

CANADA

PROVINCE OF NOVA SCOTIA

IN THE MATTER OF THE
FATALITY INVESTIGATIONS ACT
S.N.S. 2001, c. 31

THE DESMOND FATALITY INQUIRY

TRANSCRIPT

HEARD BEFORE: The Honourable Judge Warren K. Zimmer

PLACE HEARD: Port Hawkesbury, Nova Scotia

DATE HEARD: November 30, 2021

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1 November 30, 2021

2 COURT OPENED (09:33 HRS)

3

4 THE COURT: Good morning.

5 COUNSEL: Good morning, Your Honour.

6 THE COURT: I understand this morning we are going to
7 hear from Mr. Wayn Hamilton. Ms. Lunn, you're going to present
8 Mr. Hamilton's evidence, is that correct?

9 MS. LUNN: That is correct, Your Honour.

10 THE COURT: All right, thank you. Mr. Hamilton, could
11 you come forward, please? Sorry, you'll just have to walk
12 behind the last row of chairs there and come over to the witness
13 stand. I'll ask you just to remain standing for a moment.

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1 **WAYN HAMILTON**, affirmed, testified:

2 **THE COURT**: Thank you, Mr. Hamilton.

3 **MR. HAMILTON**: Thank you.

4 **THE COURT**: I see that you brought some water. There's
5 another fresh bottle of water there for you as well. I can tell
6 you that - I know you presently have your mask on - this room
7 has been set up in a way that's COVID compliant. It's been
8 audited by Public Health and it's been reviewed by the Courts
9 Recovery Committee. I'm double-vaccinated and I understand that
10 everyone in the room is vaccinated - fully vaccinated. I trust
11 you're vaccinated.

12 **MR. HAMILTON**: Yes.

13 **THE COURT**: So whether or not you leave your mask in
14 place is entirely up to you. I invite witnesses, if they are
15 comfortable to remove it, if you're comfortable with removing
16 it, then that's fine.

17 **MR. HAMILTON**: Thank you.

18 **THE COURT**: But that's our practice in this courtroom.
19 All right, thank you then. Ms. Lunn?

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DIRECT EXAMINATION

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(09:36)

MS. LUNN: The witness will need to be sworn in, I believe.

THE COURT: The witness has been sworn. He affirmed, I believe.

MS. LUNN: Okay. All right. Good morning, Mr. Hamilton.

A. Good morning.

Q. I'm going to start off your direct testimony by asking you where are you employed?

A. I'm employed with the provincial government. I work with African Nova Scotian Affairs.

Q. And how long have you been employed with African Nova Scotian Affairs?

A. I've been employed with African Nova Scotian Affairs for about 15 years.

Q. And is there an acronym for that office that you work in?

A. Yes. Commonly it's referred to as "ANSA". A-N-S-A.

Q. And I'm just going to ask you a few questions about what ANSA is about and then we're going to leave that, do another line of questioning, come back to it.

A. Mm-hmm.

WAYN HAMILTON, Direct Examination

1 **Q.** So what department is ANSA under or associated with?

2 **A.** ANSA is a division within Communities, Culture,
3 Tourism, and Heritage, and that's the department that ANSA falls
4 under.

5 **Q.** What is the mandate of ANSA?

6 **A.** If I had to sum it up in a few sentences, it would be
7 ANSA is charged with making sure there's a deliverable of
8 services that's equitable for African Nova Scotians and along
9 those lines it requires us to have relationships with every
10 government department and, as much as we can, for every African
11 Nova Scotia community that's here in the province. So the
12 intention is to try to make sure that those equitable delivery
13 of services is underway.

14 **Q.** And what is the actual position that you hold at ANSA?

15 **A.** I'm the Executive Director.

16 **Q.** And in your role as Executive Director of ANSA, what
17 are your responsibilities? And just generally, without getting
18 into specific project work at this point.

19 **A.** It's to lead the team, as they set out to do their
20 work, to build those relationships with government departments,
21 and it's also to ensure that the teams are, as much as they can,
22 fully engaged with community organizations that are out across

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1 the whole of the province.

2 One of my other responsibilities is to make sure that there
3 is a relationship between our division and those particular
4 government departments that are seeking to have a relationship
5 with the African Nova Scotia community.

6 **Q.** And now we'll put ANSA aside for just a bit and I want
7 to go through a little of your background and your education.
8 So the first question I have for you, where did you grow up and
9 go to school, Mr. Hamilton?

10 **A.** I grew up in the place I still call home which is
11 Beechville. It's a small African Nova Scotia community just on
12 the outskirts of what we'd say "Halifax proper". And I did all
13 my schooling, up until junior high, in the community of
14 Beechville.

15 **Q.** And then where was the rest of your schooling after
16 junior high?

17 **A.** I spent some time at Dalhousie and I got my Bachelor
18 of Arts degree with a major in African Studies, and then I went
19 back to Dal and got a BEd and taught for a little while and then
20 I went overseas.

21 **Q.** Okay. So the BEd you're referring to is Bachelor of
22 Education?

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1 **A.** Bachelor of Education, yes.

2 **Q.** And following your post-secondary degrees, you
3 mentioned that you went to Africa? How did that come about and
4 what was that all about?

5 **A.** Yeah, I had the opportunity to work with a Canadian
6 volunteer sending organization called "Cuso", and my first
7 assignment was in Nigeria and it was, I would say, in total, a
8 good seven-year run where I would come home for maybe a visit or
9 two, but the bulk of my time was spent in that part of West
10 Africa.

11 **(09:40)**

12 **Q.** So I just want to highlight briefly some of your
13 career achievements and your international work. So where did
14 you first go in Africa when you first went to the African
15 continent?

16 **A.** Yeah. So my first assignment with Cuso was with
17 Nigeria. And then after that, I decided to stay on and I got
18 transferred to Ghana, and I was there for about three or four
19 years. I then had the opportunity to come back to Canada
20 because I wanted to pursue a Masters degree in Planning -
21 International Development and Planning - so I went to the
22 University of Guelph and I did receive my MSc in Rural Planning

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1 and Development, and I was fortunate enough to go back to West
2 Africa and spend some time in Sierra Leone and would probably
3 have been still in Sierra Leone had it not been for the war, but
4 we were charged to make sure that all the expats were out of the
5 country and I was repatriated back to Canada.

6 **Q.** Okay. So just back up a little bit. So, in Nigeria,
7 what timeframe or decade would you have been in Nigeria?

8 **A.** Yeah, that would've been in the late '80s.

9 **Q.** The late '80s.

10 **A.** Yeah.

11 **Q.** And can you tell us a little bit about the work you
12 were involved in there in Nigeria?

13 **A.** Yeah. I was doing work for Cuso to help place
14 volunteers with either schools who were looking for, let's say,
15 an English teacher or math teacher, but I was also working with
16 the local government because there were a number of projects
17 that were what I would consider to be community development
18 projects either with farmers that looked for extensions for how
19 to do proper gardening or farming techniques. It was work that
20 we also had done with a maternal care clinic that was set up.
21 And so I tended to do a bit of work related to placing of
22 volunteers but also what people would call "community

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1 development".

2 And then in Ghana, I was really charged with placement of
3 volunteers that came from Canada so that they, themselves, would
4 have that experience with working on the ground with a local
5 organization. So, as a placement officer, it allowed me to
6 again align the skills that a volunteer would have with a
7 community organization that's looking for those particular
8 skills as an experience.

9 **Q.** Okay. And between Nigeria and Ghana, that's when you
10 came back to Canada and went to Guelph.

11 **A.** Yeah.

12 **Q.** And got your degree. And the degree that you received
13 at Guelph that you referred to was?

14 **A.** Yeah, Masters of Planning and Development.

15 **Q.** All right. And so then when did you go back to West
16 Africa and Ghana? Roughly.

17 **A.** That would've been, I'd say '92/'93. And then I got
18 an opportunity to go to Sierra Leone and I jumped at the chance.

19 **Q.** And why was that?

20 **A.** Nova Scotia is actually connected to Sierra Leone in
21 the founding of the place called "Freetown". The Black
22 Loyalists who came during the end of the war between the

WAYN HAMILTON, Direct Examination

1 Americans and the Brits, they moved on to Sierra Leone and
2 they're known as the "Black Loyalists". And so when they
3 settled in this place called Freetown, they carried with them,
4 modestly, the names of the folks that were here. So "Hamilton"
5 tends to show up in the Registry of First Land Settlers in
6 Freetown. And I knew that story but to actually get the chance
7 to go there was really one that I decided I needed to take the
8 chance and go. And so I was there for a number of years and I
9 did discover what I would consider to be that relationship
10 between the Hamiltons that are here in Nova Scotia and the
11 Hamiltons that lay claim to being connected to leaving here back
12 in the 1700s.

13 **Q.** And while you were in Sierra Leone as well, what was
14 the nature ... were you working for government on a project?

15 **A.** It was still the volunteer sending organization that I
16 was working with and we had a relationship with other
17 international NGOs, and it could be for collaboration around
18 well water sites. It could've been a collaboration with how to
19 do extension farming. There was a whole range of development
20 activities that were going on at the time and, again, I was
21 charged with trying to make sure that the volunteers that came
22 over from Canada were placed in the right locations for their

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1 experiences.

2 **Q.** How long were you in Sierra Leone do you estimate,
3 approximately?

4 **A.** Four to five years.

5 **Q.** Four to five years.

6 **A.** Yeah.

7 **Q.** And then you mentioned, Mr. Hamilton, that the war
8 came. It was a civil war and you had to be evacuated?

9 **A.** Yeah. The war took its toll on the country and,
10 obviously, it's the safety of those that are there in the
11 country that was most paramount. So the directives came down
12 that all the house nationals should try to find a way either to
13 Guinea, which is right nextdoor, or to Ghana, but Cuso decided
14 to expatriate back to Canada any of the volunteers that wanted
15 to come back. Some decided to come back, some decided to go on
16 to Tanzania, some to Ghana, but I was told I need to get out of
17 the country because there was a certain list that the rebels had
18 for who had property, who had vehicles, and I was on one of
19 those lists.

20 **Q.** And when you came back, you came back to Canada.

21 **A.** Yes.

22 **Q.** That was what you chose to do. And do you know

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1 approximately what year that was, just to put it a little bit in
2 a timeframe?

3 **A.** Yeah, '98/'99.

4 **Q.** Thank you. So back in Canada and then I take it you
5 found your way back to Nova Scotia.

6 **A.** Yes, I did.

7 **Q.** And when you arrived back in Nova Scotia, what was the
8 next point in your career? Where did you go? What did you do?

9 **A.** The next thing that happened was an opportunity to
10 work with the Department of Education here in the Province of
11 Nova Scotia and I was a student services consultant with the
12 African Canadian Services Division.

13 **Q.** All right. And I believe we're into the early 2000s
14 now?

15 **A.** Yeah.

16 **Q.** And around this time an opportunity arose. And what
17 was that, while you were working with the Department of
18 Education, Province of Nova Scotia?

19 **A.** Yeah. The government at the time wanted to create a
20 better relationship with the African Nova Scotia community, so a
21 decision was made to create what they called at that time, an
22 office of African Nova Scotian Affairs. And what was missing

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1 out of just the title was actually the conceptual design and the
2 actual strategic plan. So I was asked to leave the Department
3 of Education as a student services consultant and work with the
4 team that was trying to build the construct around African Nova
5 Scotian affairs as a solid entity inside of government. So I
6 had the opportunity to actually write the conceptual design
7 about what the office should do, how it should do its work, and
8 also a strategic plan that would allow it to get legs underneath
9 to be able to be able to do the work.

10 **Q.** And perhaps if you could just tell us, what were the
11 main components of that conceptual plan that you worked on for,
12 I'm going to say, the birth of ANSA when it happened?

13 **A.** Yeah. I think we wanted to make sure that it was
14 simplified in such a way that would make sense, knowing that
15 there's still lots of complications when you work inside of
16 government or in the community. So one of the strategic goals
17 was always to be available/connected to all departments in
18 government. So one of the mandates and one of the mantra that
19 we kept saying is that we work in government; we need to be seen
20 as being part of government.

21 The second part of that strategic plan was to make sure
22 that we see ourselves as being connected to the community and,

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1 in that regard, we made sure that the strategic plan for working
2 with/being collaborative with/being partnerships with the
3 African Nova Scotia community was really paramount within the
4 second stream or the strategy. And the third piece that
5 overarched a lot of this was the idea of having what we would
6 call "community education".

7 **Q.** So what is meant by that, Mr. Hamilton, "community
8 education" and the fact that ...

9 **A.** Community education, from our interpretation, is that
10 you're allowing the community to understand what is the role of
11 government and, at the same time, you're asking government to
12 understand what the community is, what it's all about, what is
13 its aspirations? So if you are able to create the right kind of
14 conditions, then the community knows exactly what is offered by
15 the government - either municipal level, provincial level,
16 federal level - and, at the same time, government employees then
17 have a better sense of those communities that need to be served,
18 going back to that equitable delivery of services.

19 **Q.** Okay. We're going to come back to that in a moment
20 about those three components and delivery of services, but,
21 approximately by what year was ANSA up and running?

22 **A.** Yeah. It took a year. Well, more than a year for

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1 myself, and the other person who was assigned to the
2 development, Vangie, was with me until she passed away, but we
3 worked for about a good solid two years to develop the plan.

4 **(09:50)**

5 At the same time, community thought that there was actually
6 a structure, and I'm sure government departments thought there
7 was a structure, so you'd be answering the phone at one point in
8 time for a government department and then, later on, you'd be
9 working with a community organization that thought that there
10 was something that was a full-blown mechanism. And I think it
11 was really important for us not to say to a community, We're not
12 there yet; and also important to say to government, We're not
13 there yet. So we kind of like had the duality - do the writing,
14 do the analysis, but still be prepared to take the phone call
15 and see what we can do.

16 And I can remember Vangie saying that you've got to stay
17 true to this opportunity; it's the only one of its kind in
18 Canada. And so we have to spend time to get it right but, at
19 the same time, we have to understand that there's complexities
20 that are going to be happening, so don't rush. So that's why it
21 took us a little while to get it settled, and when it did come
22 forward in terms of what I would call "strategic plan", it did

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1 align with any government department where it did have support
2 services for financial analysis for budgets. It did have
3 opportunity to have communications as part of Communications
4 Nova Scotia. It allowed for a budget to allow for travel. It
5 allowed to get individuals hired, not necessarily on a term
6 basis but; rather, on a permanency of a full-time employment for
7 individuals that were going to work in the office.

8 **Q.** Okay. And I just want to ask you now a little bit
9 just about staffing. So how many core staff did ANSA start off
10 with and then we'll just move to present day?

11 **A.** Well, we went from two people, then we were given
12 permission to do a couple of more hires, and we hired five
13 individuals. There were several that were called "program admin
14 officers" and we were successful to have a person assigned to us
15 that worked with the communications piece, as I mentioned about
16 community education. And then we were successful to have a
17 small satellite office in Cape Breton which allowed us to have
18 three individuals to run what we would call a "satellite
19 office".

20 So, over the years, it has been this gradual building on of
21 what was the foundation to making sure that we had some more
22 staff. And, most recently, we are starting to have a presence

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1 in Yarmouth and a presence in Truro, and the hope is that we'll
2 eventually have some more of the program admin officers, not
3 based in Halifax but; rather, out in some of the rural areas.

4 Q. And just to clarify, ANSA's head office, if you want
5 to call it, main office is in Halifax.

6 A. Yeah.

7 Q. And that's where you're located.

8 A. Yeah, that's where I'm located, in Halifax, and there
9 are eight individuals that are out of the Halifax office. And
10 then, like I said, we have a presence in Yarmouth, there's a
11 presence in Truro, and then we have three staff that are in Cape
12 Breton.

13 Q. And where in Cape Breton?

14 A. It's actually in Sydney. That's where the main office
15 is, but their work takes them throughout all of where there are
16 individuals that are African descent or community organizations.

17 Q. Okay. So I just have one more question for you before
18 we come back to the work that ANSA is doing in around the
19 components that you spoke of. And you touched on this a moment
20 ago, but I'm just going to put the question to you. What is
21 unique about ANSA?

22 A. I would say two things: (1) We did a jurisdictional

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1 scan and there's nothing in the country that identifies a
2 structure, an entity, that has that opportunity to
3 uplift/connect to a population that's been marginalized. So the
4 uniqueness that ANSA, I think, brings to the conversation is
5 that we have to understand both realities - the realities of what
6 government can and cannot do and how it should perhaps do that
7 relationship work with communities. And then having time to
8 spend with the community to build up a trust relationship in
9 order for certain kinds of things to happen that have been very
10 much the things that they have wanted for a very, very long
11 time, from improvement on education to improvement on employment
12 opportunities. It runs the whole gamut.

13 So I think ANSA is in a unique position to be the
14 collaborator, the facilitator, the convener, the entity that's
15 able to try to build relationships from the ground up because,
16 my belief, if you can build relationships, then you really are
17 building up the trust factor.

18 **Q.** Okay. So I'm just going to move to a budget question
19 now about ANSA. So what about budgeting funding for ANSA? Can
20 you tell us a little bit about that?

21 **A.** Sure. We have a budget, as any other government
22 entity would for its annual needs and operations, and we have a

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1 small portion of our budget that's related to what we call
2 "grants and contributions". So community organizations can
3 apply to this grant application to determine what it is that
4 they would like to do. It may be celebratory, it may be an
5 opportunity for them to improve the capacity of their
6 organization, or it may be a training that they would like to do
7 for their members. So we try to make sure that we're there to
8 always try to get the community to get to "yes". So our staff
9 work with those community organizations to understand more fully
10 what it is that they want to do with their programming dollars
11 that we're able to provide.

12 So our budget allows us to be able to lean into that space,
13 as well as being able to have staff go on the road to do work in
14 the communities and, as well, be able to champion what we think
15 are things that are important for, I would say, all of
16 government to be paying attention to.

17 And the most recent one would be, in 2015, the United
18 Nations declared this being the "Decade for People of African
19 Descent". And what we wanted to do here in the province is to
20 lift up the document so that it wasn't just aspirational, but it
21 really had tangible meaning. And so we've invested in the
22 document and it's called for Nova Scotia, "Count Us In". And it

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1 does talk about, in the document, recognition. It talks about,
2 in the document, justice and social justice and development. So
3 we have some resources that we apply to that document to make
4 sure that some of those activities actually start/continue and
5 we hope will be embedded in all of government and also in the
6 community.

7 **Q.** And just to put it in perspective, the grants that you
8 were talking about in terms of quantum or funding or monies for
9 those, what kind of quantum would those usually range in or up
10 to a maximum?

11 **A.** Yeah. There's been applications where a community
12 group just needs about 500, \$1,000, you know, to put on an
13 event, and we're quite happy to still do the paperwork and do
14 the rigor, and that would be something that we would support,
15 but there are other organizations that need a little more
16 substantive effort of financial support. Maybe it's \$5,000,
17 maybe it's \$10,000. It requires us to do a little bit more
18 examination of that, but we certainly are able - sometimes in a
19 position to be able - to offer that to community groups that are
20 trying to do something that would require that amount of
21 funding.

22 **Q.** All right. And so just the long-term site for

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1 projects, where are projects going generally? What path could
2 they take?

3 **A.** Yeah.

4 **Q.** What sometimes happens? Just so that the Inquiry has
5 an understanding of where these projects fit in with the work of
6 ANSA in that system of government?

