - (b) the person's adult dependants"

[Employment Standards Act](#)

- One purpose of the Act: "to promote the fair treatment of employees and employers".
- "An employer must not, because of an employee's pregnancy or a leave allowed by this Part,
 - (a) terminate employment, or
 - (b) change a condition of employment without the employee's written consent".
 - "As soon as the leave ends, the employer must place the employee
 - (a) in the position the employee held before taking leave under this Part, or
 - (b) in a comparable position".

[Farmers and Womens Institutes Act](#)

- "An institute may be incorporated under this Act for one or more of the following purposes:
 - (a) to improve conditions of rural life so that settlement may be permanent and prosperous;
 - (b) to promote the theory and practice of agriculture;
 - (c) to arrange on behalf of its members for the purchase, distribution or sale of commodities, supplies or products;
 - (d) to act generally on behalf of its members in all matters incidental to agricultural pursuits and rural development;
 - (e) to promote home economics, public health, child welfare, education and better schools".
 - "The objects of the British Columbia Provincial Women's Institute are the following:
 - (a) to coordinate the work of women's institutes in British Columbia;
 - (b) to promote discussions with similar organizations in other provinces;
 - (c) to cooperate with other provincial bodies and the Federation of Women's Institutes of Canada and Associated Country Women of the World;
 - (d) through its board of directors to advise the minister on matters within the scope of women's institutes under this Act".

[First Nations Education Act](#)

"In accordance with the British Columbia First Nation Education Agreement, the Province recognizes that a participating First Nation may enact First Nation laws with respect to education provided by the participating First Nation on First Nation land, to the extent authorized by an individual agreement between the government of Canada and that participating First Nation brought into effect by the *First Nations Jurisdiction over Education in British Columbia Act (Canada)*".

[First Peoples' Heritage, Language and Culture Act](#)

- "WHEREAS the Province of British Columbia wishes to
 - (a) protect, revitalize and enhance First Nations heritage, language, culture and arts,
 - (b) increase understanding and sharing of knowledge, within both the First Nations and non-First Nations communities, and
 - (c) heighten appreciation and acceptance of the wealth of cultural diversity among all British Columbians".
 - The First Peoples' Advisory Committee: "The minister may appoint one representative to the committee from each First Nations language group on the recommendation of the board".

[Guide Dog And Service Dog Act](#)

- "A guide dog team, service dog team or dog-in-training team may, in the same manner as would an individual who is not a member of any of those teams, enter and use any place, accommodation, building or conveyance to which the public is invited or has access, provided that the individual who is a member of the team ensures the dog that is a member of the team
 - (a) does not occupy a seat in a public conveyance or a place where food is served or dispensed to the public, as the case may be, and
 - (b) is held by a leash or harness".
 - "A person must not
 - (a) interfere with the exercise of the right of entry and use specified in subsection (1) [legislation mentioned above], or
 - (b) charge a fee, in respect of the exercise of the right of entry and use specified in subsection (1), for the dog that is a member of a guide dog team, service dog team or dog-in-training team".

[Human Rights Code](#)

- "The purposes of this Code are as follows:
 - (a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia;
 - (b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights;
 - (c) to prevent discrimination prohibited by this Code;

(d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code;
(e) to provide a means of redress for those persons who are discriminated against contrary to this Code”.

- “A person must not

(a) refuse to employ or refuse to continue to employ a person, or

(b) discriminate against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person”.

- “It is not discrimination or a contravention of this Code to plan, advertise, adopt or implement an employment equity program that

(a) has as its objective the amelioration of conditions of disadvantaged individuals or groups who are disadvantaged because of race, colour, ancestry, place of origin, physical or mental disability, sex, sexual orientation, or gender identity or expression, and

(b) achieves or is reasonably likely to achieve that objective”.

- Human Rights Commissioner:

“The commissioner is responsible for promoting and protecting human rights, including by doing any of the following:

(a) identifying, and promoting the elimination of, discriminatory practices, policies and programs;

(b) developing resources, policies and guidelines to prevent and eliminate discriminatory practices, policies and programs;

(c) publishing reports, making recommendations or using other means the commissioner considers appropriate to prevent or eliminate discriminatory practices, policies and programs;

(d) developing and delivering public information and education about human rights;

(e) undertaking, directing and supporting research respecting human rights;

(f) examining the human rights implications of any policy, program or legislation, and making recommendations respecting any policy, program or legislation that the commissioner considers may be inconsistent with this Code;

(g) consulting and cooperating with individuals and organizations in order to promote and protect human rights;

(h) establishing working groups for special assignments respecting human rights;

(i) promoting compliance with international human rights obligations”.

[Independent School Act](#)

"WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy".

Indian Advisory Act

- "'Indian' means a person of the North American Indian race, resident in British Columbia".
- "For the purposes of this Act, the Lieutenant Governor in Council may establish a committee to be known as the British Columbia Indian Advisory Committee, and to consist of a chair and the number of other members the Lieutenant Governor in Council determines".
- Role of committee: "The committee must advise the minister on all matters regarding the status and rights of Indians".

Mental Health Act

- "A director must ensure (a) that each patient admitted to the designated facility is provided with professional service, care and treatment appropriate to the patient's condition and appropriate to the function of the designated facility ...".

Multiculturalism Act

- "The following are the purposes of this Act:
(a) to recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of the society of British Columbia that enriches the lives of all British Columbians;
(b) to encourage respect for the multicultural heritage of British Columbia;
(c) to promote racial harmony, cross cultural understanding and respect and the development of a community that is united and at peace with itself;
(d) to foster the creation of a society in British Columbia in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of British Columbia".
- "It is the policy of the government to
(a) recognize and promote the understanding that multiculturalism reflects the racial and cultural diversity of British Columbians,
(b) promote cross cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry and place of origin,

- (c) promote the full and free participation of all individuals in the society of British Columbia,
- (d) foster the ability of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to share in the economic, social, cultural and political life of British Columbia in a manner that is consistent with the rights and responsibilities of that individual as a member of the society of British Columbia,
- (e) reaffirm that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia,
- (f) work towards building a society in British Columbia free from all forms of racism and from conflict and discrimination based on race, cultural heritage, religion, ethnicity, ancestry and place of origin,
- (g) recognize the inherent right of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to be treated with dignity, and
- (h) generally, carry on government services and programs in a manner that is sensitive and responsive to the multicultural reality of British Columbia".

[Police Act](#)

- Role of director of police services: "community consultation regarding the priorities, goals and objectives for policing and law enforcement".

