



STAKEHOLDER ENGAGEMENT REPORT

TORONTO SOUTH LOCAL IMMIGRATION PARTNERSHIP (“TSLIP”)

APRIL 12, 2023

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April 12, 2023

Dear Paulina and TSLIP team,

We are pleased to present you with this stakeholder engagement package —the culmination of our work with the organization and with your stakeholders over the past several months.

This report will allow you to review the results of our engagement with TSLIP's stakeholders. The overall results of engagement are presented in three core themes, which highlight the key areas of discussion that consistently occurred across and throughout engagement. These are further contextualized through a summary of focus groups and interview notes, summarized, and presented thematically, together with the complete survey data.

When planning your next steps, we recommend you review the details of engagement together with the recommendations presented as a guide for TSLIP and its member agencies you engage in reconciliation work and strive to build meaningful relationships with Indigenous communities and organizations.

Sincerely,

A handwritten signature in black ink, appearing to read "Caitlin Patterson".

Caitlin Patterson, Interim Director of Consulting Services
Laridae

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1. **STAKEHOLDER ENGAGEMENT OVERVIEW**

Now, more than ever, it is important and necessary for organizations to take time to “check in” with their stakeholders; to understand their experiences and concerns, identify strategic questions and opportunities, and propose actions to implement them.

1.1. Why Engage?

Leadership Through Genuine Engagement

Strategic plans that provide meaningful direction over the course of their stated duration rely on an authentic engagement process, one that genuinely seeks input and allows for those invested in the success of an organization to provide ideas, input, and feedback.

Properly conducted, stakeholder engagement is in no way an abdication or devolution of leadership.

It's the opposite.

Leaders who reach out to and seek the input of the people delivering or receiving services every day are far more likely to craft future strategic directions that will resonate with those they affect, and those who must implement them.

The Multiple Purposes of Engagement



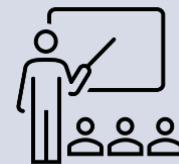
Listen

To listen to stakeholders by gathering input, ideas, and suggestions.



Include

To include stakeholders in the planning process, helping to generate buy-in.



Educate

To educate stakeholders about the great work you do.

1.2. Audiences

During the engagement process, we engaged your primary internal and external stakeholders.

TSLIP Partnership Council	TSLIP Newcomer Council	Systemic Issues and Social Change Working Group	TSLIP & Toronto Newcomer Officer Staff
Employment Working Group	Health & Mental Health Working Group	Newcomer Services Collaboration Working Group	Newcomer Services Youth Serving Members

1.3. Stakeholder Participation

 Online Survey 30 Participants	 Six Focus Groups 38 Participants	 Key Person Conversations 4
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1.4. Your Engagement Components



Online Survey

From February 13th – March 15th, 30 representatives from your stakeholder groups participated in the confidential survey.



Focus Groups

Focus groups are facilitated discussions with groups of individuals with similar interests.

The purpose of the focus groups is to gauge current perceptions and experiences, and to gather suggestions for future growth, change, and/or improvements.

Date and Time	Group
February 9, 2023	TSLIP Newcomer Council
February 28, 2023	TSLIP Systemic Issues & Social Change Work Group
March 7, 2023	TSLIP Partnership Council
March 6, 2023	TSLIP Working Groups
March 8, 2023	Newcomer Services Youth Workers

Key Person Interviews



Key person interviews are qualitative in-depth interviews to collect detailed information from experts.

These individuals—with their particular knowledge, experience, and understanding—provide insight on challenges, opportunities, and potential solutions.

2. THEMES FROM YOUR STAKEHOLDERS

In talking to TSLIP’s stakeholders, there were three core themes brought forth across all groups that stood out to us, *Learning*, *Living* and *Linking*.

We present them here as a starting point for you to begin to digest and interpret the feedback that your

stakeholders have shared during the engagement process.

That being said, we highly recommend you also review the information presented in the appendices—[focus group themes](#), [key person interview themes](#), as well as [the results of the survey](#)—to see what stands out to you.

2.1. Learning:

Newcomer serving organizations, including the TSLIP member agencies, play a crucial role in helping newcomers integrate into Canadian society. Throughout engagement with TSLIP member agencies, stakeholders consistently recognized and upheld the importance of beginning with raising awareness for reconciliation work amongst the newcomer community.

Through education and engagement, TSLIP’s stakeholders hope to be able to better inform themselves, their staff, and the newcomers they serve on Indigenous history, culture, and their role in reconciliation work. While several member agencies have begun this work by offering ad-hoc trainings and workshops, stakeholders recognized that there is considerable work to be done in the newcomer sector to offer more consistent, comprehensive, and collaborative learning opportunities.

Many member agencies felt that they “don’t know what they don’t know” and expressed a strong desire for guidance from TSLIP on how they might make intentional next steps. There is a growing appetite to learn more about truth and reconciliation work, but many individuals simply do not know where to begin. It was frequently stated that staff at member agencies need fulsome and ongoing trainings and learning opportunities to build their capacity to better serve newcomers. It was suggested that TSLIP can help by coordinating and organizing the many resources and materials already available, guiding folks on where they can begin.

Stakeholders shared important insights into how newcomers can be engaged most effectively. In particular, that it’s important to meet newcomers where they are, providing resources, learnings, and trainings in spaces that they are familiar with and already frequent. For example, lobbying to include better teachings and resources as part of the Canadian citizenship process could be a significant step towards enhancing newcomers' understanding of Indigenous history and culture.

Any learning and training opportunities should not only be limited to online offerings, but also include interactive sessions, land-based learning, and examples of integrating Indigenous perspectives into existing organizational structures.

In conclusion, by addressing the learning needs of newcomer serving organizations and member agencies, TSLIP can help to ensure that newcomers are made aware of the treatment of Indigenous communities in Canada as well as the enduring impacts of colonialism and issues facing Indigenous communities, both locally in Toronto and across Canada.

2.2. Living:

The Truth and Reconciliation Commission (TRC) calls upon all Canadians to take action towards reconciliation work. Through engagement with stakeholders, TSLIP has heard that people want opportunities to form relationships with Indigenous communities through experiential learning and community building. There was strong agreement and widespread support for a strategic approach to reconciliation work that provided both a foundational level of learning and understanding, with ample opportunities to build relationships through active allyship and participation.

Stakeholders have expressed their desire to see TSLIP form strong relationships with mission-aligned Indigenous community partners that would provide consistent opportunities to attend Indigenous events, presentations, and celebrations. Folks acknowledged that active participation in Indigenous community events allows newcomers to understand their own positionality and acknowledge the enduring impacts of settler-colonialism on Indigenous society.

These relationships should be focused on building trust, but also experiencing the joy of one another's culture through food, art, music, dance, and much more. Through these interactions, newcomers can learn about Indigenous history and culture in a meaningful and engaging way, which is essential for reconciliation.

In conclusion, stakeholders believe that forming relationships with Indigenous communities is one of the most engaging and effective ways to bring newcomers into reconciliation work. Moreover, it is also one of the most powerful ways to build strong community relationships and understanding and they hope to see TSLIP lead the way in this work.

2.3. Linking:

Throughout engagement, stakeholders consistently acknowledged the importance of any reconciliation work within TSLIP being centered around building and nurturing equitable relationships between newcomer and Indigenous communities.