7 **A.** Sure. So the projects find their way across all of
8 the province in terms of opportunity. So no community
9 organization is shut out of the opportunity. And I would say
10 that whenever we think that there's a need for us to try to
11 enter in, we try to create those opportunities. Most recently,
12 it would've been during the COVID rollout for the vaccines. We
13 worked with the Health Association of African Canadians, the
14 Black Social Workers, and also the faith-based groups, to try to
15 do one of two things: Provide resources so that the messaging
16 was actually getting to the communities about the need to do
17 those kind of preventative measures, and then try to work with
18 the public health and health to actually stand up in some of the
19 communities' immunization mobile clinics. And so some of our
20 resources went towards those opportunities to be there in the
21 community.

22 There has been an opportunity for us to work, and this goes

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1 back several years when we were working with the Department of
2 Education to try to move around science and technology for young
3 adults that were perhaps wanting to explore with curiosity the
4 science and technologies and all things related to STEM. And so
5 we were able to find monies to put into Dalhousie University for
6 them to do a program called "Imhotep's Legacy" which is a math
7 and science program for African Nova Scotian students that are
8 in junior high. So it runs a range of where we're able to make
9 those kinds of - what I would call them - investments in
10 community, but also coming back to government to say, We ought
11 to be able to try a way to support.

12 **Q.** So let me ask you this. So do projects always go down
13 a path and become a program within government? Can you comment
14 on that?

15 **(10:00)**

16 **A.** No.

17 **Q.** Briefly?

18 **A.** Well, we've had a number of projects where we try to
19 explore the possibility, what would it look like? And in order
20 for a project, I think, to go forward in some ways, you want to
21 make sure that you're testing to see if what you're thinking can
22 happen can actually happen. So a lot of times, a project will

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1 stay out there for a moment to see if it really holds up, then
2 you have to really have an understanding about, well, what's the
3 evidence now about what we want to do with this project? Do we
4 see that project being part of a program? And if it's going to
5 be part of a program,, is that going to be timed out after five
6 years for an evaluative review? And if it is a program and we
7 think it's substantive, can we roll that up into our regular
8 business as part of the delivery of what we do all the time.

9 So when we started out in the office, there were a lot of
10 projects, but we'd asked the question, Does this stay just a
11 project or does it have merit to be able to develop itself into
12 something much more fully? And then you're always wondering
13 about the resources and, in my world, resources are three
14 things: people, time, and money.

15 So if a project is to stay and advance, those things have
16 to be considerations into your budget on an annual, go-forward
17 business. It has to be on an analysis around who is going to
18 lead and continue with it, and sometimes that's not always easy
19 when you think about how government also has priorities. How do
20 those government priorities fit within a project or a program or
21 a delivery of service? That becomes some of the complications
22 around any one of those three strategic plans that I mentioned.

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1 Where do you put the ideas? Great ideas, but where do you put
2 it as a project, as a concept? Where do you put it now as a
3 full-blown program that would sustain and survive and go
4 forward?

5 **Q.** And just to explore that a little further, Mr.
6 Hamilton, I'm wondering does it add another layer if a project
7 that may become a program, or it's being suggested it should be
8 a program, does it add another that crosses several departments
9 in government to incorporate or implement same?

10 **A.** Yes.

11 **Q.** Does that add another layer to ...

12 **A.** Yeah, it does. And some of the work that we do offers
13 up the possibility with another department. Like I mentioned
14 about the Imhotep's Legacy and the math and science. That would
15 not be on ANSA to make that deliverable; it would be on the
16 Department of Education to think it through to say, Is this
17 something that is valuable for African Nova Scotia youth that
18 are wanting to explore math and science in a meaningful way? If
19 the department says, Yes, let's explore that, and they're
20 wanting to see if it really would work, let's put a project on
21 to see which schools want to enter in. How many students would
22 we want to try to get involved in this? And you do an

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1 evaluation to see if it was really worthwhile and viable. And,
2 like I said, if the idea is to keep it going forward, then you
3 either look for partners or you look for the resources that
4 allow it to be carried forward. And we were just lucky that
5 Dalhousie was really in a position to be able to say, We would
6 like to take ownership of what you guys had as a project and
7 we're going to take it over as a full-blown program. So now
8 it's called "Imhotep's Legacy Academy". So it went from a
9 project to a program, to now it's a - in Dalhousie's mind, it's
10 Academy, and it's rooted, it's embedded in their structures. We
11 still support it, but not as it was when it first started out as
12 a project.

13 **Q.** Thank you. So just one more general question about
14 ANSA, Mr. Hamilton. Just going back to those three components
15 that you talked about on the conceptual plan, you know, for the
16 communities to work with government, the government to work with
17 African Nova Scotia communities, and then this overlay by a
18 third component - community education, community development.

19 So just to recap, to summarize, how does your office carry
20 out this work, just to recap? You've given us quite a few
21 details, but just to recap for an overlay in a nutshell.

22 **A.** Yes. So, for ANSA, there are some things that we

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1 would say lead like it was with the "Decade for People of
2 African Descent" but, for the most part, it's being a
3 collaborative partner with other government departments or
4 agencies. It would be trying to facilitate a conversation
5 between government and a community organization. It could be
6 trying to figure out if we can be an advisor to what maybe a
7 department wants to do, but they're not quite sure, or it may be
8 part of an interdepartmental committee that we're asked to sit
9 on because they see us being able to give some kind of a voice
10 or an opportunity.

11 On the community side, sometimes we're asked to come in to
12 co-plan or co-understand - How do we approach government, Wayn,
13 if we've got this idea? We really want to make sure that it
14 lands right. So we may oftentimes be called into a community
15 organization to just talk it through about what exactly does it
16 want? And maybe you're knocking on the wrong door. Maybe what
17 you talked about is not that department but it's this
18 department.

19 So we sometimes are there to offer that type of advice to
20 community groups. And, again, it's across the whole of the
21 province. And sometimes we'll get a phone call, because it just
22 says "African Nova Scotian Affairs", and that phone call could

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1 be somebody that says, They just are about to turn off my
2 lights. I don't know who to call. So my staff are trained up
3 to know that that's something that, again, it's not for ANSA to
4 make a move on; but, rather, maybe it's Community Services; or,
5 rather, it's another kind of service agency in the community.

6 So we're oftentimes trying to also triage conversations
7 that start off of an email or from a phone call to find out
8 where should it land. And so those are, in my opinion, the
9 broader strokes around what we do almost on a day-to-day basis.

10 **Q.** So now we're going to move on to, I have some
11 questions for you about specific work or projects that ANSA has
12 been involved in. So we won't go back to ANSA's inception in
13 2005/2006, but, in more recent years, over the last while, can
14 you start to tell us about some of the work that ANSA has been
15 involved in? And the first category I'm going to throw out to
16 you, Mr. Hamilton, is establishing stronger connections with
17 government departments. And there's a number of departments
18 that I know ANSA has worked with. Can you start to tell us
19 about that, please?

20 **A.** Yes. Several years ago, we were asked by Department
21 of Community Services to create space for that department to go
22 out to have consultations with the African Nova Scotia community

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1 because they were making changes to the legislation and they
2 felt that it was important to have that conversation happen in
3 locations that were predominantly African Nova Scotian. So we
4 worked with the whole of the staff that were doing the planning
5 on that and, actually, we did it as a co-partnering going out to
6 these communities to be able to have the conversation and the
7 presentation to allow Community Services to say, This is what
8 we're planning to do. We're looking for some feedback from the
9 community. And those are really rich conversations because, for
10 a lot of the folks in these communities, that would probably
11 have been the first time that somebody from central government
12 had gone out to that location and had an opportunity to have a
13 dialogue with them.

14 Prior to that work, we did do work with Department of Lands
15 and Forests, and that was about the beginnings of the Land
16 Titles Initiative that is now underway. There was an
17 opportunity again to have several government departments come to
18 the communities to explain what exactly is the Land Titles work
19 that's going to be going forward.

20 Q. And perhaps you can just quickly, in a couple of
21 sentences or so, describe what the Land Titles is just so our
22 audience knows.

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1 **A.** Yeah. Back in 1968, maybe '69, the government was
2 moving to a different kind of a land registry system and there
3 were 13 jurisdictions that were really complicated and
4 problematic. So they rolled those districts up into one way of
5 handling them called the **Land Titles Clarification Act**. And out
6 of those 13 locations, five of them had been in African Nova
7 Scotia communities: North Preston, East Preston, Cherry Brook,
8 Lake Loon, Sunnyville, and Lincolnville. So the **Land Titles**
9 **Clarification Act** meant that those individuals that were wanting
10 to get clear title to their land were having difficulty because,
11 in a lot of times, the African Nova Scotians that arrived here,
12 they were settled. They weren't settlers. They were told, This
13 is where you're going to live. And they would give a ticket of
14 occupancy. Over generations, over generations, over
15 generations, it's hard to move that title to the next person.
16 Maybe the grandfather wants to pass it on. There's no will, so
17 you may have to go to Probate. There's no way to know what this
18 land is valued. So it's a lot of complications to this work.
19 But the community kept asking government, We really do need to
20 have clear title to our land. And so, finally, there was an
21 opportunity to advance that work, but it meant that the
22 government departments had to go to the community to explain it

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1 because it has a lot of complications. So we were also
2 navigating how and where you would go to do that work, on behalf
3 of government, to have a conversation with community.

4 **(10:10)**

5 We recently are starting a conversation with Department of
6 Justice who are trying to champion a conversation in the
7 community around a Justice strategy which is part of their
8 desire on what we would call the "Decade for People of African
9 Descent" that I referenced earlier. The Department of Justice
10 would like to go out and have a conversation with the community
11 to say, Well, what does that really look like? When you hear a
12 Justice strategy, tell us what you think that ought to include.
13 So we're planning to work with them. Again, it's an information
14 session. It's going away from the office to go into the
15 communities to have that one-on-one conversation.

16 **Q.** And what might that ...

17 **THE COURT:** I'm sorry, I'm going to stop you for a
18 second, Ms. Lunn, so I understand. So if I do understand this
19 correctly, so the 1968/1969, the new ... the **Land Titles**
20 **Clarification Act** came in?

21 **A.** Yes. Yes.

22 **THE COURT:** Okay. And I appreciate that, at that time,

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1 there would've been some recognition that the five communities
2 that you referenced would've had difficulties.

3 **A.** Mm-hmm.

4 **THE COURT:** If I can use that word in a mild way -
5 difficulties. And, as we sit here today, the Department of
6 Justice is looking at a strategy to solve this problem that's
7 existed in people's ... in a real way since 1968/1969?

8 **A.** Mmm.

9 **THE COURT:** Any headway at all ever?

10 **A.** Yes. So they have been able to invest resources in
11 order for the titling to be cleared for an individual. So
12 there's no burden now on the individual to get their clear
13 title. So there's no legal fees, there's no survey fees, and
14 you can have somebody help guide you through all the paperwork
15 that's needed.

16 And, four years ago, that's when they really put effort
17 into it and, most recently, they've accelerated that process so
18 that now some of these cases can be adjudicated by an
19 independent body and not necessarily have it go back to the
20 courts to make a decision about who gets the land/who doesn't
21 get the land, if there are two brothers, for example, that lay
22 claim.

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1 So the government has really invested time and effort to
2 try to resolve that issue.

3 **THE COURT:** Okay, thank you.

4 **MS. LUNN:** And so the justice strategy that you were just
5 speaking to a few moments ago, Mr. Hamilton, that ANSA is
6 involved in in helping to start those conversations, what kind
7 of topics might that include? What would that strategy ... is
8 it focusing something in particular in Black communities?

9 **A.** Well, I think the Department of Justice is trying to
10 allow for the conversation to take it where it needs to go. I
11 think they may be thinking about, We just came out and we still
12 are involved in the Wortley Report around police profiling and
13 all of those kinds of things that may be a sub-element within a
14 notion of what does a Justice strategy look like?

15 There often is times around how people are "given that
16 notion of policing". What should it look like? Should we go
17 back to a more community-policing model that was tried before?
18 I'm not really sure what they are planning to do other than -
19 which, in my opinion is good - that is to listen. And that
20 takes a lot of courage to listen to what the community is saying
21 are the needs. Then it's going to be up to Department of
22 Justice to try to figure out, Well, what does that mean, because

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1 some of the things that may come up, they just might not be
2 possible within the range of what the community wants.

3 So all I can say is that we're trying to make sure that we
4 help facilitate those conversations with the communities and, as
5 the Department of Justice decides where they want to go, we
6 would want to make sure that there's coverage across the whole
7 of the province and not necessarily to some places that they
8 think they need to go. So I can tell you, if they say, Oh, we
9 want to do one situation in Halifax, we would suggest that they
10 know, they might want to expand that to include Dartmouth,
11 Halifax, and maybe some place outside of the core. If they talk
12 about trying to do only, let's say, Weymouth, we would suggest,
13 Well, you may want to try to do Weymouth and Digby, because the
14 communities are not necessarily going to be wanting to put too
15 much effort to go some place if they don't have transportation.

16 So we will work with them about mapping out across the
17 whole of the province, Where should we go and how can we
18 resource it as well.

19 Q. Also, you mentioned earlier, Department of Education.
20 That's another department in the provincial government that ANSA
21 has worked with. Can you tell us a little bit about that,
22 please?

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1 **A.** Yes. Over the years, we've worked with Department of
2 Education on standing up education, after-school activities in
3 the community. Most recently, there's been a desire to have a
4 robust conversation between the Department of Education and a
5 community that's struggling with better educational outcomes.
6 And they were wanting to have ANSA play the facilitative role
7 because we believe that we're coming with, not a hidden agenda,
8 but we can create the space for the Department of Education to
9 hear from the communities' concerns and then bring to bear who
10 are the other key players that need to be involved in this
11 conversation to advance a better education? That may be the
12 Teachers' Union, it may be the local education committees. You
13 never know until you decide who's missing from the conversation
14 to make sure that we get it right. So we've been involving
15 ourselves with that particular piece of work for the last little
16 while and it has made progress; but, again, it's trying to make
17 sure, who are the key players that need to be at the table in
18 order to bring about resolution in better relationships-
19 building.

20 **Q.** All right. Continuing with work that ANSA has done, I
21 understand ANSA has done some work with the Association of Black
22 Social Workers. Can you tell us about that?

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1 **A.** Yeah. Well, most recently, it's been making sure that
2 we are connected to them as well as the Health Association of
3 African Canadians as we still deal with a lot of things related
4 to COVID. And so there is a staff member that's on what I would
5 consider to be a planning team whereby there has been already
6 conversations with Public Health and Department of Health - what
7 does the booster rollout look like and what would that look like
8 if it was going to show up in the African Nova Scotia community
9 - in order to tamper down for the vaccine hesitancy, and also to
10 make sure that the community sees itself reflected in this
11 particular uptake.

12 We've given sometimes small grants to the ABSW when they
13 were hosting conferences around their professional development.
14 Our staff happen to know most of the members of the Social Work
15 Association because they live in these communities, so there's
16 always those kinds of informal relationships that are really
17 strengthened by knowing who does what. And I'll perhaps get to
18 the quick resolution to something that we could bring forward
19 without it being too complicated.

20 So I think we do have a relationship with some of the
21 African Nova Scotia community groups that are trying to do work
22 as it relates to health or as it relates to employment, music.

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1 It runs the whole gamut of what the community has as
2 organizational structures that we are asked to support.

3 **Q.** And Communications Nova Scotia, ANSA has done some
4 work with Communications. What is that?

5 **A.** Yeah. We approached Communications Nova Scotia to
6 make sure, (1) that our website has a certain kind of a
7 reflection for the storyline about African Nova Scotians, and
8 they've been really good to help us out with that.

9 We also have approached Communications Nova Scotia to talk
10 about some of the ways that the imaging about who we are as Nova
11 Scotians has to be better reflected across the multiracial,
12 multicultural divides. And so they have worked to try to make
13 sure that, in my opinion, the kind of imaging, the kind of
14 graphics that we're seeing now are very much reflective of a
15 multiracial, a multicultural approach to who we are as Nova
16 Scotians. And they really took up the challenge when we were
17 dealing with the COVID vaccine because a lot of the earlier
18 images that were out really didn't get the sense that that was
19 something that other racialized groups ought to be paying
20 attention to.

21 And it was really disturbing, when I would talk to some
22 folks in the community and they'd say, Well, I don't see myself

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1 reflected in that, and so I don't really think that's for me.
2 And I know that the Health Association of African Canadians
3 stepped into that same space and said, We've got to try to get
4 the messaging out there so people can see themselves reflected.
5 And so we worked hard to try to figure out, What's the image
6 that you would want? And maybe it's just a graphic with skin
7 tones that's a little bit darker, or maybe it's just a different
8 kind of a setting that would transcend the message that says,
9 This probably is for us. Maybe we've got to do this in other
10 languages other than English and French, because Nova Scotia is
11 actually home for a lot of various culture groups that have to
12 make sure that they're hearing this in their own mother tongue.

13 So Communications Nova Scotia, I think, has really been
14 able to understand that dynamic now. And we're still knowing
15 that we've got a long ways to go but, to me, it really has been
16 more impactful. And if you've watched any of the ads that have
17 come out around COVID-19, you will notice that there's a little
18 bit of a shading of who is on those particular kind of adverts
19 or how they're going about doing it in terms of witnessing what
20 has happened. That's because the notion is, we've got to see
21 ourselves as all in this together and not necessarily "one size
22 fits one".

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1 **(10:20)**

2 **Q.** Okay. Now I'm going to ask you about areas of mental
3 health and mental health in African Nova Scotia communities and
4 ANSA. What work or involvement has ANSA had there, referring
5 specifically to mental health?

6 **A.** There's one organization that we've supported from
7 time to time. It's Nova Scotia Brotherhood. It's a primary
8 health care initiative dedicated for African Nova Scotia men
9 and, over the last little while, we've had some larger
10 provincial conferences and we've been able to give some dollar
11 figure to helping them organize those conferences. And in one
12 of the conferences, or it may have been the last couple of
13 conferences, there has been that concentration on mental health.
14 That, in and of itself, I think, is really an important piece
15 because it is something that a lot of people don't talk about in
16 general.

17 We've also been able to, on the "Black Lives Matter"
18 movement, try to find ways to have that type of conversation
19 within the provincial government structure for people who are
20 Black or call themselves African Nova Scotians. So we were
21 trying to understand what could we offer. And so we offered a
22 virtual platform for African Nova Scotia public servants that

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1 were really struggling with what happened. How is that
2 affecting them? And we sometimes don't know. But there's a bit
3 of an affinity between that that happens across the border in
4 the United States with those that are African Nova Scotian and
5 Black here because that could've been me. It could've been
6 somebody in my family

7 So, yeah, we live in Canada, but that doesn't mean that we
8 should not be paying attention to those things. So there's a
9 trauma.

10 Q. So this would've taken place last year with George
11 Floyd in 2020.

12 A. Yeah, it was last year. Yes. And so we were able to
13 organize a couple of virtual platforms for people to come on and
14 just talk about it, because you go into work and you're expected
15 to show up in a certain kind of a way, not knowing that that can
16 be weighing on you. And that trauma, it may not show up that
17 day; it may show up in different kinds of ways, and it really is
18 hard on your mental health. So we thought that we needed to
19 work in partnership, and we worked in partnership with the Human
20 Rights Commission to try to bring that forward. And then we
21 worked with the Public Service Commission as another, again,
22 partner to make sure that we were able to make that happen.

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1 So, to me, we are trying to understand how to be able to do
2 this in the right kind of way, put the right kind of conditions
3 there, right kind of resources, but it is one that we're still
4 trying to figure out the best way forward. And, like I said,
5 when we did the virtual presentations and when we worked with
6 the Men's Brotherhood, we get the sense that there are good
7 partners out there; it's just a matter of sitting down and
8 figuring out how else can we advance the work.

9 **Q.** Mr. Hamilton, what is meant by the term "safe place"?