[Poverty Reduction Strategy Act](#)

- "The strategy must include initiatives intended, over the 5-year period beginning on January 1, 2019, to reduce the poverty rate for 2024 below the poverty rate for 2016 by at least
 - (a) 25% among all persons, and
 - (b) 50% among persons under 18 years of age".
 - "The strategy must include initiatives intended to reduce and prevent poverty by increasing the following:
 - (a) the affordability of goods, services and housing to persons living in poverty and other low-income British Columbians;
 - (b) the opportunities for persons living in poverty to move out of poverty;
 - (c) the inclusion of persons living in poverty in community life and in systems of supports".
 - "The strategy must reflect a commitment to
 - (a) reconciliation with Indigenous peoples,
 - (b) the Calls to Action of the Truth and Reconciliation Commission, and
 - (c) the United Nations Declaration on the Rights of Indigenous Peoples".
 - Groups that are taken into consideration:
 - "(a) children;
 - (b) youth;
 - (c) women and persons of all genders;

- (d) Indigenous peoples;
- (e) persons living with disabilities;
- (f) persons living in rural and remote communities;
- (g) immigrants and refugees;
- (h) LGBTQ2S+ persons;
- (i) seniors;
- (j) persons and families working and earning low incomes;
- (k) persons living with or fleeing abuse;
- (l) persons living with mental illness or addiction;
- (m) persons of colour".
 - "The minister must establish a committee to advise the minister on matters relating to poverty reduction and prevention".
 - "At least half of the members of the advisory committee must be women".
 - "The advisory committee must include a representative from at least each of the following groups:
 - (a) Indigenous peoples;
 - (b) persons living in poverty;
 - (c) persons living with disabilities;
 - (d) local governments;
 - (e) organizations that advocate for persons living in poverty;
 - (f) the business community;
 - (g) unions;
 - (h) academics;
 - (i) persons living in rural and remote communities".

[Public Service Act](#)

"The purposes of this Act are to

- (a) facilitate the provision of service to the public in a manner that is responsive to changing public requirements,
- (b) recruit and develop a well qualified and efficient public service that is representative of the diversity of the people of British Columbia,
- (c) encourage the training and development of employees to foster career development and advancement,
- (d) encourage creativity and initiative among employees, and
- (e) promote harmonious relations of the government and employees and bargaining agents that represent employees in the public service".

[Representative for Children and Youth Act](#)

- "The representative is responsible for performing the following functions in accordance with this Act:
 - (a) support, assist, inform and advise children and their families respecting designated services, which activities include, without limitation,

- (i) providing information and advice to children and their families about how to effectively access designated services and how to become effective self-advocates with respect to those services,
- (ii) advocating on behalf of a child receiving or eligible to receive a designated service, and
- (iii) supporting, promoting in communities and commenting publicly on advocacy services for children and their families with respect to designated services;
- (a.1) support, assist, inform and advise young adults and their families respecting prescribed services and programs, which activities include, without limitation,
 - (i) providing information and advice to young adults and their families about how to effectively access prescribed services and programs and how to become effective self-advocates with respect to those services and programs,
 - (ii) advocating on behalf of a young adult receiving or eligible to receive a prescribed service or program, and
 - (iii) supporting, promoting in communities and commenting publicly on advocacy services for young adults and their families with respect to prescribed services and programs;
- (b) monitor, review, audit and conduct research on the provision of a designated service by a public body or director for the purpose of making recommendations to improve the effectiveness and responsiveness of that service, and comment publicly on any of these functions;
- (c) review, investigate and report on the critical injuries and deaths of children as set out in Part 4;
- (d) perform any other prescribed functions".
 - "Before appointing a deputy representative under subsection (1) (a), the representative must consider the skills, qualifications and experience of the person, including the person's understanding of or involvement in the lives of aboriginal children and their families in British Columbia".

School Act

- WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;
AND WHEREAS the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy".
- There are francophone educational programs for students.

- "A parents' advisory council, through its elected officers, may advise the board and the principal and staff of the school or the Provincial school respecting any matter relating to the school or the Provincial school".
- "A francophone education authority is responsible for the improvement of francophone student achievement in the francophone school district".
- "The minister, by order, may appoint a special advisor or a special advisory committee to one or more francophone school districts, for a term determined by the minister,
 - (a) to review the progress of the francophone education authority or francophone education authorities in respect of the improvement of student performance or to inspect and evaluate any other matters as directed by the minister,
 - (b) to assist the francophone education authority or francophone education authorities in the conduct of the affairs of the francophone school district or francophone school districts in respect of any educational, financial or community matters ...".
- Students may receive financial assistance.

[Seniors Advocate Act](#)

- "The Seniors Advocate is responsible for
 - (a) monitoring the provision of seniors' services,
 - (b) analyzing issues that the Seniors Advocate believes to be important to the welfare of seniors generally, and
 - (c) advocating in the interests of seniors".
 - "Without limiting subsection (1) [section mentioned above], the Seniors Advocate may do one or more of the following:
 - (a) identify and analyze systemic challenges faced by seniors;
 - (b) collaborate with persons who deliver seniors' services for the purpose of improving the efficiency and effectiveness of service delivery;
 - (c) promote awareness, by seniors, their caregivers and their families, of systemic challenges faced by seniors, and of the resources available to seniors;
 - (d) make recommendations to government and to persons who deliver seniors' services respecting changes to improve the welfare of seniors".

[Ukrainian Famine and Genocide \(Holodomor\) Memorial Day Act](#)

"To memorialize those who perished as victims of the Holodomor, the fourth Saturday in November in each year is Ukrainian Famine and Genocide (Holodomor) Memorial Day throughout British Columbia".

[Workers Compensation Act](#)

- Purpose of OHS provisions: ...
 - " (f) to foster cooperative and consultative relationships between employers, workers and others regarding occupational health and safety, and to promote worker

participation in occupational health and safety programs and occupational health and safety processes;

(g) to minimize the social and economic costs of work-related accidents, injuries and illnesses, in order to enhance the quality of life for British Columbians and the competitiveness of British Columbia in the Canadian and world economies”.

- “A joint committee for a workplace must be established in accordance with the following:

(a) it must have at least 4 members or, if a greater number of members is required by regulation, that greater number;

(b) it must consist of worker representatives and employer representatives;

(c) at least half the members must be worker representatives;

(d) it must have 2 co-chairs, one selected by the worker representatives and the other selected by the employer representatives”.

- “The worker representatives on a joint committee must be selected from workers at the workplace who do not exercise managerial functions at that workplace ...”.

[Youth Justice Act](#)

- “The minister may establish programs or services for or related to young persons, including but not limited to one or more of the following:

(a) an alternative measures or extrajudicial sanctions program;

(b) a community service program;

(c) a restitution or compensation program;

(d) a victim and offender mediation or reconciliation program;

(e) a day or residential attendance program;

(f) a community supervision program;

(g) an intensive support and supervision program;

(h) a pretrial bail supervision or hostel program;

(i) a pretrial detention program;

(j) an open or secure custody program;

(k) a youth custody incentive or monetary program;

(l) any other program or service that provides for the administration and supervision of young persons who are subject to sentences”.

- “A strip search of a young person must be conducted by an authorized person of the same sex as the young person unless the delay that would be caused by complying with this requirement would result in danger to human life or safety”.
- The Lieutenant Governor in Council can regulate: “... respecting the diet, clothing, accommodation, maintenance, employment, training, education and discipline of young persons in a youth custody centre ...”.

Note: There was no pertinent information in the [Provincial Immigration Programs Act](#).



11. Yukon

List of Acts: http://www.gov.yk.ca/legislation/legislation/page_other.html

[Adult Protection and Decision Making Act](#)

- "This Act is to be administered and interpreted in accordance with the following principles
 - (a) all adults are entitled to live in the manner they wish and to accept or refuse support, assistance, or protection as long as they do not harm others and they are capable of making decisions about those matters;
 - (b) adults are entitled to be informed about and, to the best of their ability, participate in, the management of their affairs;
 - (c) all adults should receive the most effective, but the least restrictive and intrusive, form of support, assistance, or protection when they are unable to care for themselves or manage their affairs;
 - (d) the Supreme Court should not be asked to appoint, and should not appoint, guardians unless alternatives, such as the provision of support and assistance, have been tried or carefully considered;
 - (e) the values, beliefs, wishes, and cultural norms and traditions that an adult holds should be respected in managing an adult's affairs".

