



LONDON & MIDDLESEX
LOCAL IMMIGRATION
PARTNERSHIP

Community Immigrant Strategic Plan

June 2010

Submitted to
Citizenship and Immigration Canada
Submitted by
London & Middlesex Local Immigration Partnership Council

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Citoyenneté et
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Co-led by:



United Way
of London & Middlesex



London
CANADA

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June 30, 2010

During this past year the London and Middlesex community has been on an exciting journey to support immigrants through the development of an integrative, comprehensive local strategy. This process has included three community meetings:

- November 18, 2009 Community Strategy Meeting, where our community convened to provide their valuable input on the draft Terms of Reference for the London and Middlesex Local Immigration Partnership Council
- February 2, 2010 Community Action Planning Day, where our community heard local research and discussed issues related to gaps in the areas of focus: Education, Employment, Health and wellbeing, Inclusion and civic engagement, Justice and protection services and Settlement.
- May 26, 2010 Community Strategy Meeting, where our community heard, provided input and unanimously endorsed the LMLIP strategic outcomes and Sub-council plans.

Through this significant community input, the London and Middlesex Local Immigration Partnership Council was formed with over 120 committed members and close to 140 individuals who attended the community consultation meetings. Under ambitious timelines, the Central Council and the six Sub-councils have contributed significant time, energy and vision to develop the Community Immigrant Strategic Plan for London and Middlesex.

On behalf of the LMLIP Council we would like to express our sincerest gratitude to all those individuals, organizations and volunteers who have played such a vital role.

Our journey is not yet complete. With the submission of this plan we look forward to working together in phase two of the LMLIP, the implementation period. It is our hope and vision that this plan will guide our community for the next three years and enable our community to continue to create an inclusive successful and welcoming community.

Thank you for your ongoing support.



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London and Middlesex Local Immigration Partnership (LMLIP)

PURPOSE

Local Immigration Partnerships, which are being developed in many communities in Ontario, are a joint initiative of Citizenship and Immigration Canada (CIC) and the Ministry of Citizenship and Immigration Canada and was further refined in consultation with the Association of Municipalities of Ontario (AMO) and the City of Toronto. The London and Middlesex Local Immigration Partnership (LMLIP) is solely funded by Citizenship and Immigration Canada (CIC).

The LMLIP is a collaborative community initiative which is designed to strengthen the role of local and regional communities in serving and integrating immigrants through a Local Immigration Partnership (LIP). A Project Advisory Committee was struck in April 2009. The Advisory Committee, co-chaired by the Corporation of the City of London and United Way of London & Middlesex, was a community collaborative effort.

The project provides a collaborative framework for, and facilitates the development and implementation of, sustainable local and regional solutions for successful integration of immigrants to London and Middlesex. This will enable our community to put immigration on its overall planning agenda and benefit from the successful social and economic integration of immigrants.

The following are the key deliverables for the LMLIP:

- Develop a community capacity and needs inventory that will provide the strategic framework for our community to enhance its capacity to bridge all areas of need within the community for immigrants and newcomers
- Establish a London and Middlesex Immigrant Partnership Council that will develop a strategic approach to supporting immigrants, and building upon the excellent activities that are ongoing and the work done to date in the areas of attraction, integration and retention of immigrants
- Develop a collaborative Community Immigrant Strategic Plan for London and Middlesex

The scope of this project is inclusive of all immigrants regardless of their status, age and gender.

The work of the LMLIP Council is guided by a Central Council and six Sub-councils representing: education, employment, health and well being, inclusion and civic engagement, justice and protection services and settlement.

Background and Context

LONDON AND MIDDLESEX DEMOGRAPHY

The face of London and Middlesex is changing with the growth of the immigrant population. According to Census Canada 2006, close to 19.13% of London's population is made up of immigrants and a fourth of this number is represented by migrants from Asia and Middle East. Furthermore, recent projections of the diversity of the Canadian population indicate that by 2031, between 25% and 28 % of the population could be foreign-born. It is also estimated that in the same year, 22% of the population in London will be foreign-born and 11% will be visible minorities. The same study, reports that between 29% and 32% of the population could belong to a visible minority group. ("Visible" defined by the Employment Equity Act as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour").

EXISTING COMMUNITY CAPACITY IN LONDON AND MIDDLESEX

Our community has a rich, long standing tradition of addressing needs of all cultures including immigrants. The goal is to build on the existing expertise and history of our community. Some key examples include, but are not limited to:

Welcoming Cultural Diversity

In 2004, the Welcoming Cultural Diversity steering committee (WCD), co-lead by the City of London and United Way of London Middlesex, was established and included membership from many community agencies who worked in collaboration to meet the needs of immigrants and newcomers. The collaboration that was established through WCD since its inception paved the way for our ability to respond to Citizenship and Immigration Canada's call for LIP projects, and to subsequently engage more stakeholders in this work.

London Middlesex Immigrant Employment Council (LMIEC)

One of the key successes that evolved from the WCD community initiative was the establishment of the London Middlesex Immigrant Employment Task Force. Sponsored by the Employment Sector Council London Middlesex (ESCLM), the Task Force has developed into a permanent, employer led Council with representation from a broad range of industries to reflect the diverse regional economy. The LMIEC bridges internationally trained talent and our region's business community.

Child and Youth Network

A major community initiative that was established recently in London is the Child and Youth Network (CYN). The CYN mobilized the community to move forward the agenda of our children and youth. Areas of priority include literacy, poverty, healthy eating/healthy physical activity, and creating a family centred service system.

London's Strengthening Neighbourhood Strategy (SNS)

Over the last two years, many residents in different neighbourhoods are participating in the discussion through the Strengthening Neighbourhood Strategy (SNS) with the goal of building a stronger, more vibrant city through our neighbourhoods.

¹ Projections of the diversity of the Canadian population, 2006 to 2031. (2010, March). Statistics Canada Retrieved from: <http://www.statcan.gc.ca/daily-quotidien/100309/dq100309a-eng.htm>.

Networking for an Inclusive Community

Networking for an Inclusive Community (NIC) is a group of representatives and volunteers from organizations who provide service to newcomers in London and Middlesex. NIC was started about 8 years ago and has over 140 organizations in its membership. NIC provides education and networking opportunities through half day and full day workshops.

CREATING THE LONDON AND MIDDLESEX LOCAL IMMIGRATION PARTNERSHIP

In September 2009, the lead applicant, the City of London, signed the contract with Citizenship and Immigration Canada (CIC) on behalf of the community to achieve the following goals:

- Improve access to, and coordination of, effective services that facilitate immigrant settlement and integration
- Improve access to the labour market for immigrants
- Strengthen local and regional awareness and capacity to integrate immigrants

Advisory Committee

To support the development of the Council, an Advisory Committee from the local and regional governments, community organizations, immigrant serving agencies, language training providers, francophone serving agencies and employment agencies was struck in April 2009. The Advisory Committee was to commence the work related to LIP which recognizes the following deliverables:

- Research local and regional models of collaboration
- Consultation with the broader community to review proposed models
- With community endorsement, the establishment of a London and Middlesex Immigrant Partnership Council
- Develop and disseminate a Community Capacity and Needs Inventory

Structure

The LMLIP Council is guided by the Terms of Reference (Appendix B) drafted by the Advisory Committee and endorsed by the community on November 18, 2009 at its first Community Strategy meeting. The LMLIP Council has been committed to a community development approach where multiple stakeholders participate in planning and coordinating to enhance delivery of integration services to all immigrants. (For the purpose of the LMLIP, an immigrant is identified as any individual who defines themselves as an immigrant; this includes but is not limited to: Canadian Citizens, Permanent Residents, Convention Refugees, Temporary Residents and individuals with no immigration status).

LMLIP Guiding Principles

The work of the Council is guided by the following principles:

- **Inclusivity:** Our scope will be inclusive of all immigrants in London and Middlesex, regardless of their immigration status, citizenship, age, gender, health status, sexual orientation and number of years in our community.
- **Advocacy:** Advocacy for the integration of immigrants (with regard to housing for example).
- **Collaboration:** There is an inherent mutual responsibility between our community and immigrants.
- **Diversity:** We respect diversity within immigrant communities and build understanding across immigrant communities and cultures.

- **Social Justice:** We will seek to promote inclusion and civic engagement of all immigrants and work toward changes to ensure their integration.
- **Client Centered:** The holistic needs of the individual are at the centre of our work.
- **Empowerment:** We will enhance and restore their capacity to live a healthy life and to enable them to make informed decisions.

The following diagram illustrates the structure of the LMLIP Council which is composed of a Central Council and the following Sub-councils reflecting six areas of focus identified by the community:

- Education
- Employment
- Health and wellbeing
- Inclusion and civic engagement
- Justice and protection services, and
- Settlement

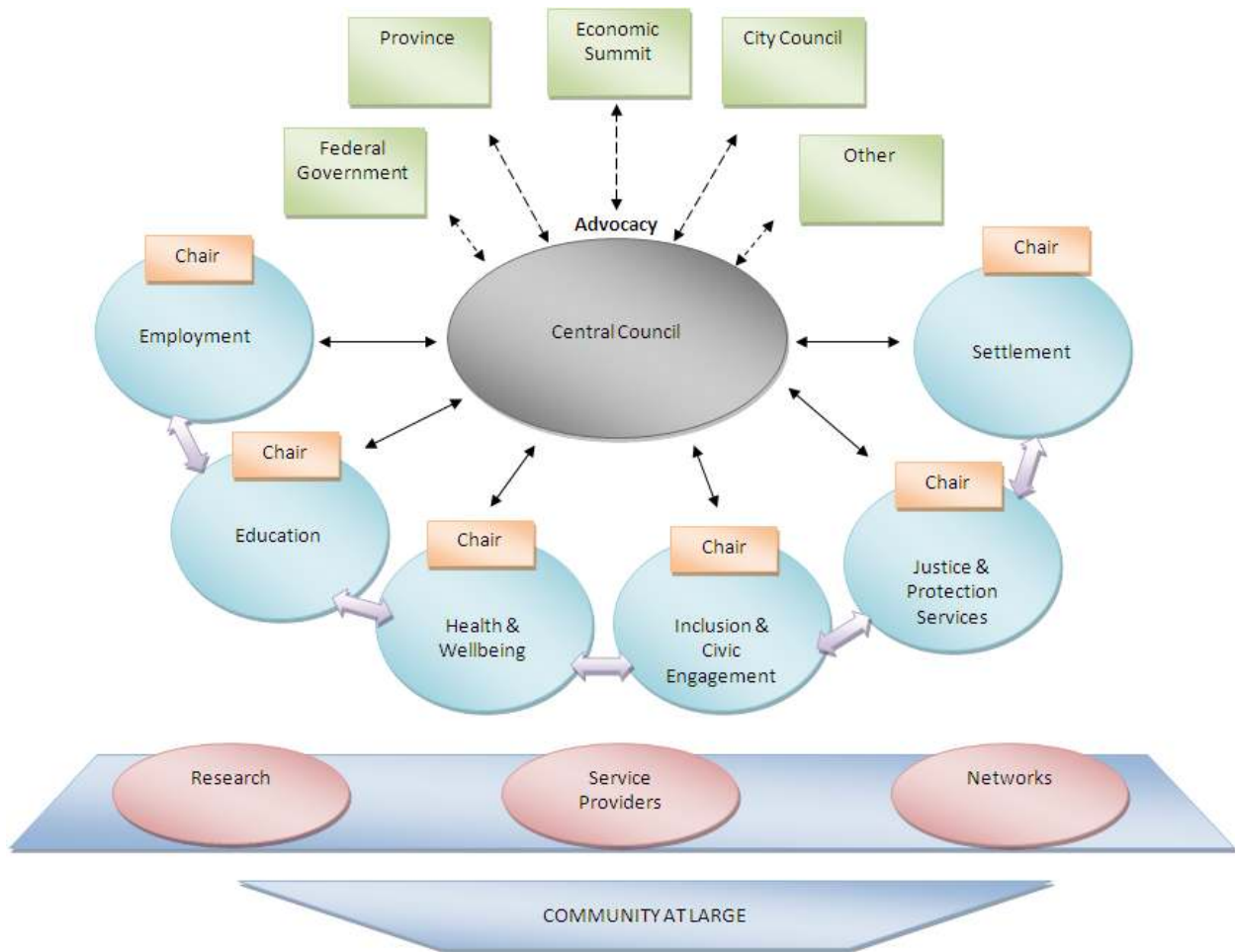
The six Sub-councils are not intended to be distinct from one another but rather are interconnected. The Central Council is composed of the chair of each Sub-council, eight immigrant representatives, a research liaison and funders.

The London and Middlesex Local Immigration Partnership Council was fully established in February 2010.



February 2, 2010 Community Action Planning Day

LMLIP Interface within the Community



Moving Forward: Long Term Goal of LMLIP Council

As we move forward, the LMLIP Central Council will be the “keeper of the strategy” and:

- will function as an advisory, planning and coordinating council
- will look at broader advocacy pieces
- will develop outcome measurements and support progress across sectors.
- will be responsible for oversight of the overarching strategies/ themes identified in the plan
- will not fund, allocate funds or deliver programs

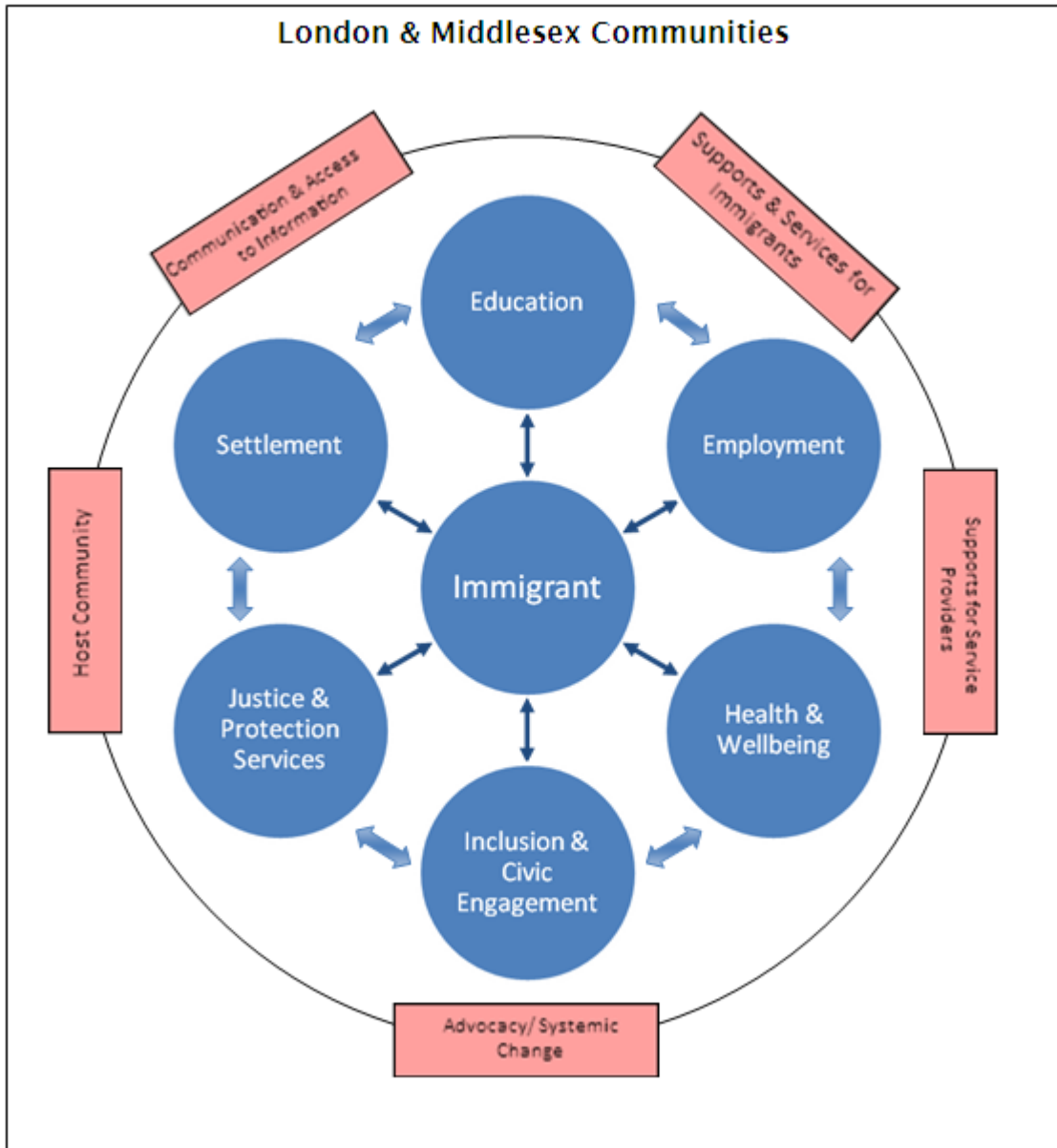
Each Sub-council will:

- look at area specific strategies, support progress within the area and report to the Central Council through its chair
- will lead implementation of the recommended strategies while working with current members and engaging new partners as appropriate
- will work actively to support the goals identified in the plan

Our Vision

The following diagram reflects the vision of London and Middlesex community in serving and enhancing the services that integrate the immigrant population in the community. It is a client-centered approach that will include and work with immigrants to enhance their success and integration. The LMLIP vision calls for shared responsibility among services and the immigrant.

In addition to the immigrant being the focal point, the diagram below illustrates the five intersecting outcomes of the six Sub-councils and their interconnectedness. It also reflects the collaboration, partnership and interaction among service providers, across sectors.



Overarching Outcomes

The overarching outcomes were endorsed by the community on May 26, 2010. They were developed using the information from the Sub-councils, dialogue at the Central Council and subsequent analysis by Co-Chairs and staff of the LMLIP. These five high level outcomes highlight the intersecting themes across all Sub-councils.

OUTCOMES

- Supports and Services for Immigrants**
Immigrants have increased access to supports and services to ensure that they can successfully participate in all aspects of the community.
- Communication and Access to Information**
Immigrants have increased access to information about available services, cultural expectations and how to access services and supports to successfully use the system in the community.
- Host Community**
London and Middlesex residents are exposed, educated and engaged in understanding and accepting diverse traditions, behaviours and experiences of all the cultures that make up the community.
- Supports for Service Providers**
Service providers and volunteers have increased access to sustainable funding, information on supports to collaboration, diversity training and resources to ensure timely, effective and responsive services for immigrants.
- Advocacy/ Systemic Change**
Reduction of systemic barriers (i.e., local, provincial, federal and host community) that impede immigrants' ability to successfully engage in the community.