10 **A.** A lot of people probably put on their own definition
11 for that, for the work that we do, and when we talk about this
12 notion of "safe space", it's about being able to have a
13 conversation without the thought that somebody is going to now
14 have something that they will hold against you or that you're
15 able to say something that is not going to be hurtful to someone
16 else, that the intention is to try to be very open and honest.
17 And sometimes it's hard to create those things called "safe
18 space" because you haven't maybe built up a level of trust. How
19 can I trust you with what I'm going to tell you? Can you keep
20 that in confidence and then be just the listening ear or the
21 sounding board and not pass judgment? And, oftentimes, it's
22 really a challenge to find "that safe space" because you really

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1 haven't been able to perhaps build up enough of a relationship
2 with either a department or an individual about how that should
3 come about.

4 So we do try to pay attention to that when we're in the
5 community, and also when we're with our government employees
6 that are working on some of these things, to make sure that it's
7 got to be a frank conversation if you're talking about racism.
8 It's got to be a frank conversation around how what you may see
9 is not a problem but, from where I sit, it is a problem and
10 here's why. And if I can get you to understand the "why", then,
11 hopefully you can understand and have a little bit more empathy
12 about why that has triggered something that you may not know
13 about.

14 **Q.** Moving on now, I wanted to ask you about ANSA's work
15 in respect to domestic violence in African Nova Scotia
16 communities. What can you say about that?

17 **A.** We have, I would say, a bit of a formal or informal
18 relationship with some community organizations that are trying
19 to not only understand, but what can they do in this field, and
20 I would, again, refer back to Association of Black Social
21 Workers because I know they have done some work in that field
22 and we've given some small support to their efforts, and that

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1 may be for either community conversations or it may be for some
2 kind of a training that would happen. We don't take ownership
3 of that. We try to create the opportunities for collaborations
4 in working together.

5 We've also done the same thing with the Status of Women who
6 have been trying to find ways for them to play a partnership
7 role in that kind of work. And so I would have had staff be
8 partnering with various conversations or various, I would say,
9 beginning of projects - going back to that word - to see what
10 role ANSA could play. We certainly are always on the lookout
11 for how to connect the dots between who's doing what either in
12 government to what is happening on the ground in the community,
13 and sometimes vice versa. And it may get down to just the
14 individuality of who needs to be able to know who to talk to
15 around some of these things that people don't know about. Even
16 inside of government, we sometimes need to know, who should we
17 be talking to out in the community about a particular subject
18 matter? And I know that we would often say inside of our
19 office, if we get a call, we need to know who to triage that
20 call to. Is it Adsum House? Is it Status of Women?

21 So one of our roles is to make sure that we're able to know
22 where people should go to get those types of support services.

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1 **Q.** You've already given one example about indirect
2 support with Men's Brotherhood.

3 **A.** Yeah.

4 **Q.** You mentioned Status of Women.

5 **A.** Yeah.

6 **Q.** Do you have an example there of I'll use the word
7 "project" ...

8 **A.** Yeah. I know Status of Women, several years ago, were
9 trying to start a conversation around domestic violence, and
10 they weren't necessarily looking at the African Nova Scotia
11 community, they were looking it from a broader scope of, it's
12 there. And I can't remember exactly what year it was, but they
13 did have a conference and in the conference it really was a
14 subset of "domestic violence" as it relates to the African Nova
15 Scotia community. And my recollection would be that there
16 would've been opportunities for our staff to try to determine
17 with Status of Women who in the community may be the best person
18 to be able to offer up a conversation or what would that
19 workshop look like? So it would've been some kind of a co-
20 planning of some of the subsets of a conference or subsets of a
21 training session that we would've done.

22 **Q.** Thank you. I also wanted to talk a little bit more

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1 about some further work that ANSA does, and you've touched on
2 this, but I'd like you to comment more on it. And I understand
3 that ANSA gets individual calls. And how frequent are those?
4 Can you tell us about those calls? What the nature is, what
5 ANSA's role is, how ANSA handles those calls?

6 **A.** Yeah. Well, not only here in Halifax, but also out in
7 the regions, the staff would get calls from a wide range of
8 individuals. We would have calls where people are saying that
9 they need to know who to talk to in Immigration because their
10 papers haven't arrived, because they see the title maybe,
11 "African Nova Scotian Affairs", and they assume that we're
12 connected to Immigration. And so we'll get calls of that
13 nature.

14 On the other end of the spectrum, we will get calls where
15 people are wanting to know who should they talk to because their
16 child just came home and he was called the "N" word and the
17 school didn't seem to take this on seriously. Who should they
18 be talking to? We may determine that that may be better served
19 with a community organization - either the Black Educators'
20 Association or maybe it's the Delmore Buddy Daye Learning
21 Institute. Or we may say, No, you may want to call Department
22 of Education because they should be also made aware of what

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1 happened to your child.

2 **(10:30)**

3 We may get a call, as I mentioned earlier on, around a
4 person calling because they're not sure why they're getting
5 their lights turned off and they need to know who they should be
6 talking to. And they're hoping that ANSA can help move that
7 along to get moving on this because every time they've called
8 somebody they've just got a voicemail or they don't know who to
9 turn to. And sometimes we would reach out to the Department of
10 Community Services and say, Here's a telephone number for an
11 individual who is in stress, we know you can't change that
12 information to us. We think you're in a better position to
13 handle this than us. We're all in this together. We would pass
14 that kind of a question or concern on to them and they would,
15 hopefully, handle it.

16 We've had calls from people talking about the road just
17 flooded, who is going to come out and help. And that's really
18 difficult because, as you can imagine, some of the roads are
19 provincial, some of the roads are municipal. And so we really
20 treat those ones about saying, Well, you may want to call your
21 local department first at the city, but if you don't get any
22 results, maybe it's something that we could take on and pass it

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1 on to Transportation and Public Works.

2 So we have a wide range of calls that we get but we really
3 try to re-steer those calls to where they're going because ANSA
4 can't do all the work. ANSA relies on those departments to step
5 in to take ownership of, that's a problem for a citizen, let me
6 try to resolve it.

7 **Q.** What geographical area do the calls come in from?

8 **A.** All parts of the province. Because the toll-free
9 number that we have, again we don't try to let calls go to the
10 voicemail. We think it's important to try as much as we can to
11 have that person on the line say, Yeah, how can I help you? So
12 we would get calls. Cape Breton handles its own but, at the
13 same time, somebody in Cape Breton, if the calls are forwarded
14 there, could be taking a call from Amherst. They could be
15 taking a call from Lequille. It's from all over the province.

16 **Q.** And where does one find that 1-800 number? Where is
17 that advertised?

18 **A.** Oh, promo, on our website. Well, it's listed on our
19 website. I think that it's also in the ...

20 **Q.** Sorry, if I could just interrupt. So ANSA's website,
21 it's just www.ANSA.ca?

22 **A.** Yeah, as the government entry port for Government

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1 Services or Department of Communities, Cultural, Tourism and
2 Heritage, it would show up. If you just typed in African Nova
3 Scotia Affairs, it would show up.

4 But several years ago, I just want to preface, the City of
5 Halifax created an African Nova Scotia Integration Office and
6 sometimes it's a little bit of a confusion, sometimes, because
7 it seems like it's the same and, in fact, it's two different
8 entities. The African Nova Scotia Integration Office is stood
9 up by HRM, whereas African Nova Scotia Affairs is part and
10 parcel of the Province of Nova Scotia.

11 **Q.** Thank you. And now let's turn to, what are some
12 examples of the work ANSA has done in rural areas? And I wanted
13 to ask you first about transportation hubs. What is the problem
14 and how has ANSA worked to help resolve that and address some of
15 the inequalities in service?

16 **A.** Several years ago when ANSA was trying to understand
17 what the communities' wishes and needs were, we did an
18 information session across the province and I think it was back
19 in 2009, maybe 2008, we had a session down in Lincolnville and
20 what came up was a lot of folks were having challenges to try to
21 think about going to Antigonish for services of various kinds.
22 And so we just noted that. Fast forward. We did a session in

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1 Sunnyville, same thing happened. People were saying, Yeah,
2 great, that there's a thing called ANSA, you guys are up in
3 Halifax. Well, that's no good for us because what we need is
4 stuff that allows us to be able to up and down this highway and
5 we're having a problem.

6 So we reached out to, at that time, the Guysborough
7 Municipal Council and talked about the idea of having some kind
8 of a transportation, what does that look like. And they were
9 eager and keen to try to figure out what that looked like. So I
10 had a staff person, who was really trained in research, to go
11 down to the community of Lincolnville, go down to the community
12 of Upper Big Tracadie and Sunnyville, and talk to the folks
13 around what would it look like if we did a survey. Do people
14 really want that? And we put a lot of effort into making sure
15 that the surveyors were actually going to be those from the
16 community.

17 So fast forward. We did have a survey results. The survey
18 results said that if there was a transportation opportunity,
19 every one of those communities could see themselves putting two
20 dollars down for a fare and it would have to be subsidized,
21 obviously, or five dollars down, but it would be valuable.
22 Valuable for making sure they had opportunities to get out of

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1 the community, valuable to make appointments, et cetera, et
2 cetera. And we were really, really close to trying to figure
3 out what the next step would be as a pilot program when we
4 weren't able to advance that because, again, things happen in
5 the political world that we have no control over. So it was put
6 on pause. It wasn't shelved, it was put on pause. And the
7 researcher who worked with me on it, he's still on my staff, we
8 always talked about, we were so close, we were so close.

9 Two years ago, no, maybe three years ago, the Province
10 decided that they needed to go and look at transportation across
11 the whole of the province. And, lo and behold, they realized
12 that when we were down here before in the Guysborough/Strait
13 area, that it really was something that was already some
14 information about. So we dusted off all that information, I let
15 the researcher who was on there years ago sit on the Committee,
16 and it was last year that all the pieces now fit so that they
17 were actually now is a transportation opportunity for the folks
18 in the Strait and the Guysborough area. So he came back about
19 maybe six months ago and he was really happy. He said it took
20 that long but that idea that we had back then, we can now say
21 that we had a role in helping advance that forward.

22 So I think that those are the things that take a lot of

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1 time, unfortunately, but it has a strong result. I could flip
2 gears and say the same thing would have happened with the
3 internet. We were doing the COVID in Lincolnville, we got a
4 call from some community residents because their children were
5 not able to get on line to get their homework assignments and
6 some people in the community had a great idea. Why not use the
7 Lincolnville Community Hall as a place for the kids to go,
8 because they didn't have a computer at home, to go in at 6
9 o'clock until 6:30, get their homework assignment, go in one
10 door/go out the other. And so we worked with the community to
11 actually stand that up so that we were able to provide that
12 particular service. But, again, we did that in partnership with
13 the Department of Education that provided Chromebooks with, I
14 think it was maybe Access Nova Scotia, that put the right
15 service provider in play for there to be a strong internet
16 connection.

17 So it's oftentimes just trying to figure out the
18 relationships and say who is missing from the conversation in
19 order to get us to say yes. And in those two examples that I
20 gave you for the transportation, and also for the internet
21 service, it was just thinking it through, trying to imagine what
22 we need to help the kids get what they needed and then think

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1 about for the adults what did they need, it was transportation.

2 I'm not sure if that answered your question.

3 **Q.** I did want to ask you just to give us a few details
4 about the transportation system that is operating? How frequent
5 routes or where's it at? What communities? Can you give us any
6 particulars on that or do you have that knowledge?

7 **A.** Well, I don't have all the details but I do know that
8 there is a service provider that now provides that service. It
9 goes all the way in, I think as far as the Town of
10 Guysborough/Sunnyville, comes all the way out and does
11 Antigonish. And I'm not sure of the scheduling but it's part of
12 what the Province is trying to set up as various route
13 opportunities. And so it's subsidized. It's an opportunity for
14 the community to rely on it because it's going to be one that's
15 going to be on a schedule. And we hope that that may open up
16 other opportunities later on. But I don't have the exact
17 details but I know they've actually launched a Board that will
18 be actually able to advise how it should go. They've got a
19 contract in play to allow this to be stood up for several years.
20 And I think afer that, they're going to try to do a review to
21 find out what was good, what was bad, to try to improve upon it.

22 **Q.** Thank you. High speed internet or internet

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1 connectivity and you mentioned about in Lincolnville, I believe,
2 was the community where children could go to the community
3 centre and could use computers there.

4 **A.** Yeah.

5 **Q.** Do you have any knowledge or awareness of any
6 priorities in government or work underway to provide internet
7 connectivity to homes, say, in rural areas? Are you able to
8 comment on that at all? Is ANSA involved with any aspect of
9 that?

10 **(10:40)**

11 **A.** We're not involved at the core of the conversations
12 around what the government is planning to do to roll out
13 internet service across the province. I suspect that eventually
14 when it starts to cascade down for locations or an understanding
15 about the regions, my staff may have some level of involvement.

16 For example, out in Yarmouth where we have a programming
17 admin officer. I can imagine him being involved in some kind of
18 a regional consultations when they do talk about what would that
19 service look like, how would we provide it, where would it go.
20 And I would assume that would be the same thing for the PAO that
21 we have in Truro. So that we're able to, I think, to be in the
22 position if we're asked the question to participate but,

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1 obviously, we would be waiting for the department that's leading
2 that work to be able to reach out to us.

3 **Q.** Okay, you mentioned Chromebooks and, specifically, how
4 was ANSA involved in that providing Chromebooks. And I take it
5 this was during the past year with the pandemic and lockdowns
6 and schools closed?

7 **A.** Yeah, we didn't provide the Chromebooks. We were kind
8 of like asking the question to community and also making sure
9 that we had it in lockstep with African Canadian Services
10 Division, that they were aware that this was an issue in the
11 community that was showing up. And, for the most part, once we
12 were able to identify where there was this need in the
13 community, then it was, I think, an easy transition to say to
14 the Department of Education through African Canadian Services
15 Division, are you guys understanding that this is a problem and
16 they would say yes and are you aware that this particular region
17 or community is in dire need of this. No, Wayn, can you give us
18 some more details of who should we talk to? So once you make
19 that connection, you're able to step back to allow that to take
20 shape and to take root.

21 So African Canadian Services Division was an enabler for
22 that to happen and then they relied on African community

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1 organizations, like ABSW and, for that matter, it would have
2 been probably the Health Association of African Canadians to
3 make sure that the communities were aware that this was an
4 opportunity. But then you get yourself registered, you get the
5 resources, and then you're able to support your students to get
6 on with their learning.

7 **Q.** Thank you. Now I'm going to turn to obtain some
8 thoughts from you on changes to the system, opportunities to
9 improve. So, generally speaking, Mr. Hamilton, on a very high
10 level, and overcoming historical cultural barriers in African
11 Nova Scotia communities towards delivering equitable services to
12 those communities, where do we go from here for change? Just on
13 an overview. And then I'm going to start to ask you about some
14 specific changes that you would suggest to the Inquiry.

15 **A.** You're referring to government or ANSA?

16 **Q.** Well, I would like to cover both, actually.

17 **A.** Okay.

18 **Q.** So I'll let you choose which is going first.

19 **A.** Well, because ANSA is part of the government, I think
20 it's okay that it's all one in the same. I was involved in a
21 restorative inquiry and that was, for me, very insightful
22 because it allowed an analysis around how government was doing

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1 its work but also how a community was responding to something
2 that had happened to them that was very much tragic in a lot of
3 ways and very much deeply rooted.

4 And what I've come to know is that a lot of things happened
5 because we're in a "system" and we look at the system first to
6 see if we're allowed to do it. But, at the same time, as a
7 public employee, I'm to serve community. So I've come to know
8 that I need to make sure that I'm understanding the community or
9 that persons needs first, that citizens needs first, and not
10 necessarily the systems needs. And if the systems needs are in
11 conflict with what the citizens needs are, then we've got to try
12 to figure that out.

13 So sometimes the policy puts harm to the citizen, in
14 different ways that we don't even know about. Sometimes the
15 system is there to protect the integrity of the system in and of
16 itself, but sometimes you do that to the detriment of the
17 citizen.

18 So there is some thought and there is some people that have
19 talked about citizens-centred approach and not systems-centred
20 approach. And then I look back as the work that ANSA tries to
21 do, I would say that we land on citizen-centred approach and not
22 system-centred approach, which means I've got to find a way if

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1 what I'm doing is going to support that citizen. And if it is,
2 I lift it. If it isn't, I've got to understand why. And so
3 those policies are there to protect the integrity of the whole
4 thing but we've got to be prepared to say why it's not working
5 for that citizen. Can we try to figure out how we can make the
6 adjustments, make the changes, so that, again, going back to
7 that phrase, equitable delivery of the service. And if we need
8 to have an equitable delivery of the service, then we may have
9 to change the way that the system operates or the way that the
10 system responds.

11 So, for me in the future, I would hope that we would move
12 more and more and more to a systems-centred approach. I mean to
13 a human-centred approach.

14 **Q.** I'm sorry.

15 **A.** No, yeah, it's just that I keep reminding myself about
16 making sure that it's a citizen-centred approach that has to be
17 fundamental for the change that we want.

18 **Q.** What about opportunities to enhance collaboration of
19 services, what can you say about that?

20 **A.** Well, I think government has moved towards that in a
21 good way based on what was there before. And I can only speak
22 to being in government not long but long enough to see how the

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1 notion of collaboration or horizontal government works better.
2 But, in this particular system that we have, it's always that
3 one linear line from the Minister all the way down.

4 What I think we need to try to be trying to pay attention
5 to is how do we create that notion of shared service delivery
6 model? How do we create shared outcomes models? So that
7 departments can see themselves as not being in competition but
8 somehow being in alignment. Like the land titles work would
9 never have been able to advance had not Department of Justice
10 had a really good relationship with the folks in Natural
11 Resources or Lands and Forestry because it's not only the legal
12 system that you need to get the clear title from in its
13 totality, it's also getting the land surveyed. So there's
14 opportunities for different departments to collaborate. I would
15 argue would that be the same way during the COVID. We all had
16 to figure out things differently. So if there is a way to
17 create the right kind of principled approach for set the
18 conditions for relationships first. Set the agreed outcomes
19 first. And then I think we are in a better position around that
20 notion around horizontality of government.

21 And ANSA can never take all this work on itself. That's
22 why it's important for us to create those collaborations, that

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1 horizontality of government. So if I can bring that revelation
2 to another department about something that's happening in the
3 African Nova Scotia community, I would hope that they would try
4 to figure out how can we get there, Wayn, together and what can
5 I bring to that conversation, what can they bring, and most
6 importantly, what can the community bring.

7 **Q.** What entities would you envision that would
8 collaborate for types of services? Are you talking about police
9 perhaps? What types of entities?

10 **A.** Well, if you can identify what the issue is, I get the
11 sense that there's more than one entity that would have to be at
12 the table. And it may be as the African proverb says, Three
13 stones cook the pot. So you must think about who is missing
14 from this equation in order for us to understand what the
15 solution is. But we've got to be prepared that's the question.
16 Who is missing from this so that we understand it in its
17 fullness? So oftentimes the collaborations, we just assume it's
18 just two, but then somebody should ask the question, Well, is
19 somebody missing from this in order for us to do better to
20 understand it more fully? And usually what you come up with is
21 other individuals that are also closely connected to it or
22 departments that ought to know or ought to be involved.

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1 **Q.** All right. And, Mr. Hamilton, in our conversations, I
2 note you have an acronym, KAPP, K-A-P-P. Can you tell us about
3 that and what that means to you?