[Auxiliary Police Act](#)

- "Recognizing that community based policing is an important element of justice activities in Yukon; and Recognizing that the Royal Canadian Mounted Police is working with the Department of Justice in promoting community policing".
- "Duties of the auxiliary police shall focus on community crime prevention and community policing and may include one or more of the following activities
 - (a) promoting community safety and crime prevention programs;
 - (b) assisting with youth oriented crime prevention programs ...
 - (e) assisting in the promotion of community education on crime prevention and community safety ...".

[Child and Family Services Act](#)

- "This Act shall be interpreted and administered in accordance with the following principles

- (a) the best interests of the child shall be given paramount consideration in making decisions or taking any action under this Act;
- (b) a child has a right to be protected from harm or threat of harm;
- (c) knowledge about family origins is important to the development of a child's sense of identity;
- (d) the cultural identity of a child, including a child who is a member of a First Nation, should be preserved ...
- (j) First Nations should be involved as early as practicable in decision-making processes regarding a child who is a member of the First Nation;
- (k) the safety and well-being of a child is a responsibility shared by citizens".
- "The Commissioner in Executive Council may ...
 - (c) designate as a director, an executive director or other employee of a First Nation service authority for the purposes of the services to be delivered by the authority; and (d) designate one or more employees of a First Nation service authority as an assistant director for the purposes of the services to be delivered by the authority, with all the powers, duties and functions of the director of the authority".

Child and Youth Advocate Act

- "This Act must be interpreted and administered in accordance with the following principles ...
 - (c) culture, traditions, values and beliefs play a vital role in strengthening the identity and resiliency of a child and youth;
 - (d) every child and youth has strengths that can be enhanced by those working in partnership with them ...
 - (f) modeling a cooperative and respectful process for resolving issues provides children and youth with an experience of how to resolve issues in a way that fosters resolution and healing;
 - (g) First Nations have a responsibility for children and youth who are members of their First Nation and a desire to be involved in processes regarding the protection and realization of their member's rights and interests;
 - (h) the dignity and diversity of children and youth must be respected;
 - (i) children and youth are active participants in their own development and have an evolving capacity to form and express their views;
 - (j) the way a child or youth communicates is not necessarily a reflection of their capacity to understand and make decisions;
 - (k) communication with a child or youth must be respectful and appropriate to the skills, abilities and developmental maturity of the child or youth; and
 - (l) a child-centred or youth-centred approach focuses on the interests, needs and rights of the child or youth and recognizes that a child or a youth grows and develops as part of a family, a culture and a nation".

- “Before recommending the appointment of a person as the Advocate, the Legislative Assembly must consider the skills, qualifications and experience of the person, including
 - (a) the person’s understanding of First Nation culture, traditions, values, beliefs and history; and
 - (b) knowledge about child and youth development and disabilities affecting children and youth”.
- “The primary role of the Advocate is to perform the following functions in accordance with this Act
 - (a) support, assist, inform and advise children and youth respecting designated services when requested to do so by a child or youth who is receiving or eligible to receive the service or by any other person with an interest in the child or youth, which activities include
 - (i) providing information and advice related to how to effectively access the designated service and any processes for review of decisions respecting the service,
 - (ii) working with the child or youth and other persons involved to ensure that the views and preferences of the child or youth receiving or eligible to receive the designated service are heard and considered, having regard to the age and maturity of the child or youth,
 - (iii) promoting the rights and interests of the child or youth receiving or eligible to receive the designated service particularly if the views and preferences of the child or youth cannot be determined due to their developmental level or inability to communicate, and
 - (iv) working with the child or youth receiving or eligible to receive the designated service and other persons involved to resolve issues with respect to the designated service through the use of informal dispute resolution”.

[Child Care Act](#)

- “The objects of this Act are to
 - (a) foster the development of quality child care with parental and community involvement;
 - (b) support a range of child care programming in the Yukon communities;
 - (c) recognize and support the aspirations of Yukon First Nations to promote and provide culturally appropriate child care services”.
- Yukon Child Care Board:
 - “The Commissioner in Executive Council shall appoint the members of the Board from persons nominated by Yukon First Nations, child care groups, licensed child care services and parents”.

- “In appointing members of the Board, the Commissioner in Executive Council shall make a reasonable effort to ensure that the membership of the Board reflects the cultural, regional and gender diversity of Yukon”.

[Cooperation in Governance Act](#)

Yukon has both a public government and self-governing First Nations. There are many advantages of cooperation between the two governments.

[Corrections Act, 2009](#)

- “This Act and the Regulations made under this Act must be interpreted and administered in accordance with the following principles ...
- (b) the Corrections Branch works in collaboration with Yukon First Nations in developing and delivering correctional services and programs that incorporate the cultural heritage of Yukon First Nations and address the needs of offenders who are First Nation persons;
- (c) the Corrections Branch considers the rehabilitation, healing and reintegration of offenders when making decisions or taking any action under this Act;
- (d) correctional policies, programs and practices are responsive to the particular needs of female offenders ...
- (f) staff members of the Corrections Branch are given
- (i) appropriate career development and training opportunities, including training respecting the cultural heritage of Yukon First Nations”.
 - “The programs and services offered must ... (c) provide for the specific needs of other classes of offender that are identified by the director of corrections”.
 - “A strip search of an inmate or police prisoner must be conducted by an authorized person of the same sex as the inmate or police prisoner unless the delay that would be caused by complying with this requirement would result in danger to human life or safety”.
 - Community advisory boards must consist of First Nation individuals as well as reflective of the people of Yukon.

[Decision Making, Support and Protection to Adults Act](#)

“This Act is to be administered and interpreted in accordance with the following principles

- (a) all adults are entitled to live in the manner they wish and to accept or refuse support, assistance, or protection as long as they do not harm others and they are capable of making decisions about those matters;
- (b) adults are entitled to be informed about and, to the best of their ability, participate in, the management of their affairs;
- (c) all adults should receive the most effective, but the least restrictive and intrusive, form of

support, assistance, or protection when they are unable to care for themselves or manage their affairs;

(d) the Supreme Court should not be asked to appoint, and should not appoint, guardians unless alternatives, such as the provision of support and assistance, have been tried or carefully considered;

(e) the values, beliefs, wishes, and cultural norms and traditions that an adult holds should be respected in managing an adult's affairs".

[Economic Development Act](#)

"Recognizing that the Yukon economy is a mixed economy comprising the contributions of government, the private sector, working people, and the traditional economy of the aboriginal people, both individually and in cooperation with one another; and

Recognizing that one important role of government is to provide essential services and capital in support of the economic activities of the private sector and in support of the traditional aboriginal economy; and

Recognizing that the Government of the Yukon is committed to providing services and capital in support of private sector efforts that offer new or expanded economic activity, more Yukon employment, greater economic stability, and greater equality of economic opportunity".

