



LIPs Joint Consultation Meeting: IRCC / Peterborough / Kingston / Quinte (Belleville)

October 23 2018 - Belleville City Hall

Immigration, Refugees and Citizenship Canada – IRCC

- **Ruba Moubarak** - Ottawa Supervisor IRCC
- **Sharon Williamson** - Integration Program Officer, Settlement Network Immigration
- **Sean Bentham** - Settlement Officer IRCC Etobicoke

Peterborough LIP

- **Hajni Hos** - Executive Director - New Canadians Centre
- **Yvonne Lai** - Director of Community Development - New Canadians Centre
- **Reem Ali** - Community Development Worker - New Canadians Centre
- **Gabriele Zeh-Abramsky** - Chair - Board of Directors New Canadians Centre
- **Carmela Valles** - Peterborough Immigration Partnership Coordinating Committee Member and owner Carmela Valles Immigration Consulting

Kingston LIP

- **Sunita Gupta** - Kingston Immigration Partnership Facilitator (KIP)
- **Wendy Vuyk** - Director Community Health, Kingston Community Health Centres
- **Stephen Kirby** - Kingston Community Health Centres - Immigrant Services
- **Stephanie Simpson** Executive Director and University Advisor on Equity and Human Rights (Queen's University & KIP Co-Chair)
- **Madeleine Nerenberg** - Manager, Newcomer Services (KEYS)

Quinte LIP (Belleville)

- **Orlando Ferro** – Executive Director Quinte Immigration Services QUIS
- **Paul Osborne** - President QUIS Board of Directors
- **John L. Robertson** – Quinte LIP Coordinator

Ministry of Citizenship and Immigration / Ministry of Tourism, Culture and Sport

- **Janice Rose** – Regional Advisor – East Region – Regional Services and Corporate Support Branch
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Report - LIPs Joint Consultation: IRCC / Peterborough / Kingston / Quinte (Belleville)

Client-Centred: Client-centred programming approach is tailored to meet specific clients' profiles, and from your unique perspective, what type of programs or services do you think are lacking in your community to address those gaps in services for newcomers?

Main Question: After reading the definition of what client-centred programming is, and from your unique perspective, what type of programs or services do you think are lacking in your community to address those GAPS in services for newcomers?

Programs or services thought to be lacking

Interpretation / Translation

- GAP - Certified interpreters needed (in localized areas) reliable access to translation/interpretation services for families in crisis.

Legal

- GAP - Legal advocate required - Client groups - complex legal concerns (localized areas GAP).

Health Medical

- GAP - Family doctors - GAP in access to medical services for newcomers.

International Students

- Provide services that can be accessed by international students – this population is growing and many students are interested in making Canada their home.

LGBTQ

- LGBTQ and specific services for newcomers who identify as non-European Canadian and/or LGBTQ have higher odds of feeling racialized.
- Increased support for collaborative ventures needed with the community

Employment

- Provide incentives to employers to hire newcomers.
- Offer more apprenticeships for newcomers to gain experience.
- Workplace rights and responsibilities training.

Housing

- GAP - Housing and Shelter could be linked to newcomer programs.

Language training

- Need options to suit client needs (localized areas GAP).
- Students missing class due to language face additional barrier integrating with the school community.
- Need to provide industry specific ESL training (workplace ESL).

- GAP - Pilot project needed - professional business language ESL course suggested with the addition of a co-op study/work approach to increase job success.
- ESL for youth (16+) that slated to graduate but lack the language skills/credits and adult ESL programs do not address the needs of youth in this age bracket.

Youth Supports

- GAP - Youth need additional supports – high school supports affects sense of belonging and civic engagement.

Technology and Transportation

- GAP - Methods and technologies to overcome transportation barriers for client service are needed in many area especially those with a large rural/urban mix.

Services in the long term – Qualitative outcomes

- Need for newcomer services based on qualitative outcomes not quantitative and measured long term.

Supplementary Questions:

What specific programs or services could be expanded or improved to enhance the integration of newcomers to your community?