The following table highlights the recommended actions, rationale and mode of delivery for each overarching outcome.

Overarching Outcome	Recommended Action	Rationale	Mode of Delivery
Supports and Services for Immigrants	<ul style="list-style-type: none"> • Increase childcare spots • Provide affordable housing • Provide supports for transportation (bus tickets, taxi vouchers) • Enhanced immigrant mentoring 	<p>Immigrants need such supports to be able to attend school, employment programs.</p> <p>Outreach workers will help increase awareness and ways to access services.</p>	<p>Services will be coordinated, client centered. Service providers will engage in consultation with the community, including the immigrants, and also in sharing information among services. Services</p>

Overarching Outcome	Recommended Action	Rationale	Mode of Delivery
	<ul style="list-style-type: none"> • Provide more neighbourhood based services • Create a Welcome Centre • Increase in outreach workers • Provide supports to navigate services 	<p>Navigating system proved a major barrier to accessing services, therefore supports to navigate the system will empower them.</p> <p>A welcoming centre with current, multilingual information, that provides temporary shelter, will further assist immigrants in settling in London and Middlesex.</p>	<p>will constantly review their plans of services.</p>
Communication and Access to Information	<ul style="list-style-type: none"> • Use the Immigration Portal as a vehicle tool • Disseminate information on services/supports at natural community locations • Produce issue specific information in simple language and or multilingual • Use media to enhance awareness about other cultures 	<p>Many immigrants are not aware of existing services; such city wide dissemination process will assist immigrants to get the services in a timely fashion.</p>	<p>Collaboration and coordination among services throughout the sectors and across sectors. Such interconnectivity will result in timely response to the emerging needs of the immigrant.</p>
Host Community	<ul style="list-style-type: none"> • Provide education and cultural knowledge to service providers • Maximize existing community resources and networks • Use multi media campaigns to create awareness about cultures • Provide diversity training 	<p>Host community needs to be empowered with information on cultures and issues related to diversity to fully understand the need as well as the experience of immigrants. The recommended actions will enhance the knowledge of the host community and will create empathy,</p>	<p>Engaging all stakeholders, community residents, government and service providers that provide services for immigrants in the six areas of focus of the LMLIP and volunteer organizations.</p>

Overarching Outcome	Recommended Action	Rationale	Mode of Delivery
		understanding and acceptance.	
Supports for Service Providers	<ul style="list-style-type: none"> • Enhance communication among services • Request for funding to provide supports for frontline staff regarding compassion and fatigue • Provide professional development for teachers • Create mediation and reconciliation tools for cross-sectors 	<p>Enhanced knowledge of sectors and enhanced communication among service providers will result in effective partnerships and leveraging of existing services.</p> <p>Through collaboration and knowledge of each service’s programs, funding requests will target existing gaps in services and support service providers to respond to call for proposals.</p> <p>Availability of funding may be limited; therefore, through collaboration among services, existing funding may be leveraged to provide needed supports to service providers and/or to adapt existing resources to benefit other service provider.</p>	<p>Service providers working together to leverage, partner and support one another.</p> <p>Sharing of information and resources.</p>
Advocacy / Systemic Change	<p>The LMLIP will advocate to effect systemic change in the following areas:</p> <ul style="list-style-type: none"> • Government eligibility and credentials • Equal access to employment • Increase funding to support immigrants with different abilities, for educational support and language 	<p>In order for system change to be effected, advocacy on these issues will help to remove barriers to inclusion, to create awareness of services and to create realistic expectations among immigrant communities. Current and realistic information will help immigrants’</p>	<p>For policy change at the three levels of government, the LMLIP Council will advocate on behalf of the immigrant on issues related to successful integration of the immigrant in all aspects of life.</p>

Overarching Outcome	Recommended Action	Rationale	Mode of Delivery
	<p>development services.</p> <ul style="list-style-type: none"> • Providing realistic information to prospective immigrants applying in their home country on issues related to employment, health, process of recognition of credentials and available resources. 	<p>experience to be less stressful and more understanding.</p>	

Areas of Focus

Individuals from over 100 community organizations, including seven francophone organizations, forty volunteers and immigrant representatives from six ethno-cultural groups, signed to participate at the six Sub-councils and Central Council. Appendix B outlines all participating organizations.

PLANNING PROCESS

The planning process included seven meetings for each of the LMLIP six Sub-councils and six meetings of the Central Council between February and June 2010. Each Sub-council used the information from the following processes and documents² to guide the development of strategic priorities:

- LMLIP Terms of Reference
- Community Capacity and Needs Report which was created in partnership with the Welcoming Communities Initiative, The University of Western Ontario
- Feedback from November 18, 2009 Community Strategy Meeting
- Feedback from Action Planning Day of February 2, 2010
- Feedback from Community Strategy Meeting, May 26, 2010

The following section highlights the content and work of each Sub-council. Detailed Priorities of each Sub-council are outlined in Appendix C.

Education Sub-council

The Education Sub-council includes the following services: English as a Second Language (ESL), Language Instruction for New Canadians (LINC), elementary, secondary and post-secondary institutions.

Planning Table Participants

Sixteen community organizations, including the two school boards in London and Middlesex, two francophone organizations, an ethnic association, postgraduate institutions and five immigrant representatives participated in the discussions.

Outcome Statement

Immigrant learners at all levels (English as a Second Language, Language Instruction for New Canadians, elementary, secondary and post-secondary) have access to timely and appropriate programs and services.



Education Sub-council Discussion

² All documents are available on www.welcome.london.ca

Rationale

In order to facilitate access to education for all immigrants regardless of their status and to provide supports to educators, parents and students and to ensure that immigrants and English Language Learners participate fully and successfully in the schools as they develop into global citizens in Canada, the Sub-council identified the needs and put forth its recommendations.

Priorities and Strategic Directions

1. Access to Education
Explore alternative programs such as the Family English as a Second Language programs currently in place in Ottawa.
Plan coordination among service providers at Language Instruction for New Canadians levels to streamline existing spots.
Engage funders to be flexible with funding (if funds are not utilized in one site, advocate that they be transferred to another site where there is need).
Increase free childcare/child minding services by requesting more funds from Citizenship and Immigration Canada to purchase 50 seats annually or as per need from licensed daycares to maintain the quality childcare of infants and toddlers.
Engage other funders (Ministry of Citizenship and Immigration Ontario and the City of London) to provide funding for subsidized childcare spots in neighbourhoods.
Explore what is available with regard to subsidy or funds, through the Child and Youth Network.
A funding commitment required to create more spots in programs, in addition to the current Bridging programs (business and nursing) serving the needs of the labor market in London and to enable immigrants fulfill upgrading or profession specific education.
Map out Literacy services, English as a Second Language services and English as a Second Language literacy services opportunities across the city and identify eligibility criteria for each of the three types of programs.
Bring together providers of the three types of programs: Literacy, English as a Second Language and English as a Second Language Literacy (or representatives from each sector) to talk about any service planning issues.
2. Supports for parents, teachers and students
Provide information on the responsibility of both the parents and the school around the necessity of parents interacting with schools by attending school events/meetings and by joining the school council/parent organization. This information needs to be multilingual, reflecting the neighbourhood linguistic needs. Engage the Thames Valley Parent Involvement Committee (TVPIC) to hire part time outreach workers from ethnic groups represented in schools that do not have a Settlement Worker in Schools (SWIS).
Encourage parents and community members to provide workshops, training and education to the staff in schools to increase sensitivity and global awareness.
For parents, who are illiterate in their first language, create a pool of volunteers who speak different

languages and train them to volunteer at events at specific schools, to greet parents, perhaps give them a tour of the school, and introduce them to the teacher(s) of their children. (This will complement the work of the SWIS at the school).
Immigrant parents need specific information that relates to the particular school and also ongoing communication with the teacher and administrative staff of their child's school. Thus a group of volunteers coordinated by a hired staff and Settlement Worker in School will support individual immigrant families and connect with them after the initial settlement process.
Work with unions and the two school boards to make specialized training for teachers of both elementary and secondary schools a requirement of employment to enable teachers to meet the needs of immigrant students in the classroom.
Recommend to the Ontario College of Teachers that 'Teaching in Multilingual Classrooms' be designated a mandatory requirement for certification in Ontario.
Collaborate with The University of Western Ontario and Fanshawe College to provide specific training/Professional Development sessions/courses for in-service teachers about teaching in multilingual classrooms.
Recruit more teachers who represent the background of the students in the school system (i.e., internationally educated/trained teachers).
Identify practising teachers who speak a language other than English as these teachers can be an asset in communicating with parents and students from the same language background.
Enhance training for teachers teaching multilingual classes by adapting some modules used in the U.S such as (Teaching Limited English Proficient Students (LEP)) or elsewhere in Canada and Ireland.
Review current curricula to identify needs and make recommendations based on a review of gaps in the current curricula.
Recommend that an independent consultant be hired by service providers working with schools, to review teaching English as a Second Language and English Literacy Development to see how segregation can be reduced and to increase integration with an eye to reducing the psycho-social impact of segregation on English language learners and students who have not had formal education and are in need of an English Literacy Development program.
Promote cross-cultural peer mentoring: SWIS / parents/ teachers/ through the School Council with funding from Thames Valley Parent Involvement Committee (TVPIC). Create events that promote cultural awareness, understanding and respecting each other.
Service providers who run youth programs to request funding from Citizenship and Immigration Canada to increase programs for youth.
Provide "retreats" for youth of all cultures that promote socializing, especially for those in "buddy" or "mentor" relationships.
Train mentors, preferably who speak the languages of the students, to work one on one with students who have little or no English language skills.
Develop community social supports/networks within an identified community where there is need to help these learners in content subjects. This can be done by hiring a Coordinator for a pool of volunteer experts in different subjects to assist immigrant students outside school. (Hiring may be

done by local agencies or the City of London).
Coordinate the existing homework help clubs in the city by using the Immigration Portal (posting information on all homework clubs).
Offer classes at various levels, restricted in size, to small groups and structured for reading, writing, speaking, listening and enhanced language training.
Increase funding for educational support and language development services for students with special needs.

Employment Sub-council

The Employment Sub-council includes the following programs: mentorship, bridging, job search programs, credentials assessment, employment and employment supports.

Planning Table Participants

Nineteen organizations, including Middlesex County, three francophone service agencies, one ethno-cultural association and seven interested citizens from both immigrant and non-immigrant communities participated in the discussions and planning.



Employment Sub-council Discussion

Outcome Statement

Immigrants have timely access to a wide range of employment related supports, including mentorship, bridging, job search programs, credential assessment, employment and employment supports.

Rationale

It is acknowledged that a wide variety of employment supports and services exist in London and Middlesex but are not well communicated to service providers and immigrants. It is also noted that a gap exists in the communication among service providers in the sector and such a gap hinders the support of both employers and job seekers in making the employment match.

Priorities and Strategic Directions

<p>1. Communication/ Integration</p> <p>To ensure that immigrants seeking employment may expect to receive accurate, timely and consistent information to support them in their job search, the following recommendation have been put forth:</p> <p>A common assessment process that will respect the needs of the client.</p>
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Appropriate information and timely referral will be undertaken in accordance with the Privacy Act.

Build on existing capacity and link it to www.welcome.london.ca . Use existing networks to enhance communications amongst services that assist people such as the Employment Sector Council London and Middlesex (LMIEC) and the Networking for an Inclusive Community.

2. Employer Connections

Enhance the link between immigrants and London Middlesex employers leading to successful employment, by supporting existing initiatives and by collegially identifying and developing new strategies.

Continue to support and enhance the following local initiatives:

One to one counseling for immigrants seeking jobs.

Providing training to immigrant job seekers around their transferable skills and Canadian workforce culture and to employers around the accommodations needed for a diverse workforce.

Support those programs that connect immigrant job seekers to employers, including mentorship, networking, volunteer work experience placements and internships and Bridge training programs.

Through the LMIEC promote all existing resources available to employers to encourage them to hire immigrants, including the Skills International database.

Initiate an active collaboration between representatives of the Education Sub-council and the Employment Sub-council to ensure that occupation specific language training programs are consistent with current labour market demands.

Ensure that a regular review of available local data market information is conducted in order to ensure that this information data is conveyed to job-seeking immigrants.

3. Barriers and technical issues

Advocate for an accessible system that manages the expectations of immigrants and communities receiving them as it relates to their employment.

Advocate for and delivery of programs/services that contribute to a mutual understanding in the workplace.

Advocate for universal access to all employment/self-employment programs and services despite immigration status and source of income.

Support those Pan-Canadian programs and services which encourage immigrants to prepare overseas prior to emigration through language acquisition and evaluation of professional documents and certificates.

Recommend on-going support of the Access Centre for Regulated Employment.
Encourage all levels of government to become champions in support of full use of immigrant talents and skills.
Target employers and advocate for benefit of hiring immigrants and communicate list of employers receptive to hiring immigrants.
Actively advocate at all levels of government to ensure that adequate resources are available in London and Middlesex to the community and to ensure that governments work together to avoid creating duplication of service.

Health and Wellbeing Sub-council

The Health and Wellbeing Sub-council includes but is not limited to, mental health, impact of trauma/war, access to services, recreation, nutrition and life skills.

Planning Table Participants

Twenty one organizations, including two francophone service agencies, one ethno-cultural association and an interested citizen from the immigrant community participated in the discussions and planning.

Outcome Statement

Immigrant health and well-being is supported through a range of programming including mental health, impact of trauma/war, access to services, recreation, nutrition and life skills.



Health & Wellbeing Sub-council Discussion

Rationale

Ethno cultural communities are vulnerable to mental health and substance use problems due to the pre-migration trauma, economic and social disadvantages, isolation, racism, discrimination and cultural pressures. They are less likely to receive needed care than the general population due to barriers which include language, cultural factors, discrimination, stigma and mistrust of mainstream service providers. Holistic planning is vital for addressing the multilayered needs of immigrants.

Priorities and Strategic Directions

1. Mental Health/Illness and Addiction
Mental health and addiction agencies will learn from and work with people from the various ethno-cultural communities to develop strategies, presentation, and materials to teach the communities about mental health/illness and addiction.
Provide culturally sensitive information in various languages and promote language simplification for information in agency brochures.

Hire a Social Marketer to develop a multi-media campaign to counter discrimination and stigma against mental health.
Utilize outreach workers/programs and build on what exists in the community i.e., expand neighbourhood services, outreach programs.
Create screening and assessment tools to assist with early identification of learning difficulties issues in children and also for identifying mental health and addiction issues for adults/youth. ³ These tools would be used by mental and physical health care providers.
Introduce cultural training to ensure access to counseling services on a continuum: urgent to longer term on a sliding scale.
Increase number of counsellors educated and trained in working with survivors of war/trauma and support for them.
Provide funding for ongoing training for trauma counsellors.
Provide safe, (confidential and comfortable) spaces, a supportive environment and adopt a holistic approach in addressing needs of immigrants.

2. Supports for Service Providers in Physical and Mental Health
Develop and implement cultural sensitivity training for health service providers using the train the trainer approach.
Hire more qualified diverse staff to meet the needs of immigrants with mental health and or addiction issues.
Provide interpreters with medical training language skills in hospitals, health care clinics and social service agencies.
Increase collaboration between medical community and interpreter agencies to improve service.
Develop a tool for organizational change for agencies and their staff to provide safe support for frontline workers to prevent and or deal with depression, compassion fatigue etc.

3. Provide Supports for families and individuals in a holistic manner
Case management: Create an independent system navigation support through settlement services (based on the module of the language benchmark assessment) to help families, individuals to set up flexible 2-5 year plans and then follow up with them to review the plan: what has been achieved and what needs to be done.
Create free accessible designated community centres, and areas within neighbourhood where people of all ages can meet and spend quality time.
Provide health specific brochures in simple language and different languages and make available at natural points of access, such as supermarkets, faith based organizations.

³ Such tools will include mental and physical health

Create a platform for immigrants to advocate to service providers and the community at large about their needs in order to facilitate inclusion and greater understanding and allow for more targeted collaboration.
Educate the public as to why people come to Canada: facts dispel myths.

4. Physical Health
Professionals: Provide cultural sensitivity education and training for physicians, nurses, dentists and medical/dental students
Provide health literacy information in plain and clear language and in different languages.
Utilize internationally medically trained professionals to provide education and preventative programs for various cultural groups and to provide neighbourhood programs / supports.
Advocate for more medical neighbourhood based centres such as the Family Health Team
Determine free and accessible neighbourhood based centres where people can gather and decide on events and activities for their neighbourhoods. Fun places where all family members can share information on their cultures, food, music, activities and celebrations etc. (Collaborate with Parks and Recreation and Neighbourhood Community Centres).
Collaborate with faith organizations and schools in neighbourhood to deliver free or affordable recreational activities.
Develop criterion/process for immigrants' groups to access free office/ meeting spaces.
Ensure embassies provide accurate information about the unavailability of health coverage for the first 90 days in Canada.
Provide Information on buying health insurance for the 90 days period to immigrants off shore.
Provide information on the various medical options and when to use them i.e., walk in clinics, hospitals.
Provide patients with available choices when receiving support or assistance (i.e., gender of interpreter or doctor in pamphlets at medical facilities, schools, social services or settlement services).

Inclusion & Civic Engagement Sub-council

The Inclusion and Civic Engagement Sub-council includes all social, parental, child and cultural supports. The group further defined 'inclusion and civic engagement'. For the detailed definition see Appendix D.

Planning Table Participants

Eighteen community partners, including the francophone community, ethno cultural representatives and seven interested citizens participated in the planning and discussions.

Outcome Statement

Social, parental, child and cultural supports are available to ensure that all immigrants are included and engaged in our community.

Rationale

Opportunities for participation create a greater sense of belonging to the community. According to Statistics Canada, studies of life satisfaction among the general population show a positive correlation between social ties and well-being.