[Education Act](#)

- "Recognizing that Yukon people agree that the goal of the Yukon education system is to work in co-operation with parents to develop the whole child including the intellectual, physical, social, emotional, cultural, and aesthetic potential of all students to the extent of their abilities so that they may become productive, responsible, and self-reliant members of society while leading personally rewarding lives in a changing world; and

Recognizing that the Yukon education system will provide a right to an education appropriate to the individual learner based on equality of educational opportunity; prepare students for life and work in the Yukon, Canada, and the world; instill respect for family and community; and promote a love of learning; and

Recognizing that meaningful partnerships with greater parental and public participation are encouraged for a high quality Yukon education system; and Recognizing that the Yukon curriculum must include the cultural and linguistic heritage of Yukon aboriginal people and the multicultural heritage of Canada; and Recognizing that rights and privileges enjoyed by minorities as enshrined in the law shall be respected".

- "The Minister shall establish and communicate for the Yukon education system goals and objectives, which are ...

(e) to promote the recognition of equality among Yukon peoples consistent with the *Canadian Charter of Rights and Freedoms* and the *Human Rights Act*
(f) to develop an understanding of the historical and contemporary role of women and the reinforcement of the principle of gender equality and the contribution of women to society”.

- “The Minister shall ...
(e) establish adult training and continuing education programs”.
- “Students who, because of intellectual, communicative, behavioural, physical, or multiple exceptionalities are in need of special education programs, are entitled to receive a program outlined in an Individualized Education Plan”.
- “A student who is entitled to an Individualized Education Plan shall have the program delivered in the least restrictive and most enabling environment to the extent that is considered practicable by the deputy minister or by a School Board in consultation with professional staff and parents, having due regard for the educational needs and rights of all students”.
- “Parents of students attending school are entitled ... (d) to be consulted in the development of any specialized educational programs prepared for their children”.
- “A student is excused from attendance at school if ...
(b) the student is a participant in religious observances, celebrations or activities recognized by a religious denomination;
(c) the student is a participant in Yukon aboriginal cultural activities or in aboriginal harvesting activities ...”.
- If parents are unable to pay fees for pre-school education programs, children must not be prohibited from participating.
- “In accordance with this Act, students attending school are entitled to ... (e) be treated in a fair and consistent manner”.
- “A student may express any religious, political, moral or other belief or opinion so long as the expression does not adversely affect the rights or education of other students or the rights of other persons in the school”.
- “Every student shall (a) respect the rights of others ...”.
- “A locally developed course of study may be used in an educational program if the course has been approved by a School Board or Council and the Minister”.
- “The Minister shall negotiate guaranteed representation for aboriginal people on School Boards and Councils with each Yukon First Nation ...”.
- “Every teacher has the right to be treated in a fair and reasonable manner ...”.

Employment Standards Act

- Employees who have taken a maternity or parental leave have the same or comparable position upon resuming work.

"An employer shall not terminate an employee, or change a condition of employment of an employee without the employee's written consent because of an absence authorized by this Part or because of the employee's pregnancy, unless the employee has been absent for a period exceeding that permitted under this Part".

Human Rights Act

- "Recognizing that respect for human rights is a fundamental part of Canada's heritage, That Canada is a party to the United Nations' *Universal Declaration of Human Rights* and other international undertakings having as their object the improvement of human rights in Canada and other nations of the world, That the Yukon Government has a responsibility to encourage an understanding and recognition of human rights that is consistent with Canada's international undertakings and with the initiatives taken by Canada and the provinces, and That it is just and consistent with Canada's international undertakings to recognize and make special provision for the unique needs and cultural heritage of the aboriginal peoples of the Yukon".
- "The objects of this Act are
 - (a) to further in the Yukon the public policy that every individual is free and equal in dignity and rights;
 - (b) to discourage and eliminate discrimination;
 - (c) to promote recognition of the inherent dignity and worth and of the equal and inalienable rights of all members of the human family, these being principles underlying the *Canadian Charter of Rights and Freedoms* and the *Universal Declaration of Human Rights* and other solemn undertakings, international and national, which Canada honours".
- "This Act shall be interpreted in a manner consistent with the preservation and enhancement of the multi-cultural heritage of the residents of the Yukon".
- Bill of Rights: Right to freedom of religion and of conscience; Right to freedom of expression; Right to freedom of assembly and of association
- "It is discrimination to treat any individual or group unfavourably on any of the following grounds
 - (a) ancestry, including colour and race;
 - (b) national origin;
 - (c) ethnic or linguistic background or origin;
 - (d) religion or creed, or religious belief, religious association, or religious activity;
 - (e) age;

(f) sex, including pregnancy, and pregnancy related conditions;
(f.01) gender identity or gender expression;
(g) sexual orientation;
(h) physical or mental disability;
(i) criminal charges or criminal record;
(j) political belief, political association, or political activity;
(k) marital or family status;
(l) source of income;
(m) actual or presumed association with other individuals or groups whose identity or membership is determined by any of the grounds listed in paragraphs (a) to (l)".

- "Every person has a responsibility to make reasonable provisions in connection with employment, accommodations, and services for the special needs of others if those special needs arise from physical disability, but this duty does not exist if making the provisions would result in undue hardship".
- There are special programs and affirmative action to aid particular groups.
- "There shall be a Yukon Human Rights Commission accountable to the Legislative Assembly and the commission shall
 - (a) promote the principle that every individual is free and equal in dignity and rights;
 - (b) promote the principle that cultural diversity is a fundamental human value and a basic human right;
 - (c) promote education and research designed to eliminate discrimination;
 - (d) promote a settlement of complaints in accordance with the objects of this Act by agreement of all parties ...".

[Languages Act](#)

- "The Yukon accepts that English and French are the official languages of Canada and also accepts that measures set out in this Act constitute important steps towards implementation of the equality of status of English and French in the Yukon".
- "The Yukon recognizes the significance of aboriginal languages in the Yukon and wishes to take appropriate measures to preserve, develop, and enhance those languages in the Yukon".

[Mental Health Act](#)

- "Recognizing that it is just to make special provision for persons suffering from mental disorder,
And recognizing that persons suffering from mental disorder have a right to treatment,
And recognizing that cultural, ethnic, and religious diversity of the Yukon must be taken into account when assessing and treating persons for mental disorder,

And recognizing that care and treatment of persons suffering from mental disorder should be provided in the least restrictive and least intrusive manner, And recognizing that the civil and human rights of persons suffering from mental disorder must be protected”.

- “Everyone who is required to inform a person of their rights under this Act or who is required to provide a person with a service under this Act shall ensure, to the extent that it is practicable to do so, that the person is advised of their rights or receives the service in the language in which the person is most proficient”.

[National Aboriginal Day Act](#)

“The Constitution of Canada recognizes the existing rights of the Aboriginal Peoples of Canada;

Aboriginal Peoples have a long and rich history in Yukon and have made, and continue to make, important contributions to Yukon and it is considered appropriate that there be a day to mark and celebrate these contributions and to recognize the different cultures of the Aboriginal Peoples of Yukon and Canada;

Many Aboriginal Peoples celebrate the summer solstice, which has an important symbolism within their cultures; and

In 1996, the Government of Canada, after consultation with Aboriginal organizations, proclaimed June 21 as National Aboriginal Day”.

[Occupational Health and Safety Act](#)

- Health and safety committee consists of some employees, who do not hold a management position and are selected by the employees which they represent. Furthermore, employees select a health and safety representative from their colleagues who does not hold a management position.