4 **(10:50)**

5
6 **A.** In my work in what I've come to know from reading and
7 applying certain kinds of methodologies and principles, this one
8 holds up for me in the work that I do. The "K" stands for
9 knowledge. The "A" stands for attitude. And the "P" stands for
10 practice. So the thinking is you bring a body of knowledge, if
11 you really are trying to do this transformational change. And
12 that body of knowledge should be enough that you can now know
13 better than you did before around how something needs to show
14 up. So if you take that knowledge, what you're looking for is
15 hopefully an attitudinal change and that attitudinal change is
16 because you now know this body of knowledge is informing you
17 better than it was before. And if we can get to that
18 attitudinal change, then the next level that we got to be
19 looking for is the practice. So how are you now doing this that
20 you know the knowledge, you've changed your attitudinal approach
21 to it, and now it should be showing up in the practice, the way
22 that you do. So the work that we do at ANSA, I constantly

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1 remind my staff, we've got to give the knowledge to the
2 department that doesn't know about African Nova Scotians. We've
3 got to give them that knowledge about what it is so that they
4 have a better understanding. And if they have that better
5 understanding of the knowledge, let's now work on can they
6 change up that attitude that says I understand now. I know what
7 I may have to do. And if we are successful in those two camps,
8 then we are looking at a different practice. So eventually you
9 don't necessarily need to call ANSA. You can take up ownership
10 of that on your own accord.

11 **Q.** Thank you. Now I want to ask you about some more
12 specific suggestions you have for change. I want to look at
13 opportunities to enhance equitable delivery of services to
14 African Nova Scotia community. And the first thing I'm going to
15 ask you about is One Fit For All. What do you say about that?

16 **A.** Yeah, I think that traditionally government has went
17 forward with the notion that what we do has the opportunity for
18 everybody to participate and have benefit. But as we come to
19 know, the world is diverse, the community is diverse, the
20 province is diverse. So we need to have some fundamental shifts
21 around there being one size fits one and that requires us to
22 have a wider range of understanding for what we need to do to

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1 bring about the equitable delivery of the services. Like I
2 mentioned around even the simple thing of the graphics, that
3 they should now be seen in a lot of people's eyes much more
4 culturally diverse, much more racialized diverse in order for
5 people to feel like this is where they call home. This is part
6 of who they are. So if we are able to try to have that
7 understanding around this notion of, we've got to think about
8 different ways to do things as opposed to one size is all that
9 we need and we're done. That would be really great. And so
10 that's my take on it, is to be able to keep reminding everybody
11 about, No, we've got to think about this differently because of
12 the constituent, because the opportunity is there, and we've got
13 to package it differently.

14 **Q.** All right. And can you comment on community education
15 just a little bit more to sum that up?

16 **A.** Yes.

17 **Q.** You talked about that in the three components that was
18 originally a conceptual plan for ANSA was written for. So what
19 can you say about community development? What does the
20 government need to know about community vice versa?

21 **A.** Yeah, it's a phrase that sometimes gets bandied about,
22 Nothing about us without us. And so if government is trying to

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1 build better relationships, then I think we have to be prepared
2 to invite communities to the table that allow us to
3 collaboratively work together in order to make a difference that
4 we want to hope for to achieve. So I think that if we talk
5 about community education, it's about informing the community
6 about what is the capacity that they have to do the work but
7 also educating them about what is the role of government. And
8 if we can do that work, then I think the community understands
9 what is the spot in which government can no longer do that.
10 Then it's incumbent for us to be able to say, Well, what's on
11 us?

12 And I do believe that it's incumbent upon government to
13 understand all of these communities to a deeper analysis so that
14 they have an education about what those communities are, what
15 their aspirations are, what are their concerns, and what are
16 their issues. So if we are able to create that space for that
17 kind of a conversation, I do believe that we're not going to be
18 confronting ourselves with this notion of its us and them, or
19 that's government over there and community is over here always
20 at loggerheads. I do think we can create those, going back to
21 that notion of safe space, to put it out on the table about what
22 we think it is and why we think that is and then be able to have

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1 a rich conversation, a dialogue. But it takes time.

2 Q. And what importance, if any, does that have to
3 government writing policy?

4 A. Could you repeat that, please?

5 Q. What importance, if any, does that concept of
6 community education, on both sides, have in respect to
7 government writing policy? Is it important for writing a
8 policy?

9 A. Well, I think it forms the policy in a richer
10 construct because now that policy has listened to the voices of
11 the community and it's taken into consideration going back to
12 that knowledge, attitude and practice, what are the kind of
13 outcomes that we want. Because there has to be a built-in
14 accountability mechanism to any policy, that we can go back and
15 say we know why it worked or why it didn't work but we can also
16 hold up what needs to change. And I think if there's an
17 opportunity for policy to be improved upon, it would be one that
18 allows for that community input to be there at the very, very
19 front end as opposed to, Here's a policy, let's go to the
20 community and see what they think about it.

21 Q. What about distributing literature to the communities?
22 What can you say about that?

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1 A. So over the course of my time at ANSA, we used to
2 develop and generate a hard copy called a newsletter. But
3 trying to make sure that we are being as economical as we can,
4 we have gone back to doing an e-version of this particular
5 newsletter called **Passages and Prosperity**, which gets out to the
6 communities and it lands in your inbox. But we recognize that
7 not all the community is internet savvy and still want to have a
8 hard copy. So we've generated a hard copy of what we call this
9 newsletter and it does a couple of things. It informs the
10 community about the work of government. Not about ANSA but we
11 would profile a department or we would profile an initiative
12 that government wants to address. Most recently, it has been
13 about housing and home efficiency. That has been some of the
14 things that we've profiled in one of our recent editions. And
15 then it allows the community to know that they're not alone
16 because they're hearing from stories from Cape Breton, for the
17 folks down in Yarmouth, the Yarmouth folks hear but what's
18 happening out of Metro. So this notion that we're trying to
19 make this paper become much more of a community opportunity to
20 share. And then we morphed that into our website where we try
21 to stand up an events calendar. So wherever you are in the
22 province, you can go on the events calendar and find out what's

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1 happening in your community or in your region or across the
2 province.

3 So I do know that other government departments use it
4 because they would sometimes send us an email and say, Oh, I
5 heard about that event that's going on in the community, we were
6 planning to go, is it free, do I have to register. Most of the
7 times like, no, just show up and you will be invited in.

8 So we try to take every opportunity we can for that
9 communication piece, hopefully that it lands and people do take
10 advantage of the information for their own learning, for their
11 own awareness.

12 **Q.** In addition to that, what are some of the ways in
13 which government or ANSA can start conversations with
14 communities out there? What do you suggest?

15 **A.** Well, we've been on this ... It's no longer a project
16 anymore, it's now part of our delivery service where we do
17 information sessions out to community locale. And this is an
18 opportunity for government departments to come with us to
19 present to the community in front of the community what it is
20 that they're all about. And that also allows the community
21 member to ask the question to get the answer so that it's not on
22 behalf of ANSA, this is what the government is going to do. We

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1 introduce the space and then allow that department to do its
2 presentation about what it is, like I said we were going to do
3 with the Department of Justice.

4 But I can imagine slowly coming out of this pandemic, we
5 did a couple that were virtual but they're not the same as being
6 in the space. But if this continues where we have to have a
7 hybrid of information sessions, either virtual or in person, my
8 sense is that we're going to have to make a determination of who
9 comes out with ANSA. Because I think there are a lot of
10 government departments that do want to share the work that
11 they're doing. They do want to have that relationship with the
12 community. But the community only has so much capacity. So we
13 hope that what we would be able to do is one night in Yarmouth,
14 there could be the same night somebody doing a presentation up
15 in Cape Breton so that we can try to get as many community
16 opportunities in front of government as we can so they can share
17 what it is that they're all about.

18 **(11:00)**

19 **Q.** What can you say about having more Black professionals
20 in the health field? What do you say about that?

21 **A.** I think it's needed, necessary, and it really I think
22 would improve on the delivery of those equitable services and I

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1 don't know the numbers, because I'm not with the Department of
2 Health, but I do believe that there has been and there will be
3 an aggressive opportunity to have much more diverse working
4 population in this province. I know that the province has moved
5 hard along the lines of EDI. Equity, diversity and inclusion,
6 in a lot of ways, which I think it will be reflected in the
7 Public Service and to the fact that they will be looking at
8 bringing to Nova Scotia a lot more health professionals.

9 **Q.** I wanted to ask you about the, I think I have the
10 correct name, the Racial Identifier Project that ANSA is
11 involved in? I believe that's currently ongoing.

12 **A.** Yeah.

13 **Q.** Can you tell the Inquiry about that project?

14 **A.** Yes. Several years ago, the Department of Health and
15 Wellness decided to move towards collection of race-based data
16 and a community organization for a number of years, Health
17 Association of African Canadians, had asked for the idea to
18 really be turned into reality about collecting of the racialized
19 data. And even though that request would come forward, for a
20 whole range of reasons, because again I don't work for the
21 Department of Health, it wasn't able to advance itself. But
22 several years ago, the Department of Health and Wellness really

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1 leaned into it by inviting the Canadian Institute for Health
2 Information, CIHI, to have a conversation about what is in
3 Canada, let's call it the standards that are there.

4 So CIHI said back to the Department of Health, there's
5 really no one across government standard. We hope that every
6 province will stay within the range of these racialized
7 categories and actually lean into collecting of racialized data.

8 **Q.** What exactly would that racialized data include, such
9 as?

10 **A.** Well, it goes back to the first part about the racial
11 identity. So there's no data set in this province that would
12 identify what kind of health outcomes I would have as a Black
13 Nova Scotian that would be compared to yours. It's usually
14 anecdotal. This will allow there to be, from the back end,
15 population statistics around what may be showing as a trend.

16 So this group called CIHI, Canadian Institute for Health
17 Information, had suggested a certain set of standards. So
18 Department of Health and Wellness agreed to look at those
19 standards but say, We're not going to make that decision, we're
20 going to take that to the community and ask the community do
21 they see themselves reflected in these standards. So our
22 division was contacted to sit down with the Department of

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1 Health, as well as within the department that I'm in, Community
2 Culture and Heritage, to talk about do these racialized
3 categories show up in the community. So one of the categories
4 is Asian, just that. But there's another part of that dialogue
5 that talks about describing the word Asian as a racialized
6 category so that it would be Philipino, it would be Chinese, et
7 cetera, et cetera. For African, it doesn't say African, it says
8 Black. But the categories that are there are Afro-Carribean,
9 African Canadian. And Latino would be there as a, quote, a
10 racialized category.

11 We know that these categories are not right. They're
12 constructed by humans so, therefore, they have flaws. But
13 that's all we got to go by. So the Department of Health is
14 saying, can we go out to the community and ask those various
15 racialized groups, do they see themselves reflected. Because
16 we're not going to put this data set in play if these things
17 don't hold up. So over the last year, my office has been
18 working with those racialized groups that I mentioned. There's
19 a Latino group. There's a South Asian group. There's another
20 group that's connected to the African community, as well as the
21 Black community, and there's also another group that's related
22 to the Middle East. So what we've done, we've actually gone to

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1 those communities and said, Do you see yourself reflected? And
2 they would offer up advice and they would say, Here, Wayn, in
3 Nova Scotia, Wayn, we don't see ourselves as being Afro-
4 Canadians. We see ourselves as being Black Canadians. So, if
5 you put that in the box as a descriptor, I would say, yes, I see
6 myself reflected. You may want to put Black Nova Scotian
7 because not everybody sees it. So we've been on this journey
8 now for the last year and we've collected the beginning of the
9 racialized identity.

10 Now the hope is with MSI Medavie by the late spring, early
11 summer, there will be a promotion around the fact that when you
12 do your renewal of your Health card, there will be the
13 opportunity for you to have a sheet of paper whereby you can
14 fill out your racialized identify, if you so choose, it's all
15 voluntary.

16 They're not asking for your name. They're not asking where
17 you live. It's just this category. If you check the box, it
18 goes on the back end. It doesn't show up on the stripe of your
19 MSI card. You're not going to be asked that question if you go
20 to a doctor's office. It's all population data that's collected
21 at the back end. And so after two or three years, you will be
22 able to look at that data to say, are we seeing a trend here for

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1 people of Latin American descent that are having a health
2 condition that needs to be addressed or that needs to be looked
3 at. So we're the first province that's taken that on because of
4 the complications, as you can imagine, where people got to,
5 first of all, feel comfortable that they are going to give that
6 information, identify themselves, and then be able to know that
7 it's going to be for something good, which is better health
8 outcomes for all.

9 **Q.** Thank you. We're getting close to the end with my
10 next question.

11 To be culturally competent, what does government need to
12 understand? This is a bit of a wrap-up, Mr. Hamilton, to your
13 suggestions. What does government need to understand?

14 **A.** I think from the work that we do, we try to add
15 another piece into that cultural competency by adding the word
16 "racial". So, for me, it would be government needs to work
17 towards racial and cultural competencies. And I parse that out
18 by saying in government you can have competencies related to
19 your ability to be able to be a good strategic thinker. You
20 have a competency to be able to understand financial budgets so
21 that you really are competent at understanding financial
22 management. Some people can say that I'm really competent in

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1 people skills. So all this is asking us to do is to lean in to
2 understand that there are other racialized groups. There are
3 other cultural groups. How deep is our competency to understand
4 what those groups are all about and how do we show up in that
5 interaction.

6 So I would hope that there would be, where the government
7 is going and where they're planning to go, is a continuation of
8 the learning, the training, the understanding of these concepts
9 because this is new, I think, to a lot of people. We're not
10 mature enough I think sometimes to have a conversation around
11 race or even racism. We need to get into understanding that but
12 we don't have the vocabulary yet. We don't have the opportunity
13 to know that it's not necessarily a trigger that's an emotional
14 reaction but rather what does that mean to me, what does that
15 mean to you.

16 So, for me, racial and cultural competency means that we
17 really pay attention to those characteristics, like what we do
18 with those other competencies. It just means we've got to work
19 at it harder because we're not used to leaning into that.

20 Q. Thank you. I have one last question for you, Mr.
21 Hamilton. Under the Houston Government, a new office of Equity
22 and Anti-Racism has been set up.

WAYN HAMILTON, Direct Examination

1 **A.** Yeah.

2 **Q.** Can you tell us what that is? Your knowledge of it so
3 far and does it intersect with ANSA and its work?

4 **A.** I believe it does absolutely intersect with the work
5 of ANSA. And what I know is that the office will be internal to
6 government to try to do what I hope I just mentioned around a
7 better competency skillset that we all need to develop. And I
8 do believe that because their mandate is a little bit broader,
9 because my mandate really does focus on African Nova Scotians,
10 whereas I think the mandate that will come out of this new
11 office would be a much broader breadth and scope of all those
12 that are the equity-seeking groups around the notion of being
13 equity, diversity and inclusion for racialized groups other than
14 those that are of African descent. I can see them working in
15 collaborative ways with other departments to talk about what are
16 the kind of things that we want to do, to do, let's say, even an
17 audit, an EDI audit. What should the government be doing to pay
18 attention to the populations that are coming into the province
19 around immigration?

20 So I can only offer those as the things that I've been
21 hearing about that that's what they're going to be paying
22 attention to. But they will intersect with the work that I'm

WAYN HAMILTON, Direct Examination

1 doing because, obviously, anti-racism is going to be one that I
2 think we're going to have to work together on for strategies and
3 ideas, we'll be going to the same communities over time. So I
4 do believe that it's going to be another opportunity to
5 strengthen the delivery of services for African Nova Scotians as
6 well as other racialized groups.

7 **Q.** Thank you, Mr. Hamilton. And I want to thank you for
8 coming out today to the Inquiry and providing your testimony and
9 your perspective.

10 **A.** My pleasure.

11 **Q.** So I turn it over to Your Honour. It might be break
12 time and the Court and/or my colleagues may have some questions
13 for you.

14 **A.** Thank you.

15 **THE COURT:** Thank you, Ms. Lunn.

16 Mr. Hamilton, we normally take a morning break and I think
17 we'll take it now. We'll come back at ... Let's make it 11:30.
18 It is a little longer than we normally take. I need to speak to
19 counsel for a couple of minutes so, all right, thank you.

20 **A.** Thank you.

21 **COURT RECESSED (11:12 hrs.)**

22 **COURT RESUMED (11:33 hrs.)**

WAYN HAMILTON, Direct Examination

1 **THE COURT:** Thank you. Mr. Hamilton, we'll have you
2 return to the stand if you could. Mr. Russell, are you going to
3 ask questions at this time?

4 **MR. RUSSELL:** Yes, if I can, Your Honour. Thank you.

5 **THE COURT:** All right. Thank you. Thank you, Mr.
6 Hamilton. Mr. Russell, do you have some questions for Mr.
7 Hamilton?

8

9

CROSS-EXAMINATION BY MR. RUSSELL

10

11 **MR. RUSSELL:** Good morning, Mr. Hamilton.

12 **A.** Hello.

13 **Q.** Thank you for coming. I'll start by saying I
14 certainly wouldn't want your role, that is the between between
15 community and government, that's a difficult task for sure and
16 they often perhaps diverge in many ways but sort of thank you
17 for coming here today and helping us sort of navigate that sort
18 of structure and dynamic.

19 I guess we'll start a few questions about the general and
20 then we'll go to a little more specific. You heard quite a bit
21 of the evidence yesterday from the Panel, which was extremely
22 helpful. One of the takeaways I understand from the Panel is

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 systemic racism within Nova Scotia and how it exists within
2 institutions and structures and, in particular, they spoke about
3 in a mental health and healthcare context.

4 We know at this point, for example, the physicians within
5 Nova Scotia who are separate from the Department of Health have
6 committed to retaining Mr. Doug Ruck, for example. I'm not sure
7 if you're aware of that. So they've committed to retaining him
8 to do an independent review and assessment of policies and
9 procedures and how ultimately they impact the individual patient
10 and families. So much similar to what the Bar Society has
11 committed to doing and the importance of an independent review.

12 So I guess my question to you is the value in the
13 Department of Health within Nova Scotia having a similar
14 external review as it relates to systemic discrimination or
15 systemic racism as applies to the service delivery models which
16 are policies and practices within Nova Scotia Health. That's a
17 long-winded way to get to the question but ...

18 **A.** I'll offer?

19 **Q.** Yes, yeah, please.

20 **A.** I think if there's a possibility for that type of an
21 undertaking it would be really rich. Rich in the sense that we
22 would come to know how is the whole of the structure responding

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 to all the groups that were identified as racialized categories.
2 I think it would be impactful for understanding those gaps in
3 what we know and what we don't know, as well as perhaps even
4 forward-looking as to what can we imagine it to look like. So
5 to me that would be really, really exciting because it allows us
6 to try to plot what are we at now and then where do we want to
7 go.

8 So these kinds of opportunities to involve either a racial
9 audit or a gender audit of any kind if there's enough leadership
10 and we really truly take the results to be able to champion a
11 go-forward strategy then my opinion would say yes, what could we
12 do to try to advance that opportunity. And that way it gets
13 beyond any one particular government because as you can imagine
14 it takes some time for these things to happen.

15 Q. Absolutely.

16 A. But it would put the Province, I think, in a real
17 trail-blazing kind of an opportunity that we should embrace and
18 try to go for it.

19 Q. Are you familiar whether any other province has
20 undertaken that sort of commitment to a review of systemic
21 racism within its Department of Health?

22 A. Not for the Department of Health. I do know Ontario

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 actually created an anti-racism secretariat several years ago
2 and they were mandated to understand the notion of racializing
3 incidents across the whole of the government and also talk about
4 the equity that needs to go forward. I'm not familiar if any
5 particular provincial government department that's looking at it
6 from the opportunity for health. So I think again, this
7 province would probably lead the way if they were trying to
8 entertain that.

