Pathways to Prosperity
Workshop 2021

UNIVERSITY CLASSROOM AS AN INCUBATOR FOR COLLABORATIVE RESEARCH

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Needs for New Research Collaboration (1)

Evidence-based or Evidence-informed decision making increases "evidence" for immigration policies and funding allocation

➔ limited capacity for research

➔ limited access to non-open source publication
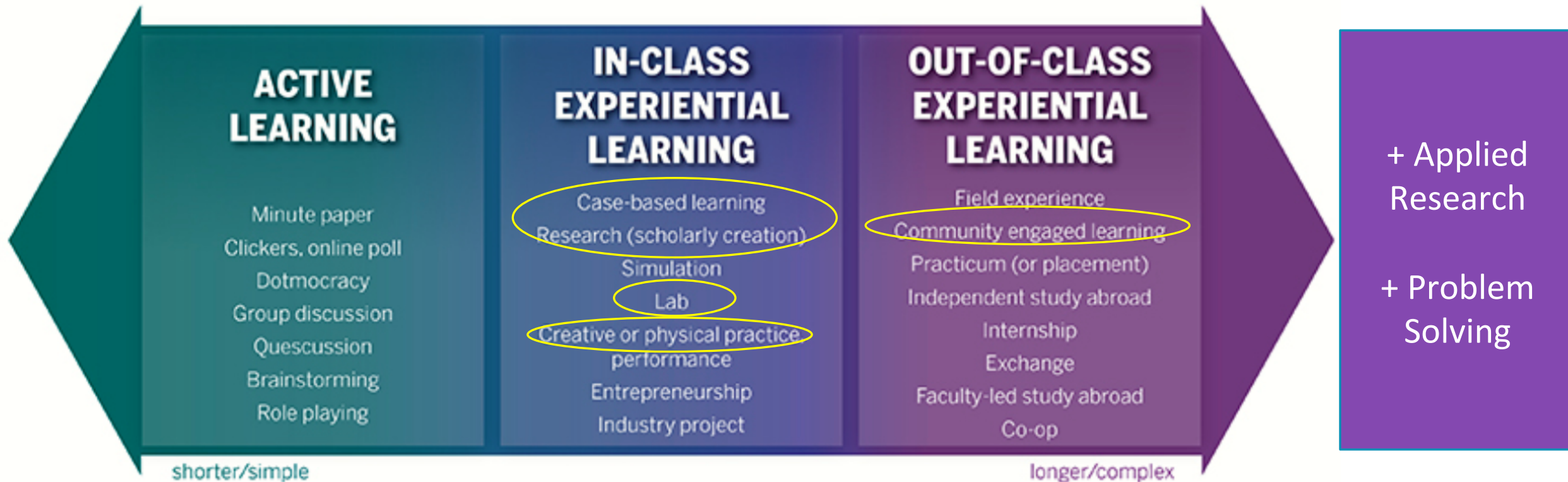
Canada has a long tradition of cross-sectorial collaboration (e.g. P2P)

Challenges:

➔ "just in time" research

➔ Increase in demands for specific locale/programs

Needs for New Research Collaboration (2)

Universities seek to expand "experiential learning"

A Concept for a New Course

Classroom as a space for research collaboration, where

- The guest speakers, provide information on:
  - Main mission of their offices/organizations
  - Pressing issues
  - Gaps in knowledge