Inclusion & Civic Engagement Sub-council Discussion

Priorities and Strategic Directions

1. To promote skill based engagement at all levels of society, while recognizing that this may not be a linear path
Create culturally informative content for public and local ethnic media in partnership between settlement agencies and the media and other ethno-cultural groups or individuals, in local public media (i.e., newspaper, radio, T.V) which highlights engagement opportunities and provides information in various languages.
Promote neighbourhood based activities and events that will provide opportunities for immigrants to engage and participate in their new community.
Increase outreach to immigrants to encourage volunteerism by providing education and the context of volunteerism in Canada and the benefits.
Encourage London and Middlesex County to explore successful volunteer models (in Greater Toronto Area) which allow immigrants to be placed in various departments in City Hall to gain Canadian experience.
Create opportunities for outreach between schools and immigrant communities.
Encourage a process whereby informal immigrant volunteers can take on decision-making and leadership positions.
Remove barriers to volunteering by: providing bus tickets, volunteer drivers, sharing information about virtual volunteering, hiring new Canadians or immigrants as paid staff to help the organization learn about and value diversity, recruitment of new Canadians on boards, providing diversity training to staff.
Create an environment of trust through the use of awareness campaigns to dispel views of those whose pre-migratory experiences have created a fear and distrust in governments. Provide direct assistance in political mobilization by holding workshops, creating tool kits and identifying leaders within ethno-cultural communities.
Encourage new immigrants to follow current affairs by providing education on the voting system, on candidates and removing barriers to voting (such as transportation).
2. Enhance knowledge amongst host community in engaging immigrants
Create a multilayered community based Communication Strategy by approaching both mainstream

and ethnic media to include the voice of newcomers. For example, establish a process that encourages communities to challenge negative media coverage of immigrants by promoting the use of action alerts which notify the community and service providers to write to media outlets which label groups unfairly.
Foster collaboration between settlement services, service providers and community agencies in order to engage more businesses and corporations in creating more opportunities for inclusion and engagement. Beyond one-time contributions, this initiative includes the provision of on-going support for creating a more inclusive and welcoming community through sponsorship of events, organizations, provision of space, job placements/ internships etc. (i.e., Co-op placements, welcome packages and info).
Establish a community based media literacy council to educate both immigrants and the wider London and Middlesex community about media. The goal is to create a more inclusive and welcoming community, such as a body/ council of volunteers interested in promoting inclusion and dispelling myths, and combating incidents of racism or discrimination (i.e., writing letters to the editor, etc.).
Proliferate cultural diversity training to counter stereotyping, racism and apathy by eliminating barriers to access (cost), use of media, creating incentives to organizations and businesses who participate.
Enhance the capacity of local level media sources (i.e., Digital, audio, print & visual newspapers, magazines, TV, radio) by capitalizing on existing resources to better reflect the diversity of the city.
Enhance, promote and build on programs that help immigrants develop networks with other immigrants in the communities.
Enhance and build on programs that encourage local community members and immigrants to reach out and connect with one another.

3. Increase access to Shared Space
<p>Adopt recommendations from the report, “Increasing Access to Community Space for Ethno-cultural Groups in London” that was conducted by the Welcoming Cultural Diversity Committee. These include:</p> <p>Permanent facility for ethno-cultural groups through:</p> <ul style="list-style-type: none"> • conducting community infrastructure needs assessment to lead the establishment, development and or expansion of space • establishing a working group to explore the feasibility of implementing a policy designating use by non-profit cultural community organizations as a priority for the allocation of surplus city-owned spaces • implementing outreach strategies in city owned facilities to engage ethno-cultural groups and encourage them to use available space • engaging the school boards to promote inclusion and provide welcoming and accessible school space for ethno-cultural groups • introducing or enhancing diversity training for staff in public and private institutions (libraries, schools, city owned facilities) • promoting partnerships between ethno-cultural groups, schools, City of London facilities and the private sectors • waiving and or subsidizing fees • prioritizing access • providing information on affordable insurance, legal processes, understanding lease policies and agreements

4. Increase Engagement of Youth
Enhance programs that collaborate with settlement and social services to provide opportunities for intergenerational dialogue, orientation to Canadian systems and culture for parents and youth.
Collaborate with schools to involve parents and bridge understanding of youth culture (Region of Peel Recommendations) by inviting parent-teacher councils to partner with settlement workers in schools to make an effort to invite/include immigrant parents to engage with schools. Provide access to transportation, interpretation, and childcare.
Create safe spaces for youth through better access to recreation (not just schools and services providers) by engaging private organizations in promoting Canadian activities for youth and adults (i.e., Boler Mountain).
Promote programs which allow youth to work within their communities, identify issues, and contribute to change.
Establish and promote mentorship opportunities by identifying role models, creating culturally sensitive networking opportunities to foster relationships and establish peer mentorship programs in schools supported by appropriate training (this can be a short term goal in the path towards successful settlement and integration).
Remove barriers to social engagement and informal volunteering opportunities for youth at the neighborhood/ their own community level (this can be a medium term goal in the path towards successful settlement and integration).
Engage youth to volunteer with service providers and other community-based/local organizations giving youth a voice and opportunities for empowerment.
Remove barriers to formal volunteering (organized or beaurocratized) in the larger community's decision making structures such as: advisory committees, working/planning groups, task forces, delegations, and boards of directors in different sectors (social service sector and private sector).
Encourage and promote political involvement (at the 'governance level) of new Canadian Citizens through a process that begins at the information level before Canadian Citizenship is obtained (this can be a long term goal in the path towards the settlement and integration process).
5. Remove Barriers to Accessing Services
Encourage greater service provider collaboration and communication through better use of existing community resources such as the Immigration Portal.
Form a communication plan with the mandate to review the existing infrastructure and space that could be made available and to make recommendations regarding ways to promote information in culturally accessible ways in as many locations as possible.
Follow up with service providers on the status of discussions with regard to the 211 access number for London which would give immigrants free access to contacts (telephone numbers, addresses etc.).
Increase use of existing infrastructure and space to promote information in culturally accessible ways such as tourist centers, bus stops, schools and health centers.

Promote a neighbourhood, life-course approach to delivering services in a way that brings families together and eliminates barriers.

Encourage natural points of access for services and use of informal methods to deliver information and services in order to breakdown stigma. For example, use non threatening activities and consider the role of arts and recreation.

Consider barriers, such as cost, transportation, language and stigma in the delivery of all services. Also, ensuring information is presented in a cultural and linguistic appropriate way (example- some newcomers have no concept of what a map or calendar is)⁴.

Justice & Protection Services

The Justice & Protection Services includes the police and preventative services such as criminal justice, child welfare and other services.

Planning Table Participants

Nine community partners, including participants from Probation and Parole, London Police preventative services, ethno-cultural groups and four interested citizens joined in the discussions and planning.

Outcome Statement

Immigrants understand the Canadian justice system and have access to information and supports related to preventative services such as, criminal justice, child welfare, and other services.



Justice & Protection Services Sub-council Discussion

Rationale

Many immigrants report their negative experiences with the criminal justice systems and protection service in their country of origins. Such experience creates a sense of mistrust and fear towards the Canadian system. Building trust and respect is essential in developing and maintaining positive perceptions of the justice system, roles of police, the courts and probation. A preventative approach allows for early referrals to support. This approach acknowledges and builds on existing work in the London community and recognizes that there is a gap in identifying risk factors in new immigrant populations.

Priorities and Strategic Directions

1. Enhance the sense of trust with the Criminal Justice System (including police, the crown, victim services and legal services) and Community based services for both prevention and intervention (including children services, violence against women's services, and advocacy and resource agencies).

Improve awareness of legal rights and responsibilities in Canada through ongoing outreach to

⁴ Manual for Successful Engagement Strategies, N Hussein, Childreach, 2009

immigrants and applying culturally sound approaches.
Adopt or create lesson plans to be used in ESL and LINC classes which discuss issues related to the Criminal Justice System.
Revisit and build on the processes that facilitate wide distribution of public legal education and information.
Build on existing post crisis interventions services such as Vanier Children’s Services, Children’s Aid Society, Women’s Community House, London Abused Women’s Centre and Changing Ways to ensure provision of timely and immediate interventions that supports the individual and the family and recognizes their pre-migratory experiences, and, at the same time holds perpetrators accountable. Such a response serves to clarify the process and build positive relations.
Design a standardized training tool for service providers, which can be adapted to any cultural sensitivity module, that incorporates cultural understanding, pre-migratory experiences and includes a response to domestic violence.

2. Enhance education and cultural knowledge amongst service providers, the general community and across government and non-government systems.
Review existing tools to include cultural appropriate aspects that identify risk factors within families who are new immigrants.
Update existing referral resources to ensure that it is inclusive of cultural aspects.
Support and promote the use of police liaison officers.
Continue to have community learning forums that are geared at government, non-government and service providers which help to understand statutes, legislation and directives that relate to immigrants.
Enhance media representation of immigrants by promoting the positive portrayals of immigrants and police services which counteracts negative portrayals.
Explore and implement programs that seek to reduce the incidents of hate.

3. Enhance community collaboration and inclusion of alternative solutions between service providers and across cultural groups
Create an inclusive communication and planning network to identify gaps, needs, coordination, sharing of information and establish consistent approaches to assessment and planning, particularly between settlement services and the Criminal Justice System and Protection Services.
Explore the benefits of establishing a Community Police Advisory Committee recommended by the Welcoming Communities Initiatives report.
Identify and collaborate with faith based organizations, cultural organizations, and key people in the community by exploring mediation and reconciliation tools and practices.

Continue to explore successes of partnership models such as the relationship between Changing Ways and Muslim Resource Centre, where discretion related to cultural implications is considered.

Continue to build and define collaborative case management and service provision models with individuals and families with co-occurring and complex issues. Currently the London and Middlesex Children's Aid Society is working with local immigrant community partners to facilitate culturally sensitive and specific types of mediation.

Explore and implement programs that target and promote the perception of safety and programs that target and promote safety for high-risk and vulnerable groups (such as youth).

4. Enhance prevention and supports for immigrants in the Criminal and Justice Services and Protection Services system

Continue to enhance and implement private and public safety programs for immigrants in initial orientation to Canada.

Settlement Sub-council

The Settlement Sub-council includes interpretation services, housing, transitional services, information and referrals.

Planning Table Participants

Thirteen community partners, including participants from the francophone services and seven volunteers joined in the discussions and planning.

Outcome Statement

Immigrants' settlement experience is positive and welcoming, through the availability of interpretation services, housing, transitional services, information and referrals.

Rationale

Apart from the initial settlement issues of getting the social insurance number (SIN) or the Ontario Health Insurance Plan card (OHIP), immigrants face a variety of logistical challenges. Navigating an unfamiliar city, finding housing, accessing social supports, information on Canadian laws with regard to family, parent-child relationship etc., are some of the challenges that face immigrants as they settle. By enhancing service delivery, through coordinating and partnering with different sectors, settlement will be comprehensive, welcoming and a positive experience for all immigrants.



Settlement Sub-council Discussion

Priorities and Strategic Directions

1. Connecting Immigrants to Services

Develop a common information package, across the city and county, with all information related to

services in a culturally and linguistically relevant way which includes brochures in different languages that explain settlement agencies and all the services they provide (such as the Settlement Workers in Schools, the Library Settlement Partnership etc.).
Provide additional services to immigrant students and their families by broadening the scope of Settlement Workers in Schools (SWIS) and Library Settlement Partnership (LSP) programs to assist families and students connect to services.
Improve existing programs which create possibilities for successful immigrants to mentor other immigrants so that individuals can see the progression from their situation to success. Expand this to youth in the school system.
Advocate for the enhanced provision of information pre-immigration and post-immigration to facilitate integration.
Obtain funding to advertise settlement services through various forms of media, including radio, television, newspapers and ethno cultural festivals/events in various languages.
Enhance and strengthen communication among service providers.
Include immigrants in planning stages in the delivery of services by holding focus groups and ensuring representation on planning committees and create opportunities for them to provide feedback on the service.
Promote and coordinate the use of the London & Middlesex Immigration Portal and other existing tools within our community.
Attract economic class immigrants to settle in London by providing accurate current issue specific information.
Utilize the Immigration Portal to market London and Middlesex to potential immigrants.
Create a joint reception centre, coordinated by settlement services, which provides up-to-date information and temporary housing for permanent residents for four to six weeks (a service for fixed fee). (Based on the existing model of temporary housing for government assisted refugees and refugee claimants).
Advocate with Citizenship and Immigration Canada to extend eligibility of service criteria to include New Canadians and refugee claimants to access programs that will enhance their education and employability.
Create a volunteer management position within organizations whereby volunteers, recruited from both host and immigrant communities, can be trained to provide basic settlement services and ongoing support and follow-up with immigrants when eligibility criteria restrict serving certain population, such as new Canadians or refugee claimants.

2. Navigating Systems

Advocate and create opportunities for interpreters to be involved in training and be knowledgeable on settlement information.

Create ongoing interactive workshops which educate immigrants on how to manage all aspects of finances including banking, credit; transition from government sponsorship, taxes, and bill payments.

3. Family Challenges

Provide free and informal counselling services that take into account pre-migratory experiences for separated families.

Develop a collaborative program between Children's Aid Society, police, schools and settlement workers which encourages opportunities for intergenerational discussion, education and activities.

Increase supports and programs for immigrant seniors and youth.

Increase programs for the youth in the summer.

Increase programs for seniors with facilitators who speak their language.

Increase collaboration with Children's Aid Society, Ontario Early Years Centers and Settlement services, with an eye on providing parenting workshops to new immigrants in different languages.

Train community leaders of ethno-cultural associations to facilitate parenting workshops.

Promote and enhance existing programs which provide partners and or spouses with the tools and information on their roles, rights and responsibilities in the community.

4. Housing

Advocate for city planning that advocates to address newcomers' housing needs as recommended in the Characteristics of a Welcoming Community Report.

Enhance the capacity of the existing temporary reception housing provided in the city for refugee claimants and Government Assisted Refugees (GARs).

Create a joint reception centre, coordinated by all settlement services, (francophone and Anglophone), which provides temporary housing for permanent residents for four to six weeks (a service for fixed fee).

Build on workshops that proactively teach individuals their rights and responsibilities and how to respond in tenant/landlord conflicts.

In Conclusion

With the establishment of the LMLIP, our community is further mobilized towards a common goal of ensuring that immigration is on everyone's planning agendas.

This plan is just the beginning - a road map for our community's work yet to come. As we proceed we will be driven by the following:

- Strengthening existing capacities and building on the work of existing networks to plan and coordinate to enhance integrated service delivery
- Utilizing London's existing Immigration Portal as a means of communication
- Coordination and partnering to provide integrative services and thus leverage existing funding and resources
- Transparent communications among services
- Engaging the immigrant community in planning and implementation
- Regular networking of service providers will enhance knowledge of capacities within sectors and across sectors and will facilitate the timely response to the emerging needs
- Continued setting of priorities and engaging in regular evaluation
- Working with partners towards addressing issues of racism and discrimination to achieve healthy integration of the immigrant

The London and Middlesex community will be mindful of comprehensive delivery of services to better serve the immigrant population. Immigrants are not talent or labor needed to maintain the economic well-being in future decades, but rather are a healthy infusion that enriches our community in many ways.

Appendix A: Terms of Reference

London & Middlesex Local Immigration Partnership Council (LMLIPC)

Terms of Reference

INTENT

The London & Middlesex Local Immigrant Partnership Council is the strategic planning body that will ensure that multiple stakeholders participate in **planning and coordinating to enhance delivery** of integration services to **all** immigrants.⁵

The Council will develop and implement strategies to facilitate increased access to all services, especially current services supported by Citizenship and Immigration Canada and the Ministry of Citizenship and Immigration, Ontario and assist non-settlement service providers and the community to develop a greater understanding of immigrants' needs and services.

PRINCIPLES

The work of the Council will be guided by the following principles:

- **Inclusivity:** Our scope will be inclusive of all immigrants in London and Middlesex, regardless of their immigration status, citizenship, age, gender, health status, sexual orientation and number of years in our community.
- **Advocacy:** Advocacy for the integration of immigrants (with regard to housing for example).
- **Collaboration:** There is an inherent mutual responsibility between our community and immigrants.
- **Diversity:** We respect diversity within immigrant communities and build understanding across immigrant communities and cultures.
- **Social Justice:** We will seek to promote inclusion and civic engagement of all immigrants and work toward changes to ensure their integration.
- **Client Centered:** The holistic needs of the individual are at the centre of our work.
- **Empowerment:** We will enhance and restore their capacity to live a healthy life and to enable them to make informed decisions.

AREAS OF FOCUS

It is acknowledged that the following areas of focus are not intended to be distinct from one another but rather are interconnected.

The primary areas of focus for the Council are as follow:

- **Education** - This includes, English as a second language (ESL), Language Instruction for New Canadians (LINC), elementary, secondary and post-secondary education.
- **Employment** - This includes mentorship, bridging, job search programs, credential assessment, employment and employment supports.

⁵ For the purposes of the LMLIP, an immigrant is identified as any individual who defines themselves as an immigrant; this includes but is not limited to: Canadian Citizens, Permanent Residents, Convention Refugees, Temporary Residents and individuals with no immigration status.

- **Health and wellbeing** - This includes, but is not limited to, mental health, impact of trauma/war, access to services, recreation, nutrition and life skills.
- **Inclusion and civic engagement** - This includes all social, parental, child and cultural supports.
- **Justice and Protection Services** - This includes the police and preventative services such as criminal justice, child welfare, and other services.
- **Settlement** - This includes interpretation services, housing, transitional services, information and referrals.

ANTICIPATED OUTCOMES

Our anticipated outcomes include:

- Improved access to services
- Coordinated provision of services
- Improved labor market outcomes
- Strengthened strategic capacity of municipality on immigration issues
- Increased community capacity to respond to emerging needs
- Increased community awareness of immigrant integration needs

KEY STAKEHOLDERS

We believe the community at large has a shared responsibility. Among the key stakeholders for the Council and sub-councils are:

1. Immigrants representing not only their ethno cultural group, but the experience as an immigrant
2. Services
 - i. Education
 - ii. Employment
 - iii. Health and well being
 - iv. Inclusion and civic engagement
 - v. Justice and protective services
 - vi. Settlement
3. Government
4. Faith groups
5. Francophone community

It is noted that other key stakeholders for the Council will include:

- Research Liaison
- City of London as Corporation and a planning body
- United Way of London & Middlesex representing community development
- Funders, as appropriate

GOVERNANCE

The work of the LMLIPC will be guided by a Central Council and six sub-councils representing our community's six areas of focus.