[Public Service Act](#)

- “The public service commissioner may, in respect of any position, prescribe qualifications which are necessary or desirable having regard to the nature of the duties to be performed but in doing so, shall not discriminate against any person because of race, religion, religious creed, colour, ancestry, sex, marital status, or ethnic or national origin”.
- Affirmative action is implemented.

[Young Persons Offences Act](#)

- “It is hereby recognized and declared that
 - (a) while young persons should not in all instances be held accountable in the same manner or suffer the same consequences for their behaviour as adults, young persons who commit offences should nonetheless bear responsibility for their contraventions; ...
 - (c) young persons who commit offences require supervision, discipline, and control, but, because of their state of dependency and level of development

and maturity, they also have special needs and require guidance and assistance; ...

(e) young persons have rights and freedoms in their own right, including those stated in the *Canadian Charter of Rights and Freedoms* or in the *Canadian Bill of Rights*, and in particular a right to be heard in the course of, and participate in, the processes that lead to decisions that affect them, and young persons should have special guarantees of their rights and freedoms;

(f) in the application of this Act, the rights and freedoms of young persons include a right to the least possible interference with freedom that is consistent with the protection of society, having regard to the young persons and the interests of their families;

(g) young persons have the right, in every instance where they have rights or freedoms that may be affected by this Act, to be informed as to what those rights and freedoms are; ...”.

[Yukon Advisory Council on Women’s Issues Act](#)

- “The council shall
 - (a) develop public awareness of the issues affecting the status of women;
 - (b) promote a change of attitudes in the Yukon so that women may enjoy equality of opportunity;
 - (c) encourage discussions and expressions of opinion by Yukon residents on issues affecting the status of women;
 - (d) review policies, programs, and legislation affecting women as directed by the Minister;
 - (e) advise the Minister with respect to any issues that the Minister may refer to the council for its consideration;
 - (f) advise the Minister with respect to any issues that the council considers advisable; and
 - (g) encourage organizations and groups that promote the equality of women”.
- “The council may
 - (a) receive and hear submissions and suggestions from individuals and groups concerning the status of women;
 - (b) recommend and participate in programs concerning the status of women;
 - (c) recommend ways of creating effective partnerships of individuals, groups, communities, and government for the planning and implementation of programs and services improving the status and equality of women;
 - (d) publicize information with respect to the status of women;
 - (e) consult with individuals, groups, and the public about matters concerning the status of women;
 - (f) research matters relating to the status of women and suggest research areas that may be studied by any interested person;

(g) publish any reports, studies, and recommendations that the council considers advisable; and
(h) obtain funding from government, or from private foundations or agencies”.

- Composition of council:
 - “The members shall be representative of the women of the Yukon and shall include representatives of the regions of the Yukon, Yukon First Nation women, and Yukon women’s organizations”.
 - “At least 50 per cent of the members shall be from rural areas and at least 25 per cent of the members shall be members of Yukon First Nations”.

[Yukon Day Act](#)

“Yukon Day shall be a day on which the citizens of the Yukon are encouraged to reflect on the history and heritage of their land and its peoples and to celebrate the lives, traditions, and cultures of all Yukoners past and present”.



12. Northwest Territories

List of Acts: <https://www.justice.gov.nt.ca/en/legislation/>

[Child and Family Services Act](#)

- “... [W]hereas children are entitled to be informed of their rights and involved in decisions affecting those rights and their lives”.
- “... [W]hereas it is recognized that decisions concerning children should be made in accordance with the best interests of children, with a recognition that differing cultural values and practices must be respected in those determinations”.

- "... [W]hereas each community has a role in supporting and promoting the best interests of the children and the well-being of families in the community".

Corrections Act

- Information provided to the inmates should be in a language that they can comprehend.
- "Discipline and order in a correctional centre shall be maintained with the firmness that is required for safe custody and a well-ordered communal life, but with no more restriction than is required for that purpose".

Deline Final Self-Government Agreement Act

"Whereas the Sahtu Dene and Métis Comprehensive Land Claim Agreement, signed on September 6, 1993, provides for the negotiation of self-government agreements among the Sahtu Dene and Métis, the Government of the Northwest Territories and the Government of Canada".

Education Act

- "Believing that the focus of the education system must be students and on developing the physical, emotional, social, intellectual and spiritual aspects of their lives within a safe and positive learning environment; Believing that education must be a partnership between students, parents, elders, communities, educators and government who each have a vital role to play and a responsibility to one another in achieving quality and excellence in education; Recognizing the importance to the people of the Northwest Territories of having access to an education program that meets the highest possible standards for education to ensure that people have the opportunity for continued personal development and achievement and to pursue post-secondary education, training and employment in Canada; Recognizing the relationship between language, culture and learning, and the multi-cultural heritage of Canada, and believing that school programs must be based on the cultures of the Northwest Territories and that students may receive their education in one of the Official Languages of the Northwest Territories".
- "At the written request of a student's parent or the principal, a District Education Authority may designate one or more persons to assess the student on its behalf to determine whether the objectives of the education program are too challenging for the student or do not challenge the student sufficiently, and where this determination is made, the principal shall recommend to the student's parent the development of an individual education plan for the student".
- "A student has the responsibility... (d) to be respectful of the cultural, spiritual or religious values or beliefs of others while on school premises..."

- "A student is not required to attend a school program where ... (b) the principal, with the agreement of the parent of the student, has excused the student from attending for a period that the principal may direct in order to allow the student to participate in traditional activities on the land or other learning experiences away from the community ...".
- "A student is entitled to be excused, and a principal shall excuse a student, from attending a school program to participate in a spiritual or religious observance recognized by the denomination or the religious or spiritual authority or teachings to which the student adheres".
- "Every teacher shall, respecting the students under his or her care and instruction, ... encourages students to respect other students' cultural and spiritual or religious values and beliefs...".
- "Where no teacher is available, an education body may hire a person who is not a teacher to provide the instruction, as part of the education program, of an Official Language, other than English or French ...".
- "An education body may hire a person who is not a teacher to instruct or to assist in the instruction of local programs, including, but not limited to, land skills, art, crafts, local customs, local spirituality or other subjects of local cultural significance".
- Role of a principal and acting principal: "... work co-operatively with the persons responsible for the regional administration of education, culture and employment for the education district to meet the education needs of the education district".
- "An education body shall, in accordance with the directions of the Minister and to the extent that qualified persons are available, achieve and maintain in the school staff for an education district a representation of cultural backgrounds that reflect the cultural variation of the population of the education district".

[Employment Standards Act](#)

"An employer shall reinstate an employee who resumes employment after any of the following types of leave to the position the employee occupied on the day the leave commences or to a comparable position:

(a) pregnancy leave; ...".

[Human Rights Act](#)

- "...[W]hereas it is recognized in the Northwest Territories that every individual is free and equal in dignity and rights without regard to his or her race, colour, ancestry, nationality, ethnic origin, place of origin, creed, religion, age, disability, sex, sexual orientation, gender identity or expression, marital status, family status, family affiliation, political belief, political association or social

condition and without regard to whether he or she has had a conviction that is subject to a pardon or record suspension”.