- Students gain:
  - Insights on policies, programs and issues from the experts
  - Training of knowledge production relevant for the expert partners (Research/knowledge translation)
  - Experience to produce knowledge and present their findings to the partners
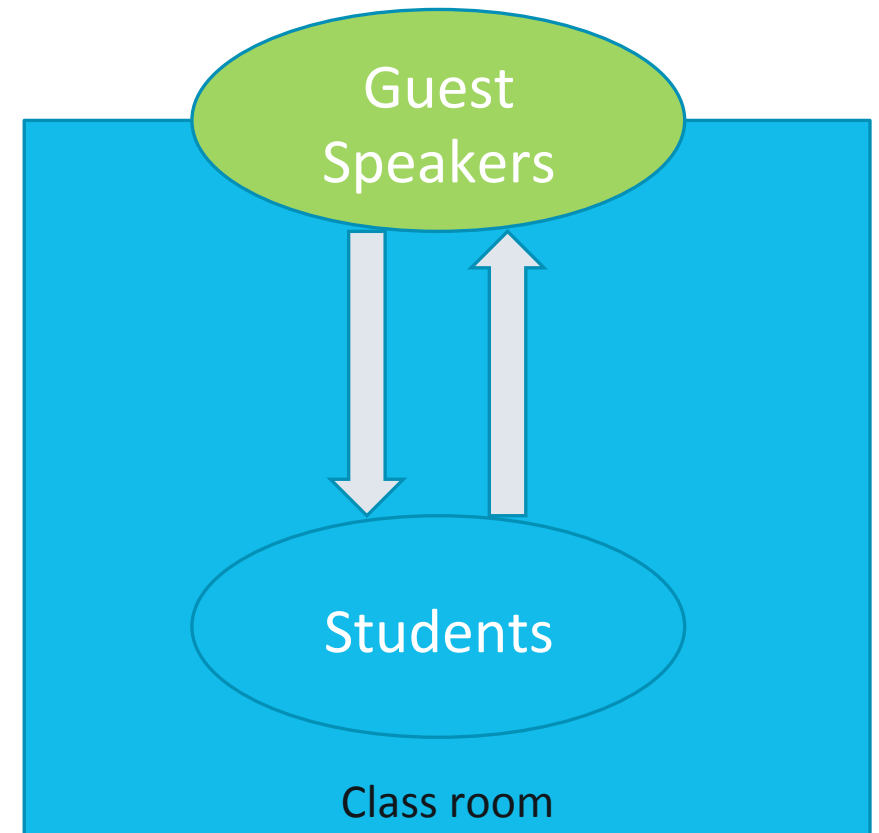
Course outline

Seminar	Workshop
Learning from scholarly articles and reports	Phase 1: Learning from Guest Lectures (Weeks 2-4)
- Immigration trends - Immigration policy - Immigrants' integration - Issues on immigration ➔Gain theoretical conceptual frameworks ➔Learn from existing empirical research	Phase 2: Deciding projects (Week 5)
	Phase 3: Conducting Research (Weeks 6-11) Literature ➔Data Search/Analysis ➔ Interpretation
	Phase 4: Presentation (Week12)

Course Overview

- Dalhousie University: Fall 2019 (September – December)
  - Undergraduate 3rd year level
  - Pre-requisite: Intro to Sociology (or Intro to Social Anthropology)

- Western University: Winter 2021 (January – April)
  - Undergraduate 4th year level
  - Pre-requisite: Honour's specialization

- Guest Speakers:
  - Immigrant Services Association of Nova Scotia (2019-)
  - Halifax Immigration Partnership (2019-)
  - Nova Scotia Office of Immigration and Population Growth (2019-)
  - Immigration, Refugee and Citizenship Canada (2021)

Research Projects: Fall 2019

- Project 1: Anti-Racism & Anti-Discrimination Programs for Youth

    Research Q: How can anti-racism and anti-discrimination programs bolster integration efforts?

- Project 2: Mapping the Halifax Regional Municipality

    Research Q: Where are immigrants living within the HRM?/ Where are essential and community services located?

- Project 3: Push and Pull Factors and Immigration Rates in NS

    Research Q: What are the push and pull factors that influence immigration to and from Halifax and NS?

- Project 4: Understanding Public Opinion: Immigration in NS

    Research Q: What factors contribute to negative attitudes towards immigration in Atlantic Canada?

- Project 5: Measuring Public Opinion on Immigration in NS

    Research Q: How do the wording of questions and modes of data data collection affect the results?

Research Projects: Winter 2021

- Project 1: Contribution of Immigrants in 'Essential Services'

- Project 2: Cultural Impact of Immigration on Host Society

- Project 3: Exploring Data Gap in Measuring Immigrant Retention Factors

- Project 4: Determinants of 'Life Satisfaction' as a Measure of Integration

- Project 5: Branding Strategies to Help Attract Immigrants

Comments from students

This was an innovative and timely class, and I think it's incredible how well she was able to connect what we were learning in the classroom to real, important work being done in the community.

Never in any other class have I been introduced to guest speakers from community organizations and been able to work with them on research.

I was encouraged to think creatively and to problem–solve in the variety of assignments we prepared...

The course was set so that students could do their own research project. It was really challenging, interesting and motivating.