Stakeholders have acknowledged that TSLIP has the potential to create connections between member agencies and Indigenous community members through collaborative projects, knowledge sharing, and incorporating Indigenous perspectives into existing services and supports. With this in mind, stakeholders believe that TSLIP can become a centralized hub for resource coordination, helping member agencies take the first steps towards reconciliation work through capacity-building activities that focus on education, awareness, understanding, and recognizing the settler-colonial context.

The hope is that TSLIP will facilitate the creation of a network of community-based relationships between mission-aligned newcomer and Indigenous organizations to foster a culture of allyship and engagement from newcomers. TSLIP can act as a catalyst in creating trusting, equitable relationships between organizations and members of these communities.

By building this network of relationships, TSLIP can help ensure that its member agencies incorporate Indigenous perspectives into their work, making it more inclusive and culturally appropriate. In addition, TSLIP can support the growth of a more diverse and equitable society, where

newcomer and Indigenous communities can learn from one another and work together towards common goals. Overall, TSLIP's reconciliation work must be centered around building bridges between communities, creating opportunities for learning and growth, and fostering a culture of mutual respect and understanding.

3. RECOMMENDATIONS

3.1. Exploring “**truth**” as an organization

Exploring "truth" about reconciliation and building capacity within TSLIP's staff team to collaborate and build meaningful relationships with Indigenous organizations is an essential step for newcomer organizations in Toronto. Here are some recommendations on how TSLIP can participate and model this to member organizations:

1. **Educate staff on the history of Indigenous peoples in Canada:** It is important for staff to understand the history of Indigenous peoples in Canada, including the residential school system, the impact of colonialism, and ongoing issues facing Indigenous communities. This education can be done through workshops (live and virtual), guest speakers, reading materials, attending community events, and land-based activities. Through this capacity building work, staff will be better equipped to share, deliver, and advocate for Indigenous experiences to folks accessing their programs and services.
2. **Incorporate Indigenous perspectives and teachings into the organization's culture:** Incorporating Indigenous perspectives and teachings into the organization's culture can help build a foundation of understanding and respect for Indigenous peoples. This can include incorporating Indigenous artwork, teachings, language, and practices into the work environment, as well as integrating Indigenous perspectives into decision-making processes. This creates space for Indigenous voices to be seen, heard, and welcomed as organizations move into the relationship building process. This work should be led

by an Indigenous staff member or advisory council to ensure cultural appropriation does not take place.

3. **Consult with Indigenous organizations:** Consultation with Indigenous organizations is an essential part of building meaningful relationships. This means engaging with local Indigenous groups to learn about their needs, concerns, and aspirations. By doing so, newcomer organizations can work collaboratively with Indigenous communities to develop programs and services that are culturally appropriate and responsive to the needs of the community.
4. **Attend Indigenous-led events and initiatives:** Attending Indigenous-led events and initiatives is another way to build meaningful relationships. This means supporting Indigenous-led initiatives in the Toronto south area, such as attending cultural events, supporting Indigenous businesses, and participating in Indigenous-led programs and services. Being present in the community at these events is an integral part of the trust building process as it displays a commitment to reconciliation.
5. **Foster a culture of respect and understanding:** Fostering a culture of respect and understanding within the staff team is essential to building meaningful relationships with Indigenous organizations. This can be achieved through ongoing education and training, as well as creating a safe and respectful workplace environment where staff feel comfortable asking questions and engaging in open dialogue.

3.2. Building meaningful **relationships**

Building relationships with Indigenous community partner organizations in Toronto is an essential step for TSLIP to participate in reconciliation. Here are some recommendations on how TSLIP can consult with Indigenous community partner organizations:

1. **Identify potential partner organizations:** The first step is to identify potential Indigenous community partner organizations in the Toronto South area whose services and programs align with TSLIP's strategic priorities. This can be done through research online, attending Indigenous events, or reaching out to local Indigenous networks. A list of Indigenous organizations to explore alignment with are included in this report.
2. **Build relationships:** Once potential partner organizations have been identified, the next step is to build relationships with them. This can be achieved by attending their events, participating in their programs and services, inviting organizations or community members into TSLIP's space for community gatherings, or even volunteering with them. Building relationships takes time, and it is important to approach these relationships with respect and humility. Be sure to enter new relationships without preconceived goals in mind, rather, with an openness to create those goals together with the partner organization.
3. **Be respectful and culturally sensitive:** When consulting with Indigenous community partner organizations, it is essential to be respectful and culturally sensitive. This means acknowledging the cultural differences and unique experiences of Indigenous peoples and being open to learning and understanding their perspectives. Ensure that staff engaging in relationship building have a baseline understanding of Indigenous experiences in Toronto and Canada as a whole.
4. **Listen and learn:** When building relationships with Indigenous community partner organizations, it is crucial to listen and learn. This means being open to feedback and incorporating the perspectives and ideas of Indigenous peoples into programs and services.

5. **Collaboration** is key to consulting with Indigenous community partner organizations. This means working together to develop programs and services that are culturally appropriate and responsive to the needs of the community. Equitable commitment of time, resources, and;
6. **Follow through on commitments:** Finally, it is essential to follow through on commitments made to Indigenous community partner organizations. This means delivering on promises and being accountable for actions taken.

3.3. Practicing **allyship** as a newcomer serving organization

1. **Use your platform to raise awareness:** As a newcomer serving association, you have a platform to raise awareness about Indigenous issues. This can be done through social media, events, training materials, and in communication with federal, provincial, and municipal circles you may be a part of. By sharing information about Indigenous issues, you can help raise awareness and educate others, prompting change in allyship with Indigenous community partners.
2. **Advocate for Indigenous issues:** Advocating for Indigenous issues is another way to use TSLIP’s positionality as an ally. This can include advocating for policy changes that benefit Indigenous communities, speaking out against discrimination and racism towards Indigenous peoples, and supporting Indigenous-led initiatives. Once Indigenous community partners have been identified, built, and nurtured this work should be done in collaboration with the partner.

3. **Participate in land-based initiatives:** For Indigenous peoples, the land is more than just a physical space; it is a vital part of our cultural identity, history, and spirituality. As such, participating in land-based initiatives can be a powerful way to show support for Indigenous peoples and their relationship to the land.
4. By participating in land-based initiatives, newcomer member organizations can acknowledge and respect Indigenous knowledge and ways of being in the world. Land-based initiatives can also contribute to reconciliation efforts by creating opportunities for cross-cultural learning and relationship building. By working together on land-based projects, newcomer organizations and Indigenous community partners can learn from each other, share knowledge and perspectives, and build meaningful relationships based on mutual respect and understanding. This can help to bridge the gap between Indigenous and non-Indigenous peoples and foster a more inclusive and equitable communities.
5. Participating in land-based initiatives can also be a way for newcomer organizations to learn about the history and ongoing impact of colonialism on Indigenous peoples and their relationship to the land. This learning can help to inform how they approach their work and build relationships with Indigenous communities. It can also create opportunities for newcomer organizations to engage with Indigenous-led initiatives and support Indigenous-led conservation efforts.
6. Finally, participating in land-based initiatives as a newcomer organization can be a tangible way to demonstrate a commitment to reconciliation. By taking concrete actions to support Indigenous peoples and their relationship to the land, TSLIP can model that they are willing to listen, learn, and work together towards a more just and equitable society.

3.4. Exploring **partnerships** with indigenous community organizations.

Here is a list of Indigenous organizations within the city that serves Indigenous community members in your catchment area. This list can be used as a starting point as you continue your learning and develop an understanding of what community partnerships you are looking for as an organization.