Interpretation / Translation (in localized areas)

- Solutions needed – lack of certified Interpreters in different languages
- Limited funding / no budget for phone interpretation
- Reliance on staff for appointments – volunteer or uncertified interpreters
- Drain on staff resources – if family member is used - concerns of confidentiality
- Connect local Indigenous communities with newcomer communities

Budget management

- Need for flexibility in budget management allowing service providers to expand roles (staff) to accommodate extra support and increased collaboration.

Health

- Dedicated mental health resources for newcomers - high prevalence of mental health issues in newcomer population.
- Trauma information/practice for service providers and educators – need for more training for teachers and frontline to be able to handle mental health challenges in a classroom setting.

ESL – Language

- Direct language support for children in the classroom
- Students missing class for language face another barrier - integration with the school community
- ESL for youth (16+) slated to graduate but lack the language skills/credits and adult ESL programs do not address the needs of youth in this age bracket
- Language training needs to focus on different needs: Life skills – drop in – volunteers – child minding – Syrian male group

ESL and Employment

Workplace ESL needed - Provide industry specific ESL training

- Needs a bridge to the labour force
- GAP - ESL Pilot needed for professional business language of work
- Language training focus needs a collaborative link to labour force – mentoring - job market
- Need for additional support youth 18 +
 - Little support in high school
 - Impact on sense of belonging
- GAP - Jobs / Employment - need to recognize experience as a positive for employment – credential recognition
- GAP Open - pilot desirable for employment counselling programs for newcomers

Employment

- GAP Closed – using pilot - Newcomer employment counselling – GAP closure through the collaborative protocol between Quinte Immigration Services QUIS and Community Employment Services – CES Loyalist College
- Information GAP for newcomer clients - Ontario Works – in relation to proceeding to eventual employment

Housing

- Housing and shelter difficulties impact on newcomers especially those affected by trauma

Library services

- Library services provide resources for Francophone clients - could use more French resources

Technology and Transportation

- Lack of Regional Transportation system creates barriers for newcomer – ESL classes and jobs
- Settlement Services over great distances (in the Quinte Region)

Welcoming Services

- Social Integration of newcomers' difficulties – no welcoming services for new residents

What are the programs or services that should be reduced if they no longer provide a client-centered approach, or are not in line with the emerging trends in your community?

- **Not identified**

Specify the modes of service delivery that are more effective for certain client groups than others? (Identify both the model and client group in your response)

- Reaching rural newcomer client groups over distance require technology improvements

How do we include newcomers as a decision-maker in their own settlement journey?

- **Not identified**

Outcomes-Driven

Main Question: In your opinion, what are measurable indicators that a program or service is effectively contributing to the integration of newcomers in your community?

Measurable indicators of effective contribution to integration

Inclusion

- Reduction in hate crimes; reduction of polarization (example: by non-reporting undocumented residents).
- Inclusion Committee – address racism and discrimination - anti-racism – countermeasures.
- Use the provincial ministry’s metrics as a model.
 - Reporting:
 - Track retention rate - example: employment and social integration
 - Needs assessment.
 - Integrate and track student data.
 - Systems in place for users to provide direct feedback to the IRCC.

Support/Services:

- Increased access to municipal service for all residents, such as psychiatry, social services, improved access to intake and primary care.

Social Integration:

- Increased number of meaningful cultural events - Multicultural Arts Festivals etc.

Employment:

- Measure employment transition for newcomers into the labour market – knowledge, skills, and abilities - making a lateral transfer.
- Advocacy, sharing success stories, talk about experiences, harness this information as data to provide more training and support to employers.
- Newcomer talent is underutilized.
- International students’ retention can be increased through proper supports.

Budgets

- Include services in budgets, in mandates and in operational plans.

Client Services

- LIPs are strategically placed for service coordination - linked to front line needs of newcomers.

- LIPs having a seat at advisory committees – municipal & provincial links.
- Arabic reading and writing classes for children and youth contributes to newcomer family cohesiveness.
- Sponsorship groups have unique observations - progress of newcomer refugee families.

Supplementary Questions: Considering your organization’s perspective, what type of programs or services tend to produce the best outcomes for newcomers in your community?

