

FROM IMMIGRATION TO PARTICIPATION:

A Report on Promising Practices in Integration

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EXECUTIVE SUMMARY

With the growing body of evidence indicating that barriers to economic and social integration remain for many recent immigrants, examining and profiling promising practices serves to promote creative alternatives to improve the present immigration experience in Canada. To contribute to that objective, the Public Policy Forum (PPF) conducted research to explore current perspectives on immigrant integration and innovative strategies that engage receiving communities in the settlement process of newcomers. As such, this report, entitled *From Immigration to Participation: A Report on Promising Practices in Integration*, includes a literature review of current definitions and models of integration, and captures the findings from the research.

To supplement our research, the PPF surveyed policymakers and practitioners in different communities and regions in order to draw from diverse perspectives and determine key areas for prioritization in our selection and assessment of the various integration programs/initiatives that exist. Through this research, the PPF intends to fulfill the following objectives:

- To provide a comprehensive analysis of current practices that facilitate two-way integration
- To showcase innovative approaches that promote economic and social participation among refugees as well as immigrant women and youth
- To share information on new developments in integration with relevant stakeholders and inform policymaking in the promotion of inclusive communities

Based on the findings from our survey and the literature on integration, we decided to limit the scope of our research to six priority issues given the overwhelming number of relevant factors to be considered. In researching programs that effectively address the selected areas listed below, some key innovations emerged as worthwhile examples for further development.

- I. Employment programs and services
 - Providing paid internships
 - Offering human resources support to small and medium-sized enterprises
- II. Access to information
 - Sharing positive stories
 - Incorporating integration into the mandate of community organizations and public institutions
 - Improving training rather than developing new programs
 - Informing employers about immigrant recruitment
- III. Language acquisition
 - Promoting family learning
 - Integrating language training with other useful skills and knowledge
- IV. Acceptance and Understanding
 - Exploring new mediums
 - Encouraging interaction between established citizens and newcomers
- V. Role of the school system (K-12)
 - Connecting immigration to broader issues of global citizenship
 - Redefining schools as the heart of the community
 - Valuing immigrant students as resources
- VI. Social support
 - Increasing diversity in representation
 - Empowering in addition to supporting

While the purpose of this report is to promote positive change by highlighting promising practices, gaps and challenges remain, especially in these four areas:

- The majority of programs tend to fall into the settlement services category even though integration involves many other aspects such as empowering newcomers and enabling them to contribute their skills.
- Although community organizations have made efforts to engage businesses and educational institutions, most programs seem to promote interactions among newcomers rather than with established immigrants or native-born Canadians in the community.
- Community-based initiatives are often more innovative than top-down approaches; nevertheless, the lack of systematic assessments makes the evaluation of outcomes both unreliable and unconvincing despite positive reactions from participants.
- The human resources required to carry out the research and prepare reports for proper assessment are often beyond the capacity of community agencies that develop programs.

Policymakers need to keep these gaps and challenges in mind as they explore the potential of some of the innovative practices that have been developed. As a way to address some of those issues, the following recommendations should be considered:

- Promote the relevance and value of integration in order to foster mutual responsibility
- Offer more opportunities for two-way interaction
- Allocate adequate funding to encourage innovation

SOMMAIRE EXÉCUTIF

Alors que les preuves que des obstacles continuent de compliquer l'intégration économique et sociale de nombreux immigrants récents s'accumulent, étudier et cerner le profil des pratiques prometteuses aide à promouvoir des alternatives créatives pour améliorer l'expérience actuelle des immigrants au Canada. Pour contribuer à cette entreprise, le Forum des politiques publiques (FPP) a fait des recherches sur les points de vue actuels sur l'intégration des immigrants et les stratégies novatrices qui font participer les collectivités d'accueil au processus d'établissement des nouveaux arrivants. Dans ce but, le présent rapport, intitulé *De l'immigration à la participation: Rapport sur les pratiques prometteuses en matière d'immigration*, comprend une analyse bibliographique des définitions et modèles actuels pour l'intégration, ainsi qu'une présentation des conclusions des recherches.

Pour compléter ses recherches, le FPP a fait une enquête auprès des responsables et des praticiens de l'élaboration des politiques dans diverses communautés et régions afin de puiser dans les différentes optiques et d'identifier les divers programmes et initiatives en place. Avec ces recherches, le FPP espère atteindre les objectifs suivants :

- Fournir une analyse complète des pratiques actuelles propices à une intégration dans les deux sens
- Faire connaître les approches novatrices qui promeuvent la participation des réfugiés, des immigrantes et des jeunes immigrants à la société et à l'économie
- Partager avec les parties concernées l'information sur les faits nouveaux en matière d'intégration et informer l'élaboration des politiques pour promouvoir des collectivités favorisant l'intégration.

Au vu des résultats de notre enquête et des études sur l'intégration, nous avons décidé de limiter le champ de nos recherches à six enjeux prioritaires, étant donné la très grande quantité de facteurs pertinents à envisager. Nos recherches sur les programmes qui sont efficaces dans les domaines identifiés et indiqués ci-dessous ont permis d'identifier quelques innovations importantes constituant de bons exemples pour les initiatives à venir.

- VII. Programmes et services d'emploi
 - Offre de stages payés
 - Offre de soutien aux ressources humaines pour les petites et moyennes entreprises
- VIII. Accès à l'information
 - Partage des histoires de réussite
 - Incorporation de l'intégration à la mission des organismes communautaires et des institutions publiques
 - Amélioration de la formation au lieu de mettre de nouveaux programmes au point
 - Information des employeurs quant au recrutement d'immigrants
- IX. Développement langagier
 - Promotion de l'apprentissage en famille
 - Intégration de la formation linguistique à l'apprentissage d'autres compétences et connaissances utiles
- X. Acceptation et compréhension
 - Exploration de nouveaux moyens
 - Encouragement de l'interaction entre les citoyens établis et les nouveaux venus
- XI. Rôle du système scolaire (jardin d'enfant-12^e année)
 - Connexion de l'immigration aux enjeux plus vastes associés à la citoyenneté mondiale

- Redéfinition de la place des écoles pour en faire le coeur des communautés
 - Reconnaissance de la valeur des étudiants immigrants en tant que ressource
- XII. Soutien social
- Augmentation de la diversité dans la représentation
 - Renforcement de l'autonomie, en plus du soutien

Si l'objet de ce rapport est de promouvoir un changement positif en mettant en lumière les pratiques prometteuses, il reste des lacunes et des défis, en particulier dans les quatre domaines suivants :

- La majorité des programmes sont souvent dans le domaine des services d'établissement, bien que l'immigration comporte de nombreux autres aspects, comme le renforcement de l'autonomie des nouveaux venus et les moyens de leur permettre de contribuer avec leurs compétences.
- Bien que les organismes communautaires aient fait des efforts pour faire participer les entreprises et les établissements d'enseignement, la plupart des programmes semblent promouvoir les interactions entre nouveaux venus et non avec des immigrants établis ou des Canadiens de naissance dans la communauté.
- Les initiatives communautaires sont souvent plus novatrices que les approches descendantes. Le manque de points systématiques sur ce qui est fait rend cependant l'évaluation des résultats à la fois peu fiable et peu convaincante en dépit des réactions positives des participants.
- Les ressources humaines nécessaires pour faire la recherche et préparer les rapports afin de pouvoir mener une évaluation dans les règles de l'art font souvent défaut aux organismes communautaires à l'origine des programmes.

Les responsables des politiques ne doivent pas perdre de vue ces lacunes et ces défis lorsqu'ils se penchent sur le potentiel de certaines pratiques novatrices mises au point. Pour permettre de résoudre certains de ces problèmes, les recommandations suivantes sont proposées :

- Promouvoir la pertinence et la valeur de l'intégration afin d'encourager la responsabilité mutuelle
- Offrir plus de possibilités d'interactions dans les deux sens
- Affecter des fonds suffisants pour encourager l'innovation

I. INTRODUCTION

Project Summary

Building on previous projects in the area of immigration, the Public Policy Forum (PPF) conducted research on ground-level approaches to integration that have successfully promoted greater economic and social participation among new immigrants in Canada. Beyond providing a general overview of promising practices, the research focused on select cases that not only demonstrate innovation in fostering two-way integration, but also address some of the particular challenges facing refugees, women, and youth.

Emerging from ongoing discussions about integration among academics, policymakers, and service providers is a consensus on the critical role of community collaboration in effective policymaking and program implementation. Through this project, the PPF, therefore, intends to highlight practices that both support new immigrants as they adapt to a different context and engage receiving communities in the settlement process of newcomers.

As a means to supplement the research, the PPF designed a simple questionnaire that included a component for ranking various factors according to their impact on integration, and another section that requested specific examples of good practices. The questionnaire was distributed to a diverse group of stakeholders that covered the public sector, private and non-profit organizations, as well as the academic community. Given the variety of approaches to immigrant integration and the myriad factors that contribute to the successful adaptation of newcomers, the questionnaire enabled us to refine our scope of analysis and provided possible avenues for research.

Acknowledging that integration clearly involves overlapping issues and interdependent factors, the PPF is not presenting a model for success or an exhaustive list of effective programs. Rather, the purpose of this project is to offer an overview of some of the key areas for consideration and to profile creative ways of promoting mutual understanding and involvement.

This report is comprised of a concise review of literature on immigrant integration, a discussion of the questionnaire results to contextualize our research direction, a detailed analysis of promising programs, and a final section on policy recommendations. In undertaking this project, the PPF hopes to contribute to a better understanding of the dynamics of integration by providing a comprehensive analysis of key factors that facilitate the process, highlighting innovative approaches that promote full participation among immigrants and refugees, sharing information on new developments with relevant stakeholders, and discussing some of the key policy considerations that emerge from our research.

The Canadian Context

In 2002, the Canadian Immigration and Refugee Protection Act (IRPA) was revised to emphasize flexibility over specific occupational fields, and address other issues such as the importance of family reunification and national security. More specifically, applicants receive more points for language proficiency, education level, work experience, age, arranged employment, and adaptability. Even though a greater percentage of recent immigrants are more educated and have relatively similar levels of language proficiency as past cohorts, their economic outcomes are actually worse than their previous counterparts.¹

¹ J. Reitz, "Tapping Immigrants' Skills: New Directions for Canadian Immigration Policy in the Knowledge Economy," *Choices*, 11.1., 2005, retrieved from: <http://www.irpp.org/endexe.htm>.

According to unemployment rates from the 2001 census, the transition period has practically doubled within the last twenty years as new immigrants must now reside in Canada for over ten years before their economic outcomes converge with those of the native-born population.² From the issue of foreign credential recognition (FCR) to the dilemma of Canadian experience, many newcomers are facing a frustrating and confusing array of obstacles that undermine the logic of using immigration as a source of human capital. In other words, the commonality of integration barriers indicates a disturbing discrepancy between policy intentions and real-life experiences given the fact that changes to the point system have brought in a larger percentage of highly educated, economic immigrants.³

Successful integration requires intergovernmental coordination as well as community involvement; therefore, attitudes among all relevant stakeholders are crucial to the success of any type of policy aimed at employment equity. In fact, researchers and practitioners in the field of immigration and settlement have argued that an underlying factor in the economic struggles of new immigrants is the issue of racism and discrimination.⁴ With increasing immigration from a variety of non-traditional source countries, there is the assumption that language barriers and cultural differences explain the disparities with the native-born or those that have resided for a longer period of time in Canada; however, as Teelucksingh and Galabuzi have discovered from analyzing census data, immigrant and non-immigrant visible minorities tend to have similar unemployment rates, which seems to indicate race and the perception of difference as additional challenges to economic integration.⁵

An equally troubling picture emerges from an examination of the level of social integration among immigrants as research shows that Canada may not be as inclusive as its multicultural image suggests. Although ethnic diversity has been supported through multiculturalism policy, findings from a recent report by Reitz and Banerjee reveal a strong sense of social exclusion among non-white immigrants and their children.⁶ In the 2003 Ethnic Diversity Survey conducted by Statistics Canada, 20 percent of non-white respondents and 32 percent of black respondents claimed that they had experienced discrimination based on their ethnicity, race, accent, or religion in the past five years.⁷

According to 2006 census data, over 200 different ethnicities are currently represented in Canada, and visible minorities now make up 16 percent of the country's population with total numbers reaching more than 5 million.⁸ Given that immigration continues to transform the racial and ethnic composition of Canadian society, such negative outcomes not only raise obvious concerns about the effectiveness of national immigration and settlement policies, but also compel a re-evaluation of integration practices.

As immigration remains an essential strategy for economic growth in Canada, increasing evidence of poor labour market outcomes for recent immigrants is unsettling due to the implications for all Canadians. Furthermore, the social exclusion and discrimination experienced by immigrants and their native-born children are not only inconsistent with multiculturalism, but also detrimental to community-

² C. Lochhead, "The transition penalty: Unemployment among recent immigrants to Canada," (Ottawa: Canadian Labour and Business Centre, 2003) 2, retrieved from: http://www.clbc.ca/files/Reports/Fitting_In/Transition_Penalty_e-CLBC.pdf

³ G. Picot, "The deteriorating economic welfare of Canadian immigrants," *Canadian Journal of Urban Research* 13.1, 2004: 26.

⁴ S. Lopes and Y. Poisson, "Integrating Immigrants: Building Partnerships that Work-Conference Report," (Ottawa: Public Policy Forum, 2006).

⁵ C. Teelucksingh and G-E. Galabuzi, "Working Precariously: The impact of race and immigrant status on employment opportunities and outcome in Canada," (Toronto: The Canadian Race Relations Foundation, 2005), retrieved from: www.socialjustice.org/pdfs/WorkingPrecariously.pdf

⁶ J. Reitz and R. Banerjee, "Racial Inequality, Social Cohesion, and Policy Issues in Canada-Summary," (Montreal: Institute for Research on Public Policy, 2007), retrieved from: <http://www.irpp.org/newsroom/archive/2007/0111sume.pdf>

⁷ C. Levine-Rasky, "Discontinuities of Multiculturalism," *Canadian Ethnic Studies*, xxxviii, no.3, 2006: 92.