- [Anishnawbe Health Toronto](#)
- [Seventh Generation Midwives Toronto](#)
- [Well Living House](#)
- [2 Spirited People Of The 1st Nations](#)
- [Aboriginal Housing Support Centre](#)
- [Anduhyaun](#)
- [Gabriel Dumont Non-Profit Homes](#)
- [Native Child & Family Services](#)
- [Native Women’s Resource Centre](#)
- [Wigwamen](#)
- [Association for Native Development in the Performing and Visual Arts \(ANDPVA\)](#)
- [ImagineNATIVE Film + Media Arts Festival](#)
- [Native Earth Performing Arts](#)
- [Native Women in the Arts](#)
- [Council Fire Native Cultural Centre](#)
- [Dodem Kanonhsa’](#)
- [Native Canadian Centre Toronto](#)
- [Ontario Federation of Indigenous Friendship Centres](#)

APPENDIX 1: FOCUS GROUPS & 1:1 INTERVIEW KEY THEMES

Throughout engagement, Laridae met with individuals and stakeholder groups who all brought their own unique and specific viewpoints into TSLIP to the discussions.

While each conversation was equally as unique and specific, what resulted from our discussions were commonalities in experiences and alignment around the support member agencies need in order to actively engage in reconciliation work.

The following notes summarize and compile the themes and ideas expressed during these focus groups. These notes are written so as to maintain the anonymity of the individuals and present the information thematically.

3.5. Education and awareness

The foundational need for education, awareness and learning opportunities was a persistent theme amongst the participants of focus groups. It was agreed that while different newcomer populations may have different levels of understanding, all could benefit from more substantial education around Indigenous history, settler-Indigenous dynamics and truth and reconciliation work.

Participants recognized that a number of the TSLIP working groups and council have taken steps to create and deliver a land acknowledgements and/or discuss Indigenous issues on occasion, but that reconciliation activities as a council do not extend past that.

A majority of focus group participants shared that the newcomers they work with through their organization or agency express an interest and/or openness to learning more about the history and contemporary social issues of Indigenous communities.

- In particular, participants felt that awareness and education are crucial activities for settlement agencies to undertake as a first step.

There was considerable support from participants for TSLIP to develop a more consistent approach to providing training and education opportunities to newcomers:

- For example, participants felt that the current educational offerings on Indigenous history and truth and reconciliation are more “ad hoc”, and they expressed a desire to see more a consistent and comprehensive education calendar.

Similarly, there was agreement that a spectrum of knowledge and understanding exists across the staff of member and partner agencies.

Participants agreed that in order to engage with Indigenous peoples in a respectful and appropriate manner, education and training for TSLIP member agencies and their staff is a necessary first step.

- They felt this learning should include Indigenous worldviews, values, and ways of knowing and being. Indigenous cultures are diverse and complex, and it is important to recognize and respect the unique perspectives and experiences of different communities.
- A number of participants shared that a lack of knowledge and skills can be a barrier to their reconciliation efforts, particularly when it comes to engaging with Indigenous peoples and communities in a respectful and meaningful way.

Participants shared a desire to see TSLIP facilitate education and trainings sessions for member agencies on Indigenous history and culture, as well as facilitate an understanding positionality and best practices for relationship building.

3.6. Resource accessibility and integration

Resource coordination was an area where participants felt that TSLIP could provide significant support to its member agencies, and thus, newcomer populations.

- Participants spoke to the ample resources that already exist regarding truth and reconciliation work.
- Select participants provided examples such as, e-learning, documentary, MOOCs (Massive Open Online Courses) that could become part of a resource package coordinated, updated and circulated by TSLIP.

A few participants spoke to the limitations of the Newcomer Council in proactively engaging in reconciliation work. Specifically, that the council is more reactive, and often only discusses Indigenous issues and reconciliation that make the news.

- They shared their interest in embedding reconciliation work throughout the activities of the Council.

In particular, participants felt that TSLIP is well positioned to leverage the plentiful resources that already exist to become an information hub of sorts for its member agencies.

- One participant in particular gave the example of the current language training model for newcomers and suggested that a similar model/offering could be provided for learning and resources around Indigenous history and culture.
- Other suggestions included a TSLIP newsletter that would share resources, learnings, and cultural events broadly with member agencies to then disseminate to their newcomer populations.

Overall, participants stressed that TSLIP could take on a larger role in the identification, coordination and dissemination of already existing resources that member agencies are eager to receive.

“Someone needs to take that step to put together the resources and actively manage it.”

Access and availability of resources was a theme discussed at length by the participants of this group. In their experiences working with newcomer populations, many noted that simply, they don’t know where to start in providing resources to foster awareness, interest and engagement with truth and reconciliation work with newcomers.

- Participants suggested that TSLIP can support their organizations by providing practical guidance, professional development opportunities, and resources for collaboration and knowledge sharing.
- They expressed a need for support in implementing decolonization practices in their workplaces and building capacity beyond training.

- They also emphasized the importance of TSLIP providing strategic language and messaging for leaders to use throughout the reconciliation journey.

3.7. Experiential learning and community building

A number of participants acknowledged a level of shared understanding between newcomer and indigenous communities in particular in terms of the experience of displacement and oppression. They also felt there is a shared understanding of the power of art, food, music and celebration to share the joys of your culture onto others.

“Events that bring the two groups together through art and celebration would be fantastic!”

Participants spoke to a strong desire to supplement their learnings with opportunities to connect with Indigenous communities. Particularly, opportunities to partake in events that center Indigenous joy, celebration, and share the beauty of the culture.

- It was agreed that there a real opportunity to build community between newcomers and indigenous community members through events that encourage in-person knowledge sharing and relationship building.
- They encouraged TSLIP to explore ways to facilitate these events, connecting the communities in ways that are participatory, engaging and uphold the values and approaches of local Indigenous communities.

A number of participants identified the gap between training, education and actual relationship building. They discussed the need for a duality in

the approach newcomer serving organizations take to engaging in reconciliation work.

- As was the case with a number of other stakeholder groups, the folks to TSLIPs working groups expressed an interest in seeing foundational learnings and education complemented with opportunities to practice allyship and begin to build relationships with Indigenous community members.

In discussing the importance of building community between newcomer and indigenous folks in Toronto-South, participants spoke to the importance of centering relationality and building connections rooted in trust and mutual respect as being a key aspect in TSLIP and newcomer reconciliation efforts.

- Participants shared their desire to see TSLIP lead the way in forming relationships and with elders and indigenous community members.

Participants agreed that understanding Indigenous worldviews, values, and ways of knowing is key to building relationships.

- To this end, they expressed their interest in events and on-going opportunities to engage with Indigenous community, learning through land and relationship-based experiences.

“A real challenge that presents itself for member agencies is how to guide people towards relationship building and how to avoid tokenism.”

At the same time, participants felt it is important to acknowledge and work towards decolonizing the settler-led organizations and structures that form TSLIP.

- Participants spoke to the impact of colonization and ongoing systemic issues on Indigenous community and felt that this must be acknowledged and addressed by TSLIP and its member agencies in order to build healing relationships between communities.

3.8. Professional Development and Capacity Building

One of the key challenges and/or areas for support that participants in this session discussed was the need for training at the staff level.

Participants shared that they would like to take a more active role in reconciliation work:

- Rather than only passively transferring resources and/or educational materials, they shared an interest in increasing their knowledge of reconciliation work in order to better engage newcomers.