- Supports and outcomes measurement should reflect the unique circumstances that clients find themselves in.
- Success is different for different people – single mother – youth – men’s groups.
- Programming that leads to real progress not just targets or goals.
- Incentives needed during training.
- RAP – reinforcement of basic information – what is being a good neighbour – appliance operating – laws.
- Health approach – social determinants - that reflect belonging – wellbeing – community.
- Working with employers assessing GAPs - information needs to be packaged for basic skills training
- Cultural competency training for service providers
- Living library program – immigration – integration – throughout community
- Proactive communication – networking and civic engagement opportunities

Responsive to Need: Main Question: What programming helps to create more welcoming communities?

Programming that helps to create more welcoming communities involve:

- Living library program – immigration – integration – throughout community.
- No cost legal services.
- ESL – teaching newcomers for Canadian citizenship (in localized areas).
- Working with employers.
- Taking ownership for welcoming community.
- Support service providers with cultural competency guidance.
- LIPs need links to front line needs.
- Programming to directly connect newcomers with former newcomers and the broader community.
- Proactive work amongst the community members to address racism and discrimination affecting diversity in all forms must increasingly be represented by senior leadership in city councils, city senior leadership, police, academic institutions, community organizations and other employers.
- The Grand Seduction of Drummondville good example.
- Dealing with housing availability - excessive wait times/supply – outmigration.
- Mobilize neighbourhood organizations - changing the culture, systems, encouraging more community partnerships.

- Provide peer-to-peer programming.
- Need for transformative and intuitive leadership (not led by agencies alone).
- Series of metrics reported back to community planning and implementation tables to attract and retain multiple players
- Attract and retain employers
- A strong value proposition required for participating organizations; define time commitments, scope, and project timelines
- LIPs role to increase the dialogue
- Provide shared training for child services and settlement workers
- Cross-cultural/intercultural competency training for employers
- Business start-ups, import/export opportunities
- Programming to address bias in hiring, racism in workplaces
- Newcomers experience difficulty with on-boarding and mentoring; once hired, newcomers must be explicitly taught norms and values that are important to the Canadian/local workplace
- Further opportunities for newcomers to gain Canadian work experience are vital to their successful integration
- Deal with talent wasted due to regulatory obstacles for newcomers/immigrants when attempting to work in their professions such as healthcare, IT, engineering, etc.
- Educating K-12 students and educators about the services available and provide more interaction between the schools and the services

Supplementary Questions: How do we attract and retain multiple players at community planning and implementation tables to better support long-term integration?

- Proactive communication – networking and civic engagement opportunities.
- Seek community partnerships through two way collaborations – sharing of expertise.
- Demonstrate need for cooperative planning and implementation for all-embracing results.
- Arabic reading and writing for children and youth once denied education in the camps fosters confidence in the community – connection to family services objects.
- Apprenticeship programming – multiple players - recognizing work experience
- Link to municipal priorities.

What partnerships could be strengthened to help us (governments, the settlement sector, communities, et. al.) achieve our goal of an inclusive society?

- Working with employers assessing GAPS - need to package information for basic skills training
- Municipal services linked to all services through inclusion approaches and procedures
- Employment sector pilots focused on newcomers
- Settlement Services at libraries strengthening partnership
- Housing and shelter in relation to partnerships
- ESL classes to apply for college

- Exploring public-private sector and corporate partnerships - innovative ideas - financial/in-kind services

What technologies exist that could help create better access to services for newcomers?

- Social media new technologies – provide better access – sharing and public outreach – transportation barriers.
- Cultural competency training for service providers
- ESL language training online – digital services - program with libraries
- Improved transportation systems
- Community app (multilingual) identifying key services and community information
- Migrant Immigration Program Indicator Tool - for community partners.

Effective Use of Resources:

Main Question: What are some alternative and innovative solutions to help contain costs and capitalize on efficiencies?