9 **Q.** And we know ... I certainly don't know where it's at
10 in terms of its review, Mr. Ruck's review, of the College of
11 Physicians other than knowing that it's underway and there's a
12 commitment to doing it. Does that very fact, the fact that the
13 doctors within Nova Scotia, through their College, who are
14 healthcare service providers much like nurses that are employed
15 with Nova Scotia Health Authority, social workers that may be
16 ...

17 **A.** Yeah.

18 **Q.** Does that say anything to you in terms of well,
19 perhaps it certainly is important that Nova Scotia Health follow
20 suit with what the doctors are trying to accomplish?

21 **A.** Yeah. I've often said to folks we're again in another
22 moment and these moments come about when we have something that

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 happens that triggers the whole of the system to take
2 reflection, and obviously what happened with George Floyd, it's
3 been a moment. Our problem is always can we keep the moment
4 open to make more moments, more moments, more moments.

5 **(11:40)**

6 So when I hear that companies or individuals that are
7 trying to understand this deeper and say how do we let that
8 happen, we can't let it happen here. So when I hear what you
9 say about what Mr. Ruck is going to be doing, then to me that
10 says the College of Physicians are posing the question, Why.
11 Why is it that for so many years we've never, and now all of a
12 sudden they're coming to that conclusion and say we need to look
13 and I'm glad that they're doing it.

14 So if they are taking that on, to me it says that they're
15 trying to keep that moment alive; that we can think about a
16 different relationship within their own cohort of who they have
17 to deliver a service for that they have that inward look. It
18 takes a lot of courage because they may not like what they find
19 but that's important.

20 **Q.** Yeah, absolutely.

21 **A.** That, to me, is really important that they have a new
22 willingness to go ahead and do it.

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 **Q.** And I think they had referred to it, I read that an
2 exercise in self-examination.

3 **A.** Say that again, please.

4 **Q.** An exercise in self-examination I believe was one of
5 the phrases that was used for the purpose behind why the doctors
6 are doing it. So I guess my question is: Is there an importance
7 to Nova Scotia Health doing that exercise in self-examination as
8 it applies to the delivery of those systems within and the
9 people operating within them?

10 **A.** Yeah, I think it would be as important because we're
11 asking ourselves to look in the mirror and say, Where do we sit?
12 We're complicit. And to have that self-reflection, that self-
13 examination should tell us. And, again, it's what does it tell
14 us and are we prepared to take what it tells us to go where we
15 need to go. And I would encourage, they may have already
16 started, we don't know, but if they haven't started maybe this
17 would be the time for them to try to determine that they want to
18 take that on.

19 **Q.** Is there value in rather than a system or a department
20 examining itself and have someone ... and it's probably the
21 reasoning behind why the Bar Society ... well, I can comment on
22 that.

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 **A.** Yeah.

2 **Q.** The Bar Society saw the value in having someone
3 external come in and review.

4 **A.** Yeah.

5 **Q.** The doctors I'm certain probably have the same view;
6 someone external to review because I guess that sense of
7 honesty. Any sort of departmental review that may ...
8 possibility of occurring, is it important for it to be an
9 external review? Someone from outside with the experience and
10 expertise to examine from an outside and, if so, would you
11 please explain.

12 **A.** Yeah, I would encourage a co-design. I would
13 encourage the notion of saying, We're going to look what we do
14 but we need to have folks look at how we do and why we do. So
15 sit at the table at the beginning and help us co-design what
16 that reflection, what that self-examination is going to look
17 like because it's the other side that is the receiver of those
18 services. So better to have an opportunity to bring into the
19 design, what should we be looking for when we do that review.
20 And again that's what happened with the Restorative Inquiry.
21 Their inquiries could have decided to not bring those that were
22 most affected sit at the table to design what it was to look

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 like. It was never done before.

2 And so for me it's a matter of saying bring to the table
3 the people that are most affected to be able to get the richness
4 and the robustness about what it is that we're undertaking. So
5 the idea of having an external as well as the internal sitting
6 together to co-design, I find they're much more impactful.
7 They're much more meaningful.

8 Q. Okay. In terms of your role in your department which
9 very much is, from what you testified, the understanding what
10 the community needs and the government's ability to meet those
11 needs, is that fair to say? Correct me if I'm wrong certainly.

12 A. No, it's correct but there's a complexity even within
13 the notion of communities, because with inside the communities
14 you've got competing interests.

15 Q. Yes, okay.

16 A. Yeah. Yeah.

17 Q. So would such a fundamental review if it were to
18 occur, be of value to your department and, if so, in what way?

19 A. I believe they should not see themselves as being in
20 isolation only about them, but rather going back to that co-
21 design, what are the other connections that will happen that we
22 need to pay attention to. So maybe there's an opportunity for

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 the office at some point in time to be brought to a conversation
2 around this is what we're planning, this is what we're
3 designing, what would you either add to it or what would you ask
4 us to pay attention to. So I could see that being one leverage.

5 Another leverage may be that they have an opportunity to
6 find out for the communities, and I'm saying that in the
7 plurality of getting them involved in this, they may offer or we
8 may offer did you think about another. Because oftentimes we
9 rely on organizations that we know so we keep going back. But
10 on the periphery of most communities there's individuals that
11 are really good because they know. They may not belong to one
12 organization or the other but they know. So we may get asked to
13 be involved at maybe some level of that and if so, that's how
14 our office could find itself being involved, and it would be
15 beneficial, in my opinion, because it would allow us the
16 opportunity to co-share what we know as another potential voice.

17 **Q.** And finally just in that area, one of the quotes, and
18 I apologize to whoever the person that I'm quoting for saying it
19 because I don't know, but it was in the context as well with the
20 physicians and their commitment to review their aspect of
21 involvement in healthcare through a racial lens.

22 **A.** Mm-hmm.

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 **Q.** They said: "Racism is demonstrable in patient
2 outcomes. It's demonstrable in terms of representation within
3 the profession."

4 **A.** Can you repeat the second part, please?

5 **Q.** It says, first I guess is "demonstrable in patient
6 outcomes" and racism is "demonstrable in terms of representation
7 within the profession". I'm wondering if a similar concept
8 applies to Nova Scotia Health in such a review, that you're
9 trying to demonstrate an understanding of the effectiveness in
10 the services rendered by looking at patient outcomes but as well
11 as the representation within the people that are providing the
12 service I guess. Do you have any sort of insider or comment as
13 it relates to that idea?

14 **A.** My comment would be that it has application and it
15 probably has the same kind of deep meaning as well as what will
16 it tell us. So I think my comment would be that type of an
17 approach to me sends a signal that they're going deep. They're
18 not just going on the surface, they really are trying to probe a
19 little bit more because they've recognized by saying the word
20 "racism" so they already know what kind of a lens that they're
21 going to have to apply. And then they've looked at it from the
22 opportunity to say but how has that impacted on the people that

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 we serve. So I think it is important if the Department takes
2 this on that that could be something that would also yield
3 fruit, yield benefit.

4 **Q.** Within Nova Scotia Health?

5 **A.** Nova Scotia Health, yeah.

6 **Q.** Okay. I saw it there and I didn't understand it so
7 ... a little bit, I guess, but I was trying to flush it out and
8 whether it applies to Nova Scotia Health and the possibility of
9 an external review.

10 **THE COURT:** So I take it then in the concept of the
11 establishing of kind of the parameters of the review you have to
12 be certain you don't set up a review that is system protective?

13 **A.** At what cost?

14 **THE COURT:** Exactly. Well, we all know what the cost
15 would be.

16 **A.** Yeah, I agree. And if they do decide that they're
17 going to look at the system it would reveal where there are
18 those notions of gaps in delivery or they may have to change
19 something within the system to allow it to be much more
20 inclusive, that would be my hope.

21 **MR. RUSSELL:** Okay. The next sort of area, Mr. Hamilton,
22 looking for your insight on is you talked about the role of ANSA

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 with working with departments within government - correct me, I
2 guess, if I'm wrong for sure, who are seeking relationships with
3 the community, the African Nova Scotian community.

4 Can you tell us examples of where the Department of Health
5 has specifically sort of reached to your Department and asked
6 for assistance in seeking relationships within African Nova
7 Scotia communities?

8 **(11:50)**

9 **A.** Most recently, as I mentioned around our racialized
10 data, the data collection, there's been a conversation there
11 with them. Then I do know there has been a conversation around
12 senior and long-term care. And about maybe a year ago or maybe
13 less than that there was a conversation around who should we
14 have come to various tables to talk about that and answer who
15 would you recommend to make sure that there's a regional
16 opportunity for that to happen and we would have individuals on
17 one table that may be looking at care, another table looking at
18 various processes. So those have been two recent examples that
19 I can speak to and that would be the ones that would be most
20 important right now in front of me. That's not to say that
21 there couldn't be opportunities later on but those are two that
22 I can mention right now. Yeah.

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 **Q.** And I guess, was your department ever involved in ...
2 we heard a lot yesterday about the mental health and addictions
3 strategy that started in 2012 to 2016 and then it was disbanded.
4 Was your department involved in that in liaising with ...

5 **A.** There would have been a staff person assigned to some,
6 maybe the working groups earlier on. There would have been a
7 staff assigned to work on what does the planning, what does this
8 particular initiative look like if it starts to roll out further
9 and further inside of government or inside of communities.

10 And my staff that would have been assigned to that would
11 have been taking signals as to when they meet, what is going to
12 be the substantive that they would come back and tell me about.
13 Are we going to be asked to put resources in. Are we going to
14 be asked to help out on working with a planning session.

15 So all I can tell you is that I do know that my staff were
16 involved in some of the early planning stages, but what tends to
17 happen is that ANSA decides that there's enough of a
18 relationship now we can no longer need to pay attention to it
19 like we used to and I can now reassign a staff person to another
20 initiative that's taking off and running.

21 **Q.** Would your department normally be consulted when the
22 decision is made to disband that project?

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 **A.** Not necessarily so. There may have been some queries
2 that got raised around my staff may say back to me, Haven't
3 heard about this meeting for a little while, what should I do.
4 And so we're very, you know, cordial, send an email to find out
5 where it is. And what may have come back was, We've decided not
6 to advance this right now, we'll be in touch. And that's not
7 uncommon because things move on, things move this way and that
8 way. That would be the most that we would have received on side
9 of that side. And I'm pretty sure that that same staff person
10 would have received an email from HAAC or the community group
11 saying, We haven't heard; are you guys able to lead in and ask
12 that question.

13 But I'm sensing that if the Department had decided to put
14 it in abeyance, put it on hold, we would have been only told
15 that it hasn't been restarted again. I don't think I heard that
16 it was completely off the table, I think it is still needing to
17 find its way back in to getting revved back up.

18 **Q.** So, I guess, was your department ever told why it sort
19 of stopped or why it's on hold?

20 **A.** No. It would have been just that, that we've decided
21 to wait for a moment before we advance it. It may have been, as
22 was referenced yesterday, people move so that file may have

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 wound up someplace else. So I don't try to get my staff to
2 probe too deeply unless it really is something that is of major
3 importance. If they started out to build that relationship with
4 that community organization, it's incumbent on them to be able
5 to continue to do that.

6 **Q.** We heard yesterday, that what has started as well was
7 there's an African Nova Scotian health strategy. Now to me it
8 seems very broad, a health strategy for African Nova Scotians
9 that I would assume consumes a whole lot of different areas.
10 Are you aware of that African Nova Scotian health strategy?

11 **A.** I know that Health Association of African Canadians
12 were involved and invited to talk about that in its entirety
13 and, once again, I would have probably had in the early stages a
14 staff person assigned to understand what role this is. Maybe
15 they had reached out to our office with the staff and said we're
16 planning on this meeting, we'd like you guys to show up, we
17 don't hold the pen on it so we may have sent some staff to try
18 to understand what it is.

19 But to your point about it being a full-blown strategy, I
20 have to go back and check to see exactly where we were connected
21 to that and at what level we connected. Because oftentimes it
22 gets elevated up, gets into early design, early planning and

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 then it may be, Well, we're not the only ones at the table who
2 else should we be bringing in for this strategy? Who's going to
3 be the co-lead, who's going to be the lead? When is the series
4 of meetings because you've got set that up so that everybody is
5 in attendance and all that.

6 So if this is something that is being taken on as an
7 African Nova Scotian strategy and there is a document that could
8 lead that on, then that's a good thing because you don't have to
9 start from the beginning, you've got something that may be
10 tangible. It's a matter of trying to figure out how it could be
11 advanced.

12 Q. Are you aware of what is in that strategy?

13 A. Quite honestly, no, I wouldn't know the level of the
14 detail on it because oftentimes it may have been in various
15 draft forms and I wouldn't have been the lead reader on that, it
16 would have been the program staff officer that would have been
17 receiving some of that information.

18 Q. I'm sort of curious. I mean it seems, without knowing
19 the details of it, but it certainly seems like a very important
20 broad strategy, a health strategy for African Nova Scotians.

21 A. Yeah.

22 Q. And I don't want to put you in an awkward spot, but do

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 you think there's room there perhaps for when those discussions
2 are taking place to keep your office a little more informed as
3 to where it is, what it involves, where it's going?

4 **A.** Yes. And we oftentimes are trying to make sure that
5 government departments know we exist and for the most part over
6 the years we've gotten to that place, then it's a matter of
7 saying the level of importance that both sides put on the agenda
8 item. And for this one I would hope that, yes, there would be a
9 constant connection to where this is going and how it's going,
10 somewhat similar to what the Department of Justice had wanted us
11 to do a couple of years ago when they were thinking about and
12 trying to imagine an African Nova Scotian Justice strategy.

13 And in that regard they were the ones that were planning
14 the majority of what they thought was going to be the roll-out
15 plan, where they wanted to go, how they were going to do it, all
16 that. They were just looking to bounce ideas off of us but
17 they've kept us informed about when they are planning to go but
18 then they pulled it back and then they decided that they didn't
19 have enough of an understanding about DPAD Coalition, which is
20 another community group, as to where they were going to go maybe
21 in partnership or not, but they've kept us in the loop.

22 For this particular piece I would have to say no, there

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 hasn't been a continuous back and forth with communication about
2 where it was, where it is and where it's planning to go.

3 **Q.** Okay. I'm wondering if you could tell us a little bit
4 about - and I'm mindful that it's a new government and in many
5 ways it can be a new day and a new opportunity - the newly
6 created Department of Equity and Anti-Racism, I know it's
7 obviously early days, but could you generally give us a sense of
8 what that department is envisioned to be and what its mandate
9 is?

10 **A.** Yeah. I do know that their mandate is much more
11 broader than the work that I do with African Nova Scotian
12 Affairs, whereas within the Equity and Anti-Racism office or
13 initiatives, they will be, in my opinion, trying to champion
14 that notion of equity across the equity-seeking groups. So I
15 think they will be paying attention to a lot of the
16 understanding of where is government with its racial
17 diversities, where it is with its LGBTQ communities, where it is
18 at with the other entities, maybe women, around how they are
19 showing up in the Public Service Commission or the programs that
20 they need to do in those departments further out that they're
21 public facing.

22 I think that they are probably going to be the one place

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 that will set to lay down the various templates so that all of
2 government reporting on this kind of nature has the same kind of
3 consistency. I can see them leading ... every government
4 department is to have a diversity committee. I can see this
5 particular group being the lead for all those various committees
6 at some way, shape or form that they want to form themselves
7 around. And then I think that they may find themselves going in
8 to help departments understand a bit more about what is this EDI
9 all about and how can you help us advance it.

10 **(12:00)**

11 We've had conversations with the staff around the work that
12 we do, because there was a relationship with land titles work
13 that was happening in the African Nova Scotian community. So
14 there's been dialogue back and forth because the workers on the
15 land titles work were working with ANSA but now they're over
16 with the EDI office. There's a relationship with this EDI
17 office and the racial data collection that we're doing. But
18 yeah, in its early days I think they are still trying to
19 formulate some of those visions around the next two or three
20 years, where do we want to go, how do we get there.

21 **Q.** So trying to maybe hypothetically connect a series of
22 dots from afar, I hope I don't get myself in trouble with the

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 Court, but if His Honour had sort of led to sort of an analysis
2 that saw value in an external review of systemic racism within
3 Nova Scotia Health and the value in doing that in terms of
4 service delivery, and we have a government that has, I guess,
5 publicly expressed a commitment to healthcare as a number one
6 priority and mental health, in particular, and now we blend in
7 those concepts with African Nova Scotian communities, would
8 this, in your opinion without speaking I guess for that
9 department, but is this something that you can envision the
10 newly-created department taking that on? Would it fall within
11 what you see is their perhaps mandate?

12 **A.** Again, I would go back to the co-design idea.

13 **Q.** Yes.

14 **A.** So there could be conversations regarding the
15 department and what the Equity and Anti-Racism could offer as a
16 co-design. It could be a collaboration of some kind to figure
17 out, Let's talk about what should it look like. And then it's a
18 matter of thinking about it on that external side who do you
19 bring that's most affected by this to design what it should be
20 going forward.

21 And I do believe that the office would be well suited to be
22 involving itself in that, but I would still come back to the

WAYN HAMILTON, Cross-Examination by Mr. Russell

1 idea that any kind of a design we'd really want to make sure
2 that we're having it built with some of the community voices
3 somehow, some way, going back to nothing about us without us, so
4 that as it goes forward the community knows exactly where they
5 are in this because they've helped to figure it out.

6 Q. And clearly not to weigh in on, say, particulars of
7 what would come in forms of maybe direction or guidance but,
8 rather, just to get a sense of what departments would be the
9 ones suited to maybe consider that type of work.

10 A. Yes.

11 Q. Okay. In terms of yesterday's evidence we heard a
12 great deal about the comparisons, I guess, between departments.
13 One is Education, Justice and healthcare in Nova Scotia. And
14 certainly that no one has given the impression or said that
15 Education and Justice is all fixed and all better when it comes
16 to issues of race and equity, certainly far from it.

17 But we got a sense that healthcare from the experts
18 yesterday, that healthcare seems to be really lagging behind,
19 Nova Scotia Health. I'm wondering if you have any sort of
20 comments or insight with respect to that evidence that was heard
21 yesterday. Not that we're trying to point fingers or say this
22 person has failed or this department has failed, but do you have

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1 any explanation? Do you agree with that idea that Nova Scotia
2 Health has fallen behind perhaps with those departments and, if
3 so, I guess, do you have any insight as to why that might be?

4 **A.** Well, certainly no insight as to the why, but looking
5 at their mandate and thinking about Education or Justice, I
6 think that healthcare really is in all sense of the word 24/7.
7 And I see that something like the Department of Education has, I
8 think, a bit of an urgency to its work but it's over time and
9 it's staggered because we know school goes in in September, we
10 know it gets out, so you may have a little bit of time to be
11 reflective and be able to sort yourselves out. But that
12 healthcare is constant so you're trying to change in real time
13 while still delivering services.

14 And if they've not been able to figure out how to be able
15 to pay attention to some of these concerns that have come up, I
16 don't think it's intentional, I think it's a matter of trying to
17 figure out what do we have to provide. And my sense is that
18 they're trying to provide a level of care and service but it's
19 falling short when it comes to some the racialized groups that
20 have been asking for this opportunity to be involved and be
21 engaged.

22 And it's probably as it was with the Department of Justice

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1 ... not so much the Department of Justice, but Department of
2 Education, they're smaller transitions and I think those
3 transitions need to be taken into account. Before we had school
4 boards, we don't have school boards anymore. The Health
5 Authority was operating one model then it got changed out, then
6 it got changed out again. So sometimes it's really I think
7 challenging, not impossible just challenging, to try to
8 determine where are we going and how are we going to get there.
9 And again, with government trying to pay attention now to that
10 moment that I was referencing on the situation for the murder of
11 George Floyd, my sense is that this moment has elevated up now
12 and now that it's up there how do we all keep it lifted up.