One participant noted that this knowledge and capacity building would also seek to improve the EDIA programming being offered by member agencies.

- Through opportunities to deepen staff and understanding of Indigenous folks, bringing more people into the conversations and from there, considering how to continue improve the programs they are already running. Creating space for Indigenous people in their programs in a way that centers collaborations and connections between newcomers and Indigenous folks.

Overall, folks would like to see current initiatives expanded through professional development and collaboration with Indigenous voices, focusing on decolonization and relationship building.

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Overall, folks would like to see current initiatives expanded through professional development and collaboration with Indigenous voices, focusing on decolonization and relationship building.

3.9. Funding

Participants spoke to the pervasive challenge of funding efforts to engage newcomers in reconciliation work. They acknowledged that efforts to engage in truth and reconciliation work should not be an after-thought and need to be fully integrated, the current models of funding don't allow for that.

- A number of participants agreed that TSLIPs support would be particularly impactful if it could consider how to integrate indigenous teachings and ways of being into newcomer services in ways that considers limited resources but ensures indigenous communities are valued and compensated accordingly.

APPENDIX 2:

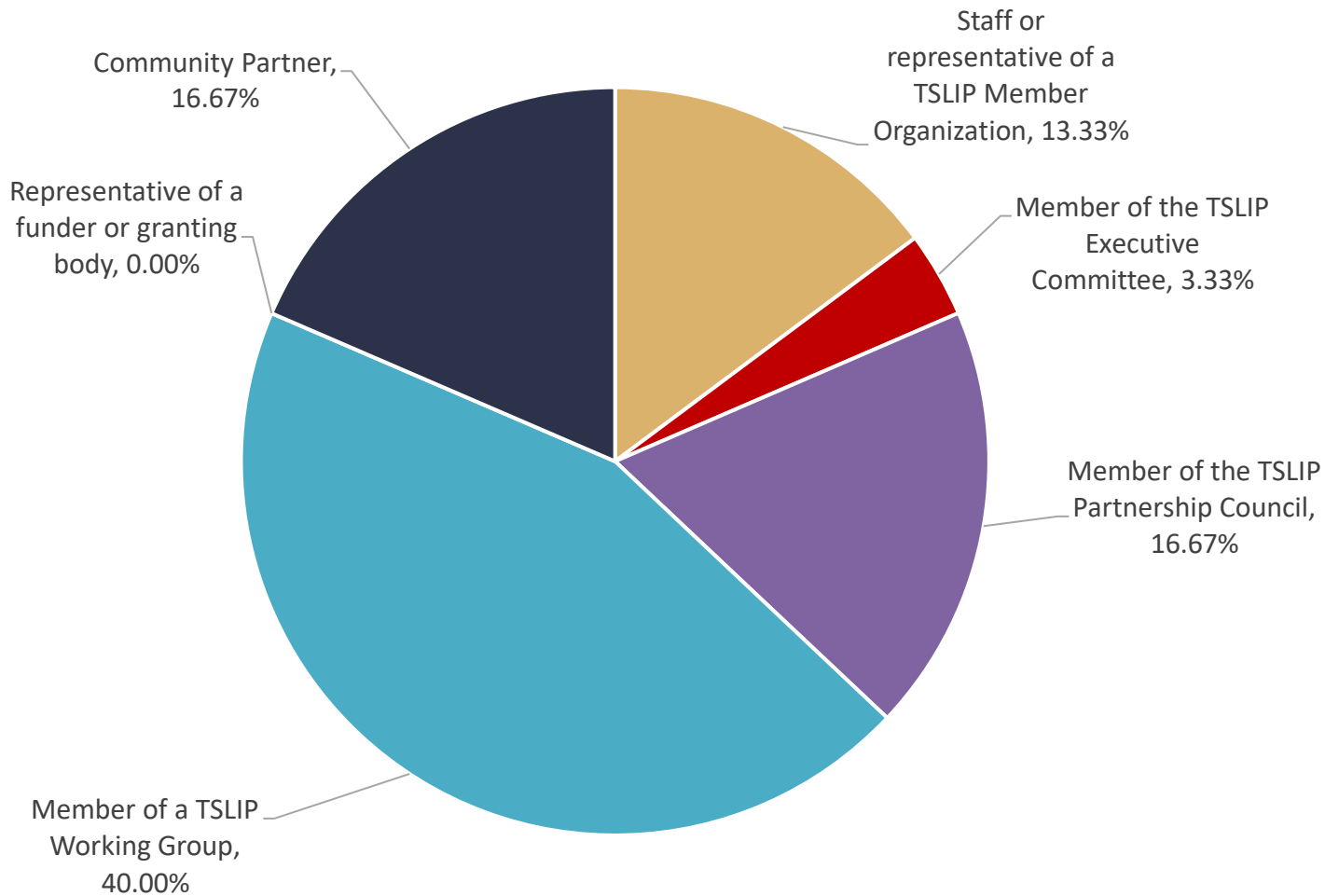
SURVEY RESULTS

Throughout the engagement phase, a confidential online survey was conducted and made available to TSLIP stakeholders. Its purpose was to better understand how engaged TSLIP member agencies are in reconciliation work at present, as well as to hear directly from them what support TSLIP could provide in order for them to continue, expand and increase this work.

Anonymity was guaranteed to encourage participants to be comfortable and honest in their responses.

We caution against placing too much weight on the negative sentiments of a few. For various reasons – including self-selection bias and the relatively small number of respondents from each group – the results should be considered somewhat provisional.

1. Which of the below stakeholder groups do you identify with?

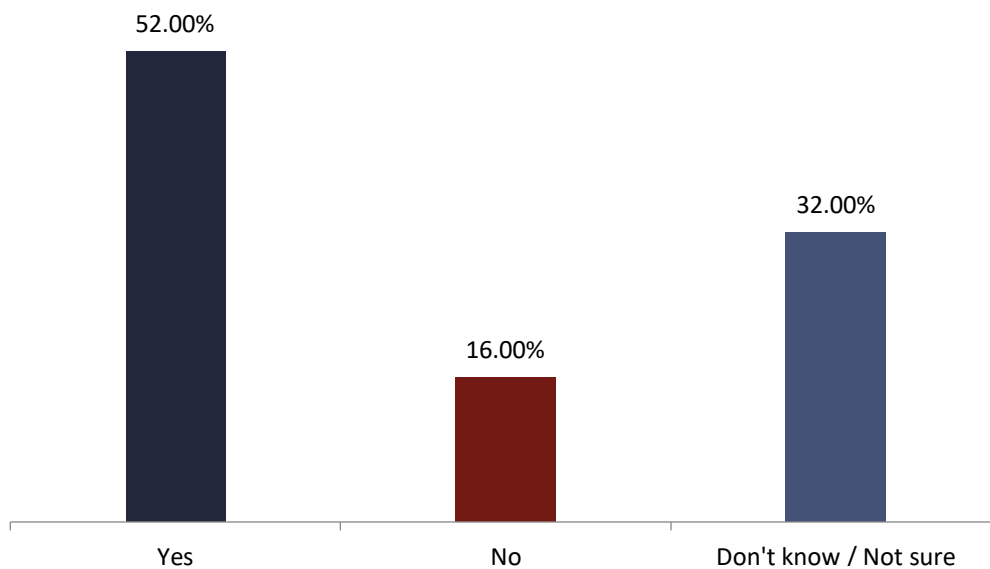


2. **Please tell us the area of newcomer support you/your organization focuses on,** (e.g., English language classes support such as LINC, post-secondary, housing, employment, youth, LGBTQ+, etc.) If your organization provides support across multiple areas, please select the one you are most familiar with.