Connection between classroom and "real" world

Creative thinking
Problem-solving

Motivating

Reflections from the guest speakers (2019)

- Nabiha Atallah: ISANS

- Roberto Montiel: HIP

- Louise VanWart: NSIPG

Reflections: Nabiha Atallah (ISANS)

ISANS programs and services

Get settled

Learn English

Find employment

Do business

Connect with community
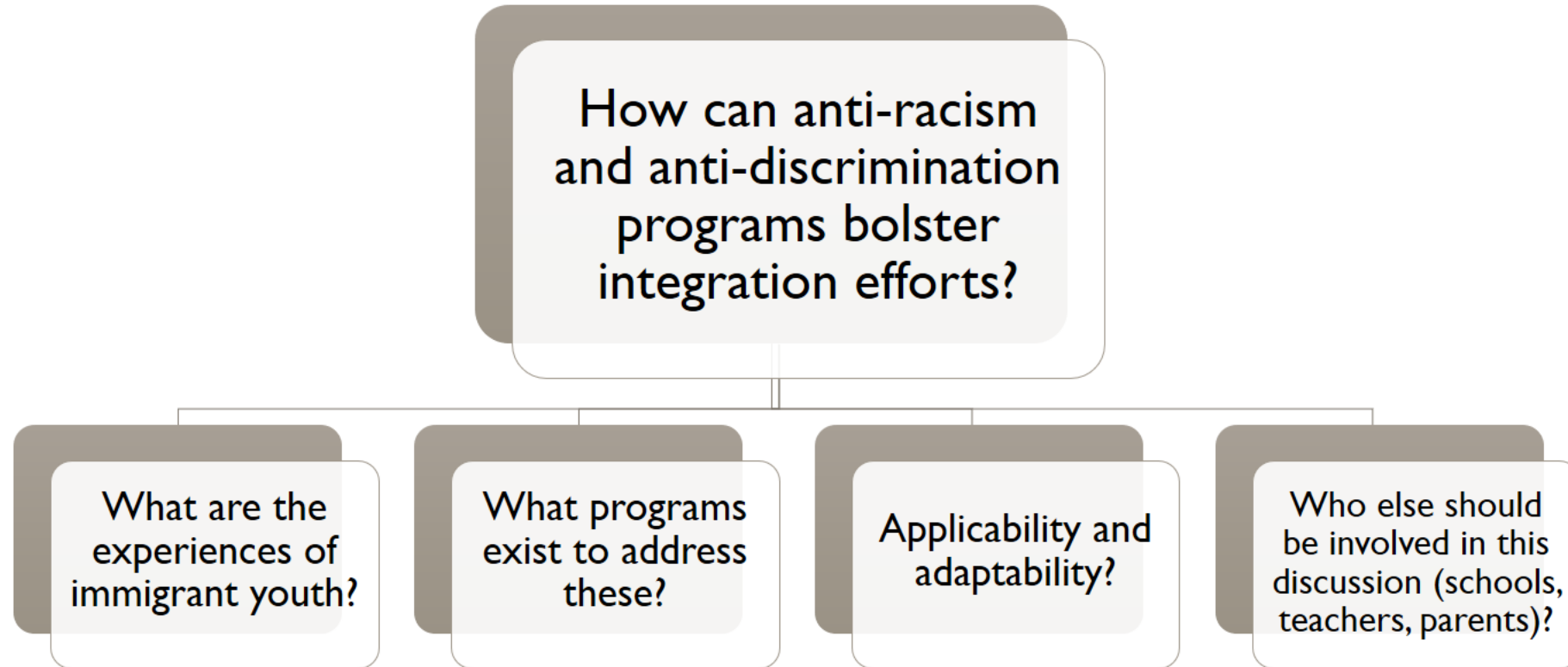
Diversify your workforce

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Association of Nova Scotia

Stronger Together Project
Anti-Racism & Anti-Discrimination Programs for Youth

- Funded by Canadian Heritage

- Youth-centred project

- Racialized youth and young adults

- Arts-based programming

- Partnership-based

- Share learnings with others

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Students' Research Question

How can anti-racism and anti-discrimination programs bolster integration efforts?

- What are the experiences of immigrant youth?
- What programs exist to address these?
- Applicability and adaptability?
- Who else should be involved in this discussion (schools, teachers, parents)?

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Students' Methodology

- Academic articles and grey literature as primary resources

- Key terms: *critical multiculturalism immigrant youth*, *anti-racism campaign Canada youth*, and *racism and discrimination programming*

- Applicability to ISANS
  - Youth of school age
  - Addressed anti-racism/anti-discrimination
  - Gave youth a voice
  - Fit within the critical multicultural citizenship framework

- 12 programs analyzed; 5 discussed in this presentation

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Students' Findings: Best Practices

- **Critical thinking about intersectionality and diversity of experience**
  a constant throughout programs

- **Glossary of terms**
  defining and discussing "racism," "discrimination," "oppression," "colonialism."