⁸ Canada, Statistics Canada, *Canada's Ethnocultural Mosaic, 2006 Census: Findings* (Ottawa: Statistics Canada, 2006), retrieved from: <http://www12.statcan.ca/english/census06/analysis/ethnorigin/index.cfm>.

building. With the current challenges of immigration, developing effective approaches to integration becomes all the more critical to national prosperity and unity.

II. DEFINING INTEGRATION

Terms and Meanings

“Integration is the process through which, over time, newcomers and hosts form an integral whole.”⁹

“Immigrant integration is a dynamic, two-way process in which newcomers and the receiving society work together to build secure, vibrant, cohesive communities.”¹⁰

While integration is often described as a reciprocal process involving immigrants and the communities that receive them, many different interpretations of that term exist and the terminology used for various aspects of that dynamic is also just as inconsistent. Is integration about thriving in a new context or feeling a sense of belonging to the host society? Should we understand immigrant integration as different from integration among established citizens or the native-born? Does integration necessitate distancing from ethnic ties? When we discuss integration, do we mean an ongoing process or a goal to be reached? Is integration the same as adaptation, acculturation, acclimatization, settlement, inclusion, and cohesion?

Defining what integration is or what it involves is neither simple nor necessarily possible given that the experiences and expectations of newcomers are as diverse as the communities in which they reside. Quite often, it is the tendency to look for straightforward answers that leads to misunderstanding given that there are multiple layers and dimensions to integration that tend to encompass interdependent factors and depend on individual differences. Despite the challenge of providing a clear definition of integration, the logical objective for the host society is to facilitate the capacity of immigrants to contribute to the country; however, in order to realize that potential, immigrants must be able to participate. Supporting such a view is the social inclusion perspective, which argues that effective settlement translates into full and equal participation in the economic, social, political, and cultural areas of life in a new country.¹¹ Essentially, integration is understood as the process of eliminating barriers to belonging, acceptance, and recognition for immigrants and refugees.

Although active participation may signify a certain degree of acceptance and recognition from the host society, feeling a sense of belonging is a much more subjective experience that may not necessarily result from participating as full and equal citizens. For instance, increasing participation in the institutions of a society is known as the structural dimension of integration, which may or may not have a direct impact on the cultural dimension of integration as the latter requires identifying with the dominant value system and culture of the host society.¹² Acculturation is the term used to describe the process of adopting the cultural norms and views of a particular society without complete assimilation.

⁹ D.G. Papademetriou, “Policy Considerations for Immigrant Integration,” *Migration Information Source*, October 1 (Washington: Migration Policy Institute, 2003), retrieved from: <http://www.migrationinformation.org/feature/display.cfm?ID=171>.

¹⁰ D. Petsod, et al., “Investing in Our Communities: Strategies for Immigrant Integration,” ed. D. Petsod (U.S.: Grantmakers Concerned with Immigrants and Refugees, 2006) 25, retrieved from: <http://www.gcir.org/publications/toolkit>.

¹¹ R. Omidvar and T. Richmond, “Immigrant Settlement and Social Inclusion in Canada,” *Policy Matters*, no.16 (Toronto: CERIS, 2005).

¹² H. Entzinger and R. Biezeveld, “Benchmarking in Immigrant Integration,” (Rotterdam: ERCOMER, 2003) 8.

The transition into cultural identification is a nuanced dynamic that is neither clearly related to social networks nor economic outcomes as commonly expected. For instance, through their study of the determinants of ethnic identification with the host society, Walters, Phythian, and Anisef discovered that indicators of economic success did not have a significant positive correlation with the acculturation of Canadian immigrants.¹³ In the case of developing an attachment to the host society, the assumption is that maintaining connections with the country of origin may undermine immigrant loyalty to Canada; however, little evidence exists to support such a claim, and in some studies, immigrants tend to have a stronger identification with Canada than those from minority groups that have resided in the country for multiple generations.¹⁴

Another consideration that is frequently overlooked in discussions about immigrant integration is the discrepancy between what is expected of newcomers and what is actually taking place among native-born or more established Canadians.¹⁵ In other words, how integrated is the 'average' Canadian in terms of economic, social, political, and cultural participation? Even though recent immigrants have been experiencing poor economic outcomes, newcomer groups generally have lower rates of unemployment compared to their native-born ethnic counterparts.¹⁶ As such, addressing immigrant integration may require a broader understanding of the dynamics of social inclusion among established citizens.¹⁷ Besides the problematic notion of an ideal level of integration, the issue of choice for the newcomer is often neglected. According to the Canadian Council for Refugees (CCR), one of the key aspects of settlement and integration is the freedom to participate as desired rather than having to meet expectations that do not apply to the native-born.¹⁸

Maintaining close ties to one's ethnic community may be a matter of choice for some; however, considering the multiple barriers facing newcomers, it is not surprising that many immigrant communities have had to rely on their own kinship and ethnic ties to establish a new life in Canada. Breton coined the term "institutional completeness" to refer to the development of extensive ethnic organizations that enable immigrants to function primarily within their own communities rather than having to utilize mainstream services.¹⁹ Although immigrant communities in Canada vary in their degree of institutional completeness, such a concept is relevant to the issue of integration as a dependency on the social capital of ethnic enclaves is often perceived as incomplete integration.²⁰

Institutional completeness provides economic opportunities, welfare services, and information resources to which new immigrants may not easily gain access in the host society as they can be limited by their lack of financial and human capital.²¹ Although Breton argues that the major drawback of relying on ethnic associations is the lack of contact with the host society, without convenient and effective mainstream alternatives that meet their initial settlement needs, new immigrants may struggle even longer to adjust to life in a new country if they do not take advantage of ethnic networks.

¹³ D. Walters, et al., "The Acculturation of Canadian Immigrants: Determinants of Ethnic Identification with the Host Society," *The Canadian Review of Sociology and Anthropology*, 44.1, 2007.

¹⁴ J. Jedwab, "Canadian Integration: The Elusive Quest for Models and Measures," *Canadian Diversity*, 5.1, 2006: 102.

¹⁵ "Best Settlement Practices: Settlement Services for Refugees and Immigrants in Canada," (Montreal: Canadian Council for Refugees, 1998), retrieved from: <http://www.ccrweb.ca/bpfina1.htm>.

¹⁶ Ibid. 99.

¹⁷ R. Pillai, et al., "The Reception and Integration of New Migrant Communities," (London, UK: IPPR, 2007) 7.

¹⁸ Best Settlement Practices.

¹⁹ R. Breton, "Institutional completeness of ethnic communities and the personal relations of immigrants," *The American Journal of Sociology*, 70.2, 1964: 193-205.

²⁰ P.S. Li, "Deconstructing Canada's discourse of immigrant integration," *Journal of International Migration and Integration*, 4.3, 2003: 5.

²¹ Breton.

Certainly, the goal of integrating immigrants into their host society requires some level of interaction between foreign and native-born Canadians; nevertheless, studies also indicate that mutual respect is only possible when a strong sense of cultural identity exists within each community.²² Ethnic organizations such as churches and media can, therefore, play an instrumental role in the process of integration in so far as they generate ethno-cultural pride among members and assist in the acculturation of new immigrants.²³

Despite the many arguments supporting the incompatibility of institutional completeness with integration, the relationship between the maintenance of ethnic ties and the promotion of intercultural exchange is much more complicated than what is understood from a zero-sum perspective. A similar assumption to the hindrance of institutional completeness is the notion that decreasing social contacts in the country of origin indicates increasing integration in the host society; however, research examining such a hypothesis has proven that the socially connected remain that way regardless of location.²⁴

Integration is also discussed as both a process and a goal of immigration, which may seem paradoxical; however, settling into a new context takes time and effort, and when the intended outcome is broadly defined as participation, the concept becomes not an ideal standard, but an objective to work towards.²⁵ As in much of the literature on immigrant integration, many of the factors that seem to facilitate the process are also indicators of progress, which means that researchers, practitioners, and policymakers need to recognize the interdependent and overlapping nature of the various issues and strategies involved.²⁶

Dimensions of Integration

As demonstrated by the discussion about terms and meanings, integration can be interpreted in multiple ways and analyzed from various perspectives. In addition, the process and goal of integration can also be categorized into stages, levels, and spheres, which comprise the different yet equally relevant and interconnected dimensions that need to be considered when addressing the barriers to integration.

To begin, it is useful to think of integration as a continuum with several stages that are characterized by distinct needs and issues. The CCR refers to the initial period of adjusting to meet basic needs as acclimatization and adaptation, followed by integration, which is the stage when immigrants participate as full and equal citizens.²⁷ While those distinctions are commonly made, the Calgary Catholic Immigration Society (CCIS) has developed a more detailed outline of the continuum with its five stages and the particular priorities for each.²⁸ Essentially setting the two models apart are the pre-migration stage and the division of the adjustment stage into initial settlement, settlement, and transition. The value in considering pre-migration as a part of the integration process is that information and services provided before arriving in a new country may greatly enhance the experience of immigration as expectations can be managed and social networks can be established. In fact, to test out that hypothesis, the Canadian Immigration Integration Project (CIIP) has been piloted by the Association of Canadian Community Colleges (ACCC) with funding from the Government of Canada to provide labour

²² J. W. Berry, "A Psychology of Immigration," *Journal of Social Issues*, 57, 2001: 623.

²³ Breton 201; J. M. Sanders, "Ethnic Boundaries and Identity in Plural Societies," *Annual Review of Sociology*, 28, 2002: 344.

²⁴ H. Entzinger and R. Biezeveld 41.

²⁵ Best Settlement Practices; N. Caidi and D. Allard, "Social Inclusion of Newcomers to Canada: An Information Problem," *Policy Matters* no.23 (Toronto: CERIS, 2005) 5.

²⁶ D. Petsod, et al. 28.

²⁷ Best Settlement Practices.

²⁸ F. Birjandian, "A Practitioner's View of Integration and Civic Participation," *Canadian Issues*, summer 2005: 24.

market information and employment services to potential immigrants while they are still in their country of origin.

The benefit of dividing the settlement stage into three separate periods is to recognize the changing needs of immigrants throughout the continuum of integration such as the level of dependence on services and the type of priorities for newcomers. Although immigrants and refugees will undergo their own unique experience of migration, distinguishing the different stages improves the assessment process to effectively determine appropriate policies and services. In the case of information access for newcomers, understanding the stages of settlement will provide a clearer picture of the particular social spaces and adjustment issues that could determine where information is obtained and what kind of information is required.²⁹

In addition to understanding integration as a continuum, the process can be broken down into individual, group, and institutional levels³⁰ At the individual level, the focus is on the success of the immigrant in adapting to a new context, which is typically measured by using such indicators as employment, housing, education, and socio-cultural integration with the host society. With the group or collective level of integration, the scope of analysis is the particular immigrant group or community, which may be accepted or rejected as an integral part of the mainstream society despite providing networks of support and their wider socio-economic impact. On the other hand, some immigrant groups may choose to differentiate themselves from the host society and remain insular for a variety of reasons. From the broader perspective, the level of adjustment in such public institutions as the education system, the labour market, and governing bodies to ensure access to and equal participation of immigrants reflects the degree of institutional integration taking place in the host society. While the process of integration is a combination of individual, group, and institutional adaptation, each of the levels interact and influence other levels, resulting in a multi-directional and constantly evolving dynamic.³¹

Beyond the various stages and levels of integration, the adaptation process also involves participation in different domains, which are often grouped into four main categories: economic, social, political, and cultural integration. According to the CCR, the assessment of integration should be differentiated between short-term and long-term indicators as different stages involve different issues and capacities.³² In terms of economic integration, settlement is based on employment and self-sufficiency whereas integration is measured by mobility, income equality, and employment in the profession of previous training. Social integration is achieved in the short-term when newcomers build a diverse social network while the capacity to access and influence institutions is the long-term indicator. Adapting to the dominant lifestyle of the host society followed by the process of redefining one's identity and values makes up the continuum of cultural integration. As for political integration, acquiring citizenship and exercising the right to vote demonstrate the initial process, which eventually evolves into full participation in political parties and movements.

Despite the difficulty in benchmarking immigrant integration, many indicators have been developed to measure such common dimensions as linguistic, labour market, civic and political, educational, and residential integration.³³ While labour market integration as well as civic and political integration are

²⁹ N. Caidi and D. Allard 2.

³⁰ R. Penninx, "Integration: The Role of Communities, Institutions, and the State," *Migration Information Source*, October 1, (Washington: Migration Policy Institute, 2003), retrieved from: <http://www.migrationinformation.org/Feature/display.cfm?ID=168>.

³¹ Ibid.

³² Best Settlement Practices.

³³ J. Jedwab 98.

similar to the economic and political categories mentioned above, the other three areas provide a more detailed view of social integration by focusing on language, education, and housing. In terms of linguistic integration, some of the key indicators include language usage in various settings and general fluency. To assess the degree of educational integration, many benchmarking systems evaluate overall performance in school, post-secondary education, institutional options, social interactions, and parental involvement. As for residential integration, studies consider such factors as the degree of concentration and segregation, mobility and home ownership, the size and quality of housing, as well as the issue of discrimination.

The European Research Centre on Migration and Ethnic Relations (ERCOMER) has also explored the issue of benchmarking integration by examining four fields, which are not unlike the areas mentioned thus far; however one aspect of differentiation is the focus on the attitudes among members of the host society.³⁴ For successful integration, both immigrants and established citizens need to be involved; therefore, perceptions of immigrants and immigration in the host society are critical to building inclusive communities. Factors such as discrimination and racism, access to and representation within public institutions, as well as the role of the media are key considerations for gauging public opinion; nevertheless, the report by ERCOMER reveals the difficulty of measuring discriminatory practices due to different interpretations and methodologies, and the limitations of surveying perceptions given the difficulty of determining the impact on actual behavior and the inclination of respondents to be politically correct. On the other hand, more reliable and feasible options for measuring public attitudes include research into the level of diversity in institutions and media coverage of immigration issues as they allow for empirical analysis.

To offer a comprehensive way of understanding integration, the Grantmakers Concerned with Immigrants and Refugees (GCIR), which is an American non-profit organization, has developed a framework for integration based on six pathways: community-wide planning; language and education; health, well-being, and economic mobility; equal treatment and opportunity; cultural and social interaction; and civic participation and citizenship.³⁵ Although many of these categories are common considerations among practitioners and researchers in the area of immigrant integration, the focus on community involvement and the combination of health, well-being, and economic mobility are worth highlighting as the former pathway emphasizes bottom-up planning with collaboration among new and established community members, and the latter promotes awareness of the interconnections between economic and social well-being.