Responses
General settlement support and community connections, family reunification
Legal information and education
I don't know
English language classes, English Conversation Club, Settlement Services
Newcomer support, Drop in food access program, resources.
Employment
Settlement
Refugees survivors of torture, genocide and crimes against humanity as well as their families , mostly but not only in the area of newcomers settling in Canada.
Settlement and Mental Health for newcomers/refugees
Community resources
LGBTQ+
Training and Employment
Employment Services
Systemic wide Policy Support as a City-Wide LIP
Pre-arrival and newcomer employment and entrepreneurship
LINC, employment, youth and children

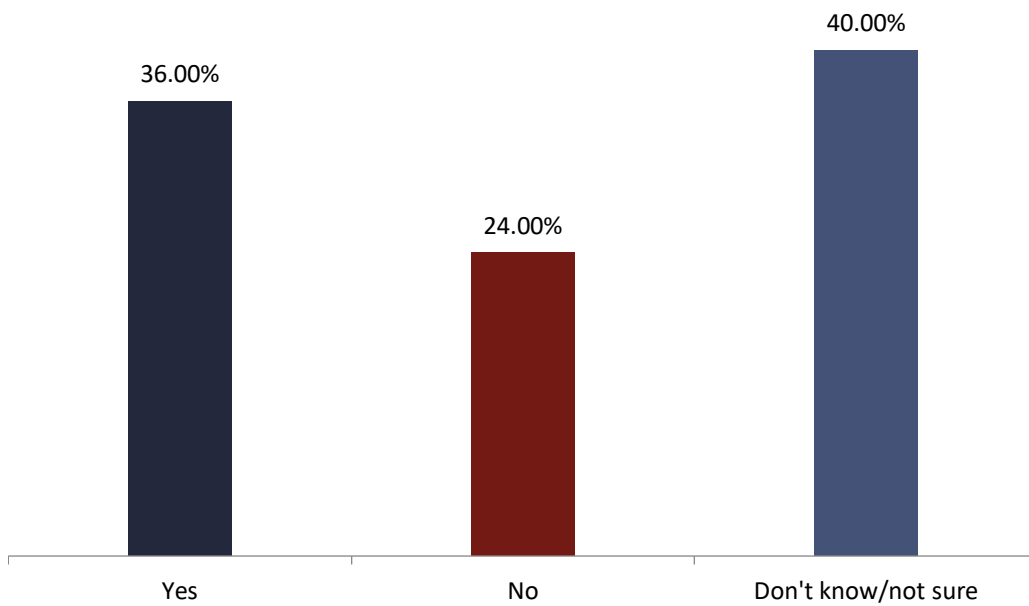
Community connections, needs assessment, information and orientation, employment related services, newcomer youth, underhoused/homeless newcomers and refugees, English conversation groups
Language classes
Immigration, housing,
English language
Employment and linc
Employment
Employment
Literacy Programs across Toronto and York Region.
Refugees
Settlement services and primary health care
Immigration and Refugee law, housing rights, workers' rights, income security programs, legal services, public education, systemic advocacy

3. Is your organization currently engaging in any reconciliation work?



4. Are you aware of any past efforts at your organization to engage in reconciliation work?

If you answered YES, please briefly describe:
It is at upper management level, but we include the reconciliation aspect as an intersectionality needed when doing settlement work for newcomers, particularly in the shape of education first of our staff to be inclusive and also education to newcomers.
Truth and Reconciliation workshops by Indigenous Elders
Acknowledgment and respect of the land that the community occupies
We are the lead project partner on the Indigenous initiative - Indigenous-Newcomer Relations: A vision for Toronto which is TNO partnered with OCASI - Ontario Council of Agencies Serving Immigrants and the City’s Indigenous Affairs Office to: develop a resource guide for newcomers on Indigenous history, cultures and perspectives facilitate dialogue circles, to encourage learning and sharing to build meaningful relationships between the two communities; and create an online orientation tool to educate settlement service providers, ESL instructors and staff who work with and for newcomers.
TDSB is making a course on Indigenous texts its compulsory Grade 11 English credit to ensure students graduate with a greater understanding of Indigenous culture and history.
In the homeless drop-in program, efforts have been made to engage service users in reconciliation work through forums, educational workshops, healing/sharing circles, and retreats.
not communicated if they are doing it
We are working with our Indigenous service providers and making sure their perspective is included in all our activities.
We are in collaboration with a few education institutions to educate our service users, staff and board. Also, knowledge gained is used to review agency programs.
Educating staff, Board members and public on Indigenous centered history



If you answered YES, please briefly describe:

We had an attempt partnership through having an indigenous board member and the activities were more in the area of stablishing links with serving organizations to have effective referral resource.

Several workshops on Reconciliation by Indigenous Elders from various communities

We have engaged with several indigenous community agencies on smaller initiatives to expose newcomers to indigenous communities.

In the past, we partnered with an organization called Canadian Roots Exchange to lead educational sessions with newcomer youth.

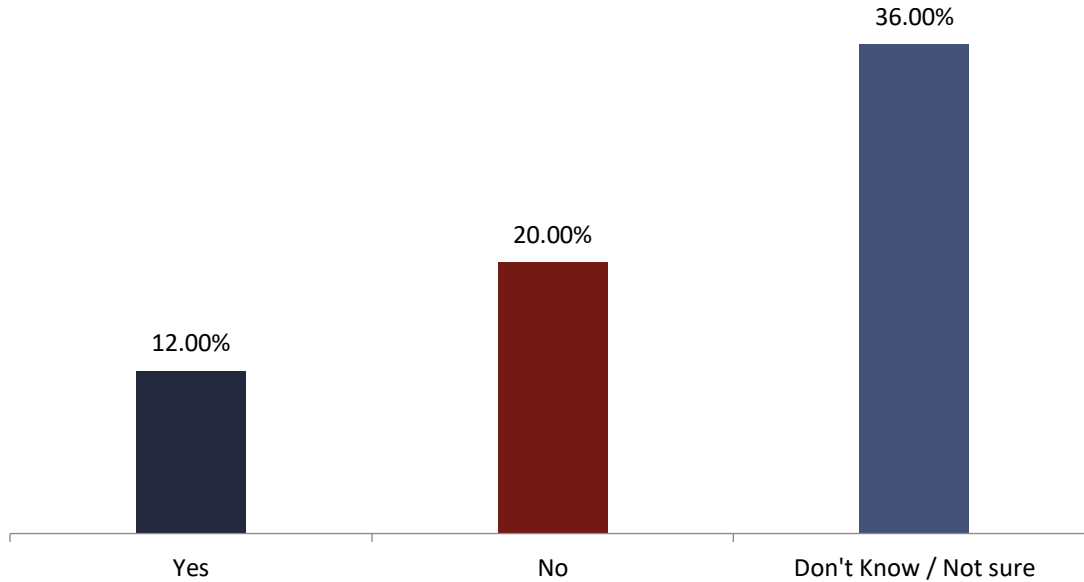
Yes but poorly communicated and no updates or info limited info

A mandatory course for all members of the organization to take a course offered by First Nation University of Canada about Reconciliation and adding a proper land acknowledgement to all meetings and events.

5. Has your organization collaborated with any local Indigenous communities and/or organizations on reconciliation work? If so, please share details.