- **Intercultural relationships**
  importance of mutual understanding, dismantling stereotypes

- **Historic contextualization**
  attention to Canada's history of racism and discrimination and the ongoing conversations about reconciliation

- **Centering voices and experiences of immigrant youth**

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Benefits

For SPOs
- Additional resource for SPOs that usually have limited capacity for research
- Specific, targeted research, timely and relevant to work
- Evidence to support approach for current and future work

For Students
- Better understanding of role of SPOs, settlement sector, integration
- Practical applications of research - motivating

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Challenges

Timing
- Synchronizing work with student project
- Short-term nature of projects and course

Looking ahead – more benefits

- Ongoing connection/experience can help build SPOs' ability to identify appropriate research questions
- Students can see potential of work with SPOs

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Reflections: Roberto Montiel (HIP)

Halifax Immigration Partnership

– One example from a course project –

Research questions:

- Where are immigrants living within the HRM?

- What is the ethnic make-up?

- Does the location of immigrants within the HRM vary based on:
  - Recent immigrant status?
  - Entry status?
  - Generation?
  - Neighbourhood characteristics: housing type and household size?

- Where are essential and community services located?

MAPPING THE HALIFAX
REGIONAL MUNICIPALITY

Services included:

- Service longitude/latitude coordinates from Google Maps
  - Immigrant services
  - Central libraries
  - Community centres
  - Major bus and ferry terminals
  - Walk-in clinics
  - Major hospitals
  - Chain grocery stores
  - Ethnic grocery stores
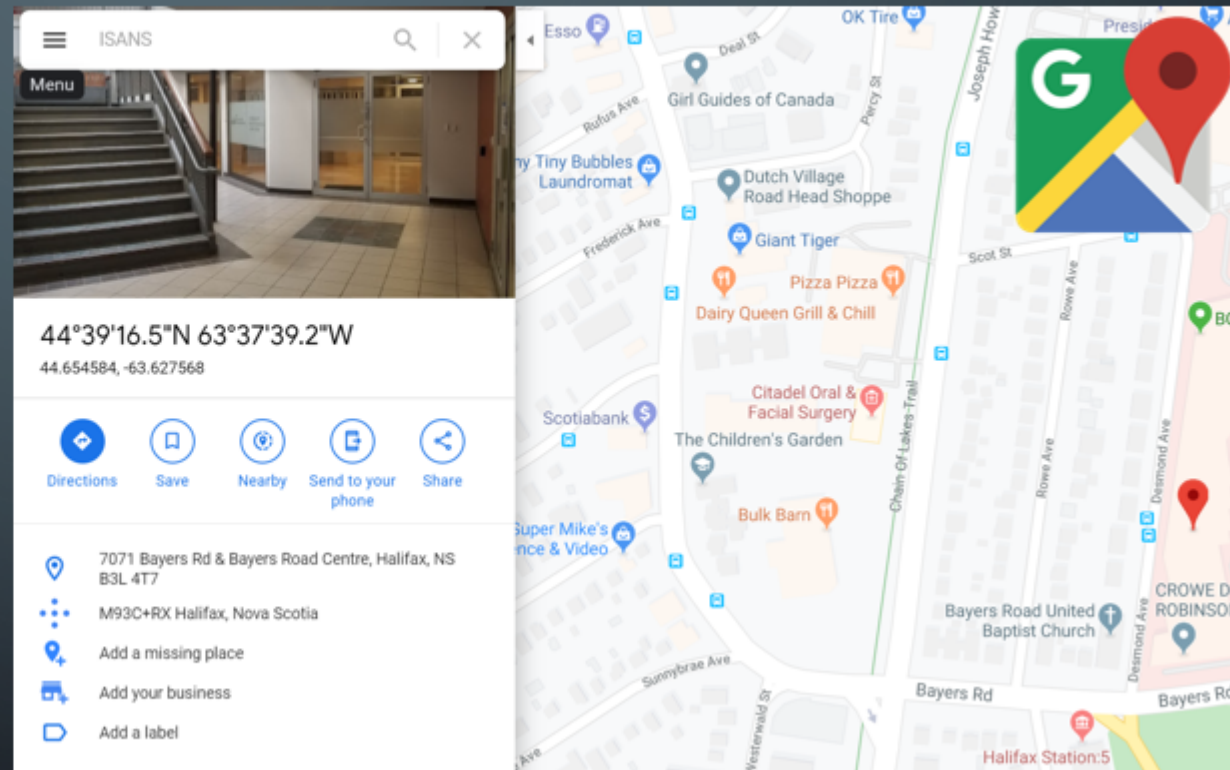
ALL SERVICES