Even though distinctions between economic, social, political, and cultural integration allow for a more targeted approach, research has revealed that interdependency exists among the various dimensions as factors that have an impact on one area tend to affect progress in others.³⁶ For instance, based on the framework developed by GCIR, the benefits of economic mobility permeate into other realms as more time and resources are available for enhancing social well-being and exploring other interests such as political and civic participation.³⁷ Furthermore, integrating into the labour market may be easier with access to settlement services, which, in most cases, depends on immigration status while language fluency and social networks may increase the likelihood of learning about available support.

Facilitating the Process

³⁴ H. Entzinger and R. Biezeveld 28-30.

³⁵ D. Petsod, et al. 29.

³⁶ Best Settlement Practices; D. Petsod, et al. 28; H. Entzinger and R. Biezeveld 30.

³⁷ D. Petsod, et al. 29.

Although the importance of understanding the various barriers to integration is undeniable, more research examining the specific conditions that have created positive outcomes for immigrants must also be conducted if effective strategies are to be found. With multiple dimensions and complex interconnections to consider, approaches to integration are inevitably diverse; however, several factors have been determined as key areas of focus. Providing the perspective from the ground level, Birjandian summarizes some of the priority areas in the process of integration.³⁸ In terms of addressing socio-economic barriers, access to short and long-term services, language training, access to employment, orientation to the culture of Canadian workplaces, foreign credential and training recognition, as well as anti-racism and anti-discrimination policies need to be considered and emphasized as critical to integration. Furthermore, cultural understanding, family reunification, immigration status, and community building are other factors that can determine the success of immigrants in the host society.

While the key factors mentioned make up the areas of focus most commonly discussed, some of the literature also examines particular strategies that facilitate the process of integration. Emphasized in much of the research is the need for a two-way street approach, which translates as both immigrant and host society involvement and responsibility.³⁹ Without the support of established members and institutions in the receiving community, no amount of effort on the part of immigrants would result in successful integration. As such, integration programs should promote a better understanding of the mutual benefits and responsibilities of immigration, as well as create opportunities for newcomers and established community members to work together and learn from each other.

Fundamental to the notion of two-way integration is community-building, which depends largely on the attitudes within the host society as a welcoming environment promotes cooperation and belonging.⁴⁰ In fact, research on best practices in the U.K. revealed that the level of involvement and understanding in the host society has the greatest impact on immigrant integration.⁴¹ More specifically, the three key factors mentioned in the report are collaboration through strategic partnerships, effective communication with the local community, and ongoing research to inform policymaking. Increasing public awareness of the benefits of immigration and the challenges of integration encourages greater multi-sector involvement, which is necessary given the multi-dimensional aspect of integration.⁴² The value of collaboration is especially evident in the case of labour market integration as partnerships between community organizations and businesses would result in better coordination of networking, training, and recruitment programs for new immigrants.⁴³ Moreover, as the specific context determines the type of barriers and opportunities that exist for new immigrants, community-building and multi-sector collaboration requires engagement and planning at the local level.⁴⁴

Effective initiatives also require a holistic approach to integration given the interdependency of factors previously discussed. Considering the “complex, multifaceted, interrelated dimensions of settlement and integration,” programs must not only take into account the varied and changing needs of newcomers, but also address the interconnections between different issues by targeting a combination

³⁸ F. Birjandian 23.

³⁹ D. Petsod, et al. 26; L. Winnemore, “Federal Settlement and Integration Programs and Civic Participation in Canada,” *Canadian Issues*, summer 2005: 50.

⁴⁰ H. Entzinger and R. Biezeveld 28-30.

⁴¹ R. Pillai, et al. 7.

⁴² D. Petsod, et al. 27.

⁴³ B.S. Bhandari et al., “Choices and Voices of Immigrant Men: Reflections on Social Integration,” *Canadian Ethnic Studies*, 38.1, 2006: 7.

⁴⁴ R. Pillai, et al. 8.

of relevant factors.⁴⁵ Whereas many programs provide employment services, successful integration also involves other issues such as housing, education, health, and financial management; therefore, establishing local social networks within and across sectors can encourage the development of holistic strategies that combine effective practices in different areas.⁴⁶

With respect to other criteria for effective approaches to integration, the CCR has developed a list of core values for best practices that include the elements mentioned above, as well as additional qualities that include accessibility, inclusion, client empowerment, user-defined services, respect for the individual, cultural sensitivity, accountability, orientation towards positive change, and reliability.⁴⁷ Accessibility, inclusion, respect for the individual, and cultural sensitivity essentially involve offering programs that address the diverse needs and perspectives of immigrants. Taking a client-centred approach that promotes empowerment rather than dependency and encourages input from newcomers and local communities is another key component to effective practices, and also relates to the issue of accountability. As programs need to consider the priorities of clients, responsible practices are based on community feedback and proper assessment of goals and outcomes, which depends on the use of reliable tools and information. Lastly, the guidelines developed by the CCR also stress that practices focus on positive change by building on successful strategies and learning from ongoing research and training.

Despite the many common themes and strategies emerging from the literature on immigrant integration, gender, age, and status are just some of the variables that determine the types of challenges faced by immigrants and refugees; therefore, to provide a comprehensive overview of integration, the issues facing specific groups such as immigrant women and youth, as well as refugees also need to be considered. With regards to the integration experience of immigrant women, Canadian statistics reveal that foreign-born women tend to have poorer economic outcomes than native-born women and immigrant men.⁴⁸ The disadvantage of immigrant women has been attributed to several factors including traditional divisions of labour that prevent women from taking advantage of training and employment opportunities due to their roles as caretakers of children and family.⁴⁹ Moreover, as employment outside of the home enables women to build social networks and avoid isolation, barriers to labour market integration also tend to hinder the social and cultural integration of immigrant women.⁵⁰

In the case of immigrant youth, age has a major impact on their integration as many of the programs for newcomers are only offered to adults, rendering public schools as the central source of support; however, unlike the gradual integration process of children, immigrant youth are at an age when peer pressure and identity issues increase in intensity and complexity.⁵¹ With respect to socio-cultural factors, many immigrant youth need to reconcile multiple identifications and value conflicts between family, peers, and institutions.⁵² Although schools are well-positioned to play a key role in facilitating the integration of immigrant youth, common issues facing newcomer youth include language barriers

⁴⁵ Best Settlement Practices.

⁴⁶ C. Lochhead, "Civic Participation, Social Capital and the Labour Market Integration of Newcomers," *Canadian Issues*, summer 2005: 37.

⁴⁷ Best Settlement Practices.

⁴⁸ E. Tastsoglou and V. Preston, "Gender, Immigration and Labour Market Integration: Where We Are and What We Still Need to Know," *Policy Matters*, no. 25 (Toronto: CERIS, 2006) 1.

⁴⁹ *Ibid.* 6.

⁵⁰ E. Tastsoglou and V. Preston 7.

⁵¹ P. Anisef and K.M. Kilbride, "The Needs of Newcomer Youth and Emerging 'Best Practices' to Meet Those Needs," (Toronto: CERIS, 2000).

⁵² P. Anisef et al., "Issues Confronting Newcomer Youth in Canada: Alternative Models for a National Youth Host Program," *Working Paper Series*, no. 39 (Toronto: CERIS, 2005) 10.

and the resulting social isolation from enrolling in English as a second language programs, as well as the lack of recognition of foreign educational qualifications.⁵³ From a holistic perspective, the ability of immigrant youth to adapt to a new context is tied to the integration of parents and their expectations as poor economic outcomes for the parents can exacerbate the disconnection from family, the country of origin, and the host society, leading to alienation, poor academic performance, and deviant behaviour linked to issues with self-esteem.⁵⁴ Clearly, age is a relevant variable when analyzing the process of integration; nevertheless, ethnicity, gender, race, class, and immigration status are some of the other factors that shape the diverse experiences of youth.⁵⁵

As for the integration of refugees, their adaptation experiences differentiate from those of immigrants due to a number of stress factors, which are compounded in the case of refugee claimants who live with legal instability as many are ineligible for government-funded settlement services and are only granted temporary work permits.⁵⁶ Given that the migration of refugees tends to involve much more traumatic experiences than the immigration process, mental health issues require attention along with meeting basic needs.⁵⁷ For instance, many refugees must deal with family separation, and those who enter Canada without the assistance of the government or private sponsors face the arduous struggle of making a claim to the Immigration and Refugee Board of Canada (IRB).⁵⁸ Another key difference that must be considered when addressing the integration of refugees is the hope of returning to the country of origin, which may hinder any effort to facilitate their adaptation.⁵⁹ While refugee integration is dependent on many of the factors discussed, it is important to keep in mind that just as with immigrants, refugees are a diverse group of individuals, and while common issues exist, landed-in-Canada refugees (LCR), government-assisted refugees (GAR), and privately-sponsored refugees (PSR) differ in demographics, education levels, and their eligibility for support and services.⁶⁰

With the diversity of immigrants and refugees as well as the multiple ways in which integration is interpreted, analyzed, and promoted, developing a systematic approach to measuring success and facilitating the process is almost impossible, especially given the dynamic relationship between individual, group, and institutional levels of integration. On the other hand, understanding integration and the factors that hinder or support the process is vital to the well-being and economic development of communities receiving immigrants and refugees; therefore, in the absence of clear benchmarks or indicators, the next best option for gaining a better understanding of integration is to combine the knowledge base of research with the practical evidence of community practice. As integration is a fluid process with changing demographics and circumstances, examining the different types of strategies on the ground while keeping in mind the various considerations and key criteria emerging from research allows for a more flexible approach that recognizes the multiple paths to fostering inclusive communities.

III. METHODOLOGY

⁵³ Ibid. 18.

⁵⁴ P. Anisef et al. 14.

⁵⁵ P. Anisef and K.M. Kilbride.

⁵⁶ S. Yu et al., "Refugee Integration in Canada: A Survey of Empirical Evidence and Existing Services," *Refuge*, 24.2, fall 2007: 25-26.

⁵⁷ Ibid, p. 18

⁵⁸ Best Settlement Practices.

⁵⁹ K. Jacobsen, "Local Integration: The Forgotten Solution," *Migration Information Source*, October (Washington: Migration Policy Institute, 2003), retrieved from: <http://www.migrationinformation.org/Feature/display.cfm?ID=166>.

⁶⁰ S. Yu et al.

Supplementary Questionnaire

In attempting to explore promising practices, the PPF surveyed a wide range of stakeholders to validate the research findings on some of the key factors in integration. Essentially, the purpose of this exercise was to determine the scope of the investigation for this report in light of the extensive body of research and the lack of clear consensus on the definition and indicators of integration. While the methodology may have been simplistic, the intention was to merely supplement and frame the research rather than provide a definitive strategy for defining integration and analyzing the process.

The supplementary questionnaire was made up of two sections: prioritizing key areas and sharing promising practices. As one of the objectives was to distinguish the most influential factors in immigrant integration, the first section provided a list of 21 key areas commonly discussed in the literature on immigrant integration, and respondents were asked to rank each area based on their importance to successful integration, with 1 being the lowest and 5 the highest. *(For a complete list of key areas, please refer to ANNEX 1.)* In addition, respondents were also encouraged to include any other areas not included on the list and rank them accordingly. The second section, which was divided into general programs and those developed for specific groups, solicited examples of effective practices from respondents, who were asked to consider their rankings in the previous section to determine the various areas involved in the integration process. Furthermore, the general criteria for their examples were demonstrated success and innovation in promoting two-way integration, which was defined as active involvement from both new immigrants and the receiving community.

To ensure a wide spectrum of perspectives, the supplementary questionnaire was distributed to about 100 individuals representing relevant government departments in various jurisdictions, community organizations, sector associations, businesses, and educational institutions involved in the area of immigrant integration. Unfortunately, only about a quarter of the questionnaires were returned, which may be due to the fact that the research was carried out during the summer months; nevertheless, the respondents included a blend of public and private sector representation to provide a balanced view of key factors and good practices.

While the design of the questionnaire was not based on rigorous scientific considerations, it is worthwhile to discuss some of the design limitations to contextualize the scope and focus of our research in relation to the multiple challenges of analyzing a subject as nuanced as immigrant integration. First of all, not defining the meaning of the key areas included in the first section meant that there was room for interpretation, resulting in the possibility of diverse associations among respondents with differing views about the meaning of integration. The different stages, levels, and dimensions of integration were also left out of the ranking considerations as respondents were asked to assess the factors in a general manner rather than in relation to the continuum or process of integration. Moreover, the impact of such variables as gender, age, status, class, and race were also omitted from the ranking exercise as prioritizing the key areas for different groups would have complicated the process, and many of the particular issues have been addressed in the review of the literature.

Findings

The results for Section 1 seem to support the common emphasis on labour market integration made by researchers, practitioners, and immigrants themselves. For instance, almost half of the top 12 areas of importance were directly related to finding employment with access to education and training being at the top of the list, followed by foreign credential recognition, employment assistance, labour market access and mobility, as well as Canadian work experience. Other key areas that ranked highest on the

list were social and cultural factors such as access to information and services, fluency in English/French, understanding Canadian norms and values, school system (K-12) responsiveness to needs, support from family members, host community involvement and support, and social networks. *(For a detailed chart of the results from Section 1, please refer to ANNEX 2.)*

As mentioned, given the multiple factors involved in integration, respondents were asked to consider other areas not included in the list provided. The factors that were added into some of the responses include the following:

- Acceptance and support from employers and professional organizations
- Accepting and welcoming environment
- Business and employment networks
- Canadian workplace culture
- Cross-cultural understanding and social adaptation
- Mutual respect and acceptance

It is worth noting that acceptance and employment seem to be the common themes emerging from the additional key areas emphasized by respondents. Besides the inclusion of these factors, other relevant issues expressed in the questionnaire responses relate to the role of government, the overlap among indicators, and the underlying dilemma concerning Canadian work experience. More specifically, the need for consistent government investment beyond the provision of information was underscored. With regards to ranking the key areas provided, the difficulty of distinguishing between indicators and facilitators of integration renders the exercise extremely challenging as demonstrated by the issue of citizenship, which is critical for accessing services and the protection of rights, and also used as a determinant of integration given the association with national belonging and civic engagement. This duality relates to the view of integration as both a process and goal with several interdependent factors and dimensions. As for the issue of Canadian work experience, the struggle facing many skilled immigrants is the need for such experience without being given the opportunity to meet the requirement. In other words, the stipulation of having Canadian work experience in order to gain access to the labour market is a major obstacle for many newcomers as their skills are rendered irrelevant despite, as one respondent noted, the advantages of having international experience in an increasingly globalized economy.