Responses:
Services open to people of this community.
No more details that having close contacts and links to optimize resources and referrals back and forth . Contacts dont work there any longer: Anishinaabe Community Health Clinic.
Providing free space for Indigenous communities
Yes we have worked with TASSC; Native Child and Family Services; Toronto Council Fire
Guest speakers on Orange Shirt Day.
Not sure
Yes, local Indigenous communities have supported in facilitation of the sessions shared in the answers above.
No
In our recent Skills development project, one inidgenous LBS service provider was our project partner and we create culturally relevant learning coontent for them. The content was created based on their clients' feedback.
Yes, current collaboration with the researchers involves an elder.
Individual leaders

6. Are you aware of efforts at your organization to integrate any of the Truth and Reconciliation Commission of Canada Calls to Action?



If answered YES, please briefly describe:

Already described above in #3 have include involvement of speakers in our current TIC program and active current exchange.

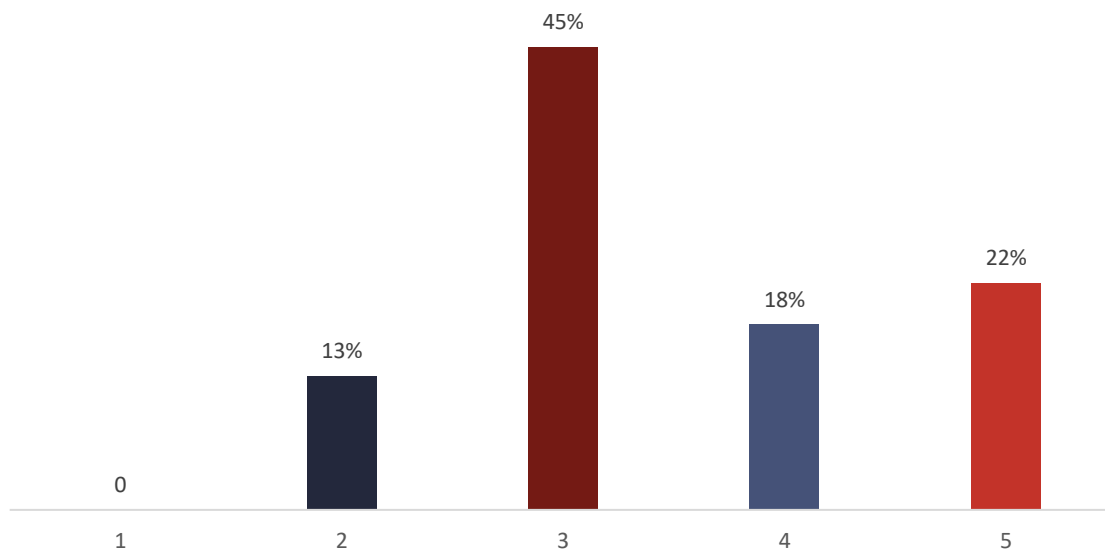
Adopting and improving policies to actively integrate T&R recommendations

Forming a TRC committee at the agency and working towards achieving identified goals.

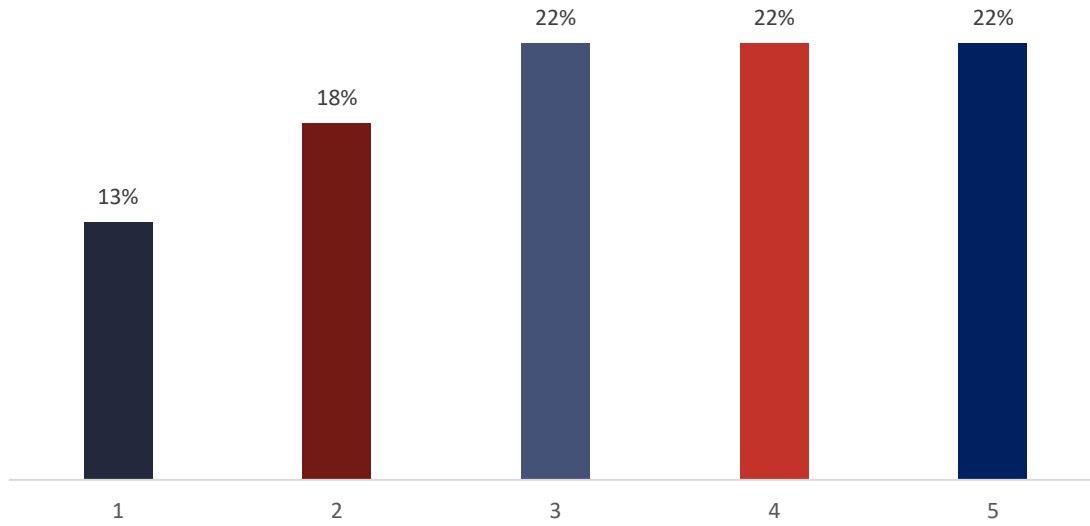
Our larger initiative is responding to calls to action 93 and 94

Updating curriculum and offering education on reconciliation
Celebrating the National Day for Truth and Reconciliation
Our agency is committed to calls to action #93 and #94. In practice we are providing and engaging service users in learning about indigenous history and current realities. Our citizenship classes have also been reviewed to be more inclusive of indigenous people realities. We have also developed a language instruction indigenization guide for our LINC teachers.
Calls to action regarding lawyers and legal services and non-profit community services

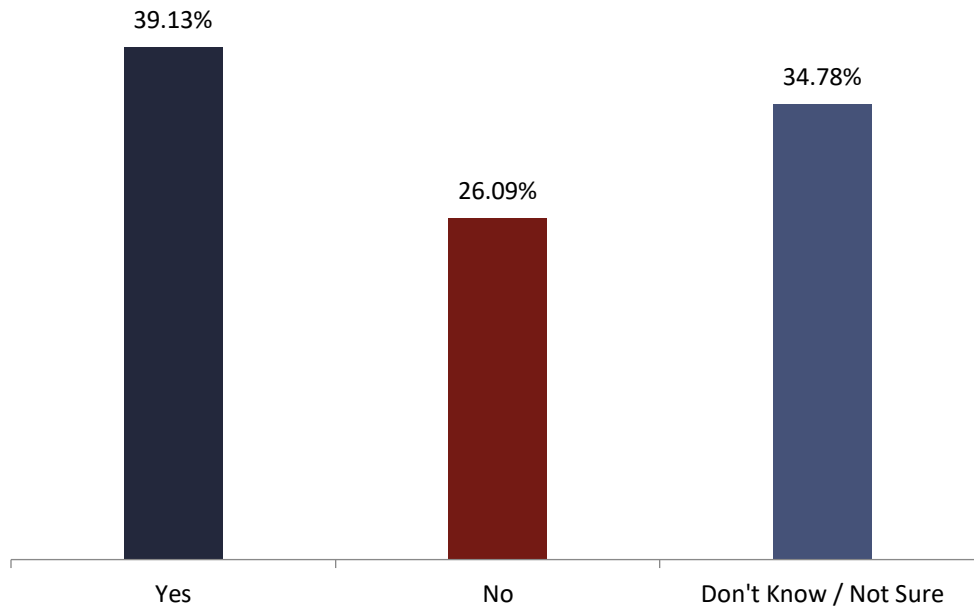
7. Please rank your individual understanding of Indigenous reconciliation between 1 and 5. With 1 being “little-to-none” and 5 being “well informed”.