Alternative and Innovative solutions:

- Implementation of the Workforce Development and an in-migration strategy.
- Municipal partners
 - Facilitator opportunities to support newcomers and workforce.
 - Municipal funding to focus on equity deliverables.
- Employer connections and employment service providers - can work to build a framework.
- Collaboration - environmental scan of collaborative endeavours to strengthen/mobilize initiatives.
- Education:
 - Education hubs to create strategic connections with community educational institutions may lead to potential programs for community, students, newcomers & institutions.
 - Intercultural training for schools to better understand newcomer families.
 - Make better use of schools – if children feel welcome and settled in their school, families are more likely to remain – less outmigration.
 - Hackathon - rally a diverse range of people - creatively solve community problem.
 - Ethno-cultural organizations need to be more involved in schools.
 - Schools are natural hubs for connection.
- Housing innovation:
 - Secure loans – funding - development opportunities for co-housing and community homes (low vacancy rates).
- Health

- Take internationally trained medical professionals and connect them with Indigenous communities that are underserved.
- More information to newcomers on areas such as mental health, and more work with mental health organizations to understand how to support this community.
- Public Health as training locations.

Globalization model

- Globalization model - consider the global and local experiences to utilize local resources to create safe spaces/common ground.

Innovation

- Partnerships are key.
- Service integration – any door.
- Community based pilot programs that contribute to newcomer success – student work visas.
- LIPs ensure partners are in tune with needs and goals.
- LIPs can help partners develop their capacities.
- Settlement and community development integration to advance initiatives.
- Move from program funding to core operational funding – long term efficiencies and continuity of staff.
- Build the capacity of volunteers – outreach – tutors – shopping – child minding.
- Every day living – workshops.
- Foster stronger leadership.
- Provide intercultural competency and support structure for employers.
- Intercultural training for educators required to support the influx of newcomer/refugee children in the school system.
- Empowering the newcomer/refugee community through education.
- Creatively support social integration.
- Better communication to improve access to resources.
- There is a need for sustainable/continued funding for support programs.
- Packaging together skills needed for employers – GAPS.
- Having a seat on advisory committees – links to municipal government priorities.
- Social media.
- Government support and cooperation.
- Better technology to access better services.
- Link to municipal priorities.
- Include services in budgets, in mandates and in operational plans.

Supplementary Questions:

What opportunities exist for funded organizations to collaborate, develop partnerships or leverage the contribution of other sectors?

Collaboration opportunities:

- Living library
- Connecting the positive community benefits for collaborative efforts

- Free legal services
- Part-time settlement services at libraries
- Libraries providing resources for Francophone newcomers
- Marketing boards – link to retention of newcomers and reducing effect of outmigration

- Pilot projects (separate funding)
 - Peterborough - Newcomer kitchen
 - Quinte (Belleville) - Economic Development through Immigration EDTI

From your knowledge of IRCC programs, what areas should be emphasized and de-emphasised/stopped?

Emphasize

- Partnerships as key to success.
- Community take ownership – ambassadors.
- Efforts for inclusion and antiracism initiatives in the community.
- Embracing new technologies – better access to services for newcomers.
- Post-arrival education materials including employment safeguards – including Ontario Works.
- IRCC Call centre and IRCC website improvements necessary.
- Need to demonstrate a welcoming community – all services up front and readily available.
- Include services in budgets, in mandates and in operational plans.
- Need everyone to take ownership of being an ambassador for shaping a welcoming community.
- Teleconferencing for health in light of transportation issues.
- Community connections – information services.

What areas should be de-emphasised/stopped?

- **Not identified**

What mechanisms can we use to measure the added benefits of the federally funded programs in the integration process of newcomers in your community?

- Programming that is driven by evidence, ensuring the best outcomes, both short and long-term, for the client

Roundtable Consultation elements:

- LIPs need more online services
- Services needed for multiple arrivals - Including international students
- Immigration and International student numbers are dramatically rising
- Need for more meaningful integration between LIPs and governed services (beyond the norm)
- Case management numbers an issue
- Client centered settlement work - quantity affects service

- Newcomers and shift in resources - an unknown future
- ESL online services include Provincial and Federal systems – duplication of services
- Settlement services also affect community outcomes
- Challenges for community health service providers – social determinates (trauma/children)
- Family reunification priority – broken families
- LIPs provide research in support of health and other services providers