13 **Q.** And so do you ... I'm not trying to put your version
14 maybe against theirs, but do you agree in the concept that
15 perhaps Nova Scotia Health is lagging behind, for whatever
16 reason, compared to the Department of Education or the
17 Department of Justice as it relates to its advancements with
18 equity and race within those providing those services and the
19 outcomes of those services?

20 **A.** Mmm. Lagging behind, I would say that they're not as
21 advanced as the others for a whole bunch of reasons. But there
22 are some individuals that will say even for the BLAC Report for

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1 all that it gave us, and it was a real important moment in time,
2 we still have issues with the education system for outcomes for
3 African Nova Scotians.

4 Q. Oh absolutely. I'm not questioning that.

5 A. Yeah. And so then I know there are other people that
6 are really championing that Education file that would say
7 they're still not there yet. Despite this and that they're
8 still not there yet.

9 And I think for the Department of Health or, sorry, the
10 Health Nova Scotia they may now be at a point in time where they
11 really have to be paying attention to this for a whole range of
12 reasons. And the lagging behind, because I'm not there, I
13 really wouldn't feel like I'd be able to give you a really good
14 analysis of that. I do know that there have been some recent
15 hires, they have been able to try to figure out where they're
16 trying to go with this government strategy. Because that
17 government strategy is in my world as well because we are also
18 trying to speak to how health and outcomes of health will show
19 up for African Nova Scotians in the small piece of work that we
20 do around that, so I am also looking at the Department of Health
21 to say how do we connect.

22 Q. You indicated that there are many examples of how it's

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1 not as advanced, I guess.

2 **A.** Yeah.

3 **Q.** Could you give us several examples of sort of concrete
4 examples of what in Nova Scotia mental health needs to change as
5 it relates to African Nova Scotians comparatively what was done
6 in other departments. And I recognize that they're not the same
7 departments but could you give us concrete examples of ways in
8 which the Nova Scotia Department of Health can advance and where
9 does it need to advance?

10 **A.** Mm-hmm.

11 **Q.** Can you give us examples?

12 **A.** Well, I think one example would be to support the work
13 that was started with Project Brotherhood which was the primary
14 healthcare for men, to try to advance that across the rest of
15 the province. I think there's some really good opportunities
16 for that kind of a primary care model for African Nova Scotian
17 males to be replicated in other parts of the province as a
18 concrete example of trying to really reach in to the rural
19 areas, to reach in to places where they don't have that level of
20 services.

21 **(12:10)**

22 Taking a page out of what we're doing now with the rollout

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1 of the COVID vaccine booster shots with the African Nova Scotian
2 community, maybe there's an opportunity to make sure that
3 because this is not going to go away any time soon that there
4 already should be an imbedded body that's really paying
5 attention to this from the racialized categories. And, again,
6 it would not necessarily be for African Nova Scotians but I'm
7 talking about all the racialized categories: Are we paying
8 attention to their population needs and what they need to roll
9 out? So they could potentially think about trying to advance
10 work in that because we're going to have to pay attention to
11 that as well.

12 We've often talked about how some of these other
13 departments are trying to do a bit more of that community
14 education that I had referenced, so maybe there's an opportunity
15 for that department to think about what would health education
16 look like; how could they try to advance that through various
17 types of portals. Could they send us some information that
18 would be easily translatable up to our website for people in our
19 community to be aware of. So there's opportunities I think but
20 they need to be willing to have the conversation and say what
21 would it look like. Yeah.

22 Q. Okay. And that's something that can, I guess, be

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1 improved upon and developed from your viewpoint.

2 **A.** Yeah.

3 **Q.** What about the information and education as it relates
4 to professionals within Nova Scotia Health such as nurses,
5 social workers, right down to staff, about the importance of
6 understanding the cultural subtleties as it relates to perhaps
7 perceived barriers to access services and a perceived sort of
8 understanding of where these people in crisis are coming from.

9 **A.** Mm-hmm. Maybe it's referencing back to that whole
10 piece around education, opportunities to have the training,
11 opportunities to be in locations where there would be that
12 notion of a dialogue. And so I'm imagining, and I don't know
13 how that system works, but are they able to make training
14 available for their staff, front-line staff or whatever, around
15 these kinds of topics, either microaggressions, bias, racial
16 discrimination in practice, unintentionally or otherwise.

17 So I think it's a matter of trying to figure out how do you
18 offer that to everybody that's involved in it over a period of
19 time and then what's the feedback loop to try to find out if
20 that training actually shows itself up.

21 Going back to that model that I told or mentioned about the
22 called knowledge, attitude and practice, if you're trying to

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1 change the transformative pieces it needs to start with a much
2 more knowledge-base. So how could the department or Nova Scotia
3 Health figure out a way to do the training across all of its
4 workers over time so that everybody is understanding what is
5 expected of them going forward.

6 Q. So from your perspective and your office's
7 perspective, is there a need for Nova Scotia Health to do that
8 training with its professionals?

9 A. If they're not already doing it.

10 Q. Okay.

11 A. Yeah, I think that that would be worthwhile taking on
12 as a co-partnership. But again, they may have some
13 opportunities already but they've not been able to get it across
14 the whole of their system.

15 Q. Who would they co-partnership with?

16 A. Well, they could co-partnership with the new office if
17 the new office has materials. They could certainly find
18 community voices that would help them understand what are those
19 needs, what are those things that people should be paying
20 attention to. They could certainly reach out to the folks that
21 I work with and we would try to also help them connect the dots.

22 Q. As well, another sort of concrete sort of example from

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1 the Panel yesterday was, and it revolved around the concept of
2 seeing yourself, and the people in need of the services need to
3 see themselves reflected in the professionals that are
4 administering it.

5 Do you see areas in which perhaps Nova Scotia Health can
6 improve the recruitment process as it relates to professionals
7 that are reflective of the diverse populations they serve?

8 **A.** Yeah, I wouldn't know what they have as a
9 compositional makeup for that notion of diverse populations.
10 And again, if they were leaning into a racial equity audit it
11 would give some revelations as to where are there various
12 subsets of the culture and population sitting in this whole of
13 the department and how can we try to right size those balances.
14 But that does not take away from having a relationship with
15 who's being recruited on the other side of the ledger with folks
16 that deal with immigration.

17 So I think there's a number of connecting pieces to this
18 question that would require what do they have now as a base and
19 then where should they be going and how do they get there. And
20 if they haven't been able to have that part as the early
21 beginnings of understanding of what they need to change then
22 obviously this would be a good place to start. What do we have

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1 in our personnel makeup in our HR and where do we think we need
2 to up the numbers or where do we think we need to make those
3 types of changes. And I'm pretty sure that they would be
4 receptive to that, they just have to be prepared I think maybe
5 to have that conversation around how do I go about doing it, if
6 they have not already started and maybe they have. Yeah.

7 Q. Okay. In terms of, I guess, messaging, you talked
8 about communication this morning and being reflective in the
9 communication piece and earlier on in the Inquiry the Court has
10 heard from Dr. Peter Jaffe who is a leading expert in domestic
11 violence and he talked about the importance of communication as
12 it revolves around issues of domestic violence and family
13 interventions. And what he spoke about was having not only the
14 families who are subject to the violence or victims of that
15 oppressive atmosphere at home to become aware and engaged and
16 feel comfortable to reach out, but he also said about the
17 importance of men viewing it. He used the example of if you air
18 it during **Hockey Night in Canada** because you really want to
19 capture your just, sort of, target audience.

20 My question is do you see an opportunity where, through a
21 racial lens, because we heard yesterday quite a bit about the
22 barriers of people from African Nova Scotian communities feeling

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1 as though they want to access the services but there's a
2 reluctance. And I'm wondering if we could get your comments
3 about that sort of idea of what that could look like and who
4 would it involve. I know it's convoluted and I apologize, a lot
5 of difficult concepts.

6 **A.** But no, if we think about fundamentally getting the
7 messages to populations and we don't really know what level of
8 awareness they may have and we want to make sure that they know
9 that these services are available regardless of where they are
10 in the province. I would suggest or offer that that is not
11 necessarily lays on one person and one department's shoulders
12 but, rather, it's a collectivity.

13 And when I say that it's about understanding how does the
14 community receive any kind of a message and have we ever really
15 thought about that. I know Communication Nova Scotia and all
16 the people that are involved in media and advertising have a
17 sense about they can identify how to pull the right triggers for
18 things to happen. But I think in this case with regards to this
19 population, having certain kinds of hesitancies, having a
20 certain kind of a history it has to have a different approach
21 going back to the fact of inviting the community in to say how
22 should this message be packaged so that it lands and, therefore,

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1 it requires us again to go back to the communities to ask if
2 there was going to be a message around domestic violence in your
3 community how should that message be packaged, who should
4 deliver it.

5 And I know that there has been some work in that regard
6 with Status of Women and I do remember a campaign that was
7 generated where the right kind of images, the right kind of
8 tone, the right kind of language was done, but it was only based
9 on that's what Status of Women had heard from people who said,
10 That ad won't work, this ad probably will.

11 So I'm thinking around the idea of, again, this notion of
12 co-designing what should those messages be and how they are.
13 And you'll notice that some messaging, fundamentally generically
14 are going to be is the message going to be important for me
15 because if I don't follow it it'll be harm or that message is
16 important for me because it'll be good. So oftentimes you can
17 boil down the message to one of those two things.

18 The COVID vaccine right now it was like you need to get
19 this because if not something bad is going to happen to you.
20 And now we've morphed that message to say now you should do it
21 because it's for the betterment of your family connections, so
22 it's not for just you it's for others around you.

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1 (12:20)

2 Q. And is the feedback positive that that sort of
3 resonated with the identifiable groups that you tried to ...

4 A. Oh absolutely, especially when we did the COVID
5 rollout. It turned on a dime in terms of the numbers that were
6 starting to ask the question: Where can I get a vaccination?
7 Because they were seeing something that says oh, this is
8 something I need to pay attention to. So what we built into the
9 messaging was getting the faith-base leaders to say from the
10 Sunday service: And I hope people are paying attention to get
11 that vaccination, and oh by the way, in your announcement
12 booklet there's a little graphic about what you should be doing
13 to keep safe, da-da, da-da, da.

14 So we did all kinds of things to try to figure out how that
15 messaging was done but we only did it after listening to what
16 the community said was missing from what they were seeing.

17 Q. So given the amount of success that you've had as it
18 relates to COVID and the African Nova Scotian community with a
19 message and messaging that that they ... it makes them
20 appreciate to engage, it resonates specific to them, they feel
21 included, would you say the equivalent would apply for messaging
22 as it relates to domestic violence or family intervention

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1 services for women and children?

2 **A.** If the right folk are sitting around designing this, I
3 think it could be just as important as impactful, I really think
4 it could be, but it all depends on how you bring the right
5 people together to design what that messaging ought to be and
6 how and who delivers it.

7 It really is fundamental to have the right people in mind
8 so that we're saying the right things, we're thinking about how
9 the community reacts to it, and what are the words that we want
10 people to leave at the end of what they see or what they hear.
11 So I believe that there is opportunities to learn from what
12 we've done to try to see if it has some kind of application.
13 Obviously there would be some nuances but it gives us a
14 beginning that can point to say, Well, why was that so
15 successful? So you take the good of the good and then you'd be
16 able to apply it to this for the same hope that there will be
17 the right kind of uptake.

18 **Q.** We heard a lot yesterday sort of the other side of
19 that equation, that is, intimate partner violence and family
20 services and it's also connected to mental health, and I guess
21 it's fair to say predominantly males are the ones that have the
22 ultimate interaction with the police. And we heard a lot

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1 yesterday about the idea of preventative measures versus post-
2 interventions, where I believe the Panel had made a comment
3 about an African Nova Scotian male's first interaction with
4 mental health occurs in the back of a police car, which is a
5 tragic, terrible, sad reality especially when you hear that in
6 court.

7 My question is preventative strategies and to break down
8 this barrier of avoidance, clearly anyone would agree that the
9 goal is to get preventative services. If there's an African
10 Nova Scotian male in need of mental health services they need to
11 feel as though they can access that resource. Do you have any
12 thoughts on how to break that barrier down? What can the
13 Province do to get preventative resources for African Nova
14 Scotian males well ahead of the time, well ahead of before they
15 find themselves in a crisis?

16 **A.** Yeah. I think there should be an investment to
17 support community voices and community organizations that are
18 closest to those most affected, and in that regard I would move
19 to what I mentioned there about Project Brotherhood or Nova
20 Scotia Brotherhood. But then I'm thinking about the ways that
21 males connect and would that be through some athletic clubs
22 where you have folks that are there that have an opportunity.

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1 Maybe it's going back into where we know the folks that like to
2 play sports hang out so that you're trying to make sure that
3 you're right there where that action is happening to have those
4 kinds of conversations.

5 The Project Brotherhood model came out of people in the
6 United States going to get their hair cut. And in the haircut
7 for free the person who's cutting hair is asking a few
8 questions, How's your health? And before you know it, Did you
9 know that you can go and get your blood pressure checked over
10 there for free? No kidding. So after the haircut, you go over
11 and you talk to somebody who looks like you, Hi, want me to
12 check your blood pressure while you're here? Sure, why not.
13 Oh, and have a meal.

14 So it's a connection of not the department but rather the
15 folks that are on the ground in the trenches being able to help
16 with that messaging. And sometimes that messaging is not
17 necessarily that it's expensive for the financial piece but it's
18 those other two resources: time and people. So if you put the
19 right people on something like this I think it would be magical
20 to say, What do we come up with with the messages that resonate
21 with the preventative piece.

22 **Q.** So you noted earlier, and I have marked down, you

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1 said, you get a sense that there are good partners out there,
2 and that was in relation to preventative strategies and I
3 believe it was in the context of preventative strategies for
4 men. Who are those partners and how does the government engage
5 those partners?

6 **A.** Yeah. And I'll speak from where I am in terms of
7 African Nova Scotian Affairs. Some of those partners would be
8 within the faith group community there's a group called the
9 Men's Brotherhood, so obviously that's a real opportunity to
10 have a connection that's existing there.

11 There are a number of African Nova Scotian males that have
12 been involved in athletics over the course of time who I could
13 see being a really excellent spokesperson because the younger
14 generation look up to them. Then there's a whole group of young
15 bloggers that are male that could also be leveraged because of
16 the way that they have followers within their realm of what it
17 is that they want to have people bring attention to. And we
18 oftentimes think about that that's another avenue into that
19 younger generation because they're much more savvy with the
20 technology than the older population that would rather see a
21 document come in the mail.

22 So there are those kinds of opportunities that exist, I

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1 think, in the community, we would just have to go a little bit
2 bigger, mine a little bit deeper to see who exactly are some of
3 those key players.

4 You have individuals that are in positions of authority,
5 leadership, that are males that could potentially be a
6 spokesperson, but the intention would be to try to get them out
7 on the road. The intention would be to get them to show up
8 where they know that they could have a bit of an audience to be
9 able to talk about it and it doesn't have to be the formality of
10 just having this conversation.

11 I have a friend, he's a youth worker in Toronto, his office
12 is the subways. And he says, I don't need an office, this is my
13 office, this is where I do my work. So he's constantly going up
14 and down trying to get some of the kids that are in these
15 marginalized situations to think about things differently. He
16 said, If I had an office nobody would come. So it's a matter of
17 really imagining different ways of, to this point, getting that
18 message "preventative" out.

19 Q. And I guess we've heard a bit yesterday that a lot of
20 this work seems to get downloaded on volunteers and do you think
21 there's room for this particular government, in whatever
22 department or departments working together, to have sort of paid

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1 positions or funded positions which are ... I'm thinking in
2 Lionel Desmond's case, peer mentorship? Someone that he can
3 identify with and shares a number of things in common that he
4 relates to. That sense of he has a buddy that he can confide in
5 in a time of crisis. Groups, sort of paid social structures, in
6 particular as it relates through Nova Scotia Health as it
7 applies to veterans who are making that transition back to their
8 community.

9 Do you see an opportunity for the Province to put those
10 measures and structures in place and provide funding for them?
11 Do you see value?

12 **(12:30)**

13 **A.** Yes, and you will have other jurisdictions taking a
14 similar approach with regards to not only peer mentorship but
15 sometimes they're called community navigators and sometimes
16 they're on retainer or they may be on call as consultants.

17 So let's try to imagine a community organization like
18 Health Association of African Canadians or the Nova Scotia
19 Brotherhood chapter out in Hammonds Plains, you put them on a
20 retainer or some kind of a consultancy so that that's the first
21 point of call that government staffers would make because that's
22 a voice on the ground. That would be the connection on the

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1 ground. And I could imagine even though some of the work that
2 we do in trying to identify where would we want to go with that
3 kind of a "resource", and how could we try to leverage it so
4 that it's there, especially in the rural regions.

5 Then what we're trying to do is set up what we call
6 regional networks. I believe that there are strength in numbers
7 but when you go outside of Metro the number of organizations get
8 thinner and thinner and thinner. And so instead of having just
9 one group or this group or this group can we pull them together
10 and so they come in and of themselves a regional network that
11 support each other.

12 And then the challenge will be to get the government
13 departments to think about how a community operates.
14 Communities operate volunteer-wise after 5 and on weekends. So
15 government has to be prepared to recognize that if they truly
16 want to have relationships with community it's not 9 to 5, come
17 and see me in the office, it's after 5 and weekends, go to where
18 the people are and have that conversation, have that dialogue
19 and after a while the trust factor does go up.

20 It took ANSA at least five years to say, I will be back and
21 the community would say, Yeah, we'll see you when we see you.
22 No, I want you to book that community hall, I will be back in

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1 three weeks. I had to go back in three weeks because I needed
2 to have them know that I was sincere enough. And I think that
3 there are some government departments that have the right kind
4 of understanding of that's what we need in order to really show
5 up to be citizen centred in what we do as government employees.

6 **Q.** So you think there is a need for government funding
7 for paid or compensated peer mentorship supports in rural
8 communities for African Nova Scotians, especially individuals
9 such as Lionel Desmond who's doing that transitioning?

10 **A.** Yes. Yeah, and again, I think it could be a
11 collaborative effort. Once again, ANSA has a staff person,
12 let's say, in Truro. It would be great to know that that
13 individual knows that they've got some boots on the ground that
14 are community volunteers but they're getting compensation for
15 that, Could you go check at 7 o'clock on so-and-so because mom
16 called and she doesn't know what's happening with her son. That
17 would be great because that person then shows up as somebody
18 from the community, it's not somebody that they don't know
19 about, it's somebody that's just checking in on how things are
20 going. That type of a model, in my opinion, is doable. It is
21 in the realm of the possible.

22 **Q.** So you indicate that it's doable, what do you need to

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1 make it doable?

2 **A.** Well, it goes back to that notion of the leadership
3 that says this is important. This is what we need to roll in to
4 all that we do and we don't just do it as, say, a project but we
5 roll it up as our service delivery. How can we make this fit so
6 that we do have the time, the people and the resources so that
7 it doesn't just stop and it was good but we weren't able to get
8 across the finish line. So it does require that kind of a
9 leadership and the desire that we do want to keep moving in that
10 direction.

11 **Q.** And consistent with ... it was the second time I
12 believe you mentioned, the people, the time and the resources.

13 **A.** Yeah.

14 **Q.** And what we heard yesterday from the Health
15 Association of African Canadians, Mr. Wright through the Decade
16 for Persons of African Descent and we heard a bit about the
17 Black Social Workers Association, I know I got the title
18 slightly ...

19 **A.** Yeah.

20 **Q.** ... I apologize. So it appears as though we have
21 organizations with the expertise. It appears as though we have
22 those organizations with the individuals that are offering their

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1 time but what we heard yesterday a little bit was the lack of
2 money. And what is naturally concerning is when you hear the
3 level of expertise on that Panel who are sort of in private
4 practice and do extensive volunteer work, that are available to
5 provide services but they're doing it on a volunteer basis.