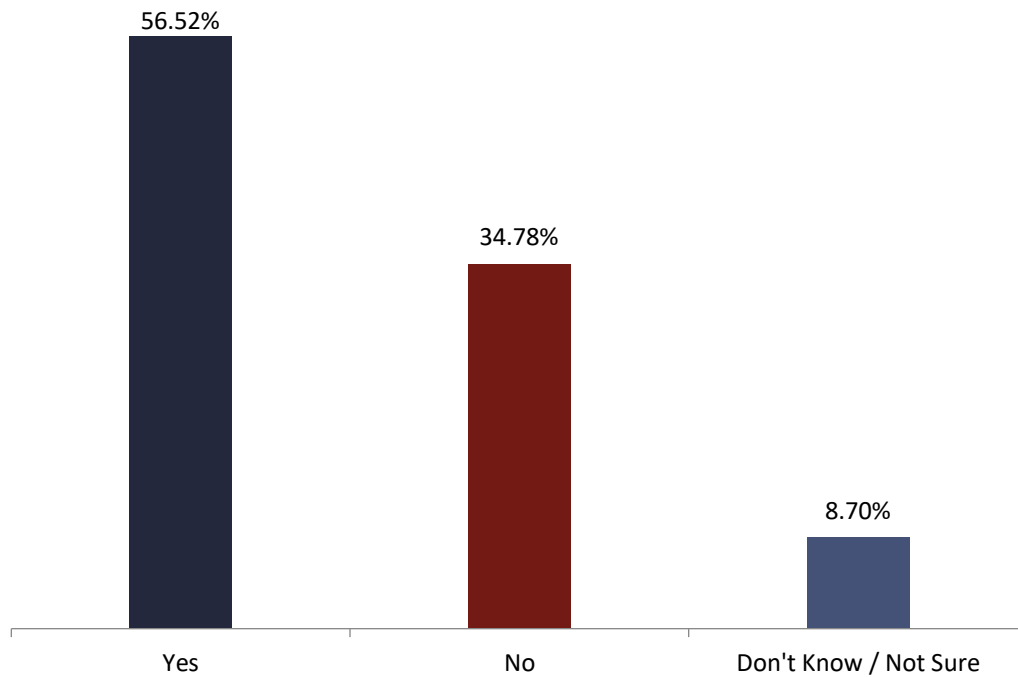
8. In your opinion, please rank your organization’s understanding of Indigenous reconciliation between 1 and 5, with 1 being “little-to-none” and 5 being “well informed”.



9. In your opinion, is your organization equipped to provide resources to educate newcomers to Canada on Indigenous history, culture and reconciliation work?



10. Does your organization currently offer staff opportunities to learn more about Indigenous history, culture and/or reconciliation work?



If you answered YES, please briefly describe:

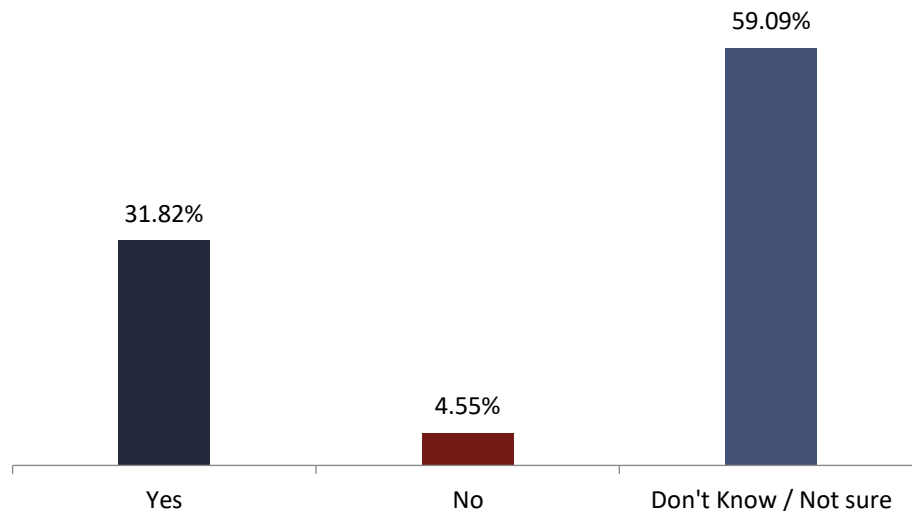
Workshops, Staff development trainings

The contacts that our organization have with individuals doing the work are willing to cooperate always as partners in public education endeavors initiated by us and viceversa.

The organization has conducted a variety of workshops on Truth and Reconciliation in the last three years.

Sharing training opportunities
Invited a Two-Spirit speaker to talk about issues related to Indigenous Peoples.
Mandatory training for City Staff on indigenous cultural competency
guest speakers on Orange Shirt Day
These opportunities are mostly in the form of educational sessions that are led by others in the non-profit sector. The organization encourages staff to participate in these sessions as much as we can. During all staff meetings/team meetings, there's a dedicated agenda item for sharing Indigenous history, culture and/or reconciliation work beyond reading the Land Acknowledgement.
The same mandatory course I mentioned earlier was for both staff and volunteers.
Our professional development is open to opportunities that may include learning about indigenous culture and history.
We offer workshops, community research opportunities with collaboration with subject matter experts and indigenous people and staff collaboration in doing presentations
Legal Listening podcasts related to NTRC https://www.kbcls.org/blog/legal-listening/

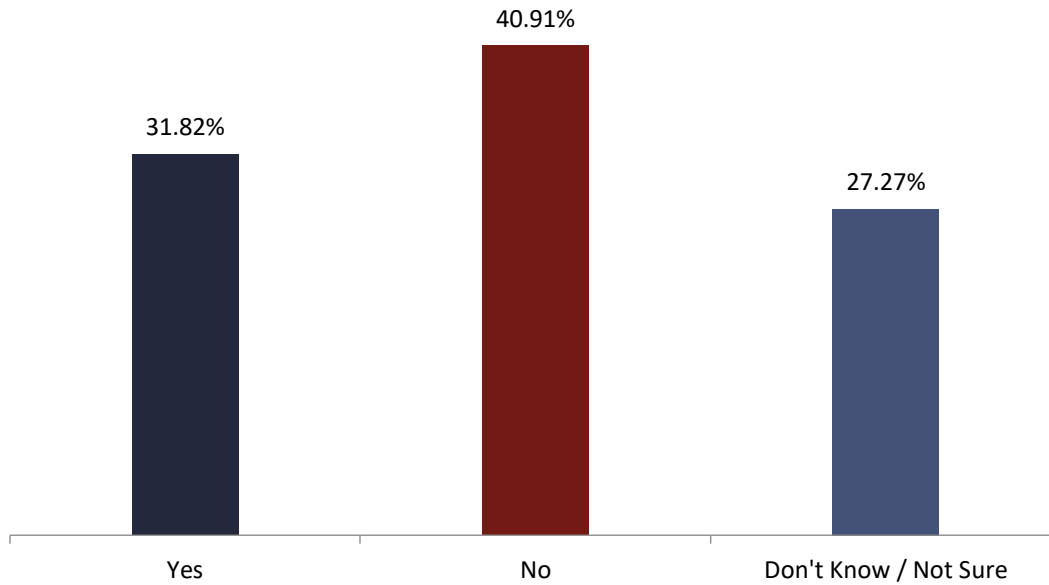
11. In your opinion, are there gaps in your organization’s understanding of reconciliation work that TSLIP could help to address?