Immigrant services ★
Central libraries ⓘ
Community centers ·
Major bus and ferry 🚌
terminals
Walk-in clinics ⓦ
Major hospitals Ⓗ
Chain grocery stores 🛒
Ethnic grocery stores ✈

Legend

Total Number of Immigrants
Custom

0 - 100
101 - 300
301 - 500
501 - 800
801 - 1960
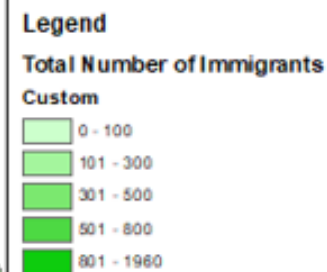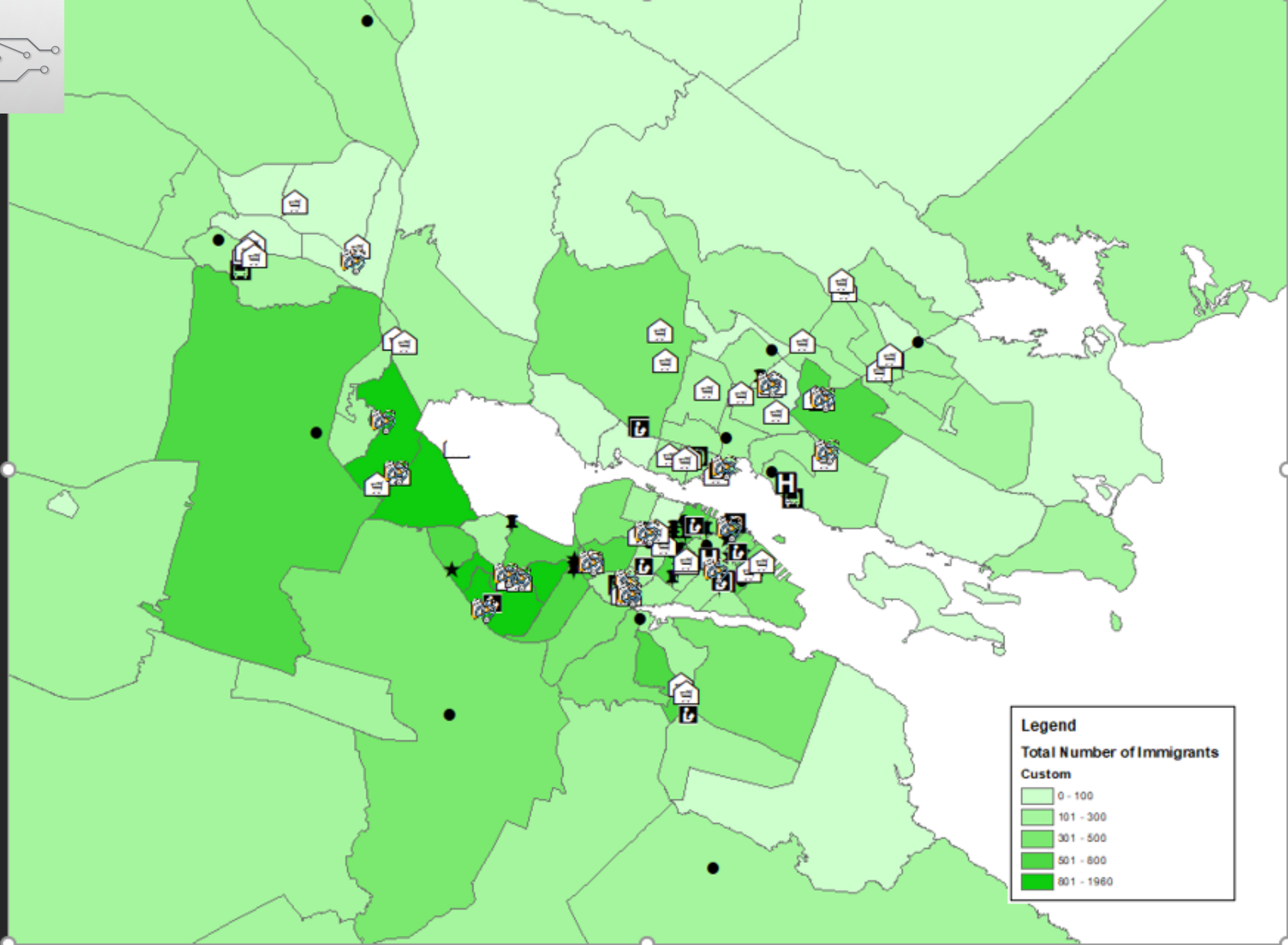
Reflections: Roberto Montiel (HIP)