6 And do you think that there's a need and an ability for
7 the government to consider a model that is much as we do pay
8 fee-for-service with doctors that we have a government that does
9 a fee-for-service as it relates to a Black African Nova Scotian
10 social worker providing the expertise that's needed for an
11 African Nova Scotian in crisis?

12 **A.** Yes. Yeah, and that is not out of the ordinary. And
13 an example was when we were having ownership of land titles as a
14 piece of work, we did not want to have lawyers get involved with
15 the families resolving disputes, we felt that it should be a
16 mediated process. So we actually had Peoples' Counselling be
17 the mediator on retainer, if necessary, to make sure that we
18 don't have these two families at odds by bringing a lawyer,
19 bringing a lawyer, let's sit together and have a mediated
20 process.

21 So there is that model that says when you need to have that
22 service delivery, third party delivery service, put it in a

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1 format that's legally binding, that it follows all the rules and
2 procedures that are there for accounting purposes and all that,
3 but it also gives what we have in government which is what we
4 don't have in a lot of cases the expertise right now on the
5 ground.

6 And government has a lot of experience around bringing on
7 consultants or bringing on individuals to do "a" piece of work,
8 this would be no different. So it's not again, outside of the
9 realm of something that would be extraordinary. It would just
10 be a matter of sitting down with all the parties involved to
11 figure out well, what does it look like; what's the review
12 mechanism; what are the shared outcomes that we want to have
13 from this.

14 **Q.** I'm trying to get a sense of ... I'm sure someone in
15 Treasury with the government is probably saying these are great
16 in theory but we have an X pocketful of money and we have to
17 decide where we're going to put it.

18 **A.** Absolutely.

19 **Q.** However, would you say that there is such a pressing
20 need for African Nova Scotians accessing private clinicians who
21 have the expertise that they need that it warrants a serious
22 consideration in terms of how they do business in terms of

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1 allowing those practitioners with that expertise to bill the
2 Province for the service?

3 **A.** I think there should be an approach that says, Who's
4 closely connected to this initiative? Because there may be
5 other government departments on the periphery that also should
6 lean in to offer a contribution. Because, again, if we talk
7 about the horizontality of government, the collaboration of
8 government, wouldn't it be fair to say that Community Services,
9 Department of Justice, Health, Education, African Nova Scotia
10 Affairs should sit to pool the resources that's needed for that
11 piece of what we need. Equitable delivery services; it's not
12 there, how do we get there.

13 And, again, one department could hold the pen but they
14 would be asking for a contribution from those others because
15 that person could very easily move from being under the Justice
16 system to be over here with Community Services, or it could
17 affect the family when you're dealing with children and
18 education.

19 So we're not all out of this, actually we're more
20 integrated than what we think. So I think the selling point
21 would be we are all in this together, how can I lend my support
22 to make that happen. How can you lend your support, because

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1 it's in your mandate, it's in my mandate, for equitable delivery
2 of services for all Nova Scotians.

3 Q. And do you see that there are private clinicians and,
4 for example, there appeared to be a number of them yesterday who
5 testified that they are suited to provide equitable delivery of
6 services but in order to get there the government has to commit
7 to paying that private sector for that expertise?

8 A. Yes. I think the folks that were on the call
9 yesterday and others that were not around, have that level of
10 expertise and would be able to make up the shortfall until such
11 time there are people inside of the whole of the department that
12 could speak to the need of their issue.

13 Q. I can think of sort of an example and could you see it
14 operating the same. We heard evidence from Veterans Affairs
15 Canada where they're trying to put supports in place for a
16 veteran and if they don't have a particular support, I guess,
17 in-house is they will contract with private practitioners to
18 deliver the service that they need. Is that model necessary in
19 Nova Scotia when it comes to African Nova Scotians and perhaps
20 the traditional healthcare model that we have may fall short of
21 meeting specific needs but by contracting with private
22 professionals they can meet those needs?

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1 (12:40)

2 A. Yeah, well, without knowing the assets and the
3 inventory I would have to say if they feel like there is a
4 shortfall in that gap delivery, either retainer, delivery of the
5 service by external source would make sense. But, again, I
6 think it's a matter of doing the inventory, doing the assessment
7 about what are we lacking, what are we missing, what expertise
8 do we not have, and in the short term where is it and how can we
9 get it.

10 Q. Do you think that if there was that sort of external
11 review that that's something that could be captured?

12 A. One would hope that it would because in the design one
13 of the questions may be asked, Why are we doing it, what do we
14 want to get out of it and what are the things that we should we
15 be paying attention to as we roll this out? And I do believe
16 that that would part of the subset which we usually call a gap
17 analysis: We want this over here, we got this here, how do we
18 get there because we don't have this? So that would reveal what
19 are the shortcomings, what are the shortfalls and what would be
20 then the plan to make sure that we get it.

21 Q. I guess just the final area consistent with that would
22 be we heard the concept of a warm transfer, which yesterday was

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1 discussed where the community police force or the RCMP get a
2 call much like in Lionel Desmond's case, there isn't a criminal
3 charge. Lionel Desmond was in a moment of crisis, threats and
4 implications of applying suicide, and Shanna Desmond and her
5 daughter and family were very much in their own crisis as well,
6 they were part of everything.

7 And the Court has started to or has explored the idea of
8 sort of risk assessments and what those risk assessments look
9 like from a dynamic which is a police officer interacting with
10 the spouse and the family to really sort of get to the core of
11 what is happening here, hopefully to put preventative measures
12 in place.

13 As it applies to African Nova Scotians, what can the
14 government do to assist those police forces in understanding
15 that important dynamic?

16 **A.** Well, obviously it would be exposure to the realities
17 with training. Exposure to first voice by having folks from the
18 community actually ... like we did with the Restorative Inquiry,
19 have a relationship. Talk through why your actions cause me
20 harm or cause me some kind of behaviour reaction.

21 Spending a lot of time to build that up in terms of the
22 understanding, going back to that knowledge, and I think the

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1 government could offer, with community supports, some kind of a
2 training program that would be ongoing and constantly being
3 reminded about this work because this is ever changing. There's
4 lots of nuances in the complexities to it but obviously that
5 training and that education would be paramount. And then going
6 back to what the government has now, that office that I
7 mentioned, maybe there's a role for them.

8 **Q.** Which office?

9 **A.** Oh, Office of Anti-Racism and ...

10 **Q.** Okay.

11 **A.** ... Equity and Anti-Racism, maybe the Status of Women,
12 Health Association of African Canadians. There's a number of
13 partners I think that could be brought to bear with leadership
14 of government saying how can we promote and support preventive
15 measures for law enforcement around this topic but let's do it
16 collectively together and what would it look like, how would it
17 roll out and how do we make sure, using the methodologies I
18 sometimes look at, the knowledge, attitude and practice shows
19 up.

20 Because we are interested in the practice so you would have
21 to make sure that there was a review mechanism at some point in
22 time, and do you take one group through again through a project

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1 to see if you really want to invest that time, energy and money.
2 And then from that then you would be able to develop the rest of
3 it so that it's enhanced, it's tweaked and so then it becomes
4 part and parcel of we do it now and we not only do it once and
5 done but we do it all the time.

6 So I do believe that there would be value with trying to
7 find an opportunity for government and other partners to sit to
8 develop some kind of training.

9 Q. Okay. I'm wondering, Your Honour, it's quarter to 1,
10 the other two areas that I wish to explore, perhaps maybe it's
11 appropriate after lunch to explore them, simply is to review the
12 recommendations that were put forward yesterday by the Panel
13 with Mr. Hamilton for his insight and practicality as to whether
14 they can be achieved within the Nova Scotia government and if so
15 how, and also to sort of really see if Mr. Hamilton can help us
16 out with practical barriers and challenges that he sees within
17 these communities and what needs to be done to break those
18 barriers down.

19 **THE COURT:** All right. Thank you. Thank you, Mr.
20 Russell.

21 I think we'll take our lunch break. So we're at quarter to
22 1, we'll come back at quarter to 2 then, we'll take an hour for

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1 lunch. Thank you.

2 **COURT RECESSED (12:46 hrs.)**

3 **COURT RESUMED (13:47 hrs.)**

4 **THE COURT:** Thank you. Mr. Hamilton, could we have you
5 return to the stand, please?

6 Thank you. Mr. Russell?

7 **MR. RUSSELL:** Yes, Your Honour. I wonder if we could
8 bring up Exhibit 347? That would be page nine.

9 So, Mr. Hamilton, what I propose to do briefly this
10 afternoon yesterday, the Panel had presented a number of
11 recommendations to the Court and I'm just going to perhaps see
12 if we can explore views from your vantage point with government
13 in terms of practicalities and if those are accomplishable
14 goals. You can see them on the screen there.

15 The first one under "A Way Forward" was the discussion
16 about how it would be beneficial for Nova Scotia Health to
17 partner with the Association of Black Social Workers and
18 Peoples' Counseling Clinic to provide virtual care for African
19 Nova Scotian communities. And they identified much that you had
20 identified this morning, that there's limits to internet service
21 in those areas which poses a barrier. But separate and apart
22 from that barrier, do you see value in that recommendation that

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1 Nova Scotia Health and the government partner with those
2 associations to deliver services to African Nova Scotians?

3 **(13:50)**

4 **A.** Yeah. I would agree with their recommendation as a
5 way forward to try to, again, close that gap of what's not there
6 now, recognizing that if the connectivity issue could get
7 resolved, I do believe then there would be the opportunity for
8 those particular organizations in the community to be able to
9 offer what would be, I think, an appropriate culturally
10 responsive service. And then knowing what I know about the
11 communities now, it could have a fairly large uptake, again
12 coming back to how we promote it, how we get the right kind of
13 messaging out, that they could take care of that without any
14 problem of having a clientele base.

15 **Q.** Okay.

16 **A.** I think the clientele base is already there. It's a
17 matter of setting it up so it has a high degree of success.

18 **Q.** And do you see sort of any difficulties with sort of
19 implementing this strategy outside of the connectivity aspect of
20 things?

21 **A.** Well, I think it would come back to the way that Nova
22 Scotia Health wants to create that particular type of

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1 partnership either with two individual entities or do they make
2 a combination and so it's one service provider but as having two
3 deliverable organizations, that being ABSW and The Peoples'
4 Counseling Clinic. I think Nova Scotia Health would probably
5 reach out to the Office of Equity and Anti-Racism. They may
6 reach out to African Nova Scotian Affairs to seek out a deeper
7 dive on an opinion. They may also want to ask if the
8 Association of Black Social Workers and Peoples' Counseling can
9 provide a full suite of services. Let's explore that so that we
10 don't recognize later on that, Oh, we forgot.

11 Q. Okay.

12 A. Which again comes back to the co-design. So I think
13 that if those were the preliminary conversations, then obviously
14 it informs not only the design but what do we want to have as
15 the outcomes as part of that evaluation loop.

16 Q. Okay. And the second originally focused on Canadian
17 Armed Forces and Veterans Affairs. I'd like to bring it sort of
18 to this home province of Nova Scotia, similarly to what was
19 discussed yesterday as well. It talked about the recruitment of
20 Black and diverse mental health providers to provide culturally
21 informed and responsive care with the emphasis on training in
22 the areas of psychosocial services, occupational stress, general

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1 mental health, and addictions. What was discussed here is it
2 contemplates not only physicians, social workers, psychologists,
3 occupational therapists, nurses. Do you see the merits in this
4 recommendation and the importance within Nova Scotia?

5 **A.** Yeah. I think it would have value here in Nova Scotia
6 and it may be one where we pay attention to. I would want us to
7 make sure that there's an agreed set of definitions, agreed set
8 of principal approaches, agreed set of how these kinds of
9 methodologies have to go forward because oftentimes you'll have
10 a lot of individuals that want to carry that title as being a
11 consultant on cross-cultural awareness or anti-racism education.

12 And in order to, I think, make sure that everybody gets the
13 right kind of gold standard of care, there should be an
14 agreement around what are we providing in terms of the suite of
15 services and how that gets delivered. So, oftentimes, I think
16 we look at this notion of culturally relevant supports. I would
17 just want to make sure that they really are culturally relevant
18 as it relates to the community's needs.

19 **Q.** Okay. In terms of the realistic expectations or the
20 reality of having this implemented, is this something that's
21 doable, in your opinion?

22 **A.** If we could have an understanding of what is the

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1 inventory of what we have and what we don't have at the very,
2 very front end, then I think it's incumbent to determine how do
3 we make sure that what's missing we can gather. Because I'm
4 sure that this province isn't the only one looking for qualified
5 individuals that are working in this field.

6 And then I think we have to make a set of determinations
7 again on the methodology, on the approach is, What does that
8 look like? Would somebody who would be a second- or third-
9 generation person of African descent living in Nova Scotia have
10 the same understanding as somebody who's been here for eight to
11 nine generations who says, I understand more deeply the
12 realities of an African Nova Scotian's lived experience.

13 At what point do we decide that we don't have enough that
14 have been here for the longevity? We then have to tap into
15 those that have been recent arrivals. They still have that
16 connection to be of African descent, but they may not be fully
17 engaged in being in these communities for a long period of time.
18 But I think it starts with getting that analysis of, What do we
19 not have? Where are those gaps?

20 **Q.** Okay.

21 **A.** And then a real, real strong strategy about how do we
22 go fill those gaps.

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1 **Q.** And I take it that the understanding of ... it's easy
2 for people to talk in theory about having the recruitment in
3 these positions but if everyone is competing for the same finite
4 resources, I guess it becomes a little more difficult. Is that
5 ...

6 **A.** Yeah. Unless we become a bit more visionary and
7 decide to build that home-grown opportunity.

8 **Q.** And how would you go about doing that?

9 **A.** Well, we happen to have Maritime School of Social
10 Work. We have Dalhousie with its Faculty of Medicine. We've
11 got community voices that could lend itself to what this would
12 look like. So try to imagine a three-year course that's offered
13 either through the academic institutional circles or even at
14 NSCC.

15 You could put together the right people in the room to
16 hammer out what a curriculum would look like, how long would it
17 take, what would be the certification, what would be the
18 classification, so that we don't necessarily have to rely on
19 others, that we've done it ourselves.

20 But, again, you'd have to have the leadership and the
21 vision to say, We want to be there in ten years. How do we get
22 there? And I think it would push back on the notion of saying,

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1 Well, if we don't have the folks around, that does not mean that
2 they're not around. We just haven't looked or built the
3 infrastructure for that to happen here.

4 Q. Okay. If we turn to page ten, this is the
5 recommendation surrounding intimate partner violence and the
6 bystander effect and the issues surrounding stigma and sort of
7 accessing resources. And we discussed this a little bit. One,
8 I guess do you see the value in this and then; second, how would
9 this be implemented?

10 A. Could you repeat the question?

11 Q. Yes. So you see the recommendation there.

12 A. Yeah.

13 Q. I guess first is, What do you see as the value in this
14 and how does the government go about implementing this? How
15 practical is it?

16 A. I think there is value, again because it's coming from
17 organizations that have legitimate connections to first voice.
18 I think it is important for us to pay attention to this because
19 it does make our society better. We can address this by
20 providing the supports that are needed. This notion of having a
21 recruitment or educational scholarship is interesting because I
22 think that is, again, in the realm of the possible because of

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1 already what we have in the province.

2 I do come back to, though, a deeper understanding of where
3 are these resources going to reside and how do we gather and
4 keep them with a collectivity, coming back to time, people, and
5 money. So, obviously, this one does require, I think, care to
6 really map it out through a conceptual design, through the right
7 people sitting in the room to try to imagine what that would
8 look like, and what are the people that ought to be in this
9 conversation that aren't there now. Because I know this was
10 given forth by two organizations, are there others that are also
11 closely connected to this that need to be brought into the
12 conversation?

13 But I think, on merit, it should be considered. I think
14 there are some really good elements here that, coming back to
15 what I said earlier on, a collaborative opportunity could
16 potentially be there. I see Department of Education and Early
17 Childhood Education. I see African Nova Scotia Affairs in some
18 of this work. I can see other community organizations also
19 being involved to make sure that it's really strong, it's
20 strengthened, and we've not left anybody out of the conversation
21 to get it right the first time.

22 **(14:00)**

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1 **Q.** And a question out of that as it relates to intimate
2 partner violence, in particular, the expert Dr. Jaffe, he put
3 great emphasis in the idea ... Desmond family tragedy, it had
4 two prongs that played into the mix. One was mental health and
5 access to mental health services. But the second, it was
6 coupled with domestic violence or family intervention services.

7 And Dr. Jaffe had voiced the opinion that perhaps one got a
8 lot of sort of focus and attention and the other didn't when it
9 came to healthcare providers. What he had said was essentially
10 service providers were focusing on mental health and maybe not
11 so much on intimate partner violence-related issues and
12 interventions in that area. Your department, in particular, how
13 often is your department engaged in matters involving intimate
14 partner violence in Nova Scotia as it relates to African Nova
15 Scotians?

16 **A.** I would say very little. Anecdotally, we may get a
17 phone call where somebody is just asking for information. We
18 don't probe, we try to move that on.

19 I know from my personal experiences, there are individuals
20 that are in the community that have asked me off the record,
21 What should I do? And I can only say, I'm not an expert in
22 that. You need to talk to somebody. And I usually get them to

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1 talk with somebody in their community circle or their family
2 circle that they trust. Because, oftentimes, you may have to
3 walk this together with somebody and not walk it alone. But our
4 division really would not have a whole lot of deep analysis or
5 connection to this particular topic.

6 **Q.** And I'm mindful of the fact that you wouldn't have
7 been present for his evidence about the desperate need for a
8 robust family intervention/intimate partner violence plan and
9 resources.

10 **A.** Yeah.

11 **Q.** But can you see, based on your experience, that there
12 is a need for your department perhaps to be more engaged in
13 coming up with strategies for intimate partner violence,
14 intervention services, as it relates to African Nova Scotian
15 communities?

16 **A.** Value and need, yes. But I would see our role as
17 being a convener. I would see our role as being able to have
18 permission to call those that are way more steeped in this than
19 we are to come together to talk about it, but also, What can we
20 do about it?

21 So I could imagine ANSA asking Peoples' Counseling, asking
22 ABSW, HAAC to come to a conversation along with Nova Scotia

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1 Health, as well as people that have probably used the services
2 and what has been their experiences. And I think it's only out
3 of that kind of a dialogue and conversation can you then begin
4 to plan out what it's supposed to look like so that we'd have a
5 high level of success.

6 So I could see the office being a convener or facilitator
7 or collaborator in order for that to happen and be generated.
8 Because at the end of it, it wouldn't be held by African Nova
9 Scotian Affairs. It would be held by that particular department
10 that really, truly is it's in their mandate moreso than in mine.

11 **Q.** Okay. But your department would be sort of be vessel
12 that collaborates to get the partners together?

13 **A.** Only if asked.

14 **Q.** Only if asked, I guess.

15 **A.** Yeah. Because I would be seen as not understanding
16 what is going on over in that department and what right do I
17 have to say. I can certainly knock on the door and say, Can we
18 talk? Because this is what's hearing in the community. And
19 that's sometimes what we do. We often try to ask the question
20 because that's what we've heard. But something like this, if
21 the community had sent an email or a request, ANSA, we would
22 like you guys to roll into this, certainly we would.

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1 **Q.** Okay.

2 **A.** But it would have to be something that would be a
3 trigger that said it's either coming from the community and we
4 try to navigate ... create the space for that to happen or the
5 department in saying, We really would like your help to try to
6 map it out.