A. Central Council

COMPOSITION⁶

The Central Council will be comprised of no more than 17 members representing the following:

1. Chair of each sub-council (6)
2. Equal or greater number of individuals representing the experience of immigrants noting that immigrant representatives are in addition to those sitting on the sub-council (6)
3. Research liaison from the Welcoming Communities Initiative, University of Western Ontario (1)
4. Funders including, but not limited to, Citizenship and Immigration Canada and the Ministry of Citizenship and Immigration, Ontario
5. Co-chaired by the City of London and United Way of London & Middlesex⁷

Note: Members from community organizations, including Francophone, will represent the sector not their individual organizations.

ROLES AND RESPONSIBILITIES

Start Up

1. Confirms their own Terms of Reference
2. Determines their decision making process together
3. Confirms the draft guidelines on conflict of interest

Strategic Plan

4. Ensures that regular meetings are held
5. Reviews reports of sub-councils and provides direction, endorsement and vision
6. Develops the strategic plan, including goals and objectives
7. Updates and monitors the strategic plan
8. Communicates with chairs of the sub-councils on a regular basis to ensure connectivity

Community Involvement

9. Consults with researchers and community on a regular basis to ensure current needs and gaps are identified
10. Prioritizes based on input from the Action Day and gives direction to sub-councils on priorities
11. Communicates with the community regarding successes and opportunities for action

⁶ Voting members and non voting members to be determined by the Council

⁷ As co-chairs of the Welcoming Cultural Diversity initiative and the co-chairs for the LIP advisory committee to date, it is recommended that the City of London and United Way of London & Middlesex continue to act as co-chairs for the Council for the first year to ensure continuity. Their roles are as community development partners, not as funders, and the partnership between the two represents a strategic innovation to ensure both government and non-profit shared leadership in London and Middlesex.

Advice and Advocacy

12. Advocates on immigrant issues on behalf of the community
13. Advises on needs and gaps to funders and policymakers

B. Sub-councils

Sub-councils will represent each of the six areas of focus: education, employment, health and well being, inclusion and civic engagement, justice and protection services and settlement.

COMPOSITION

Each sub-council will be inclusive and open to anyone, including volunteers, with an interest in the area.

1. Members from established councils and networks must be included
2. Individuals from community organizations including ethno-cultural organizations, with experience, knowledge and skill related to the area of focus
3. Minimum of one immigrant at each sub-council
4. Representatives from each key stakeholder group

ROLES AND RESPONSIBILITIES

Start up

1. Reviews, confirms its Terms of Reference recommended by the Central Council
2. Determines the group's chair and vice-chair
3. Appoints the Chair as representative to the Central Council

Strategic Plan

4. Develops the thematic strategy for the area of focus
5. Makes recommendations to Central Council
6. Consults with researchers on the issue related to the area of focus and communicates with Central Council
7. Shares best practices between Sub-councils

Advice and Advocacy

8. In conjunction with the Central Council advocates and speaks on behalf of the specific issue it represents

CONFLICT OF INTEREST GUIDELINES

All members represent the issue and not their organizations. Nevertheless, conflict of interest may arise during the process of assessment or decision taking. Therefore all members are required to comply by the following guidelines:

- a. All members of the committee will act in a manner so scrupulous that the council's recommendations will withstand the closest public scrutiny.

- b. Members should declare the conflict of interest if the outcome of the decision and or assessment is benefiting their organization, directly or indirectly. If a proposal pertaining to the member's agency is assessed, the member should refrain from attending the meeting.
- c. Members should ensure that conflict does not exist or appear to exist between their private interests and their duties as a member of the council.
- d. Members should disclose any areas of conflict prior to becoming council members and should continue to disclose any potential areas of conflict that may arise later.
- e. Members remove themselves from any assessment where a member of a family or close acquaintance may benefit from.
- f. It is understood that, given the compositions of council and sub-councils and the need to have members with certain expertise, potential conflicts will arise. When a potential conflict does arise, the member shall immediately advise the council of the conflict, refrain from discussing with any other member of the council the matter with respect to which he / she has a conflict and refrain from voting with respect thereto. The member should excuse himself / herself from the council while the matter that gave rise to the conflict is under consideration.

TIMELINES & MEMBERSHIP FORMATION FOR COUNCIL AND SUBCOUNCILS

Membership formation is based on the principle of inclusivity and will be open to any individual, group or organization with an interest in immigrant issues in London and Middlesex. The membership process for the Council and Sub-councils will be as follows:

1. No later than December 18, 2009, the Project Advisory Committee will develop and issue an Expression of Interest (EOI) to be sent out to the community. There will be a broad distribution of submission of EOI through emails to existing networks, ethno-cultural groups, faith groups and advertisement in local media and the Immigration Portal website. The EOI will detail time commitment⁸, objectives and roles for the Central Council and Sub-councils.
2. All interested parties will submit their response to the project advisory committee, in care of the Project Coordinator, no later than **January 18, 2010**.

All interested parties are encouraged to attend the Community Action Day, scheduled for February 2, 2010. If any individual with interest is unable to attend the Action Day, they can still submit their request to the Partnership Council (that will be formed on Action Day), by indicating their area of interest, expertise and knowledge.

On Action Day Feb 2, 2010:

1. Individuals will self-select the sub-council that aligns with their interest and expertise.

⁸ One year or staggered term

2. Each sub-council will select its chair and co-chair, and determine the members from the immigrant community.
 3. The London Middlesex Local Immigration Partnership Council, composed of a central council and six sub-councils, is struck.
 4. LMLIPC members will meet biweekly from February 2 to the end of March, with the goal of confirming a local strategic plan no later than March 31, 2010.⁹
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Funded by:



**Citizenship and
Immigration Canada**

**Citoyenneté et
Immigration Canada**

Co-led by:



United Way
of London & Middlesex



⁹ This may be extended dependent on contract discussions with Citizenship and Immigration Canada

Appendix B: Participating Organizations & Associations

- Access Centre for Regulated Employment
- ACFO de London-Sarnia
- Across Languages
- Afghan Social Committee of London
- AIDS Committee of London
- Anago
- Azeri Women's Group
- Brazilian Women of London
- Canadian Arab Society
- Canadian Council of Muslim Women
- Canadian Latin American Association
- Canadian Liver Foundation
- Canadian Mental Health Association
- Canadian Palestinian Association
- Carrefour des Femmes du Sud-Ouest de l'Ontario
- Centre communautaire Régional de London
- Centre for Addiction & Mental Health
- Changing Ways
- Childminding, Monitoring, Advisory & Support
- Childreach Centre
- Children's Aid Society of London & Middlesex
- Chinese Canadian National Council (London Chapter)
- Citizenship and Immigration Canada
- City of London
- Collège Boréal
- Community Living London
- County of Middlesex
- Crouch Neighbourhood Resource Centre
- Daya Counselling Centre
- Elgin, Middlesex, Oxford Local Training Board
- Ethnocultural Council of London
- Family Networks
- Family Service Thames Valley
- Fanshawe College
- Glen Cairn Community Resource Centre
- Goodwill Industries
- Hospice of London
- Hutton House
- John Howard Society of London & District
- Kala Manjari
- La Jornada Spanish Journal News
- Leads Employment Services
- Life Resource Centre
- Literacy Link South Central
- London Arts Council
- London Children's Connections
- London Community Foundation
- London Community Resource Centre
- London Cross Cultural Learner Centre
- London District Catholic School Board
- London Employment Help Centre
- London Health Sciences Centre
- London Heritage Council
- London Intercommunity Health Centre
- London Interfaith Refugee Sponsorship Alliance
- London Muslim Mosque
- London Police Service
- London Public Library
- London Regional Children's Museum
- London West NDP
- London Middlesex Immigrant Employment Council
- LUSO Community Services
- Magazine Latino
- Merrymount Children's Centre
- Middle Eastern Women's Association
- Middlesex-London Health Unit
- Ministry of Community Safety and Correctional Services, Probation and Parole
- Muslim Resource Centre for Social Support and Integration
- Networking for an Inclusive Community
- North Park Community Church
- North West London Resource Centre
- Ontario Early Years Centres
- Ontario March of Dimes
- Ontario Ministry of Citizenship and Immigration
- Ontario Trillium Foundation
- Over 55 Inc.
- Pathways Skill Development
- Pillar Non-Profit
- Platinum Leadership Inc.
- Portuguese Congress
- Regroupement Multiculturel Francophone de London
- Réseau de soutien à l'immigration francophone de la région Centre-Sud-Ouest de l'Ontario
- Réseau franco-santé du Sud de l'Ontario

- Rotholme Women's and Family's Shelter
- Scouts Canada
- Sexual Assault Centre London
- Somali Association of London
- South London Neighbourhood Resource Centre
- Sure Start Children's Centre (Wales, UK)
- Thames Valley District School Board
- The Canadian Iraqi House (London Chapter)
- The University of Western Ontario
- United Way of London & Middlesex
- Vanier Children's Services
- Welcoming Communities Initiative, The University of Western Ontario
- Wheable Employment Centre
- WIL Employment Connections
- Women's Community House
- YMCA of Western Ontario
- Youth Opportunities Unlimited

Appendix C: Detailed Priorities for Each Sub-Council

EDUCATION SUB-COUNCIL PRIORITY SETTING TEMPLATE

Priority	Strategy	Rationale	Timelines
1. Access to Education:			
<p><i>Our priority is to facilitate access to education for all immigrants, regardless of their status.</i></p> <p>1. Childcare/childminding</p> <p>1.a Limited number of childminding/childcare spots</p> <p>1.b. Limited access to affordable childcare to students pursuing higher education</p>	<p>Need to increase free child care/child minding services by requesting more funds from Citizenship and Immigration Canada to:</p> <ol style="list-style-type: none"> a. Collaborate with licensed daycares and negotiate to purchase seats to maintain quality childcare (50 seats annually for both infants and toddlers) b. Engage other funders (Ministry of Citizenship and Immigration Ontario and the City of London) to provide funding for subsidized childcare spots in neighbourhoods. c. Explore what is available with regard to subsidy or funds, through the Child and Youth 	<p>In a recent study in London, 58% percent of women interviewed indicated availability of childcare /child minding spaces as a barrier to their participation in any structured program.¹⁰ In order for women to access language training, child care and or child minding spaces are needed. Lack of English language skill makes them more vulnerable, dependent and greatly impedes their integration into the community at large. Limited and restricted child care/ child minding spaces result in a huge loss of potential for the city and a huge loss of opportunity for the individuals-both mothers and children.</p> <p>The children miss out on the opportunity to learn English, socialize and to prepare to successfully enter the elementary</p>	<p>Ongoing</p>

¹⁰ Engagement Strategies for Diverse Cultural Communities, Year One Progress Report, Childreach, London Ontario

	<p>Network.</p> <ul style="list-style-type: none"> d. Explore alternative programs such as the Family English as a Second Language programs currently in place in Ottawa. e. Plan coordination among service providers at Language Instruction for New Canadians levels to streamline existing spots. f. Engage funders to be flexible with funding (if funds are not utilized in one site, advocate that they be transferred to another site where there is need). 	<p>school system.</p> <p>Currently, there are close to 50 immigrants waiting for child minding in Language Instruction for New Canadians (LINC) and an equal number waiting for affordable, licensed daycare. The majority of these are young mothers who are not able to attend English as a Second Language (ESL), LINC and other training.</p>	
<p>2. Status and Eligibility</p>	<p>2. Citizenship and Immigration Canada to provide funding to extend and expand existing eligibility criteria to include refugee claimants and new Canadian citizens to enable these groups to access programs that will enhance their education and employability</p>	<p>2. Status and eligibility for both refugee claimants and new Canadians impacts the family and in turn the community. According to Stats Canada London receives a very high number of refugees and permanent residents. According to Census Canada 2006, 19.31% of London's population is made up of immigrants. A fair percentage of the refugee claimants receive positive determination hearings; hence from a proactive approach, refugee claimants need to be eligible for programs that will enhance their contributions to the economy and the</p>	<p>London, like all cities in Canada, will continue to receive immigrants and the need is to empower these immigrants to become active participating members in our society; therefore, the need for this funding is ongoing.</p>

		<p>community.</p> <p>New Canadians also fall under this category. When permanent residents become citizens, they lose the advantage of access to the federally funded programs mentioned. This impacts new Canadians in many ways. For those with limited income, with no access to a vehicle and inability to pay for day care, it becomes impossible for this population to continue their English language learning. The result is a host of problems for the family and the community at large.</p>	<p>Advocate with Citizenship and Immigration Canada to extend eligibility of service criteria to include New Canadians</p>
<p>3. Recognition of Internationally Trained Individuals (ITIs), training and upgrading</p>	<p>- Evaluation, Application information and assistance be undertaken for all potential purposes at one time resulting in one repository of source verified documents. This can be achieved by adapting the model of the Physician Credentials Registry of</p>	<p>3. The process of assessment of foreign credentials is time consuming. Our priority is to ensure that foreign credential recognition be streamlined so that newcomers may expect to verify credentials for multiple purposes including: education, employment and licensing.</p> <p>Education around the world is different and newcomers often benefit from Ontario specific training that enhances knowledge and employability. Newcomers are all too often unable to access the very bridging training and education that they are directed to obtain because the offering is only available in major urban centres (GTA).</p>	<p>Ongoing (based on the model of the Physician Credentials Registry of Canada (PCRC))</p>

	<p>Canada-PCRC and will result in all organizations accepting legally notarized true copies of original, detailed and source verified evaluation reports.</p> <p>- Many immigrants must fulfill upgrading or profession specific education. This required academic training is provided in the form of bridging programs that could be offered by local community colleges and universities. A funding commitment would be required to create more spots in programs, in</p>	<p>Accessing this education would expedite newcomers to their chosen profession. This action would benefit both the individual and community.</p> <p>There is general acceptance that immigrants will be expected to verify foreign academic credentials; however, many newcomers are currently being directed to provide verification to suit different needs: survival employment, employment commensurate with education and experience, post secondary/ graduate education and regulatory authorities.</p> <p>There are different evaluations with differing levels of detail in these evaluations. Consequently newcomers end up making multiple applications over time. A 'one stop shopping' evaluation service with the highest degree of reliability and scrutiny would serve the newcomer in multiple ways.</p> <p>Our priority is to ensure that immigrants seeking academic or profession-specific upgrading receive it locally. There is currently limited availability in training and bridging programs. A comprehensive offering of bridging programs is needed for various trades and regulated professions.</p>	<p>Ongoing</p>
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<p>4. Clarity between ESL and literacy. This is both a gap and a priority because the lack of clarity affects immigrants. There are literacy services, ESL services and ESL literacy services in London/Middlesex, funded by different Ministries. As a result, the interpretation of eligibility criteria for these programs is not consistent and clients can fall through the gaps. As the three areas of service have not engaged together in service planning before this time, there have been no opportunities to identify and service these gaps.</p>	<p>addition to the current bridging programs (Business and Nursing) serving the needs of the labor market in London.</p>	<p>Learn from other jurisdictions.</p> <ul style="list-style-type: none"> - Map out Literacy services, English as a Second Language services and literacy services, opportunities across the city. - Identify eligibility criteria for each of the three types of programs. - Bring together providers of the three types of programs: literacy, ESL and ESL literacy (or representatives from each sector) to talk about any service planning issues. 	<ul style="list-style-type: none"> - London/Middlesex is not the only geographic area with this range of services or shades of grey between provincial programs. Kitchener/Waterloo has a project aimed at identifying the shades of grey and we can learn from its project. - Knowing where all these programs are (at a glance) will help people to make informed referrals. - Knowing “who” to refer is just as important as knowing “where” to refer. <p>There may be a need for services that don’t currently exist that require two ministries or two sectors to collaborative to meet client needs.</p>	<ul style="list-style-type: none"> - The K/W project will wind up by August 31st, 2010, so we can use the report from the project to inform our own local progress. - Literacy programs have recently mapped their services with the help of the City of London (OW). We could use the same map and add ESL and ESL Literacy to it. Timeframe: August 31st, 2010. - Use the project from K/W as a starting point. Bring together providers from literacy, ESL, and ESL literacy for an information-sharing forum to determine if locally we agree on the eligibility criteria discussed in K/W. Timeline – October/November, 2010. - Have a planning session in February,
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			2011.
2. Supports:			
<p><i>Our priority is to provide supports to educators, parents and students to ensure that immigrants and English Language Learners are able to participate fully and successfully in our schools as they develop into global citizens in Canada.</i></p> <p>1. Parents</p> <p>Relationship between parents and schools</p>	<p>1. Provide information on the responsibility of both the parents and the school around the necessity of parents interacting with schools by attending school events/meetings and by joining the school council/parent organization. This information needs to be multilingual, reflecting the neighbourhood linguistic needs. Engage the Thames Valley Parent Involvement Committee (TVPIC) to hire part time outreach workers from ethnic groups represented in schools that do not have a Settlement Worker in Schools (SWIS)</p> <p>Parents and community members will thus be empowered and encouraged to provide workshops, training and education to the staff in schools to increase sensitivity and global awareness.</p> <p>For parents who are illiterate in their first language, create a pool of volunteers who speak different languages and train them to volunteer at events at specific schools, to greet parents, perhaps give them a tour of the school, and introduce them to the teacher(s) of their children. (This will</p>	<p>According to researchers, parent involvement plays a significant role in the academic achievement and success of students (Ascher, 1988). Parents are the first teachers of their children and their empowerment is crucial in the learning process. Thus our priority is to ensure that parents are well informed, respected and actively involved in the learning process.</p> <p>Parents ask about and want to know more about the “Canadian” perspective of parenting-more knowledge helps them to make decisions to support integration, including what happens within the education system.</p> <p>Parents want and need education about Canadian culture and Canadian youth so that they can better support their children’s integration.</p> <p>All staff, not just teachers, interact with parents and individual interactions can have great impact, positive or negative.</p>	<p>Ongoing</p>