Analytical Framework

The questionnaire results and the review of the literature exploring the definitions and dimensions of integration, and the various approaches to facilitating the process serve to highlight the key areas and characteristics that will be used to determine the focus of our research, and to develop the analytical framework used to assess the practices selected for this report. In essence, the literature review provided a useful overview of the issues in immigrant integration, and the questionnaire provided the added perspective of policymakers and practitioners in the field of integration, as well as some background and direction regarding the range in program development.

Based on the survey results and the fact that the scope of our report is on practices rather than specific policies, the multitude of relevant factors have been narrowed down to six key areas of focus:

- Employment programs and services
- Access to information
- Language acquisition

- Cultural understanding
- Role of the school system (K-12)
- Social support

With the diversity of programs in the area of settlement and integration, determining the types of programs to research is a necessary step to managing the abundance of information available, and to ensuring that the scope does not undermine the ability to conduct an adequate assessment. As such, limiting the research to programs addressing the six areas above will allow for a targeted approach that concentrates on only the most commonly raised issues in immigrant and refugee integration.

In terms of the actual criteria for the selection and evaluation of programs, three conditions stand out as fundamental characteristics underlying the notion of a promising practice, and integration as a two-way process involving immigrants as well as the host community:

- Innovation in program design, excluding established public sector initiatives
- Mutual responsibility between immigrants and the receiving community
- Proven effectiveness based on outcomes and/or participation rates

As discussed in the literature review, facilitating the process of integration involves a variety of strategies and considerations; therefore, to account for the diversity of approaches, the selected programs will also be analyzed according to how they incorporate some or all of the following key elements, which are frequently discussed as vital components of good practice in much of the research on effective integration programs:

- Accessibility for all relevant and interested newcomers
- Adaptability to changing needs and circumstances
- Collaboration among community stakeholders
- Empowerment of newcomers to participate actively in society
- Holistic approach that addresses multiple priority areas

IV. PROMISING PRACTICES

Employment Programs and Services

Career Bridge - Career Edge Organization

<http://www.careerbridge.ca/>

Career Bridge is run by Career Edge Organization, a not-for-profit social enterprise that has managed paid internships across Canada since 1996. The internship program is designed to address the dilemma of acquiring Canadian work experience, which prevents many skilled immigrants from finding employment and contributing to the economy. Internships arranged through Career Bridge serve to bridge international experience with the Canadian workplace.

What makes it a promising practice?

Unlike most programs that offer volunteer experience, Career Bridge internships are paid positions that last for 4, 6, 9, or 12 months for job-ready immigrants that are legally able to work in Canada, and payroll as well as related HR administration is provided in order to support host organizations. The host

organization is also directly involved in the process by providing the following: a career launching experience in a professional workplace; a designated coach who will mentor the intern throughout the internship; opportunities for professional development and networking; performance management, regular evaluations, as well as feedback. Since the program started, Career Edge Organization has helped over 1,000 employers across Canada recruit more than 8,000 graduates and new Canadians. The website includes several testimonials from corporations and skilled immigrants. To make continuous improvements to the program, surveys for all hosts and interns are administered during the program and recommendations stemming from the results are taken into consideration. Interns and coaches are also regularly contacted by a member of the Career Bridge team, who ensures that any concerns, questions, or problems regarding the program and/or individual internships are addressed as they arise.

Immigrant Employment Loan Program - Maytree Foundation/Alterna Savings
<http://maytree.com/funding/immigrant-employment-loan-program>

The Maytree-Alterna Savings Immigrant Employment Loan Program provides loans of up to \$5,000 for newcomers to pay for short-term training (up to one year) to enhance skills/qualifications within their field, have their credentials assessed, cover the cost of professional examination and/or association fees, as well as pay for books and other essential tools. During the training period, a borrower is only required to make minimum monthly interest and life insurance payments on the loan and Maytree monitors borrowers' progress. Regular loan payments begin when employment begins or 90 days after training, and borrowers have three years to pay off the loans. Applicants must be either landed immigrants or protected persons and should have qualifications that can be transferred to the workforce through short-term training, as well as relevant English-language skills to find employment in their chosen field.

What makes it a promising practice?

The program offers an alternative resource to those newcomers who are unable to obtain credit from traditional financial institutions, and community partnership is used to tackle barriers to access. While borrowers need to pay a \$50 administration fee and a \$15 membership fee to Alterna Savings, the loans cover these expenses, and Alterna Savings membership includes access to a full range of banking services and other benefits. In terms of outcomes, online testimonials from participants demonstrate its effectiveness.

Program for Immigrants and Visible Minorities/Programme d'aide à l'intégration des immigrants et des minorités visibles en emploi (PRIIME) - Emploi Quebec/Ministère de l'Immigration et des Communautés culturelles (MICC)/Investissement Quebec
<http://www.emploi.quebec.net/anglais/individus/msemploi/priime.htm>

The Program for Immigrants and Visible Minorities helps newcomers to gain work experience by providing future employers with financial assistance to cover a portion of the newcomers wages for a maximum of 30 weeks, the wages paid to the person responsible for accompanying the newcomer, the creation of specific activities or the adaptation of human resource management tools, and expenditures from training newcomers to the North American workplace.

What makes it a promising practice?

By providing financial support to small and medium-sized enterprises, the program attempts to reduce risk aversion to inclusive recruitment and encourages greater engagement from employers by recognizing their resource limitations. The eligibility criteria enable the program to address the challenges associated with having no prior work experience in Quebec, as well as target the barriers facing newcomers with less than two years of permanent residency or those members of a visible minority group who experience discrimination. There were a total of 769 participants in the first year (2004); however, through PROMIS (Promotion-Intégration-Société nouvelle), a community organization based in Montreal, the program has had a 90 percent success rate in permanent employment.⁶¹

SkillsInternational.ca - Waterloo Region District School Board/WIL (Women Immigrants of London) Employment Connections/COSTI
<http://www.skillsinternational.ca/index-en.php>

SkillsInternational.ca is a web-enabled, searchable database that profiles the skills of immigrant job seekers in Ontario. The site essentially connects pre-screened, internationally-trained individuals with employers who require their skills. The Waterloo Region District School Board, WIL Employment Connections in London, and COSTI Immigrant Services in Toronto have collaborated to make this project possible.

What makes it a promising practice?

While on-line searchable résumé databases are not new, a site dedicated exclusively to profiling the skills of Ontario's internationally-educated professionals did not exist previously. The database is a network tool for community organizations that connect immigrants to the labour market as more than 79 agencies across Ontario will be able to post résumés of qualified, screened applicants who are ready to work in a field related to their education and experience. In addition, hiring newcomers becomes much more convenient when potential employers can perform a variety of searches based on relevant criteria including skills, experience, and education to review the résumés of qualified candidates. The site has been populated with candidates from the three collaborating agencies and contains approximately 400 resumes so far. Upwards of 1000 internationally trained individuals in Ontario will be featured by this year's end. The site also includes an extensive list of employer partners from various industries.

Speed Mentoring – ACCES Employment
<http://www.accestrain.com/default.asp?pageID=219#speedmentoring>

Speed Mentoring events help newcomers build their professional networks, connect to professionals working in their fields to learn about opportunities, and understand the particular dynamics of their fields in Canada. In a typical Speed Mentoring event, ten to twenty employees from a leading Canadian company meet one-on-one for ten minutes with each jobseeker, and when a bell is rung, the job seeker moves to the next employee. Each interaction provides an opportunity for jobseekers to find out what Canadian employers look for in a good employee, get constructive feedback on the ways of looking for a job, and experience communicating with professionals in the jobseekers' field of interest.

What makes it a promising practice?

This dynamic format provides an energized, targeted networking experience that enables potential employers and immigrant jobseekers to interact directly, which is often a challenge due to tight work

⁶¹ F. Froy and S. Giguère, "From Immigration to Integration: Local Solutions to a Global Challenge," (OECD Publishing, 2006) 118.

schedules. Many large companies have signed on such as CIBC, Deloitte, Kraft, Unilever, Procter & Gamble, McKinsey and Co., Eli Lilly, and TD. As indication of its popularity, over 15,000 job seekers have participated at five locations across the GTA.⁶² In terms of accessibility, Speed Mentoring events are regularly scheduled at various locations.

World on Our Doorstep - Board of Trade of Metropolitan Montreal
http://www.cmm.qc.ca/en/networking-business_meetings-World_at_our_doorstep

The World on our Doorstep program builds bridges between foreign talent and local enterprises through in-house traineeships lasting between one and three days. The experience gives newcomers a better understanding of the Quebec work environment while giving companies a chance to discover qualified resources educated in leading sectors.

What makes it a promising practice?

The short-term experience enables just enough time to get a sense of the workplace environment without forcing immigrants or employers to make a commitment, which may cause reluctance on the part of companies. Demonstrating mutual responsibility, the program requires active involvement from both employers and skilled immigrants. In one year, almost 100 traineeships have been carried out and, while this is not the program's primary objective, the hiring rate is 15 percent. Companies in various sectors are attracted to this program as it allows them to recruit easily while opening their doors to diversity. Desjardins, Cirque du Soleil, Lallemand, and Allstream were among the first organizations to host trainees and declare the importance of this initiative.⁶³ Several testimonials from participating companies are available online. It is also important to note that this program is made possible through collaboration among various organizations in Montréal.

Access to Information

Canadian Immigrant Magazine - Star Media Group
<http://www.canadianimmigrant.ca/>

Along with the website, the Canadian Immigrant magazine is a monthly publication distributed nationally and based in Vancouver and Toronto. The Canadian Immigrant helps immigrants settle in Canada by providing information, tools, resources, and strategies for personal growth and success. The content is comprised of successful immigrant profiles, columns from experts in fields such as banking, employment law and real estate, and stories of personal triumph to inform, educate, and motivate every immigrant, whether they are planning to immigrate, are going through the settlement process, or have become established citizens.

What makes it a promising practice?

Besides that fact that it is the first nationally distributed magazine with an immigrant focus, the Canadian Immigrant showcases positive and inspiring stories while providing information. As such, the magazine connects established immigrants with newcomers and highlights successes that help motivate and inform new immigrants throughout their settlement experience. The magazine values inclusion of

⁶² "Connecting New Canadians with Employers," *Marketwire*, January 22, 2008, retrieved from: <http://www.marketwire.com/press-release/Access-813189.html>.

⁶³ "The World on our Doorstep program: A different approach to hosting foreign talent within companies," Board of Trade Metropolitan Montreal, October 6, 2008, retrieved from: <http://www.cmm.qc.ca/en/index.aspx?p=1501>.

all ethnic groups, sharing knowledge, and providing inspiration in a positive, proactive manner. Launched in May 2004, the Canadian Immigrant magazine is widely distributed in Vancouver and Toronto. In fact, it has become a one-stop resource hub for immigrants seeking information about careers, education, lifestyles, culture, money, business, and basic settlement services. The purchase of the magazine by Star Media Group demonstrates its success and a Toronto edition of the magazine was launched in the first half of 2007.⁶⁴

Gateway Program - Memorial University School of Medicine /Association for New Canadians (ANC)
<http://www.themuse.ca/view.php?aid=39458>

The Gateway Program is a partnership between Memorial University School of Medicine and the ANC. This program assists in matching clients with a family physician through an interview process conducted by two medical student volunteers. During the interview, the client's medical history is collected and then forwarded to a suitable family doctor, with whom arrangements are made for a first visit.

What makes it a promising practice?

The Gateway Project is the only project of its kind in Atlantic Canada, though similar programs exist at the University of Ottawa, and the University of British Columbia.⁶⁵ This program is mutually beneficial as medical students get necessary experience working with new Canadians and clients receive an efficient referral to a family physician best suited to meet their needs. About 25 families went through the program in May and June of 2006 with positive results; however the challenge remains in finding doctors to participate in the project.

Hireimmigrants.ca – Toronto Region Immigrant Employment Council (TRIEC)
<http://www.hireimmigrants.ca/>

This program provides various resources and information to help companies hire skilled immigrants through a website, which also includes content on the evaluation of degrees, international work experience, and the development of internal programs, and provides access to weekly e-tips and delivers seminars /webinars on a regular basis.

What makes it a promising practice?

The website was designed as a one-stop portal to assist hiring decision makers and business leaders source, select, develop, and welcome skilled immigrants as creative contributors to their workforce. Unlike the myriad resources for immigrant job seekers, this site is employer-focused and encourages active involvement in the recruitment of newcomers. One of the innovative tools offered is the Newcomer Integration Strategy for organizational change, which addresses leadership and organizational awareness, talent planning and sourcing, talent development, and integration. The site includes participant testimonials that are organized according to industry, size, HR topic, and award winning companies.

Library Settlement Partnership – Citizenship and Immigration Canada (CIC)/ Toronto Public Libraries (TPLs)

⁶⁴ "The Canadian Immigrant-Canada's Monthly Magazine for All Immigrants-Joins Star Media Group," *The Star.com*, Dec 04 2006, retrieved from: <http://www.thestar.com/Unassigned/article/126603>.

⁶⁵ K. Hyslop, "Doctors-to-Be Help Immigrants to See...Doctors," *The Muse Online*, 57.5, 2006, retrieved from: <http://www.themuse.ca/view.php?aid=39458>.

CIC provides funding to immigrant serving agencies to place settlement workers in selected branches of public libraries where significant numbers of newcomers are likely to be clients. The goal of the Library Settlement Partnership (LSP) is to provide settlement information and referral services to newcomers to Canada in a community location that they are likely to frequent. In Toronto, there are six settlement agencies that provide services in seven Toronto Public Library branches under the LSP pilot project.

What makes it a promising practice?