- “... [W]hereas it is of vital importance to promote respect for and observance of human rights in the Northwest Territories, including the rights and freedoms protected under the Canadian Charter of Rights and Freedoms, and rights and freedoms protected under international human rights instruments, while at the same time promoting respect for, and the observance of, the rights and freedoms of aboriginal peoples that are recognized and affirmed under the Constitution of Canada”.
- “...[W]hereas it is recognized that every person, having duties to others and to the community to which he or she belongs, is responsible to strive for the promotion and observance of the rights recognized in this Act”.
- “...[W]hereas the Northwest Territories human rights system is committed to a restorative approach guided by overarching principles of flexibility, inclusion, remediation and participatory solutions to issues, both in ensuring compliance with the Act and in promoting respect for and observance of human rights”.
- “Whenever this Act protects an individual from discrimination on the basis of a prohibited ground of discrimination, it also protects the individual from discrimination on the basis of (a) two or more prohibited grounds of discrimination or the effect of a combination of prohibited grounds; and (b) the individual’s association or relationship, whether actual or presumed, with an individual or class of individuals identified by a prohibited ground of discrimination”.
- Roles of the Northwest Territories Human Rights Commission:

“(a) to promote a climate of understanding and mutual respect where all are equal in dignity and rights;

(b) to promote the policy that the dignity and worth of every individual must be recognized and that equal rights and opportunities must be provided without discrimination that is contrary to the law;

(c) to develop and conduct programs of public information and education designed to eliminate discriminatory practices that are contrary to this Act;

(d) to undertake the research it considers advisable to promote human rights and to eliminate discriminatory practices that are contrary to this Act;

(d.1) to use and promote, wherever possible, restorative principles and non-adversarial processes that contribute to the understanding of and commitment to human rights by parties, and reconciliation between parties;

(e) to promote an understanding and acceptance of and compliance with this Act;

(e.1) to monitor and assess the effectiveness of the administration of this Act and report as it considers necessary to the Legislative Assembly; and

(f) to advise the Legislative Assembly on matters related to this Act”.

- The purpose of affirmative action programs is “the amelioration of conditions of disadvantaged individuals or groups”.

[Mental Health Act](#)

- “This Act must be administered and interpreted in accordance with the following principles:
 - (a) there should be no unreasonable delay in making or carrying out decisions affecting a person who is subject to this Act;
 - (b) decisions that affect a person who is subject to this Act should respect the person’s cultural, linguistic and spiritual or religious ties;
 - (c) the least restrictive measures should be used when actions are taken or decisions are made in respect of a person who is subject to this Act, taking into consideration the safety of the person and other persons;
 - (d) the importance of family and community involvement in the care and treatment of people suffering from mental disorders should be recognized;
 - (e) a person who is subject to this Act is entitled to make decisions on his or her own behalf, to the extent of his or her capacity to do so;
 - (f) the privacy of persons who are subject to this Act should be respected”.
- Information is provided to the patient in a manner that is comprehensible.

[National Aboriginal Day Act](#)

“In recognition of the cultures of the Aboriginal peoples of the Northwest Territories, and in recognition of the significant contributions of Aboriginal persons to the Northwest Territories, and to celebrate and honour those cultures and contributions, June 21 of each year shall be known as “National Aboriginal Day” and shall be observed as a public holiday”.

[Official Languages Act](#)

“Recognizing that the existence of Aboriginal peoples, speaking Aboriginal languages constitutes the Northwest Territories a distinct society within Canada;
Recognizing that many languages are spoken and used by the people of the Northwest Territories;
Being committed to the preservation, development and enhancement of the Aboriginal languages;
Recognizing that the Aboriginal languages, being the languages of the Aboriginal peoples of the Northwest Territories, should be given recognition in law;
Desiring to provide in law for the use of the Aboriginal languages in the Northwest Territories including the use of the Aboriginal languages for all or any of the official purposes of the Northwest Territories at the time and in the manner that is appropriate;
Expressing the wish that the Aboriginal languages will be entrenched in the Constitution of Canada as Official Languages of the Northwest Territories;

Desiring to establish English and French as Official Languages of the Northwest Territories having equality of status and equal rights and privileges as Official Languages;

Believing that the legal protection of languages will assist in preserving the culture of the people as expressed through their language;

Desiring that all linguistic groups in the Northwest Territories should, without regard to their first language learned, have equal opportunities to obtain employment and participate in the institutions of the Legislative Assembly and Government of the Northwest Territories, with due regard to the principle of selection of personnel according to merit”.

Public Service Act

- In determining the qualification of a job, there should not be discrimination “against any person including discrimination by reason of race, national or ethnic origin, colour, religion, sex, age or physical or mental disability unless (a) it is reasonable and bona fide in the circumstances; or (b) it is part of a program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability”.

Status of Women Council Act

- “The objects of the Council are (a) to develop public awareness of issues affecting the status of women; (b) to promote a change in attitudes within the community in order that women may enjoy equality of opportunity; (c) to encourage discussion and expression of opinion by residents of the Northwest Territories on issues affecting the status of women; (d) to advise the Minister on issues that the Minister may refer to the Council for consideration; (e) to review policies and legislation affecting women and to report its findings to the relevant government departments or agencies; (f) to provide assistance to the Minister in promoting changes to ensure the attainment of equality of women; and (g) to provide the appropriate assistance to organizations and groups whose objectives promote the equality of women”.
- The Council may (a) receive and hear submissions and suggestions from individuals and groups concerning the status of women; (b) research matters relating to the status of women; (c) suggest research areas in relation to matters relating to the status of women that may be studied by any interested person;

- (d) recommend and participate in programs concerning the status of women;
 - (e) recommend legislation, policies and practices to improve equality of opportunity for women and to improve the status of women;
 - (f) publish any reports, studies or recommendations that the Council considers advisable;
 - (g) present reports to the Minister to be laid before the Legislative Assembly;
 - (h) contract and be contracted with in the name of the Council; and
 - (i) make bylaws to regulate the affairs of the Council".
- "Members shall represent the women of the Northwest Territories and their interests, the cultural diversity of the Territories, the regions of the Territories and Territorial women's organizations".

Youth Justice Act

"The following principles apply in this Act:

- (a) the youth justice system is intended to
 - (i) prevent offences by addressing the circumstances underlying a young person's offending behaviour,
 - (ii) rehabilitate a young person who commits an offence, and
 - (iii) ensure that a young person is subject to meaningful consequences for his or her offence, in order to promote the long-term protection of the public;
- (b) the justice system for young persons must be separate from that for adults and must emphasize the following:
 - (i) rehabilitation,
 - (ii) fair and proportionate accountability that is consistent with the greater dependency of young persons and their less developed level of maturity,
 - (iii) enhanced procedural protection to ensure that young persons are treated fairly and that their rights, including their right to privacy, are protected,
 - (iv) timely intervention that reinforces the link between the offending behaviour and its consequences, and
 - (v) the promptness and speed with which persons responsible for enforcing this Act must act, given young persons' perception of time;
- (c) within the limits of fair and proportionate accountability, the measures taken against young persons who commit offences should
 - (i) reinforce respect for societal values,
 - (ii) encourage the repair of harm done to victims and the community,
 - (iii) be meaningful for the individual young person given his or her needs and level of development, and where appropriate should involve the parents, the extended family, the community and social or other agencies in the young person's rehabilitation, and
 - (iv) respect gender, ethnic, cultural and linguistic differences and respond to the needs of aboriginal young persons and of young persons with special requirements".

Note: There was no pertinent information in the [Child Day Care Act](#).