	<p>complement the work of the SWIS worker at the school.)</p> <p>Immigrant parents need specific information that relates to the particular school and also ongoing communication with the teacher and administrative staff of their child's school. Thus a group of volunteers coordinated by a hired staff and SWIS worker need to be identified to support individual immigrant families and connect with them after the initial settlement process.</p>		<p>Ongoing</p>
<p>2. Teachers</p> <p>2.a Requirement to participate in available trainings /workshops on diversity and inclusion</p> <p>2.b Specialized/ required training for elementary and secondary school teachers in meeting the needs of newcomers</p>	<p>The following strategies to address supports to teachers</p> <p>Work with unions and the two school boards to make specialized training for teachers of both elementary and secondary schools a requirement of employment.</p> <p>Recommend to the Ontario College of Teachers that 'Teaching in Multilingual Classrooms' be designated a mandatory requirement for certification in Ontario</p> <p>Collaborate with University of Western Ontario (UWO) to make some courses (e.g., teaching in multilingual classrooms) mandatory rather than elective for teacher candidates.</p>	<p>2. Teacher support is needed because classroom/ subject teachers in elementary and secondary panels are currently not required to have specific training to address the needs of English language learners in their classrooms. Although specialized training may be available through professional development, it is not required.</p> <p>There is tremendous diversity in classrooms. Instruction needs to be accessible to all students. Teachers feel overwhelmed by the pressure to adapt instruction to meet this wide range of needs.</p> <p>In large school boards in Ontario, up to 60 percent of students are English Language Learners (ELLs) according to the Ontario</p>	<p>Ongoing</p>

	<p>Collaborate with UWO and Fanshawe College to provide specific training/Professional Development sessions/courses for in-service teachers.</p> <p>Recruit more teachers who represent the background of the students in the school system (e.g., Internationally educated/trained teachers).</p> <p>Identify practising teachers who speak a language other than English as these teachers can be an asset in communicating with parents and students from the same language background.</p> <p>Adapt some modules used in the U.S such as (LEP- Teaching Limited English Proficient Students) or elsewhere in Canada and Ireland.</p> <p>Review current curricula to identify needs and make recommendations based on a review of gaps in the current curricula.</p>	<p>Ministry of Education’s definition of ELLs. While previously large metropolitan cities like Toronto were the main destination of immigrants, more recently, smaller cities like London are receiving a fair number of immigrants and as a result becoming more diverse. This poses certain challenges for the education system as teachers in the school system have little exposure, experience and preparation to meet the needs of English Language Learners.</p> <p>For example, up to 60 percent of students at University Heights (an elementary school near UWO) are English language learners. Students speak 57 different first languages in this school.</p> <p>Also, English as a second language (ESL) or teaching in multilingual classrooms is not a mandatory component of most teacher education programs (including UWO) while it is essential for the success of up to 60 percent of the student population.</p> <p>The teacher population in most schools (white, female, English –speaking, middle class) does not reflect the student population. This poses certain issues as students don’t see themselves reflected in the school administrative or teaching staff and, therefore, may lack appropriate and positive role models at schools. Creating a safe haven for these students is often</p>	<p>Twice a year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Provide such opportunities once a year for every teacher</p>
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		<p>crucial to their success.</p> <p>Third rationale: Teachers' experience, attitudes and knowledge are crucial to settlement and adaptation to youth. Youth have ambiguous feelings – particular teachers may be cited as being very helpful, but generally they are critical of teachers for not understanding their problems. (Anisef & Kilbride, 2003)</p>	
<p>2c. Ontario's Curriculum for elementary and high schools is not rich enough in global knowledge</p>	<p>2c. Use the present curriculum to develop inclusion, openness to diversity, and the development of global, open-minded citizenship.</p> <p>Encourage active participation of immigrants in the current discussion of the Ontario Equity and Inclusive Education Strategic Plan.</p>	<p>2c. Ontario's curriculum need to become more global, because of the realities of a global economy and also to instill and promote a respect for diversity in the community. As students learn about other countries and cultures and their contributions, strengths and resources, they gain an informed understanding of the world. Furthermore, immigrant students see themselves represented in the curriculum. They feel connected to their new community and are better positioned to succeed academically.</p>	<p>One year</p>
<p>3. Students: Supports for English Language Learner (LLS) and English Literacy Development students (ELDs)</p> <p>3a. Current teaching system calls for segregation or pull out of LLS</p>	<p>3a. Recommend that an independent consultant be hired by service providers working with schools, to review teaching ESL and ELD to see how segregation can be reduced and to</p>	<p>3a. This traditional system of teaching LLS and ELD results in low academic achievement. The objective for these students is to be integrated in mainstream classrooms. Students learn language best when it is integrated with content instruction; thus, following the</p>	

<p>3.b. Mentoring across cultural backgrounds</p> <p>3c. Insufficient leadership programs for immigrant youth</p>	<p>increase integration with an eye to reducing the psycho-social impact of segregation on English language learners and students who have not had formal education and are in need of an English Literacy Development program.</p> <p>3b. Promote cross-cultural peer mentoring: SWIS / parents/ teachers/ through the School Council with funding from TVPIC. Create events that promote cultural awareness, understanding and respecting each other.</p> <p>3c. Service Providers who run such programs to request funding from Citizenship and Immigration Canada to increase such programs for youth</p> <p>3c. Providing “retreats” for youth of all cultures promotes socializing, especially for those in “buddy” or “mentor”</p>	<p>Ministry’s 1999 mandate that “every teacher should be a language/ ESL teacher”, classroom teachers should be further prepared to integrate language and content instruction in their subject classroom.</p> <p>3b. English first language speakers need to be prepared to work with ELLs and receive them in the school system. Often ELLs are marginalized and sometimes bullied by other students. Teachers and administrators need to prepare all students to function in a multilingual school environment.</p> <p>It is hoped that awareness across cultures will bring a sense of understanding, respect and belonging for all groups.</p> <p>3c. Youth engaged in the ‘Youth in Action, Youth Leadership’ program offered by the United Way of London and Middlesex, and the Leadership program offered by YMCA report benefitting from the program. Such programs facilitate positive integration in the new culture and community. Such programs provide youth with life experiences such as sitting on boards of directors of local agencies and learning more about the work culture. Such</p>	<p>Events to be held twice a year</p> <p>Twice a year</p>
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<p>3d. Insufficient supports for English Language Learners in content subjects</p>	<p>relationships.</p> <p>3d Train mentors, preferably who speak the languages of the students, to work one on one with students who have little or no English language skills</p> <p>3d. Develop community social supports/networks within an identified community where there is need to help these learners in content subjects. This can be done by hiring a Coordinator for a pool of volunteer experts in different subjects to assist immigrant students outside school. (Hiring may be done by the City of London or local agencies.)</p> <p>3d. Coordinate the existing homework help clubs in the city by using the immigration portal.</p> <p>Offer classes at various levels, restricted in size to small groups and structured for reading, writing, speaking, listening and enhanced language training.</p> <p>3e. Increase funding for educational support and language development services for students with special needs.</p>	<p>experiences assist them in determining their future educational pathways.</p> <p>3d. Building capacity within communities is essential to have a positive impact on the learning process. By involving volunteers from all walks of life, and all cultures, including main stream, the higher academic achievement of the immigrant student becomes everyone's business and the sense of community will be strengthened.</p> <p>3d. The current existing homework help clubs need to be expanded and well-coordinated to support English learners and students without any prior formal training in achieving success.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>3e. Insufficient classroom supports for immigrant children with special needs</p>	<p>relationships.</p> <p>3d Train mentors, preferably who speak the languages of the students, to work one on one with students who have little or no English language skills</p> <p>3d. Develop community social supports/networks within an identified community where there is need to help these learners in content subjects. This can be done by hiring a Coordinator for a pool of volunteer experts in different subjects to assist immigrant students outside school. (Hiring may be done by the City of London or local agencies.)</p> <p>3d. Coordinate the existing homework help clubs in the city by using the immigration portal.</p> <p>Offer classes at various levels, restricted in size to small groups and structured for reading, writing, speaking, listening and enhanced language training.</p> <p>3e. Increase funding for educational support and language development services for students with special needs.</p>	<p>3e. Meeting the needs of all citizens, irrespective of their differing abilities, helps the community to be stable, strong and productive.</p>	<p>Ongoing</p>

EMPLOYMENT SUB-COUNCIL PRIORITY SETTING TEMPLATE

Priority	Activity/Strategy	Rationale	Timelines
<p>Communication/Integration:</p> <p>Our priority is to ensure that immigrants seeking employment may expect to receive accurate, timely and consistent information to support them in their job search</p>	<ol style="list-style-type: none"> 1. A common assessment process that will respect the needs of the client. 2. Appropriate information timely referral will be undertaken in accordance with the Privacy Act. 3. Build on existing capacity and link it to Welcome London.ca— need to use existing networks to enhance communications amongst services that assist people, ESCLM and NIC. 	<p>There is wide spread acknowledgement that there exists in London a wide variety of employment supports and services but these are not being well communicated to service providers and to immigrants.</p> <p>The particular issues of the immigrant client need to be included in the intake process. The employment and training sector in London universally uses the ‘Common Assessment’ process. This process should be examined to ensure that immigrant needs are being accurately captured.</p>	<p>Communication protocols to be established engaging all current networks by December 31st to ensure the timely and widespread dissemination of employment and training information. Maintenance of these protocols will be on-going.</p> <p>Working with the ESCLM Common Assessment Committee representatives from the Employment Sub-Council will seek to ensure that the current process prepares service providers to collect and utilize the data necessary for appropriate referrals and the development of an employment action plan. Deadline March 31, 2011</p>
<p>Theme # 2</p> <p>Employer Connections:</p> <p>To enhance the link between immigrants and London Middlesex employers leading to successful employment. This will be accomplished by supporting existing initiatives and by collegially identifying and developing new</p>	<p>Continue to support the following local initiatives:</p> <ul style="list-style-type: none"> • One to one counseling for immigrants seeking jobs. • Providing training to immigrant job seekers around their transferable skills and Canadian workforce culture and to employers around the accommodations needed for a 	<p>As above, there was a general recognition that there exists in London many of the programs and services that are necessary to effectively support both employers and immigrant job seekers to make the employment match. The Employment Sub-Council identified those undertakings as services that should continue to be supported. (Two of which were cited in the WCI Report under Employment-</p>	<p>On-going</p>

<p>strategies.</p> <ul style="list-style-type: none"> • Support those programs that connect immigrant job seekers to employers, including mentorship, networking, volunteer work experience placements and internships and Bridge training programs. • Through the LMIEC promote all existing resources available to employers to encourage them to hire immigrants, including the Skills International database. • To initiate: An active collaboration between representatives of the Education Sub-Council and the Employment Sub-Council to ensure that occupation specific language training programs are consistent with current labour market demands. • To ensure that a regular review of available local data market information is conducted in order to ensure that this information is conveyed information data to job-seeking immigrants. 	<p>diverse workforce.</p>	<p>Best Practices—LMIEC (including mentorship program) and Skills International)</p>	
<p>Theme # 3 Systemic</p>	<ul style="list-style-type: none"> • Advocate for and delivery of programs/services that contribute 	<p>Education/training go hand in hand with employment. The Employment Sector would like to partner with the Education sub-Council to ensure that training is complimentary and supportive of emerging labour market demands.</p> <p>As above</p>	<p>Immediate</p> <p>On-going</p>
<p>These items are the systemic barriers that can prevent or inhibit the</p>			<p>On-going</p>

<p>Barriers/Technical issues</p> <p>Advocate for an accessible system that manages the expectations of immigrants and communities receiving them as it relates to their employment.</p>	<p>to a mutual understanding in the workplace.</p> <ul style="list-style-type: none"> • To advocate for universal access to all employment/self-employment programs and services despite immigration status and source of income. • To support those Pan-Canadian programs and services which encourage immigrants to prepare overseas to emigrate through language acquisition and evaluation of professional documents and certificates. • To recommend on-going support of the Access Centre for Regulate Employment. • To encourage all levels of government to become champions in support of full use of immigrant talents and skills. • To actively lobby all levels of government to ensure that adequate resources are available in London and Middlesex to the community and to ensure that 	<p>success of the previous two Priorities. Their impact is well-documented by current and previous research.</p> <p>This local resource has been well documented as critical to ensuring that immigrants receive accurate information and timely service in order that their credentials may become assessed.</p> <p>Various Provincial Ministries (MTCU and MCJ) and Federal Departments (HRSDC and CIC) are developing employment programs and services for immigrants that are in fact duplicating each other. The Council should, in future, be able to develop local solutions that use all resources in an integrated fashion to achieve</p>	<p>On-going education of Council members around the various funding initiatives as they become available and existing programs and services and how they</p>
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	governments work together to avoid creating duplication of service.	both efficiency and cost-effectiveness.	might connect.
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HEALTH & WELLBEING SUB-COUNCIL PRIORITY SETTING TEMPLATE

Health and Well Being: This includes but is not limited to mental health, impact of Trauma/war, access to services, recreation, and nutrition and life skills.
 “Research suggests that measures of health status should not be based solely on markers of physical health. Mental Health should also be taken into consideration, as it is an important component of well being.”

Priority	Strategy	Rationale	Timeline
<p>1. Mental Health/Illness and Addiction</p> <p>Increase immigrant awareness, and knowledge about addiction and mental health issues and mental illness (such as schizophrenia, post partum depression and stress).</p>	<p>a. Mental Health and Addiction agencies will learn from and work with people from the various ethno-cultural communities to develop strategies, presentation, and materials to teach the communities about mental health/illness and addiction.</p> <p>b. Provide culturally sensitive information in various languages and promote language simplification for information in agency brochures</p> <p>c. Countering discrimination and stigma against mental health by using broader media strategies (TV ad, radio and internet). Hire a social Marketer to develop a multi-media campaign.</p>	<p>Ethno cultural communities are: vulnerable to mental health and substance use problems due to the premigration trauma, economic and social disadvantages, isolation, racism, discrimination and cultural pressures. Generally immigrants lack needed knowledge of mental illness and the harmful effects of drugs. They are less likely than the general population to take part in health promotion, prevention and treatment programs. They are less likely to receive needed care than the general population due to barriers which include language and cultural factors, discrimination, stigma and mistrust of mainstream service providers.</p> <p>It is recommended “that health, social and community services providers partner with leaders from immigrant communities to strategize better in different ways of disseminating health promotion materials and information on available service. Standard formats such as mail and newspaper, TV and radio have proven effective as have pamphlets, posters, displays, fairs, workshops and broader campaigns” (Reitmanova, 2009; 53).</p> <p>It is particularly important to remove information barriers by providing immigrants with accurate, detailed and timely information about health care and the health care system. “Whenever possible, this includes providing access to basic medical information in multiple languages (e.g., through a website and through printed materials)” (Esses et al, 2010; 60).</p> <p>Racial and ethnic inequality and discrimination are barriers to maintaining mental health of Canadian immigrants. Immigrants experience discrimination when their cultural beliefs and practices</p>	<p>Awareness: tools –1- 2 years, followed by intensive awareness-raising campaign on going.</p>

<p>Increase immigrant access to mental health and addiction services.</p>	<p>Utilize outreach workers /programs, build on what already exists in the community ie. Expand Neighbourhood Services, outreach programs.</p>	<p>are misrepresented, undervalued or disrespected. Discrimination results in decreased access to health and community services because of their race, ethnicity or religion. Standard formats such as mail and newspaper, TV and radio have proven effective as have pamphlets, posters, displays, fairs, workshops and broader campaigns have proven successful for promoting mental health information and services (Reitmanova, 2009; 47).</p>	<p>Ongoing</p>
<p>Develop and implement Cultural Sensitivity training to service providers</p>	<p>a. Develop culturally sensitive screening and assessment tools to assist early identification of learning difficulties issues in children and also for identifying mental health and addiction issues For adults/youth.¹¹ These tools would be used by mental and physical health care providers.</p> <p>b. Introduce cultural training</p>	<p>People in ethno cultural communities are the best sources of information about the barriers they face and to determine what strategies may work for them. This in itself can counteract some of the disempowerment immigrants' experience.</p> <p>Informal social support from family, friends and communities is associated with better mental health.</p> <p>Improving the assessment of socio-cultural issues allows clinical competence of service providers to be enhanced and demonstrates the need for culturally and clinically relevant assessment practices in community service providing agencies (Yamada, 2008).</p> <p>In the case of neuropsychology, "the application of psychometric instruments standardized on White individuals from the majority culture resulted in larger than expected false-positives both in terms of psychopathological and neuropsychological variables. As a consequence, the lack of the universality of the instrument prevented not only the use of those instruments with individuals of varied cultural backgrounds but the limitations of theories of human function, especially brain, that were similarly universal in nature" (Puente and Perez-Garcia, 2000; 32)</p> <p>Mental health services should adopt the guidelines proposed by the American Psychological Association which suggest educating and training of mental health providers in multicultural sensitivity (Constantine, 2005; 16).</p>	<p>Screening Tools: Ongoing</p> <p>Cultural sensitivity training: Phase one - consultations – awareness (1 year) Phase two- Implementation (2 years)</p>