This project is an example of expanding information access through a community-wide strategy. In addition to the involvement of settlement agencies, libraries become interwoven into the community planning approach to integration. The settlement worker provides settlement information and referral services to newcomer library users, as well as referring users to resources and services available within the library system, which could also assist in their settlement (e.g. employment and accreditation materials, English language learning, etc.) There was an almost even male-female split in clientele: 52 percent were female and 48 percent were male. By the end of June 2007, the pilot projects had assisted 3949 individual clients including family members, and approximately 5,000 newcomers benefited from the pilots. There has been a steady increase in the number of newcomers served, which is partially attributable to Ottawa and Hamilton joining the pilot early in the year. About half of the LSP clients found the settlement worker themselves and 28 percent of clients were found by the settlement worker in the library.⁶⁶

Newcomers Connecting to Trades Apprenticeship Resources (NeCTAR) - COSTI

<http://www.costi.org/skilledtrades/>

NeCTAR is a bridge training program established to provide information and services to internationally-trained individuals seeking apprenticeship or employment in the skilled trades in Ontario. The role of the website is to enhance the capacity of community agency staff to offer targeted information and services to internationally-trained individuals to enhance their ability to find an apprenticeship or employment in skilled trades. NeCTAR has developed a Resource Kit that includes a reference guide, a facilitator's guide and training for service providers, certification workshops, certification preparation material for specific skilled trades, and multiple resources and tools for service providers.

What makes it a promising practice?

This site is unique as it offers targeted information on skilled trades rather than regulated professions. NeCTAR provides support to community organizations that work with newcomers to enhance their opportunities and to ensure that staff members have the right information and are knowledgeable about the most efficient approach. The site also enhances the human resources of existing agencies rather than creating new organizations, and provides an effective alternative to the confusing Ontario Immigration Site.⁶⁷ NeCTAR is based on a needs assessment conducted by COSTI and over 200 staff members at different agencies have been trained.⁶⁸

⁶⁶ "Executive Summary, Summary of Recommendations, and Lessons for LSP Expansion," Review of the Library Settlement Partnerships Pilot Projects in Public Library Branches-Final Report (Power Analysis Inc., 2007), retrieved from: http://atwork.settlement.org/downloads/atwork/CIC_Review_Library_Settlement_Partnerships_October_2007.pdf.

⁶⁷ Ibid.

⁶⁸ N. Weiner, "Breaking Down Barriers to Labour Market Integration of Newcomers in Toronto," *Choices*, 14.1 (Montreal: IRPP, 2008) 19.

Language Acquisition

Saturday School - PROMIS (Promotion-Intégration-Société nouvelle)

<http://www.promis.qc.ca/PagesAng/education.html#samedi>

Many allophone children experience a serious school delay given their lack of knowledge of the French language, and as such, PROMIS, a community organization, has established a Saturday School where children are paired with a French-speaking mentor-volunteer worker who addresses difficulties in French and/or in mathematics. With the aim of easing the integration of toddlers aged 3 to 5 into the Quebec school system, French language familiarization workshops also stimulate younger brothers and sisters of registered students. In order to carry on the progress of the children in their homes, activities to develop parental skills in school support is provided to the children's parents.

What makes it a promising practice?

The Saturday School organized by PROMIS takes a family approach to language tutoring whereas many others tend to focus solely on the students. With the involvement of parents, their understanding and relationship with the public school system is greatly enhanced. Furthermore, the participation of community volunteers demonstrates a two-way dynamic. Throughout the school year from 2004-2005, Saturday School received 142 children, 71 parents, 20 younger brothers and sisters aged 3 to 5, as well as the involvement of 100 volunteer workers.

Step Ahead Program – Ottawa Community Immigrant Services Organization (OCISO)

<http://www.ociso.org/summer-esl.htm>

This ESL program aspires to help young newcomers to Canada upgrade their English language, recreation, and study skills during a five week period over the summer, when many new immigrant students with little or no access to English tend to regress in their language skills. As many of these students experience academic, linguistic, and social barriers in the education system, the program tackles these issues in a fun-filled environment that is conducive to learning.

What makes it a promising practice?

Step Ahead is a free and full-time program that helps young newcomers build their proficiency in English while developing their academic and leadership skills through a variety of activities over the five-week period. ESL teachers and community organizations serving newcomers nominate immigrant and refugee students. In addition to being the only program of its kind in Ontario, and possibly in Canada, the program focuses on helping students to become aware of community resources and recreational activities that are available, as well as how to access them. Now in its 15th year, Step Ahead was initiated when school board cutbacks caused summer ESL classes to be cancelled. To date every student who started the program has completed it.

Story Time Program – Pacific Immigrant Resources Society (PIRS)

<http://www.pirs.bc.ca/programs/storytime.htm>

Designed for immigrant women and their young children, Story Time is a group program that focuses on learning rhymes, stories, and songs as a way for mothers and children to develop language skills and to have fun in a relaxing environment. The goal of program is to support the development of language and literacy skills among immigrant and refugee families by exposing young children (up to age six) and their

primary caregivers (mothers/grandmothers) to English, and to promote bonding and positive interaction between mothers/grandmothers and their children/grandchildren.

What makes it a promising practice?

This program takes a family approach to language learning while also considering other potential benefits. Story Time involves the participation of three elementary schools in Vancouver, and various community organizations provide financial and other resource donations. From September 2006 to June 2007, 117 mothers/grandmothers and 145 children participated in the Story Time Program. The programs are always full with long waitlists and the PIRS Board is currently looking for additional resources to expand the program.⁶⁹

Acceptance and Understanding

Mashup - CBC Radio

<http://www.cbc.ca/radiosummer/mashup/>

Mashup is a new CBC Radio One summer show that features new and established Canadians from across the country as they talk openly about the cultural intersections they experience or choose to avoid in their daily lives. The goal is to give people a chance to tell stories that have not been heard before, and to also generate dialogue about these stories on the air and via its website.

What makes it a promising practice?

Mashup offers a novel platform and approach to share experiences and increase understanding among immigrants and established Canadians. The program exposes native-born Canadians to the immigrant experience through the perspectives of real people and their personal stories. Currently, the program has a Facebook group with over 150 members.

NuYu Theatre Project - MOSAIC

http://www.mosaicbc.com/programs_nuyu_theatre.asp

NuYu Theatre is a project of MOSAIC, an immigrant and refugee serving organization based in Vancouver. The project works with groups of immigrant and refugee youth between 14 and 19 to create theatre using their experience of being a newcomer to Canada, and they perform their scenes in front of audiences to promote understanding and dialogue about their lives and the choices they make.

What makes it a promising practice?

The project uses performing arts as a vehicle to explore and share experiences. The project also offers Popular Theatre Facilitator Training, which is a one-week intensive training workshop to learn how to facilitate groups using the technique of popular theatre. The training is intended for people involved in immigrant or refugee youth issues, and includes youth who are leaders in their communities (or want to be leaders in their communities), youth workers who want to incorporate popular theatre in their work, facilitators who work with immigrant and refugee youth, and anyone interested in using popular theatre to engage immigrant and refugee youth. As a fully-funded project, participation is free with

⁶⁹ PIRS Newsletter Fall 2007, retrieved from: http://www.pirs.bc.ca/PIRSnewsletter_fall07.pdf.

transportation costs covered as well. In 2007, the program won a City of Vancouver Youth Award for Outstanding Youth Program.⁷⁰

Passages to Canada Speaker's Bureau - Dominion Institute

<http://www.passagestocanada.com/index.asp>

The Passages to Canada Speakers' Bureau is made up of a diverse group of immigrants and refugees who volunteer to share their experiences with youth and community groups. The Bureau consists of 3 specialized modules, each addressing a different aspect of the immigrant experience. The first module profiles immigrants and refugees who have made significant contributions to the community by giving them the opportunity to share their stories of coming to Canada with youth and new Canadians. The second module showcases immigrants/refugee members with a commitment to anti-racism work. As for the last module, employers who have developed effective diversity strategies speak about their experiences and present a summary of best practices developed by the Toronto Region Immigrant Employment Council (TRIEC).

What makes it a promising practice?

This program serves as a useful resource that takes a face-to-face approach to increasing understanding by highlighting the contributions of immigrants, addressing racism, and educating employers. Through this program, immigrants and refugees are able to connect with the community and to educate native-born Canadians about the immigration experience. The Bureau now consists of over 600 speakers in 13 cities, and since 2002, members of the Speakers' Bureau have shared their stories of immigration with nearly 80,000 youth and new Canadians across Canada.⁷¹

Rainbow of Cultures Summer Camp - Multicultural Association of Fredericton (MCAF)

<http://www.mcaf.nb.ca/docs/80303-camp-brochure.pdf>

As a summer enrichment program for children aged 6-12, the camp offers a multicultural environment where native-born or established Canadian children meet with local immigrant children from all over the world. In addition to providing an educational setting to learn about other cultures and the value of understanding and experiencing diversity, newcomer children have the opportunity to practice English in a comfortable environment. Canadian-born children also learn about other cultures from special guests who share stories about their home country, culture, tradition, and experiences. Rainbow of Cultures is a quality summer program offered at an affordable rate (\$55-\$340, depending on duration and membership.)

What makes it a promising practice?

The program is both fun and educational with an intercultural focus that emphasizes the importance of participation from immigrant and native-born children. As a testament to its success, the Rainbow of Cultures Summer Camp has been offered for 13 consecutive years.⁷² Given that many parents

⁷⁰ *Annual Report 2006-2007*, Pacific Community Resources, retrieved from: [http://www.pcrs.ca/Images/Agency%20Documents/Annual%20Reports/FINAL%20AGM%20\(Sept%2007\).pdf](http://www.pcrs.ca/Images/Agency%20Documents/Annual%20Reports/FINAL%20AGM%20(Sept%2007).pdf).

⁷¹ *Newsletter Spring 2007*, The Dominion Institute, retrieved from: http://www.passagestocanada.com/Passages_newsletter_'07.pdf.

⁷² *Annual Report 2007*, MCAF 28, retrieved from: <http://www.mcaf.nb.ca/docs/annual-report-07.pdf>.

interested in the Rainbow of Cultures Summer Camp are not able to pay for all the registration fees, sponsors are solicited to ensure accessibility.⁷³

Role of the Public School System

Cultivating Peace - Classroom Connections
<http://www.cultivatingpeace.ca/main.html>

The goal of the Cultivating Peace initiative is to create classroom-ready resources for schools across Canada that will assist teachers and community leaders to educate for change. The programs created through this initiative will encourage youth to respect diversity, think globally, value human rights, recognize injustice, and respond to conflict without the use of violence. These resources engage children and youth in the search for a culture of peace in their homes, their schools, their neighbourhoods and their global community.

What makes it a promising practice?

Classroom Connections is dedicated to supporting public education through the creation and distribution of innovative and socially significant classroom resources in areas such as peace education, which is not commonly addressed in public curricula. Materials are distributed to schools and community organizations across Canada, and in the interest of equity, all resources are free.⁷⁴ The materials educate students about their role in creating peace with involvement from teachers and community leaders. Due to the impact and success of their ongoing Cultivating Peace educational initiative, the non-profit association Classroom Connections was the recipient of the National Peace Education Award by the Canadian Centres for Teaching Peace at their Annual Conference on Peace Education in 2003. The first educational resource, *Cultivating Peace in the 21st Century*, was delivered to 85 percent of secondary schools across Canada in September of 2002, and response to the document was overwhelmingly positive with requests from schools, community agencies, non-governmental organizations, universities, and international organizations.⁷⁵

Model Schools for Inner Cities – Toronto District School Board (TDSB)
<http://www.tdsb.on.ca/site/ViewItem.asp?siteid=263&menuid=2370&pageid=1871>

Inner City schools include students and families living in poverty, and such schools face the challenge of providing students from different backgrounds with the tools to participate fully and equally in society. Poverty, adjusting to a new country, family status, and youth violence all play a role in the lives of inner city students. As students also learn from every aspect of the school experience (school, home, and community), teaching is not limited to the classroom; therefore, the Model Schools for Inner-Cities initiative provides students with the tools, resources, and opportunities they need to participate fully and equally in school and their communities.

What makes it a promising practice?

This initiative takes a holistic approach that addresses the interconnections between poverty and school performance. Children, families, and communities are brought together into the educational

⁷³ Ibid.

⁷⁴ "Classroom Connections, Nonprofit Educational Organization, Receives National Peace Education Award," Cultivating Peace, retrieved from: <http://www.cultivatingpeace.ca/news/award.html>.

⁷⁵ Ibid.

environment as participants and partners in the learning process, with the school becoming the “heart of the community”. Each of the seven Model Schools intends to provide strong professional development for all staff, develop successful practices, and share resources with their cluster of schools. Model Schools ensure that teachers understand the unique needs of children living in the inner cities, and partnerships are developed with faculties of education to ensure that new educators are familiar with the diverse strengths and needs of these students.

Model Schools for Inner Cities are provided with the necessary infrastructure renewal, educational resources, and extra teaching staff to meet the distinctive challenges they and their students face. Additional human resources and community programs are in place within the school to help minimize the social barriers to successful learning that some children face. In partnership with community organizations and other agencies, the school also offers programs for the entire family and community such as parenting centres, ESL classes, employment counseling, and other resources. As a new initiative, a comprehensive assessment has not been conducted; however, several positive outcomes have been documented on the TDSB website and those for Phase I model schools.

Newcomer Orientation Week (NOW) – Ontario SWIS (Settlement Workers in Schools) Program
http://atwork.settlement.org/downloads/atwork/SWIS_News_and_Notes_53.pdf

In August 2007, the SWIS program sponsored a pilot project to prepare newly arrived youth for high school in Ontario. Newcomer Orientation Week (NOW) is an intensive orientation initiative that was piloted in six high schools in Toronto. Over a four-day period, one week before the beginning of the school year, peer leaders (PLs), who are trained former newcomer students, provide a range of information and activities to newly arrived youth with the support of settlement workers and teachers.

What makes it a promising practice?

The active involvement of established students, teachers, and settlement workers in the integration process of new immigrant students demonstrates mutual responsibility. The initiative also develops leadership skills in students, and there are many examples of peer leaders taking continuing leadership roles with newcomer youth and in other areas of school life. The peer-led model, with the support of key school and settlement adults, is the reason behind its success as well as the high quality of the intensive leadership training for peer leaders. The independent evaluation of the eight Newcomer Orientation Week pilot programs by Kappel Ramji and Associates has reported that the NOW concept and model are highly effective as it prepares newcomer youth for smooth entry into school, reduces their stress and anxiety about the transition, and prepares them for participation in school life.