Halifax Immigration Partnership

Reflections: Roberto Montiel (HIP)

Reflections: Louise VanWart

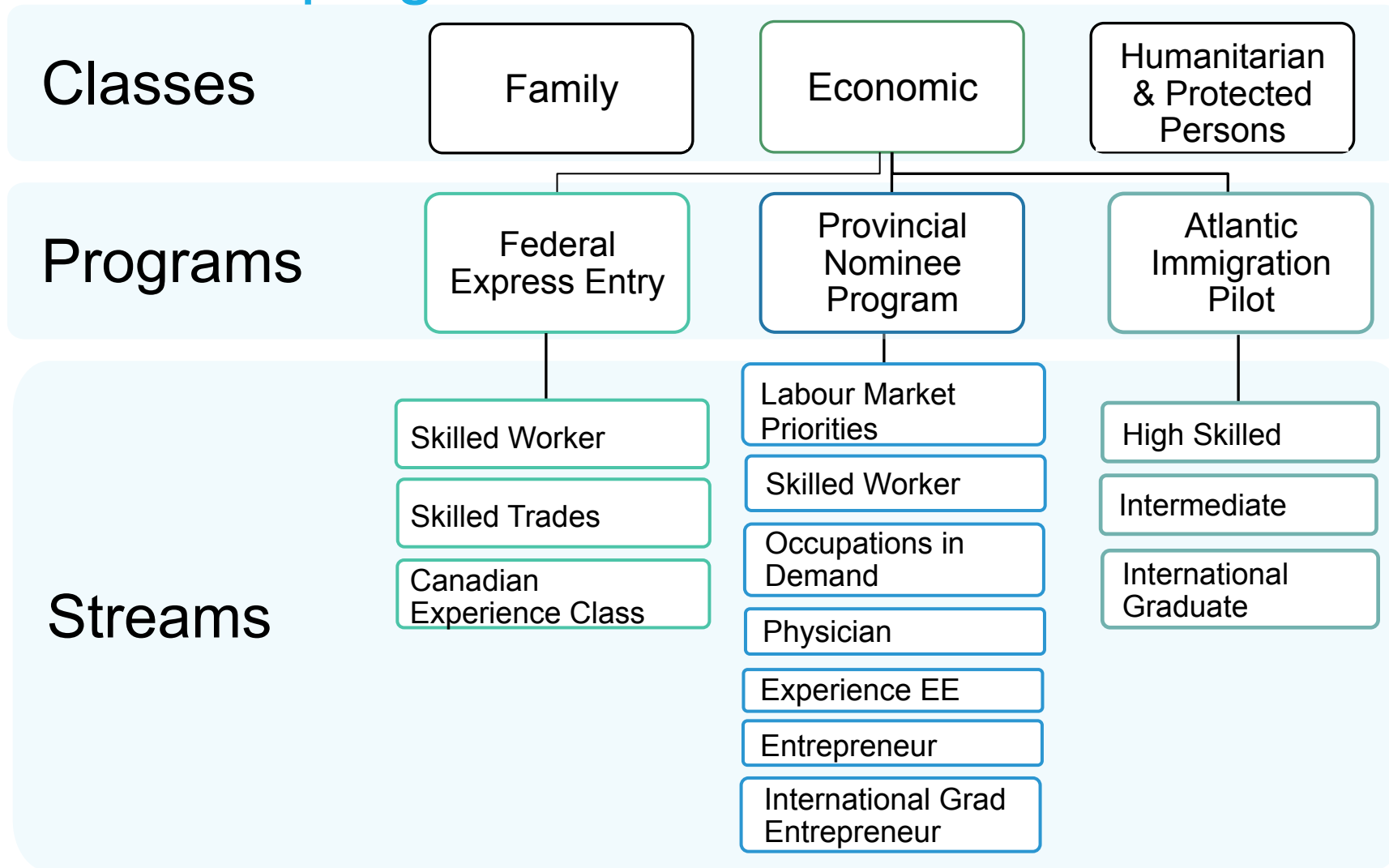Nova Scotia Office of Immigration and Population Growth (NSIPG)

Immigration to Nova Scotia

Federal and provincial governments share jurisdiction:

- The **provincial government** nominates candidates that contribute to the labour market and economy in the province.