¹¹ Such tools will include mental and physical health

Expand collaboration among service providers	To ensure access to counselling services on a continuum: urgent to longer term on a sliding scale	Holistic planning is vital for addressing the needs of immigrants. This requires coordination by all the main actors in the community, including social services, settlement services and community leaders.	Ongoing
Increase trauma services for trauma survivors	<p>a. Increase number of counsellors educated and trained in working with survivors of war/ trauma and support for them.</p> <p>b. Provide funding for ongoing training for trauma counsellors</p>	Trauma, migration, racism, marginalization, exclusion, violence need to be considered when reaching out to immigrants	Build on what currently exists in the community.
Increase resources for mental health and addiction services to meet the needs of immigrants with mental health illness and addiction issues.	Provide safe, (confidential and comfortable) spaces, a supportive environment and adopt a holistic approach in addressing needs of immigrants.	<p>Holistic planning is vital for addressing the needs of immigrants. This requires coordination by all the main actors in the community, including social services, new comer serving agencies and community leaders.</p> <p>Informal social support from family, friends and communities is associated with better mental health.</p>	Ongoing Ongoing
2. Supports for Service Providers in Physical and Mental Health			
Increase supports for service providers.	Develop and implement Cultural Sensitivity training for health service providers using the train the trainer approach	“Fluency in the person’s language is a necessity, as is knowledge about the community’s social and historical experiences. The unique and very challenging circumstances of refugee women have prompted a movement towards contextualized care. Such care takes into account the intersectionalities of oppression and includes a comprehensive analysis of gender, class, culture, and the political environment (Adams & Assefi, 2002; Atlani & Rousseau, 2000; Gasser, Dresden, Keeny, & Warren, 2000; Guruge & Khanlou, 2004; Jiwani, 2001; Sidieris, 2003;Whittaker, Hardy, Lewis, & Buchan, 2005)” (Berman, 2006:49).	3 years – parallel approach
Increase supports for service providers to meet the needs of immigrants with mental health and/or	<p>a. Hire more qualified diverse staff</p> <p>b. Provide interpreters with medical training language skills in hospitals, health care clinics</p>	<p>This is an effective way to build capacity within a community as well as an effective way to use human resources to reach a large group of people.</p> <p>Placing medical interpretation services at the forefront of care is</p>	3 years – parallel approach

addiction issues	and social service agencies c. Increase collaboration between medical community & interpreter agency to improve service	crucial because research shows that language barriers reduce access to care and combined with ineffective interpretation can greatly affect the health and well being of clients due to misdiagnosis, incorrect treatment and wrong referrals. In mental health where diagnosis relied heavily on words, the importance of properly trained interpreters is crucial. More than just translating words, skilled interpreters serve as cultural brokers conveying subtle nuances and explaining cultural customs.	
Support for frontline workers working with mental health and addiction clients	Develop a tool for organizational change for agencies and their staff to provide safe support for frontline workers to prevent and or deal with depression, compassion fatigue etc.	Compassion fatigue, vicarious trauma, depression are associated with supporting people who have experienced trauma. It is important to have organizational and individual prevention and treatment plans for service providers who are vulnerable.	Ongoing
3. Provide Supports for Families and Individuals in a Holistic Manner			
Increase immigrant awareness of available services.	Case Management: Create an independent system navigation support through settlement services (based on the module of the language benchmark assessment) to help families, individuals to set up flexible 2-5 year plans and then follow them to review the plan: what has been achieved and what needs to be done.	Having an independent navigator ensures support is client centered versus agency centered as there is no vested interest as to which supports a family chooses. Immigrant needs will vary over time so the support of a knowledgeable professional to navigate the system and resources can increase access. "Family support programs look beyond the well-being of parent and children to develop the community in which they live (FRP Canada, 2002). The work "to increase opportunities and to strengthen individuals, families and communities." (FRP 2004 pg 8) Such supports occupy a unique position to assist the community in building connections among all its members. Because they are open and welcoming to all families, they are able to build wide community connections (Silver et al.2005a) They use strategies that bridge across cultures, ages, and social class. Family resource programs can have an impact on reducing racial conflict and increasing acceptance of diversity among community families (Nelson et al.,2005). Participants like how family support organizations help them to expand their sense of belonging to the community and their social networks (Silver et al., 2005b).	1 year
	Create free accessible designated	Families will find it easier to use a family resource program that is	Phase 1- 1 year- who to

	community centres, and areas within neighbourhood where people of all ages can meet and spend quality time.	located within their neighbourhood, accessible by public transportation or within walking distance. A location in a shopping centre or along a major transportation route is more accessible than one outside of the core arteries of the community. Multiple sites and use of community facilities can also improve outreach to families	approach Phase 2- 2 years (City's new initiative)
	Provide brochures in simple language and different languages available at natural points of access: supermarkets, faith based organizations	Its ability to improve access to information suggests that cities and communities should do more to provide this type of service to newcomers as a way of easing their transition and facilitating their integration.	1 year
	Create a platform for newcomers to advocate to service providers and the community at large about their needs in order to facilitate inclusion and greater understanding and allow for more targeted collaboration	People in ethno cultural communities are the best sources of information about the barriers they face and to determine what strategies may work for them. This in itself can counteract some of the disempowerment immigrants may experience.	Ongoing
	Educate the public as to why people come to Canada: facts dispel myths.	Negative media coverage has been shown to affect the immigrants' sense of well being, self esteem and identification with their new country. It can also lead to depression and a sense of isolation. Research has also found that as an information tool the media in various languages can help newcomers with their relocation and adjustment. The positive influence of this tool and it's ability to improve access to information suggests that cities and communities should do more to provide this type of service to newcomers as a way of easing their transition and facilitating their integration. (Welcoming communities page 91)	Collaborate with other Sub-councils
4. Physical Health			
Ensure the availability of accurate medical interpretation.	<p>a. Professionals: Provide Cultural sensitivity education and training for physicians, nurses, dentists and medical/dental students</p> <p>b. Provide Health literacy</p>	<p>Language barriers reduce access to care and combined with ineffective interpretation can greatly affect the health and well being of clients due to misdiagnosis, incorrect treatment and wrong referrals.</p> <p>Immigrants are less likely to report COPD (chronic obstructive pulmonary disease) or asthma but more high blood pressure, diabetes</p>	2 years

<p>Awareness on access or lack of access to health coverage, dental and vision as well as the health system, ie, hospitals, walk-in-clinics.</p>	<p>information in plain and clear languages and in different languages</p> <p>c. Utilize internationally medically trained professionals to provide education and preventative programs for various cultural groups and to provide neighbourhood programs/supports</p> <p>d. Advocate for more medical neighbourhood based centres (family health team)</p>	<p>or heart disease. The longer immigrants are here, they face increased risk for chronic diseases, if not detected earlier.</p> <p>Culturally sensitive training improves knowledge and attitudes of professionals.</p> <p>Such tools will assist immigrants in utilizing social resources and functional capacity without causing an increase in health care costs</p> <p>Training workers to be culturally sensitive and other activities designed to help reverse the process and impact of social exclusion.</p> <p>The health sector has a direct role to play by increasing access to appropriate health services for immigrants and racialized groups that incorporate culturally sensitive and language specific services for all health needs, including mental health services.</p>	
<p>Information for immigrants:</p> <p>a. Ensure embassies provide accurate information on the unavailability of health coverage for the first 90 days and information on dental, vision care and prescriptions</p> <p>b. Information on the various medical options and when to use them i.e.; walk in clinics, hospitals</p> <p>c. Information on buying health insurance for that 90 days period to be given to immigrants off shore</p> <p>d. Provide health/dental info to immigrants shortly after arriving regarding.</p> <p>e. Provide patients with available</p>	<p>Removing information barriers to health care starts by providing immigrants with accurate, detailed, and timely information about health care and the health care system. I.e., prior to arrival immigrants need to be given clear information about the 3 month waiting period for health coverage (Ontario Health Insurance Plan) and also be provided with information about what is and is not covered and how to get outside medical coverage</p> <p>Linguistic competence strategy</p> <ul style="list-style-type: none"> - health literacy is a strong predictor of health status - those with lower literacy skill levels are 1.5-3 times more likely to experience negative health outcomes <p>It is important to provide immigrants who for a variety of reasons may not be able to practise their profession, with opportunities to be able to utilize their knowledge and skills by participating in educational / presentations type opportunities. This will help them in maintaining self-esteem.</p> <p>Low literacy level among immigrants</p> <p>Hiring qualified health workers from immigrant communities</p>	<p>a. National Strategy</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. Ongoing</p>	

	<p>choices when receiving support or assistance e.g. gender of interpreter or doctor in pamphlets at medical facilities, schools, social services or settlement services</p>	<p>Best practices:</p> <ul style="list-style-type: none"> - remove financial barriers, - remove linguistic barriers, - remove information barriers, - provide culturally sensitive care 	<p>e. 1 year to develop and ongoing implementation</p>
<p>Ensure access to Recreational Supports for Immigrants.</p>	<p>a. Determine free and accessible neighbourhood based centres where people can gather and decide on events activities for their neighbourhoods. Fun places where all family members can share information on their cultures, food, music, activities and celebrations etc. (collaborate with Parks and Recreation and Neighbourhood Community Centres)</p> <p>b. Collaborate with faith organizations and schools in neighbourhood to deliver free or affordable recreational activities</p> <p>c. Develop criterion/process for immigrants' groups to access free office/ meeting spaces</p>	<p>It is recognized that recreation is a detrimental factor in the well being of the individual. Barriers to healthy living for individuals with restricted budgets may lead to a host of health problems</p> <p>Benefits of physical activity include promoting health, to prevention of chronic disease and to protect against some mental illnesses.</p> <p>“As Health Minister I can tell you, if I could take just a small fraction of the billions of dollars our nation spends fighting diabetes, cardiovascular disease, hypertension, and mental illness - not to mention the thousands of hip and knee replacements that are done each year - and instead focus on activities which would help prevent these conditions in the first place, Canada would be a healthier place. We would be spending much less money on healthcare over the long term.” (Parks and Recreation Strategic Master Plan, Nov 2009)</p> <p>“Use of public space and participation in community/recreation centers are important because they provide opportunities for newcomers to be integrated into the community.” (Welcoming Community Report, p. 86)</p> <p>Such participation may be particularly important for youth, as evidence suggests that recreation helps facilitate positive social and physical development, as well as identification with peer groups.</p> <p>At a broader level an additional outcome indicator of recreational opportunities may be a perceived sense of inclusion among immigrants, particularly among immigrant youth for whom recreation is especially important.</p>	<p>a. 1 year</p> <p>b. Ongoing</p> <p>c. 1 year</p>

<p>Financial barriers to accessing recreational services</p>		<p>One of the biggest barriers to the use of public space and recreational facilities is the lack of financial resources. To make participation affordable, municipalities may want to consider revising their payment systems or increase offering financial subsidies to those in need. They may also want to reconfigure regulations with respect to facilities that are under-utilized.</p> <p>It is important to create opportunities for immigrant families to spend fun interactive time with each other to maintain their sense of family and community</p> <p>The perceived barriers to participation cited most often were: English language proficiency, opportunity, lack of partner, financial limitations, knowledge about sites and or activities. Both self-esteem and acculturation had a significant positive correlation with total level of recreation participation and a significant negative correlation with the total number of perceived barriers (OCASI, 2005).</p>	
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INCLUSION & CIVIC ENGAGEMENT SUB-COUNCIL PRIORITY SETTING TEMPLATE

Advocacy:

- Childcare
- Pre-migratory information
- Employment and recognition of foreign credentials is part of inclusion
- Tax credit for renting space to community organizations
- Inclusion of immigrants in decision making and/or collaboration at all levels of social commitment.

Priority	Strategy	Rationale	Timelines
1. Promote skills based engagement at all levels of society, while recognizing that this may not be a linear path			
<p>Provide immigrants with information related to engagement opportunities</p>	<ul style="list-style-type: none"> • Create culturally informative content for public and local ethnic media in partnership between settlement agencies and the media and other ethno-cultural groups or individuals, in local public media (i.e., newspaper, radio, t.v) which highlights engagement opportunities and provides information in various languages. 	<ul style="list-style-type: none"> • There is agreement that one of the barriers to engagement is lack of information, eliminating that gap will open the path to greater involvement of immigrants in civic and social engagement opportunities. • According to the “Characteristics of a Welcoming Community”, “Upon their arrival, newcomers have very few opportunities for participating in the political sphere and often have limited rights regarding participation. Newcomers report being less informed about the political process in Canada and are generally not as politically active in comparison to native-born Canadians. As more time passes the electoral participation of newcomers increases such that they exhibit higher turn out 	

<p>Encourage immigrants to participate in civic and social engagement opportunities</p>	<ul style="list-style-type: none"> Promote neighbourhood and community based activities and events that will provide opportunities for immigrants to engage and participate in their new community. 	<p>rates in elections than their native-born counterparts” (2010). This increase in involvement over time may be due to increased information and familiarity with the host community. Providing information earlier in the settlement process may increase participation of newcomers earlier on.</p>	
<p>a. Encourage, promote and support volunteerism amongst immigrants at neighborhood level and at decision making levels such as board of directors and planning process</p>	<ul style="list-style-type: none"> Increase outreach to immigrants to encourage volunteerism by providing education and the context of volunteerism in Canada and the benefits. Encourage the London and Middlesex County to explore successful volunteer models (in Greater Toronto Area) which 	<ul style="list-style-type: none"> Opportunities for participation create a greater sense of belonging to the community. According to Statistics Canada, studies of life satisfaction among the general population show a positive correlation between social ties and well-being (http://www.statcan.gc.ca/pub/11f0019m/2010322/partie1-eng.htm) The London Strengthening Neighbourhoods 5 Year Strategy and Implementation Plan identifies strategies to engage, connect and include residents at the neighbourhood and city wide level. (http://www.london.ca/d.aspx?s=/Community_Vitality/Neighbourhoods/Strengthening_Strategy/default.htm) 	
		<ul style="list-style-type: none"> Recognize that the context of Canadian volunteerism is different than that of other cultures. Collaboration between different volunteer organizations is needed in order to promote and understand Canadian volunteering and to appropriately match qualified immigrants 	

<p>Encourage, promote and support political involvement of new Canadian Citizens through a process that begins at the information level before Canadian Citizenship is obtained.</p>	<p>allow immigrants to be placed in various departments in City Hall to gain Canadian experience.</p> <ul style="list-style-type: none"> • Create opportunities for outreach between schools and immigrant communities. (Community Capacity and Needs Report, WCI-LMLIP) • Encourage a process whereby informal immigrant volunteers can take on decision-making and leadership positions • Remove barriers to volunteering by: Providing, bus tickets, volunteer drivers, sharing information about virtual volunteering, hiring new Canadians or immigrants as paid staff to help the organization learn about and value diversity, Recruitment of new Canadians on boards, providing diversity training to staff (A New Canadians First Decade of Volunteering-Pillar non-Profit) 	<p>to positions.</p> <ul style="list-style-type: none"> • Immigrants report the following barriers to volunteering: lack of information about volunteer opportunities, the costs associated with volunteering, facing discrimination as organizations are reluctant to take new Canadians with limited English skills, Transportation and Child care. (New Canadians First Decade of Volunteering) Removing the mentioned barriers increases access to volunteer opportunities and benefits not only the immigrant but the society as a whole. • Need to collaborate with the Employment Sub-council and other volunteering and professional associations in terms of encouraging and promoting volunteerism. 	
<p>Encourage, promote and support political involvement of new Canadian Citizens through a process that begins at the information level before Canadian Citizenship is obtained.</p>	<ul style="list-style-type: none"> • Create an environment of trust through the use of awareness campaigns to dispel views of those whose pre-migratory experiences have created a fear and distrust in governments. Provide direct assistance in political mobilization by holding workshops, creating tool kits and identifying leaders within ethno-cultural communities. 	<p>The London Strengthening Neighbourhoods 5 Year Strategy and Implementation Plan identifies strategies to engage, promote and involve residents to actively participate in political process.</p> <p>(http://www.london.ca/d.aspx?s=/Community_Vitality/Neighbourhoods/Strengthening_Strategy/default.htm)</p> <p>Anderson and Black, in article cited by “Characteristics of a Welcoming Community,</p>	

	<ul style="list-style-type: none"> Encourage new immigrants to follow current affairs by providing education on the voting system, on candidates and removing barriers to voting such as transportation. 	<p>2010”, indicate that some types of political engagement such as political activism, demonstrating, and signing up for political parties are activities that newcomers participate in less than native born Canadians. This may be based on newcomers’ lack of feeling of ownership over political issues and underrepresentation of newcomer groups as reflected in the nomination process (Characteristics of a Welcoming Community, 2010). Therefore activities which encourage ownership need to be promoted in order to increase political involvement.</p>	
2. Enhance knowledge amongst host community in engaging immigrants			
<p>Communication and awareness of opportunities for civic engagement and inclusion</p> <p>This gap is two-fold as it is existent both within the host community and immigrant population.</p> <p>The priority of this sub-council is to ensure that civic engagement & inclusion opportunities are <i>on-going</i> and <i>all encompassing</i>.</p> <p>Portrayal of immigrants in media</p>	<ol style="list-style-type: none"> Create a multilayered community based Communication Strategy by approaching both mainstream and ethnic media to include the voice of newcomers. For example, establish a process that encourages communities to challenge negative media coverage of immigrants (WCI, Characteristics of a Welcoming Community) by promoting the use of action alerts which notify the community and service providers to write to media outlets which label groups unfairly. Foster collaboration between settlement services, service providers and community agencies in order to engage more businesses and corporations in creating more opportunities for inclusion and engagement. Beyond one-time contributions, this initiative includes the 	<ol style="list-style-type: none"> Exemplified best through the London Immigration Partnership, discussion and research highlights the fact that there needs to be more inter-collaboration between service providers to further engage the host community in creating more inclusion and engagement opportunities for immigrants. There is a consensus that communication is vital in both including and engaging immigrants in London and Middlesex in all matters civic. There are a number of existing modes of communication in both English and various other languages that can be resourced regularly to convey any and all opportunities for inclusion and engagement. (Encompassing events and activities large or small – from 	<ol style="list-style-type: none"> On-going . On-going. This initiative should be integrated into the practices of all existing service providers immediately. Service providers and other stakeholders (ie. Media) should begin the implementation of a multi-layered communication strategy and integrate it into their practices on a permanent basis to ensure a consistent and constant promotion of opportunities of