Social Support

Community Citizenship Ceremonies - Institute for Canadian Citizenship (ICC)
<http://www.icc-icc.ca/en/projects/ceremonies.php>

In recognition of the importance of celebrating citizenship, the Institute for Canadian Citizenship has set out to strengthen the connection between Canada’s citizenship ceremonies and their communities. Through local organizing committees led by volunteers, these ceremonies can help to establish new bonds among Canadians. Several resources have been developed including a comprehensive downloadable handbook.

What makes it a promising practice?

Engaging communities in citizenship ceremonies is a new approach to connecting newcomers to established citizens and fostering community-building. The participation of new and established citizens in such a symbolic and important occasion demonstrates the role of both groups in the integration process. Citizenship committees empower communities to take a more active role in creating a welcoming environment, and in doing so, nurture a sense of belonging among new Canadians. The ceremonies give new Canadians a chance to build social networks that can lead to employment opportunities, information about community resources, and cultural understanding. Currently, a dozen community citizenship committees have been established across Canada.

DiverseCity onBoard - Maytree Foundation

<http://maytree.com/maytree-work/diversecity-onboard>

DiverseCity onBoard (formerly abcGTA) works to ensure that the governance bodies of public agencies, boards, and commissions, as well as voluntary organizations reflect the diversity of the communities of the Greater Toronto Area (GTA). Maytree assists these organizations by identifying qualified, pre-screened candidates from visible minority and immigrant communities for appointments on boards and board committees.

What makes it a promising practice?

This program focuses on diversity in leadership, which is often overlooked in integration planning. The collaboration between Maytree, public institutions, and voluntary organizations helps to promote board recruitment and appointment processes that are responsive to the needs of the GTA's diverse population. Furthermore, qualified candidates from visible minority and immigrant communities are connected to agencies, boards, commissions, and voluntary organizations in the GTA. The program empowers newcomers by not only providing opportunities to take on leadership roles in the community, but it also establishes role models for newcomers and visible minority youth. Since 2005, over 180 candidates have been matched or selected through DiverseCity onBoard for nominations and appointments to boards or committees.

Home Instruction for Parents of Preschool Youngsters (HIPPY) - HIPPY Canada

<http://www.hippycanada.ca/home.php>

HIPPY is a home-based education program that teaches parents to be their preschool children's first teacher and prepares their 3-5 year olds for school. Over one million Canadian children are at risk of not being prepared for kindergarten because their families struggle with conditions of poverty and low levels of literacy. The HIPPY childhood development program addresses the diverse needs of these families to maximize the educational potential of their pre-school children by helping parents to teach their children at home with easy-to-use activity packets, home visits by care professionals (home visitors), and group meetings.

What makes it a promising practice?

HIPPY takes a holistic approach to education by involving parents and communities. The program promotes multiculturalism and anti-racism, and supports settlement and immigration by helping newcomers to better understand Canadian language, life and culture, develop friendships and a sense of connectedness, and learn to access services in the community. The HIPPY program involves local businesses and other regional organizations to ensure that HIPPY is truly reflective of the communities

that it serves. Costs to the community agency are approximately \$3,000 per child, per year; however, HIPPY is free to the parents who participate. The graduation rate for HIPPY Canada has reached over 300 students.

Multicultural Youth Circle (MY Circle) Program – Immigrant Services Society of British Columbia (ISSBC)
http://www.issbc.org/services/family_youth/default.htm

The MY Circle program assists immigrant and refugee youth in the Greater Vancouver Regional District (GVRD), between the ages of 14 to 24, who are in the process of integrating into a new life in Canada. Four training sessions are delivered annually to approximately 80 newcomer youth, and participants who successfully complete the program become community leaders and peer support facilitators who go on to deliver support services to other newcomer youth in their communities. The program provides 80 hours of peer facilitator/community leadership training specifically designed to support immigrant and refugee youth who are facing challenges integrating into their new lives in Canada. Once the training is completed, youth facilitators/leaders go to partnering host organizations (schools, community centres, neighbourhood houses) to deliver youth driven/led support services to other newcomer youth facing difficulties with their adjustment process.

What makes it a promising practice?

The program empowers youth to help others while simultaneously teaching them how to cope with their own challenges. Connections are made between new immigrant youth and their more established peers, who get engaged in facilitating the integration of other newcomers. Programs are also delivered in the first language of the participants to ensure a comfortable learning environment.⁷⁶ The society has established approximately 30 peer support groups, serving more than 500 newcomer youth in North Vancouver, Vancouver, New Westminster, Coquitlam and Burnaby.

V. CONCLUSION

Innovations for Further Development

As the various examples of promising practices reveal, the multidimensionality of integration calls for a combination of creative strategies, practical initiatives, and collaborative efforts. Although each of the practices discussed in this report contributes to an expanded awareness about the diversity of approaches to promoting integration, some key innovations are worth emphasizing as potential avenues for further exploration. Highlighted in this section are the more notable features of the selected practices, which should be considered for future work in the area of immigrant integration.

In terms of improving employment opportunities for newcomers, two conditions that stand out as positive developments are paid internships and programs that offer support for organizational change. The benefits of paid internships are quite obvious as foreign-trained candidates are often faced with the financial burden of providing for their families as they simultaneously seek employment that is commensurate with their training and skills. As such, taking on a volunteer position may not even be an

⁷⁶ "Immigrant Youth Program Finalist for United Way Award," United Way of the Lower Mainland, January 24, 2005, retrieved from: <http://www.uwlm.ca/NR/rdonlyres/A42E7FFE-9801-4302-99B2-81D2820333A5/47235/ISSBC.pdf>.

option when many of them have to work much longer hours in low-paying jobs to meet their financial needs.

On the other hand, many small to medium-sized organizations may not have the financial resources to offer such programs, especially when they are unfamiliar with foreign credentials and lack the human resources to ensure the proper orientation of internationally-trained professionals. Due to such constraints, programs that assist small organizations with the human resource challenges associated with hiring new immigrants encourage greater collaboration from employers. While providing support is a way to address the reluctance on the part of many employers to hire new immigrants, such supports make little sense when employers overlook the advantages of hiring foreign-trained professionals; therefore, informing employers is just as vital as informing jobseekers as proven by the positive outcomes of hireimmigrants.ca.

Programs that enhance access to information encompass several dimensions of integration as newcomers require and seek information about employment as well as other aspects of settlement such as language training, health services, and education programs to name just a few. From the innovative approaches described in this report, a number of key features emerge as worthy considerations. The first of which is the highlighting of positive stories as most sources of information either focus solely on prescribing practical advice or emphasizing barriers that must be overcome. By spreading the word on real experiences of successful adaptation, newcomers can learn about unusual strategies and creative solutions to some of the challenges of integration that may not be conventional or well-known as options as each immigration experience is unique.

While increasing awareness of success stories is one way of supporting newcomers through the process of integration, ensuring that information about resources and services is accessible makes up another critical component. Based on the pilot projects in Toronto public libraries and the medical referral initiative involving medical students from Memorial University in St. John's, the settlement process can be better supported when communities incorporate immigrant integration as part of their own objectives, which means that public institutions, each with their own roles and areas of specialization, should be considered as possible settlement resources for new members of the community.

Although expanding access to information is a necessary step to equipping newcomers with the resources to adapt successfully to a new context, increasing the quantity of sources does not always equate to an advantage, especially when existing programs are not being implemented effectively. NeCTAR is a perfect example of the benefits of improving training rather than developing new programs as resources are better spent on strengthening the internal capacity of organizations. Moreover, such an approach addresses the issue of employment and settlement counselors lacking adequate and accurate information about current labour market conditions and specific occupational requirements.

Language proficiency is most definitely a factor in full participation, and from the examples of promising practices in language acquisition, two innovative elements should be underscored. Family involvement, while discussed in much of the literature about settlement, is often neglected in language learning; however, the value of family learning is based on the fact that children are influenced by their home environment. By including family members in the process of learning a new language, both students and their families benefit from the lessons, primary caretakers have the opportunity to interact with volunteers and other caretakers as a means to reduce isolation, and the stresses of settlement are mitigated through their shared experiences. The other innovative element worth noting is the integrated learning approach, which combines language training with other types of knowledge. For instance, in the Step Ahead Program, ESL students have the opportunity to strengthen their academic

and leadership skills, as well as learn about community resources and services while practicing English with their peers.

To promote acceptance and understanding between established Canadians and new immigrants and refugees, more information and education are the common responses; however, the delivery of such information and education is as important as the actual content. As a way to stimulate dialogue and engage communities, non-conventional approaches such as using various forms of media and the arts serve to reach a broader audience and connect with them at a more humanistic level. For example, radio, while a conventional form of media, is a non-traditional platform for listeners to share immigration experiences. The use of theatre to work through the stresses of migration and to educate native-born Canadians about the experience of settling into a new country is another innovative way to achieve better understanding. Despite the value of considering non-conventional approaches, opportunities for established citizens and newcomers to interact cannot be overlooked as acceptance and understanding is often the result of relationship-building.

With regards to the role of the public school system, a number of innovations emerge as promising developments. By expanding curricula to include issues of global citizenship, migration is contextualized within a broader understanding of rights and responsibility, and thus, students become better educated about the contributions and challenges of immigration, as well as their own role in community-building. Secondly, the concept of the school as ‘the heart of the community’ is a positive redefinition that highlights the interdependency of various factors that make up a strong, healthy community that supports newcomers. In other words, the school should be understood as a community space where students, families, neighborhoods, organizations, and businesses can work together to invest in a common future. Besides getting whole communities involved in improving education, established immigrant students should also be considered as important resources for new immigrant or refugee students who can benefit greatly from having peer mentors to ease the orientation process.

Although family involvement has been touched on above, some other innovative strategies for increasing social networks should also be discussed. DiverseCity onBoard is one program that should be adopted across the country as it highlights the value of representation and offers a collaborative approach to change. As newcomers often lack social networks that can provide settlement support and links to opportunities, such an initiative not only makes use of the leadership skills among newcomers, but also connects new Canadians to organizations and institutions that shape key policy decisions. An additional benefit to increasing diversity in leadership is the empowerment of youth, who are more likely to see that their interests are reflected and that they can also strive to be leaders in the community. Moreover, similar to peer mentoring, empowering immigrant and refugee youth to be leaders and give back to the community is another innovative approach that builds support networks.

Policy Considerations

To promote positive change, this report has focused on highlighting promising practices, however, gaps and challenges exist; therefore, mentioning some of the issues will serve to inform future initiatives and policy decisions regarding integration. Firstly, the majority of programs tend to fall into the settlement services category even though integration involves many other aspects such as empowering newcomers and enabling them to contribute their skills. Another missing element in many of the initiatives to promote integration is the involvement of established Canadians. While community organizations have made efforts to engage businesses and educational institutions, most programs seem to promote interactions among newcomers rather than with established immigrants or native-born Canadians in the

community. Basically, the tendency is to develop specific programs for newcomers instead of incorporating immigrant or refugee participation into community-wide programs.

In terms of more practical and administrative issues, community-based initiatives are often more innovative than top-down approaches; nevertheless, the lack of systematic assessments makes the evaluation of outcomes both unreliable and unconvincing despite positive reactions from participants. Unfortunately, such programs require external sources of funding that necessitate a legitimate system of measuring success with clear indicators of progress and benefit. In the case of small organizations, conducting rigorous assessments is a burdensome task that is often overlooked in funding allocations. Furthermore, the human resources required to carry out the research and prepare reports are often beyond the capacity of community agencies that offer programs.

Given these limitations, policymakers need to keep them in mind as they consider exploring the potential of some of the innovative practices that have been developed thus far. To promote integration, established Canadians need to understand the relevance and value to themselves and their communities, thereby fostering mutual responsibility. As such, future initiatives must focus on targeting public understanding, especially when economic, political, and social contexts continue to change and alter the impact, perceived or real, of immigration. Consequently, with the emphasis on mutual responsibility, it is important not to forget the associated freedoms of citizenship and the principles of multiculturalism. As established Canadians are not judged according to their level of integration, subjecting new Canadians to an abstract ideal is unfair when communities offer few opportunities for two-way interaction. Lastly, in order to encourage the development of good practices, policies regarding funding must find a balance between the preoccupation with outcomes and the need for ongoing experimentation.

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ANNEX 1-Sample Questionnaire



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From Immigration to Participation:
A Report on Promising Practices in Integration

Questionnaire

SECTION 1: PRIORITIZING KEY AREAS

*Rank the importance of each of the following factors to successful integration.
(From 1 for low importance to 5 for high importance)*

As many different factors play a role in successful integration, we have provided additional space for you to include any other areas that should be considered and rank them accordingly.

KEY AREAS	1	2	3	4	5
Access to education/training					
Access to information/services					
Affordable and adequate housing options					
Canadian citizenship					
Canadian perceptions about a particular immigrant group					
Canadian work experience					
Civic engagement/volunteerism					
Duration of residence					
Employment assistance					
Fluency in English/French					
Foreign credential recognition					
Host community involvement/support					
Intercultural and interfaith interaction					
Involvement in religious activities					
Involvement in sports/the arts					
Labour market access/mobility					
Political participation					
School system (K-12) responsiveness to needs					
Social networks					
Support from family members					
Understanding of Canadian norms/values					

SECTION 2: SHARING PROMISING PRACTICES

Taking into consideration your rankings above, what programs have demonstrated success or innovation in promoting two-way integration through the active involvement of receiving communities and new immigrants?

A. General Integration Programs

Name of Program/Initiative	
Brief Description	
Organization	
City/Province	
Contact Person	

Name of Program/Initiative	
Brief Description	
Organization	
City/Province	
Contact Person	

Name of Program/Initiative	
Brief Description	
Organization	
City/Province	
Contact Person	

B. Programs for Specific Groups (Refugees, immigrant women and youth, etc...)

Name of Program/Initiative	
Brief Description	
Organization	
City/Province	
Contact Person	

Name of Program/Initiative	
Brief Description	

Organization	
City/Province	
Contact Person	

Name of Program/Initiative	
Brief Description	
Organization	
City/Province	
Contact Person	

SECTION 3: COMMENTS & ADDITIONAL INFORMATION

SECTION 4: CONTACT INFORMATION

*Name	
*Organization	
*Telephone/Email	
The Work of the Organization	
City/Province	

****Optional Fields***

Your cooperation is much appreciated. Please email/fax your completed response to Winnie Wong, Public Policy Forum, at winnie.wong@ppforum.ca or 613-238-7990 by **August 8, 2008**.