- Only the **federal government** has authority to grant permission to enter/work/study/immigrate to Canada and become citizens.

- **Canada** sets immigration levels and sets national priorities.

NS Office of Immigration and Population Growth

Leadership at the local and national levels

Selection programs that are strong and responsive

Promoting Nova Scotia as an attractive place to live

Integrating newcomers into communities and the workplace

Why is immigration important for NS?

Immigration is a tool to achieve goals for:

- Population growth

- Economic growth

- Addressing labour needs in critical sectors

- Strategic sectors – specialized skills

- Increasing diversity

- Supporting business development and innovation

- Retention of newcomers

How We Use Research

- Stream design

- Employer engagement

- International attraction

- Settlement programming

- Consultation/Negotiations with Federal government (e.g. Immigration Levels)

- Broader public engagement

Reflections from NSIPG

- Allows students to better understand government.

- Broadens understanding of immigration research for NSIPG.

- Strengthens community collaboration.

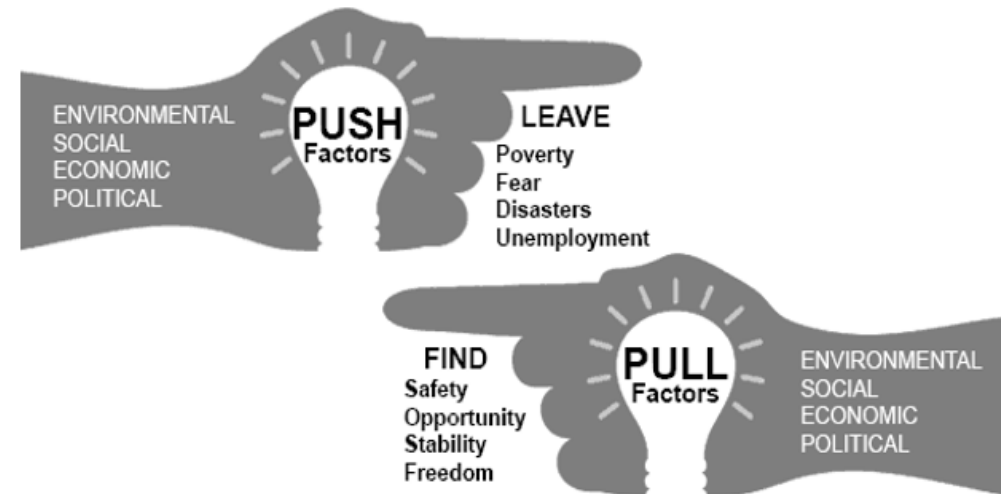- Relevance of research among the course project → One example

– One example from a course project –

Push and Pull Factors and Immigration Rates
in Nova Scotia, Canada

Research question

What are the push and pull factors that influence immigration to and from Halifax and Nova Scotia?

- Push factors
    - Drive people to leave their current location
- Pull Factors
    - Attract people to a certain destination

ENVIRONMENTAL SOCIAL ECONOMIC POLITICAL

PUSH Factors

LEAVE
Poverty
Fear
Disasters
Unemployment

FIND
Safety
Opportunity
Stability
Freedom

PULL Factors

ENVIRONMENTAL SOCIAL ECONOMIC POLITICAL

Complimentary information for other research

Push and Pull Factors and Immigration Rates in Nova Scotia, Canada

- Push Factors
  - Preference to maximize economic return
  - Lower sense of belonging in the community
  - Lack of services
  - Lack of familial ties
- Pull Factors
  - Cultural/social networks
  - Access to services
  - Family reunifications

"Immigration in Nova Scotia: Who Comes to NS, Who Stays and Who Leaves and Why?" – a research by Dr. Ather Akbari for NSIPG

- Economic factors influence retention

- Social & cultural influence

- Role of settlement services

Questions