	<p>provision of on-going support for creating a more inclusive and welcoming community through sponsorship of events, organizations, provision of space, job placements/ internships etc. (i.e., Co-op placements, welcome packages and info)</p> <p>3. Establishment of a community based media literacy council to educate both immigrants and the wider London and Middlesex community about media. The goal is to create a more inclusive and welcoming community. Possibly a body/ council of volunteers interested in promoting inclusion and dispelling myths, and combating incidents of racism or discrimination (ie. Writing letters to the editor, etc)</p> <p>4. Proliferate cultural diversity training to counter stereotyping, racism and apathy by eliminating barriers to access (cost), use of media, creating incentives to organizations and businesses who participate.</p> <p>5. Enhance the capacity of local level media sources (i.e., Digital, audio, print & visual newspapers, magazines, TV, radio) by capitalizing on existing resources to better reflect the diversity of the city.</p> <p>6. Enhance, promote and build on programs that help immigrants develop networks with other immigrants in the communities (WCI, Characteristics of a Welcoming Community).</p>	<p>membership in grassroots organizations to large festivals).</p> <p>3. Research and discussion has highlighted the fact that there have been incidents of racism or forms of discrimination evident in the media towards immigrants. The establishment of a media –literacy body to advocate for the integration of immigrants and raise awareness will work towards the creation of a more inclusive and welcoming community.</p> <p>4. Integration of immigrants into the <i>mainstream</i> to promote inclusivity and highlight the diversity of what it means to be a Londoner/ Canadian in 2010.</p> <p>5. Highlighted in the research done in the Welcoming Communities Initiative document</p>	<p>inclusion and engagement.</p> <p>3.Established by September 2010. The media literacy body should be a community initiative comprised of a body of interested members who will be representative of the London Community (Londoners, immigrants alike).</p> <p>4. On-going. There is precedence to this as there have been stories published in London newspapers and on TV within the past couple of years. The goal is to make it more frequent and more reflective of the diversity in the city.</p> <p>6.Ongoing</p>
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	7. Enhance and build on programs that encourage local community members and immigrants to reach out and connect with one another.		
3. Increase access to shared space			
Increase access to shared space by removing financial barriers and enhancing partnerships	<p>The Inclusion & Civic Engagement Sub-council acknowledges the rich amount of work done in the London and Middlesex community regarding the topic of community space and existing initiatives. We recommend the following strategies adopted from the report, Increasing Access to Community Space for Ethnocultural Groups in London:</p> <p>a. <u>PERMANENT FACILITY FOR ETHNOCULTURAL GROUPS</u></p> <ul style="list-style-type: none"> - Conduct a Community Infrastructure Needs Assessment to lead the establishment, development and/ or expansion of space to provide a permanent facility for cultural groups; - Establish a working group to explore the feasibility of implementing a policy designating use by non-profit cultural community organizations as a priority for the allocation of surplus city-owned spaces; - A City representative be tasked with the role of assisting cultural groups through the information gathering process related to acquiring permanent or temporary access to space; - Develop and publicize an inventory of under-utilized city-owned space (especially in libraries, arenas, and resource centres); 	<ul style="list-style-type: none"> • Partnerships to be forged in the public, private and not-for-profit sectors to access underutilized neighbourhood and community space. Agreements may include reduced or waived fees, in-kind donations of space etc. • Neighbourhood Business Watch and Block Parent Business Program could provide linkages to business partners regarding space. • LDRRAC was suggested as a party to advocate on this issue. • Facilitating community gatherings strengthens the bond of ethno-cultural communities and builds trust between the ethno-cultural community and the service provider network. Healthy, well functioning community is not only much easier to work with, but is also a great way to attract newcomers (pg 26 Building Community) • Many newcomers chose not to settle in secondary cities because of a lack of ethnic community infrastructure and cohesiveness (pg 27 Building Community). 	Ongoing

	<p>(The recommendations note that longer-term lease arrangements of surplus city space should not exceed direct cost recovery associated with the operation of space)</p> <p>b. <u>COMMUNITY DEVELOPMENT & PARTNERSHIPS</u></p> <ul style="list-style-type: none"> - Outreach strategies should be implemented in city-owned facilities to engage ethnocultural groups and encourage them to use available space; - Boards of Education should promote inclusion (i.e., principals and custodians should be encouraged to provide welcoming and accessible school space to ethnocultural groups); - Introduce or enhance diversity training for staff in public and private institutions that include libraries, schools, city-owned spaces, and community centres; - Promote partnerships between ethnocultural groups and schools, City of London, facilities with space, and the private sector; - Establish an umbrella organizing group representing the diverse communities of London in order to represent intersecting and shared needs with the goal of community inclusion. <p>c. <u>Waiving Fees</u></p> <p>d. <u>Subsidizing Fees</u></p> <p>e. <u>Priority Access</u></p> <p>f. <u>OTHER SUPPORT FUNCTIONS</u></p> <p>Make available the following information to ethnocultural groups seeking to access community space:</p> <ul style="list-style-type: none"> - Affordable insurance rates; - Legal processes; - Registering cultural associations 	<ul style="list-style-type: none"> • Participation is particularly important for youth, as evidence suggest that recreation helps to facilitate positive social and physical development, as well as identification with peer groups (cited by WCI) • City of London has a new Policy for Waiving Fees for Use Of City-Owned Recreation and Community Centres reducing barriers to participation, promoting access to community facilities and encouraging community capacity building. Without the support of the City of London many new and emerging groups may not be able to find space to hold meetings to welcome new members and grow their organizations. By providing limited term space at no charge for meetings or activities, these necessary community and recreation groups can thrive making London the best place to live, work and play. • The London Strengthening Neighbourhoods 5 Year Strategy and Implementation Plan identifies strategies to increase gathering spaces, improve access to space, and encourage partnerships. (http://www.london.ca/d.aspx?s=/Community_Vitality/Neighbourhoods/Strengthening_Strategy/default.htm)
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	<p>should be encouraged;</p> <ul style="list-style-type: none"> - Information about managing non-profit organizations; - Understanding lease policies and agreements; and - Information for space owners about building partnerships. <p>8. ACCESS TO INFORMATION</p> <ul style="list-style-type: none"> - Promote information about existing space by creating an on-line space inventory/directory. - Better promotion of access to space policy on websites 		
4. Increase engagement of youth			
<p>Continue to work towards addressing generational specific needs of youth and issues of intergenerational conflict, Isolation/exclusion</p>	<ul style="list-style-type: none"> • Enhance programs that collaborate with settlement and social services to provide opportunities for intergenerational dialogue, orientation to Canadian systems and culture for parents and youth (Region of Peel Immigration Discussion Paper, Social Cohesion, Social Exclusion, Social Capital) • Collaborate with schools to involve parents and bridge understanding of youth culture (Region of Peel Recommendations) by inviting parent-teacher councils to partner with SWIS workers to make an effort to invite/include immigrant parents to engage 	<ul style="list-style-type: none"> • Community needs to identify and respond to the dynamics of intergenerational relations that shape the experiences of minority and immigrant children and youth (WCI) – (http://welcomingcommunities.ca/index.php?option=com_content&view=article&id=8:children-and-youth&catid=1:main-content&Itemid=15) • Intergenerational tensions and conflicts - immigrant youth identify tension with their parents over issues around curfew, clothing, lengthy family separation, and lack of respect for teachers (http://atwork-settlement.org/downloads/Newcomer_Youth_Best_Practices.pdf) • The newly established SWIS initiative places settlement workers, who are employed by community agencies, in elementary and secondary schools with 	<p>Ongoing</p> <p style="text-align: right;">ongoing</p>

<p>Provide information related to meaningful engagement opportunities to immigrant youth</p>	<p>with schools. Provide access to transportation, interpretation, and childcare.</p>	<p>newcomer students. SWIS worker proactively contacts each new immigrant family in the school to assist with their settlement needs, refers the families to more specialized community resources as needed, provides group information sessions, often in partnership with school staff, as well as provides orientation on the settlement needs of newcomers for school staff http://atwork.settlement.org/sys/atwork_library_detail.asp?passed_lang=EN&doc_id=1004807</p>	
<p>Provide information related to meaningful engagement opportunities to immigrant youth</p>	<ul style="list-style-type: none"> • Create safe spaces for youth through better access to recreation (not just schools and services providers) by engaging private organization in promoting Canadian activities for youth and adults (example Boler Mountain) • Promote programs which allow youth to work within their communities, identify issues, and contribute to change. For example; <ul style="list-style-type: none"> a) City of London youth initiatives; Kipps Lane Photo Voice; “Represent 2009.... Voices of Youth in Kipps Lane” http://www.youtube.com/watch?v=hzkAT6yNGq0 http://www.london.ca/Community_Vitality/Neighbourhoods/PDF/VoicesofYouthJUNE12009.pdf b) City of London Youth Leadership Program (Spectrum) which is targeted in particular 	<ul style="list-style-type: none"> • Sport and recreation can provide many opportunities for immigrant youth: networking for personal and professional relationships, improve their language skills, promote creativity among the youth, helps build a culture of peace and tolerance, helps immigrant youth remain competitive, offer positive images of community spirit, may help children forget about their difficult pasts or the challenging immigration process http://www.ocasi.org/downloads/OCASI_YOUTH_PROJECT_T_2004-2006_Provisional_Model.doc • In the changing socio-cultural landscape in Canada, cultural competence should be a requirement for all organizations to stay relevant and be responsive to the complex needs of diverse populations. There is a need to extend the view of immigrant youth as merely recipients of 	<p>Ongoing</p> <p>Ongoing</p>

	<p>neighbourhoods to engage youth from various cultures where there are limited numbers of youth leaders, a lack of youth from specific cultures applying for part-time / summer employment positions and/or a need for youth leaders with language specific skills.</p> <p>c) London Youth Council brings together youth from across the city to speak up about issues that matter to young people age 13 to 24. Youth bring the unique and varied interests of each of their communities and work together to create a shared vision. http://www.london.ca/d.aspx?s=/YouthWeb/LYSP.htm</p> <p>National Youth Week; National Youth Week brings together youth, service providers, schools, agencies, and businesses to celebrate youth in our community. The week is coordinated by the London Youth Council and its goals are:</p> <ol style="list-style-type: none"> 1. To Celebrate Youth 2. To Highlight Youth Issues 3. To Break Down Barriers to Youth Participation <p>Everything is by youth, for youth aged 13 to 24 http://www.london.ca/d.aspx?s=/YouthWeb/NYW/default.htm</p> <p>d) Establish and promote mentorship opportunities by identifying role models,</p>	<p>services, and recognize their potential as contributors to the development of culturally responsive and youth-relevant services http://www.eslaction.com/main/Services%20for%20immigrant%20Youth.pdf</p>	
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<p>Encourage immigrant youth to participate in civic and social engagement opportunities at the neighbourhood level, and especially in decision-making groups-</p>	<p>creating culturally sensitive networking opportunities to foster relationships and establish peer mentorship programs in schools supported by appropriate training (this can be a short term goal in the path towards successful settlement and integration)</p> <ul style="list-style-type: none"> Remove barriers to social engagement and informal volunteering opportunities for youth at the neighborhood/ their own community level (this can be a medium term goal in the path towards successful settlement and integration) Engage youth to volunteer with service providers and other community-based/local organizations giving youth a voice and opportunities for empowerment (Feb. 2 discussion) Remove barriers to formal volunteering (organized or beaurocratized) in the larger community's decision making structures such as: advisory committees, 	<ul style="list-style-type: none"> Hiring process should place emphasis on hiring workers that reflected the diversity of the community and those who had the ability to engage young people with various experiences (http://www.ilthc.on.ca/downloads/OW_Program_Update - Fall_'08.doc) Developing youth friendly organizations: Respect the principles of youth participation, run programs by and/or for youth, establishes strong partnerships with youth to share decisions with adults, monitor attitude toward youth and the participation of youth (The Youth Friendly Guide - The Youth Guidebook to Policy Change for intergenerational Partnerships (http://www.cen-ice.org/fre/publications/youth_guide.pdf)) There needs to be consideration about steps to meaningfully engage youth: Inform, Consult, Involve, Collaborate, Empower There is a need to develop a better understanding about how to measure levels of participation and engagement process - progressing along a continuum from receiving information, providing 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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	<p>working/planning groups, task forces, delegations, and boards of directors in different sectors (social service sector and private sector).</p> <ul style="list-style-type: none"> Encourage and promote political involvement (at the 'governance level) of new Canadian Citizens through a process that begins at the information level before Canadian Citizenship is obtained (this can be a long term goal in the path towards the settlement and integration process) 	<p>input, influencing priorities, sharing in the planning process to initiating and providing leadership (Promoting Newcomer Integration and Social Inclusion through Community Participation and Engagement: Facilitator Guide to Encourage Newcomer Voluntarism - An OCASI Project (http://atwork.settlement.org/downloads/atwork/Facilitator_Guide_Encourage_Newcomer_Voluntarism.pdf)</p> <ul style="list-style-type: none"> Consider different approaches to measure community engagement (http://tamarackcommunity.ca/downloads/index/Measuring_More_Community_Engagement.pdf) The London Strengthening Neighbourhoods 5 Year Strategy and Implementation Plan identifies strategies to develop measures for being actively engaged. (http://www.london.ca/d.aspx?s=/Community_Vitality/Neighbourhoods/Strengthening_Strategy/default.htm) Mobilize efforts to organize and advocate for civic leadership and participation in our community and identify existing leadership initiatives (targeting immigrants/refugees or targeting mainstream population), for instance Leadership Waterloo, VAC: (http://www.communitybasedresearch.ca/resources/LPC%20reports/Task%20Group%20Reports/ILCP.pdf); (http://www.uw/london.on.ca/libs/spaw/uploads/files/Documents%20and%20forms/YLT-YIAannualreport06-07.pdf); (http://www.uw/london.on.ca/libs/spaw/uploads/files/Documents%20and%20forms/YLT-YIAreport07-08.pdf); (http://www.uw/london.on.ca/libs/spaw/uploads/files/Docu 	<p>Ongoing</p>
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		<ul style="list-style-type: none"> Promote youth empowerment and facilitate full participation of youth in decision-making processes affecting the city and its institutions, in line with principles of inclusion and the civic importance of fostering leadership and maintaining the vitality of the democratic process (www.hcci.ca - Hamilton Youth Project.pdf) There is a significant gap in terms of public participation between more educated and financially well-off young people and more marginalized and less educated young people. Each of us shares the responsibility to encourage young people to take an interest in the future of their communities and of their country. Community groups, political parties and governments must make room for marginalized youth so that they can express themselves in existing institutions and change things (“<i>Youth Civic Engagement in Canada: Implications for Public Policy</i>” (citeserx.ist.psu.edu - 10.1.1.114.2289.pdf)) 	
5. Remove Barriers to Accessing Services			
Continue to work towards removing barriers which impede access to services and community involvement	<ul style="list-style-type: none"> Encourage greater service provider collaboration and communication through better use of existing community resources such as the Immigration Portal. 	<ul style="list-style-type: none"> Collaboration and communication are critical for providers, recipients of services in a variety of formats: face-to-face, print, electronically. Local service providers meet periodically and share 	<ul style="list-style-type: none"> Ongoing

	<ul style="list-style-type: none"> Form a communication plan with the mandate to review the existing infrastructure and space that could be made available and to make recommendations regarding ways to promote information in culturally accessible ways in as many locations as possible. The Child and Youth Network, (CYN) Ending Poverty Implementation Team have updated neighbourhood inventory of services for 10 priority neighbourhoods and will be hosting these listings and accompanying maps on Information London website by summer 2010. Neighbourhood Pocket Guide listed services on a map will be a piloted in some neighbourhoods in fall 2010. Follow up with service providers on the status of discussions with regard the 211 access number for London which would give immigrants free access to contacts (telephone numbers, addresses etc.) Review documents from the Child and Youth Network relating to Hub Implementation and System Re-engineering. 	<p>information. In addition to the Immigration Portal and Settlement.org the HealthLine and InformationLondon are other useful websites. The City is planning to upgrade the CYN page to facilitate improved access to these and other regularly accessed sites.</p> <ul style="list-style-type: none"> Many communities use a 211- one stop access telephone line. This used to be a service provided by Information London. The United Way may be able to take the lead in advocating for a 211 service in London. A coordinated and comprehensive communication strategy needs to be developed involving the City and its community partners.
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	<ul style="list-style-type: none"> • Increase use of existing infrastructure and space to promote information in culturally accessible ways such as tourist centers, bus stops, schools and health centers. • Promote a neighbourhood, life-course approach to delivering services in a way that brings families together and eliminates barriers • Encourage natural points of access for services and use informal methods to 	<ul style="list-style-type: none"> • This happens in the existing resource centres and will be an important role for the Neighbourhood Child and Family Centres recommended in the Pascal report and now being planned as part of the Child and Youth Agenda. See London's Five Year Hub Implementation Plan and System Reengineering Strategy documents at London.ca/cyn-Background Documents as well as London's Strengthening Neighbourhoods 5 year Strategy and Implementation Plan on London.ca website. • The London Strengthening Neighbourhoods Resident Task Force members are currently implementing Year 1 strategies at a city wide level engaging community partners, stakeholders, businesses, associations, residents etc., to participate. http://www.london.ca/d.aspx?s=/Community_Vitality/Neighbourhoods/Strengthening_Strategy/default.htm • Build on the Neighbourhood Strategy for London eg. Kipps Lane Initiative, the work of the Child and Youth Network involving the development of Child and Family Centres in Schools, the existing resource centres and OEYCs as natural points of access in neighbourhoods. • Events involving art, culture and recreation can bring people together socially in a friendly welcoming setting. 	
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	<p>deliver information and services in order to breakdown stigma. For example, use non threatening activities and consider the role of arts and recreation</p> <ul style="list-style-type: none"> • Consider barriers, such as cost, transportation, language and stigma in the delivery of all services. Also, ensuring information is presented in a cultural and linguistic appropriate way (example- some newcomers have no concept of what a map or calendar is)¹² • Encouraging organizations to use volunteers to escort immigrants to programs and appointments¹³ 	<p>Examples could be events in Victoria or Springbank parks as city wide events or smaller events in neighbourhoods involving Canada day celebrations, outdoor markets or other inter-cultural events in schools and/or other locations.</p> <ul style="list-style-type: none"> • Providing accessible services in neighbourhoods is the goal of Child and Family Centres. This would address the transportation barrier. When it is clear that the services are for everyone this would begin to address the stigma involved. Hiring staff from other cultures and providing translation services when required will help with the language barrier. • In addition to a number of interesting and relevant findings and recommendations this project identified two particular activities that would be worth pursuing further- Mentoring of Leaders and the creation of a group called London Multicultural Bridges. • Pillar has expertise in volunteerism that should be accessed and utilized. The report- "A New Canadians First Decade of Volunteering" highlights some of the challenges as well as opportunities. Immigrants who are familiar with Canada could become volunteers with 	
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¹² Manual for Successful Engagement Strategies, Childreach, 2009

¹³ Manual for Successful Engagement Strategies, Childreach, 2009

			newcomers. Their familiarity with other languages and cultures would be an asset.	
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JUSTICE & PROTECTION SERVICES PRIORITY SETTING TEMPLATE

Advocacy:

- Engage individuals at all levels
- Ensure community collaboration and allowing all communities to be visible
- Consider social wellbeing issues and pre-migratory experiences
- Increase representation of immigrants in justice, protection, legal and policing professions (WCI)
- Promote culturally trained interpreters