ANNEX 2-Questionnaire Results: Prioritizing Key Areas

Key Areas	1	2	3	4	5	Average
Access to education/training			1	8	13	4.55
Foreign credential recognition	1	1		4	16	4.50
Access to information/services		2	1	6	13	4.36
Fluency in English/French		1	2	8	11	4.32
Employment assistance			4	8	10	4.27
Understanding of Canadian norms/values			1	14	7	4.27
Labour market access/mobility			3	11	8	4.23
School system (K-12) responsiveness to needs		1	2	10	9	4.23
Support from family members			5	9	8	4.14
Host community involvement/support		1	5	7	9	4.09
Canadian work experience	1	1	6	2	12	4.05
Social networks			5	12	5	4.00
Affordable and adequate housing options		3	3	8	8	3.95
Canadian perceptions about a particular immigrant group	1	4	6	9	2	3.32
Intercultural and interfaith interaction		5	8	8	1	3.23
Civic engagement/volunteerism	1	6	6	5	4	3.23
Duration of residence	2	5	9	3	3	3.00
Canadian citizenship	4	3	8	5	2	2.91
Involvement in religious activities	1	6	10	5		2.86
Political participation	4	5	8	4	1	2.68
Involvement in sports/the arts	5	6	9	2		2.36

ANNEX 3-Questionnaire Results: Sharing Promising Practices

General Integration Programs	
<p>ACCES Employment Services</p> <p>Org: ACCES Contact: Allison Pond</p>	<p>Assists New Canadians to find employment in their field by connecting job seekers to employers. Also provides job seekers with the following:</p> <ul style="list-style-type: none"> • Professional, personalized assistance from Employment Consultants who speak several languages. • Direct connections with employers through our recruitment and mentorship events. • A Talk English Café an interactive environment to practice workplace communication skills. • Workshops on resume development, interview practice and coaching on how to market yourself to employers • Information and support in becoming licensed in your field
<p>Bridging Programs</p> <p>Org: Ontario Ministry of Citizenship and Immigration Contact: Suzanne Gordon (416-314-0945)</p>	<p>Bridging programs help newcomers bridge their international skills and experience to provincial requirement so they can work in Ontario. These programs are delivered by regulatory bodies, employers, community agencies, colleges and universities, among other organizations.</p>
<p>Canadian Immigration Integration Project (CIIP)</p> <p>Org: ACCC Contact: Katrina Murray</p>	<p>Offering overseas labour market information in India, China and the Philippines to persons in the permanent immigration process pre-arrival to help them better integrate in Canada upon arrival</p>
<p>Career Bridge</p> <p>Org: Career Edge Contact: Anne Lamont</p>	<p>Career Bridge internships are paid positions that last for 4, 6, 9 or 12 months for job-ready immigrants that are legally able to work in Canada. The host organization provides:</p> <ul style="list-style-type: none"> • A career launching experience in a professional workplace • A designated coach who will mentor the intern throughout the internship • Opportunities for professional development and networking Performance management, regular evaluations and feedback
<p>Career Mentorship Connections</p> <p>Org: S.U.C.C.E.S.S. Contact: Ronald Ma</p>	<p>Career Mentorship Connections aims to establish a collaborative momentum with community, government, and corporate partners, bridging the gap between immigrant professionals and locally established counterparts through occupation-focused mentorship relationships.</p>
<p>Careers Today Canada (Professional Immigrant Six Stage Career Partnership Program)</p> <p>Org: Careers Today Canada Contact: Minto Roy (604-783-9942) mroy@careerstodaycanada.com</p>	<p>Customized one-on-one marketing and career coaching program specifically designed to provide new immigrants with employment market insights and customized training assistance to find careers in their field. A dedicated, (Six Stage) Professional partnership that has assisted hundreds of newcomers to Canada find careers in the field.</p>
<p>Community Airport</p>	<p>C.A.N.N. strives to facilitate the pre-settlement of all immigrants</p>

<p>Newcomers Network, CANN</p> <p>Org: S.U.C.C.E.S.S. Contact: Ansar Cheung</p>	<p>arriving in Canada at the Vancouver International Airport by offering individualized reception, orientation, information and referrals.</p>
<p>Community Recreation (various)</p> <p>Org: City of Toronto Contact: Ken Jeffers (416-392-7019) kjeffers@toronto.ca</p>	<p>The City of Toronto Parks, Forestry and Recreation Division delivers various programs to engage diverse communities in physical activities and civic participation. It also provides free programs and space for diverse cultural groups in selected community centres designated as priority centres.</p>
<p>Cours de francisation</p> <p>Org: Partners of the MICC Contact: Roger Gingras</p>	<p>Free French classes for newcomers</p>
<p>DiverseCity onBoard</p> <p>Org: Maytree Foundation Contact: Sangeeta Subramanian (416-944-2627) SSubramanian@maytree.com</p>	<p>DiverseCity onBoard works to ensure that the governance bodies of public agencies, boards and commissions as well as voluntary organizations reflect the diversity of the people who live and work in the Greater Toronto Area (GTA).</p> <p>DiverseCity onBoard has two objectives:</p> <ul style="list-style-type: none"> • Connect qualified candidates from visible minority and immigrant communities to agencies, boards and commissions and voluntary organizations in the GTA • Work with public institutions and voluntary organizations to promote board recruitment and appointment processes that are responsive to the needs of the GTA's diverse population <p>Our work focuses on the boards of public institutions in the GTA:</p> <ul style="list-style-type: none"> • Agencies, boards and commissions of various municipalities • Provincial agencies, boards and commissions • Other public institutions such as hospitals, universities and community colleges, boards of trade, etc. • Boards of voluntary organizations <p>We assist these organizations by identifying qualified, pre-screened candidates from visible minority and immigrant communities for appointments on boards and board committees.</p>
<p>Employment Program</p> <p>Org: SISO Contact: Aurelia Tokaci</p>	<p>Access to education/training, information and Referral, Labour market orientation, social network and employment assistance, settlement services</p>
<p>Enhanced Language Training (ELT)</p> <p>Org: Various Contact: Stephen Moir, CIC, Stephen.moir@cic.gc.ca</p>	<p>Citizenship and Immigration launched the Enhanced Language Training (ELT) initiative in January 2004. ELT helps newcomers gain the skills they need to better access the Canadian labour market at levels in keeping with their skills and qualifications. The initiative does this by offering language training paired with a workplace component, such as internships, mentoring opportunities and work placements.</p>

	<p>ELT funds two different kinds of projects: development and delivery projects. Development projects support the delivery of labour market levels of language training, but do not include the delivery component. For example, projects can include the development of assessment tools, software tools, research, study guides and other learner supports, and curriculum.</p> <p>Delivery projects include two components: language training and bridge-to-work. In most cases, language training is delivered to attain Canadian Language Benchmarks (CLB) levels 7 to 10 (English/French), including job-specific language training. The second component, bridge-to-work, comprises a variety of employment-related activities that can include, for example, orientation to the local labour market, assistance in finding employment in the immigrant’s field of specialty, mentoring, work placements, cultural orientation in the workplace and preparation for licensure exams and internships.</p> <p>ELT projects are delivered through contribution agreement mechanisms by a variety of organizations across Canada.</p>
<p>Environmental Volunteer Network (EVN)</p> <p>Org: Toronto and Region Conservation Authority (TRCA) Contact: (416-661-6600) info@trca.on.ca</p>	<p>Toronto and Region Conservation Authority (TRCA) values volunteers and strives to provide volunteers with meaningful work that suits their skills and goes beyond job shadowing and providing a rewarding community-oriented volunteer experience for all those interested.</p> <p>With the contribution of partners, such as OCASI (Ontario Council of Agencies Serving Immigrants), the EVN is able to attract volunteers from immigrant communities. TRCA’s volunteer and intern policy emphasizes equal opportunity and includes protection against sexual, racial, ethnic and other harassment.</p> <p>EVN engages New Canadian volunteers in making a contribution and developing a sense of belonging and provides them with experience in a Canadian workplace, training and supervision, performance evaluation and letters of reference when requested.</p>
<p>Foreign Credential Recognition Program (FCRP)</p> <p>Org: Human Resources and Social Development Canada Contact: Corinne Prince-St-Amand (819-997-9217) corinne.princestamand@hrsdc-rhdsc.gc.ca</p>	<p>Launched in 2003-2004, the FCRP is a systemic labour market intervention designed to develop and strengthen Canada’s foreign credential recognition (FCR) capacity and improve the labour market integration of immigrants. Through the provision of strategic financial support (\$68 million over 6 years), the FCRP assists organizations responsible for assessing and recognizing foreign credentials to develop FCR practices that are fair, consistent, transparent and rigorous.</p>
<p>Gateway Program</p> <p>Org: Association for New Canadians</p>	<p>The Gateway Program is a partnership between Memorial University School of Medicine and the ANC. This program assists in matching clients with a family physician. An interview is conducted by 2 medical student volunteers. During the interview, a medical history is</p>

<p>Contact: Ashley Crocker (709-722-6848)</p>	<p>collected and then forwarded to a suitable family doctor. Arrangements are made for a first visit to the doctor.</p> <p>This program is mutually beneficial as medical students get necessary experience working with new Canadians and clients receive an efficient referral to a family physician best suited to meet their needs.</p>
<p>hireimmigrants.ca</p> <p>Org: TRIEC Contact: Claire DeVeale (416-944-1946 x 271)</p>	<p>This program provides excellent resources and information to help companies hire a skilled immigrant through a website. Also provides resources to help evaluate degrees, understand international work experience and how to develop internal programs. Also provides access to weekly e-tips and delivers seminars /webinars on a regular basis.</p>
<p>Host Programs</p> <p>Org: YMCA Kitchener-Waterloo Contact: Maria Alvarez</p> <p>Org: S.U.C.C.E.S.S. Contact: Ronald Ma</p> <p>Org: PEI Association of Newcomers Contact: Kevin Arsenault</p>	<p>This program assists new immigrants overcome the stress of moving to a new country, and achieve a smooth integration into the community. New immigrants are matched with resident Canadians on a volunteer basis, and participate in organized social, educational and recreational activities to enhance their cross-cultural understanding, community participation and integration.</p> <p>The program was increased to include a Christmas host program to show newcomers some of the traditions of this most festive time of year in PEI.</p>
<p>Integrated Service Program (ISP)</p> <p>Org: 17 immigrant-serving, non-profit agencies co-funded by E&I and CIC throughout Alberta Contact: GERALYN St. Louis (780-644-2947) Geraldyn.stlouis@gov.ab.ca</p>	<p>Provides settlement services to permanent residents such as Newcomer Outreach, Information, Orientation and Referral, Supportive Counseling, Enhancing Supportive Communities, Interpretation and Translation, Ethno-cultural collaboration and Employment Readiness.</p>
<p>Internationally Educated Professionals (IEP) Integration Initiative</p> <p>Org: Information and Communications Technology Council Contact: Sandra Saric (613-237-8551)</p>	<p>Providing information and tools to ICT-specific internationally educated professionals (new immigrants) including a database directory of ICT employers, guides to the sector, being an entrepreneur in the sector, as well as the development of a self-assessment tool for IEPs in Canada and in the process of immigration to Canada to assess their technical, business, professional, workplace language and workplace culture competency gaps in relation to the needs of industry</p>
<p>Internationally Trained Immigrant Advisement</p> <p>Org: Seneca College Contact: Valerie Sealy (416-491-5050 x2105) valerie.sealy@senecac.on.ca</p>	<p>CIITE Internationally Trained Immigrant Advisement project is designed to provide information to Internationally Trained Immigrants (ITIs) on appropriate pathways to employment and to provide information on potential resources and services for ITIs to attain employment. Potential resources can include but are not limited to:</p> <ul style="list-style-type: none"> • College Programs • Funding • Community services/programs

	<ul style="list-style-type: none"> • Government Services • Sector council services • Accreditation services
<p>Library Settlement Partnership</p> <p>Org: CIC and public libraries Contact: Elizabeth Glass eglass@tpl.toronto.ca</p>	<p>Citizenship and Immigration Canada (CIC) provides funding to settlement service providing agencies to place settlement workers in selected branches of public libraries where significant numbers of newcomers are likely to be clients.</p> <p>The goal of the Library Settlement Partnership is to provide settlement information and referral services to newcomers to Canada in a community location that they are likely to frequent. The settlement worker provides settlement information and referral services to newcomer library users, as well as refers users to resources and services available within the library system which could also assist in their settlement (e.g. employment and accreditation materials, English language learning, etc.)</p> <p>In Toronto there are six settlement agencies that provide services in seven Toronto Public Library branches under the LSP pilot project.</p>
<p>Newcomer Information Centres</p> <p>Org: Various Contact: Mike Battrick, CIC-Ontario Region, mike.battrick@cic.gc.ca</p>	<p>During Ontario-wide consultations, the need for more visible, centrally located settlement services was identified. In response to this need, Newcomer Information Centres (NICs) were established in communities where newcomers might otherwise find it difficult to access information, because of the size and complexity of the community and services available. Most existing NICs are in the Greater Toronto Area; however, one recently also opened in Ottawa.</p> <p>The NICs provide information and computers that newcomers can access themselves, as well as an assessment service where an information specialist would provide a referral to a newcomer (often newcomers are referred to other agencies where more in-depth assistance is required).</p> <p>NICs are innovative in that they cost-effectively increase access to information due to extended hours of service and flexibility for clients and comprehensive multilingual access. Having a highly visible and central source of settlement information and referrals results in newcomers accessing vital information and assistance faster. As well, other settlement service providers and human service agencies benefit from quicker referrals that NICs are able to make (at no cost to newcomer clients).</p>
<p>Ontario Public Service Internship for Internationally Trained Individuals</p> <p>Org: Ontario Ministry of Citizenship and Immigration Contact: Askin Taner (416-327-9704)</p>	<p>The Ontario Public Service Internship for Internationally Trained Individuals provides valuable initial Canadian experience for up to 75 newcomers to Ontario each year, through six-month paid internships in ministries and agencies across the Ontario Public Service.</p>
<p>Peer Nutrition Program (PNP)</p>	<p>PNP delivers culturally and linguistically appropriate nutrition</p>