13. Nunavut

List of acts: <https://www.nunavutlegislation.ca/en/consolidated-law/current>

[Child and Family Services Act](#)

- “And whereas children are entitled to be informed of their rights and involved in decisions affecting those rights and their lives;
And whereas families are entitled to be informed of their rights and to participate in the decisions affecting those rights;
And whereas it is recognized that decisions concerning children should be made in accordance with the best interests of children, with a recognition that differing cultural values and practices must be respected in those determinations;
And whereas each community has a role in supporting and promoting the best interests of the children and the well-being of families in the community”.
- “This Act shall be administered and interpreted in accordance with the following Inuit societal values:
 - (a) *Inuuqatigiitsiarniq* (respecting others, relationships and caring for people);
 - (b) *Tunnganarniq* (fostering good spirit by being open, welcoming and inclusive);
 - (c) *Pijitsirniq* (serving and providing for family or community, or both);
 - (d) *Ajiiqatigiinni* (decision making through discussion and consensus);
 - (e) *Piliriqatigiinni* or *Ikajuqatigiinni* (working together for a common cause); and
 - (f) *Qanuqtuurniq* (being innovative and resourceful)”.

[Collaboration for Poverty Reduction Act](#)

- “The purpose of this Act is to affirm in law the commitment of the Government of Nunavut to participate as a partner with Nunavut Tunngavik Inc., Inuit organizations, other governments, non-government organizations and businesses on the Nunavut Roundtable for Poverty Reduction to implement

The Makimaniq Plan and the five year poverty reduction action plan in a manner consistent with Article 32 of the Nunavut Land Claims Agreement”.

- “The definition of poverty must
- (a) be developed using a public engagement process;
- (b) include consideration of the resources and strengths inherent in Inuit culture and decision-making processes and the objective of encouraging self-reliance and the cultural and social well-being of Inuit; and
- (c) include consideration of the resources, means, opportunities and power necessary for economic self-sufficiency and social inclusion”.

Corrections Act

- Information given to an inmate in a language in which the inmate can comprehend.
- “Discipline and order in a correctional centre shall be maintained with the firmness that is required for safe custody and a well-ordered communal life, but with no more restriction than is required for that purpose”.

Education Act

- “Recognizing that public education needs to focus on students, their intellectual development and their physical, emotional, social, intellectual and spiritual well-being;
Recognizing that a high quality education is important for the development of confident, responsible and capable individuals who can contribute to Nunavut society;
Believing that learning should be continuous and that all parts of the education system should work closely together to encourage and support life-long learning, the opportunity for continued personal development and the pursuit of post-secondary education, training and employment;
Affirming that all children can learn, that learning is an individual process, and that diverse learning needs and abilities should be supported in an inclusive education system;
Recognizing that communities should be significantly involved in the education of their children to reflect local needs and values, that parents have special responsibilities and that Elders can make important contributions;
Believing that high quality education is necessary for the effective implementation of the Nunavut Land Claims Agreement and to support Inuit culture;
Recognizing the relationship between learning and language and culture, and the importance of the curriculum and school programs being developed and delivered accordingly;

Believing that bilingual education can contribute to the preservation, use and promotion of Inuit language and culture and provide students with multiple opportunities”.

- “Languages in addition to the languages of instruction may be taught as part of the education program”.
- “It is the responsibility of the Minister, the district education authorities and the education staff to ensure that Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit are incorporated throughout, and fostered by, the public education system”.
- “In addition to the school program, a district education authority shall provide an early childhood program that promotes fluency in the Inuit Language and knowledge of Inuit culture”.
- “Every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction”.
- “A student is not required to attend a school if (d) the student is participating in a spiritual or religious observance recognized by the student's denomination or by the religious or spiritual authority or teachings to which the student adheres ...”.
- “Students have a personal responsibility to help maintain a welcoming, positive and safe school environment”.
- “The Minister, district education authorities, principals and teachers shall ensure that assessments of students are culturally appropriate for Nunavut”.
- One role of a teacher is to “encourage his or her students to develop respect for the cultural and spiritual or religious values and beliefs of others”.

Human Rights Act

- “Whereas it is just and consistent with Canada's international undertakings to recognize and make special provision for Inuit culture and values that underlie the Inuit way of life;
Whereas recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations”.
- “The purposes of this Act are to acknowledge within the framework of Inuit Qaujimajatuqangit that the Government, all public agencies, boards and commissions and all persons in Nunavut have the responsibility to guarantee that every individual in Nunavut is afforded an equal opportunity to enjoy a full and productive life and that failure to provide equality of opportunity threatens the development and well-being of all persons in the community”.

- “For the purposes of this Act, the prohibited grounds of discrimination are race, colour, ancestry, ethnic origin, citizenship, place of origin, creed, religion, age, disability, sex, sexual orientation, gender identity, gender expression, marital status, family status, pregnancy, lawful source of income and a conviction for which a pardon has been granted”.
- The purpose of affirmative action programs is “the amelioration of conditions of disadvantaged individuals or groups”.
- “Whenever this Act protects an individual from discrimination on the basis of a prohibited ground of discrimination, it also protects the individual from discrimination on the basis of
 - (a) two or more prohibited grounds of discrimination or the effect of a combination of prohibited grounds; and
 - (b) the individual's association or relationship, whether actual or perceived, with an individual or class of individuals identified by a prohibited ground of discrimination”.
- “A person appointed as a member of the [Human Rights] Tribunal must have an interest in and a sensitivity to human rights and to Inuit culture and values that underlie the Inuit way of life”.

[Inuit Language Protection Act](#)

- “Considering the importance of the Inuit Language
 - (a) as a cultural inheritance and ongoing expression of Inuit identity both in Nunavut communities and in the wider circumpolar world,
 - (b) as the fundamental medium of personal and cultural expression through which Inuit knowledge, values, history, tradition and identity are transmitted,
 - (c) to the development of the dynamic and strong individuals, communities and institutions in Nunavut that are required to advance the reconciliation contemplated by the Nunavut Land Claims Agreement,
 - (d) to support the meaningful engagement of Inuit Language speakers in all levels of governance and in socio-economic development in Nunavut, and
 - (e) as a foundation necessary to a sustainable future for the Inuit of Nunavut as a people of distinct cultural and linguistic identity within Canada”.
- “Affirming that the Inuit of Nunavut have an inherent right to the use of the Inuit Language, and that positive action is necessary to protect and promote the Inuit Language and Inuit cultural expression, and is consistent with Canada's international undertakings, including the *International Covenant on Civil and Political Rights*, the *International Covenant on Economic, Social and Cultural Rights* and the *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, proclaimed by the United Nations”.

[Labour Standards Act](#)

- “No employer shall change a condition of employment of an employee without the written consent of the employee or terminate the employment of an

employee because of the employee's pregnancy or because the employee has requested, is on or has taken the pregnancy leave to which the employee is entitled under this Part".

[Mental Health Act](#)

- "Recognizing the many cultures of the peoples of Nunavut, culture should be taken into account when assessing or examining a person to determine whether or not the person has a mental disorder; and

Being committed to the principle that mental health services should be provided in the least restrictive manner".

- Information is provided to the patient in a manner that is comprehensible.

[Official Languages Act](#)

"Desiring to establish the Inuit Language, English and French as the Official Languages of Nunavut, having equality of status and equal rights and privileges as Official Languages".