Priority	Strategy	Rationale	Timelines
<p>1. Enhance the sense of trust with the Criminal Justice System (including police, the crown, victim services and legal services) and Community based services for both prevention and intervention (including children services, violence against women's services, and advocacy and resource agencies)</p>	<p>Improve awareness of legal rights and responsibilities in Canada through ongoing outreach to immigrants and applying culturally sound approaches.</p> <p>Adopt or create lesson plans to be used in ESL and LINC classes which discuss issues related to the Criminal Justice System (WCI, Characteristics of a Welcoming Community report).</p> <p>Revisit and build on the processes that facilitate wide distribution of public legal education and information (WCI, Characteristics of a Welcoming Community Report).</p>	<p>Many immigrants report their negative experiences with the criminal justice systems and protection service in their country of origins. Such experience creates a sense of mistrust and fear towards the Canadian system. Building trust and respect is essential in developing and maintaining positive perceptions of the justice system and the roles of police, the courts and probation. Trust, confidence and satisfaction with the justice system are all outcomes of a welcoming community, identified by the Welcoming Communities Initiative (WCI), Characteristics of a Welcoming Community Report.</p>	<p>Two years</p> <p>Two years plus ongoing, continuous improvement</p>
	<p>Build on existing post crisis interventions services such as Vanier Children's Services, Children's Aid Society, Women's Community House,</p>	<p>First point of contact is critical in developing positive perceptions of justice and protection services, and</p>	<p>2-4 years</p>

<p>2. Enhance education and cultural knowledge amongst service providers, the general community and across government and non-government systems (Strategies related to capacity building)</p>	<p>London Abused Women’s Centre and Changing Ways to ensure provision of timely and immediate interventions that supports the individual and the family and recognizes their pre-migratory experiences, and, at the same time holds perpetrators accountable. Such a response serves to demystify the process and build positive relations.</p>	<p>affects post crisis service outcomes.</p>	
	<p>Design a standardized training tool for service providers, which can be adapted to any cultural sensitivity module, that incorporates cultural understanding, pre-migratory experiences and includes a response to domestic violence.</p>	<p>The use of a standardized training tool allows:</p> <ul style="list-style-type: none"> a. for decreased anxiety and emphasises a collaborative approach. b. for a shared understanding, amongst service providers, of what pre-migratory experiences and domestic violence look like. 	<p>Review, endorse, and personalize in 2-3 years</p>
	<p>Review existing tools to include cultural appropriate aspects that identify risk factors within families who are new immigrants.</p>	<p>A preventative approach allows for early referrals to support. This approach acknowledges and builds on existing work in the London community and recognizes that there is a gap in identifying risk factors in new immigrant populations.</p>	<p>1 year</p>
	<p>Update existing referral resources to ensure that it is inclusive of cultural</p>	<p>Continuity is needed across the</p>	

	<p>aspects.</p> <p>Support and promote the use of police liaison officers (WCI, Characteristics of a Welcoming Community Report).</p> <p>Continue to have community learning forums that are geared at government, non-government, and service providers which help to understand statutes, legislation and directives that relate to immigrants.</p> <p>Enhance media representation of immigrants (WCI, Characteristics of a Welcoming Community Report) by promoting the positive portrayals of immigrants and police services which counteracts negative portrayals.</p> <p>Explore and implement programs that seek to reduce the incidents of hate (WCI, Characteristics of a Welcoming Community Report).</p> <p>Create an inclusive communication and planning network to identify the identification gaps, needs, coordination, sharing of information and establish consistent approaches to</p>	<p>community regarding referral sources.</p> <p>Support will allow for building positive, constructive relationships with immigrant communities.</p> <p>People feel better in environments that reflect their identities and make them feel socially included (cited by WCI).</p> <p>Such a process aims to promote a greater understanding of the system for the service providers and better advocacy on behalf immigrant.</p> <p>A key structure highlighted by WCI, is to establish, a process that encourages communities to challenge negative media coverage of immigrants. This allows for the positive portrayals of immigrants in media.</p> <p>There is a need to enhance communication and collaboration between organizations in order to better advocate for clients.</p>	<p>5 years</p> <p>6 months</p> <p>Ongoing</p> <p>3 years</p> <p>Need to do standard assessment first 3-5 years</p>
<p>3. Enhance community collaboration and inclusion of alternative solutions between service providers and across cultural</p>			

<p>groups (Strategies related to capacity building)</p>	<p>assessment and planning, particularly between settlement service and the Criminal Justice System and Protection Services.</p>	<p>Police understanding of diverse communities is cited as an outcome of a welcoming community by the Welcoming Communities Initiative (WCI), Characteristics of a Welcoming Community Report. Ottawa has successfully implemented one such committee, the Ottawa Community and Police Action Committee is comprised of visible minorities, members of the police service and Aboriginal community members. It provides opportunities for discussion common challenges, for promotion increases understanding of community histories and concerns and for open dialogue (WCI, Characteristics of a Welcoming Community report).</p>	<p>3 years</p>
	<p>Explore the benefits of establishing a Community Police Advisory Committee (WCI, Characteristics of a Welcoming Community report).</p>	<p>There is a need to understand and incorporate different cultural mediation processes.</p>	<p>3 years</p>
	<p>Identify and collaborate with faith based organizations, cultural organizations, and key people in the community by exploring mediation and reconciliation tools and practices.</p>	<p>Partnership models foster understanding, collaboration, and allow for cultural backgrounds to be considered.</p>	<p>3 year</p>
	<p>Continue to explore successes of partnership models such as the relationship between Changing Ways</p>		

	<p>and London’s Muslim Resource Centre, where discretion related to cultural implications is considered.</p> <p>Continue to build and define collaborative case management and service provision models with individuals and families with co-occurring and complex issues. Currently the London and Middlesex Children’s Aid Society is working with local immigrant community partners to facilitate culturally sensitive and specific types of mediation.</p> <p>Explore and implement programs that target and promote the perception of safety and programs that target and promote safety for high-risk and vulnerable groups (such as youth) (WCI, Characteristics of a Welcoming Community Report).</p>	<p>It is the acknowledgement that one size does not fit all.</p> <p>This process takes into account cultural and post-migratory experiences of immigrants and would be complimentary in its understanding that different members of the families have different issues.</p> <p>Need to consider support for the individual, family and community by referring to programs.</p> <p>Suggested by WCI as a key process and structures which can lead to lowering crime rates and increasing perceptions of safety amongst immigrants.</p> <p>This sub-council acknowledges the work that is being done in the London and supports the continuation and expansion of efforts.</p> <p>Suggested as a key process and structures to lowering crime rates and increasing perceptions of safety amongst immigrants (WCI, Characteristics of a Welcoming</p>	<p>1-2 year</p> <p>1 year</p> <p>1 year</p>
<p>4. Enhance prevention and supports for immigrants in the Criminal and Justice Services and Protection Services system</p>			

	<p>Continue to enhance and implement private and public safety programs for immigrants in initial orientation (WCI, Characteristics of a Welcoming Community report) to Canada.</p>	<p>Community report).</p> <p>Need to acknowledge the diverse backgrounds of immigrants and the need for education on Canadian cultural practices, particularly regarding public and private safety. For example, keeping lobby doors of apartments locked.</p>	<p>Ongoing</p>
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SETTLEMENT SUB-COUNCIL PRIORITY SETTING TEMPLATE

Advocacy Issues

- Temporary workers
- Childcare
- Family Sponsorship
- Private sponsorships
- Information pre-immigration and post immigration
- Landlord and housing rules and regulations

Priority	Activity	Rationale	Timelines
1. Connecting newcomers to services			
a. Immediate access to information	<ul style="list-style-type: none"> • Develop a common information package, across the city and county, with all information related to services in a culturally and linguistically relevant way which includes brochures in different languages that explain settlement agencies and all the services they provide (such as the Settlement Workers in Schools, the Library Settlement Partnership etc.). • Provide additional services to immigrant students and their families by broadening the scope of Settlement 	<p>Immigrants need to receive immediate access to information upon arrival on the supports that are in place as part of an ongoing welcoming process.</p> <p>“New immigrants may find themselves in a social and cultural milieu that is far different from that of their country of origin, facing different sets of norms, attitudes and behaviours. A variety of responses may be undertaken in this context (see Berry and Sam 1997; Berry 1997). An individual’s capacity to adjust ‘behavioural repertoires’ to the new milieu vary, and for some the strains associated with this process may have implications for well-being, including satisfaction with life” (Roccas, Horenczyk and Schwartz 2000; Berry and Kim 1988). (http://www.statcan.gc.ca/pub/11f0019m/2010322/part-partie1-eng.htm)</p> <p>There is concern that immigrants sometimes receive inaccurate information on settlement issues. A common information package will help them get the accurate information they need. Such recommendation is also echoed in the Community Capacity and Needs Report.</p>	4 years

	<p>Workers in Schools (SWIS) and Library Settlement Partnership (LSP) programs to assist families and students connect to services.</p> <ul style="list-style-type: none"> • Improve existing programs which create possibilities for successful immigrant to mentor other immigrants so that individuals can see the progression from their situation to success. Expand this to youth in the school system. (WCI-LMLIP, Community Capacity & Needs Report). • Advocate for the enhanced provision of information pre-immigration and post-immigration to facilitate integration (WCI-LMLIP Community Capacity & Needs Report). 		<p>Once a year on an ongoing basis</p>
<p>b. Communication to raise awareness among immigrants c. Communications between the sector</p>	<p>Obtain funding to advertise settlement services through various forms of media, including radio, television, newspapers and ethno cultural festivals/events in various languages. Enhance and strengthen</p>	<p>Communications to raise awareness on settlement services among immigrants is important in the process of integration. Increased communication and collaboration among service</p>	<p>Ongoing</p>

	<p>communication among service providers.</p> <p>Include immigrants in planning stages in the delivery of services by holding focus groups and ensuring representation on planning committees and create opportunities for them to provide feedback on the service.</p> <p>Promote and coordinate the use of the London & Middlesex Immigration Portal and other existing tools within our community.</p>	<p>providers, allows for a better understanding of services and thus an improved ability to serve the immigrant</p> <p>It is important that the services provided are driven by the needs of the immigrant. Therefore the voice of the immigrant is crucial in understanding the needs and the gaps. Involving the immigrants in planning and or receiving their input, will guide the work of settlement agencies which is client centred.</p> <p>The immigration portal is accessed by service providers and many immigrants looking to settle in London and Middlesex. By promoting it, through brochures and flyers that need to be made available in points of first contact, will help the immigrant assist the new immigrants in the process of adaptation.</p>	<p>Ongoing</p>
<p>d. Attract and accommodate economic class immigrants (permanent residents)</p>	<p>Attract economic class immigrants to settle in London by:</p> <ul style="list-style-type: none"> - providing current information package on different aspects of life (employment, education, housing etc.) - utilizing the immigration portal to market London and Middlesex to potential immigrants - creating a joint 	<p>According to a recent study, “Cities such as Ottawa, Hamilton, Kitchener, London and Windsor are ... places favoured by newcomers to live.” http://www.ryerson.ca/news/media/General_Public/20090511_mr_immigre.htm</p> <p>It is important to market London and Middlesex to economic class immigrants. Therefore, as a community, there is a need to provide programs that reflect and understand the diverse and unique needs of various types of immigrants. Such programs maybe promoted on the immigration portal.</p>	<p>Ongoing</p>

	<p>reception centre, coordinated by settlement services, which provides up-to-date information and temporary housing for permanent residents for four to six weeks (a service for fixed fee). (based on the existing model of temporary housing for government assisted refugees).</p>		
<p>e. Status and Eligibility</p>	<p>Lobby and advocate with Citizenship and Immigration Canada to extend eligibility of service criteria to include New Canadians and refugee claimants.</p>	<p>Eligibility criteria restrict and limit the benefits of programs that enhance education, employment and social integration all of which are important in a welcoming community. Settlement agencies need to be prepared to support all categories of immigrants and to provide services through the CIC modernized approach</p>	
<p>f. Neighbourhood based services</p>	<p>Creation of a volunteer management position within organizations whereby volunteers can be trained to provide basic settlement services and ongoing support and follow-up with immigrants when eligibility criteria restrict serving certain population, such as new Canadians or refugee claimants. Volunteers from host-community and ethno-cultural group to be recruited.</p>	<p>By increasing the delivery of settlement services at the neighbourhood level, based on an existing model, we will be able to establish accessible, long-term support and build rapport within the community. Volunteers will be able to provide basic assistance in addition to the networking aspect.</p>	<p>On going</p>

2. Navigating systems		
a. Navigating Bureaucratic Systems	Advocate and create opportunities for interpreters to be involved in training and be knowledgeable on settlement information.	<p>“In addition to the social and psychological aspects of settlement, immigrants also face a variety of logistical challenges. Some of these, such as navigating an unfamiliar city or finding housing, may be overcome fairly soon after arrival. Others, such as accessing health services, may be an ongoing challenge (Schellenberg and Maheux 2007). Obstacles or frustrations of this sort may influence immigrants’ assessments of life in their host country.” (http://www.statcan.gc.ca/pub/11f0019m/2010322/part-partie1-eng.htm)</p> <p>Enhancing the delivery of settlement services to include those who assist immigrants overcome difficulties in navigating bureaucratic systems is necessary. For example, a partnership between interpretation and settlement services eliminates the knowledge gap and reduces communication errors.</p>
b. Managing Finances	Create ongoing interactive workshops which creatively educate immigrants how to manage all aspects of finances including banking, credit, transition from government sponsorship, taxes, and bill payments.	<p>By enhancing the delivery of services which support immigrants in making educated and informed financial decisions, we eliminate problems that occur further down the road. For example, excessive credit card bills, providing NSF cheques and dealing with soliciting.</p> <p>Information leads to empowerment.</p>
3. Family Challenges		
a. Supports for separated families	Provide free and informal counselling services that take into account pre-migratory experiences for separated	Families may separate upon arrival, or may be geographically separated. This impact the whole family in a negative way. Early counselling may prevent the disintegration of families and will help families to be strong and stable.

	families.		
b. Intergenerational conflict (parents and children)	Develop a collaborative program between Children's Aid Society, police, schools and settlement workers which encourages opportunities for intergenerational discussion, education and activities.	Intergenerational conflict between children and parents can be part of the settlement process. Children are fast learners; they often pick up the culture and language faster than their parents. The transition from collectivist to individualistic societies can increase the parent's feelings of isolation as they are left to deal with these issues alone. Recommended collaboration, will lead to establishing connected families.	
c. Programs for youth and seniors	Increase supports and programs for immigrant seniors and youth. For example, intergenerational computer training programs target both groups. Provide some programs for the youth in the summer. Programs for seniors with facilitators who speak their language.	Build on existing programs that serve this population to avoid isolation, and to prevent youth from indulging into harmful activities.	Ongoing
d. Parenting	Increased collaboration with Children's Aid Society, Ontario Early Years Centers and Settlement services, with an eye on providing parenting workshops to new immigrant in different languages.	Many immigrants come from a collectivist society and tend to face some challenges when they come to an individualistic society. To avoid any conflicts, parents need to receive information on existing parenting workshops that may help them in learning new skills in raising their children in the individualistic society. Settlement and other children services collaborate on providing the necessary information on parenting and the Canadian law with regard to certain discipline methods.	

	Training of community leaders of ethno cultural communities to become facilitators of parenting workshops.	Currently the majority of parenting workshops are delivered in English with some interpretations available. Delivery of such workshops in the immigrants' language is proven to be effective. Therefore by training capable immigrants to facilitate such workshops, parents will benefit more since facilitators know the cultural backgrounds of these families and are able to relate to their experience.	
e. Engage all members of the family	Promote and enhance existing programs which provide partners and or spouses with the tools and information on their roles, rights and responsibility in the community.	The goal is to keep men connected to their families. Men are more isolated in terms of limited services. Need to continue to respect role of men in family, and inform them of roles, rights and responsibilities.	
4. Housing			
a. Landlord/tenant issues	Build on workshops that proactively teach individuals their rights and responsibilities and how to respond in tenant/landlord conflicts.	This is a twofold challenge: a. The immigrant needs to be informed about the rights and responsibilities b. Landlords need to be involved in the education process	Immediate - ongoing
b. Affordable and suitable housing	Advocating for city planning that seeks to address newcomers' housing needs. (WCI, Characteristics of a Welcoming Community report). Enhance the capacity of the existing temporary reception housing provided in the city for refugee claimants and	Creation of housing sensitive to the needs of newcomers, while ensuring that immigrants are kept out of silos, is a step towards integrating immigrants. Suitable and affordable housing is important because it affects newcomers' ability to access schools, jobs, key services, such as health care and also for the integration into Canadian society (WCI, Characteristics of a Welcoming Community). Suitable and affordable housing is key in a welcoming	

	<p>Government Assisted Refugees (GARs).</p> <p>Create a joint reception centre, coordinated by settlement services, which provides temporary housing for permanent residents for four to six weeks (a service for fixed fee).</p>	<p>community as indicated in the WCI Characteristics of a Welcoming Community</p> <p>Immigrants face a huge challenge upon arrival when they go to rent. They do not have a reference letter (from previous landlords) or a regular job. Finding landlords who are receptive and understanding may take time and this impact the immigrants in many ways. Having a reception centre, for fixed fee, will allow families to have the time to look for a family home and negotiate with landlords, without spending huge amounts on furnished apartments or hotel rooms.</p>	
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Appendix D: Definition of 'inclusion and civic engagement'

In the context of Canadian Immigration and for the purpose of this sub-council, we have decided to recognize that the words "Inclusion" and "Civic Engagement" are distinct but interconnected terms.

We defined "inclusion" as a sense of belonging to a group, to a community and to society as a whole, enjoying full acceptance and recognition. This sense is usually absent in those who have been uprooted from their native communities and have been re-rooted to a completely new and different society.

Furthermore, we have concluded that this sense of belonging can only be achieved with the creation of an environment where there is no discrimination, labeling or oppression of any kind and where there is recognition of the fact that we are part of one same collective reality even though individually we are not the same.

In an inclusive community, people are valued because of, not in spite of, their differences. Inclusiveness creates a climate where diversity is truly valued. Each person is respected for their differences not just tolerated. Each person is recognized and developed, and their talents are routinely tapped into (i.e., participation in economic and decision making structures).

"Civic Engagement" is the direct outcome of inclusion and it involves developing the knowledge, skills, values and motivation necessary to participate in decision making and/or collaboration at all levels of social commitment (domestic, organizational, entrepreneurial, municipal, provincial and federal).

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