<p>Org: Toronto Public Health Contact: (416-338-8395) or (416-338-7600)</p>	<p>programs to parents, grandparents and caregivers of children aged six month to six years in diverse and underserved communities. It is currently offered in 32 languages at more than 70 locations across the city in partnership with more than 70 community agencies and organizations.</p> <p>Participants in the program feel safe and respected, show ability to absorb new information and skills, develop a sense of belonging and move on to the next phase of enjoying mixed ethno-racial settings. The program is culturally responsive and serves as a gateway for new immigrants to access Public Health services and the larger community.</p>
<p>Profession to Profession – Mentoring Immigrants Program</p> <p>Org: City of Toronto Contact: Rose Lee (416-392-4991) rlee@toronto.ca</p>	<p>Profession to Profession matches City of Toronto employees in various professional groups with internationally trained professionals who are new to Canada and seek employment in their professions. The program is a joint initiative between the City of Toronto and community partners, TRIEC (Toronto Region Immigrant Employment Council) and CASIP (Consortium of Agencies Serving Internationally-trained Persons).</p> <p>Profession to Profession benefits internationally trained professionals by:</p> <ul style="list-style-type: none"> • Helping them to access employment and educational opportunities within their profession • Orienting them to the Canadian context of their profession and workplace culture • Facilitating networking • Providing support and encouragement in the job search process
<p>Program for Immigrants and Visible Minorities (PRIIME)</p> <p>Org: Emploi Québec/MICC/Investissements Québec Contact: Jacques Robert</p>	<p>This program helps newcomer to gain work experience. Future employers receive financial assistance covering: - a portion of the newcomers wages for a max of 30 weeks – the wages paid to the person responsible for accompanying the newcomer - the creation of specific activities or the adaptation of human resource management tools and – expenditures incurred directly to train newcomers to the North American workplace.</p>
<p>Programme d'appui aux relations interculturelles (PARI)</p> <p>Org: MICC Contact: Claire Deronziere</p>	<p>Financial support for developing harmonious intercultural relations</p>
<p>Quebec Pluriel</p> <p>Org: Emploi Quebec/MICC</p>	<p>This program offers the possibility of being supported by a mentor. This measure is offered on six territories: Gatineau, Laval, Longueuil, Montréal, Québec and Sherbrooke.</p>
<p>Sector-specific Enhanced Language Training (ELT) Programs</p> <p>Org: Skills for Change Contact: Jane Cullingworth</p>	<p>ELT programs extremely benefit new immigrants with integration into the workforce with their offer of enhanced communication and language training that is sector-specific (ICT in the case of the organizations identified)</p>

<p>Org: JobStart Contact: Heather Sant</p> <p>Org: Alberta Employment and Immigration Contact: Valerie Parr (780-644-2636) valerie.parr@gov.ab.ca</p>	
<p>Specialized Language Training Pilot Projects</p> <p>Org: Ontario Ministry of Citizenship and Immigration Contact: Mourad Mardikian (416-327-4331)</p>	<p>The Specialized Language Training Pilot Projects offer newcomers the opportunity to strengthen their language skills so they can land jobs that reflect their qualifications or function more effectively in jobs they currently hold. The pilot projects are delivered by the school boards providing sector specific specialized language training in classrooms or providing language training in and for the workplace at employer locations.</p>
<p>The Entry Program</p> <p>Org: Manitoba Labour & Immigration Contact: Cynthia Stewart</p>	
<p>The Mentoring Partnership</p> <p>Org: TRIEC-Toronto Region Employment Council Contact: Loreli Buenaventura (416-944-1946 x 275) lbuenaventura@triec.ca</p>	<p>The Mentoring Partnership is a collaboration between community organizations and corporate partners that bring together skilled immigrants (mentees) and established professionals (mentors) in occupation-specific mentoring relationships.</p>

Programs for Specific Groups	
<i>Various Groups</i>	
<p>ANC Men's Group</p> <p>Org: Association for New Canadians Contact: Ken Walsh (709-726-6885)</p>	<p>The ANC Men's Group provides the opportunity for newcomer men to assemble together to participate in a variety of social activities, including movies, sports, and healthy cooking classes. There are also volunteer opportunities for Canadians to join this group in order to meet and to socialize with the newcomer men.</p>
<p>Entrepreneurship accompaniment and financial support</p> <p>Org: MICC and Black NGO partners Contact: Jacques Robert</p>	<p>Specific to black communities in Quebec</p>
<p>Internationally Educated Occupational Therapists</p> <p>Org: Canadian Association of Occupational Therapists (CAOT)</p>	<p>Access and registration framework for internationally educated occupational therapists - The intent of the framework is to identify the potential pathway(s) followed by international occupational graduates from the point of initial consideration of immigration to access to the profession in Canada and finally to successful registration for</p>

Contact: Claudia von Zweck (613-523-2268x224)	practice. The framework will describe the types of activities and processes needed at key points on the pathway(s). Overall, the framework will serve to facilitate the identification of processes and related timing for assessment, remediation and supports as the international graduate moves through the pathway to registration and integration into the profession. Report posted on website at http://www.caot.ca/default.asp?pageid=2196
Immigrant Settlement and Adaptation Program (ISAP) Org: SISO Contact: Liban Abdi	Specialized women's, seniors, youth and Government Assisted Refugee services.
S.U.C.C.E.S.S. Seniors' Programs Org: S.U.C.C.E.S.S. Contact: Lee Ma	Services range from educational, social, recreational programs, health promotion, to cultural activities and senior mutual help groups.
Refugees	
Programme d'accompagnement aux nouveaux arrivants (PANA) Org: MICC and NGO partners Contact: Jacques Robert	Accompanying settlement and housing services for immigrants and refugees
The Adjustment Assistance Program Org: Federal Department of Citizenship & Immigration (GARs)	
Resettlement Assistance Program (RAP) Org: Various Contact: Debra Pressé, Director, Refugees Branch, debra.presse@cic.gc.ca	<p>The Resettlement Assistance Program (RAP) provides income support and other immediate and essential services to government-assisted refugees (GARs).</p> <p>With the exception of Quebec, RAP is a national program, operating in all other provinces. In general, GARs are destined to the nine provinces in proportion to each province's population. The province of Quebec receives a separate funding allocation under the 1991 Canada-Quebec Accord to provide similar services to the GARs destined to that province.</p> <p>Income support consists of a one-time start-up allowance to cover such things as furniture, clothing, and basic household effects; and monthly income support payments to cover the costs of food and shelter. Monthly income support rates are guided by the provincial social assistance rates in the province of residence. GARs receive income support for up to 12 months, or less if their income is sufficient to meet their needs and the needs of their dependants.</p> <p>Essential services are delivered on behalf of CIC by service provider</p>

	<p>organizations (SPOs). The SPOs provide a range of services within the first four to six weeks of a government-assisted refugee's arrival in Canada. These services include but are not limited to: meeting at port of entry; temporary accommodation; providing information on, and links to, mandatory federal and provincial programs; assistance finding permanent accommodation; providing orientation sessions on financial and non-financial information; and conducting client assessment and providing referrals to other settlement programs.</p> <p>Recent enhancements to RAP include:</p> <ul style="list-style-type: none"> • In 2007, a new life skills orientation program was implemented for refugees who need basic life skills education. This program may be provided right in refugees' homes, allowing parents to attend without child minding concerns. The new life skills orientation program includes education on family violence to empower refugee women and inform them of available social services. Refugees are also taught skills, where needed, such as banking, using public transportation, and how to access emergency services such as 911. • The national Resettlement Assistance Program (RAP) funding formula has been revised so that clients can receive up to 30 hours of services, up from the former range of 13 to 18 funded hours. • A recent gender-based analysis will help guide further policy and program development aimed at improving all resettled refugees, including refugee women's and girls' access to information and services.
<i>Immigrant Women</i>	
<p>ANC Women's Group</p> <p>Org: Association for New Canadians Contact: Naomi Aaron (709-722-0921)</p>	<p>The ANC Women's Group provides newcomer women with the opportunity to participate in educational, recreational, cultural, and social activities away from their responsibilities in the home. The goal is to assist with integration into St. John's community and to provide life skills training while interacting with staff and volunteers to practice speaking English.</p>
<p>Bridge Training Programs</p> <p>Org: MicroSkills Jane Wilson</p>	<p>Providing opportunities to immigrant women to learn IT skills or upgrade their skills while also offering work-terms to provide opportunities for Canadian experience</p>
<p>Healthy Lifestyles</p> <p>Org: Focus for Ethnic Women Contact: Olga George-Cosh (519-746-3411)</p>	<p>The Healthy Lifestyles program provides a unique opportunity for the participants to develop a sense of belonging to the community, a sense of bonding to each other, develop friendships and learn about community resources.</p> <p>The Healthy Lifestyles program provides a "safe haven" for immigrant, refugee, and visible minority women to come together to talk, to share and to learn.</p> <p>Our strength is in knowing who can help immigrant women in K-W in the right way, at the right time and to build networks both at the grassroots and agency levels.</p>

<p>Investing in Women's Future</p> <p>Org: Focus for Ethnic Women Contact: Olga George-Cosh (519-746-3411)</p>	<p>Assisting immigrant and visible minority women in developing employable skills and supporting them in achieving financial sustainability.</p>
<p>Skills Unlimited</p> <p>Org: Focus for Ethnic Women Contact: Olga George-Cosh (519-746-3411)</p>	<p>The program is assisting immigrant and refugee women with integration in the Canadian Society by providing job search, work placement and career counseling services</p>
<p>S.U.C.C.E.S.S. Women's Services</p> <p>Org: S.U.C.C.E.S.S. Contact: Lee Ma</p>	<p>Aims at enhancing the quality of family life, promoting positive parent child relationships, and helping women overcome social isolation by encouraging their participation in the community. We foster the formation of women's groups and facilitate their development into mutual self-help support groups.</p>
<p>Women's Only Swim Program</p> <p>Org: City of Toronto Contact: Ken Jeffers (416-392-7019) kjeffers@toronto.ca</p>	<p>Among various programs to engage diverse communities in physical activities and civic participation, the City of Toronto Parks, Forestry and Recreation Division delivers a Women's Only Swim program to serve the needs of diverse women's groups, including the Muslim community.</p>
<p><i>Immigrant Youth</i></p>	
<p>ANC Youth Group</p> <p>Org: Association for New Canadians Contact: Aaron Power/Holly White (709-726-8901)</p>	<p>The ANC Youth Group aims to provide a safe environment for both newcomer and Canadian youth by offering a venue where these youth can meet people and make new friends, practice English, and learn about the St. John's community and culture. As well, it provides an outlet for fun and sharing of cultures. Events range from sports, dances, educational workshops, video games, and team building activities.</p>
<p>Choir at LINC School</p> <p>Org: Association for New Canadians Contact: Lorraine Angelopoulos (709-726-6848)</p>	<p>Originally organized to help students with their ESL training, the choir has evolved into a regular whole school activity that is used for community outreach.</p>
<p>Farm Community Project</p> <p>Org: Association for New Canadians Contact: Frank Gough (709-726-6848)</p>	<p>A small plot of farmland has been provided for our use in the Goulds. About 10 students go approximately once a week during the summer to work the plot. Vegetable are distributed to the students in the fall.</p>
<p>Immigrant Student Liaison</p> <p>Org: PEI Association of Newcomers Contact: Rosio McCallum</p>	<p>The program integrates recent immigrant students into the PEI educational system by working to bring together students, teachers and parents in the community. It encourages social integration into the school system.</p>

<p>ON YOUR MARK Tutoring Program for Children of Portuguese descent</p> <p>Org: Working Women Community Centre Contact: Marcie Ponte (416-532-2824) (Fax: 416-532-1065) marcie@workingwomencc.org</p>	<p>This program is a partnership with the Portuguese Coalition for Better Education and the Portuguese Interagency Network. The tutoring/mentoring program is set up to reach "at risk" Portuguese students in public and Catholic schools. By "at risk" we mean:</p> <ul style="list-style-type: none"> • Students who in the early grades (primary division) lag behind in literacy and numeracy standards for their grades • Students who are attending special education support services, e.g. resource centres. Although they have not been identified as learning disabled, they need more in depth learning in small group or one-to-one settings <p>Students at crucial points in high school: at the transition years and towards the end, to prevent drop out and encourage the pursuit of post-secondary education.</p>
<p>Settlement Workers in Schools (SWIS)</p> <p>Org: Various Contact: Tanya Knight, CIC Ontario Region, Tanya.knight@cic.gc.ca</p>	<p>SWIS is a partnership of Settlement Agencies, Boards of Education and Citizenship and Immigration Canada.</p> <p>To help newcomer students and their families settle in their school and community, Citizenship and Immigration Canada, Settlement Agencies and School Boards have established a school based outreach program called Settlement Workers in Schools (SWIS). SWIS programs began in Ontario, and in 2007/08, the Ontario SWIS program served over 110,000 clients. More recently, SWIS services have been expanded to other provinces as well, with more potential expansion to come.</p> <p>SWIS connects newly arrived families to services and resources in the school and the community in order to promote settlement and foster student achievement. Schools are one of the first services that newcomers connect with in the community. With the cooperation of the school, the SWIS worker systematically contacts all newcomer families to orient them to school and community resources and to refer them to specific services.</p> <p>SWIS workers act as cultural brokers and facilitators between students, parents and school staff. In elementary schools, SWIS workers meet with parents and guardians. In secondary schools, SWIS workers meet with students, parents and guardians. SWIS is also an entry point for the newly arrived to the broad range of settlement services offered by settlement agencies and other community services.</p>
<p>S.U.C.C.E.S.S. Youth Services</p> <p>Org: S.U.C.C.E.S.S. Contact: Kelly Ng</p>	<p>S.U.C.C.E.S.S. Youth Services promotes the personal growth and career development of young people through a wide variety of programs ranging from the volunteer buddy program, youth volunteer group, youth counseling, to leadership training, employment and entrepreneurial development.</p>