[Public Service Act](#)

- "A deputy head shall, in the department or public body under the jurisdiction of the deputy head, promote

(a) ethical conduct;

(b) competent, effective and professional performance of duties;

(c) good management practices;

(d) the incorporation of Inuit societal values;

(e) the identification and removal of barriers to Inuit employment; and

(f) the use of the Inuit language in the public service".

- "Except as provided in this section, no person may be discriminated against on the grounds of race, colour, ancestry, national or ethnic origin, citizenship, religion, religious creed, sex, age, marital status, family status, pregnancy, sexual orientation, a conviction for a criminal or summary conviction offence which is unrelated to the nature of the employment or intended employment of the person, or physical or mental disability, unless it is a reasonable and bona fide requirement for the position".

- There may be affirmative action for Inuit and other disadvantaged groups with the goal of enhancing employment prospects.

[Qullit Nunavut Status Of Women Council Act](#)

- "The objects of the Council are

(a) to develop public awareness of issues affecting the status of women;

(b) to promote a change in attitudes within the community in order that women may enjoy equality of opportunity;

(c) to encourage discussion and expression of opinion by residents of Nunavut on issues affecting the status of women;

(d) to advise the Minister on issues that the Minister may refer to the Council for consideration;

(e) to review policies and legislation affecting women and to report its findings to the relevant government departments or agencies;

(f) to provide assistance to the Minister in promoting changes to ensure the attainment of equality of women; and

(g) to provide the appropriate assistance to organizations and groups whose objectives promote the equality of women”.

- “The Council may

(a) receive and hear submissions and suggestions from individuals and groups concerning the status of women;

(b) research matters relating to the status of women;

(c) suggest research areas in relation to matters relating to the status of women that may be studied by any interested person;

(d) recommend and participate in programs concerning the status of women;

(e) recommend legislation, policies and practices to improve equality of opportunity for women and to improve the status of women;

(f) publish any reports, studies or recommendations that the Council considers advisable;

(g) present reports to the Minister to be laid before the Legislative Assembly;

(h) contract and be contracted with in the name of the Council; and

(i) make by-laws to regulate the affairs of the Council”.

- “Members shall represent the women of Nunavut and their interests, the cultural

diversity of Nunavut, the regions of Nunavut and women's organizations in Nunavut”.

[Representative For Children and Youth Act](#)

- “Affirming Nunavut's commitment to ensuring that the rights and interests of children and youth are recognized and protected and that their views are heard and considered by the Government of Nunavut and by those who provide services to children and youth;

Recognizing that children and youth have the right to learn and develop, to be protected from harm, to receive care and assistance, to participate in decisions affecting them, and to share in and contribute to family, cultural and social life;

Recognizing that Inuit culture and Inuit societal values require a holistic understanding of the best interests of children and youth within healthy families, and acknowledging the importance of Inuit societal values in supporting the resiliency of children, youth and families”.

- “The Representative has the following duties:

(a) to ensure that the rights and interests of children and youth, individually and collectively, are protected and advanced and that their views are heard and considered in matters affecting them by government departments and designated authorities;

(b) to ensure that children and youth have access to the services of government departments and designated authorities and that their concerns related to those services receive appropriate attention;

(c) to facilitate communication and understanding between children and youth and their families and those who provide them with services;

(d) to inform the public respecting the rights and interests of children and youth and the role of the Representative;

(e) to provide advice and recommendations to government departments and designated authorities about the effectiveness, responsiveness and relevance of legislation and policies related to children and youth;

(f) to provide advice and recommendations to government departments and designated authorities about the availability, effectiveness, responsiveness and relevance of programs and services related to children and youth ...”.

- “In addition to any other powers under this or any other Act, the Representative for the purpose of performing his or her duties may ...

(c) mediate or use other collaborative processes in a manner consistent with Inuit culture and Inuit societal values to assist in resolving any dispute in relation to the services of any government department or designated authority as the dispute relates to any child or youth or group of children or youth;

(d) engage in public outreach and education respecting matters affecting children and youth and the role of the Representative and raising awareness and understanding of the United Nations *Convention on the Rights of the Child*;

(e) conduct systemic reviews of legislation, programs, policies and services of government departments or designated authorities as the legislation, programs, services and policies relate to children and youth;

(f) monitor the application, use and incorporation of Inuit culture and Inuit societal values in legislation, programs, policies and services of government departments or designated authorities as the legislation, programs, services and policies relate to children and youth;

(g) undertake research related to the advancement of the rights and interests of children and youth ...”.

- “The Representative in performing duties and exercising powers under this Act shall apply the following principles:

(a) decisions and actions concerning children and youth must be made in accordance with the best interests of children and youth;

(b) culture and traditions play a vital role in strengthening the resiliency of children, youth and families;

(c) Inuit culture must be respected and supported in respect of decisions and actions concerning Inuit children and youth;

(d) families are the primary source of care and guidance for children and youth;

(e) relationships between children and youth and their families must be respected and, wherever possible, supported and strengthened;

(f) efforts must be made, wherever possible, to involve and obtain the support of families in decisions and actions concerning children and youth; and

(g) concerns respecting children and youth must be resolved through processes that demonstrate cooperation and respect”.

- “Before recommending the appointment of a person as the Representative, the Legislative Assembly shall consider the skills, qualifications and experience of the person, including his or her

(a) understanding of Inuit societal values, culture, language, traditions, beliefs and history;

(b) experience in areas such as child and youth development, welfare, education, justice and health services; and

(c) understanding of and willingness to respond to the needs of children and youth in Nunavut”.

- “The Representative may consult with or engage such Elders for assistance with dispute resolution or for purposes related to Inuit culture or Inuit societal values in the performance of his or her duties and the exercise of his or her powers under this Act as he or she considers appropriate”.

[Young Offenders Act](#)

- “It is recognized and declared by this Act that

(a) while young persons should not in all instances be held accountable in the same manner or suffer the same consequences for their behaviour as adults, young persons who commit offences should nonetheless bear responsibility for their contraventions;

(b) society must, although it has the responsibility to take reasonable measures to prevent illegal conduct by young persons, be afforded the necessary protection from such conduct;

(c) young persons who commit offences require supervision, discipline and control, but, because of their state of dependency and level of development and maturity, they also have special needs and require guidance and assistance;

(d) where it is not inconsistent with the protection of society, taking no measures or taking measures other than judicial proceedings under this Act should be considered for dealing with young persons who have committed offences;

(e) young persons have rights and freedoms in their own right, including those stated in the *Canadian Charter of Rights and Freedoms* or in the *Canadian Bill of Rights*, and in particular a right to be heard in the course of, and to participate in, the processes that lead to decisions that affect them, and young persons should have special guarantees of their rights and freedoms;

(f) in the application of this Act, the rights and freedoms of young persons include a right to the least possible interference with freedom that is consistent with the

protection of society, having regard to the needs of young persons and the interests of their families;

(g) young persons have the right, in every instance where they have rights or freedoms that may be affected by this Act, to be informed as to what those rights and freedoms are; and

(h) parents have responsibility for the care and supervision of their children, and, for that reason, young persons should be removed from parental supervision either partly or entirely only when measures that provide for continuing parental supervision are inappropriate”.

Note: There was no pertinent information in [Child Day Care Act](#) (information regarding early childhood program found in Education Act).