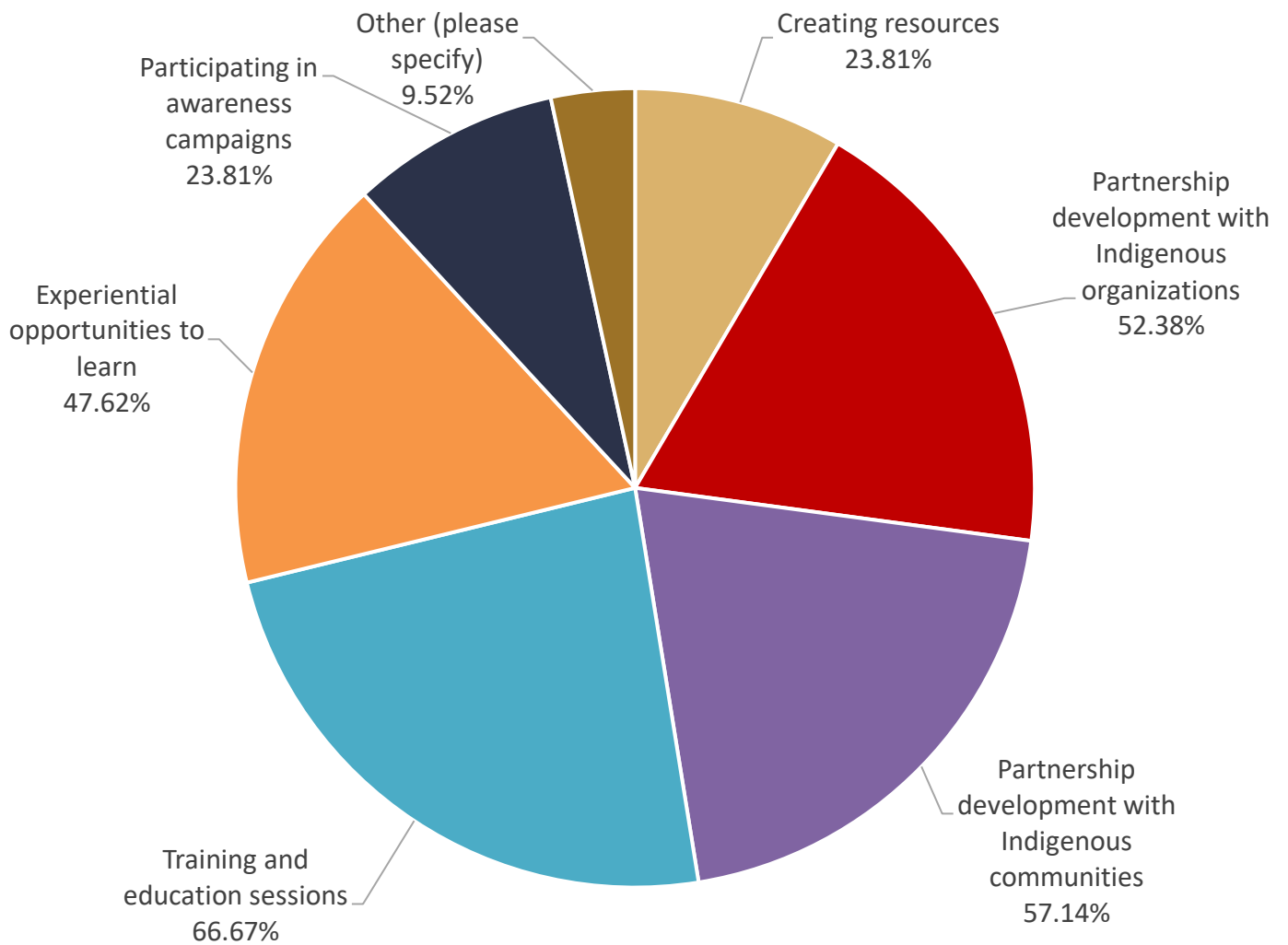
If you answered YES, please briefly describe:
Inform the agency and agencies that they should learn about truth and engage in justice first. That is already action towards reconciliation.
We don't have any specifically indigenous programs but would benefit from awareness and support training.
There is always room to learn more and relearn, as an organization and sector.
need more workshops and not just doing things to check off the box or PR mostly lack of communication
I do not think so!
Funding. If we are committed to TRC then we are to be ready to do the work. To do meaningful and sustain the work we need hire dedicated staff to focus only on TRC. Funding not as a project but ongoing. Doing this work is a journey and fragmented small grants or agencies squeezing funds to support the work is not sustainable for change and building meaningful and trusted relationships with

indigenous people/communities. We also have to be ready and know that the work requires deconstructing the current structure of “settlement” work.

12. Have you personally experienced, or are aware of, any barriers preventing and/or limiting your organization's engagement with reconciliation work?



**13. In your opinion, what should be the top three considerations for TLSIP when creating a strategic approach to reconciliation?
Choose up to three options.**



Other:
Creating space for this type of work... interrupting the culture of performance and business
Nothing. The government should do that.

14. What role do you see TSLIP playing in Indigenous reconciliation with Indigenous community members?

Responses:
Being a role model in new ways of working and relating which reflect indigenous ways of knowing
All the above
As starting point linking to community agencies serving indigenous without losing focus of their own mandate and dilute it. LIP is not a service organization but a consortium and by the name I guess there is a mandate to focus on immigrants. We should keep perspective and vision and not to lose direction and dilute mandate
Creating resources and providing training on Indigenous related issues
Rigorous advocacy. Focus on the 94 Calls to Action/
Overall support and providing resources for all aspects of basic needs (housing, employment, legal rights, health, etc) for Indigenous Communities to have access and opportunity to thrive
A bridge for community organizations to connect with indigenous partners
Building connections between indigenous community members and Employment Ontario program delivery partners.
Educating and sharing resources with service providers
Partnership development, and creating opportunities to learn beyond training sessions
Helping immigrants to better understand.

Providing connections and opportunities for members cross partnerships with services and resources , job shadow or placements
Making sure that all the community members have a positive sense of belonging.
Advocacy on policies and funding opportunities for agencies to engage in this work in long term. Connecting agencies to support indigenous priority campaigns, networking and education/training opportunities. These activities will help us in knowing the Truth which will naturally lead to reconciliation.
Support Indigenous campaigns and actions to defend their rights and their lands and get clean water! No need to keep asking them for help to educate non-Indigenous people.

15. Do you have other suggestions for TSLIP to consider in developing its strategic approach to Indigenous reconciliation? (Please keep responses limited to 300 words)

Responses:
No
Maybe later
For Training, it's best to use Indigenous communities for resources: Speakers, lived experience etc.
Please do not jump into reconciliation, which is grabbing the end of a long process. Take small steps first - which may lead to lasting actions towards any reconciliatory measures. As Shea Sandy famously said, "how can you reconcile with your rapist when they're still raping you?"
no
Perhaps, TSLIP can take leadership in developing a peer training for settlement workers on Indigenous history, culture and reconciliation work. Often, Settlement Workers are sharing their knowledge of Indigenous history/culture with the newcomers they serve. This information shared may not always be current or accurate. Engaging settlement workers in more regular trainings may be helpful to at least start these conversations with the newcomers we serve.
I think it's important work.
I think the number one approach should be EDIB (Equity, Diversity, Inclusion, and Belonging).
Not at the moment glad the TSLIP is taking the leadership for all of us to follow.
Support and promote Indigenous lead campaigns and actions