7 **Q.** Okay. The second-last recommendation and you touched
8 upon this fairly briefly. It talked about educational
9 scholarships for Black registered nurses and nurse practitioners
10 which is, sadly, highly relevant in many ways. Shanna Desmond
11 had been a nurse. Is this something that's very easily
12 implemented by the government?

13 **A.** Interesting question that I may not be able to give
14 you a full robust answer because I really don't know. As soon
15 as you get into the realm of a university, then obviously that
16 triggers the Council on Higher Education.

17 **Q.** Okay.

18 **A.** And I'm not aware of what other protocols are needed
19 to be in place before you bring onto an academic institution
20 another course or a curriculum because it probably has to get
21 vetted to make sure that it holds up to the rigor of what an
22 academic course is all about and I wouldn't know what StFX has

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1 to have in order to satisfy those folks.

2 Q. That's fair. The final recommendation, it's a very
3 sort of broad one. You see there it was about an expansion of
4 the network of Black mental health providers built from the Nova
5 Scotia Mental Health and Addiction strategy. And it says should
6 be supported and adequately resourced. From your perspective of
7 being head of a department within the Province, how does your
8 department go about or how can your department go about
9 facilitating this?

10 A. I wish we were a department.

11 Q. Yes. Yeah.

12 A. But be that as it may, this would be something that,
13 in my opinion, the whole of the department could try to play a
14 role in. I could see our office or our division working with
15 the Office of Equity and Anti-Racism Education to try to figure
16 out what does this look like for what is written here, the
17 notion of adequately resourced.

18 So, to me, that's an analysis once again around the
19 finances that are needing to be available, also the human
20 resources that need to be put in place in order for that to go
21 forward. I could see this being a bit more of, again, a
22 collaborative effort with other government departments, as well,

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1 because mental health rubs up against the other pieces of
2 delivering services to communities.

3 So maybe that's the way that that could be supported across
4 other departments of government where they all have a
5 collaborative role, all have an opportunity to weigh in such
6 that this network; one, it can expand itself, and; number two,
7 it doesn't have to worry about what happens three months from
8 now because they know they've got enough of the resources.

9 I think the challenge would be that analytical piece that
10 you'd have to bring to it to figure out what does it need to be
11 supported. And, oftentimes, when something starts out like
12 this, it doesn't flat line. It moves. And if this moves up,
13 then obviously the resources need to move up. And how do you
14 forecast that five years out? Once again, start with a pilot,
15 see where it takes you. You gather that information and you
16 move on.

17 So as long as that's the kind of thinking around what this
18 is intended to be, then I think that is something that
19 government could look at and take it on as a deeper dive on what
20 should it look like and how do we get there.

21 **Q.** And do you think it's important to do this?

22 **A.** Yes, I do. Because it is lacking right now across the

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1 whole of what I would say the African Nova Scotian community,
2 the need to have this type of a service. And because it's only
3 anecdotal, we're going on the feeling that it's there. But we
4 can obviously find out whether or not that's true enough if
5 there's enough resources to go in to do and then a needs
6 assessment. But my sense is that if you were able to have
7 opportunities to ask the right kind of questions to the right
8 kind of people in various parts of this province, they would
9 say, Yes, we do need mental health supports.

10 **Q.** So I guess we can conclude with this. And it's a bit
11 of putting you on the spot. In terms of if you could list, and
12 certainly if you have more, that's fine, but three main
13 practical barriers that you see in the African Nova Scotian
14 community as it relates to mental health and domestic violence.
15 What are three barriers you see today for African Nova Scotians
16 accessing resources in mental health and intimate partner
17 violence?

18 **A.** I wouldn't know for certain, but I'm assuming that
19 there's not the notion of the accessibility and availability of
20 supports across the whole of the province in every region for
21 African Nova Scotians. Maybe there's an opportunity here in
22 Metro Halifax ... I think I'm in Halifax. Maybe there's an

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1 opportunity in Halifax for some of those services to be much
2 more readily available and them not being readily available in
3 the regions. So I think one of the barriers may be across the
4 province, there may not be those services available or
5 accessible.

6 **(14:10)**

7 I think another barrier that needs to be looked at, needs
8 to be pulled apart and pulled back together, is that notion of
9 education about what it is, how it shows up, what are the signs,
10 what are the signals, what are the ways that we can be
11 preventative for that to happen. So when I say that I see that
12 as a barrier, we don't have, I think, the right kind of
13 understanding with the education as to how do you transmit those
14 messages. Because, again, one size fits one.

15 So it may be different in the rural area to understand what
16 that is than it is in an urban environment. It may be different
17 between African Nova Scotian populations that are female versus
18 those that are male. So I think that, to me, is a barrier
19 because we haven't ever explored it in its totality.

20 And obviously another barrier is that we have people in the
21 community that are doing this work, but they're not being able
22 to be resourced enough. And that volunteer effort, I applaud

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1 the effort. That volunteer effort really shows you that the
2 community cares. But, at some point in time, you can't expect
3 that to be the way that it continues. So there needs to be,
4 overuse of the words "resources" that are dedicated to this
5 because that is a barrier.

6 I think, in our community, we don't have some of the
7 service organizations that you would find in mainstream society
8 even though we should be participating; Alzheimer's, cancer
9 care. They're there and those services are for everybody. But
10 all of those kind of social services do struggle with having
11 inclusivity for everybody else.

12 So trying to imagine how do we support our communities for
13 those kinds of things, knowing that if they go there, will they
14 get? Will there be that notion of it's a welcoming environment?
15 So sometimes we're left to our own devices. And that has been
16 since the time we arrived. And then I think, yeah, one of the
17 other barriers may be the fact that we don't have enough
18 resources right now and how can we try to achieve them. And if
19 I did have a bit more time, I could probably come up with a
20 couple more but those are top of mind.

21 Q. Okay. So with that, you've listed, very eloquently,
22 four.

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1 **A.** Ooh, cool.

2 **Q.** My math could be wrong, I don't know. So I guess the
3 second half of that is looking at the practical, identifiable
4 solutions to make those happen. So the first, you talked about
5 the barrier that's accessibility and availability of resources
6 across the province outside of Metro where now I'm going to ask,
7 I guess, what is the practical identifiable solution to that.
8 So on a ground level, what needs to happen to change that?

9 **A.** Obviously, it would start with having those that are
10 closely connected to sit together to have the conversation. So
11 within the whole of the department, a commitment to have
12 dialogue with the community about these kinds of things. So
13 that starts off, in a really pragmatic way, what it is that we
14 need to come together to overcome.

15 I do believe that if it was a forecast that had very
16 distinct timelines as to needing to accomplish by a certain
17 period of time shared understanding of the way forward for the
18 steps that we all agree that we will take, an agreed approach as
19 to who will be the key partners to make this happen, where do we
20 start to begin to understand the needs analysis? Is it higher
21 in a certain part of the metropolitan area versus a regional
22 area? There would have to be all that kind of evidence

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1 gathering.

2 And I do believe that at the front end, there has to be
3 also ... we may not have enough of the knowledge. And when I
4 say the word "knowledge", it's not only on the subject matter,
5 but it's all about the lived experience of those that are going
6 to be receiving it. So how do I receive it so that I take into
7 consideration my racial and my cultural realities? So all those
8 things, in my opinion, become at the very, very front end of
9 this journey.

10 But we've got to be prepared to take the longer view that
11 says as long as there's the leadership to keep it going, then I
12 think we're going to be okay. And then we're able to have the
13 design that has to be nimble enough so that it has to be able to
14 be flexible to take in new information, or be flexible to take
15 in the new understanding. Because if not, then it gets into too
16 much of a rigidity. And something like this needs to have that
17 kind of flexibility, in my opinion.

18 **Q.** The second, I guess, is education and the need for it.
19 How do you ... practical. What is needed to get that done?

20 **A.** If it was seen through the lens of community
21 education, if there were the resources to allow those community
22 organizations to put on more opportunities where they're not

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1 burning themselves out but they've brought more people to the
2 conversation and its availability is going to be more than in
3 one site on one night or two sites on two nights, you bring more
4 people with the training and the knowledge that is able to
5 impart it to the community as that preventive measure we talked
6 about before.

7 And then I think it's a matter of understanding where is
8 the community gathering already? And if we can figure out ways
9 where the community is already gathering, then we have a gentle
10 ask to say, Can I take five or ten minutes to explain or talk
11 through this? That's what we've often had to do in the past is
12 just get ten minutes. And then, yeah, you leave your card, you
13 leave the information to follow up. But then you've got to be,
14 like I said, back there the next time and the next time.

15 So the education is really to be ongoing but as strategic
16 as much as it can to make sure that the resources get in the
17 most appropriate places. And then you watch and see where
18 there's uptake.

19 **Q.** So this isn't just simply you contract with Health
20 Association of African Canadians to go into a community twice
21 and then call it a day. It's something more robust than that?

22 **A.** In my mind, it has to be in order to build that

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1 relationship. Because if you can build that long-lasting
2 relationship, when something does go wrong, the other side
3 trusts when you say, We're going to try to fix it. Just stay
4 the course with me.

5 Q. Okay.

6 A. And if you don't have that trust, people time-out to
7 say, I don't believe you. You've done this before. But if
8 you've established the level of trust, I do believe it goes a
9 long way to building up that relationship around when we get
10 those rough roads and we're not quite sure what's going to
11 happen tomorrow. It's okay because I know that that person
12 really believes in what I'm doing. They were willing to be
13 honest with me and tell me the truth, that we weren't able to
14 get there.

15 Q. So could the government have a healthcare
16 practitioner, whether private or within its own structures, I'm
17 thinking say a social worker, for example, contracted to almost
18 sort of a municipality or community in the sense of they do that
19 review and they'd be the presence and the point of contact in a
20 sort of model that finds out what is needed, what education is
21 needed, they bring it back, and then they administer that
22 education?

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1 **A.** That person is at a local level?

2 **Q.** Well, I'm just sort of wondering what it could look
3 like. I don't know because, for example, you might not find it
4 in a particular community. There might not be that identifiable
5 person.

6 **A.** Right.

7 **Q.** Just kind of trying to contemplate a model that can be
8 deliverable.

9 **A.** Yeah. I don't know what's there now and I'm not sure
10 if I'm answering the question the way you're posing it. Are you
11 imagining that there could be a health navigator or healthcare
12 provider who is inside of a community in a health clinic of some
13 nature ...

14 **Q.** Yes.

15 **A.** ... and one of their tasks or one of their jobs is to
16 try to monitor what is coming and going to the extent that they
17 can have a better understanding of what the community needs are?

18 **Q.** Yes.

19 **A.** Okay. Well, sometimes there are, in my understanding
20 at community clinics that do exist, something similar to this.
21 I know in the community of North Preston there is a community
22 health clinic in the community centre. That's because that

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1 community centre has the space. You wouldn't be able to do that
2 in a lot of the African Nova Scotia communities because a lot of
3 the African Nova Scotia community community centres are actually
4 reconditioned one-room school houses after the end of
5 segregation where it may not be up to the right kind of "codes"
6 to put in a health clinic.

7 **(14:20)**

8 So we may be challenged as to whether or not we can put
9 something like that in close proximity to where there are
10 African Nova Scotians. And whether or not they would take up on
11 the service would again come back to that notion of racial and
12 cultural competency as opposed to who's sitting across to take
13 this information or even do the community assessment about what
14 it is. I think it would be better if that was a tagteam with
15 somebody from the healthcare provider system and somebody from
16 the community going out and finding out what it is and what it's
17 all about as a possible model.

18 **Q.** Okay. And in terms of the third barrier, you talked
19 about the professionals within the community and the people
20 within the community not being resourced enough, you know,
21 through the volunteer effort. And we got a sense yesterday that
22 a lot gets downloaded on private practitioners with the

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1 expertise to expect them to volunteer their time and efforts,
2 which I'm sure becomes exhausting at some point and probably a
3 feeling of being shut out, I guess, a little bit. What do you
4 see as a practical solution to dealing with that?

5 **A.** And maybe what we talked about earlier on with some
6 kind of a contractual arrangement or some kind of retainer or
7 fee-for-service model whereby those individuals have their own
8 lives, they have their own practice, their own business, but
9 they're doing this in such a way they can still be compensated
10 for the time and the effort. So maybe that is a way to overcome
11 that by making sure that there's some pool of resources that
12 could be drawn down on.

13 Maybe it's also imagining if they could have an opportunity
14 to be located in the community a little bit more than they are
15 now perhaps, where people have a bit of a familiarity. I don't
16 know how we normalize the notion of, I'm going to see my doctor;
17 Oh, I'm going to see my healthcare provider; Oh, I'm going to
18 see my mental health coach. I don't know when we're ready to
19 normalize that, but it would be nice to be able to think that
20 that's okay and not have that stigma.

21 That may be a long ways out, but I can see the individuals
22 that are doing this work now be able to know that they're doing

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1 it where they are getting somebody to recognize their efforts
2 and it's being compensated with.

3 **Q.** Do you see some value in perhaps there being sort of a
4 stand-alone identifiable roster of resources of that expertise?
5 I'm thinking, for example, Lionel Desmond interacted with a
6 number of healthcare providers.

7 **A.** Yeah.

8 **Q.** For example, towards the end he had a social worker by
9 the name of Helen Boone. She was assigned to act as his
10 clinical care manager, which was his sort of community navigator
11 to put him in touch with the resources she determines with him
12 that he thinks he needs. And I'm thinking of a scenario where,
13 I'll use Mr. Wright for example. Where she as a clinical care
14 manager is aware of Mr. Wright's existence and he's authorized
15 to offer a service which is unique to Lionel Desmond and she can
16 put him in contact, Mr. Desmond, with Mr. Wright and then that
17 is sort of contracted with the Province.

18 **A.** Yeah.

19 **Q.** Do you see the benefit of perhaps having a structure
20 like that and is it doable?

21 **A.** On both, I'd say yes. The benefit is there and it is
22 doable because, right now, the Province does have a procurement

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1 process where you can have a standing offer. And you draw down
2 from that group what it is that they want for the goods of the
3 services. So you can go online now and I can identify somebody
4 who can do a workshop on leadership. I can also go on that
5 procurement and find out who's making or delivering computers.

6 So there is, I think, within the system already that notion
7 of having a standing offer or some kind of way to procure
8 specialized services because the need is there. And I can
9 imagine Robert and a whole range of individuals being able to
10 offer up ... being vetted, being able to go through the right
11 kind of rigor that says, No, they meet the qualifications, they
12 meet the standards, and let's put them over here. So that if
13 anybody calls ANSA and they're saying, Well, we don't know who
14 to turn to, we can help you out on that. Here's three or four
15 individuals that are in that regard, because they're already
16 been vetted. They've already been licensed.

17 So, yeah, I think that there is an opportunity for
18 something like that model to be adapted to the question that you
19 raised about whether or not it would be beneficial or whether or
20 not it would be able to produce results.

21 Q. And, finally, I guess, on the other side of things as
22 it relates to someone in the circumstances of Shanna Desmond

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1 where the police officer interacts with her, something more than
2 handing her a card with a number for Victim Services or Naomi
3 Society, I'm thinking of a model where, for example, the
4 government authorizes lawyers within the province ... in terms
5 of a Crown prosecuting a case of sexual violence and there's an
6 application made to get the victim's private healthcare records,
7 the Province will pay a fund to allow that victim to retain
8 their own counsel to sort of protect their interest or evaluate
9 their interest.

10 **A.** Uh-huh.

11 **Q.** Do you see a value in having a procurement process or
12 a roster where someone like Shanna Desmond who is an African
13 Nova Scotian woman in a period of family crisis, that she knows
14 readily available that there is at her ... should she wish, an
15 ability to engage with a practitioner that understands her
16 needs? Is that a possibility?

17 **A.** I believe it would be a possibility, recognizing that
18 it goes all the way back to what we talked about is that
19 community education. So letting people know that that type of a
20 service is available and hearing the steps that allow there to
21 be confidentiality, but also an opportunity for you to be able
22 to know that it's there for you to use, something like that I

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1 think would be beneficial. It would help go a long way to let
2 people know that there is a possibility of having that service
3 available.

4 I do think, though, that there would have to be some
5 clarity around the rest of the processes when it comes to her
6 engaging with the services of a lawyer, I guess, because I'm
7 thinking about the ...

8 Q. And not necessarily ... sorry to cut you off. Not
9 necessarily a lawyer, but someone that is there for guidance ...

10 A. Okay.

11 Q. ... information and support; you know, whether she
12 needs access to counseling for her daughter ...

13 A. Right.

14 Q. ... or whether she needs information ...

15 A. Yeah. Yeah, I think that that would be appropriate,
16 knowing that the person who is asking for that service has to be
17 very clear, Is that going to cost me something?

18 Q. Uh-huh.

19 A. Because if it's about the pocketbook and whether or
20 not I have enough resources to do that versus putting food on
21 the table, humans will make certain kind of rational decisions.
22 And we wouldn't want them to have to choose from one or the

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1 other.

2 **Q.** And I'm certainly thinking a scenario where that
3 resource would be available at no cost to that woman about that.

4 **A.** Okay. Yeah. Then I would say, Yeah, that's worth
5 well exploring.

6 **Q.** Okay. If I could just have one moment, Your Honour.
7 I don't believe there's anything further, Your Honour. Thank
8 you, Mr. Hamilton.

9 **A.** You're welcome.

10 **THE COURT:** Thank you, Mr. Russell. Ms. Grant, Ms.
11 Hill, questions?

12 **MS. HILL:** Thank you, Your Honour. We have no questions.

13 **THE COURT:** Thank you. Mr. Macdonald?

14 **MR. MACDONALD:** No questions, Your Honour. Thank you.

15 **THE COURT:** Thank you. Ms. Miller?

16 **MS. MILLER:** No questions. Thank you, Your Honour.

17 **THE COURT:** Thank you. Mr. Rodgers?

18 **MR. RODGERS:** No questions, Your Honour. Thank you.

19 **THE COURT:** Thank you. And Mr. MacKenzie?

20 **MR. MACKENZIE:** No questions, Your Honour. Thank you.

21 **THE COURT:** All right. Thank you. I've polled the
22 room. I take it ... I'm sorry. Ms. Lunn ...

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1 **MS. LUNN**: No re-direct from the Province.

2 **THE COURT**: Do you have any follow up with regard to Mr.
3 Hamilton? All right. Thank you.

4 **MS. LUNN**: No re-direct.

5 **THE COURT**: All right. Thank you. Mr. Hamilton, I
6 understand that no one has any further questions and I'm not
7 going to delay your departure. I appreciate the time you've
8 taken to prepare for today. I know that you had discussions
9 prior to your attendance today and I know you took the time to
10 come up yesterday and to be available and to watch the evidence
11 we heard yesterday and hopefully it gives you an opportunity to
12 obviously hear the evidence and appreciate what we've heard from
13 others, and to the extent that it helps you inform us in the
14 broader context, it's of great value to us, as well, so we
15 certainly appreciate your time and the thoughtfulness of your
16 evidence today.

17 **MR. HAMILTON**: Thank you.

18 **THE COURT**: Thank you. All right. So we'll let Mr.
19 Hamilton go for the day then.

20 **WITNESS WITHDREW (14:30 hrs.)**

21 **THE COURT**: I think what we'll do is we'll adjourn. I
22 ask counsel just to remain for a few minutes. We're going to go

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1 off the record, have a discussion and then we may come back on
2 the record briefly. All right. Thank you.

3

4 **COURT CLOSED (14:30 hrs.)**

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CERTIFICATE OF COURT TRANSCRIBER

I, Margaret Livingstone, Court Transcriber, hereby certify that the foregoing is a true and accurate transcript of the evidence given in this matter, **re Desmond Fatality Inquiry**, taken by way of electronic digital recording.



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